Cutler-Orosi Joint Unified School District
Regular Meeting of the Board of Trustees
Thursday, October 8, 2026
Open Session: 5:30 p.m. - Closed Session 6:30 p.m.

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

REGULAR BOARD MEETING AGENDA

ROLL CALL AND ESTABLISHMENT OF QUORUM

	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	___	**Leanne Cerda**	___	**Dr. Diana Vides**	___
Shevonne Swanson	___	**Linda Montemayor**	___	**Dr. Larissa Goosev**	___
Sunsie Tumacder	___	**Lisa Castillo**	___	**Mario Rodriguez**	___
Antonio Quintanilla	___	**Melissa Delgadillo**	___	**Oscar Villaseñor**	___
David Lupian	___	**Raffi Soghomonian**	___	**Victoria Guzman**	___
Faith Coleman	___	**Veronica Raigoza**	___	**Yovana Castillo**	___
Jayboy Camaquin	___		___	**COUTA Representative**	___
Jody Rush	___		___	**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
- **Cutler Elementary School**
- **Facilities Update & Safety Report**

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

RECESS

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

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

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CONSENT ITEMS

Item #	Page #	Description	Goal #
1.	12-25	Minutes of the Regular Board Meeting Dated September 10, 2026	3
2.	26-35	Accounts Payable Total Payments Report Dated August 27, 2026, through September 23, 2026	1, 2, 3
3.	36-37	September Cash Balance Report	1, 2, 3
4.	38-73	Budget Revision	1, 2, 3
5.	74-80	Approve SignalPath Technology Advisors Agreement	2
6.	81	Approve Sale of Surplus Items	2
7.	82	Approve Contractor Prequalification List	3
8.	83-84	Interdistrict Transfer List	1, 3
9.	85-90	Approve Updated Board Policy, Administrative Regulation, and Exhibit (1) 1312.2: Complaints Concerning Instructional Materials	1, 3
10.	91-94	Approve Updated Board Policy 4131: Staff Development	1, 3
11.	95-97	Approve Updated Board Policy 4331: Staff Development	2, 3
12.	98-106	Approve Updated Board Policy and Administrative Regulation 5145.3: Nondiscrimination/Harassment	3
13.	107-111	Approve Updated Board Policy and Administrative Regulation 6141: Curriculum Development and Evaluation	1, 3
14.	112-123	Approve Updated Board Policy, Administrative Regulation, and Exhibit (1) 6161.1: Selection and Evaluation of Instructional Materials	1, 3
15.	124-126	Approve Updated Board Policy 6161.11: Supplementary Instructional Materials	1, 3
16.	127-130	Approve Updated Board Policy 6163.11: Library Media Centers	1, 3
17.	131-133	Approve Updated Board Policy 4119.1: Civil and Legal Rights	3

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CONSENT ITEMS - Continued

18.	**134-139**	**Approve Updated Board Policy and Exhibit 4040: Employee Use of Technology**	**3**
19.	**140-151**	**Approve Updated Board Policy and Administrative Regulation 6159: Individualized Education program**	**1, 3**
20.	**152-158**	**Approve Updated Board Policy and Administrative Regulation 6159.1: Procedural Safeguards and Complaints for Special Education**	**1, 3**
21.	**159-164**	**Approve Updated Board Policy and Administrative Regulation 6159.2: Nonpublic, Nonsectarian School and Agency Services for Special Education**	**1, 3**
22.	**165-171**	**Ratify Glover and Whiteside LLP Agreement for Legal Services**	**3**
23.	**172-190**	**Ratify Tulare County Office of Education Agency Agreement No. 270364**	**1, 3**
24.	**191-193**	**Approve Curriculum Associates ELLevation Quote for 2026-2027**	**1, 2, 3**
25.	**194-206**	**Approve Program Reservation and Agreement with Wonder Valley Outdoor Education Center**	**1, 3**
26.	**207-210**	**Ratify 2026-2027 21st Century Community Learning Centers (CCLC) Program: High School ASSETS**	**1, 3**
27.	**211-232**	**Approve Disneyland Imagination Campus Education Workshop Quotes**	**1, 3**
28.	**233-238**	**Approve 2026-2027 Prosperity Center Memorandum of Understanding**	**1, 3**
29.	**239-243**	**Approve RISE 2 IT Productions Memorandum of Understanding**	**1**
30.	**244-247**	**Approve 2026-2027 GrowthPoint Technologies Memorandum of Understanding**	**1, 3**
31.	**248-263**	**Approve Orosi High School Overnight Trip to University of the Pacific in Stockton, CA for Speech and Debate Invitational Event**	**1, 3**
32.	**264-267**	**Approve Student Travel Program Proposal with Explore America**	**1, 2**

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CONSENT ITEMS - Continued

33.	**268-283**	**Approve Renewal of Renaissance Software License Quotes**	**1, 3**
34.	**284-286**	**Approve Orosi High School Overnight Trip to San Jose, CA for Speech and Debate Invitational Event**	**1, 3**
35.	**287-294**	**Ratify Dual Enrollment Math Bridge Subaward Amendment**	**1, 2, 3**
36.	**295-298**	**Ratify 2026-2027 Tulare-Kings College and Career Collaborative (TKCCC) Intent to Participate**	**1, 2, 3**

Motion to approve Item #1- 36 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

CURRICULUM/INSTRUCTION ITEMS

Item #	Page #	Description	Goal #
37.	**299-394**	**October Curriculum and Instruction Report**	**1, 3**

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

_____/_____/_____
Yes No Abstain

38.	**395-396**	**Approve Formal Adoption of District-Created Designated ELD Curriculum: Grades K-3**	**1, 3**

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

_____/_____/_____
Yes No Abstain

ADMINISTRATIVE/ORGANIZATIONAL ITEMS

Item #	Page #	Description	Goal #
39.	**397-398**	**Award of Contract for Orosi High School AG CTE Building**	**1, 3**

Motion to approve Item #39 made by: _____
Motion Seconded by: _____
_____/_____/_____
Yes No Abstain

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ADMINISTRATIVE/ORGANIZATIONAL ITEMS - Continued

40. 399-406 Approve Career Technical Education (CTE) Building Change of Order **2**

Motion to approve Item #40 made by: _____
Motion Seconded by: _____
_____/_____/_____
Yes No Abstain

41. 407-409 Accept First Reading of Exhibit 4219.1: Civil and Legal Rights **3**

Motion to approve Item #41 made by: _____
Motion Seconded by: _____
_____/_____/_____
Yes No Abstain

42. 410-413 Accept First Reading of Board Policy 4231: Staff Development **2, 3**

Motion to accept Item #42 made by: _____
Motion Seconded by: _____
_____/_____/_____
Yes No Abstain

43. 414-417 Second Reading and Approval of New Board Policy 5141.75: Weather Safety **1, 3**

Motion to approve Item #43 made by: _____
Motion Seconded by: _____
_____/_____/_____
Yes No Abstain

44. 418-420 Second Reading and Approval of New Board Policy 4119.24: Maintaining Appropriate Adult-Student Interactions **3**

Motion to approve Item #44 made by: _____
Motion Seconded by: _____
_____/_____/_____
Yes No Abstain

45. 421-426 Classified Negotiations Salary Settlement Agreement Disclosure **1, 2, 3**

Motion to approve Item #45 made by: _____
Motion Seconded by: _____
_____/_____/_____
Yes No Abstain

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ADMINISTRATIVE/ORGANIZATIONAL ITEMS - Continued

46.	**427**	**Approve (8) New Behavior Intervention Technician (BIT), (2) Social Worker, and (1) Board-Certified Behavior Analyst (BCBA) Positions** Motion to approve Item #46 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	**3**
47.	**428**	**Approve Additional Hours to (3) Food Service Clerk, (5) Food Service Worker II, (1) Food Service Clerk/Worker II, and (1) Special Education Technician Positions** Motion to approve Item #47 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	**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.

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)** **429-431**	**Personnel (Gov. Code 54957): The Board will meet to consider Public Employee Appointment/Employment for the position(s) of:**	3

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EMPLOYMENT/ADDITIONAL POSITIONS/HOURS:

1. Teacher at Orosi High School, effective September 23, 2026.
2. Temporary Counselor at Orosi High School, effective September 4, 2026.
3. Campus Security Instructional Aide at Palm Elementary School, effective September 21, 2026.
4. Grant Funded R&E Aide at El Monte Middle School, effective September 4, 2026.
5. Custodian Bus Driver at El Monte Middle School, effective September 23, 2026.
6. Grant Funded R&E Aide at Cutler Elementary School, effective September 9, 2026.
7. Custodian Bus Driver at Cutler Elementary School, effective September 14, 2026.
8. Speech Language Pathologist Assistant at El Monte Middle School and Orosi High School, effective September 28, 2026.
9. Custodian at El Monte Middle School, effective September 2, 2026.
10. Office Assistant I at El Monte Middle School, effective September 1, 2026.
11. Behavior Intervention Technician at Golden Valley Elementary School, effective September 17, 2026.
12. Preschool Aide at Cutler Elementary School, effective September 9, 2026.

PROMOTIONS/REASSIGNMENTS:

13. Assistant Swim Coach to Head Swim Coach, effective September 18, 2026.
14. Grant Funded Secretary to Administrative Assistant II effective September 11, 2026.
15. Special Education Aide to Special Education Technician, effective September 23, 2026.
16. Special Education Aide to Special Education Technician, effective September 23, 2026.
17. Special Education Aide to Special Education Technician, effective September 23, 2026.
18. Special Education Aide to Special Education Technician, effective September 23, 2026.
19. Avid Tutor to Grant Funded Instructional Aide, effective September 14, 2026.
20. Grant Funded R&E Aide to Bilingual Instructional Aide, effective September 14, 2026.
21. Custodian to Custodian Bus Driver, effective September 28, 2026.

RESIGNATIONS/RETIREMENTS:

22. Food Service Worker II/Clerk at Orosi High School, resigned effective October 2, 2026.
23. Teacher at Orosi High School, resigned effective September 25, 2026.
24. Special Education Aide at Orosi High School, resigned effective September 28, 2026.

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25. Bilingual Instructional Aide at Lovell High School, resigned effective October 7, 2026.

LEAVES: (Statutory – For Informational Purposes):

26. Counselor II at Orosi High School, on Maternity Leave beginning September 4, 2026 through 6-8 weeks post-partum.
27. Community Schools Coordinator at Golden Valley Elementary, on Maternity Leave beginning August 31, 2026 through 6-8 weeks post-partum.
28. Bilingual Instructional Aide at Golden Valley Elementary, on Baby Bonding Leave from September 8, 2026 through December 8, 2026.

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

_____/_____/_____
Yes No Abstain

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** 3
Page(s) **Appointment/Employment for the position(s) of:**
429-431

EMPLOYMENT/ADDITIONAL POSITIONS/HOURS:

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

The next Regular Meeting of the Board of Trustees will be held on Thursday, November 12, 2026, with the Open Session beginning at 5:30 p.m. and Closed Session at 6:30 p.m. The Board Meeting will take place at the COJUSD Board Room – 12623 Avenue 416, Orosi CA 93647 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
October 8, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **MINUTES OF THE REGULAR BOARD MEETING DATED SEPTEMBER 10, 2026**

ATTACHMENTS: **MINUTES OF THE REGULAR BOARD MEETING DATED SEPTEMBER 10, 2026**

FUNDING SOURCE: **N/A**

DISCUSSION: A Regular Meeting of the Board of Trustees was held on September 10, 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 September 10, 2026.**

PROPOSED ACTION: **APPROVE**

Item #: 1

Cutler-Orosi Joint Unified School District
Office Phone Number:(559) 528-4763
Meeting Location:
Cutler-Orosi JUSD Board Room
12623 Avenue 416
Orosi CA 93647

MINUTES OF THE BOARD OF TRUSTEES REGULAR BOARD MEETING

Regular	5:30 p.m.	Thursday, September 10, 2026
Type of Meeting	Time	Day/ Date

ROSTER OF ATTENDANCE

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

ALL TO ORDER	Board President Sandra Williams called the meeting to order at 5:30 p.m.
Pledge of Allegiance:	Trustee Delia Martinez led the Flag Salute.
Superintendent Presentations/ Reports – Non-Action Items • **Facilities Update & Safety Report – Raffi Soghomonian** • **Dual Immersion Program – Veronica Raigoza** • **Lovell High School Student Report** • **Orosi High School Student Report** • **Enrollment Comparison – Sunsie Tumacder**	Director of Maintenance, Operations, and Transportation (MOT) Raffi Soghomonian provided an update on ongoing facility improvements, modernization projects, safety and district transportation readiness. Administrator Veronica Raigoza, along with Instructional Coaches Leslie Duarte and Lorena Maldonado, presented an update on the Dual Language Immersion (DI) program. The presentation highlighted student growth across bilingualism and biliteracy, and recognition of students and staff. Student recognitions: J. Arvizu, M. Guzman, N. Valle, M. Madrigal Staff recognitions: Yolanda Vargas and Mireya Cuevas Lovell High School Student Representative Christopher Araujo reported on recent and upcoming campus activities, Scholar Systems' collaboration, and Alumni spotlights. Orosi High School Student Representative Alexa Limon updated the Board on upcoming campus events, updates from various departments and programs, Parent Engagement, and highlighted student's participation at the Vocal Jazz Academy. Assistant Superintendent Sunsie Tumacder presented an enrollment comparison detailing the declining enrollment in the past years.
Recess:	A motion was made by Trustee Delia Martinez and seconded by Trustee Marisol Rubalcaba to go into recess at 6:30 p.m. The motion was approved with a vote of 5 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Absent Javier Quevedo – Absent Karen Gonzalez – Yes

	Recess Closed at 6:37 p.m.
Public Comments:	No comments were presented from the public.
Consent Items:	
1 Minutes of the Regular Board Meeting Dated August 13, 2026	
2 Accounts Payable Total Payments Report Dated July 31, 2026, through August 26, 2026	
3 August Cash Balance Report	
4 September Budget Revision	
5 Approve Change Order Proposal	
6 Approve Operations and Maintenance Agreement with SiteLogIQ	
7 Approve Sale of Surplus Property	
8 Approve CTE Building Change Order	
9 Approve California State Polytechnic University of Humboldt's Memorandum of Understanding	
10 Approve Tulare County Superintendent of Schools' Memorandum of Understanding	
11 Ratify SchoolAI Order Form	
12 Approve 6th Grade SCICON Overnight Field Trips	
13 Ratify IAL & ALA Grants Scope of Work and Fee Proposal	
14 Ratify TCOE Agency Agreement No. 270163	
15 Ratify Save the Children Memorandum of Understanding	
16 Ratify Age of Learning Memorandum of Understanding	
17 Approve Interdistrict Transfer List	
18 Approve Sobrato Early Academic Language (SEAL) Memorandum of Understanding	
19 Approve Memorandum of Understanding with GrowthPoint	

Technologies	
20 Approve Sequoias Adult Education Consortium (SAEC) Memorandum of Understanding	
21 Approve Updated Board Policy and Administrative Regulation 5142: Safety	
22 Approve Updated Board Policy and Administrative Regulation 5131.4: Student Disturbances	
23 Approve Updated Exhibit 1312.4–E(1) and Exhibit 1312.4–E(2): Williams Uniform Complaint Procedures	
24 Approve Updated Board Policy 5145.6: Parent/Guardian Notifications and Exhibit 5145.6-E(1): Parent/Guardian Notifications	
25 Ratify 2026-2027 Valley Regional Occupational Program (VROP) Teacher Service Agreements (TSA) D. Wolff	
26 Approve Updated Administrative Regulation (AR) 6155: Challenging Course by Examination	
27 Ratify K-12 Strong Workforce Program (SWP) Data Sharing Memorandum of Understanding (OU) with the California Community Colleges Chancellor's Office (CCCCO)	
28 Ratify UCSF Fresno Public Service Agreement between The Regents of the University of California and Office of Health Career Pathways at COJUSD	A motion was made by Trustee Mary Helen Espino and seconded by Trustee Karen Gonzalez to approve Items #1-31. The motion was approved with a vote of 5 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Absent Javier Quevedo – Absent Karen Gonzalez – Yes
29 Approve Memorandum of Understanding with Cherry Clinic Dentistry for Dental Services	
30 Approve Updated Administrative Regulation 4112.4: Health Examinations	
31 Ratify 2026-2027 Soliant Health, LLC Service Agreement	
Curriculum/Instruction Items:	
32 Approve September Curriculum and Instruction Report	Orosi High School Assistant Principal Vanessa Esquivel presented the C&I Report highlighting the California Secondary School Redesign Pilot. Orosi High School is focusing on the "Every Student is Known and Supported" element as one of the 5 districts in the Central Valley that is participating.

		Note: A clerical correction was noted regarding the item title in the agenda; originally stated August Curriculum and Instruction Report. A motion was made by Trustee Marisol Rubalcaba and seconded by Trustee Karen Gonzalez to approve the Curriculum and Instruction Report. The motion was approved with a vote of 5 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Absent Javier Quevedo – Absent Karen Gonzalez – Yes
33	Ratify Health Connected Teen Talk Middle School Sexual Education Curriculum	Assistant Superintendent Shevonne Swanson presented Items 33 and 34 as ratification of Health Connected Teen Talk Sexual Education Curriculum adopted in compliance with the California Healthy Youth Act (CHYA). Item 33 is the Teen Talk Middle School curriculum. Parents maintain opt-out rights. A motion was made by Trustee Delia Martinez and seconded by Trustee Marisol Rubalcaba to approve Item #33. The motion was approved with a vote of 5 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Absent Javier Quevedo – Absent Karen Gonzalez – Yes
34	Ratify Health Connected Teen Talk High School Sexual Education Curriculum	Item #34 is the Teen Talk High School Sexual Education Curriculum. Parents maintain opt-out rights. A motion was made by Trustee Mary Helen Espino and seconded by Trustee Delia Martinez to approve Item #34. The motion was approved with a vote of 5 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Absent Javier Quevedo – Absent Karen Gonzalez – Yes
35	Approve English Learners Master Plan	Assistant Superintendent Swanson presented the updated 2026–2027 English Learners Master Plan, a State and Federal mandate. This Plan affects decision-making for English Learners. A motion was made by Trustee Marisol Rubalcaba and seconded by Trustee Karen Gonzalez to approve Item #35. The motion was approved with a vote of 5 to 0 with the votes as follows:

		Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Absent Javier Quevedo – Absent Karen Gonzalez – Yes
Administrative/Organizational Items:		
36	Unaudited Actuals for Fiscal Year 2025-2026	Chief Financial Officer Faith Coleman presented the District's Unaudited Actuals for Fiscal Year 2025-2026 which detailed revenues and expenditures. A motion was made by Trustee Mary Helen Espino and seconded by Trustee Karen Gonzalez to approve Item #36. The motion was approved with a vote of 5 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Absent Javier Quevedo – Absent Karen Gonzalez – Yes
37	Resolution No. 2026-2027-02: 2026-2027 GANN Limit Initiative	CFO Coleman presented Resolution No. 2026-2027-02 establishing the GANN Appropriations Limit for Fiscal Year 2026–2027. A motion was made by Trustee Delia Martinez and seconded by Trustee Marisol Rubalcaba to approve Item #37. The motion was approved with a roll call vote of 5 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Absent Javier Quevedo – Absent Karen Gonzalez – Yes
38	Approve Current Expense of Education Waiver for 2025-2026 Expenditures	CFO Coleman presented Item #38 approving the Current Expense of Education Waiver for 2025-2026 Expenditures. A motion was made by Trustee Delia Martinez and seconded by Trustee Mary Helen Espino to approve Item #38. The motion was approved with a vote of 5 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Absent Javier Quevedo – Absent Karen Gonzalez – Yes

39	Resolution No. 2026-2027-03: State School Facility Program Authorization And Five-Year Facilities Master Plan Compliance	Director Soghomonian presented Item #39: Resolution No. 2026-2027-03. This is a requirement of Proposition 2 that certifies a plan will be adopted before applying for modernization and construction funding. A motion was made by Trustee Delia Martinez and seconded by Trustee Marisol Rubalcaba to approve Item #39. The motion was approved with a roll call vote of 5 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Absent Javier Quevedo – Absent Karen Gonzalez – Yes
40	Resolution No. 2026-2027-04: Authorize District Representatives to Submit Application(s) for State Funding	Director Soghomonian presented Resolution No. 2026-2027-04 authorizing CFO Faith Coleman and himself to execute state facility funding documents. A motion was made by Trustee Karen Gonzalez and seconded by Trustee Marisol Rubalcaba to approve Item #40. The motion was approved with a roll call vote of 5 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Absent Javier Quevedo – Absent Karen Gonzalez – Yes
41	Public Hearing of 2026-2027 CSEA Collective Bargaining Tentative Agreement	Board President Sandra Williams opened the Public Hearing at 7:28 pm. Assistant Superintendent Tumacder presented Item #41, Public Hearing of 2026-2027 CSEA Collective Bargaining Tentative Agreement. Articles 9, 13, 15, and 26 were negotiated. Note: A clerical error on the cover sheet was disclosed, and an updated cover sheet was distributed. The raise on the salary schedule was 4%, in contrast to the 1% originally listed. No public comments or questions were presented by the public. Board President Sandra Williams closed the Public Hearing at 7:29 p.m.
42	Approve 2026-27 CSEA Collective Bargaining Tentative Agreement	Assistant Superintendent Tumacder presented Item #42 requesting approval of the Tentative Agreement with CSEA. A motion was made by Trustee Karen Gonzalez and seconded by Trustee Delia Martinez to approve Item #42. The motion was approved with a vote of 5 to 0 with the votes as follows:

		Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Absent Javier Quevedo – Absent Karen Gonzalez – Yes
43	Approve New Special Education Technician Position	Assistant Superintendent Tumacder presented Item #43. The new Special Education Technician positions will provide enhanced specialized student support. The positions will be offered to 22 existing Special Education Aides. Staff who is not qualified or does not want the new position, can stay as Special Education Aides. Their positions will be retired once vacated. All new positions will be flown as Special Education Technician. A motion was made by Trustee Delia Martinez and seconded by Trustee Marisol Rubalcaba to approve Item #43. The motion was approved with a vote of 5 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Absent Javier Quevedo – Absent Karen Gonzalez – Yes
44	Approve New Preschool Aide Position	Assistant Superintendent Tumacder presented Item# 44 which allows the creation of new Preschool Aide position to support early childhood education classroom ratios as a result of last-minute student enrollment. A motion was made by Trustee Karen Gonzalez and seconded by Trustee Marisol Rubalcaba to approve Item #44. The motion was approved with a vote of 5 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Absent Javier Quevedo – Absent Karen Gonzalez – Yes
45	Approve Updated Committee of Assignments/Subject Matter Verification for the 2026-2027 School Year	Assistant Superintendent Tumacder presented Item #45 which allows teachers who do not hold the appropriate credential tied to the subject they are teaching to join this committee that verifies their competency, experience, and skills to teach the subject. Orosi High School teacher. Mr. Daljit Singh will be the new Cyber High teacher. Note: a clerical error was disclosed. Page #467 should have come before page #466.

		A motion was made by Trustee Mary Helen Espino and seconded by Trustee Marisol Rubalcaba to approve Item #45. The motion was approved with a vote of 5 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Absent Javier Quevedo – Absent Karen Gonzalez – Yes
46	Public Hearing To Determine Whether Each Pupil, Including English Learners, in Each School in the District has Sufficient Textbooks or Instructional Materials for the 2026-2027 School Year	Board President Sandra Williams opened the Public Hearing at 7:36 pm. Assistant Superintendent Swanson presented Item #46, a Public Hearing regarding the determination of sufficient standards-aligned adopted curriculum available at home and in the classroom for every student. The attachment on page #473 lists all content areas by grade level and the title of the curriculum, certifying that enough copies and materials are available for students. No public comments or questions were presented by the public. Board President Sandra Williams closed the Public Hearing at 7:37 p.m.
47	Resolution No. 2026-2027-05: Determining that Each Pupil, Including English Learners, in Each School in the District has Sufficient Textbooks or Instructional Materials for the 2026-2027 School Year	A motion was made by Trustee Delia Martinez and seconded by Trustee Karen Gonzalez to approve Item #47. The motion was approved with a roll call vote of 5 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Absent Javier Quevedo – Absent Karen Gonzalez – Yes
48	Delete Board Policy 5141.7: Sun Safety	Assistant Superintendent Swanson presented Item #48 stating that Policy 5141.7: Sun Safety was absorbed into another policy. A motion was made by Trustee Delia Martinez and seconded by Trustee Marisol Rubalcaba to approve Item #48. The motion was approved with a vote of 5 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Absent Javier Quevedo – Absent Karen Gonzalez – Yes

49	First Reading of Board Policy 5141.75: Weather Safety	Assistant Superintendent Swanson stated the deleted Board Policy 5141.7: Sun Safety is now in this new Board Policy 5141.75: Weather Safety. A motion was made by Trustee Delia Martinez and seconded by Trustee Marisol Rubalcaba to accept the First Reading of Item #49. The motion was approved with a vote of 5 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Absent Javier Quevedo – Absent Karen Gonzalez – Yes
50	First Reading of Board Policy 4119.24: Maintaining Appropriate Adult-Student Interactions	Assistant Superintendent Swanson stated Board Policy 4119.24 establishes clear boundary guidelines and professional standards for staff-student interactions specifically regarding social media. Secondary school sites will conduct an in-depth review of the policy language during the October 22, 2026 Professional Learning Day. A motion was made by Trustee Delia Martinez and seconded by Trustee Marisol Rubalcaba to accept the First Reading of Item #50. The motion was approved with a vote of 5 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Absent Javier Quevedo – Absent Karen Gonzalez – Yes
51	Approve Additional Hours to One (1) Bilingual Instructional Aide Position	Assistant Superintendent Tumacder presented Item #51 stating that Lovell High School is receiving increased Equity Multiplier Funds and is requesting to increase hours for one Bilingual Aide to expand student academic support. A motion was made by Trustee Delia Martinez and seconded by Trustee Mary Helen Espino to approve Item #51. The motion was approved with a vote of 5 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Absent Javier Quevedo – Absent Karen Gonzalez – Yes

52	Approve Official Ballot – 2026 County Committee on School District Organization	Superintendent Valdez presented Item #52: the Official Ballot 2026 for County Committee on School District Organization with candidates Rosemary Caso and Delbert Cederquist. The Board agreed upon voting for the two candidates. A motion was made by Trustee Delia Martinez and seconded by Trustee Karen Gonzalez to approve Item #52. The motion was approved with a vote of 5 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Absent Javier Quevedo – Absent Karen Gonzalez – Yes
53	Approve 2026-2027 Transportation Agreement with Stone Corral School District	Superintendent Valdez presented the 2026-2027 Transportation Agreement with Stone Corral School District to provide their students busing. Superintendent Valdez requested Stone Corral charter out for field trips when possible. A motion was made by Trustee Delia Martinez and seconded by Trustee Karen Gonzalez to approve Item #53. The motion was approved with a vote of 5 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Absent Javier Quevedo – Absent Karen Gonzalez – Yes
54	Approve Administrative Regulation & Exhibit 9270: Conflict of Interest and Approve Resolution No. 2026-2027-06 Re: Adoption of Conflict of Interest Code	Superintendent Valdez presented Item #54: Administrative Regulation and Exhibit 9270: Conflict of Interest and Resolution No. 2026-2027-06 Re: Adoption of Conflict of Interest Code, which specifies who should file Form 700, and the guidelines for ethically correct disclosure of conflicts of interest. A motion was made by Trustee Mary Helen Espino and seconded by Trustee Marisol Rubalcaba to approve Item #54. The motion was approved with a roll call vote of 5 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Absent Javier Quevedo – Absent Karen Gonzalez – Yes
Public Comments on Closed Session Items:		No comments were made on Closed Session items.

Closing Comments:	The Board thanked everyone for their hard work, highlighted the great start to the school year, and wished everyone have a great school year. Trustee Delia Martinez wished Director Laura Gonzalez great success in her next employment opportunity. Superintendent Valdez stated efforts will be made to ensure students are participating in swimming lessons during Physical Education classes.
Adjourn to Closed Session:	A motion was made by Trustee Delia Martinez and seconded by Trustee Karen Gonzalez to adjourn to Closed Session at 8:00 p.m. The motion was approved with a vote of 5 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Absent Javier Quevedo – Absent Karen Gonzalez – Yes
Reconvene to Open Session:	A motion was made by Trustee Marisol Rubalcaba and seconded by Trustee Karen Gonzalez to Reconvene to Open Session at 8:52 p.m. The Motion was approved with the following vote of 5 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Absent Javier Quevedo – Absent Karen Gonzalez – Yes
Reporting of Closed Session Items:	Board President Williams reported out on the following personnel items presented during Closed Session:
Item A – Personnel Items: • **Personnel Letter**	**EMPLOYMENT/ADDITIONAL POSITIONS/HOURS:** 1. Alejandra Rodriguez, Teacher at Palm Elementary, effective August 24, 2026. 2. Liliana Raya Torres, Preschool Aide at Palm Elementary School, effective August 10, 2026. 3. Sbeidy Faburrieta Aguirre, Avid Tutor at Orosi High School, effective August 10, 2026. 4. Ana Ledezma Hernandez, Grant Funded R&E Aide at Cutler Elementary School, effective August 10, 2026. GRANT FUNDED 5. Kevin Perez Camacho, Grant Funded R&E Aide at El Monte Middle School, effective August 24, 2026. GRANT FUNDED 6. Alejandra Smith, Teacher at Orosi High School, effective August 31, 2026. 7. Yarely Alvarez-Hernandez, Teacher on Special Assignment, Districtwide, effective August 24, 2026.

8. Javier Hernandez, Journeyperson Maintenance Bus Driver, Districtwide, effective TBD
9. David Lupian, Director of Information Technology, Districtwide, effective September 11, 2026

PROMOTIONS/REASSIGNMENTS:

10. Olivia Garcia Zacarias, from 5-hour Bilingual Instructional Aide to 6-hour Bilingual Instructional Aide at Orosi High School, effective August 10, 2026.
11. Monica Perez Sandoval, from Administrative Assistant II to Executive Assistant to the Superintendent, effective August 17, 2026.
12. Mayra Mejorado, from Grant Funded R&E Aide to Grant Funded R&E Assistant Lead at Palm Elementary School, effective August 25, 2026. GRANT FUNDED.
13. Isabela Aguila, from Grant Funded R&E Aide to Grant Funded R&E Assistant Lead at Golden Valley Elementary School, effective August 31, 2026. GRANT FUNDED.
14. Jacqueline Ramirez Cornejo, from Bilingual Instructional Aide to Preschool Aide, effective September 8, 2026.

RESIGNATIONS/RETIREMENTS:

15. Ashlyn Feria, Campus Security Instructional Aide at Palm Elementary School, resigned effective June 6, 2026.
16. Jacqueline Wigner, Grant Funded R&E Aide at El Monte Middle School, resigned effective August 14, 2026.
17. Irene Reynoso, Office Assistant I at El Monte Middle School, resigned effective June 5, 2026.
18. Claudia Hernandez Avila, Outreach Aide at Lovell High School, resigned effective September 4, 2026.
19. Danielle Wolff, Physical Education Technician at El Monte Middle School, resigned effective June 4, 2026.
20. Eduviges Lopez, Special Education Aide at Cutler Elementary School, retired effective August 7, 2026.
21. Laura Gonzalez, Director of Grants and Program Development, resigned effective September 11, 2026.

LEAVES: (Statutory – For Informational Purposes):

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

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

Sandra Williams – Yes
Marisol Rubalcaba – Yes

	Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Absent Javier Quevedo – Absent Karen Gonzalez – Yes
Item B: Student Expulsion, Suspension, Or Disciplinary Action Or Other Action Involving Pupil Records (Ed. Code 35146; 48912(B); 48918(B): Action took place upon reconvening to Open Session: • **Case #: 2026-2027-01 – Suspended Expulsion**	A motion was made by Trustee Mary Helen Espino and seconded by Trustee Delia Martinez to approve Item #B: Case 2026-2027-01 – Suspended Expulsion as noted prior to Closed Session. The motion was approved with a vote of 5 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Absent Javier Quevedo – Absent Karen Gonzalez – Yes
Comments:	No added comments were presented.
Adjournment:	A motion was made by Trustee Delia Martinez and seconded by Trustee Marisol Rubalcaba to adjourn the meeting at 8:54 p.m. The Motion was approved with the following vote of 5 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Absent Javier Quevedo – Absent Karen Gonzalez – Yes Respectfully Submitted Yolanda Valdez, Superintendent (MP)

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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **ACCOUNTS PAYABLE TOTAL PAYMENTS REPORT DATED AUGUST 27, 2026, THROUGH SEPTEMBER 23, 2026**

ATTACHMENTS: **TOTAL PAYMENTS REPORT & SUMMARY**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached is the Accounts Payable Total Payments Report. The report is dated August 27, 2026, through September 23, 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

Vendor No.	Vendor Name	Ven. Type	1099		Amount
4237	OROSI PUBLIC UTILITY DIST. (0)	09	00	Total Payment Amount:	$7,530.69 *
4269	P G & E	03	00	Total Payment Amount:	$113,382.33 *
4325	CLINES BUSINESS EQUIPMENT INC.	03	00	Total Payment Amount:	$14,917.20 *
4372	PENAS DISPOSAL SERVICE INC.	03	00	Total Payment Amount:	$8,492.47 *
8509	HOUGHTON MIFFLIN	03	00	Total Payment Amount:	$11,342.03 *
9803	ALTA IRRIGATION DISTRICT	09	00	Total Payment Amount:	$159.04 *
11714	DINUBA LUMBER (6)	03	00	Total Payment Amount:	$3,533.95 *
11851	CUTLER PUBLIC UTILITY	09	00	Total Payment Amount:	$1,637.51 *
13576	ABE-EL WHOLESALE, INC.	03	00	Total Payment Amount:	$29,274.80 *
14036	EWING IRRIGATION PRODUCTS	03	00	Total Payment Amount:	$2,980.52 *
18594	BATTERY SYSTEMS	00	00	Total Payment Amount:	$5,743.62 *
19008	ODP BUSINESS SOLUTIONS,LLC	09	00	Total Payment Amount:	$2,780.15 *
19176	PIONEER EQUIPMENT CO.	03	00	Total Payment Amount:	$786.42 *
19177	LAKESHORE LEARNING MATERIALS	03	00	Total Payment Amount:	$5,848.50 *
19420	PRODUCERS	03	00	Total Payment Amount:	$33,221.79 *
19430	GOLD STAR FOODS	03	00	Total Payment Amount:	$47,938.64 *
19438	SYSCO FOODSERVICES OF	03	00	Total Payment Amount:	$99,549.13 *
19439	CULLIGAN	03	00	Total Payment Amount:	$69.00 *
19719	SAN JOAQUIN PEST CONTROL OF	03	00	Total Payment Amount:	$2,550.00 *
19773	JENSEN & PILEGARD	03	00	Total Payment Amount:	$23.86 *
20351	CASH	03	00	Total Payment Amount:	$828.90 *
20356	JOSTENS	00	00	Total Payment Amount:	$30.87 *
20632	ERNEST PACKAGING SOLUTIONS	03	00	Total Payment Amount:	$8,707.68 *
20861	SISC III	09	00	Total Payment Amount:	$823,173.00 *
21035	CHETS PLUMBING CO	01	06	Total Payment Amount:	$3,991.90 *
21249	CALIFORNIA ASSOCIATION OF FFA	00	00	Total Payment Amount:	$60.00 *
21384	LA ESPERANZA RESTAURANT	03	00	Total Payment Amount:	$650.00 *
21391	SMART & FINAL	00	00	Total Payment Amount:	$669.43 *
21584	BANKS & CO.	06	06	Total Payment Amount:	$2,437.03 *
21607	FERGUSON ENTERPRISES INC.#690	03	00	Total Payment Amount:	$4,779.82 *
21638	FRANEYS FLOOR COVERING INC.	03	00	Total Payment Amount:	$3,190.00 *
21650	SCHOOL MATE	03	00	Total Payment Amount:	$434.24 *

Vendor No.	Vendor Name	Ven. Type	1099		Amount
21709	OLSON, MARLA	00	00	Total Payment Amount:	$164.72 *
21740	BARCO PRODUCTS CO.	06	01	Total Payment Amount:	$2,063.48 *
21808	DEMCO	03	00	Total Payment Amount:	$10,124.71 *
21832	LAWRENCE TRACTOR CO.	03	00	Total Payment Amount:	$57.46 *
21891	VERIZON WIRELESS	00	00	Total Payment Amount:	$1,111.46 *
21999	IDEA PRINTING & GRAPHICS	03	00	Total Payment Amount:	$850.15 *
22041	HEINEMANN	03	00	Total Payment Amount:	$19,050.91 *
22424	PITNEY BOWES	03	00	Total Payment Amount:	$1,031.48 *
22441	CDW-G	03	00	Total Payment Amount:	$350.66 *
22596	DINUBA GLASS CO.	03	00	Total Payment Amount:	$44,857.77 *
22661	OFFICE OVERLOAD	01	06	Total Payment Amount:	$2,232.57 *
22793	W & E ELECTRIC	06	00	Total Payment Amount:	$113.74 *
22894	UNITED REFRIGERATION INC.	03	00	Total Payment Amount:	$1,511.89 *
22943	PROJECT SURVIVAL	09	00	Total Payment Amount:	$1,136.00 *
22963	TULARE COUNTY OFFICE OF EDUCAT	09	00	Total Payment Amount:	$17,691.35 *
23060	DELL COMPUTER CORP.	00	00	Total Payment Amount:	$2,635.10 *
23132	Y-K LASER LAND LEVELING INC.	03	00	Total Payment Amount:	$2,810.00 *
23238	TETER	06	06	Total Payment Amount:	$43,981.14 *
23259	KINGS PETROLEUM LLC	03	00	Total Payment Amount:	$4,552.77 *
23358	LOZANO SMITH, LLP	06	09	Total Payment Amount:	$15,150.97 *
23361	BSK & ASSOCIATES INC.	03	00	Total Payment Amount:	$18,128.25 *
23484	CENTRAL VALLEY LOCK & SAFE	03	00	Total Payment Amount:	$1,953.08 *
23507	CHAVEZ, ISABELLE	00	00	Total Payment Amount:	$167.91 *
23774	EVERYCHILD CALIFORNIA	03	00	Total Payment Amount:	$625.00 *
23892	BAKEMARK	03	00	Total Payment Amount:	$6,310.84 *
24061	COUNTER TOPS BY "CHET"	06	06	Total Payment Amount:	$550.00 *
24084	ROCHESTER 100 INC	03	00	Total Payment Amount:	$3,292.82 *
24313	EXETER MERCANTILE CO.	03	00	Total Payment Amount:	$318.25 *
24341	ZWEIGLE SEPTIC, LLC	03	00	Total Payment Amount:	$600.00 *
24380	A & G TELEPHONE SERVICE INC.	03	00	Total Payment Amount:	$1,456.08 *
24400	SCHOOL OUTFITTERS	06	06	Total Payment Amount:	$17,985.56 *
24417	SWANSON, SHEVONNE	00	00	Total Payment Amount:	$37.60 *

Vendor No.	Vendor Name	Ven. Type	1099		Amount
24436	BUSWEST - FRESNO	03	00	Total Payment Amount:	$3,490.09 *
24542	ATKINSON, ANDELSON, LOYA, RUDD	03	00	Total Payment Amount:	$2,812.31 *
24545	DEPARTMENT OF JUSTICE	09	00	Total Payment Amount:	$883.00 *
24626	T-MOBILE	03	00	Total Payment Amount:	$1,511.40 *
24756	U. S. BANK	03	00	Total Payment Amount:	$65,314.28 *
24870	BOOST CONFERENCE	01	06	Total Payment Amount:	$3,300.00 *
24873	FOLLETT SCHOOL SOLUTIONS, LLC	06	06	Total Payment Amount:	$14,652.72 *
24877	MACMILLAN/MCGRAW-HILL	09	00	Total Payment Amount:	$20,512.48 *
24886	BLICK ART MATERIALS	03	00	Total Payment Amount:	$332.99 *
24898	LEO'S NURSERY	02	00	Total Payment Amount:	$1,101.21 *
24929	SHERWIN-WILLIAMS CO., THE	03	00	Total Payment Amount:	$1,072.88 *
24988	KIMBALL MIDWEST	03	00	Total Payment Amount:	$3,060.93 *
25113	WESTERN BUILDING MATERIALS	03	00	Total Payment Amount:	$147.29 *
25141	TRANSFINDER	03	00	Total Payment Amount:	$6,800.00 *
25147	RAINSCAPE	03	00	Total Payment Amount:	$540.32 *
25205	AUTO ZONE	00	00	Total Payment Amount:	$1,172.97 *
25229	LOWES -#98007297470	00	00	Total Payment Amount:	$1,488.46 *
25279	SCHOOL SITE SOLUTIONS INC	00	00	Total Payment Amount:	$2,320.00 *
25288	DEPARTMENT OF INDUSTRIAL RELAT	00	00	Total Payment Amount:	$125.00 *
25364	AMERICAN INCORPORATED	03	00	Total Payment Amount:	$12,451.25 *
25428	CURRICULUM ASSOCIATES	06	06	Total Payment Amount:	$29,571.01 *
25488	RUSSELL SIGLER INC.	03	00	Total Payment Amount:	$1,047.77 *
25708	ASBURY ENVIRONMENTAL SERVICES	03	00	Total Payment Amount:	$103.00 *
25711	W.W. GRAINGER, INC.	03	00	Total Payment Amount:	$935.30 *
25735	J.W. PEPPER	03	00	Total Payment Amount:	$85.78 *
25757	PROJECT LEAD THE WAY	08	00	Total Payment Amount:	$5,981.33 *
25762	SMOG GUY AUTOMOTIVE REPAIR	06	06	Total Payment Amount:	$1,821.33 *
25814	CERDA, SANDRA	00	00	Total Payment Amount:	$221.88 *
25915	RAMSEY SOLUTIONS	03	00	Total Payment Amount:	$1,634.19 *
25950	IMPERIAL DADE	09	00	Total Payment Amount:	$4,451.43 *
26003	VISTA HIGHER LEARNING	03	00	Total Payment Amount:	$1,529.50 *
26016	O'REILLY AUTO PARTS	03	00	Total Payment Amount:	$1,449.14 *

Vendor No.	Vendor Name	Ven. Type	1099		Amount
26063	TRUCK PARTS AND SERVICES	03	00	Total Payment Amount:	$17.79 *
26089	FOLLETT CONTENT SOLUTIONS	03	00	Total Payment Amount:	$5,311.65 *
26109	CVIN LLC	03	00	Total Payment Amount:	$3,088.42 *
26130	KOALA TREE SERVICE	01	06	Total Payment Amount:	$4,500.00 *
26136	NICOLAS, VICTOR	00	00	Total Payment Amount:	$94.58 *
26162	J & E RESTAURANT SUPPLY INC	03	00	Total Payment Amount:	$29,361.15 *
26169	LIBERTY PAPER	03	00	Total Payment Amount:	$21,819.38 *
26188	GASPAR, JONATHAN	00	00	Total Payment Amount:	$118.98 *
26270	A&E INDUSTRIAL CLEANING	03	00	Total Payment Amount:	$1,404.45 *
26315	CASC	00	00	Total Payment Amount:	$8,000.00 *
26320	VALLEY SECURITY ALARM	03	00	Total Payment Amount:	$2,727.00 *
26379	BRAMBILA, LUZ (18)	00	00	Total Payment Amount:	$84.04 *
26395	MEDALLION SUPPLY	03	00	Total Payment Amount:	$397.08 *
26415	ESQUEDA, ROSALIND	01	06	Total Payment Amount:	$11,305.50 *
26466	CENTRAL VALLEY OFFICIALS ASSOC	03	00	Total Payment Amount:	$800.00 *
26497	BULK BOOKSTORE	03	00	Total Payment Amount:	$2,648.50 *
26516	GRIST INSPECTIONS	01	06	Total Payment Amount:	$2,400.00 *
26590	BRAINPOP	03	00	Total Payment Amount:	$5,715.00 *
26636	HAND2MIND	03	00	Total Payment Amount:	$389.22 *
26666	G2SOLUTIONS, INC.	03	00	Total Payment Amount:	$99.95 *
26687	DOCTORS OCCUPAIONAL TESTING SO	01	05	Total Payment Amount:	$595.00 *
26711	DUMONT PRINTING	03	00	Total Payment Amount:	$255.07 *
26721	REFRIGERATION SUPPLIES DISTRIB	03	00	Total Payment Amount:	$6,112.74 *
26724	CAREERSAFE	03	00	Total Payment Amount:	$2,625.00 *
26734	TORRES VALLEY WIDE STEAM CLEAN	01	06	Total Payment Amount:	$2,925.00 *
26912	AMAZON CAPITAL SERVICES	03	00	Total Payment Amount:	$135,999.40 *
26925	DEL TORO, CHRISTOPHER	00	00	Total Payment Amount:	$247.85 *
26947	RECONNECTING YOUTH INC.	03	00	Total Payment Amount:	$10,500.00 *
26973	CAL APPAREL	03	00	Total Payment Amount:	$957.52 *
26999	BEYNON SPORTS	03	00	Total Payment Amount:	$833,719.53 *
27008	SUNBELT RENTALS, INC.693182	03	00	Total Payment Amount:	$8,886.65 *
27091	PAPE TRUCKS INC.	03	00	Total Payment Amount:	$689.77 *

Vendor No.	Vendor Name	Ven. Type	1099		Amount
27301	ROGERS ATHLETIC COMPANY	03	00	Total Payment Amount:	$1,071.69 *
27363	NEWSELA, INC.	03	00	Total Payment Amount:	$3,597.86 *
27393	INSTITUTE FOR MULTI SENSORY ED	06	06	Total Payment Amount:	$7,585.96 *
27426	ARMOUR SCALE COMPANY, INC.	03	00	Total Payment Amount:	$895.36 *
27428	CINTAS	03	00	Total Payment Amount:	$3,694.26 *
27456	ZAJONC CORP	03	00	Total Payment Amount:	$20,998.75 *
27473	KAMI	03	00	Total Payment Amount:	$12,628.00 *
27478	SCHOLASTIC, INC.	03	00	Total Payment Amount:	$518.94 *
27488	YETTEM-SEVILLE CSD	03	00	Total Payment Amount:	$87.65 *
27493	SOLIANT HEALTH, LLC	06	06	Total Payment Amount:	$3,960.00 *
27497	MARTHA JUAREZ ALVAREZ	01	06	Total Payment Amount:	$300.00 *
27503	SCHOLASTIC TEACHER STORE	03	00	Total Payment Amount:	$2,777.14 *
27532	ALLIED STORAGE CONTAINERS	03	00	Total Payment Amount:	$902.95 *
27553	LESLIE POOLMART INC.	03	00	Total Payment Amount:	$491.66 *
27557	TURF TANK	03	00	Total Payment Amount:	$7,876.53 *
27570	SAVVAS LEARNING CO., LLC.	06	00	Total Payment Amount:	$141,656.62 *
27574	HD SUPPLY	03	00	Total Payment Amount:	$7,433.21 *
27593	LEAF	06	01	Total Payment Amount:	$5,534.87 *
27595	WATER SYSTEM SOLUTIONS LLC	03	00	Total Payment Amount:	$475.00 *
27601	HEARTLAND PAYMENT SYSTEMS	03	00	Total Payment Amount:	$1,310.00 *
27641	WEST MUSIC COMPANY, INC.	03	00	Total Payment Amount:	$2,235.10 *
27664	RAYMOND WEST	00	00	Total Payment Amount:	$576.85 *
27701	NAPA AUTO PARTS DINUBA	03	00	Total Payment Amount:	$190.92 *
27719	CONN DOORS	01	06	Total Payment Amount:	$5,917.55 *
27726	LEONA WOODS	01	06	Total Payment Amount:	$6,675.00 *
27730	DOLLYWOOD FOUNDATION	03	00	Total Payment Amount:	$315.56 *
27745	ALTAMIRANO, ALBANELI	00	00	Total Payment Amount:	$143.59 *
27788	AT & T CALNET 4	00	00	Total Payment Amount:	$3,000.02 *
27892	CHRISTY WHITE, INC.	03	00	Total Payment Amount:	$4,069.40 *
27899	MINERAL KING PUBLISHING, INC.	03	00	Total Payment Amount:	$4,005.25 *
27903	VIDES, DIANA	00	00	Total Payment Amount:	$74.00 *
27934	DAVIS PUBLICATIONS, INC.	03	00	Total Payment Amount:	$36,940.22 *

Vendor No.	Vendor Name	Ven. Type	1099		Amount
27956	EWELL EDUCATION SERVICES, INC.	03	00	Total Payment Amount:	$4,143.00 *
27963	THERMO KING FRESNO	03	00	Total Payment Amount:	$4,731.15 *
27966	CARREON, LISELDA	01	06	Total Payment Amount:	$600.00 *
27998	HERNANDEZ, LISSETH	00	00	Total Payment Amount:	$169.64 *
28011	AVERHEALTH	03	00	Total Payment Amount:	$165.00 *
28032	INLAND MECHANICAL SERVICES, IN	03	00	Total Payment Amount:	$61,854.00 *
28130	JCL COMPANY, LLC	06	00	Total Payment Amount:	$9,266.28 *
28145	KASEYA US, LLC	03	00	Total Payment Amount:	$2,505.60 *
28160	VALENCIA, JOSHUA S.	00	00	Total Payment Amount:	$161.91 *
28185	LODI UNIFIED SCHOOL DISTRICT	09	00	Total Payment Amount:	$715.04 *
28197	E.L. ACHIEVE, INC.	03	00	Total Payment Amount:	$43,326.81 *
28254	MCLOGAN SUPPLY CO, INC.	03	00	Total Payment Amount:	$1,404.91 *
28264	DIESEL COMPLIANT LLC	03	00	Total Payment Amount:	$1,820.00 *
28323	NORTHSTAR CHEMICAL	06	00	Total Payment Amount:	$9,251.71 *
28328	MEDI, LLC	06	06	Total Payment Amount:	$484.03 *
28329	SUPERIOR POOL CARE	01	06	Total Payment Amount:	$4,000.00 *
28344	STAHLS ID DIRECT	03	00	Total Payment Amount:	$381.94 *
28350	TREVIPAY - WALMART	03	00	Total Payment Amount:	$330.02 *
28427	LUA DE TALAMANTES, AHIDE (3)	00	00	Total Payment Amount:	$76.21 *
28454	ORTEGA, ADRIANA	00	00	Total Payment Amount:	$84.42 *
28494	YANEZ, VIRGINIA	00	00	Total Payment Amount:	$96.23 *
28516	SNORKL, INC	03	00	Total Payment Amount:	$1,200.00 *
28546	ENTERPRISE FM TRUST	07	00	Total Payment Amount:	$860.34 *
28549	QUEZADA, ARELI	00	00	Total Payment Amount:	$81.85 *
28559	DAVIDIANSLASER	01	06	Total Payment Amount:	$75.43 *
28568	LIBRARIA	03	00	Total Payment Amount:	$2,665.49 *
28569	PETRA CPS, PETRA CNL	03	00	Total Payment Amount:	$12,450.00 *
28577	AMICOLOR INC	03	00	Total Payment Amount:	$472.07 *
28605	ACTIVITYHERO INC	03	00	Total Payment Amount:	$30.00 *
28608	KATAMURA PIANO SERVICE	01	06	Total Payment Amount:	$631.00 *
28609	LEARNING WITHOUT TEARS	03	00	Total Payment Amount:	$3,673.82 *
28611	EASTERN COMPUTER EXCHANGE LLC	06	06	Total Payment Amount:	$31,340.35 *

Vendor No.	Vendor Name	Ven. Type	1099		Amount
28613	ESSENTIAL ELEMENTS MUSIC CLASS	06	06	**Total Payment Amount:**	**$1,049.00** *
28614	ROBERT S MARKS PLUMBING, INC.	03	00	**Total Payment Amount:**	**$9,703.30** *
28615	LEVATA	03	00	**Total Payment Amount:**	**$801.60** *
28618	AMERICAN ORFF-SCHULWERK ASSOC	09	00	**Total Payment Amount:**	**$97.00** *
28619	LUNCHASSIST, INC.	03	00	**Total Payment Amount:**	**$15,495.00** *
28620	CARRION, JOCELYN	00	00	**Total Payment Amount:**	**$147.49** *
28622	COALITION FOR CAREER TECHNICAL	03	00	**Total Payment Amount:**	**$1,500.00** *
28624	MEJORADO, MAYRA	00	00	**Total Payment Amount:**	**$113.29** *
28625	HERNANDEZ, ZULEIMA	00	00	**Total Payment Amount:**	**$111.26** *
28626	DE DIOS, JAMILEX	00	00	**Total Payment Amount:**	**$68.20** *
28627	GARCIA, JANELLE	00	00	**Total Payment Amount:**	**$43.84** *
28628	VOCAL JAZZ ACADEMY	09	06	**Total Payment Amount:**	**$1,120.00** *
28630	GUTIERREZ ANGEL, YADIRA	00	00	**Total Payment Amount:**	**$103.68** *
28631	WIZARD SPORTS EQUIPMENT, INC	03	00	**Total Payment Amount:**	**$326.66** *
				Total Payment Amount:	**$3,277,004.18** *

Summary

DatePaid between 08/27/2026 and 09/23/2026

Vendor No.	Vendor Name	Ven. Type	1099	Amount
			Grand Total Payment Amount:	$3,277,004.18 **

TOTAL PAYMENTS SUMMARY REPORT

August 27, 2026 - September 23,2026

Books, Materials & Supplies *40xxx - 44000*	$	653,593
Food - Food Services *47xxx*	$	216,320
Professional Services, Operations & Repairs *51xxx - 54xxx, 56xxx - 58000*	$	434,166
Utilities & Communications *55xxx & 59xxx*	$	136,754
Capital Outlay (Construction & Equipment) *6xxxx*	$	1,012,999
Health Insurance *9xxxx*	$	823,173
TOTAL	**$**	**3,277,004**

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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **SEPTEMBER CASH BALANCE REPORT**

ATTACHMENTS: **SEPTEMBER CASH BALANCE REPORT**

FUNDING SOURCE: **N/A**

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

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

BOARD GOAL:

- [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 September Cash Balance Report.**

PROPOSED ACTION: **APPROVE**

Item #: 3

County Fund	District Number	Fund		Current Cash 9110	Previous Total Payroll Objects	Percentage (%)
608	8	0100	General Fund	$60,679,670.82	$334,123.59	18,160.85
N/A	8	0800	Student Activity Special Revenue Fund	$0.00		
AAQ	8	1100	Adult Education Fund	$195,772.33	$7,619.19	2,569.46
AWL	8	1200	Child Development Fund	$1,962,414.09	$14,725.50	13,326.64
AUB	8	1300	Cafeteria Special Revenue Fund	$3,784,578.66	$7,645.78	49,498.92
AAT	8	1700	Special Reserve Fund for Other than Capital Outlay Pr	$0.69		
AZT	8	2110	Building Fund #1	$7,245,537.69		
AJS	8	2120	Building Fund # 2	$92,189.65		
AJK	8	2510	Developer Fees Fund	$108,748.19		
AAW	8	3500	County School Facilities Fund - New Construction	$867.07		
ABF	8	3510	County School Facilities Fund - Modernization	$230,628.54		
AAV	8	4000	Special Reserve Fund for Capital Outlay Projects	$0.05		
689	8	5100	Bond Interest & Redemption Fund - #1	$733,123.57		
61C	8	5110	Bond Interest & Redemption Fund - #2	$428,672.54		
61D	8	5120	Bond Interest & Redemption Fund - #3	$0.00		
			Report Total	**$75,462,203.89**		

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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **OCTOBER BUDGET REVISIONS**

ATTACHMENTS: **BUDGET COMPARISON REPORT**

FUNDING SOURCE: **N/A**

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

Attached is Budget Comparison Report for October for your review.

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

BOARD GOAL:

- [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 October Budget Revision.**

PROPOSED ACTION: **APPROVE**

Item #: 4

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
Revenues						
LCFF Sources						
80110 LCFF State Aid - Current Year	$52,541,809.00	$0.00	$52,541,809.00	$49,990,769.00	$0.00	$49,990,769.00
80120 Education Protection Account	$10,026,662.00	$0.00	$10,026,662.00	$12,122,215.00	$0.00	$12,122,215.00
80410 Secured Rolls Tax	$3,326,807.00	$0.00	$3,326,807.00	$3,777,570.00	$0.00	$3,777,570.00
Total LCFF Sources	$65,895,278.00	$0.00	$65,895,278.00	$65,890,554.00	$0.00	$65,890,554.00
Federal Revenues						
81810 Special Education - Entitlement	$0.00	$816,562.00	$816,562.00	$0.00	$816,562.00	$816,562.00
81820 Special Education - Discretionary Grants	$0.00	$45,000.00	$45,000.00	$0.00	$45,000.00	$45,000.00
82850 Interagency Contracts Between LEAs	$0.00	$21,148.00	$21,148.00	$0.00	$21,148.00	$21,148.00
82900 All Other Federal Revenue	$0.00	$7,891,111.00	$7,891,111.00	$0.00	$8,393,487.00	$8,393,487.00
Total Federal Revenues	$0.00	$8,773,821.00	$8,773,821.00	$0.00	$9,276,197.00	$9,276,197.00
Other State Revenues						
85200 Child Nutrition	$0.00	$0.00	$0.00	$0.00	$110,202.94	$110,202.94
85500 Mandated Cost Reimbursements	$192,864.00	$0.00	$192,864.00	$192,864.00	$0.00	$192,864.00
85600 State Lottery Revenue	$695,185.00	$300,027.00	$995,212.00	$695,185.00	$300,027.00	$995,212.00
85900 All Other State Revenue	$604,923.00	$12,314,278.00	$12,919,201.00	$604,923.00	$12,478,752.00	$13,083,675.00
Total Other State Revenues	$1,492,972.00	$12,614,305.00	$14,107,277.00	$1,492,972.00	$12,888,981.94	$14,381,953.94
Other Local Revenues						
86250 Community Redevelopment Funds Not Subject to Revenue Lim	$0.00	$93,029.00	$93,029.00	$0.00	$93,029.00	$93,029.00
86340 Food Service Sales	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
86500 Leases and Rentals	$0.00	$0.00	$0.00	$95,000.00	$0.00	$95,000.00
86890 All Other Fees and Contracts	$142,928.00	$348,999.00	$491,927.00	$142,928.00	$348,999.00	$491,927.00
86990 All Other Local Revenue	$405,335.00	$800,000.00	$1,205,335.00	$1,055,717.00	$800,000.00	$1,855,717.00
87920 Transfers of Apportionments From County Offices	$0.00	$1,436,818.00	$1,436,818.00	$0.00	$1,436,818.00	$1,436,818.00
Total Other Local Revenues	$548,263.00	$2,678,846.00	$3,227,109.00	$1,293,645.00	$2,678,846.00	$3,972,491.00
Total Revenues	$67,936,513.00	$24,066,972.00	$92,003,485.00	$68,677,171.00	$24,844,024.94	$93,521,195.94

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
Expenditures						
Certificated Salaries						
11000 Certificated Teachers` Salaries	$17,339,761.00	$1,738,122.00	$19,077,883.00	$17,339,761.00	$2,013,863.00	$19,353,624.00
11002 Substitute Teachers	$1,076,944.00	$58,400.00	$1,135,344.00	$1,030,344.00	$67,400.00	$1,097,744.00
11003 Teacher - Auxilary	$498,594.00	$838,477.00	$1,337,071.00	$522,213.00	$834,425.00	$1,356,638.00
12000 Certificated Pupil Support Salaries	$1,257,782.00	$1,133,742.00	$2,391,524.00	$1,257,782.00	$1,158,925.00	$2,416,707.00
13000 Certificated Supervisors and Administrators Salaries	$2,368,336.00	$696,788.00	$3,065,124.00	$2,368,336.00	$814,916.00	$3,183,252.00
13003 Certificated Supervisors and Administrators - Extra Duty Stipen	$1,000.00	$0.00	$1,000.00	$1,000.00	$3,143.00	$4,143.00
19000 Other Certificated Salaries	$1,531,863.00	$1,237,607.00	$2,769,470.00	$1,631,863.00	$1,442,356.00	$3,074,219.00
19003 Other Certificated - Auxilary	$28,000.00	$20,000.00	$48,000.00	$28,000.00	$20,000.00	$48,000.00
Total Certificated Salaries	$24,102,280.00	$5,723,136.00	$29,825,416.00	$24,179,299.00	$6,355,028.00	$30,534,327.00
Classified Salaries						
21000 Classified Instructional Salaries	$1,511,885.00	$1,588,604.00	$3,100,489.00	$1,511,885.00	$1,977,069.00	$3,488,954.00
21002 Substitute Instructional Aides	$35,360.00	$8,290.00	$43,650.00	$35,360.00	$8,290.00	$43,650.00
21003 Instructional Aides - Auxilary	$31,104.00	$741,800.00	$772,904.00	$29,860.00	$736,800.00	$766,660.00
22000 Classified Support Salaries	$3,188,940.00	$2,723,418.00	$5,912,358.00	$3,217,288.00	$2,856,567.00	$6,073,855.00
22002 Substitute Classified Support	$275,640.00	$79,760.00	$355,400.00	$275,640.00	$79,295.00	$354,935.00
22003 Classified Support Salaries - Auxilary	$427,701.00	$286,182.00	$713,883.00	$430,701.00	$291,447.00	$722,148.00
23000 Classified Supervisors' and Administrators' Salaries	$343,865.00	$355,159.00	$699,024.00	$343,865.00	$360,978.00	$704,843.00
24000 Clerical, Technical and Office Staff Salaries	$2,804,298.00	$536,768.00	$3,341,066.00	$2,804,298.00	$552,233.00	$3,356,531.00
24002 Substitute Clerical, Technical & Office Staff	$70,000.00	$100.00	$70,100.00	$70,000.00	$100.00	$70,100.00
24003 Clerical, Technical & Office - Auxilary	$133,960.00	$11,626.00	$145,586.00	$133,860.00	$9,687.00	$143,547.00
29000 Other Classified Salaries	$358,451.00	$0.00	$358,451.00	$358,451.00	$0.00	$358,451.00
29002 Substitute Other Classified	$4,000.00	$0.00	$4,000.00	$4,000.00	$0.00	$4,000.00
29003 Work Study Stipends	$3,140.00	$134,180.00	$137,320.00	$3,140.00	$148,180.00	$151,320.00
Total Classified Salaries	$9,188,344.00	$6,465,887.00	$15,654,231.00	$9,218,348.00	$7,020,646.00	$16,238,994.00
Employee Benefits						
31010 State Teachers` Retirement System, certificated positions	$4,258,412.00	$3,707,379.00	$7,965,791.00	$4,301,444.00	$3,774,041.00	$8,075,485.00

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
31020 State Teachers` Retirement System, classified positions	$7,577.00	$900.00	$8,477.00	$7,577.00	$900.00	$8,477.00
32010 Public Employees Retirement System, certificated positions	$242,503.00	$117,197.00	$359,700.00	$242,503.00	$117,197.00	$359,700.00
32020 Public Employees` Retirement System, classified positions	$2,169,230.00	$1,519,719.00	$3,688,949.00	$2,178,161.00	$1,476,289.00	$3,654,450.00
33012 OASDI, Certificated Positions	$22,827.00	$35,771.00	$58,598.00	$22,577.00	$41,264.00	$63,841.00
33013 Medicare, Certificated Positions	$337,842.00	$84,310.00	$422,152.00	$343,395.00	$89,368.00	$432,763.00
33022 OASDI, classified positions	$518,469.00	$400,257.00	$918,726.00	$521,569.00	$394,016.00	$915,585.00
33023 Medicare, classified positions	$125,759.00	$93,285.00	$219,044.00	$128,635.00	$91,029.00	$219,664.00
34010 Health & Welfare Benefits, certificated positions	$3,960,910.00	$755,508.00	$4,716,418.00	$3,973,306.00	$806,808.00	$4,780,114.00
34020 Health & Welfare Benefits, classified positions	$2,396,451.00	$1,276,412.00	$3,672,863.00	$2,396,451.00	$1,193,942.00	$3,590,393.00
35010 State Unemployment Insurance, certificated positions	$12,146.00	$2,935.00	$15,081.00	$12,351.00	$3,108.00	$15,459.00
35020 State Unemployment Insurance, classified positions	$4,325.00	$3,430.00	$7,755.00	$4,455.00	$3,359.00	$7,814.00
36010 Worker`s Compensation Insurance, certificated positions	$882,239.00	$221,430.00	$1,103,669.00	$889,834.00	$234,687.00	$1,124,521.00
36020 Worker`s Compensation Insurance, classified positions	$322,982.00	$243,716.00	$566,698.00	$324,932.00	$237,898.00	$562,830.00
37010 OPEB, Allocated, certificated positions	$233,683.00	$58,018.00	$291,701.00	$235,952.00	$62,015.00	$297,967.00
37020 OPEB, Allocated, classified positions	$86,483.00	$64,855.00	$151,338.00	$87,343.00	$64,134.00	$151,477.00
Total Employee Benefits	$15,581,838.00	$8,585,122.00	$24,166,960.00	$15,670,485.00	$8,590,055.00	$24,260,540.00
Books and Supplies						
41000 Approved Textbooks and Core Curricula Materials	$708,000.00	$0.00	$708,000.00	$1,608,000.00	$0.00	$1,608,000.00
42000 Books and Other Reference Materials	$107,308.00	$248,500.00	$355,808.00	$108,106.00	$308,597.00	$416,703.00
43000 Materials and Supplies	$1,994,153.49	$2,096,558.00	$4,090,711.49	$2,479,355.17	$2,277,074.00	$4,756,429.17
44000 Non-Capitalized Equipment	$1,591,299.00	$252,583.00	$1,843,882.00	$1,587,472.00	$294,335.94	$1,881,807.94
47000 Food	$15,000.00	$0.00	$15,000.00	$15,000.00	$0.00	$15,000.00
Total Books and Supplies	$4,415,760.49	$2,597,641.00	$7,013,401.49	$5,797,933.17	$2,880,006.94	$8,677,940.11
Services, Other Operating Expenses						
51000 Subagreements for Services	$79,200.00	$1,900,352.00	$1,979,552.00	$79,200.00	$2,521,342.00	$2,600,542.00
52000 Travel and Conferences	$77,467.00	$87,019.00	$164,486.00	$90,717.00	$145,307.00	$236,024.00
53000 Dues and Memberships	$36,472.00	$14,302.00	$50,774.00	$61,569.00	$14,302.00	$75,871.00
54000 Insurance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
54500 Other Insurance	$781,533.00	$0.00	$781,533.00	$781,533.00	$0.00	$781,533.00

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
55001 Gas	$113,564.00	$0.00	$113,564.00	$113,564.00	$0.00	$113,564.00
55002 Electricity	$1,560,010.00	$11,020.00	$1,571,030.00	$1,560,010.00	$11,020.00	$1,571,030.00
55003 Water/Sewer	$148,858.00	$0.00	$148,858.00	$148,858.00	$0.00	$148,858.00
55006 Garbage	$246,375.00	$10,894.00	$257,269.00	$246,375.00	$10,894.00	$257,269.00
56000 Rentals, Leases, Repairs and Non-Capitalized Improvements	$916,197.00	$1,221,108.00	$2,137,305.00	$966,840.00	$1,279,108.00	$2,245,948.00
57100 Transfers of Direct and Support Costs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
57103 Transfers of Direct Costs - Transportation	($137,143.00)	$137,143.00	$0.00	($131,740.00)	$137,159.00	$5,419.00
57104 Transfers of Direct Costs - Printing	($16,450.00)	$16,450.00	$0.00	($16,850.00)	$16,450.00	($400.00)
57503 Transfers of Direct Costs - Interfund - Transportation	($2,000.00)	$0.00	($2,000.00)	($2,000.00)	$0.00	($2,000.00)
57504 Transfers of Direct Costs - Interfund - Printing	($2,500.00)	$0.00	($2,500.00)	($2,500.00)	$0.00	($2,500.00)
58000 Professional/Consulting Services and Operating Expenditures	$2,823,313.00	$4,068,323.50	$6,891,636.50	$3,115,419.00	$4,565,552.10	$7,680,971.10
58009 Pension Penalties & Interest	$3,000.00	$0.00	$3,000.00	$3,000.00	$0.00	$3,000.00
59003 Communications - Telephone	$9,405.00	$13,490.00	$22,895.00	$64,055.00	$14,490.00	$78,545.00
59004 Communications - Postage	$65,388.00	$520,819.00	$586,207.00	$63,028.00	$520,819.00	$583,847.00
Total Services, Other Operating Expenses	$6,702,689.00	$8,000,920.50	$14,703,609.50	$7,141,078.00	$9,236,443.10	$16,377,521.10
Capital Outlay						
61000 Land	$0.00	$380,000.00	$380,000.00	$0.00	$380,000.00	$380,000.00
61700 Land Improvements	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
62000 Buildings and Improvement of Buildings	$4,368,486.00	$539,050.00	$4,907,536.00	$4,368,489.00	$539,050.00	$4,907,539.00
62100 Architect/Engineering Fees	$0.00	$0.00	$0.00	$425,557.00	$0.00	$425,557.00
62350 Energy Analysis Fee	$71,000.00	$0.00	$71,000.00	$74,000.00	$0.00	$74,000.00
62400 Preliminary Tests	$0.00	$0.00	$0.00	$2,400.00	$0.00	$2,400.00
64000 Equipment	$9,000.00	$308,148.00	$317,148.00	$700,341.00	$469,151.00	$1,169,492.00
Total Capital Outlay	$4,448,486.00	$1,227,198.00	$5,675,684.00	$5,570,787.00	$1,388,201.00	$6,958,988.00
Other Outgo						
71420 Other Tuition, Excess Costs, and/or Deficits Payments to COE	$764,019.00	$0.00	$764,019.00	$764,019.00	$0.00	$764,019.00
74380 Debt Service - Interest	$323,251.00	$0.00	$323,251.00	$323,251.00	$0.00	$323,251.00
74390 Other Debt Service - Principal	$471,373.00	$0.00	$471,373.00	$471,373.00	$0.00	$471,373.00
Total Other Outgo	$1,558,643.00	$0.00	$1,558,643.00	$1,558,643.00	$0.00	$1,558,643.00

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
Direct Support/Indirect Costs						
73100 Transfers of Indirect Costs	($1,118,610.46)	$1,118,610.46	$0.00	($1,186,235.46)	$1,188,436.46	$2,201.00
73500 Transfers of Indirect Costs - Interfund	($231,181.00)	$0.00	($231,181.00)	($231,181.00)	$0.00	($231,181.00)
Total Direct Support/Indirect Costs	($1,349,791.46)	$1,118,610.46	($231,181.00)	($1,417,416.46)	$1,188,436.46	($228,980.00)
Total Expenditures	$64,648,249.03	$33,718,514.96	$98,366,763.99	$67,719,156.71	$36,658,816.50	$104,377,973.21
Excess (Deficiency) of Revenues	$3,288,263.97	($9,651,542.96)	($6,363,278.99)	$958,014.29	($11,814,791.56)	($10,856,777.27)
Other Financing Sources/Uses						
Transfers In						
89190 Other Authorized Interfund Transfers In	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Transfers In	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Contributions						
89800 Contributions from Unrestricted Resources	($6,043,793.50)	$6,043,793.50	$0.00	($6,036,254.50)	$6,043,793.50	$7,539.00
89900 Contributions from Restricted Revenues	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Contributions	($6,043,793.50)	$6,043,793.50	$0.00	($6,036,254.50)	$6,043,793.50	$7,539.00
Total Other Financing Sources/Uses	($6,043,793.50)	$6,043,793.50	$0.00	($6,036,254.50)	$6,043,793.50	$7,539.00
Net Increase (Decrease) in Fund	($2,755,529.53)	($3,607,749.46)	($6,363,278.99)	($5,078,240.21)	($5,770,998.06)	($10,849,238.27)
Beginning Balance						
Assets						
91100 Cash in County Treasury	$62,147,312.65	$13,250,455.21	$75,397,767.86	$62,147,312.65	$13,250,455.21	$75,397,767.86
91110 Fair Value Adjustment to Cash in County Treasury	($317,081.45)	$0.00	($317,081.45)	($317,081.45)	$0.00	($317,081.45)
91300 Revolving Cash Account	$10,000.00	$0.00	$10,000.00	$10,000.00	$0.00	$10,000.00
92000 Accounts Receivable	$499,133.04	$5,151,899.77	$5,651,032.81	$499,133.04	$5,151,899.77	$5,651,032.81
92004 Due From Employees - Payroll Corrections	$5,563.81	$0.00	$5,563.81	$5,563.81	$0.00	$5,563.81
92009 County Wide Receivable - by COE	$103,406.11	$626,546.92	$729,953.03	$103,406.11	$626,546.92	$729,953.03
93100 Due From Other Funds	$281,935.51	$0.00	$281,935.51	$281,935.51	$0.00	$281,935.51
93200 Stores	$123,361.54	$0.00	$123,361.54	$123,361.54	$0.00	$123,361.54
93300 Prepaid Expenditures (Expenses)	$0.00	$4,587.50	$4,587.50	$0.00	$4,587.50	$4,587.50

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
Total Assets	$62,853,631.21	$19,033,489.40	$81,887,120.61	$62,853,631.21	$19,033,489.40	$81,887,120.61
Liabilities						
95009 County Wide Liabilities - by COE	$3,087,803.93	$0.00	$3,087,803.93	$3,087,803.93	$0.00	$3,087,803.93
95010 Accounts Payable Clearing	$532,967.99	$1,175,496.88	$1,708,464.87	$532,967.99	$1,175,496.88	$1,708,464.87
95013 Deferred Wages Payable	$1,534,842.07	$0.00	$1,534,842.07	$1,534,842.07	$0.00	$1,534,842.07
95028 Retiree Benefits Payable	$3,070.40	$0.00	$3,070.40	$3,070.40	$0.00	$3,070.40
95030 Use Tax Payable	$9,354.99	$0.00	$9,354.99	$9,354.99	$0.00	$9,354.99
95050 Other Current Liabilities	$1,452,092.53	$0.00	$1,452,092.53	$1,452,092.53	$0.00	$1,452,092.53
95051 Outlawed Employee Refunds & Voluntary Deductions	$16,472.30	$0.00	$16,472.30	$16,472.30	$0.00	$16,472.30
96100 Due to Other Funds	$11,251.77	$0.00	$11,251.77	$11,251.77	$0.00	$11,251.77
96500 Unearned Revenue	$128,851.85	$445,273.66	$574,125.51	$128,851.85	$445,273.66	$574,125.51
Total Liabilities	$6,776,707.83	$1,620,770.54	$8,397,478.37	$6,776,707.83	$1,620,770.54	$8,397,478.37
Total Beginning Balance	$56,076,923.38	$17,412,718.86	$73,489,642.24	$56,076,923.38	$17,412,718.86	$73,489,642.24
Adjusted Beginning Balance	$56,076,923.38	$17,412,718.86	$73,489,642.24	$56,076,923.38	$17,412,718.86	$73,489,642.24
Ending Balance						
Assets						
91100 Cash in County Treasury	$53,321,393.85	$13,804,969.40	$67,126,363.25	$50,998,683.17	$11,641,720.80	$62,640,403.97
Total Assets	$53,321,393.85	$13,804,969.40	$67,126,363.25	$50,998,683.17	$11,641,720.80	$62,640,403.97
Total Ending Balance	$53,321,393.85	$13,804,969.40	$67,126,363.25	$50,998,683.17	$11,641,720.80	$62,640,403.97
Components of Ending Fund Balance						
Fund Balance, Nonspendable						
97200 Reserve for Encumbrances	$5,960,205.28	$4,306,455.63	$10,266,660.91	$5,960,205.28	$4,306,455.63	$10,266,660.91
Total Fund Balance, Nonspendable	$5,960,205.28	$4,306,455.63	$10,266,660.91	$5,960,205.28	$4,306,455.63	$10,266,660.91
Fund Balance, Unassigned						
97900 Undesignated/Unappropriated	($9,062,159.74)	($8,883,594.50)	($17,945,754.24)	($11,384,870.42)	($11,046,843.10)	($22,431,713.52)
97910 Beginning Fund Balance	$56,076,923.38	$17,412,718.86	$73,489,642.24	$56,076,923.38	$17,412,718.86	$73,489,642.24

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
Total Fund Balance, Unassigned	$47,014,763.64	$8,529,124.36	$55,543,888.00	$44,692,052.96	$6,365,875.76	$51,057,928.72
Budgetary and Other Accounts						
98100 Estimated Revenue	($62,607,034.50)	($30,924,032.44)	($93,531,066.94)	($62,607,034.50)	($30,924,032.44)	($93,531,066.94)
98200 Appropriations	$68,913,664.71	$36,199,877.48	$105,113,542.19	$68,913,664.71	$36,199,877.48	$105,113,542.19
98300 Encumbrances	($5,960,205.28)	($4,306,455.63)	($10,266,660.91)	($5,960,205.28)	($4,306,455.63)	($10,266,660.91)
Total Budgetary and Other Accounts	$346,424.93	$969,389.41	$1,315,814.34	$346,424.93	$969,389.41	$1,315,814.34
Total Components of Ending Fund Balance	$53,321,393.85	$13,804,969.40	$67,126,363.25	$50,998,683.17	$11,641,720.80	$62,640,403.97

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
080 Student Activity Special Revenue Fund						
Beginning Balance						
Assets						
91200 Cash in Bank(s)	$0.00	$280,727.91	$280,727.91	$0.00	$280,727.91	$280,727.91
Total Assets	$0.00	$280,727.91	$280,727.91	$0.00	$280,727.91	$280,727.91
Total Beginning Balance	$0.00	$280,727.91	$280,727.91	$0.00	$280,727.91	$280,727.91
Adjusted Beginning Balance	$0.00	$280,727.91	$280,727.91	$0.00	$280,727.91	$280,727.91
Ending Balance						
Assets						
91100 Cash in County Treasury	$0.00	$280,727.91	$280,727.91	$0.00	$280,727.91	$280,727.91
Total Assets	$0.00	$280,727.91	$280,727.91	$0.00	$280,727.91	$280,727.91
Total Ending Balance	$0.00	$280,727.91	$280,727.91	$0.00	$280,727.91	$280,727.91
Components of Ending Fund Balance						
Fund Balance, Unassigned						
97910 Beginning Fund Balance	$0.00	$280,727.91	$280,727.91	$0.00	$280,727.91	$280,727.91
Total Fund Balance, Unassigned	$0.00	$280,727.91	$280,727.91	$0.00	$280,727.91	$280,727.91
Total Components of Ending Fund Balance	$0.00	$280,727.91	$280,727.91	$0.00	$280,727.91	$280,727.91

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
110 Adult Education Fund						
Revenues						
Federal Revenues						
82900 All Other Federal Revenue	$0.00	$51,010.00	$51,010.00	$0.00	$51,010.00	$51,010.00
Total Federal Revenues	$0.00	$51,010.00	$51,010.00	$0.00	$51,010.00	$51,010.00
Other State Revenues						
85900 All Other State Revenue	$0.00	$338,308.00	$338,308.00	$0.00	$338,308.00	$338,308.00
Total Other State Revenues	$0.00	$338,308.00	$338,308.00	$0.00	$338,308.00	$338,308.00
Total Revenues	$0.00	$389,318.00	$389,318.00	$0.00	$389,318.00	$389,318.00
Expenditures						
Certificated Salaries						
11003 Teacher - Auxilary	$0.00	$123,400.00	$123,400.00	$0.00	$123,400.00	$123,400.00
13000 Certificated Supervisors and Administrators Salaries	$0.00	$18,442.00	$18,442.00	$0.00	$18,442.00	$18,442.00
Total Certificated Salaries	$0.00	$141,842.00	$141,842.00	$0.00	$141,842.00	$141,842.00
Classified Salaries						
22000 Classified Support Salaries	$0.00	$33,699.00	$33,699.00	$0.00	$33,699.00	$33,699.00
22003 Classified Support Salaries - Auxilary	$0.00	$500.00	$500.00	$0.00	$500.00	$500.00
24000 Clerical, Technical and Office Staff Salaries	$0.00	$37,276.00	$37,276.00	$0.00	$37,276.00	$37,276.00
24002 Substitute Clerical, Technical & Office Staff	$0.00	$500.00	$500.00	$0.00	$500.00	$500.00
24003 Clerical, Technical & Office - Auxilary	$0.00	$150.00	$150.00	$0.00	$150.00	$150.00
Total Classified Salaries	$0.00	$72,125.00	$72,125.00	$0.00	$72,125.00	$72,125.00
Employee Benefits						
31010 State Teachers` Retirement System, certificated positions	$0.00	$40,127.00	$40,127.00	$0.00	$40,127.00	$40,127.00
32020 Public Employees` Retirement System, classified positions	$0.00	$19,000.00	$19,000.00	$0.00	$19,000.00	$19,000.00
33013 Medicare, Certificated Positions	$0.00	$2,058.00	$2,058.00	$0.00	$2,058.00	$2,058.00
33022 OASDI, classified positions	$0.00	$4,509.00	$4,509.00	$0.00	$4,509.00	$4,509.00

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
110 Adult Education Fund						
33023 Medicare, classified positions	$0.00	$1,046.00	$1,046.00	$0.00	$1,046.00	$1,046.00
34010 Health & Welfare Benefits, certificated positions	$0.00	$2,109.00	$2,109.00	$0.00	$2,109.00	$2,109.00
34020 Health & Welfare Benefits, classified positions	$0.00	$31,546.00	$31,546.00	$0.00	$31,546.00	$31,546.00
35010 State Unemployment Insurance, certificated positions	$0.00	$74.00	$74.00	$0.00	$74.00	$74.00
35020 State Unemployment Insurance, classified positions	$0.00	$39.00	$39.00	$0.00	$39.00	$39.00
36010 Worker`s Compensation Insurance, certificated positions	$0.00	$5,371.00	$5,371.00	$0.00	$5,371.00	$5,371.00
36020 Worker`s Compensation Insurance, classified positions	$0.00	$2,733.00	$2,733.00	$0.00	$2,733.00	$2,733.00
37010 OPEB, Allocated, certificated positions	$0.00	$1,429.00	$1,429.00	$0.00	$1,429.00	$1,429.00
37020 OPEB, Allocated, classified positions	$0.00	$722.00	$722.00	$0.00	$722.00	$722.00
Total Employee Benefits	$0.00	$110,763.00	$110,763.00	$0.00	$110,763.00	$110,763.00
Books and Supplies						
42000 Books and Other Reference Materials	$0.00	$500.00	$500.00	$0.00	$500.00	$500.00
43000 Materials and Supplies	$0.00	$3,365.00	$3,365.00	$0.00	$3,365.00	$3,365.00
Total Books and Supplies	$0.00	$3,865.00	$3,865.00	$0.00	$3,865.00	$3,865.00
Services, Other Operating Expenses						
52000 Travel and Conferences	$0.00	$3,000.00	$3,000.00	$0.00	$3,000.00	$3,000.00
53000 Dues and Memberships	$0.00	$100.00	$100.00	$0.00	$100.00	$100.00
58000 Professional/Consulting Services and Operating Expenditures	$0.00	$41,194.00	$41,194.00	$0.00	$41,194.00	$41,194.00
Total Services, Other Operating Expenses	$0.00	$44,294.00	$44,294.00	$0.00	$44,294.00	$44,294.00
Direct Support/Indirect Costs						
73500 Transfers of Indirect Costs - Interfund	$0.00	$16,429.00	$16,429.00	$0.00	$16,429.00	$16,429.00
Total Direct Support/Indirect Costs	$0.00	$16,429.00	$16,429.00	$0.00	$16,429.00	$16,429.00
Total Expenditures	$0.00	$389,318.00	$389,318.00	$0.00	$389,318.00	$389,318.00
Excess (Deficiency) of Revenues	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Net Increase (Decrease) in Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Beginning Balance						
Assets						

Budget Comparison Report

by Fund

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
110 Adult Education Fund						
91100 Cash in County Treasury	$112,367.80	($26,244.14)	$86,123.66	$112,367.80	($26,244.14)	$86,123.66
91110 Fair Value Adjustment to Cash in County Treasury	$0.00	($362.19)	($362.19)	$0.00	($362.19)	($362.19)
92000 Accounts Receivable	$0.00	$27,661.97	$27,661.97	$0.00	$27,661.97	$27,661.97
93300 Prepaid Expenditures (Expenses)	$0.00	$13,066.67	$13,066.67	$0.00	$13,066.67	$13,066.67
Total Assets	$112,367.80	$14,122.31	$126,490.11	$112,367.80	$14,122.31	$126,490.11
Liabilities						
95010 Accounts Payable Clearing	$0.00	$1,920.00	$1,920.00	$0.00	$1,920.00	$1,920.00
95050 Other Current Liabilities	$4,334.52	$0.00	$4,334.52	$4,334.52	$0.00	$4,334.52
96100 Due to Other Funds	$107,133.28	$0.00	$107,133.28	$107,133.28	$0.00	$107,133.28
Total Liabilities	$111,467.80	$1,920.00	$113,387.80	$111,467.80	$1,920.00	$113,387.80
Total Beginning Balance	$900.00	$12,202.31	$13,102.31	$900.00	$12,202.31	$13,102.31
Adjusted Beginning Balance	$900.00	$12,202.31	$13,102.31	$900.00	$12,202.31	$13,102.31
Ending Balance						
Assets						
91100 Cash in County Treasury	$900.00	$12,202.31	$13,102.31	$900.00	$12,202.31	$13,102.31
Total Assets	$900.00	$12,202.31	$13,102.31	$900.00	$12,202.31	$13,102.31
Total Ending Balance	$900.00	$12,202.31	$13,102.31	$900.00	$12,202.31	$13,102.31
Components of Ending Fund Balance						
Fund Balance, Nonspendable						
97200 Reserve for Encumbrances	$0.00	$34,343.67	$34,343.67	$0.00	$34,343.67	$34,343.67
Total Fund Balance, Nonspendable	$0.00	$34,343.67	$34,343.67	$0.00	$34,343.67	$34,343.67
Fund Balance, Unassigned						
97910 Beginning Fund Balance	$900.00	$12,202.31	$13,102.31	$900.00	$12,202.31	$13,102.31
Total Fund Balance, Unassigned	$900.00	$12,202.31	$13,102.31	$900.00	$12,202.31	$13,102.31
Budgetary and Other Accounts						

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
110 Adult Education Fund						
98100 Estimated Revenue	$0.00	($389,318.00)	($389,318.00)	$0.00	($389,318.00)	($389,318.00)
98200 Appropriations	$0.00	$389,318.00	$389,318.00	$0.00	$389,318.00	$389,318.00
98300 Encumbrances	$0.00	($34,343.67)	($34,343.67)	$0.00	($34,343.67)	($34,343.67)
Total Budgetary and Other Accounts	$0.00	($34,343.67)	($34,343.67)	$0.00	($34,343.67)	($34,343.67)
Total Components of Ending Fund Balance	$900.00	$12,202.31	$13,102.31	$900.00	$12,202.31	$13,102.31

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
120 Child Development Fund						
Revenues						
Other State Revenues						
85900 All Other State Revenue	$0.00	$2,674,579.00	$2,674,579.00	$0.00	$2,700,107.73	$2,700,107.73
Total Other State Revenues	$0.00	$2,674,579.00	$2,674,579.00	$0.00	$2,700,107.73	$2,700,107.73
Total Revenues	$0.00	$2,674,579.00	$2,674,579.00	$0.00	$2,700,107.73	$2,700,107.73
Expenditures						
Certificated Salaries						
11000 Certificated Teachers` Salaries	$0.00	$72,883.00	$72,883.00	$0.00	$72,883.00	$72,883.00
12000 Certificated Pupil Support Salaries	$0.00	$97,589.00	$97,589.00	$0.00	$97,589.00	$97,589.00
13000 Certificated Supervisors and Administrators Salaries	$0.00	$169,661.00	$169,661.00	$0.00	$156,764.00	$156,764.00
19000 Other Certificated Salaries	$0.00	$212,762.00	$212,762.00	$0.00	$212,762.00	$212,762.00
Total Certificated Salaries	$0.00	$552,895.00	$552,895.00	$0.00	$539,998.00	$539,998.00
Classified Salaries						
22000 Classified Support Salaries	$0.00	$566,826.00	$566,826.00	$0.00	$496,652.00	$496,652.00
22002 Substitute Classified Support	$0.00	$17,000.00	$17,000.00	$0.00	$17,000.00	$17,000.00
22003 Classified Support Salaries - Auxilary	$0.00	$10,000.00	$10,000.00	$0.00	$10,000.00	$10,000.00
24000 Clerical, Technical and Office Staff Salaries	$0.00	$52,776.00	$52,776.00	$0.00	$52,776.00	$52,776.00
24002 Substitute Clerical, Technical & Office Staff	$0.00	$500.00	$500.00	$0.00	$500.00	$500.00
24003 Clerical, Technical & Office - Auxilary	$0.00	$253.00	$253.00	$0.00	$253.00	$253.00
29000 Other Classified Salaries	$0.00	$392,656.00	$392,656.00	$0.00	$392,656.00	$392,656.00
29002 Substitute Other Classified	$0.00	$7,100.00	$7,100.00	$0.00	$7,100.00	$7,100.00
29003 Work Study Stipends	$0.00	$3,800.00	$3,800.00	$0.00	$3,800.00	$3,800.00
Total Classified Salaries	$0.00	$1,050,911.00	$1,050,911.00	$0.00	$980,737.00	$980,737.00
Employee Benefits						
31010 State Teachers` Retirement System, certificated positions	$0.00	$119,487.00	$119,487.00	$0.00	$119,487.00	$119,487.00
31020 State Teachers` Retirement System, classified positions	$0.00	$4,852.00	$4,852.00	$0.00	$4,852.00	$4,852.00

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
120 Child Development Fund						
32020 Public Employees` Retirement System, classified positions	$0.00	$274,245.00	$274,245.00	$0.00	$274,245.00	$274,245.00
33013 Medicare, Certificated Positions	$0.00	$8,017.00	$8,017.00	$0.00	$8,017.00	$8,017.00
33022 OASDI, classified positions	$0.00	$65,153.00	$65,153.00	$0.00	$65,153.00	$65,153.00
33023 Medicare, classified positions	$0.00	$15,244.00	$15,244.00	$0.00	$15,244.00	$15,244.00
34010 Health & Welfare Benefits, certificated positions	$0.00	$83,943.00	$83,943.00	$0.00	$83,943.00	$83,943.00
34020 Health & Welfare Benefits, classified positions	$0.00	$209,768.00	$209,768.00	$0.00	$209,768.00	$209,768.00
35010 State Unemployment Insurance, certificated positions	$0.00	$277.00	$277.00	$0.00	$277.00	$277.00
35020 State Unemployment Insurance, classified positions	$0.00	$535.00	$535.00	$0.00	$535.00	$535.00
36010 Worker`s Compensation Insurance, certificated positions	$0.00	$20,953.00	$20,953.00	$0.00	$20,953.00	$20,953.00
36020 Worker`s Compensation Insurance, classified positions	$0.00	$39,829.00	$39,829.00	$0.00	$39,829.00	$39,829.00
37010 OPEB, Allocated, certificated positions	$0.00	$5,529.00	$5,529.00	$0.00	$5,529.00	$5,529.00
37020 OPEB, Allocated, classified positions	$0.00	$10,508.00	$10,508.00	$0.00	$10,508.00	$10,508.00
Total Employee Benefits	$0.00	$858,340.00	$858,340.00	$0.00	$858,340.00	$858,340.00
Books and Supplies						
42000 Books and Other Reference Materials	$0.00	$0.00	$0.00	$0.00	$7,067.00	$7,067.00
43000 Materials and Supplies	$0.00	$13,130.00	$13,130.00	$0.00	$80,702.73	$80,702.73
44000 Non-Capitalized Equipment	$0.00	$3,000.00	$3,000.00	$0.00	$17,000.00	$17,000.00
Total Books and Supplies	$0.00	$16,130.00	$16,130.00	$0.00	$104,769.73	$104,769.73
Services, Other Operating Expenses						
52000 Travel and Conferences	$0.00	$3,000.00	$3,000.00	$0.00	$1,000.00	$1,000.00
53000 Dues and Memberships	$0.00	$625.00	$625.00	$0.00	$625.00	$625.00
55003 Water/Sewer	$0.00	$2,500.00	$2,500.00	$0.00	$2,500.00	$2,500.00
55006 Garbage	$0.00	$10,000.00	$10,000.00	$0.00	$10,000.00	$10,000.00
56000 Rentals, Leases, Repairs and Non-Capitalized Improvements	$0.00	$500.00	$500.00	$0.00	$500.00	$500.00
57503 Transfers of Direct Costs - Interfund - Transportation	$0.00	$2,000.00	$2,000.00	$0.00	$2,000.00	$2,000.00
58000 Professional/Consulting Services and Operating Expenditures	$0.00	$8,040.00	$8,040.00	$0.00	$30,000.00	$30,000.00
59003 Communications - Telephone	$0.00	$3,075.00	$3,075.00	$0.00	$3,075.00	$3,075.00
59004 Communications - Postage	$0.00	$700.00	$700.00	$0.00	$700.00	$700.00
Total Services, Other Operating Expenses	$0.00	$30,440.00	$30,440.00	$0.00	$50,400.00	$50,400.00

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
120 Child Development Fund						
Capital Outlay						
64000 Equipment	$0.00	$35,000.00	$35,000.00	$0.00	$35,000.00	$35,000.00
Total Capital Outlay	$0.00	$35,000.00	$35,000.00	$0.00	$35,000.00	$35,000.00
Direct Support/Indirect Costs						
73500 Transfers of Indirect Costs - Interfund	$0.00	$130,863.00	$130,863.00	$0.00	$130,863.00	$130,863.00
Total Direct Support/Indirect Costs	$0.00	$130,863.00	$130,863.00	$0.00	$130,863.00	$130,863.00
Total Expenditures	$0.00	$2,674,579.00	$2,674,579.00	$0.00	$2,700,107.73	$2,700,107.73
Excess (Deficiency) of Revenues	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Net Increase (Decrease) in Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Beginning Balance						
Assets						
91100 Cash in County Treasury	$72,927.31	$1,415,320.94	$1,488,248.25	$72,927.31	$1,415,320.94	$1,488,248.25
91110 Fair Value Adjustment to Cash in County Treasury	$0.00	($6,258.75)	($6,258.75)	$0.00	($6,258.75)	($6,258.75)
92000 Accounts Receivable	$0.00	$458,374.16	$458,374.16	$0.00	$458,374.16	$458,374.16
Total Assets	$72,927.31	$1,867,436.35	$1,940,363.66	$72,927.31	$1,867,436.35	$1,940,363.66
Liabilities						
95010 Accounts Payable Clearing	$0.00	$29,698.21	$29,698.21	$0.00	$29,698.21	$29,698.21
95050 Other Current Liabilities	$10,816.84	$0.00	$10,816.84	$10,816.84	$0.00	$10,816.84
96100 Due to Other Funds	$62,110.47	$0.00	$62,110.47	$62,110.47	$0.00	$62,110.47
96500 Unearned Revenue	$0.00	$97,435.87	$97,435.87	$0.00	$97,435.87	$97,435.87
Total Liabilities	$72,927.31	$127,134.08	$200,061.39	$72,927.31	$127,134.08	$200,061.39
Total Beginning Balance	$0.00	$1,740,302.27	$1,740,302.27	$0.00	$1,740,302.27	$1,740,302.27
Adjusted Beginning Balance	$0.00	$1,740,302.27	$1,740,302.27	$0.00	$1,740,302.27	$1,740,302.27
Ending Balance						
Assets						
91100 Cash in County Treasury	$0.00	$1,740,302.27	$1,740,302.27	$0.00	$1,740,302.27	$1,740,302.27

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
120 Child Development Fund						
Total Assets	$0.00	$1,740,302.27	$1,740,302.27	$0.00	$1,740,302.27	$1,740,302.27
Total Ending Balance	$0.00	$1,740,302.27	$1,740,302.27	$0.00	$1,740,302.27	$1,740,302.27
Components of Ending Fund Balance						
Fund Balance, Nonspendable						
97200 Reserve for Encumbrances	$0.00	$42,079.34	$42,079.34	$0.00	$42,079.34	$42,079.34
Total Fund Balance, Nonspendable	$0.00	$42,079.34	$42,079.34	$0.00	$42,079.34	$42,079.34
Fund Balance, Unassigned						
97910 Beginning Fund Balance	$0.00	$1,740,302.27	$1,740,302.27	$0.00	$1,740,302.27	$1,740,302.27
Total Fund Balance, Unassigned	$0.00	$1,740,302.27	$1,740,302.27	$0.00	$1,740,302.27	$1,740,302.27
Budgetary and Other Accounts						
98100 Estimated Revenue	$0.00	($2,700,107.73)	($2,700,107.73)	$0.00	($2,700,107.73)	($2,700,107.73)
98200 Appropriations	$0.00	$2,700,107.73	$2,700,107.73	$0.00	$2,700,107.73	$2,700,107.73
98300 Encumbrances	$0.00	($42,079.34)	($42,079.34)	$0.00	($42,079.34)	($42,079.34)
Total Budgetary and Other Accounts	$0.00	($42,079.34)	($42,079.34)	$0.00	($42,079.34)	($42,079.34)
Total Components of Ending Fund Balance	$0.00	$1,740,302.27	$1,740,302.27	$0.00	$1,740,302.27	$1,740,302.27

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
130 Cafeteria Special Revenue Fund						
Revenues						
Federal Revenues						
82200 Child Nutrition Programs	$0.00	$4,453,813.00	$4,453,813.00	$0.00	$4,453,813.00	$4,453,813.00
Total Federal Revenues	$0.00	$4,453,813.00	$4,453,813.00	$0.00	$4,453,813.00	$4,453,813.00
Other State Revenues						
85200 Child Nutrition	$0.00	$948,600.00	$948,600.00	$0.00	$948,600.00	$948,600.00
85900 All Other State Revenue	$0.00	$272.00	$272.00	$0.00	$272.00	$272.00
Total Other State Revenues	$0.00	$948,872.00	$948,872.00	$0.00	$948,872.00	$948,872.00
Other Local Revenues						
86340 Food Service Sales	$0.00	$25,000.00	$25,000.00	$0.00	$25,000.00	$25,000.00
Total Other Local Revenues	$0.00	$25,000.00	$25,000.00	$0.00	$25,000.00	$25,000.00
Total Revenues	$0.00	$5,427,685.00	$5,427,685.00	$0.00	$5,427,685.00	$5,427,685.00
Expenditures						
Certificated Salaries						
13000 Certificated Supervisors and Administrators Salaries	$0.00	$20,382.00	$20,382.00	$0.00	$20,382.00	$20,382.00
Total Certificated Salaries	$0.00	$20,382.00	$20,382.00	$0.00	$20,382.00	$20,382.00
Classified Salaries						
22000 Classified Support Salaries	$0.00	$1,030,296.00	$1,030,296.00	$0.00	$1,030,296.00	$1,030,296.00
22002 Substitute Classified Support	$0.00	$72,000.00	$72,000.00	$0.00	$72,000.00	$72,000.00
22003 Classified Support Salaries - Auxilary	$0.00	$33,000.00	$33,000.00	$0.00	$33,000.00	$33,000.00
23000 Classified Supervisors' and Administrators' Salaries	$0.00	$176,933.00	$176,933.00	$0.00	$176,933.00	$176,933.00
24000 Clerical, Technical and Office Staff Salaries	$0.00	$61,801.00	$61,801.00	$0.00	$61,801.00	$61,801.00
24002 Substitute Clerical, Technical & Office Staff	$0.00	$8,400.00	$8,400.00	$0.00	$8,400.00	$8,400.00
24003 Clerical, Technical & Office - Auxilary	$0.00	$1,020.00	$1,020.00	$0.00	$1,020.00	$1,020.00
Total Classified Salaries	$0.00	$1,383,450.00	$1,383,450.00	$0.00	$1,383,450.00	$1,383,450.00

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
130 Cafeteria Special Revenue Fund						
Employee Benefits						
31010 State Teachers` Retirement System, certificated positions	$0.00	$4,165.00	$4,165.00	$0.00	$4,165.00	$4,165.00
32020 Public Employees` Retirement System, classified positions	$0.00	$271,745.00	$271,745.00	$0.00	$271,745.00	$271,745.00
33013 Medicare, Certificated Positions	$0.00	$296.00	$296.00	$0.00	$296.00	$296.00
33022 OASDI, classified positions	$0.00	$100,364.00	$100,364.00	$0.00	$100,364.00	$100,364.00
33023 Medicare, classified positions	$0.00	$20,210.00	$20,210.00	$0.00	$20,210.00	$20,210.00
34010 Health & Welfare Benefits, certificated positions	$0.00	$1,866.00	$1,866.00	$0.00	$1,866.00	$1,866.00
34020 Health & Welfare Benefits, classified positions	$0.00	$277,817.00	$277,817.00	$0.00	$277,817.00	$277,817.00
35010 State Unemployment Insurance, certificated positions	$0.00	$10.00	$10.00	$0.00	$10.00	$10.00
35020 State Unemployment Insurance, classified positions	$0.00	$800.00	$800.00	$0.00	$800.00	$800.00
36010 Worker`s Compensation Insurance, certificated positions	$0.00	$772.00	$772.00	$0.00	$772.00	$772.00
36020 Worker`s Compensation Insurance, classified positions	$0.00	$52,607.00	$52,607.00	$0.00	$52,607.00	$52,607.00
37010 OPEB, Allocated, certificated positions	$0.00	$204.00	$204.00	$0.00	$204.00	$204.00
37020 OPEB, Allocated, classified positions	$0.00	$13,825.00	$13,825.00	$0.00	$13,825.00	$13,825.00
Total Employee Benefits	$0.00	$744,681.00	$744,681.00	$0.00	$744,681.00	$744,681.00
Books and Supplies						
43000 Materials and Supplies	$0.00	$220,000.00	$220,000.00	$0.00	$145,000.00	$145,000.00
44000 Non-Capitalized Equipment	$0.00	$35,000.00	$35,000.00	$0.00	$35,000.00	$35,000.00
47000 Food	$0.00	$3,128,694.00	$3,128,694.00	$0.00	$3,128,694.00	$3,128,694.00
Total Books and Supplies	$0.00	$3,383,694.00	$3,383,694.00	$0.00	$3,308,694.00	$3,308,694.00
Services, Other Operating Expenses						
52000 Travel and Conferences	$0.00	$8,000.00	$8,000.00	$0.00	$8,000.00	$8,000.00
53000 Dues and Memberships	$0.00	$4,500.00	$4,500.00	$0.00	$4,500.00	$4,500.00
56000 Rentals, Leases, Repairs and Non-Capitalized Improvements	$0.00	$167,160.00	$167,160.00	$0.00	$167,160.00	$167,160.00
57100 Transfers of Direct and Support Costs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
57504 Transfers of Direct Costs - Interfund - Printing	$0.00	$2,500.00	$2,500.00	$0.00	$2,500.00	$2,500.00
58000 Professional/Consulting Services and Operating Expenditures	$0.00	$99,750.00	$99,750.00	$0.00	$99,750.00	$99,750.00
59003 Communications - Telephone	$0.00	$3,360.00	$3,360.00	$0.00	$3,360.00	$3,360.00
59004 Communications - Postage	$0.00	$400.00	$400.00	$0.00	$400.00	$400.00

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
130 Cafeteria Special Revenue Fund						
Total Services, Other Operating Expenses	$0.00	$285,670.00	$285,670.00	$0.00	$285,670.00	$285,670.00
Capital Outlay						
64000 Equipment	$0.00	$235,000.00	$235,000.00	$0.00	$265,000.00	$265,000.00
Total Capital Outlay	$0.00	$235,000.00	$235,000.00	$0.00	$265,000.00	$265,000.00
Direct Support/Indirect Costs						
73500 Transfers of Indirect Costs - Interfund	$0.00	$83,889.00	$83,889.00	$0.00	$83,889.00	$83,889.00
Total Direct Support/Indirect Costs	$0.00	$83,889.00	$83,889.00	$0.00	$83,889.00	$83,889.00
Total Expenditures	$0.00	$6,136,766.00	$6,136,766.00	$0.00	$6,091,766.00	$6,091,766.00
Excess (Deficiency) of Revenues	$0.00	($709,081.00)	($709,081.00)	$0.00	($664,081.00)	($664,081.00)
Net Increase (Decrease) in Fund	$0.00	($709,081.00)	($709,081.00)	$0.00	($664,081.00)	($664,081.00)
Beginning Balance						
Assets						
91100 Cash in County Treasury	$37,548.48	$2,692,151.07	$2,729,699.55	$37,548.48	$2,692,151.07	$2,729,699.55
91110 Fair Value Adjustment to Cash in County Treasury	$0.00	($11,479.61)	($11,479.61)	$0.00	($11,479.61)	($11,479.61)
92000 Accounts Receivable	$0.00	$1,783,571.75	$1,783,571.75	$0.00	$1,783,571.75	$1,783,571.75
93100 Due From Other Funds	$12,085.52	$0.00	$12,085.52	$12,085.52	$0.00	$12,085.52
93200 Stores	$0.00	$54,747.30	$54,747.30	$0.00	$54,747.30	$54,747.30
Total Assets	$49,634.00	$4,518,990.51	$4,568,624.51	$49,634.00	$4,518,990.51	$4,568,624.51
Liabilities						
95010 Accounts Payable Clearing	$0.00	$40,060.94	$40,060.94	$0.00	$40,060.94	$40,060.94
95050 Other Current Liabilities	$24,478.99	$0.00	$24,478.99	$24,478.99	$0.00	$24,478.99
96100 Due to Other Funds	$25,155.01	$0.00	$25,155.01	$25,155.01	$0.00	$25,155.01
Total Liabilities	$49,634.00	$40,060.94	$89,694.94	$49,634.00	$40,060.94	$89,694.94
Total Beginning Balance	$0.00	$4,478,929.57	$4,478,929.57	$0.00	$4,478,929.57	$4,478,929.57
Adjusted Beginning Balance	$0.00	$4,478,929.57	$4,478,929.57	$0.00	$4,478,929.57	$4,478,929.57
Ending Balance						

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
130 Cafeteria Special Revenue Fund						
Assets						
91100 Cash in County Treasury	$0.00	$3,769,848.57	$3,769,848.57	$0.00	$3,814,848.57	$3,814,848.57
Total Assets	$0.00	$3,769,848.57	$3,769,848.57	$0.00	$3,814,848.57	$3,814,848.57
Total Ending Balance	$0.00	$3,769,848.57	$3,769,848.57	$0.00	$3,814,848.57	$3,814,848.57
Components of Ending Fund Balance						
Fund Balance, Nonspendable						
97200 Reserve for Encumbrances	$0.00	$2,487,718.59	$2,487,718.59	$0.00	$2,487,718.59	$2,487,718.59
Total Fund Balance, Nonspendable	$0.00	$2,487,718.59	$2,487,718.59	$0.00	$2,487,718.59	$2,487,718.59
Fund Balance, Unassigned						
97900 Undesignated/Unappropriated	$0.00	($1,373,162.00)	($1,373,162.00)	$0.00	($1,328,162.00)	($1,328,162.00)
97910 Beginning Fund Balance	$0.00	$4,478,929.57	$4,478,929.57	$0.00	$4,478,929.57	$4,478,929.57
Total Fund Balance, Unassigned	$0.00	$3,105,767.57	$3,105,767.57	$0.00	$3,150,767.57	$3,150,767.57
Budgetary and Other Accounts						
98100 Estimated Revenue	$0.00	($5,427,685.00)	($5,427,685.00)	$0.00	($5,427,685.00)	($5,427,685.00)
98200 Appropriations	$0.00	$6,091,766.00	$6,091,766.00	$0.00	$6,091,766.00	$6,091,766.00
98300 Encumbrances	$0.00	($2,487,718.59)	($2,487,718.59)	$0.00	($2,487,718.59)	($2,487,718.59)
Total Budgetary and Other Accounts	$0.00	($1,823,637.59)	($1,823,637.59)	$0.00	($1,823,637.59)	($1,823,637.59)
Total Components of Ending Fund Balance	$0.00	$3,769,848.57	$3,769,848.57	$0.00	$3,814,848.57	$3,814,848.57

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
170 Special Reserve Fund for Other than Capital Outlay Projects						
Beginning Balance						
Assets						
91100 Cash in County Treasury	$0.69	$0.00	$0.69	$0.69	$0.00	$0.69
Total Assets	$0.69	$0.00	$0.69	$0.69	$0.00	$0.69
Total Beginning Balance	$0.69	$0.00	$0.69	$0.69	$0.00	$0.69
Adjusted Beginning Balance	$0.69	$0.00	$0.69	$0.69	$0.00	$0.69
Ending Balance						
Assets						
91100 Cash in County Treasury	$0.69	$0.00	$0.69	$0.69	$0.00	$0.69
Total Assets	$0.69	$0.00	$0.69	$0.69	$0.00	$0.69
Total Ending Balance	$0.69	$0.00	$0.69	$0.69	$0.00	$0.69
Components of Ending Fund Balance						
Fund Balance, Unassigned						
97910 Beginning Fund Balance	$0.69	$0.00	$0.69	$0.69	$0.00	$0.69
Total Fund Balance, Unassigned	$0.69	$0.00	$0.69	$0.69	$0.00	$0.69
Total Components of Ending Fund Balance	$0.69	$0.00	$0.69	$0.69	$0.00	$0.69

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
211 Building Fund #1						
Expenditures						
Capital Outlay						
61700 Land Improvements	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
62000 Buildings and Improvement of Buildings	$0.00	$0.00	$0.00	$0.00	$6,567,327.00	$6,567,327.00
62100 Architect/Engineering Fees	$0.00	$0.00	$0.00	$0.00	$215,537.00	$215,537.00
62400 Preliminary Tests	$0.00	$0.00	$0.00	$0.00	$221,615.00	$221,615.00
64000 Equipment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Capital Outlay	$0.00	$0.00	$0.00	$0.00	$7,004,479.00	$7,004,479.00
Total Expenditures	$0.00	$0.00	$0.00	$0.00	$7,004,479.00	$7,004,479.00
Excess (Deficiency) of Revenues	$0.00	$0.00	$0.00	$0.00	($7,004,479.00)	($7,004,479.00)
Other Financing Sources/Uses						
Sources						
89510 Proceeds from Sale of Bonds	$0.00	$7,699.00	$7,699.00	$0.00	$0.00	$0.00
Total Sources	$0.00	$7,699.00	$7,699.00	$0.00	$0.00	$0.00
Total Other Financing Sources/Uses	$0.00	$7,699.00	$7,699.00	$0.00	$0.00	$0.00
Net Increase (Decrease) in Fund	$0.00	$7,699.00	$7,699.00	$0.00	($7,004,479.00)	($7,004,479.00)
Beginning Balance						
Assets						
91100 Cash in County Treasury	$0.00	$7,431,282.47	$7,431,282.47	$0.00	$7,431,282.47	$7,431,282.47
91110 Fair Value Adjustment to Cash in County Treasury	$0.00	($31,251.88)	($31,251.88)	$0.00	($31,251.88)	($31,251.88)
Total Assets	$0.00	$7,400,030.59	$7,400,030.59	$0.00	$7,400,030.59	$7,400,030.59
Liabilities						
95010 Accounts Payable Clearing	$0.00	$149,654.01	$149,654.01	$0.00	$149,654.01	$149,654.01
Total Liabilities	$0.00	$149,654.01	$149,654.01	$0.00	$149,654.01	$149,654.01
Total Beginning Balance	$0.00	$7,250,376.58	$7,250,376.58	$0.00	$7,250,376.58	$7,250,376.58

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
211 Building Fund #1						
Adjusted Beginning Balance	$0.00	$7,250,376.58	$7,250,376.58	$0.00	$7,250,376.58	$7,250,376.58
Ending Balance						
Assets						
91100 Cash in County Treasury	$0.00	$7,258,075.58	$7,258,075.58	$0.00	$245,897.58	$245,897.58
Total Assets	$0.00	$7,258,075.58	$7,258,075.58	$0.00	$245,897.58	$245,897.58
Total Ending Balance	$0.00	$7,258,075.58	$7,258,075.58	$0.00	$245,897.58	$245,897.58
Components of Ending Fund Balance						
Fund Balance, Nonspendable						
97200 Reserve for Encumbrances	$0.00	$6,928,765.20	$6,928,765.20	$0.00	$6,928,765.20	$6,928,765.20
Total Fund Balance, Nonspendable	$0.00	$6,928,765.20	$6,928,765.20	$0.00	$6,928,765.20	$6,928,765.20
Fund Balance, Unassigned						
97900 Undesignated/Unappropriated	$0.00	($6,996,780.00)	($6,996,780.00)	$0.00	($14,008,958.00)	($14,008,958.00)
97910 Beginning Fund Balance	$0.00	$7,250,376.58	$7,250,376.58	$0.00	$7,250,376.58	$7,250,376.58
Total Fund Balance, Unassigned	$0.00	$253,596.58	$253,596.58	$0.00	($6,758,581.42)	($6,758,581.42)
Budgetary and Other Accounts						
98100 Estimated Revenue	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
98200 Appropriations	$0.00	$7,004,479.00	$7,004,479.00	$0.00	$7,004,479.00	$7,004,479.00
98300 Encumbrances	$0.00	($6,928,765.20)	($6,928,765.20)	$0.00	($6,928,765.20)	($6,928,765.20)
Total Budgetary and Other Accounts	$0.00	$75,713.80	$75,713.80	$0.00	$75,713.80	$75,713.80
Total Components of Ending Fund Balance	$0.00	$7,258,075.58	$7,258,075.58	$0.00	$245,897.58	$245,897.58

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
212 Building Fund # 2						
Beginning Balance						
Assets						
91100 Cash in County Treasury	$0.00	$92,189.65	$92,189.65	$0.00	$92,189.65	$92,189.65
91110 Fair Value Adjustment to Cash in County Treasury	$0.00	($387.70)	($387.70)	$0.00	($387.70)	($387.70)
Total Assets	$0.00	$91,801.95	$91,801.95	$0.00	$91,801.95	$91,801.95
Total Beginning Balance	$0.00	$91,801.95	$91,801.95	$0.00	$91,801.95	$91,801.95
Adjusted Beginning Balance	$0.00	$91,801.95	$91,801.95	$0.00	$91,801.95	$91,801.95
Ending Balance						
Assets						
91100 Cash in County Treasury	$0.00	$91,801.95	$91,801.95	$0.00	$91,801.95	$91,801.95
Total Assets	$0.00	$91,801.95	$91,801.95	$0.00	$91,801.95	$91,801.95
Total Ending Balance	$0.00	$91,801.95	$91,801.95	$0.00	$91,801.95	$91,801.95
Components of Ending Fund Balance						
Fund Balance, Unassigned						
97910 Beginning Fund Balance	$0.00	$91,801.95	$91,801.95	$0.00	$91,801.95	$91,801.95
Total Fund Balance, Unassigned	$0.00	$91,801.95	$91,801.95	$0.00	$91,801.95	$91,801.95
Total Components of Ending Fund Balance	$0.00	$91,801.95	$91,801.95	$0.00	$91,801.95	$91,801.95

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
251 Developer Fees Fund						
Revenues						
Other Local Revenues						
86810 Mitigation/Developer Fees	$0.00	$50,000.00	$50,000.00	$0.00	$50,000.00	$50,000.00
Total Other Local Revenues	$0.00	$50,000.00	$50,000.00	$0.00	$50,000.00	$50,000.00
Total Revenues	$0.00	$50,000.00	$50,000.00	$0.00	$50,000.00	$50,000.00
Expenditures						
Capital Outlay						
62000 Buildings and Improvement of Buildings	$0.00	$50,000.00	$50,000.00	$0.00	$0.00	$0.00
Total Capital Outlay	$0.00	$50,000.00	$50,000.00	$0.00	$0.00	$0.00
Total Expenditures	$0.00	$50,000.00	$50,000.00	$0.00	$0.00	$0.00
Excess (Deficiency) of Revenues	$0.00	$0.00	$0.00	$0.00	$50,000.00	$50,000.00
Net Increase (Decrease) in Fund	$0.00	$0.00	$0.00	$0.00	$50,000.00	$50,000.00
Beginning Balance						
Assets						
91100 Cash in County Treasury	$88,370.50	$373.21	$88,743.71	$88,370.50	$373.21	$88,743.71
91110 Fair Value Adjustment to Cash in County Treasury	$0.00	($373.21)	($373.21)	$0.00	($373.21)	($373.21)
Total Assets	$88,370.50	$0.00	$88,370.50	$88,370.50	$0.00	$88,370.50
Liabilities						
96100 Due to Other Funds	$88,370.50	$0.00	$88,370.50	$88,370.50	$0.00	$88,370.50
Total Liabilities	$88,370.50	$0.00	$88,370.50	$88,370.50	$0.00	$88,370.50
Total Beginning Balance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Adjusted Beginning Balance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Ending Balance						
Assets						

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
251 Developer Fees Fund						
91100 Cash in County Treasury	$0.00	$0.00	$0.00	$0.00	$50,000.00	$50,000.00
Total Assets	$0.00	$0.00	$0.00	$0.00	$50,000.00	$50,000.00
Total Ending Balance	$0.00	$0.00	$0.00	$0.00	$50,000.00	$50,000.00
Components of Ending Fund Balance						
Fund Balance, Unassigned						
97900 Undesignated/Unappropriated	$0.00	$50,000.00	$50,000.00	$0.00	$100,000.00	$100,000.00
Total Fund Balance, Unassigned	$0.00	$50,000.00	$50,000.00	$0.00	$100,000.00	$100,000.00
Budgetary and Other Accounts						
98100 Estimated Revenue	$0.00	($50,000.00)	($50,000.00)	$0.00	($50,000.00)	($50,000.00)
98200 Appropriations	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Budgetary and Other Accounts	$0.00	($50,000.00)	($50,000.00)	$0.00	($50,000.00)	($50,000.00)
Total Components of Ending Fund Balance	$0.00	$0.00	$0.00	$0.00	$50,000.00	$50,000.00

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
350 County School Facilities Fund - New Construction						
Expenditures						
Capital Outlay						
62000 Buildings and Improvement of Buildings	$0.00	$0.00	$0.00	$0.00	$113.00	$113.00
Total Capital Outlay	$0.00	$0.00	$0.00	$0.00	$113.00	$113.00
Total Expenditures	$0.00	$0.00	$0.00	$0.00	$113.00	$113.00
Excess (Deficiency) of Revenues	$0.00	$0.00	$0.00	$0.00	($113.00)	($113.00)
Net Increase (Decrease) in Fund	$0.00	$0.00	$0.00	$0.00	($113.00)	($113.00)
Beginning Balance						
Assets						
91100 Cash in County Treasury	$0.00	$867.07	$867.07	$0.00	$867.07	$867.07
91110 Fair Value Adjustment to Cash in County Treasury	$0.00	($3.65)	($3.65)	$0.00	($3.65)	($3.65)
Total Assets	$0.00	$863.42	$863.42	$0.00	$863.42	$863.42
Total Beginning Balance	$0.00	$863.42	$863.42	$0.00	$863.42	$863.42
Adjusted Beginning Balance	$0.00	$863.42	$863.42	$0.00	$863.42	$863.42
Ending Balance						
Assets						
91100 Cash in County Treasury	$0.00	$863.42	$863.42	$0.00	$750.42	$750.42
Total Assets	$0.00	$863.42	$863.42	$0.00	$750.42	$750.42
Total Ending Balance	$0.00	$863.42	$863.42	$0.00	$750.42	$750.42
Components of Ending Fund Balance						
Fund Balance, Unassigned						
97900 Undesignated/Unappropriated	$0.00	($113.00)	($113.00)	$0.00	($226.00)	($226.00)
97910 Beginning Fund Balance	$0.00	$863.42	$863.42	$0.00	$863.42	$863.42
Total Fund Balance, Unassigned	$0.00	$750.42	$750.42	$0.00	$637.42	$637.42

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
350 County School Facilities Fund - New Construction						
Budgetary and Other Accounts						
98200 Appropriations	$0.00	$113.00	$113.00	$0.00	$113.00	$113.00
Total Budgetary and Other Accounts	$0.00	$113.00	$113.00	$0.00	$113.00	$113.00
Total Components of Ending Fund Balance	$0.00	$863.42	$863.42	$0.00	$750.42	$750.42

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
351 County School Facilities Fund - Modernization						
Expenditures						
Capital Outlay						
62000 Buildings and Improvement of Buildings	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
62100 Architect/Engineering Fees	$0.00	$0.00	$0.00	$0.00	$169,732.00	$169,732.00
62400 Preliminary Tests	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
64000 Equipment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Capital Outlay	$0.00	$0.00	$0.00	$0.00	$169,732.00	$169,732.00
Total Expenditures	$0.00	$0.00	$0.00	$0.00	$169,732.00	$169,732.00
Excess (Deficiency) of Revenues	$0.00	$0.00	$0.00	$0.00	($169,732.00)	($169,732.00)
Net Increase (Decrease) in Fund	$0.00	$0.00	$0.00	$0.00	($169,732.00)	($169,732.00)
Beginning Balance						
Assets						
91100 Cash in County Treasury	$0.00	$230,628.54	$230,628.54	$0.00	$230,628.54	$230,628.54
91110 Fair Value Adjustment to Cash in County Treasury	$0.00	($969.90)	($969.90)	$0.00	($969.90)	($969.90)
Total Assets	$0.00	$229,658.64	$229,658.64	$0.00	$229,658.64	$229,658.64
Total Beginning Balance	$0.00	$229,658.64	$229,658.64	$0.00	$229,658.64	$229,658.64
Adjusted Beginning Balance	$0.00	$229,658.64	$229,658.64	$0.00	$229,658.64	$229,658.64
Ending Balance						
Assets						
91100 Cash in County Treasury	$0.00	$229,658.64	$229,658.64	$0.00	$59,926.64	$59,926.64
Total Assets	$0.00	$229,658.64	$229,658.64	$0.00	$59,926.64	$59,926.64
Total Ending Balance	$0.00	$229,658.64	$229,658.64	$0.00	$59,926.64	$59,926.64
Components of Ending Fund Balance						
Fund Balance, Nonspendable						

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
351 County School Facilities Fund - Modernization						
97200 Reserve for Encumbrances	$0.00	$169,731.99	$169,731.99	$0.00	$169,731.99	$169,731.99
Total Fund Balance, Nonspendable	$0.00	$169,731.99	$169,731.99	$0.00	$169,731.99	$169,731.99
Fund Balance, Unassigned						
97900 Undesignated/Unappropriated	$0.00	($169,732.00)	($169,732.00)	$0.00	($339,464.00)	($339,464.00)
97910 Beginning Fund Balance	$0.00	$229,658.64	$229,658.64	$0.00	$229,658.64	$229,658.64
Total Fund Balance, Unassigned	$0.00	$59,926.64	$59,926.64	$0.00	($109,805.36)	($109,805.36)
Budgetary and Other Accounts						
98200 Appropriations	$0.00	$169,732.00	$169,732.00	$0.00	$169,732.00	$169,732.00
98300 Encumbrances	$0.00	($169,731.99)	($169,731.99)	$0.00	($169,731.99)	($169,731.99)
Total Budgetary and Other Accounts	$0.00	$0.01	$0.01	$0.00	$0.01	$0.01
Total Components of Ending Fund Balance	$0.00	$229,658.64	$229,658.64	$0.00	$59,926.64	$59,926.64

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
400 Special Reserve Fund for Capital Outlay Projects						
Beginning Balance						
Assets						
91100 Cash in County Treasury	$0.05	$0.00	$0.05	$0.05	$0.00	$0.05
Total Assets	$0.05	$0.00	$0.05	$0.05	$0.00	$0.05
Total Beginning Balance	$0.05	$0.00	$0.05	$0.05	$0.00	$0.05
Adjusted Beginning Balance	$0.05	$0.00	$0.05	$0.05	$0.00	$0.05
Ending Balance						
Assets						
91100 Cash in County Treasury	$0.05	$0.00	$0.05	$0.05	$0.00	$0.05
Total Assets	$0.05	$0.00	$0.05	$0.05	$0.00	$0.05
Total Ending Balance	$0.05	$0.00	$0.05	$0.05	$0.00	$0.05
Components of Ending Fund Balance						
Fund Balance, Unassigned						
97910 Beginning Fund Balance	$0.05	$0.00	$0.05	$0.05	$0.00	$0.05
Total Fund Balance, Unassigned	$0.05	$0.00	$0.05	$0.05	$0.00	$0.05
Total Components of Ending Fund Balance	$0.05	$0.00	$0.05	$0.05	$0.00	$0.05

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
510 Bond Interest & Redemption Fund - #1						
Revenues						
Other Local Revenues						
86110 Voted Indebtedness Levies, Secured Roll	$0.00	$610,000.00	$610,000.00	$0.00	$610,000.00	$610,000.00
Total Other Local Revenues	$0.00	$610,000.00	$610,000.00	$0.00	$610,000.00	$610,000.00
Total Revenues	$0.00	$610,000.00	$610,000.00	$0.00	$610,000.00	$610,000.00
Expenditures						
Other Outgo						
74330 Bond Redemptions	$0.00	$610,000.00	$610,000.00	$0.00	$610,000.00	$610,000.00
Total Other Outgo	$0.00	$610,000.00	$610,000.00	$0.00	$610,000.00	$610,000.00
Total Expenditures	$0.00	$610,000.00	$610,000.00	$0.00	$610,000.00	$610,000.00
Excess (Deficiency) of Revenues	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Net Increase (Decrease) in Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Beginning Balance						
Assets						
91100 Cash in County Treasury	$0.00	$1,343,123.57	$1,343,123.57	$0.00	$1,343,123.57	$1,343,123.57
91110 Fair Value Adjustment to Cash in County Treasury	$0.00	($5,648.44)	($5,648.44)	$0.00	($5,648.44)	($5,648.44)
Total Assets	$0.00	$1,337,475.13	$1,337,475.13	$0.00	$1,337,475.13	$1,337,475.13
Total Beginning Balance	$0.00	$1,337,475.13	$1,337,475.13	$0.00	$1,337,475.13	$1,337,475.13
Adjusted Beginning Balance	$0.00	$1,337,475.13	$1,337,475.13	$0.00	$1,337,475.13	$1,337,475.13
Ending Balance						
Assets						
91100 Cash in County Treasury	$0.00	$1,337,475.13	$1,337,475.13	$0.00	$1,337,475.13	$1,337,475.13
Total Assets	$0.00	$1,337,475.13	$1,337,475.13	$0.00	$1,337,475.13	$1,337,475.13
Total Ending Balance	$0.00	$1,337,475.13	$1,337,475.13	$0.00	$1,337,475.13	$1,337,475.13

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
510 Bond Interest & Redemption Fund - #1						
Components of Ending Fund Balance						
Fund Balance, Unassigned						
97910 Beginning Fund Balance	$0.00	$1,337,475.13	$1,337,475.13	$0.00	$1,337,475.13	$1,337,475.13
Total Fund Balance, Unassigned	$0.00	$1,337,475.13	$1,337,475.13	$0.00	$1,337,475.13	$1,337,475.13
Budgetary and Other Accounts						
98100 Estimated Revenue	$0.00	($610,000.00)	($610,000.00)	$0.00	($610,000.00)	($610,000.00)
98200 Appropriations	$0.00	$610,000.00	$610,000.00	$0.00	$610,000.00	$610,000.00
Total Budgetary and Other Accounts	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Components of Ending Fund Balance	$0.00	$1,337,475.13	$1,337,475.13	$0.00	$1,337,475.13	$1,337,475.13

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
511 Bond Interest & Redemption Fund - #2						
Revenues						
Other Local Revenues						
86110 Voted Indebtedness Levies, Secured Roll	$0.00	$757,844.00	$757,844.00	$0.00	$757,844.00	$757,844.00
Total Other Local Revenues	$0.00	$757,844.00	$757,844.00	$0.00	$757,844.00	$757,844.00
Total Revenues	$0.00	$757,844.00	$757,844.00	$0.00	$757,844.00	$757,844.00
Expenditures						
Other Outgo						
74330 Bond Redemptions	$0.00	$175,000.00	$175,000.00	$0.00	$175,000.00	$175,000.00
74340 Bond Interest and Other Service Charges	$0.00	$582,844.00	$582,844.00	$0.00	$582,844.00	$582,844.00
Total Other Outgo	$0.00	$757,844.00	$757,844.00	$0.00	$757,844.00	$757,844.00
Total Expenditures	$0.00	$757,844.00	$757,844.00	$0.00	$757,844.00	$757,844.00
Excess (Deficiency) of Revenues	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Net Increase (Decrease) in Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Beginning Balance						
Assets						
91100 Cash in County Treasury	$0.00	$896,819.43	$896,819.43	$0.00	$896,819.43	$896,819.43
91110 Fair Value Adjustment to Cash in County Treasury	$0.00	($3,771.53)	($3,771.53)	$0.00	($3,771.53)	($3,771.53)
Total Assets	$0.00	$893,047.90	$893,047.90	$0.00	$893,047.90	$893,047.90
Total Beginning Balance	$0.00	$893,047.90	$893,047.90	$0.00	$893,047.90	$893,047.90
Adjusted Beginning Balance	$0.00	$893,047.90	$893,047.90	$0.00	$893,047.90	$893,047.90
Ending Balance						
Assets						
91100 Cash in County Treasury	$0.00	$893,047.90	$893,047.90	$0.00	$893,047.90	$893,047.90
Total Assets	$0.00	$893,047.90	$893,047.90	$0.00	$893,047.90	$893,047.90

	2026 - 2027 Approved Thru 9/23/2026			2026 - 2027 Working Thru 9/23/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
511 Bond Interest & Redemption Fund - #2						
Total Ending Balance	$0.00	$893,047.90	$893,047.90	$0.00	$893,047.90	$893,047.90
Components of Ending Fund Balance						
Fund Balance, Unassigned						
97910 Beginning Fund Balance	$0.00	$893,047.90	$893,047.90	$0.00	$893,047.90	$893,047.90
Total Fund Balance, Unassigned	$0.00	$893,047.90	$893,047.90	$0.00	$893,047.90	$893,047.90
Budgetary and Other Accounts						
98100 Estimated Revenue	$0.00	($757,844.00)	($757,844.00)	$0.00	($757,844.00)	($757,844.00)
98200 Appropriations	$0.00	$757,844.00	$757,844.00	$0.00	$757,844.00	$757,844.00
Total Budgetary and Other Accounts	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Components of Ending Fund Balance	$0.00	$893,047.90	$893,047.90	$0.00	$893,047.90	$893,047.90

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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE SIGNALPATH TECHNOLOGY ADVISORS' AGREEMENT**

ATTACHMENTS: **SIGNALPATH TECHNOLOGY ADVISORS' AGREEMENT**

FUNDING SOURCE: **TECHNOLOGY FUNDS**

DISCUSSION: This one-year agreement with SignalPath Technology Advisors provides specialized E-Rate consulting services, ensuring the District maximizes eligible federal funding for technology infrastructure while maintaining strict compliance with state and federal bidding rules.

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 agreement with SignalPath Technology Advisors.**

PROPOSED ACTION: **APPROVE**

Item #: 5

E-RATE CONSULTING SERVICES AGREEMENT

This Agreement ("Agreement") is entered into as of the date of the last signature below ("Effective Date"), by and between:

Cutler-Orosi Joint Unified School District, a public school district organized under the laws of the State of California, with its principal place of business at 12623 Avenue 416, Orosi, CA 93647 ("District"),

and

SignalPath Technology Advisors, LLC, with a principal place of business at 3831 W Damsen Ave., Visalia, CA 93291 (“Consultant”).

The District and Consultant may be referred to individually as a “Party” and collectively as the “Parties.”

1. Term

This Agreement shall commence on the Effective Date and remain in effect for one (1) year, unless terminated earlier in accordance with the provisions herein. This Agreement and its terms will supersede any previous agreements in effect as of the Effective Date.

2. Independent Contractor Relationship

It is the express intention of the parties that Consultant is an independent contractor and not an employee, agent, joint venture or partner of District. Nothing in this agreement shall be interpreted or construed as creating or establishing the relationship of employer and employee between District and Consultant or any employee or agent of Consultant. Both parties acknowledge that Consultant is not an employee for state or federal tax purposes. Consultant shall retain the right to perform services for others during the term of this agreement.

3. Scope of Services

Consultant shall provide comprehensive E-Rate consulting services in support of the District’s participation in the Universal Service Schools and Libraries Program (“E-Rate Program”), including the following:

3.1 Strategic Program Planning

- Annual E-Rate program planning and timeline management
- Category One and Category Two funding strategy development
- Guidance on eligibility, budgeting, and program optimization; technology and infrastructure planning related to E-Rate projects, including project timing, refresh strategies, technical scope development, and alignment of proposed solutions with District operational needs and broader technology plans

3.2 Procurement & Competitive Bidding Advisory

- Development of E-Rate compliant Requests for Proposals (RFPs), where applicable
- Preparation and alignment of FCC Form 470 with procurement requirements
- Coordination of vendor communications during the competitive bidding process
- Advisory support for bid evaluation, including compliance with E-Rate rules requiring price of eligible services as the primary factor
- Guidance on the use of competitively bid state master contracts, cooperative purchasing agreements, and JPA contracts (e.g., SPURR), including alignment with E-Rate competitive bidding requirements
- Review of contracts for E-Rate eligibility and compliance
- General market insight regarding manufacturers, integrators, carriers, cooperative purchasing vehicles, procurement practices, and solution alternatives

3.3 Application & Compliance Management

- Preparation and submission of FCC Forms 470, 471, 486, and 500, subject to District approvals and authorized certifications
- Management and coordination of Program Integrity Assurance (PIA), payment quality assurance (PQA), and selective reviews, including response preparation
- Documentation support, audit preparation, and compliance guidance
- Serve as the District's primary E-Rate consultant contact with USAC, subject to District authorization; monitor material FCC and USAC developments and advise the District on relevant rules, deadlines, and procedural updates

3.4 Post-Commitment & Invoicing Support

- Assistance with BEAR (Form 472) and SPI invoicing processes
- Review of service provider billing for accuracy and compliance
- Support for deadline extensions, SPIN changes, service substitutions, funding modifications, and other program adjustments
- Assistance with appeals and other post-commitment matters, subject to Section 3.5

3.5 Scope Clarification

Consultant provides advisory and administrative support. The District retains full responsibility and authority for procurement decisions, vendor selection, contract awards, and compliance with local purchasing policies. Consultant will maintain vendor neutrality, support a fair and open competitive bidding process, and will not steer vendor selection. Advisory services do not constitute licensed engineering, architecture, or construction management.

The annual fee includes normal annual E-Rate program administration, planning, competitive bidding support, and procurement assistance. Materially expanded work, such as multiple concurrent major procurements, extensive technical design or documentation, substantial onsite project management, formal bid protests, unusually complex appeals, or other extraordinary consulting, requires a mutually agreed written addendum specifying scope and compensation, signed by both parties before that work begins. Services not expressly included may also be provided through such an addendum.

3.6 Method of Performing Services

Consultant will determine the method, details and means of performing the above-described services. District shall have no right to, and shall not, control the manner or determine the method of accomplishing Consultant's services.

3.7 Employment of Assistants

Consultant may, at the Consultant's own expense; employ such assistants as Consultant deems necessary to perform the services required of Consultant by this agreement. District may not control, direct, or supervise Consultant's assistants or employees in the performance of those services. Consultant assumes full and sole responsibility for the payment of all compensation and expenses of these assistants and for all state and federal income tax, unemployment insurance, Social Security, disability insurance, and other applicable withholdings.

3.8 Place of Work

Unless specified in Section 3, Consultant shall perform the services required by this Agreement at any place or location and at such times as Consultant shall determine.

4. Compensation

The District agrees to pay Consultant a total annual fee of:

Total Annual Fee: $6,000

Consultant will invoice District for this service at three intervals during the contract year as follows:

- $2,400 (40%) upon commencement of this Agreement
- $2,400 (40%) on February 1
- $1,200 (20%) upon submission of FCC Form(s) 471

Invoices are payable within thirty (30) days of receipt.

This Agreement is based on a flat-fee structure and is not contingent upon the amount of E-Rate funding requested or received.

5. District Responsibilities

- Provide timely documentation, technical specifications, and other District-controlled information necessary to meet E-Rate deadlines
- Respond to Consultant requests within timeframes reasonably necessary to meet applicable E-Rate deadlines
- Designate a primary point of contact for coordination
- Provide timely approvals, procurement decisions, signatures, certifications, and board actions necessary to meet E-Rate deadlines; retain authority over District certifications and decisions
- Ensure compliance with all applicable local, state, and federal procurement requirements

6. Expenses

Consultant shall be responsible for all ordinary business expenses incurred in the performance of services unless otherwise agreed in writing.

7. Termination

Either party may terminate this Agreement for convenience upon thirty (30) days written notice. In the event of termination, Consultant shall be compensated for all services rendered through the effective date of termination and shall provide reasonable assistance to ensure continuity of E-Rate processes and transition of responsibilities.

8. Confidentiality

Consultant shall maintain the confidentiality of all non-public District information and shall not disclose such information to third parties without prior written consent, except as required to perform services under this Agreement or as required by law.

9. Assignment

Neither this Agreement nor any duties or obligations under this Agreement may be assigned by Consultant without the prior written consent of District.

10. State and Federal Taxes

As Consultant is not District's employee, Consultant is responsible for paying all required state and federal taxes. In particular:

- District will not withhold FICA (Social Security) from Consultant's payments;
- District will not make state or federal unemployment insurance contributions on behalf of Consultant;
- District will not withhold state or federal income tax from payment to Consultant;
- District will not make disability insurance contribution on behalf of Consultant;
- District will not obtain workers' compensation insurance on behalf of Consultant.

11. Limitation of Liability

Consultant shall perform services in a professional manner consistent with industry standards. Consultant shall not be responsible for funding determinations made by USAC or the FCC, or for actions or omissions of the District or third-party vendors. Consultant's total liability under this Agreement shall be limited to the total compensation paid under this Agreement.

12. Insurance

Consultant shall maintain professional liability insurance with limits of not less than $1,000,000 per occurrence, and shall provide proof of coverage upon reasonable request.

13. Entire Agreement

This Agreement constitutes the entire understanding between the parties and supersedes all prior agreements or representations. Any amendments must be in writing and signed by both parties.

14. Governing Law

This Agreement shall be governed by and construed in accordance with the laws of the State of California.

15. Notices

All notices under this Agreement shall be provided in writing and delivered via personal delivery, certified mail, or electronic mail to the designated representatives of each party.

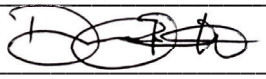
IN WITNESS WHEREOF, Consultant and District have executed this Agreement as of the Effective Date.

CONSULTANT:

SignalPath Technology Advisors, LLC
3831 W Damsen Ave
Visalia, CA 93291

Name (Printed): David Goldsmith

Title: Principal Consultant

Signature: 

Date: 09/29/2026

DISTRICT:

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

Name (Printed): _____

Title: _____

Signature: _____

Date: _____

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

AGENDA SECTION: **CONSENT**

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

ATTACHMENTS: **NONE**

FUNDING SOURCE: **N/A**

DISCUSSION: Pursuant to Education Code Section 17545, the Governing Board may sell for cash any District personal property that is no longer required for school purposes or is deemed unsatisfactory or unsuitable for school use. The district has met all statutory requirements to offer the property to the highest responsible bidder or reject all bids. The governing board authorizes the attached list of items to be declared as surplus property and approved for sale.

- 2005 Ford Econoline cargo van e-250 thermo king reefer vin# 1FTNS24L55HAG7198
- 2006 Chevrolet Express cargo van C350 vin# 1GCHG35V261109423
- 2004 Chevrolet Express cargo van 1500 vin# 1GCFG15X541245006
- 2000 Chevrolet Truck C3500 utility bed vin# 1GBGC34R5YF469808

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

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the list of surplus items.**

PROPOSED ACTION: **APPROVE**

Item #: 6

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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **CONTRACTOR PREQUALIFICATION LIST**

ATTACHMENTS: **NONE**

FUNDING SOURCE: **N/A**

DISCUSSION: Pursuant to Public Contract Code 20111.6, prior to bidding or submitting a proposal for projects that exceed $1,000,000.00 (one million dollars), school districts must have a list of preapproved contractors. The prequalification application is available on the district website for all interested contractors. The following contractors have complied with the application process and will be added to the list of approved contractors.

Modern Air Mechanical
Rakkar Development and Construction
Control Fire Protection, INC
JL Construction, INC

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

BOARD GOAL:

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

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

PROPOSED ACTION: **APPROVE**

Item #: 7

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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **INTERDISTRICT TRANSFER LIST**

ATTACHMENTS: **INTERDISTRICT TRANSFER REQUEST LIST**

FUNDING SOURCE: **N/A**

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

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

BOARD GOAL:

- [X] **1. Achieve academic excellence 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 Interdistrict transfer requests.**

PROPOSED ACTION: **APPROVE**

Item #: 8

INTER-DISTRICT TRANSFER REQUESTS

October 8th

OUTGOING REQUESTS for 2026-27

N. Espinoza Suarez	Dinuba	Continued Attendance	Approved
E. Hernandez	Kings Canyon	Parent Employment	Approved

INCOMING REQUESTS for 2026-27

Student	District of Residence	Reason	Approved/ Denied
J. Ortiz	Kingsburg	Continued Attendance	Approved
R. Salcedo	Kings Canyon	Parent Employment	Approved
A. Figueroa	Visalia	Parent Employment	Approved
A. De Leon	Visalia	Parent Employment	Approved
A. Navarrete	Visalia	Continued Attendance	Approved
B. Diaz	Monson-Sultana	Continued Attendance	Denied

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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE UPATED BOARD POLICY, ADMINSTRATIVE REGULATION, AND EXHIBIT (1) 1312.2: COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS**

ATTACHMENTS: **BP, AR, AND EXHIBIT (1) 1312.2: COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board approval are updated copies of Board Policy, Administrative Regulation, and Exhibit (1) 1312.2: Complaints Concerning Instructional Materials. Updates align district policy with AB 715 (2025), requiring instructional materials to be factually accurate, standard-aligned, and unbiased while routing discriminatory complaints to the district's Uniform Complaint Procedures. Additionally, updates improve chronological flow, clarify review committee findings, affirm parental opt-out rights for specified content, align the exhibit title with the official form, and add required educational partner identification checkboxes (employee, resident, or parent/guardian).

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 updated BP, AR, and Exhibit (1) 1312.2: Complaints Concerning Instructional Materials.**

PROPOSED ACTION: **APPROVE**

Policy 1312.2: Complaints Concerning Instructional Materials

Status: DRAFT

Original Adopted Date: 10/08/2009 | **Last Revised Date:** 12/14/2023

In adopting textbooks and other instructional materials for use in district schools, the Governing Board uses a comprehensive process that includes opportunities for the involvement of district staff, parents/guardians, and community members, and, as appropriate, students. In accordance with law, textbooks and instructional materials adopted for district use shall be factually accurate, aligned with adopted curriculum and standards described in law, and consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship.

Complaints concerning the content or use of instructional materials, including textbooks, supplementary instructional materials, library materials, or other instructional materials and equipment, shall be investigated and addressed in accordance with this Board policy and accompanying administrative regulation. Parents/guardians are encouraged to discuss any concerns regarding instructional materials with their student's teacher and/or the school principal. If the situation remains unresolved, a complaint may be filed using the process specified in the accompanying administrative regulation and exhibit.

The district shall accept complaints concerning instructional materials only from staff, district residents, or the parents/guardians of students enrolled in a district school. (Education Code 35160)

However, a complaint alleging discriminatory bias in instructional materials or related to the use or prohibited use of any existing textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library that alleges unlawful discrimination based on a violation of Education Code 243 or 244 shall be filed, investigated, and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures.

When deliberating upon challenged materials, the Superintendent, or any designee or committee established by the Superintendent to review the materials, shall consider the degree to which the materials align with the criteria for instructional materials as specified in law, Board policy, and administrative regulation. Additionally, such deliberations may consider the educational philosophy and vision of the district; the educational suitability of the materials including the manner in which the materials support the curriculum and appropriateness for the student's age; the professional opinions of teachers of the subject and of other competent authorities and/or experts; reviews of the materials by reputable bodies; the stated objectives in using the materials; community standards; the allegations in the complaint, including the extent to which the objections are based on the dislike of ideas contained in the materials; and the impact that keeping or removing the materials would have on student well-being.

The Superintendent, or any designee or committee established by the Superintendent to review the materials, shall not prohibit the continued use of an appropriately adopted textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library on the basis that it contains inclusive and/or diverse perspectives, as specified in Education Code 243.

Additionally, the Superintendent, or any designee or committee established by the Superintendent to the review materials, shall not authorize the continued use of an adopted textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use would subject a student to unlawful discrimination pursuant to Education Code 220.

If the complainant finds the Superintendent's or review committee's decision unsatisfactory, the complainant may appeal the decision to the Board.

Any challenged instructional material that is reviewed by the district shall not be subject to further reconsideration for 12 months, unless required by law.

Complaints related to the sufficiency of textbooks or instructional materials shall be resolved as specified in Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures.

Regulation 1312.2: Complaints Concerning Instructional Materials

Status: DRAFT

Original Adopted Date: 12/14/2023

Step 1: Informal Complaint

If a staff member, district resident, or parent/guardian of a student enrolled in a district school has a complaint regarding the content or use of any specific instructional material, such individual shall informally discuss the material in question with the principal. (Education Code 35160)

Step 2: Formal Complaint

If the complainant is not satisfied with the principal's initial response, the complainant shall present a written complaint to the principal. Complaints regarding printed material shall name the author, title, and publisher and shall identify the objection by page and item numbers. In the case of nonprinted material, written information specifying the precise nature of the objection and location of such material shall be given. In order for the district to reply appropriately, complainants shall sign all complaints and provide identifying information. Anonymous complaints will not be accepted.

Upon receiving a complaint, the principal shall provide the complainant with a written acknowledgement of its receipt and respond to any procedural questions the complainant may have. The principal shall then notify the Superintendent or designee, the teacher(s), and other staff as appropriate.

During the investigation of the complaint, the challenged material may remain in use until a final decision has been reached.

Step 3: Review Committee

The Superintendent or designee shall determine whether to convene a review committee to review the complaint.

If the Superintendent or designee determines that a review committee is necessary, the Superintendent or designee shall appoint a committee composed of administrators and staff members selected from relevant instructional and administrative areas. The Superintendent or designee may also appoint parents/guardians, students, and community members, as appropriate, to serve on the committee.

The Superintendent or designee may provide training to the review committee to ensure that the review committee is informed regarding its responsibilities, the criteria to follow when reviewing instructional materials, and applicable laws, Board policy(ies), and administrative regulation(s).

Within 30 calendar days of being convened, the review committee shall summarize its findings in a written report, unless the review committee shows good cause for requiring additional time to file its report. The Superintendent or designee shall notify the complainant in writing of the committee's decision within 15 calendar days of receiving the committee's report.

Step 4: Superintendent Determination

If the Superintendent or designee determines that a review committee is not necessary, the Superintendent or designee shall, in a timely manner, issue a decision regarding the complaint.

Step 5: Appeal to the Governing Board

If the complainant remains unsatisfied, the complainant may appeal the Superintendent's or review committee's decision to the Governing Board. The Board's decision shall be final.

Nothing in the steps above preclude parents/guardians from opting a student out of specified instructional content in

accordance with any applicable Board policy or administrative regulation.

Exhibit 1312.2-E(1): Complaints Concerning Instructional Materials

Status: DRAFT

Original Adopted Date: Pending

COMPLAINT CONCERNING INSTRUCTIONAL MATERIALS

This form is only for use by district employees, district residents, or parents/guardians of students enrolled in a district school to challenge the content or use of any existing textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library. Complaints concerning discrimination, including discrimination related to instructional materials, shall be made in accordance with Board Policy and Administrative Regulation 1312.3 - Uniform Complaint Procedures.

Association with district:
____ Employee
____ District resident
____ Parent/Guardian

Date:_____

Name of person filing complaint (Required): _____

Member of group (if any): _____

Phone:_____

E-mail address:_____

Address:_____

Instructional Material Being Challenged:

Title:_____

Author:_____

Publisher:_____

Date of Edition:_____

Name of school/classroom instructional material was used:_____

1. Please specifically state the nature of your concern or objection and identify your objection by page, website, webpage and/or link, recording or digital sequence, video frame, or words, as appropriate. You may use additional pages if necessary.

   _____
   _____
   _____
   _____

2. Was the instructional material of concern read/heard/viewed in isolation or was the entire selection read/heard/viewed? If the entire selection was not read/heard/viewed, what is your estimate regarding the percentage of the amount read/heard/viewed

_____
_____
_____
_____

3. What is your concern regarding the consequence if a student reads/hears/views the instructional material? In your assessment, is the instructional material appropriate for the age of the students being taught?

   _____
   _____
   _____
   _____

4. What steps you would like the school to take regarding the instructional material?

   _____
   _____
   _____
   _____

5. _____
   Signature of complainant

   For District Use:

   Request received by:_____

   Date:_____

   Title:_____

   Action taken:_____

   Date:_____

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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE UPDATED BOARD POLICY 4131: STAFF DEVELOPMENT**

ATTACHMENTS: **BOARD POLICY 4131: STAFF DEVELOPMENT**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board approval is a copy of the updated Board Policy 4131: Staff Development. Board Policy was updated to mandate specific staff training requirements, including annual LGBTQ+ cultural competency training for grades 7–12 staff, youth behavioral health training certification by July 1, 2029, annual mandated reporter training, and training for K–2 reading difficulty screeners, as well as to incorporate new state legislation. Specifically, it aligns with AB 715 (2025) by prohibiting professional development materials or services that promote unlawful discrimination, requiring districts to investigate and remediate violations, and mandating notification to non-compliant material providers. Additionally, it integrates SB 303 (2025) to clarify that an employee's good-faith acknowledgment or assessment of their own personal bias during required bias mitigation training does not constitute unlawful discrimination.

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 updated Board Policy 4131: Staff Development.**

PROPOSED ACTION: **APPROVE**

Item #: 10

Policy 4131: Staff Development

Status: DRAFT

Original Adopted Date: 11/12/2015 | **Last Revised Date:** 10/14/2021

The Governing Board believes that certificated staff members' continual learning and improvement of relevant skills maximizes student learning, achievement, and well-being. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills, become informed about changes in pedagogy and subject matter, and strengthen practices related to social-emotional development and learning.

Staff shall attend staff development as directed by the Superintendent or designee and in accordance with any applicable collective bargaining agreement and Board Policy 4119.1/4219.1/4319.1 - Civil and Legal Rights.

The Superintendent or designee shall involve teachers, site and district administrators, and others, as appropriate, when creating, reviewing, and amending the district's staff development program. The Superintendent or designee shall ensure that the district's staff development program is aligned with district priorities for student learning, achievement and well-being, school improvement objectives, the local control and accountability plan, and other district and school plans.

The district's staff development program shall assist certificated staff in developing knowledge and skills, including, but not limited to:

1. Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQ+) Cultural Competency

   All teachers and other certificated staff serving students in any of grades 7-12 shall, through the 2029-30 school year, receive at least one hour of training annually which incorporates the California Department of Education's (CDE) online training curriculum to support LGBTQ+ cultural competency. (Education Code 218.3)

2. Youth behavioral health

   On or before July 1, 2029, all certificated staff who have direct contact with students in any of grades 7-12 shall, at least one time, receive youth behavioral health training which provides instruction around the unique risk factors and warning signs of behavioral health problems in adolescents, builds understanding of the importance of early intervention, and teaches certificated staff how to help an adolescent in crisis or experiencing a behavioral health challenge. The training may also include instruction on: (Education Code 49428.2)

   a. Recognizing the signs and symptoms of youth behavioral health disorders, including, but not limited to, psychiatric conditions and substance use disorders such as opioid and alcohol abuse

   b. How to maintain student privacy and confidentiality in a manner consistent with federal and state privacy laws

   c. Safe de-escalation of crisis situations involving students with a youth behavioral health disorder

3. Mandated reporter requirements

   Certificated staff shall receive training annually, or if hired during the course of the school year upon being hired, on the prevention of abuse, including sexual abuse, of children on school grounds, by school personnel, or

in district-sponsored programs. The training shall include that failure to report an incident of known or reasonably suspected child abuse or neglect is a misdemeanor punishable by up to six months confinement in a county jail, or by a fine of one thousand dollars ($1,000), or by both imprisonment and fine. (Education Code 44691)

4. Administration of screening instruments for risk of reading difficulties

   Certificated staff who administer screening instruments or other instruments used to assess students in grades kindergarten-2 for risk of reading difficulties shall be appropriately trained to administer such instruments. (Education Code 53008)

5. Mastery of subject-matter knowledge, including current state and district academic standards

6. Sensitivity to and ability to meet the needs of diverse student populations, including, but not limited to, students with characteristics specified in Education Code 200 and/or 220, Government Code 11135, and/or Penal Code 422.55

7. Use of effective, subject-specific teaching methods, strategies, and skills

8. Use of technologies to enhance instruction and learning, including face-to-face, remote, or hybrid instruction

9. Understanding of how academic and career technical instruction can be integrated and implemented to increase student learning

10. Knowledge of strategies that encourage parents/guardians to participate fully and effectively in their children's education

11. Effective classroom management skills and strategies for establishing a climate that promotes respect, fairness, acceptance, and civility, including conflict resolution, hatred prevention, and positive behavioral interventions and supports

12. Ability to relate to students, understand their various stages of growth and development, and motivate them to learn

13. Ability to interpret and use data and assessment results to guide instruction

14. Knowledge of topics related to student mental and physical health, safety, and welfare, which may include social-emotional learning and trauma-informed practices

15. Knowledge of topics related to employee health, safety, and security

Staff Development Materials and Services

The Board shall adopt staff development materials and services that align with the district's mission, vision, and goals, are relevant to student academic achievement and well-being, and are instrumental in assisting certificated staff in developing the knowledge and skills specified in Items #1-15, above.

The Board shall not adopt the use of any staff development materials or services that promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a student to unlawful discrimination pursuant to Education Code 220 and Board Policy 0410 - Nondiscrimination in District Programs and Activities. (Education Code 244)

If the Board knows or has reason to know that materials were used in a classroom, staff development materials or

services were used, or an action occurred which subjected an individual to unlawful discrimination pursuant to Education Code 220, the Superintendent or designee shall remediate the action, which may include, but is not limited to, implementation of restorative justice practices. (Education Code 244)

If it is determined that any textbook, instructional material, supplemental instructional material, staff development material, or curriculum provided by an organization has violated Education Code 244, the district shall notify the organization that corrective action is required unless the Superintendent of Public Instruction has already done so. If corrective action is not taken within 60 days, CDE may use any means authorized by law to effect compliance. (Education Code 60152)

The Superintendent or designee shall, in conjunction with teachers, interns, and administrators, as appropriate, develop an individualized program of professional growth to increase competence, performance, and effectiveness in teaching and classroom management and, as necessary, to assist them in meeting state or federal requirements to be fully qualified for their positions.

Professional learning opportunities offered by the district shall be evaluated based on the criteria specified in Education Code 44277. Such opportunities may be part of a coherent plan that combines school activities within a school, including lesson study or co-teaching, and external learning opportunities that are related to academic subjects taught, provide time to meet and work with other teachers, and support instruction and student learning. Learning activities may include, but are not limited to, mentoring projects for new teachers, extra support for teachers to improve practice, and collaboration time for teachers to develop new instructional lessons, select or develop common formative assessments, or analyze student data. (Education Code 44277)

The district's staff evaluation process may be used to recommend additional individualized staff development for individual employees.

An employee's assessment, testing, admission, or acknowledgment of their own personal bias that was made in good faith and solicited or required as part of a bias mitigation training does not, by itself, constitute unlawful discrimination. (Government Code 12940.2)

The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the Superintendent's report, the Board may revise the program as necessary to ensure that the staff development program supports the district's priorities for student achievement and well-being.

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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE UPDATED BOARD POLICY 4331: STAFF DEVELOPMENT**

ATTACHMENTS: **BOARD POLICY 4331: STAFF DEVELOPMENT**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board approval is updated Board Policy 4331: Staff Development. The Policy was updated to mandate employee attendance at designated professional development, require annual online state training for mandated reporters, and set a July 1, 2029 deadline to certify that required percentages of grades 7–12 staff complete youth behavioral health training. Additionally, the updates incorporate state law AB 715 (2025), which prohibits and mandates investigation/notification regarding training materials that cause unlawful student discrimination, and SB 303 (2025), which clarifies that an employee's good-faith self-assessment of personal bias during required bias mitigation training does not constitute unlawful discrimination.

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

BOARD GOAL:

- [ ] **1. Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.**
- [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 updated Board Policy 4331: Staff Development.**

PROPOSED ACTION: **APPROVE**

Item #: 11

Policy 4331: Staff Development

Status: DRAFT

Original Adopted Date: 08/10/2017

The Governing Board recognizes that professional development enhances employee effectiveness and contributes to personal growth. Staff development for administrative and supervisory personnel shall be designed to guide institutional improvement, build leadership skills, and enhance overall management efficiency.

Staff shall attend staff development as directed by the Superintendent or designee and in accordance with any applicable collective bargaining agreement and Board Policy 4319.1 - Civil and Legal Rights.

The Superintendent or designee shall develop a plan for administrator support and development activities that is based on a systematic assessment of the needs of district students and staff and is aligned to the district's vision, goals, local control and accountability plan, and other comprehensive plans.

The district's staff development program shall assist district and school administrators in developing knowledge and skills, including, but not limited to:

1. Mandated reporter requirements

   Administrative and supervisory staff shall receive training annually, or if hired during the course of the school year upon being hired, on the prevention of abuse, including sexual abuse, of children on school grounds, by school personnel, or in district-sponsored programs. The training shall include that failure to report an incident of known or reasonably suspected child abuse or neglect is a misdemeanor punishable by up to six months confinement in a county jail, or by a fine of one thousand dollars ($1,000), or by both imprisonment and fine. (Education Code 44691)

2. Youth behavioral health

   On or before July 1, 2029, administrative and supervisory staff who have direct contact with students in any of grades 7-12 shall, at least one time, receive youth behavioral health training which provides instruction around the unique risk factors and warning signs of behavioral health problems in adolescents, builds understanding of the importance of early intervention, and teaches staff how to help an adolescent in crisis or experiencing a behavioral health challenge. The training may also include instruction on: (Education Code 49428.2)

   a. Recognizing the signs and symptoms of youth behavioral health disorders, including, but not limited to, psychiatric conditions and substance use disorders such as opioid and alcohol abuse

   b. How to maintain student privacy and confidentiality in a manner consistent with federal and state privacy laws

   c. Safe de-escalation of crisis situations involving students with a youth behavioral health disorder

3. Personnel management, including best practices on hiring, recruitment, assignment, and retention of staff

4. Effective fiscal management and accountability practices

5. Academic standards and standards-aligned curriculum and instructional materials

6. Leadership training to improve the academic achievement of all students, including capacity building in pedagogies of learning, instructional strategies that meet the varied learning needs of students, and student motivation

7. The use of student assessments, including analysis of disaggregated assessment results to identify needs and progress of student subgroups
8. The use of technology to improve student performance and district operations
9. Creation of safe and inclusive school environments
10. Parent/guardian involvement and community collaboration
11. Employee relations
12. Effective school and district planning processes

Staff Development Materials and Services

The Board shall adopt staff development materials and services that align with the district's mission, vision, and goals, are relevant to student academic achievement and well-being, and are instrumental in assisting administrative and supervisory staff in developing the knowledge and skills specified in Items #1-12, above.

The Board shall not adopt the use of any staff development materials or services that promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a student to unlawful discrimination pursuant to Education Code 220 and Board Policy 0410 - Nondiscrimination in District Programs and Activities. (Education Code 244)

If the Board knows or has reason to know that materials were used in a classroom, staff development materials or services were used, or an action occurred which subjected an individual to unlawful discrimination pursuant to Education Code 220, the Superintendent or designee shall remediate the action, which may include, but is not limited to, implementation of restorative justice practices. (Education Code 244)

If it is determined that any textbook, instructional material, supplemental instructional material, staff development material, or curriculum provided by an organization has violated Education Code 244, the district shall notify the organization that corrective action is required unless the Superintendent of Public Instruction has already done so. If corrective action is not taken within 60 days, the California Department of Education may use any means authorized by law to effect compliance. (Education Code 60152)

The district's staff evaluation process may be used to recommend additional staff development for individual employees.

An employee's assessment, testing, admission, or acknowledgment of their own personal bias that was made in good faith and solicited or required as part of a bias mitigation training does not, by itself, constitute unlawful discrimination. (Government Code 12940.2)

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the Superintendent's report, the Board may revise the program as necessary to ensure that the staff development program supports the district's priorities for student achievement and well-being.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
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October 8, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE UPDATED BOARD POLICY AND ADMINISTRATIVE REGULATION 5145.3: NONDISCRIMINATION / HARASSMENT**

ATTACHMENTS: **BP AND AR 5145.3: NONDISCRIMINATION / HARASSMENT**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board approval are updated Board Policy and Administrative Regulation 5145.3: Nondiscrimination/Harassment. The Board Policy was updated to align with AB 715, 2025, prohibiting instruction or district activities that promote discriminatory bias based on protected characteristics, clarifying that proof of direct harm or a protected group's presence is not required. The Administrative Regulation was updated to comply with *Mirabelli v. Bonta*, prohibiting staff from misleading parents/guardians about a student's gender presentation or use preferred names/pronouns over parental objections. Additionally, repetitive language regarding assault was removed.

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

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the updated Board Policy and Administrative Regulation 5145.3: Nondiscrimination/Harassment.**

PROPOSED ACTION: **APPROVE**

Item #: 12

Policy 5145.3: Nondiscrimination/Harassment

Status: DRAFT

Original Adopted Date: 01/12/2017 | **Last Revised Date:** 08/14/2025

The Governing Board desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities.

This policy shall apply to all acts constituting unlawful discrimination or harassment related to district activity or attendance, to acts which occur off campus or outside of district-related or district-sponsored activities but which may have an impact on or create a hostile environment at school, and to all acts of the Board and the Superintendent in enacting policies and procedures that govern the district.

The Board prohibits, at any district school or activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, against an individual or group based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; a perception of one or more, or any combination, of such characteristics; or association with a person or group with one or more, or any combination, of these actual or perceived characteristics. (Education Code 200, 210.1, 210.2, 210.3, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12926; 20 USC 1681-1688, 42 USC 2000d-2000d-7)

Additionally, the Board prohibits teacher instruction and district-sponsored activities that promote discriminatory bias based on any of the characteristics specified above. Discriminatory bias in instruction and school-sponsored activities does not require a showing of direct harm to members of a protected group and members of a protected group do not need to be present while the discriminatory bias is occurring for the act to be considered discriminatory bias. (Education Code 51500)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Additionally, unlawful discrimination occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

In addition, unlawful discrimination includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in district programs or activities or the provision or receipt of educational benefits or services.

Because unlawful discrimination could occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently, and in a non-discriminatory manner, as specified in Board Policy and Administrative Regulation 5144 - Discipline, Board Policy and Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students With Disabilities).

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates, participates, or refuses to participate in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as discrimination complaints.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. Additionally, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's website in a manner that is easily accessible to students and parents/guardians, in accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6; 34 CFR 106.8)

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action shall be taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation, shall be subject to appropriate consequences or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination related to a district activity, attendance, or district-related or district-sponsored activity, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

When a student has been suspended, or other means of correction have been implemented against the student for an incident of racist bullying, harassment, or intimidation, the principal or designee may engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. Additionally, the principal or designee may require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

When appropriate based on the severity or pervasiveness of the bullying or when otherwise required, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Complaints alleging unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures, when required by law. However, complaints alleging sexual harassment under Title IX shall be investigated and resolved in accordance with the procedures specified in Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

Regulation 5145.3: Nondiscrimination/Harassment

Status: DRAFT

Original Adopted Date: 01/12/2017 | **Last Revised Date:** 08/14/2025

The district designates the individual(s) identified below as the Compliance Officer(s). The employee(s) is responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the Compliance Officer(s) specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination of a student, and the Title IX Coordinator specified in Administrative Regulation 5145.7 - Sexual Harassment as the responsible employee to handle complaints alleging unlawful sexual harassment, as permitted by law. The Compliance Officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

_____
(title or position)
_____
(address)
_____
(telephone number)
_____
(email)

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the Compliance Officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications

2. Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's website in a manner that is easily accessible to students and parents/guardians (Education Code 234.1, 234.6)

3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's website in a manner that is easily accessible to students and parents/guardians (Education Code 234.6)

4. Post in a prominent location on the district's website in a manner that is easily accessible to students and parents/guardians information regarding Title IX prohibitions against discrimination based on a student's sex, including the following: (Education Code 221.6, 221.61, 234.6)

    a. The name and contact information of the district's Title IX Coordinator, including the phone number and email address

    b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the websites of the Office for Equal Opportunity and the U.S. Department of

Education's Office for Civil Rights (USOCR)

c. A description of how to file a complaint of noncompliance under Title IX, which shall include:

i. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations

ii. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on USOCR's website

iii. A web link to the USOCR complaints form and the contact information for the office, including the phone number and email address for the office

d. A link to the Title IX information included on the California Department of Education's (CDE) website

5. Post CDE's standardized incident form to track racial discrimination, harassment, or hazing that occurs at high school sporting games or events, including information on how to submit a completed incident form to the district (Education Code 33353)

6. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families (Education Code 234.5. 234.6)

   Such resources shall be posted in a prominent location on the district's website in a manner that is easily accessible to students and parents/guardians. (Education Code 234.6)

7. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior

8. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students

   The notice shall inform students and parents/guardians that they may request to meet with the Compliance Officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. Additionally, the notice shall inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

9. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand

   If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

10. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them

Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students.

11. Provide to certificated employees serving students in grades 7-12 information on existing school and community resources related to the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students, or related to the support of students who may face bias or bullying on the basis of any of the actual or perceived characteristics specified in Penal Code 422.55, including immigration status; Education Code 220; and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation; or association with a person or group with one or more of these actual or perceived characteristics (Education Code 234.1)

12. Until the 2029-2030 school year, provide annually to certificated employees serving students in grades 7-12 at least one hour of training to support LGBTQ+ cultural competency in accordance with Education Code 218.3

13. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so (Education Code 234.1)

14. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the Compliance Officer, Title IX Coordinator, principal, or any other staff member. Additionally, students who observe any such incident are strongly encouraged to report the incident to the Compliance Officer, Title IX Coordinator, or principal, regardless of whether the alleged victim files a complaint.

Any district employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported, shall report the incident to the Compliance Officer, Title IX Coordinator, or principal within one workday, regardless of whether the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal, Compliance Officer, or Title IX Coordinator, the principal, Compliance Officer, or Title IX Coordinator shall notify the student or parent/guardian of the right to file a formal complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, regardless of whether a formal complaint is filed, the Compliance Officer or Title IX Coordinator shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, Compliance Officer, Title IX Coordinator, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

Support for Intersex, Nonbinary, Transgender and Gender-Nonconforming Students

Gender refers to a student's sex, and includes a student's gender identity and gender expression. (Education Code 210.7)

Gender identity refers to a student's gender-related identity, appearance, or behavior as determined from the student's internal sense, regardless of whether that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression refers to a student's gender-related appearance and behavior, regardless of whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming refers to when a student's gender expression differs from stereotypical expectations.

Intersex refers to when a student has natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and male bodies.

Nonbinary refers to when a student's gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

Sex refers to the biological condition of being a female or male human being. (5 CCR 4910)

Transgender refers to when a student's gender identity is different from the sex assigned at birth.

The district shall ensure that all students, regardless of sex, gender, gender identity, or gender expression, are afforded the same rights, benefits, and protections provided to students by law and Board policy. (Education Code 200)

To do so, the Superintendent or designee shall address each situation that arises on a case-by-case basis and in accordance with the following guidelines and Board Policy and Administrative Regulation 5020 - Parent Rights and Responsibilities:

1. Acceptance and Treatment of a Student's Gender Identity: The district shall accept the student's assertion of the student's gender identity and treat the student consistent with that gender identity unless the student's parent/guardian objects or district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose

2. Use of Names and Pronouns: Upon request by a student, district personnel shall address the student by the requested name and pronoun(s), without the necessity of a court order or a change to the student's mandatory permanent student record, unless the student's parent/guardian objects

   District personnel shall be consistent in the use of the student's name and pronoun such that the same name and pronoun is used when addressing the student at school as when speaking to the student's parent/guardian in regard to the student.

   Inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or pronouns may not constitute a violation of this administrative regulation or the accompanying Board policy.

3. Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity unless the student's parent/guardian objects

   Additionally, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by sex, such as for class discussions, yearbook pictures, and field trips unless the student's parent/guardian objects.

   In addition, to address any student's privacy concerns in using sex-segregated facilities, the district shall consider offering a gender-neutral or single-use changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, in no case shall the district require a student to utilize these options because of the student's sex, gender, gender identity, or gender expression. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

   Each district school shall provide and maintain at least one all-gender restroom for student use that meets the requirements of Education Code 35292.5.

4. Equal Access to Educational Programs and Activities: Upon request by a student based on the student's gender identity or gender expression, the Compliance Officer shall identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained, unless the student's parent/guardian objects to doing so

   As necessary, the Compliance Officer shall involve the student's parent/guardian in the development of such strategies unless there is a reasonable belief that doing so would endanger the well-being of the student.

   The Compliance Officer shall consider the rights of all students and how those rights may affect and be affected by the rights of other students. Additionally, the Compliance Officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's sex, gender, gender identity, or gender expression so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are providing equal access to programs and activities.

5. Right to privacy: A student's sex, gender, gender identity, and gender status is private information

   The district shall disclose such information upon request by a student's parent/guardian unless there is a reasonable belief that doing so would endanger the well-being of the student. Additionally, the district shall disclose such information when the disclosure is required or permitted by law, with the student's prior written consent, or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. (Education Code 220.3, 220.5; 34 CFR 99.31, 99.36)

6. Student Records: A student's sex and legal name shall be maintained as part of a student's mandatory permanent student record as specified in 5 CCR 432 and shall only be changed with proper documentation (Education Code 49061-49072)

   When a request to change a student's gender or name is submitted without proper documentation, any change to the student's gender or name shall be applied only to documents not included in the mandatory permanent student record such as attendance sheets, report cards, and school identification. However, no such change shall be made if the student's parent/guardian objects.

The Superintendent or designee shall follow this guideline such that it does not change or alter the obligations of the district to maintain student records in accordance with Board Policy and Administrative Regulation 5125 - Student Records, and to ensure access to such records in accordance with Board Policy and Administrative Regulation 1340 - Access to District Records.

A student has the right to dress in any manner consistent with Board Policy and Administrative Regulation 5132 - Dress and Grooming, subject to any dress code adopted on a school site.

In accordance with law, the district prohibits any act of verbal, nonverbal, or physical aggression, intimidation, or hostility, including any such act based on sex, gender, gender identity, or gender expression, or that has the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature, including, but not limited to:

1. Refusing to address or refer to a student in a manner consistent with the student's gender identity

2. Disciplining a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity

3. Blocking, prohibiting, or restricting a student's entry to the restroom that corresponds to the student's gender identity

4. Disclosing student records that reveal a student's gender identity to individuals who do not have a legitimate need for the information

5. Causing, attempting to cause, threatening to cause, or participating in an act of hate violence on the basis of sex, gender, gender identity, or gender expression

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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE UPDATED BOARD POLICY AND ADMINISTRATIVE REGULATION 6141: CURRICULUM DEVELOPMENT AND EVALUATION**

ATTACHMENTS: **BP AND AR 6141: CURRICULUM DEVELOPMENT AND EVALUATION**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board approval are updated copies of Board Policy and Administrative Regulation 6141: Curriculum Development and Evaluation. Board Policy was updated to align curriculum with its Local Control and Accountability Plan (LCAP), coordinate development material selection, and comply with AB 715, 2025, by requiring instructional materials to be factually accurate, standards-aligned, and unbiased, while explicitly prohibiting unlawful discrimination. Administrative Regulation was updated to allow curriculum review committees to also evaluate instructional materials, and to add diverse perspectives and cultural relevance to the recommendation criteria.

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 updated Board Policy and Administrative Regulation 6141: Curriculum Development and Evaluation.**

PROPOSED ACTION: **APPROVE**

Item #: 13

Policy 6141: Curriculum Development And Evaluation

Status: DRAFT

Original Adopted Date: 09/09/2010

The Governing Board desires to provide a research-based, sequential curriculum which promotes high levels of student achievement and emphasizes the development of basic skills, problem solving, and decision making. Upon recommendation of the Superintendent or designee, the Board shall adopt a written district curriculum which describes, for each subject area and grade level, the content objectives which are to be taught in all district schools.

The district's curriculum shall be aligned with the district's vision and goals for student learning, Board policies, academic content standards, state curriculum frameworks, state and district assessments, graduation requirements, school and district improvement plans, local control and accountability plan, and, when necessary, related legal requirements.

The Superintendent or designee shall establish a process for curriculum development, selection, and/or adaptation which utilizes the professional expertise of teachers, principals, and district administrators representing various grade levels, disciplines, special programs, and categories of students as appropriate. Additionally, the process may provide opportunities for input from students, parents/guardians, representatives of local businesses and postsecondary institutions, and other community members.

The curriculum development and evaluation process shall be coordinated with the process specified in Board Policy and Administrative Regulation 6161.1 - Selection and Evaluation of Instructional Materials, for selecting and evaluating instructional materials for use in district schools.

When presenting a recommended curriculum for adoption, the Superintendent or designee shall provide research, data, or other evidence demonstrating the proven effectiveness of the proposed curriculum. Additionally, the Superintendent or designee shall present information about the resources that would be necessary to successfully implement the curriculum and describe any modifications or supplementary services that would be needed to make the curriculum accessible to all students.

Any instructional materials recommended by the Superintendent or designee to implement the curriculum shall be factually accurate and reflect the adopted curriculum and standards reflected in Education Code 60200, and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship. (Education Code 51501)

Additionally, any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, shall not be recommended by the Superintendent or designee to implement the curriculum if the use would subject a student to unlawful discrimination as specified in Education Code 220. (Education Code 244)

In addition, any textbook or other instructional material shall not be recommended by the Superintendent or designee to implement the curriculum if it contains any matter reflecting adversely upon persons on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or because of a characteristic listed in Education Code 220, or that violates Education Code 243, 244, 51500, or 60044. (Education Code 51501)

The Board shall establish a review cycle for regularly evaluating the district's curriculum in order to ensure continued alignment with state and district goals for student achievement. At a minimum, these reviews shall be conducted whenever the State Board of Education adopts new or revised content standards or the curriculum framework for a particular subject or when new law requires a change or addition to the curriculum.

Additionally, the Board may require a review of the curriculum in one or more subject areas as needed in response to student assessment results; feedback from teachers, administrators, or parent/guardians; new research on program

effectiveness; or changing student needs.

Regulation 6141: Curriculum Development And Evaluation

Status: DRAFT

Original Adopted Date: Pending

Curriculum Review Committee

The Superintendent or designee may establish a curriculum review committee to evaluate and recommend curriculum for Governing Board approval. This committee shall consist of a majority of teachers and may also include administrators, other staff who have subject-matter expertise, parents/guardians, representatives of local businesses and postsecondary institutions, other community members, and students as appropriate. This committee may be the same committee charged with the evaluation and recommendation of instructional materials pursuant to Board Policy and Administrative Regulation 6161.1 - Selection and Evaluation of Instructional Materials.

Curriculum Development/Selection Process

The Superintendent or designee shall research and identify available curriculum in the subject area(s) and grade level(s) scheduled for review. The Superintendent or designee may select a limited number of programs to present to the curriculum review committee for evaluation.

The committee shall recommend the curriculum that best meets the district's needs based on the following criteria and any additional factors deemed relevant by the committee:

1. Analysis of the effectiveness of the existing district curriculum for all students, including student achievement data disaggregated by grade level and student population
2. Alignment of the proposed curriculum with expectations established by the Board and the State Board of Education as to what students need to know and be able to do in the subject(s) and grade level(s) under consideration
3. Evidence of proven effectiveness of the proposed curriculum in raising student achievement, including the research and learning theory upon which the curriculum is based
4. Applicability and accessibility of the curriculum to all students, including, but not limited to, underperforming students, students with disabilities, English learners, and gifted and talented students
5. The estimated cost to purchase, adapt, and/or develop the curriculum
6. Resources required to implement the curriculum, such as time, facilities, instructional materials and technology, staffing, staff development, and funding
7. If the curriculum includes instructional materials, the extent to which the materials meet criteria established by law and the district
8. Represent diverse perspectives and be culturally relevant in accordance with Education Code 60040-60043
9. Any potential impact on other parts of the educational program

If it is determined that available prepackaged curriculum is not cost effective or is inadequate to meet the needs of the district's students, the Superintendent or designee may adapt curriculum or develop new curriculum. Curriculum modification or development shall be performed by teachers, school administrators, and district administrators, with support and assistance, when available, from curriculum experts from the county office of education, postsecondary institutions, and/or curriculum or professional associations. Any modified or new curriculum shall be reviewed by the curriculum committee in accordance with the above criteria prior to being recommended to the Board.

Upon approval by the Board, a new curriculum may be implemented in a limited number of schools or classrooms on a pilot basis so that modifications may be made as necessary before implementing the curriculum districtwide.

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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE UPDATED BOARD POLICY, ADMINISTRATIVE REGULATION, AND EXHIBIT (1) 6161.1: SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS**

ATTACHMENTS: **BP, AR, AND EXHIBIT (1) 6161.1: SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board approval is updated Board Policy, Administrative Regulation, and Exhibit 6161.1: Selection and Evaluation of Instructional Materials. The Board Policy was updated to incorporate AB 715, 2025, requiring accurate, standards-aligned, unbiased materials, and sets protocols for parent access, investigations, protected group safeguards, and opt-outs. The Administrative Regulation enforces AB 715 and adds technology material criteria, requiring engagement, collaboration, skill-building, real-world connections, and student agency. Exhibit (1) was updated to align with Board Policy and Administrative Regulation.

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 updated Board Policy, Administrative Regulation, and Exhibit (1) 6161.1: Selection and Evaluation of Instructional Materials.**

PROPOSED ACTION: **APPROVE**

Item #: 14

Policy 6161.1: Selection And Evaluation Of Instructional Materials

Status: DRAFT

Original Adopted Date: 04/12/2012 | **Last Revised Date:** 12/14/2023

The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, accurately reflect and value society's diversity, stimulate thought and the exploration of ideas and intellectual exchanges, and enhance instructors' ability to educate all students through the use of multiple teaching strategies and technologies. The Board shall adopt instructional materials based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law. Textbooks, technology-based materials, and other educational materials shall be aligned with academic content standards and the district's curriculum to ensure that they effectively support the district's adopted courses of study.

The Board shall select instructional materials for use in grades kindergarten-8 that have been approved by the State Board of Education (SBE) or that, during the district's review process, have been determined to be aligned with the state academic content standards adopted by SBE. For mathematics and English language arts, only instructional materials that are aligned to Common Core State Standards shall be selected. (Education Code 60200, 60210)

The Board shall adopt instructional materials for grades 9-12 upon determining that the materials meet the criteria specified in law and the accompanying administrative regulation. (Education Code 60400)

Any instructional materials adopted by the Board shall be factually accurate and reflect the adopted curriculum and standards reflected in Education Code 60200, and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship. (Education Code 51501)

The Board shall not adopt or approve any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, if the use would subject a student to unlawful discrimination as specified in Education Code 220. (Education Code 244)

Additionally, the Board shall not adopt any textbook or other instructional material if it contains any matter reflecting adversely upon persons on the basis of race or ethnicity, gender, religion, disability, nationality, sexual orientation, or any other characteristic listed in Education Code 220, or that violates Education Code 243, 244, 51500, or 60044. (Education Code 51501)

In selecting or adopting instructional materials, the Board shall consider the recommendation of the Superintendent or designee and/or an advisory committee established to review the materials.

The degree to which every student has sufficient access to standards-aligned instructional materials shall be included in the district's local control and accountability plan. (Education Code 52060)

The Superintendent or designee shall ensure that parents/guardians have, within a reasonable amount of time, access to instructional materials in accordance with Board Policy and Administrative Regulation 5020 - Parent Rights and Responsibilities. (Education Code 49091.10, 49091.14, 51101, 51500)

Sufficiency of Instructional Materials and Public Hearing

The Board shall annually conduct one or more public hearings on the sufficiency of the district's instructional materials, including textbooks, technology-based materials, other educational materials, and tests. Technology-based materials include, but are not limited to, software programs, video disks, compact disks, optical disks, video and audio

tapes, lesson plans, databases, and the electronic equipment required to make use of those materials by students and teachers as a learning resource. (Education Code 60010, 60119)

The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

The Board shall encourage participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing, the Superintendent or designee shall post a notice in three public places within the district containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

At the hearing(s), the Board shall determine, through a resolution, whether each student in each school, including each English learner, has sufficient textbooks and/or other instructional materials that are aligned to the content standards adopted by SBE and consistent with the content and cycles of the curriculum framework adopted by SBE in each of the following subjects: (Education Code 60119)

1. Mathematics
2. Science
3. History-social science
4. English language arts, including the English language development component of an adopted program
5. World language
6. Health

The Board shall also determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12. (Education Code 60119)

In making these determinations, the Board shall consider whether each student has sufficient textbooks or other instructional materials to use in class and to take home. This does not require that each student have two sets of materials. However, materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

If materials are in a digital format, they shall be considered sufficient as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the district, and has the ability to use and access them at home. (Education Code 60119)

If the Board determines that there are insufficient textbooks or other instructional materials, the Board shall, by resolution, provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks and/or instructional materials. The Board shall submit a copy of the resolution to the County Superintendent of Schools no later than three business days after the hearing. The Board shall take any action to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

Additionally, if the County Superintendent, in accordance with Education Code 1240, makes the district aware of a school that does not have sufficient textbooks or instructional materials, the district shall take any action to ensure

that each student has sufficient materials within two months of the beginning of the school year.

Prohibition Against Refusal to Approve or Prohibit the Use of Specified Instructional Materials

The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

Investigations, Complaints, and Opt-Outs

If the Board knows or has reason to know that materials were used in a classroom or an action occurred that violated Education Code 220, the Board shall investigate and remediate the action, which may include, but is not limited to, the implementation of restorative justice practices. (Education Code 244)

Complaints concerning instructional materials shall be handled in accordance with Board Policy 1312.2 - Complaints Concerning Instructional Materials, Board Policy 1312.3 - Uniform Complaint Procedures, or Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures, as applicable.

Any request by a parent/guardian to opt a student out of specified instructional content shall be handled in accordance with Board Policy 5020 - Parent Rights and Responsibilities and Board Policy and Administrative Regulation 6141.2 - Recognition of Religious Beliefs and Customs.

Regulation 6161.1: Selection And Evaluation Of Instructional Materials

Status: DRAFT

Original Adopted Date: 04/12/2012 | **Last Revised Date:** 12/14/2023

Review Process

The district's review process for evaluating instructional materials shall involve teachers in a substantial manner and shall encourage the participation of parents/guardians and community members in accordance with Education Code 60002. Additionally, the review process may involve administrators, other staff who have subject-matter expertise, and students as appropriate. The Superintendent or designee shall seek input from stakeholders with diverse backgrounds and perspectives.

If the district is considering the use of instructional materials for grades kindergarten-8 that have not been adopted by the State Board of Education (SBE), the Superintendent or designee shall ensure that a majority of the participants in the district's review process are classroom teachers who are assigned to the subject area or grade level of the materials. (Education Code 60210)

The Superintendent or designee may establish an advisory committee to conduct the review of instructional materials.

The Superintendent or designee shall present to the Governing Board recommendations for instructional materials and documentation that supports the recommendations.

All recommended instructional materials shall be available for public inspection at the district office.

When possible, the district may pilot instructional materials in a representative sample of classrooms for a specified period of time during a school year, in order to determine the extent to which the materials support the district's curricular goals and academic standards, and accurately reflect and value society's diversity. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.

Criteria for Selection and Adoption of Instructional Materials

In recommending instructional materials for adoption by the Board, the Superintendent or designee shall ensure that the materials:

1. Are aligned to the content standards adopted by SBE and consistent with the content and cycles of the curriculum framework adopted by SBE

   For grades K-8, only instructional materials on the list of materials adopted by SBE and/or other instructional materials that have not been adopted by SBE but are aligned with the state academic content standards or the Common Core State Standards may be recommended for selection. (Education Code 60200, 60210)

   For grades 9-12, instructional materials in history-social science, mathematics, English/language arts, and science shall be reviewed using a standards map in order to determine the extent to which the materials are aligned to state academic content standards.

2. Do not discriminate against or reflect adversely upon persons because of any characteristic as defined by Education Code 51501 and Board Policy 0410 - Nondiscrimination in District Programs and Activities, nor contain any sectarian or denominational doctrine or propaganda contrary to law (Education Code 220, 243,

244, 51500, 51501, 60044)

3. Instructional materials shall be factually accurate and reflect the adopted curriculum and standards as described in Education Code 60200, and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship (Education Code 51501)

4. To the satisfaction of the Board, are accurate, objective, current, and suited to the differing needs and comprehension of district students at their respective grade levels (Education Code 60045)

5. With the exception of literature and tradebooks, use proper grammar and spelling (Education Code 60045)

6. Do not expose students to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate based on one of the following: (Education Code 60048, 60200)

    a. The commercial brand name, product, or corporate or company logo is used in text for an educational purpose as defined in guidelines or frameworks adopted by SBE

    b. The appearance of a commercial brand name, product, or corporate or company logo in an illustration is incidental to the general nature of the illustration

7. Meet the requirements of Education Code 60040-60043 for specific subject content, including, but not limited to:

    a. Accurately portraying society's cultural and racial diversity, including:

        i. The contributions of all genders in all types of roles, including professional, vocational, and executive roles

        ii. The role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, and members of other ethnic, cultural, religious, and socioeconomic groups to the total development of California and the United States

        iii. The role and contributions of the entrepreneur and labor in the total development of California and the United States

    b. Accurately portraying humanity's place in ecological systems and the necessity for the protection of the environment

    c. Accurately portraying the effects on the human system of the use of tobacco, alcohol, and narcotics, and restricted dangerous drugs as defined in Health and Safety Code 11032, and other dangerous substances

    d. Encouraging thrift, fire prevention, and the humane treatment of animals and people

    e. Requiring, when appropriate to the comprehension of students, that textbooks for social science, history, or civics classes contain the Declaration of Independence and the United States Constitution

8. Support the district's adopted courses of study and curricular goals, including the district's local control and accountability plan

9. Contribute to a comprehensive, balanced curriculum

10. Demonstrate reliable quality of scholarship as evidenced by:

a. Accurate, up-to-date, and well-documented information

b. Objective presentation of diverse viewpoints

c. Clear, concise writing and appropriate vocabulary

d. Thorough treatment of subject matter

11. Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities, and developmental levels

12. Stimulate discussion of contemporary issues, exploration of ideas, and intellectual exchanges, and improve students' thinking and decision-making skills

13. As appropriate, have corresponding versions available in languages other than English

14. Include high-quality teacher's guides

15. When available, include options for lighter weight materials, including materials in digital format, in order to help minimize any injury to students by the combined weight of instructional materials

In addition to meeting the above criteria as applicable, technology-based materials shall:

1. Be both available and comparable to other, equivalent instructional materials (Education Code 60052)

2. Be accessible to all students, including economically disadvantaged students, students with disabilities, and English learners

3. Protect the privacy of student data

4. Promote active student engagement in the learning process

5. Nurture opportunities for ongoing collaboration

6. Build on prior knowledge to reinforce essential skills, such as executive functioning, critical thinking and reasoning, creativity, communication, cross-cultural understanding, and decision-making

7. Provide means of authentically connecting students' learning to the world beyond their physical learning environment

8. Foster student agency to set personal learning goals and plans and continuously monitor and evaluate their own progress

Conflict of Interest

To ensure integrity in the evaluation and selection of instructional materials, individuals who are participating in the evaluation of instructional materials and are not otherwise designated in the district's conflict of interest code shall sign a disclosure statement indicating that they:

1. Will not accept any emolument, money, or other valuable thing or inducement to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material (Education Code 60072)

Sample copies of instructional materials are excepted from this prohibition (Education Code 60075)

2. Are not employed by nor receive compensation from the publisher or supplier of the instructional materials or any person, firm, organization, subsidiary, or controlling entity representing it

3. Do not have an interest as a contributor, author, editor, or consultant in any textbook or other instructional material submitted to the district

Exhibit 6161.1-E(1): Selection And Evaluation Of Instructional Materials

Status: DRAFT

Original Adopted Date: Pending

RESOLUTION ON SUFFICIENCY OF INSTRUCTIONAL MATERIALS

Whereas, the Governing Board of the *(name of school district)*, in accordance with the requirements of Education Code 60119, held a public hearing on *(date)*, at *(time)*, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the Board provided at least 10 days notice of the public hearing by posting it in at least three public places within the district stating the time, place, and purpose of the hearing, and;

Whereas, the Board encouraged participation by parents/guardians, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

Whereas, information provided at the public hearing detailed the extent to which sufficient textbooks or other instructional materials were provided to all students, including English learners, in the *(name of school district)*, and;

Whereas, the definition of sufficient textbooks or instructional materials means that each student, including each English learner, has standards-aligned textbooks and/or instructional materials to use in class and to take home, which may include materials in a digital format as long as each student, at a minimum, has and can access the same materials in the class and at home as other students in the same class or course in the district, but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, and;

Whereas, textbooks or instructional materials in core curriculum subjects should be aligned with state academic content standards and/or the Common Core State Standards adopted by the State Board of Education.

Finding of Sufficient Textbooks or Instructional Materials

Therefore, be it resolved, for the *(year)* school year, the *(name of school district)*, sufficient standards-aligned textbooks or other instructional materials that are consistent with the cycles and content of the curriculum frameworks were provided to each student, including each English learner, at the following schools in the following subjects:

- Mathematics: (List adopted textbooks or instructional materials for this subject for each school as well as applicable state adoption cycle.)

  _____
  _____

- Science: (List adopted textbooks or instructional materials for this subject for each school as well as applicable state adoption cycle.)

  _____
  _____

- History-social science: (List adopted textbooks or instructional materials for this subject for each school as well as applicable state adoption cycle.)

_____
_____

- English language arts, including the English language development component of an adopted program: (List adopted textbooks or instructional materials for this subject for each school as well as applicable state adoption cycle.)

_____
_____

- World language: (List adopted textbooks or instructional materials for this subject for each school as well as applicable state adoption cycle.)

_____
_____

- Health: (List adopted textbooks or instructional materials for this subject for each school as well as applicable state adoption cycle.)

_____
_____

_____
_____

Finding of Insufficient Textbooks or Instructional Materials in One or More Subjects

Be it further resolved, for the *(year)* school year, the *(name of school district),* insufficient standards-aligned textbooks or other instructional materials were provided to students at the following schools in the following subjects:

- Mathematics: (For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials and the reasons that each student does not have sufficient instructional materials.)

_____
_____

- Science: (For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials and the reasons that each student does not have sufficient instructional materials.)

_____
_____

- History-social science: (For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials and the reasons that each student does not have sufficient instructional materials.)

_____
_____

- English language arts, including the English language development component of an adopted program: (For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials and the reasons that each student does not have sufficient instructional materials.)

_____
_____

- World language: (For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials and the reasons that each student does not have sufficient instructional materials.)

  _____
  _____

- Health: (For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials and the reasons that each student does not have sufficient instructional materials.)

  _____
  _____

  _____
  _____

Be it further resolved, that the following actions will be taken to ensure that all students have sufficient standards-aligned textbooks or other instructional materials in all subjects that are consistent with the cycles and content of the curriculum frameworks within two months of the beginning of the school year in which this determination is made. (List actions to be taken to resolve insufficiency.)

_____
_____
_____

Finding of Available Science Laboratory Equipment for Grades 9-12

Be it further resolved, laboratory science equipment was available or was not available for science laboratory courses offered in grades 9-12, inclusive, as indicated below:

- Available: (List all science laboratory courses offered in grades 9-12 for which science laboratory equipment was available.)
  _____
  _____

- Not Available: (List all science laboratory courses offered in grades 9-12 for which science laboratory equipment was not available.)

  _____
  _____

Be it further resolved, that the Superintendent or designee, on behalf of the Board, shall submit a copy of this resolution to the County Superintendent of Schools within three business days of the hearing.

PASSED AND ADOPTED THIS _____ day of _____, _____ at a meeting, by the following vote:

AYES:_____ NOES:_____ ABSENT:_____

Attest:

_____, Secretary

_____, President

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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE UPDATED BOARD POLICY 6161.11: SUPPLEMENTARY INSTRUCTIONAL MATERIALS**

ATTACHMENTS: **BOARD POLICY 6161.11: SUPPLEMENTARY INSTRUCTIONAL MATERIALS**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board approval is updated Board Policy 6161.11: Supplementary Instructional Materials. The Policy was updated to prohibit the Governing Board and district from adopting supplementary instructional materials that subject students to unlawful discrimination. Furthermore, the updates incorporate new state legislation (AB 715, 2025) requiring the Board to investigate and remediate any instances where non-compliant materials or unlawful actions were used in a classroom, while clarifying that parent/guardian requests to opt a student out of specified instructional content must be handled in accordance with applicable Board Policy.

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 updated Board Policy 6161.11: Supplementary Instructional Materials.**

PROPOSED ACTION: **APPROVE**

Item #: 15

Policy 6161.11: Supplementary Instructional Materials

Status: DRAFT

Original Adopted Date: 12/14/2006 | **Last Revised Date:** 12/14/2023

The Governing Board encourages the use of supplementary instructional materials to enrich the curriculum and enhance student learning. Such materials shall be aligned with district goals, curriculum objectives, and academic standards and shall supplement and not supplant the use of Board-adopted basic instructional materials that serve as the primary learning resources.

Supplementary instructional materials include, but are not limited to, instructional materials that are designed to serve one or more of the following purposes: (Education Code 60010)

1. To provide more complete coverage of one or more subjects included in a given course
2. To meet the various learning ability levels of students in a given age group or grade level
3. To meet the diverse educational needs of students with a language disability in a given age group or grade level
4. To meet the diverse educational needs of students reflective of a condition of cultural pluralism
5. To use current, relevant technology that further engages interactive learning in the classroom and beyond

Supplementary instructional materials may be selected by the Superintendent or designee, school administrators, or teachers, as applicable, and obtained through donations to the district and/or available funding sources designated for these purposes.

The use of any supplemental instructional material shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

The use of any supplemental instructional material shall not be adopted by the Board or district if the use would subject a student to unlawful discrimination as specified in Education Code 220. (Education Code 244)

As appropriate, supplementary instructional materials shall meet the criteria developed for the selection and evaluation of basic instructional materials as described in AR 6161.1 - Selection and Evaluation of Instructional Materials.

Supplementary instructional materials shall be directly related to the course of study in which they are being used and shall be appropriate for the age and maturity level of the students.

The use or reproduction of supplementary instructional materials shall be in accordance with federal copyright law.

Appropriateness of Materials

Whenever a district employee proposes to use a supplementary resource which is not included in the approved learning resources of the district, the employee shall preview the material to determine whether, in the employee's professional judgment, it is appropriate for the grade level taught and is consistent with district criteria for the selection of supplementary instructional materials.

The employee shall confer with the Superintendent or designee as necessary to determine the compliance of the material with district criteria. The primary considerations should be the educational value, factual accuracy,

appropriateness, including whether the material contains pervasive vulgarity or profanity, and relevance of the materials, as well as the ages and maturity of the students.

The Superintendent or designee may provide training to administrators and teachers in the selection and evaluation of supplementary instructional materials, including the criteria to be utilized and applicable legal considerations.

Investigations, Complaints, and Opt-Outs

If the Board knows or has reason to know that materials were used in a classroom or an action occurred that violated Education Code 220, the Board shall investigate and remediate the action, which may include, but is not limited to, the implementation of restorative justice practices. (Education Code 244)

Complaints concerning supplemental instructional materials shall be handled in accordance with Board Policy 1312.2 - Complaints Concerning Instructional Materials and Board Policy 1312.3 - Uniform Complaint Procedures, as applicable.

Any requests by a parent/guardian to opt a student out of specified instructional content shall be handled in accordance with Board Policy 5020 - Parent Rights and Responsibilities and Board Policy/Administrative Regulation 6141.2 - Recognition of Religious Beliefs and Customs.

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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE UPDATED BOARD POLICY 6163.1: LIBRARY MEDIA CENTERS**

ATTACHMENTS: **BOARD POLICY 6163.1: LIBRARY MEDIA CENTERS**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board approval is updated Board Policy 6163.1: Library Media Centers. The Board Policy was updated to enable school districts to coordinate with local public libraries so students can receive a "student success card" by grade 3, which grants them access to public library services, while allowing the district to share directory information with the State Librarian and local library to administer the program. Additionally, the update authorizes the Governing Board to exclude sectarian, partisan, or denominational materials from school libraries and clarifies that library resources must not be used in a discriminatory manner in accordance with Board Policy.

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 updated Board Policy 6163.1: Library Media Centers.**

PROPOSED ACTION: **APPROVE**

Item #: 16

Policy 6163.1: Library Media Centers

Status: DRAFT

Original Adopted Date: 12/14/2006 | **Last Revised Date:** 12/14/2023

The Governing Board recognizes that school libraries support the educational program by providing access to a variety of informational and supplemental resources that can inspire a love of reading, stimulate thought, the exploration of ideas and intellectual exchanges, and contribute to the academic achievement of all students. The Board desires that school libraries be stocked with up-to-date books, reference materials, and electronic resources that promote literacy, support academic standards, contain a broad spectrum of knowledge and viewpoints, accurately reflect and value society's diversity, and prepare students to become lifelong learners.

The Superintendent or designee may, in consultation with teacher librarians, classroom teachers, administrators, parents/guardians, and students as appropriate, develop and regularly update a plan for school libraries that describes the district's goals for school libraries and the distribution of funds to school sites to support libraries. As appropriate, the plan may also address staffing, facilities, selection and evaluation of materials, the development and maintenance of classroom libraries, prevention of loss or damage of library materials, prioritization of needs, and other related matters. The Superintendent or designee shall ensure that the library plan is aligned with the district's local control and accountability plan and other district and school plans.

Student Success Cards

The district may coordinate with the local public library to ensure that, by grade 3, each student is provided with the opportunity to obtain a student success card issued by a local public library that provides access to library services. (Education Code 19341, 19342)

The district may disclose student directory information to the State Librarian and a local public library for purposes of administering the student success cards. (Education Code 19344, 49061; 34 CFR 99.3)

Staffing

To staff school libraries, the district may employ one or more teacher librarians who possess appropriate credentials issued by the Commission on Teacher Credentialing. (Education Code 18120, 44868; 5 CCR 80024.6, 80053)

The Superintendent or designee may assign teacher librarians to perform the following duties in accordance with the authorizations of their credential: (5 CCR 80053, 80053.1)

1. Instruct students in accessing, evaluating, using, and integrating information and resources in the library program and/or provide departmentalized instruction in information literacy, digital literacy, and digital citizenship

2. Plan and coordinate school library programs with the district's instructional programs through collaboration with teachers

3. Select materials for school and district libraries

4. Develop and deliver staff development programs for school library services

5. Coordinate or supervise library programs at the school or district level

6. Plan and conduct a course of instruction for students who assist in the operation of school libraries

7. Supervise classified personnel assigned school library duties

8. Develop procedures for and management of the school and district libraries

Additionally, the Board may appoint classified paraprofessionals to serve as library aides or library technicians. Volunteers may assist with school library services in accordance with law, Board policy, and administrative regulation.

Hours of Operation

School libraries shall be open for use by students and teachers during the school day. (Education Code 18103)

With the approval of the Board, a school library may be open at other hours outside the school day, including evenings and Saturdays. Any library open to serve students during evening and Saturday hours shall be under the supervision of a certificated employee who consents to the assignment. (Education Code 18103)

Selection, Evaluation, and Use of School Library Materials

Library materials shall include print and electronic resources that align with the curriculum and are accessible to students with varying cognitive and/or language needs.

Library materials shall be selected and evaluated through a process that invites recommendations from administrators, teachers, other staff, parents/guardians, and students as appropriate.

The Board may exclude from libraries all books, publications, or papers of a sectarian, partisan, or denominational character. (Education Code 18111)

The use of any book or other resource in a school library shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

Library materials shall be use in accordance with Board Policy 0410 - Nondiscrimination in District Programs and Activities.

Library materials shall be continually evaluated in relation to evolving curricula, new formats of materials, new instructional methods, and the needs of students and teachers. Materials that contain outdated subject matter or are no longer appropriate shall be removed.

All gifts and donations of school library materials shall be subject to the same criteria as materials selected for purchase by the district.

Complaints regarding the appropriateness of library materials shall be addressed in accordance with Board Policy 1312.2 - Complaints Concerning Instructional Materials and Board Policy 1312.3 - Uniform Complaint Procedures, as applicable.

Fees

Students shall be allowed to borrow school library materials at no charge for use in the library and classrooms as well as out of school. (5 CCR 16042)

Students shall be encouraged to return library materials in a timely manner, but no charge shall be assessed for the

late return of materials.

Library Instruction

Teacher librarians and/or classroom teachers shall provide library instruction to support the development of students' information literacy skills. Such instruction shall be aligned with the state academic standards for library instruction, consistent with Board policy and administrative regulation, and shall prepare students to:

1. Access information by applying knowledge of the organization of libraries, print materials, digital media, and other sources

2. Evaluate and analyze information to determine appropriateness in addressing the scope of inquiry

3. Organize, synthesize, create, and communicate information

4. Integrate information literacy skills into all areas of learning and pursue information independently to become life-long learners

Additionally, teacher librarians may provide support to teachers, administrators, and other staff by identifying instructional materials that will aid in the development of curriculum and instructional activities and by providing information about effective and ethical uses of school library services and equipment.

Program Evaluation

The Superintendent or designee shall annually assess and report to the Board regarding the condition and use of school libraries. The assessment shall evaluate, at a minimum:

1. Access of students and staff to school libraries during school hours and, as appropriate, access outside the school day

2. The process and frequency by which students are allowed to check out library materials

3. Staffing levels, qualifications, and number of hours worked

4. The quality of the collection at each library, including, but not limited to, the total number of books in the collection, number of books per student, types of materials (fiction, non-fiction, newspapers, magazines, encyclopedias, materials in other languages, and reference materials), alignment with curriculum, provision of a broad spectrum of knowledge and viewpoints, amount expended during the year for the purchase of new resources, and the number of resources discarded and added during the year

5. Any special programs offered at the school to encourage reading and/or library use

6. The adequacy of the facility space and equipment designated for the school library

7. The source(s) and adequacy of funding for school libraries

8. Knowledge by principals, teachers, and library personnel of the process to follow when a library material(s) is challenged

The district shall, on or before August 31 each year, report to the California Department of Education on the condition of its school libraries for the preceding year ending June 30. (Education Code 18122)

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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE UPDATED BOARD POLICY 4119.1: CIVIL AND LEGAL RIGHTS**

ATTACHMENTS: **BOARD POLICY 4119.1: CIVIL AND LEGAL RIGHTS**

FUNDING SOURCE: **N/A**

DISCUSSION: The policy has been updated to reflect recent court decisions and clarify legal requirements related to employee rights and responsibilities. Updates include language addressing employee free-speech rights, consistent with Dodge v. Evergreen School District, which clarified protections for employee expression on matters of public concern and absent substantial workplace disruption. The policy also clarifies that, as permitted by law, districts may direct employees to search personal accounts, devices, and records for district-related documents or information. Additionally, the policy has been revised to reflect Brown v. City of Inglewood, which clarified that elected officials are not considered "employees" eligible for whistleblower protections under specified California law.

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

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the updated Board Policy 4119.1: Civil and Legal Rights**

PROPOSED ACTION: **APPROVE**

Item #: 17

Policy 4119.1: Civil And Legal Rights

Status: DRAFT

Original Adopted Date: 09/19/2019 | **Last Revised Date:** 11/10/2022

The Governing Board believes that the personal life of an employee is not an appropriate concern of the district, except as it may directly relate to the performance of the employee's duties.

District employees may engage in private, personal activities, including the exercise of their religious, political, cultural, social or other beliefs or activities, during personal time such as when employees are not on duty or engaged in the supervision or instruction of students.

The district shall make no inquiry concerning the personal values, attitudes, and beliefs of district employees or their sexual orientation or political or religious affiliations, beliefs, or opinions except when authorized by law. Additionally, no district employee shall be required to provide critical appraisals of other individuals with whom the employee has a familial relationship. However, the district reserves the right to access any publicly available information about any employee.

No employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in conduct authorized under Education Code 48907 or 48950.

As permitted by law, the district may conduct a search of district property under an employee's control and may direct the employee to search the employee's personal accounts, devices, and records for district-related documents or information.

Whistleblower Protection

An employee shall have the right to disclose to a Board member, a school administrator, a member of the County Board of Education, the County Superintendent of Schools, or the Superintendent of Public Instruction any improper governmental activity by the district or a district employee that violates state or federal law, is economically wasteful, or involves gross misconduct, incompetency, or inefficiency. When the employee has reasonable cause to believe that the information discloses a violation of state or federal statute or a violation of or noncompliance with a state or federal rule or regulation, the employee has the right to disclose such information to a government or law enforcement agency or to refuse to participate in any such activity. (Education Code 44112, 44113; Labor Code 1102.5)

For purposes of whistleblower protection, a Board member is not considered to be an employee.

The Superintendent or designee shall prominently display in lettering of at least 15 point type a list of employees' rights and responsibilities under the whistleblower laws, including the telephone number of the whistleblower hotline maintained by the office of the California Attorney General. (Labor Code 1102.7, 1102.8)

No employee shall use or attempt to use official authority status or influence to intimidate, threaten, coerce, or command, or attempt to intimidate, threaten, coerce, or command, another employee for the purpose of interfering with that employee's right to disclose improper governmental activity. (Education Code 44113)

An employee who has disclosed improper governmental activity and believes that acts or attempted acts of reprisal

have subsequently occurred shall file a written complaint in accordance with the district's complaint procedures. After filing a complaint with the district, the employee may also file a copy of the complaint with local law enforcement and/or seek civil law remedies against the supervisor or administrator who retaliated or attempted to retaliate against the employee, in accordance with Education Code 44114.

Protection Against Liability

No employee shall be liable for harm caused by the employee's act or omission when acting within the scope of employment or district responsibilities, the employee's act or omission is in conformity with federal, state, and local laws, district policy, or administrative regulation, and the employee's act or omission is in furtherance of an effort to control, discipline, expel, or suspend a student or to maintain order or control in the classroom or school. (20 USC 7946)

The protection against liability shall not apply when: (20 USC 7946)

1. The employee acted with willful or criminal misconduct, gross negligence, recklessness, or a conscious, flagrant indifference to rights or safety of the individual harmed
2. The employee caused harm by operating a motor vehicle or other vehicle requiring license or insurance
3. The employee was not properly licensed, if required, by state law for such activities
4. The employee was found by a court to have violated a federal or state civil rights law
5. The employee was under the influence of alcohol or any drug at the time of the misconduct
6. The misconduct constituted a crime of violence pursuant to 18 USC 16 or an act of terrorism for which the employee has been convicted in a court
7. The misconduct involved a sexual offense for which the employee has been convicted in a court
8. The misconduct occurred during background investigations, or other actions, involved in the employee's hiring

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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE UPDATED BOARD POLICY AND EXHIBIT 4040: EMPLOYEE USE OF TECHNOLOGY**

ATTACHMENTS: **BOARD POLICY AND EXHIBIT 4040: EMPLOYEE USE OF TECHNOLOGY**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board approval is the updated Board Policy and Exhibit 4040: Employee Use of Technology. The policy was updated to provide guidance related to the appropriate use of Artificial Intelligence (AI) by employees. Additionally, the policy was updated to expand the Governing Board's philosophical statement related to the recognition that technological resources enhance employee performance to include the enrichment of curriculum and the enhancement of student learning. Exhibit was updated to include that districts may not prevent or restrict access to an employee's mobile or other communications device(s) if there is a need to seek emergency assistance, assess the safety of a situation, or communicate with a person to confirm the person's safety.

ITEM SUBMITTED AND APPROVED BY: ***Name and title of administrator who reviewed and approved this item: Melissa Delgadillo, Director of Accountability, Student Services & Categorical Programs.***

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the updated Board Policy and Exhibit 4040: Employee Use of Technology.**

PROPOSED ACTION: **APPROVE**

Item #: 18

Policy 4040: Employee Use Of Technology

Status: DRAFT

Original Adopted Date: 10/08/2015 | **Last Reviewed Date:** 10/08/2015

The Governing Board recognizes that technological resources enhance employee performance by offering effective tools to assist in providing a quality instructional program; facilitating communications with parents/guardians, students, and the community; supporting district and school operations; improving access to and exchange of information; enriching curriculum; and enhancing student learning.

District technology includes, but is not limited to, computer hardware, software, or software as a service provided or paid for by the district, whether accessed on or off site or through district-owned or personally owned equipment or devices, including tablets and laptops; computer servers, wireless access points (routers), and wireless computer networking technology (wi-fi); the Internet; email; applications (apps), including artificial intelligence (AI) apps; telephones, cellular or mobile telephones, smartphones, smart devices, and wearable technology; or any wireless communication device, including radios.

Employees shall review the prohibited and permitted uses of technology as specified in Board Policy 5131.9 - Academic Honesty, be responsible for the appropriate use of technology, and use district technology primarily for purposes related to their employment consistent with board policies and administrative regulations.

An employee may use technology, including AI apps, to assist the employee in the performance of the employee's professional duties, including, but not limited to, the following specific tasks: developing syllabi, creating curriculum, reviewing student work, suggesting instructional strategies, and researching academic content or instructional techniques. Any employee using technology, including AI, shall review and be responsible for any final product or document; not share confidential student records with a third party, such as an AI app, except as permitted by law; and use the technology in accordance with Board Policy 6162.6 - Use of Copyrighted Materials, and in a manner otherwise consistent with law, board policies, and administrative regulations. If an employee is unsure about the appropriate use of technology, the employee shall confer with the Superintendent or designee before using.

As determined by the Superintendent or designee, employees shall receive professional development in the appropriate use of these resources, including in the use of AI apps.

The Superintendent or designee shall establish an Acceptable Use Agreement which outlines employee obligations and responsibilities related to the use of district technology, including the use of AI apps. Upon employment and whenever significant changes are made to the district's Acceptable Use Agreement, employees shall be required to acknowledge in writing that they have read and agreed to the Acceptable Use Agreement.

Employees shall not use district technology to access, post, submit, publish, display, or otherwise engage with harmful or inappropriate matter that is threatening, obscene, disruptive, sexually explicit, or unethical or that promotes any activity prohibited by law, board policy, or administrative regulations.

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that protects against access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. The Superintendent or designee may disable the technology protection measure during use by an adult to enable access for bona fide research or other lawful purpose. (20 USC 7131; 47 USC 254)

The Superintendent or designee shall regularly review current guidance regarding cybersecurity, data privacy, and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, the monitoring and response to cyberattacks, ensuring data privacy, and managing suspicious and/or threatening digital media content, in accordance with Board Policy 3580 -

District Records.

The Superintendent or designee shall annually notify employees in writing that they have no reasonable expectation of privacy in the use of any district technology, as defined above, even when using their personal devices. To ensure proper use, the Superintendent or designee may monitor employee usage of district technology at any time without advance notice or consent and for any reason allowed by law.

In addition, employees shall be notified that records, including communications, maintained on any personal accounts or devices used to conduct district business are subject to disclosure at the district's request, and pursuant to a subpoena or other lawful request.

Employees shall report any security problem or misuse of district technology to the Superintendent or designee.

Inappropriate use of district technology may result in a cancellation of the employee's user privileges, disciplinary action, and/or legal action in accordance with law, board policy, and administrative regulation.

Employees may access their mobile or other communications device if there is a need to seek emergency assistance, assess the safety of a situation, or communicate with a person to confirm the person's safety. (Labor Code 1139)

Exhibit 4040-E(1): Employee Use Of Technology

Status: DRAFT

Original Adopted Date: Pending

ACCEPTABLE USE AGREEMENT
AND RELEASE OF DISTRICT FROM LIABILITY (EMPLOYEES)

The _____School District authorizes district employees to use district technology, as defined in Board Policy 4040 - Employee Use of Technology. The use of district technology is a privilege permitted at the district's discretion and is subject to the conditions and restrictions set forth in applicable board policies, administrative regulations, and this Acceptable Use Agreement. The district reserves the right to suspend access at any time, without notice, for any reason.

The district expects all employees to use technology responsibly in order to avoid potential problems and liability. The district may place reasonable restrictions on the sites, material, and/or information that employees may access through the system. However, the district shall not prevent or restrict access to an employee's mobile or other communications device(s) if there is a need to seek emergency assistance, assess the safety of a situation, or communicate with a person to confirm the person's safety.

Bandwidth & Infrastructure Controls: Keep our specific prohibitions against non-academic, bandwidth-intensive activities (such as network gaming and unauthorized live video streams) and downloading personal entertainment software.

Network Storage Guideline: Retain our provisions regarding file server storage allotments, ensuring IT maintains clear authority to set quotas without district liability for deleted personal files.

The district makes no guarantee that the functions or services provided by or through the district will be without defect. In addition, the district is not responsible for financial obligations arising from unauthorized use, or misuse, of the system.

Each employee who is authorized to use district technology shall sign this Agreement, which indicates that the employee has read and understands this Agreement and Board Policy 4040 - Employee Use of Technology.

Employee Obligations and Responsibilities

Employees are expected to use district technology safely, responsibly, and primarily for work-related purposes and in accordance with the accompanying board policy and applicable copyright laws. Any incidental personal use of district technology shall not interfere with district business and operations, the work and productivity of any district employee, or the safety and security of district technology. The district is not responsible for any loss or damage incurred by an employee as a result of the employee's personal use of district technology.

The employee in whose name district technology is issued is responsible for its proper use at all times. Employees shall not share their assigned online services account information, passwords, or other information used for identification and authorization purposes, and shall use the system only under the account to which they have been assigned.

Employees shall not gain unauthorized access to the files or equipment of others, access electronic resources by using another person's name or electronic identification, or send anonymous electronic communications. Furthermore, employees shall not attempt to access any data, documents, emails, or programs in the district's system for which they do not have authorization.

Employees are prohibited from using district technology for improper purposes, including, but not limited to, use of district technology to:

1. Access, post, display, create, or otherwise use material that is discriminatory, defamatory, obscene, sexually explicit, harassing, intimidating, threatening, or disruptive
2. Disclose or in any way cause to be disclosed confidential or sensitive district, employee, or student information without prior authorization from a supervisor, including sharing confidential information or personally identifiable information with an open artificial intelligence system
3. Engage in personal commercial or other for-profit activities without permission of the Superintendent or designee
4. Engage in unlawful use of district technology for political lobbying
5. Infringe on copyright, license, trademark, patent, or other intellectual property rights
6. Intentionally disrupt or harm district technology or other district operations (such as destroying district equipment, placing a virus on district computers, adding or removing a computer program without permission, changing settings on shared computers)
7. Install unauthorized software
8. Engage in or promote unethical practices or violate any law or board policy, administrative regulation, or district practice

Privacy

Since the use of district technology is intended for use in conducting district business, no employee should have any expectation of privacy in any use of district technology.

The district reserves the right to monitor and record all use of district technology, including, but not limited to, access to the Internet or social media, Internet searches, browsing history, use of artificial intelligence, communications sent or received from district technology, or other uses within the jurisdiction of the district. Such monitoring/recording may occur at any time without prior notice for any legal purposes including, but not limited to, record retention and distribution and/or investigation of improper, illegal, or prohibited activity. Employees should be aware that, in most instances, their use of district technology (such as web searches or emails) cannot be erased or deleted.

All passwords created for or used on any district technology are the sole property of the district. The creation or use of a password by an employee on district technology does not create a reasonable expectation of privacy.

Modern Password Security (NIST SP 800-63B Alignment): Update our password guidelines by replacing our outdated 180-day periodic reset rule with current NIST recommendations. Rather than forcing arbitrary password changes, which research shows leads users to create predictable variations of weak passwords, we should prioritize longer passphrase, screen against known breached passwords, implement District-supported Multi-Factor Authentication (MFA) using flexible or District-provided hardware/system methods to respect labor and CBA guidelines and require only resets only when a break or compromise is suspected.

Student Privacy & PII Safeguards: Keep our current, highly detailed definitions of Personally Identifiable Information (PII) under FERPA and Ed Code 49076. We should retain the strict requirement that staff must obtain Superintendent or designee approval before utilizing third-party software providers to protect student data consistent with Education Code 49073.1.

Personally Owned Devices

If an employee uses a personally owned device to access district technology or conduct district business, the employee shall abide by all applicable board policies, administrative regulations, and this Agreement. Any such use of a personally owned device may subject the contents of the device and any communications sent or received on the device to disclosure pursuant to a lawful subpoena or public records request.

Records

Any electronically stored information generated or received by an employee which constitutes a district or student

record shall be classified, retained, and destroyed in accordance with Board Policy/Administrative Regulation 3580 - District Records, Board Policy/Administrative Regulation 5125 - Student Records, or other applicable policies and regulations addressing the retention of district or student records.

Reporting

If an employee becomes aware of any security problem (including, but not limited to, a cyberattack, phishing, or any compromise of the confidentiality of any login or account information), or misuse of district technology, the employee shall immediately report such information to the Superintendent or designee.

Consequences for Violation

Violations of the law, board policy, or this Agreement may result in revocation of an employee's access to district technology and/or discipline, up to and including termination. In addition, violations of the law, board policy, or this agreement may be reported to law enforcement agencies as appropriate.

Employee Acknowledgment

I have received, read, understand, and agree to abide by this Agreement, Board Policy 4040 - Employee Use of Technology, and other applicable laws and district policies and regulations governing the use of district technology. I understand that there is no expectation of privacy when using district technology or when my personal electronic devices use district technology. I further understand that any violation may result in revocation of user privileges, disciplinary action, and/or appropriate legal action.

I hereby release the district, its personnel, and the Governing Board from any and all claims and damages arising from my use of district technology or from the failure of any technology protection measures employed by the district.

Name: _____ Position: _____
(Please print)

School/Work Site: _____

Signature: _____ Date: _____

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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE UPDATED BOARD POLICY AND ADMINISTRATIVE REGULATION 6159: INDIVIDUALIZED EDUCATION PROGRAM**

ATTACHMENTS: **BP AND AR 6159: INDIVIDUALIZED EDUCATION PROGRAM**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board approval are updated Board Policy and Administrative Regulation 6159: Individualized Education Program. The Board Policy and Administrative Regulation were updated to change the term "student with exceptional needs" to "students with disabilities" for alignment with federal law and consistency throughout CSBA sample policies. Additionally, Policy was updated to clarify that all aspects of the Individualized Education Program (IEP), including team membership, required contents, and the processes for developing, reviewing, and revising the IEP, must align with the accompanying Administrative Regulation.

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 updated Board Policy and Administrative Regulation 6159: Individualized Education Program.**

PROPOSED ACTION: **APPROVE**

Item #: 19

Policy 6159: Individualized Education Program

Status: DRAFT

Original Adopted Date: 12/14/2006 | **Last Revised Date:** 06/12/2025

The Board of Education desires to provide full educational opportunities to all students with disabilities. Students with disabilities who require special education and related services to meet their unique needs shall receive a free appropriate public education (FAPE) and, to the maximum extent possible, shall be educated in the least restrictive environment with nondisabled students.

For each student with disabilities, an individualized education program (IEP) shall be developed which identifies the special education instruction and related services to be provided to the student. The membership of the IEP team, the team's responsibility to develop and regularly review the IEP, the contents of the IEP, and the development, review, and revision processes shall be in accordance with the accompanying administrative regulation.

The district shall make FAPE available to individuals with disabilities ages 3-21 who reside in the district, including: (Education Code 56040, 56440; 20 USC 1412; 34 CFR 300.17, 300.101, 300.104)

1. Students who have been suspended or expelled from school
2. Students who are placed by the district in a nonpublic, nonsectarian school
3. Individuals 18-21 years of age who are incarcerated in an adult correctional facility and were identified as being an individual with disabilities or had an IEP in their prior educational placement

Regulation 6159: Individualized Education Program

Status: DRAFT

Original Adopted Date: 09/19/2019 | **Last Revised Date:** 06/12/2025

At the beginning of each school year, the district shall have an individualized education program (IEP) in effect for each student with a disability within district jurisdiction. The IEP shall be a written statement that is developed, reviewed, and revised by the IEP team to meet the unique educational needs of a student with a disability. (Education Code 56344, 56345; 34 CFR 300.320, 300.323)

Members of the IEP Team

Unless excused by written agreement in accordance with Education Code 56341, the IEP team for any student with a disability shall include the following members: (Education Code 56341, 56341.5; 20 USC 1414; 34 CFR 300.321)

1. One or both of the student's parents/guardians and/or a representative selected by them

   To the extent permitted by federal law, a foster parent shall have the same rights relative to a foster child's IEP as a parent/guardian, subject to juvenile court orders regarding the foster child's educational rights holder(s). (Education Code 56055)

2. If the student is or may be participating in the general education program, at least one of the student's general education teachers designated by the Superintendent or designee to represent the student's general education teachers

   The general education teacher shall, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of appropriate positive behavioral interventions, supports, and other strategies for the student, and supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student, consistent with 34 CFR 300.320. (Education Code 56341; 20 USC 1414; 34 CFR 300.324)

3. At least one of the student's special education teachers or, where appropriate, special education providers

4. A representative of the district who is:

   a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities

   b. Knowledgeable about the general education curriculum

   c. Knowledgeable about the availability of district resources

5. An individual who can interpret the instructional implications of assessment results

   This individual may already be a member of the team as described in Items #2-4 above or in Item #6 below.

6. At the discretion of the parent/guardian or the Superintendent or designee, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate

   The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team. (Education Code 56341)

7. Whenever appropriate, the student

In the development, review, or revision of the IEP, the student shall be allowed to provide confidential input to any representative of the IEP team. (Education Code 56341.5)

8. When the IEP team is determining eligibility for a student who is suspected of having a specific learning disability, at least one individual who is qualified to conduct individual diagnostic examinations of the student such as a school psychologist, speech language pathologist, or remedial reading teacher (34 CFR 300.308)

   In accordance with 34 CFR 300.310, at least one team member other than the student's general education teacher shall observe the student's academic performance and behavior in the areas of difficulty in the student's learning environment, including in the general education classroom setting. If the child is younger than five years of age or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age.

In the following circumstances, the Superintendent or designee shall invite other specified individuals to an IEP team meeting:

1. When the student has been placed in a group home by the juvenile court, a representative of the group home shall be invited to attend the IEP team meeting (Education Code 56341.2)

2. Whenever the IEP team is meeting to consider the student's postsecondary goals and the transition services needed to assist the student in reaching the goals, the following individuals shall be invited to attend: (34 CFR 300.321)
   a. The student, regardless of the student's age

      If the student does not attend the IEP team meeting, the Superintendent or designee shall take other steps to ensure that the student's preferences and interests are considered.

   b. To the extent appropriate, and with the consent of the parent/guardian or adult student, a representative of any other agency that is likely to be responsible for providing or paying for the transition services

3. If the student was previously served under the Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004), and upon request of the student's parent/guardian, the Superintendent or designee shall invite the Infant and Toddlers with Disabilities Coordinator or other representative of the early education or early intervention system to the initial IEP team meeting to assist with the smooth transition of services (Education Code 56341; 20 USC 1414; 34 CFR 300.321)

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian and the district agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. When the meeting involves a discussion of the IEP team member's area of the curriculum or related service, the member may be excused from the meeting if the parent/guardian, in writing, and the district consent to the excusal after conferring with the member and the member submits to the parent/guardian and IEP team written input into the development of the IEP prior to the meeting. (Education Code 56043, 56341; 20 USC 1414; 34 CFR 300.321)

Contents of the IEP

The IEP shall include, but not be limited to, all of the following: (Education Code 56345, 56345.1; 20 USC 1414; 34 CFR 300.320)

1. A statement of the present levels of the student's academic achievement and functional performance, including:

   a. The manner in which the disability affects the student's involvement and progress in the general education curriculum, which is the same curriculum as for a student without disabilities

   b. For a preschool student, as appropriate, the manner in which the disability affects the student's participation in appropriate activities

   c. For a student with a disability who takes alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives

2. A statement of measurable annual goals, including academic and functional goals, designed to:

   a. Meet the student's needs that result from the disability in order to enable the student to be involved in and make progress in the general education curriculum

   b. Meet each of the student's other educational needs that result from the disability

3. A description of the manner in which the student's progress toward meeting the annual goals described in Item #2, above, will be measured and when the district will provide periodic reports on the progress the student is making toward meeting the annual goals, such as through quarterly or other periodic reports, concurrent with the issuance of report cards

4. A statement of the special education instruction and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to:

   a. Advance appropriately toward attaining the annual goals

   b. Be involved and make progress in the general education curriculum in accordance with Item #1, above, and to participate in extracurricular and other nonacademic activities

   c. Be educated and participate with other students with disabilities and students without disabilities in the activities described in the IEP

5. An explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular class and in extracurricular and other nonacademic activities described in the IEP

6. A statement of any appropriate individual accommodations necessary to measure the academic achievement and functional performance of the student on state and districtwide assessments

   If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or districtwide assessment, the student's IEP shall also include a statement of the reason that the student cannot participate in the regular assessment and the reason that the particular alternate assessment selected is appropriate for the student.

7. The projected date for the beginning of the services and modifications described in Item #4, above, and the anticipated frequency, location, and duration of those services and modifications

8. If determined appropriate by the IEP team, when the student starts high school or not later than the first IEP to be in effect when the student is 16 years of age, or younger, as appropriate, and updated annually thereafter, the following:

   a. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills

   b. The transition services, including courses of study, needed to assist the student in reaching those goals

      If the IEP team determines the student would benefit from postponing the measurable postsecondary

goals and transition services until the student is 16 years of age, the IEP team should document the reason(s) for the postponement.

9. A description of the means by which the IEP will be provided under emergency conditions, as described in Education Code 46392, in which instruction and/or services cannot be provided to the student either at the school or in person for more than 10 school days

   The description shall take into account public health orders and shall include special education and related services, supplementary aids and services, transition services, and extended school year services.

10. Beginning at least one year before the student reaches 18 years of age, a statement that the student has been informed of the rights, if any, that will transfer to the student upon reaching 18 years of age, pursuant to Education Code 56041.5

11. For a student in grades 7-12, any alternative means and modes necessary for the student to complete the district's prescribed course of study and to meet or exceed proficiency standards required for graduation

12. For a student whose native language is not English, linguistically appropriate goals, objectives, programs, and services

13. Extended school year services when the IEP team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education (FAPE)

14. If the student is to be transferred from a special class or nonpublic, nonsectarian school into a general education program in a public school for any part of the school day, provision for transition into the general education program including descriptions of activities intended to:

    a. Integrate the student into the general education program, including the nature of each activity and the time spent on the activity each day or week

    b. Support the transition of the student from the special education program into the general education program

15. For a student with low incidence disabilities, specialized services, materials, and equipment consistent with the guidelines pursuant to Education Code 56136

To assist a student who is blind, has low vision, or is visually impaired to achieve the student's maximum potential, the IEP team may consider instruction in the expanded core curriculum, including compensatory skills such as Braille, concept development, or other skills needed to access the core curriculum; orientation and mobility; social interaction skills; career technical education; assistive technology, including optical devices; independent living skills; recreation and leisure; self-determination; and sensory efficiency. When appropriate, such services may be offered before or after school. (Education Code 56353)

Development of the IEP

Within 30 days of an initial determination that a student needs special education and related services, the Superintendent or designee shall ensure that a meeting to develop an initial IEP is conducted. (Education Code 56043; 34 CFR 300.323)

Any IEP required as a result of an assessment of a student shall be developed within 60 days from the date of receipt of the parent/guardian's written consent for assessment, unless the parent/guardian agrees, in writing, to an extension, or repeatedly fails or refuses to produce the child for the assessment. (Education Code 56043, 56302.1, 56344)

Days between the student's regular school sessions, terms, or school vacation of more than five school days shall not be counted. In the case of school vacations, the 60-day time limit shall recommence on the date that the student's school days reconvene. (Education Code 56043, 56344)

However, when a student has been referred for assessment with 30 or fewer days remaining until the end of the regular school year, the IEP shall be developed within 30 days after the commencement of the subsequent regular school year. (Education Code 56344)

In developing the IEP, the IEP team shall consider all of the following: (Education Code 56040.6, 56341.1, 56345; 20 USC 1414; 34 CFR 300.324)

1. The strengths of the student
2. The concerns of the parents/guardians for enhancing the education of their child
3. The results of the initial or most recent assessment of the student
4. The academic, developmental, and functional needs of the student
5. In the case of a student whose behavior impedes the student's learning or that of others, the use of positive behavioral interventions and supports and other strategies to address that behavior
6. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP
7. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and instruction in the use of Braille

   However, such instruction need not be included in the IEP if the IEP team determines that instruction in Braille or the use of Braille is not appropriate for the student. This determination shall be based upon an assessment of the student's reading and writing skills, needs, and appropriate reading and writing media, including an assessment of future needs for instruction in Braille or the use of Braille.
8. The communication needs of the student and, in the case of a student who is deaf, hard of hearing, or deaf-blind, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode

   Additionally, the team shall consider placements, related services, and program options that provide the student with an equal opportunity for communication access in the least restrictive environment, as specified in Education Code 56040.6 and 56345.
9. Whether the student requires assistive technology devices and services, including artificial intelligence devices and services

If, in considering the special factors in Items #1-9 above, the IEP team determines that the student needs a particular device or service, including an intervention, accommodation, or other program modification, in order to receive FAPE, the team shall include a statement to that effect in the student's IEP. (Education Code 56341.1)

Provision of Special Education and Related Services

Special education is specially designed instruction, at no cost to the parent/guardian, to meet the unique needs of individuals with disabilities, including instruction conducted in the classroom, in the home, in hospitals and institutions, and other settings, and instruction in physical education. This definition does not prohibit an IEP from

including specialized deaf and hard-of-hearing related services as the only services provided to a student with disabilities. (Education Code 56031)

The district shall ensure that, as soon as possible following development of the IEP, special education and related services are made available to the student in accordance with the IEP. (Education Code 56344; 34 CFR 300.323)

The Superintendent or designee shall ensure that the student's IEP is accessible to each general education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation. Additionally, the Superintendent or designee shall ensure that such teachers and providers are informed of their specific responsibilities related to implementing the IEP and the specific accommodations, modifications, and supports that shall be provided to the student in accordance with the IEP. (34 CFR 300.323)

If an orientation and mobility evaluation is determined to be needed for a student who is blind, has low vision, or is visually impaired, the evaluation shall be conducted by a person who is appropriately certified as an orientation and mobility specialist and shall occur in familiar and unfamiliar environments, in varying lighting conditions, and in the home, school, and community, as appropriate. The Superintendent or designee may require annual written parent/guardian consent to provide orientation and mobility services when such services are provided before or after school and when they are provided away from the school site. (Education Code 56354; 5 CCR 3051.3)

If a student's IEP requires the provision of assistive technology devices or services, including artificial intelligence services, the district shall provide such devices or services and shall, on a case-by-case basis, provide for the use of school-purchased devices or services in the student's home or other settings if the IEP team determines that the student needs access to those devices or services in order to receive FAPE. If a student who requires the use of an assistive technology device or services transfers to another local educational agency, the district shall provide the student with continued access to that device or services or a comparable device or service for two months from the date the student ceased to be enrolled in the district or until alternative arrangements can be made to provide access to the device, whichever occurs first. (Education Code 56040.3; 34 CFR 300.105)

Students with disabilities who require specialized physical health care services during the regular school day may be assisted by the persons authorized in Education Code 49423.5.

Special education and related services provided in the home or hospital are limited to students who have been identified as students with disabilities and for whom the IEP team recommends such instructions or services. Such services shall be provided in accordance with law, including 5 CCR 3051.4, and Administrative Regulation 6183 - Home and Hospital Instruction.

Review and Revision of the IEP

The Superintendent or designee shall ensure that the IEP team reviews the IEP periodically, but at least annually, in order to: (Education Code 56043, 56341.1, 56380; 20 USC 1414; 34 CFR 300.324)

1. Determine whether the annual goals for the student are being achieved

2. Revise the IEP, as appropriate, to address:

    a. Any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate

    b. The results of any reassessment conducted pursuant to Education Code 56381

c. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 34 CFR 300.305 and Education Code 56381

d. The student's anticipated needs

e. Any other relevant matter

3. Consider the special factors listed in Items #5-9 above, under "Development of the IEP," when reviewing the IEP of any student with a disability to whom one of those factors may apply

Additionally, the IEP team shall meet at any other time upon request by the student's parent/guardian or teacher to review or revise the IEP. (Education Code 56343)

When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 days of receiving the parent/guardian's written request, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days. If a parent/guardian makes an oral request, the district shall notify the parent/guardian of the need for a written request and the procedure for filing such a request. (Education Code 56043, 56343.5)

A regular education or special education teacher may request a review of the classroom assignment of a student with a disability by submitting a written request to the Superintendent or designee. The Superintendent or designee shall consider the request within 20 days of receiving it, not counting days when school is not in session or, for year-round schools, days when the school is off track. If the review indicates a need for change in the student's placement, instruction, and/or related services, the Superintendent or designee shall convene an IEP team meeting, which shall be held within 30 days of the Superintendent or designee's review, not counting days when school is not in session or days when school is off track, unless the student's parent/guardian consents in writing to an extension of time.

If a participating agency other than the district fails to provide the transition services described in the student's IEP, the team shall reconvene to identify alternative strategies to meet the transition service objectives set out for the student in the IEP. (Education Code 56345.1; 20 USC 1414; 34 CFR 300.324)

If a student with a disability residing in a licensed children's institution or foster family home has been placed by the district in a nonpublic, nonsectarian school, the Superintendent or designee shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs. (Education Code 56157)

To the extent possible, the Superintendent or designee shall encourage the consolidation of reassessment meetings and other IEP team meetings for a student. (20 USC 1414; 34 CFR 300.324)

When a change is necessary to a student's IEP after the annual IEP team meeting for the school year has been held, the parent/guardian and the Superintendent or designee may agree not to convene an IEP team meeting for the purpose of making the change and instead may develop a written document to amend or modify the student's current IEP. The IEP team shall be informed of any such changes. Upon request, the Superintendent or designee shall provide the parent/guardian with a revised copy of the IEP with the incorporated amendments. (Education Code 56380.1; 20 USC 1414; 34 CFR 300.324)

Audio Recording of IEP Team Meetings

Parents/guardians and the Superintendent or designee shall have the right to audio record the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the Superintendent or designee gives notice of intent to audio record a meeting and the parent/guardian objects or refuses to attend because the meeting would be audio recorded, the meeting shall not be audio recorded.

Parents/guardians also have the right to: (Education Code 56341.1)

1. Inspect and review the audio recordings

2. Request that an audio recording be amended if they believe it contains information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights

3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights

Parent/Guardian Participation and Other Rights

The Superintendent or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (Education Code 56341.5; 34 CFR 300.322)

The Superintendent or designee shall send parents/guardians notices of IEP team meetings that: (Education Code 56341.5; 34 CFR 300.322)

1. Indicate the purpose, time, and location of the meeting

2. Indicate who will be in attendance at the meeting

3. Inform them of:

    a. Their right to bring to the meeting other individuals who have knowledge or special expertise about the student, pursuant to Education Code 56341

    b. The provision of Education Code 56341 relating to the participation of the Infant and Toddlers with Disabilities Coordinator at the initial IEP team meeting, if the student was previously served under Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004)

Additionally, when the IEP team convenes at the start of the student's high school experience, or not later than the first IEP meeting, to develop the IEP of a student with a disability who will be 16 years of age, the Superintendent or designee's notice to the student's parents/guardians shall include the following: (Education Code 56341.5)

1. An indication that one purpose of the meeting will be the consideration of postsecondary goals and transition services for the student pursuant to Education Code 56345.1, 20 USC 1414, and 34 CFR 300.320

2. An indication that the student is invited to the IEP team meeting

At each IEP team meeting convened by the district, the district administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code 56321. (Education Code 56301, 56500.1)

The parent/guardian shall have the right and opportunity to examine all of the student's school records upon request, before any IEP meeting, and in connection with any hearing or resolution session on matters affecting the student, including, but not limited to, initial formal assessment, procedural safeguards, and due process. Upon receipt of an oral or written request, the Superintendent or designee shall provide complete copies of the records within five business days. (Education Code 56043, 56504)

The parent/guardian shall have the right to present information to the IEP team in person or through a representative

and the right to participate in meetings that relate to eligibility for special education and related services, recommendations, and program planning. (Education Code 56341.1)

If neither parent/guardian can attend the meeting, the Superintendent or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (Education Code 56341.5; 20 USC 1414; 34 CFR 300.322)

An IEP team meeting may be conducted without a parent/guardian in attendance if the Superintendent or designee is unable to convince the parent/guardian to attend. In such a case, the Superintendent or designee shall maintain a record of the attempts to arrange a mutually agreed upon time and place for the meeting, including: (Education Code 56341.5; 34 CFR 300.322)

1. Detailed records of telephone calls made or attempted and the results of those calls

2. Copies of correspondence sent to the parent/guardian and any responses received

3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

The Superintendent or designee shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (Education Code 56341.5; 34 CFR 300.322)

The Superintendent or designee shall give the parents/guardians of a student with a disability a copy of the IEP at no cost. (Education Code 56341.5; 34 CFR 300.322)

Parent/Guardian Consent for Provision of Special Education and Services

Before providing special education and related services to any student pursuant to 20 USC 1414, the Superintendent or designee shall seek to obtain informed consent of the student's parent/guardian. (Education Code 56346)

If the parent/guardian fails to respond or refuses to consent to the initiation of services, the district shall not use the due process hearing procedures pursuant to 20 USC 1415 to obtain agreement or a ruling that the services may be provided to the student. In such circumstances, the district shall not be required to convene an IEP team or develop an IEP for the student. (Education Code 56346)

If the parent/guardian consents in writing to the receipt of special education and related services for the student but does not consent to all the components of the IEP, then those components to which the parent/guardian has consented shall be implemented so as not to delay providing instruction and services to the student. If the Superintendent or designee determines that a part of a proposed IEP to which the parent/guardian does not consent is necessary in order to provide the student with FAPE, a due process hearing shall be initiated in accordance with 20 USC 1415. While the due process hearing is pending, the student shall remain in the current placement unless the parent/guardian and the Superintendent or designee agree otherwise. (Education Code 56346)

If at any time subsequent to the initial provision of services, the student's parent/guardian, in writing, revokes consent for the continued provision of special education services, the Superintendent or designee shall provide prior written notice within a reasonable time before ceasing to provide services to the student. The Superintendent or designee shall not request a due process hearing or pursue mediation in order to require an agreement or ruling that services be provided to the student. (Education Code 56346; 34 CFR 300.300, 300.503)

Prior to the discontinuation of services, the Superintendent or designee may offer to meet with the parents/guardians to discuss concerns for the student's education. However, this meeting shall be voluntary on the part of the parent/guardian and shall not delay the implementation of the parent/guardian's request for discontinuation of

services.

When the district ceases to provide special education services in response to the parent/guardian's revocation of consent, the student shall be classified as a general education student.

Transfer Students

To facilitate the transition of a student with a disability who is transferring into the district, the Superintendent or designee shall take reasonable steps to promptly obtain the student's records, including the IEP and the supporting documents related to the provision of special education services. The district shall accept unofficial records provided by the student's parent/guardian pending validation by the official records, consistent with the requirements of the Interstate Compact on Educational Opportunity for Military Children. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district from another school district within the same Special Education Local Plan Area (SELPA) during the school year, the district shall continue to provide services comparable to those described in the student's existing IEP, unless the student's parent/guardian and the district agree to develop, adopt, and implement a new IEP that is consistent with state and federal law. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district from a school district outside of the district's SELPA during the school year, the district shall provide the student with FAPE, including services comparable to those described in the previous district's IEP in consultation with the student's parent/guardian, for a period not to exceed 30 days. By the end of that period, the district shall either adopt the previous district's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal law. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district within the same academic year from outside the state, within the state, or from district to district within the same SELPA, within 30 days of receipt of official records or specified unofficial records, the Superintendent or designee shall either adopt and implement the IEP previously adopted for the student or develop, adopt, and implement a new IEP for the student that is consistent with federal and state law, as applicable. For students transferring into the district from outside the state, the district may conduct a full and individual initial assessment pursuant to 20 USC 1414 when such assessment is necessary to develop an IEP that is consistent with federal and state law. (Education Code 56325)

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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE UPDATED BOARD POLICY AND ADMINISTRATIVE REGULATION 6159.1: PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION**

ATTACHMENTS: **BP AND AR 6159.1: PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board approval are updated Board Policy and Administrative Regulation 6159.1: Procedural Safeguards and Complaints for Special Education.
The Board Policy and Administrative Regulation were updated to reflect the New Law (SB 373, 2025), which requires students to be provided with a copy of their procedural safeguards and rights. Additionally, the Administrative Regulation was updated to specify that a student with disabilities may elect to receive the procedural safeguards notice by electronic mail communication.

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 updated Board Policy and Administrative Regulation 6159.1: Procedural Safeguards and Complaints for Special Education.**

PROPOSED ACTION: **APPROVE**

Item #: 20

Policy 6159.1: Procedural Safeguards And Complaints For Special Education

Status: DRAFT

Original Adopted Date: 09/09/2010 | **Last Revised Date:** 09/10/2020

The Board of Education recognizes its obligation to provide a free appropriate public education (FAPE) to students with disabilities and to uphold the rights of parents/guardians to be involved in educational decisions regarding their child. Students with disabilities and the parents/guardians of such students shall receive written notice of their rights under the federal Individuals with Disabilities Education Act.

Whenever there is a dispute between the district and the parent/guardian of a student with disabilities regarding the identification, assessment, or educational placement of the student or the provision of FAPE to the student, the Superintendent or designee shall encourage the early, informal resolution of the dispute at the school level to the extent possible. Additionally, the district or parent/guardian may request mediation and/or a due process hearing in accordance with law, Board policy, and administrative regulation.

The Superintendent or designee shall represent the district in any due process hearing conducted with regard to district students and shall inform the Board about the result of the hearing.

A complaint alleging the district's noncompliance with federal or state laws or regulations related to the provision of a free appropriate public education to students with disabilities shall be filed in accordance with 5 CCR 3200-3205.

Regulation 6159.1: Procedural Safeguards And Complaints For Special Education

Status: DRAFT

Original Adopted Date: 09/09/2010 | **Last Revised Date:** 09/10/2020

Prior Written Notice

The Superintendent or designee shall send to the parents/guardians of any student with disabilities a prior written notice: (Education Code 56346, 56500.4, 56500.5; 20 USC 1415; 34 CFR 300.102, 300.300, 300.503)

1. Before the district initially refers the student for assessment
2. Within a reasonable time before the district proposes to initiate or change the student's identification, assessment, educational placement, or the provision of a free appropriate public education (FAPE) to the student
3. Within a reasonable time before the district refuses to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student
4. Within a reasonable time before the student graduates from high school with a regular diploma thus resulting in a change in placement
5. Upon receipt of the parent/guardian's written revocation of consent for the continued provision of special education and related services to the student

This prior written notice shall include: (Education Code 56500.4; 20 USC 1415; 34 CFR 300.503)

1. A description of the action proposed or refused by the district
2. An explanation as to why the district proposes or refuses to take the action
3. A description of each assessment procedure, assessment, record, or report the district used as a basis for the proposed or refused action
4. A statement that the parents/guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for assessment, the means by which a copy of the description of procedural safeguards can be obtained
5. Sources for parents/guardians to obtain assistance in understanding these provisions
6. A description of any other options that the individualized education program (IEP) team considered and why those options were rejected
7. A description of any other factors relevant to the district's proposal or refusal

Procedural Safeguards Notice

A procedural safeguards notice shall be made available to students with disabilities and each of their parents/guardians once each school year and: (Education Code 56301; 20 USC 1415; 34 CFR 300.504)

1. Upon initial referral or parent/guardian request for assessment
2. Upon receipt of the first state compliance complaint in a school year, filed in accordance with "State Compliance Complaints," below

3. Upon receipt of the first due process hearing request in a school year

4. In accordance with the discipline procedures pursuant to 34 CFR 300.530(h), when removal of a student because of a violation of a code of conduct constitutes a change of placement

5. Upon request by a parent/guardian or student with disabilities

The procedural safeguards notice shall include a full explanation of the procedural safeguards available under 34 CFR 300.148, 300.151-300.153, 300.300, 300.502-300.503, 300.505-300.518, 300.520, 300.530-300.536, and 300.610-300.625 relating to: (Education Code 56301; 20 USC 1415; 34 CFR 300.504)

1. Independent educational evaluation

2. Prior written notice

3. Parental consent, including a parent/guardian's right to revoke consent, in writing, to the student's continued receipt of special education and related services

4. Access to educational records

5. Opportunity to present complaints and resolve complaints through the due process complaint and state compliance complaint procedures, including the time period in which to file a complaint, the opportunity for the district to resolve the complaint, and the difference between a due process complaint and the state compliance complaint procedures, including the jurisdiction of each procedure, issues that may be raised, filing and decisional timelines, and relevant procedures

6. The availability of mediation

7. The student's placement during the pendency of any due process complaint

8. Procedures for students who are subject to placement in an interim alternative educational setting

9. Requirements for unilateral placement by parents/guardians of students in private schools at public expense

10. Hearings on due process complaints, including requirements for disclosure of assessment results and recommendations

11. State-level appeals

12. Civil actions, including the time period in which to file those actions

13. Availability of attorneys' fees pursuant to 34 CFR 300.517

Additionally, this notice shall include the rights and procedures contained in Education Code 56500-56509, including: (Education Code 56321, 56321.5, 56321.6)

1. Information on the procedures for requesting an informal meeting, prehearing mediation conference, mediation conference, or due process hearing

2. The timelines for completing each process

3. Whether the process is optional

4. The type of representative who may be invited to participate

5. The right of the parent/guardian and/or the district to electronically record the proceedings of IEP meetings in accordance with Education Code 56341.1

6. Information regarding the state special schools for students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind

A copy of this notice shall be attached to the student's assessment plan. At each IEP meeting, the Superintendent or designee shall inform the parent/guardian of the federal and state procedural safeguards that were provided in the notice. (Education Code 56321, 56500.1)

Format of Parent/Guardian Notices

The parents/guardians of a student with a disability shall be provided written notice of their rights in language easily understood by the general public and in their native language or other mode of communication used by them, unless to do so is clearly not feasible. (Education Code 56341, 56506; 34 CFR 300.503, 300.504)

If the native language or other mode of communication of the parent/guardian is not a written language, the district shall take steps to ensure that the notice is translated orally or by other means in the parent/guardian's native language or other mode of communication and that the parent/guardian understands the contents of the notice. (34 CFR 300.503)

The district may place a copy of the procedural safeguards notice on the district's website. (20 USC 1415)

A parent/guardian of a student with disabilities may elect to receive the prior written notice or procedural safeguards notice by electronic mail communication. (34 CFR 300.505)

A student with disabilities may elect to receive the procedural safeguards notice by electronic mail communication.

Filing Due Process Complaints

A parent/guardian and/or the district may initiate due process hearing procedures whenever: (Education Code 56501; 20 USC 1415)

1. There is a proposal to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student

2. There is a refusal to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student

3. The parent/guardian refuses to consent to an assessment of the student

4. There is a disagreement between a parent/guardian and the district regarding the availability of a program appropriate for the student, including the question of financial responsibility, as specified in 34 CFR 300.148

Prior to having a due process hearing, the party requesting the hearing, or the party's attorney, shall provide the opposing party a due process complaint, which shall remain confidential, specifying: (Education Code 56502; 20 USC 1415; 34 CFR 300.508)

1. The student's name

2. The student's address or, in the case of a student identified as homeless pursuant to 42 USC 11434, available contact information for that student

3. The name of the school the student attends

4. A description of the nature of the student's problem relating to the proposed or refused initiation or change, including facts relating to the problem

5. A proposed resolution to the problem to the extent known and available to the complaining party at the time

Parties filing a due process complaint shall file their request with the California Office of Administrative Hearings, Special Education Division.

The request shall be filed within two years from the date the party initiating the request knew or had reason to know of the facts underlying the basis for the request. This timeline shall not apply if the district misrepresented that it had solved the problem or withheld required information from the parent/guardian. (Education Code 56505; 20 USC 1415; 34 CFR 300.507, 300.511)

District's Response to Due Process Complaints

If the district has sent prior written notice to the parent/guardian regarding the subject matter of the parent/guardian's due process complaint, the district shall, within 10 days of receipt of the complaint, send a response specifically addressing the issues in the complaint. (20 USC 1415; 34 CFR 300.508)

If the district has not sent a prior written notice to the parent/guardian regarding the subject matter contained in the parent/guardian's due process complaint, the district shall send a response to the parent/guardian within 10 days of receipt of the complaint containing: (20 USC 1415; 34 CFR 300.508):

1. An explanation of why the district proposed or refused to take the action raised in the complaint

2. A description of other options that the IEP team considered and the reasons that those options were rejected

3. A description of each assessment procedure, assessment, record, or report the district used as the basis for the proposed or refused action

4. A description of the factors that are relevant to the district's proposal or refusal

Upon the filing of a due process complaint by either party or upon request of the parent/guardian, the district shall inform the parent/guardian of any free or low-cost legal and other relevant services available in the area. (34 CFR 300.507)

Informal Process/Pre-Hearing Mediation Conference

Prior to or upon initiating a due process hearing, the Superintendent or designee and a parent/guardian may, if the party initiating the hearing so chooses, agree to meet informally to resolve any issue(s) relating to the identification, assessment, education and placement, or provision of FAPE for a student with disabilities. The Superintendent or designee shall have the authority to resolve the issue(s). (Education Code 56502)

Additionally, either party may file a request with the state Office of Administrative Hearings for a mediation conference. (Education Code 56500.3)

If resolution is reached that resolves the due process issue(s), the parties shall enter into a legally binding agreement

that satisfies the requirements of Education Code 56500.3. (Education Code 56500.3)

Attorneys may attend or otherwise participate only in those mediation conferences that are scheduled after the filing of a request for due process hearing. (Education Code 56500.3, 56501)

State Compliance Complaints

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file with the California Department of Education (CDE) a written and signed statement alleging that, within the previous year, any of the following occurred: (5 CCR 3200, 3201)

1. The district violated Part B of the Individuals with Disabilities Education Act (20 USC 1411-1419) and its implementing regulations (34 CFR 300.1-300.818)

2. The district violated Part 30 of the Education Code (Education Code 56000-56865) and 5 CCR 3200-3205

3. The district violated the terms of a settlement agreement related to the provision of FAPE, excluding any allegation related to an attorney fees provision in a settlement agreement

4. The district failed or refused to implement a due process hearing order to which the district is subject

5. Physical safety concerns interfered with the provision of FAPE

The complaint shall include: (5 CCR 3202; 34 CFR 300.153)

1. A statement that the district has violated or failed to comply with any provision set forth in 5 CCR 3201

2. The facts on which the statement is based

3. The signature and contact information for the complainant

4. If alleging violations with respect to a specific student, the student's name and address (or other available contact information for a homeless student), the name of the school that the student is attending, a description of the nature of the student's problem and facts related to the problem, and a proposed resolution of the problem to the extent known and available to the party at the time the complaint is filed

The complainant shall forward a copy of the complaint to the Superintendent or designee at the same time the complaint is filed with CDE. (5 CCR 3202)

Within 30 days of the date of CDE's investigation report, the district or complainant may request reconsideration of the decision in accordance with 5 CCR 3204. Pending CDE's response, any corrective actions set forth in the report shall remain in effect and enforceable, unless stayed by a court. (5 CCR 3204)

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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE UPDATED BOARD POLICY AND ADMINISTRATIVE REGULATION 6159.2: NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION**

ATTACHMENTS: **BP AND AR 6159.2: NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board approval are updated Board Policy and Administrative Regulation 6159.2: Nonpublic, Nonsectarian School and Agency Services for Special Education. The Board Policy and Administrative Regulation were updated to change the term "student with exceptional needs" to "students with disabilities for alignment with federal law and consistency throughout the CSBA sample policies.

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 updated Board Policy and Administrative Regulation 6159.2: Nonpublic, Nonsectarian School and Gency Services for Special Education.**

PROPOSED ACTION: **APPROVE**

Item #: 21

Policy 6159.2: Nonpublic, Nonsectarian School And Agency Services For Special Education

Status: DRAFT

Original Adopted Date: 12/14/2006 | **Last Revised Date:** 06/12/2025

The Board of Education recognizes its responsibility to provide a free appropriate public education to students with disabilities in accordance with law. When the district is unable to provide direct special education and/or related services to students with disabilities, the Board may enter into a contract with a nonpublic, nonsectarian school or agency (NPS/A) to meet student needs consistent with the comprehensive local plan of the Special Education Local Plan Area.

Prior to entering into a contract to place any student in an NPS/A, the Superintendent or designee shall verify that the school or agency is certified to provide special education and related services to individuals with disabilities and complies with staff training requirements in accordance with Education Code 56366 and 56366.1.

Additionally, the Superintendent or designee, such as the district's liaison for foster youth, shall verify that for any student served by an NPS/A who is a foster youth, the NPS/A agrees to serve as the school of origin of the foster youth and allow the foster youth to continue the foster youth's education in the NPS/A in accordance with Education Code 56366.1.

The Superintendent or designee shall monitor, on an ongoing basis, the certification of any NPS/A with which the district has a contract to ensure that the certification has not expired.

Within 14 days of becoming aware of any change to the certification status of an NPS/A, including, but not limited to, receiving notification of a determination to suspend or revoke the certification of the NPS/A pursuant to Education Code 56366.4, the district shall notify, through email or regular mail, the parents/guardians of any district student who attends the NPS/A of the change in certification status, which includes a copy of procedural safeguards. The district shall maintain a record of such notice and make the notice available for inspection upon request by the California Department of Education. (Education Code 56366.45)

No district student with disabilities shall be referred to, or placed in, an NPS/A unless the student's individualized education program (IEP) team has determined that the placement is appropriate for the student. (Education Code 56342.1)

The district shall pay to the NPS/A the full amount of the tuition or fees, as applicable, for students with disabilities who are enrolled in programs or receiving services provided by the NPS/A pursuant to the contract. (Education Code 56365)

In accordance with law, any student with disabilities placed in an NPS/A shall have all the rights and protections to which students with disabilities are generally entitled, including, but not limited to, procedural safeguards, due process rights, and periodic review of the student's IEP.

During the period when any student with disabilities is placed in an NPS/A, the student's IEP team shall retain responsibility for monitoring the student's progress towards meeting the goals identified in the IEP.

The Superintendent or designee shall ensure that any contract with an NPS/A contains a requirement for the NPS/A to comply with district policy, procedures, and practices related to student rights, health, and safety, including the use of seclusion and restraint. All NPS/A staff that serve district students shall be made aware of, and trained in such policies, procedures, and practices.

The Superintendent or designee shall notify the Board prior to approving an out-of-state placement for any district student.

The Superintendent or designee may apply to the Superintendent of Public Instruction to waive any of the

requirements of Education Code 56365, 56366, and 56366.6. (Education Code 56366.2)

Regulation 6159.2: Nonpublic, Nonsectarian School And Agency Services For Special Education

Status: DRAFT

Original Adopted Date: 12/14/2006 | **Last Revised Date:** 06/12/2025

Master Contract

Every master contract between the district and a nonpublic, nonsectarian school or agency (NPS/A) shall specify the general administrative and financial agreements for providing special education and designated instruction and services. The master contract shall be for a term not to exceed one year and shall be renegotiated prior to June 30. Provisions of the contract shall include, but not be limited to: (Education Code 56366; 5 CCR 3062)

1. Student-teacher ratios

2. Transportation specified in a student's individualized education program (IEP)

   The contract shall not include special education transportation provided through the use of services or equipment owned, leased, or contracted by the district for students enrolled in the NPS/A unless provided directly or subcontracted by that NPS/A.

3. Procedures for recordkeeping and documentation

4. The maintenance of school records by the district to ensure that appropriate high school graduation credit is received by any participating student

5. An individual services agreement for each student, which will be negotiated for the length of time for which NPS/A special education and designated instruction and services are specified in the student's IEP

6. A description of the process to be utilized by the district to oversee and evaluate placements in the NPS/A, including a method for evaluating whether each student is making appropriate educational progress

7. Procedures and responsibilities for attendance and unexcused absences

8. General provisions related to modifications and amendments to the contract, waivers, disputes, contractor's status, conflicts of interest, termination, inspection and audits, compliance with applicable state and federal laws and regulations, and indemnification and insurance requirements

9. Payment schedules, including, but not limited to, payment amounts, payment demand, right to withhold, and audit exceptions

The contract may allow for partial or full-time attendance at the NPS/A. (Education Code 56366)

With mutual agreement of the district and NPS/A, changes may be made to the administrative and financial agreements in the master contract at any time, provided the change does not alter a student's educational instruction, services, or placement as outlined in the student's individual services agreement. (Education Code 56366)

The master contract or individual services agreement may be terminated for cause if either party gives 20 days' notice. However, the availability of a public education program initiated during the period of the contract shall not give cause for termination unless the parent/guardian agrees to transfer the student to the program. (Education Code 56366)

Placement and Services

For any student to be placed in an NPS/A, the Superintendent or designee shall develop an individual services

agreement based on the student's IEP. Each individual services agreement shall specify the length of time authorized in the student's IEP for the NPS/A services, not to exceed one year. Changes in a student's educational instruction, services, or placement shall be made only on the basis of revisions to the student's IEP. (Education Code 56366)

At least once each year, the district shall: (Education Code 56366)

1. Evaluate the educational progress of each student placed in an NPS/A, including a review of state assessment results

2. During the annual meeting held to review the student's IEP pursuant to Education Code 56343, consider whether the student's needs continue to be best met at the NPS/A and whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting

Prior to the annual review of a student's IEP, the Superintendent or designee shall notify any high school district to which the student may transfer of the student's enrollment in an NPS/A. (5 CCR 3069)

When a special education student meets the district requirements for completion of the prescribed course of study as designated in the student's IEP, the district shall award the student a diploma of graduation. (5 CCR 3070)

However, a student with disabilities who entered the ninth grade in the 2022-23 school year or later shall be exempted from all coursework and other requirements adopted by the Governing Board that are in addition to the statewide course requirements for high school graduation, if the student's IEP meets the criteria specified in law and Board Policy 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities. (Education Code 51225.31)

Additionally, the Superintendent or designee may, until July 1, 2031, exempt a student with disabilities who was enrolled in grade 10 or higher in the 2022-23 school year from all coursework and other requirements adopted by the Board that are in addition to the statewide course requirements for high school graduation if the student meets the eligibility criteria specified in Education Code 51225.32.

Out-of-State Placements

Before contracting with an NPS/A outside California, the Superintendent or designee shall document the district's efforts to use public schools and/or to find an appropriate program offered by an NPS/A within California. (Education Code 56365)

Within 15 days of any decision for an out-of-state placement, the student's IEP team shall submit to the Superintendent of Public Instruction (SPI) a report with information about the services provided by the out-of-state program, the costs of the special education and related services provided, and the district's efforts to locate an appropriate public school or NPS/A within California. (Education Code 56365)

If the district decides to place a student with an NPS/A out-of-state, the district shall indicate the anticipated date of the student's return to a placement within California and shall document efforts during the previous year to return the student to California. (Education Code 56365)

For an NPS/A located outside of California, the district may request the SPI to make available information and documentation relating to the NPS/A's certification status, if available. The district shall disclose the information received, if available, to parent(s)/guardian(s) at the time the IEP considers placement of the student in an out-of-state NPS/A. (Education Code 56366.1)

On-Site Visits

The Superintendent or designee shall conduct an on-site visit to an NPS/A before the placement of a student at the NPS/A if the district does not have any other students currently enrolled at the NPS/A. (Education Code 56366.1)

At least once per year, the Superintendent or designee shall conduct an on-site monitoring visit to each NPS/A at which the district has a student attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to: (Education Code 56366.1)

1. A review of services provided to the student through the individual services agreement
2. A review of progress the student is making toward the goals set forth in the student's IEP
3. A review of progress the student is making toward the goals set forth in the student's behavioral intervention plan, if applicable
4. An observation of the student during instruction
5. A walkthrough of the facility
6. For a student placed in an NPS/A located outside of California, an in-person interview with the student to evaluate the student's health and safety.

The district shall report the findings resulting from the monitoring visit to the California Department of Education, using the "Local Educational Agency Onsite Visit for Nonpublic School" form, within 60 calendar days of the on-site visit. (Education Code 56366.1)

Additionally, the district shall conduct quarterly check-ins with any student attending an out-of-state NPS/A through an unmonitored telephone call in a manner consistent with the student's IEP. (Education Code 56366.1)

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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **RATIFY GLOVER AND WHITESIDE LLP AGREEMENT FOR LEGAL SERVICES**

ATTACHMENTS: **GLOVER AND WHITESIDE LLP AGREEMENT FOR LEGAL SERVICES**

FUNDING SOURCE: **GENERAL FUND**

DISCUSSION: Attached for Board ratification is an Agreement for Legal Services from Glover and Whiteside allowing the district to receive additional specialized legal services in unique situations.

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

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board ratify the Agreement for Legal Services from Glover and Whiteside LLP.**

PROPOSED ACTION: **RATIFY**

Item #: 22



AGREEMENT FOR LEGAL SERVICES

This Agreement for Legal Services ("Agreement") is between Glover & Whiteside LLP ("Attorneys") and Cutler-Orosi Joint Unified School District, a California local education agency, ("Client") and entered into on September 9, 2026 ("Effective Date."). Attorneys and Client may be individually referred to as "Party" and collectively as "Parties" throughout this Agreement.

Attorneys will provide Client with legal services in accordance with the following:

1. TERM AND CONDITIONS. This Agreement will begin on the Effective Date and will continue until terminated by either Party under this Agreement. This Agreement is conditioned upon and subject to approval by the Client's Board of Education.

2. SCOPE OF SERVICES. Client hires Attorneys to provide legal services on an "as-requested" and non-exclusive basis with respect to matters involving student discipline, board governance, school and workplace investigations, and other education law issues. When Client requests that Attorneys provide legal services, Attorneys shall: confirm availability and the ability to perform the requested legal services; keep Client informed of significant developments; and, respond to Client's inquiries regarding those matters. Client understands Attorneys cannot guarantee any particular results, including cost and expense of representation. Client agrees to be forthcoming with Attorneys, to cooperate with Attorneys in protecting Client's interests, to keep Attorneys fully informed of developments material to Attorneys' representation of Client, and to abide by this Agreement. Client is hereby advised of the right to seek independent legal advice regarding this Agreement.

3. LEGAL FEES AND COSTS.

a. Hourly Rates for the 2026-27 School Year. Client agrees to compensate Attorneys' for legal services according to the following rate schedule: $250.00/hour for Partners; $225.00/hour for Associates; and, $200.00/hour for law clerks and paralegals. Time is charged in minimum increments of one fourth (.25) of an hour. The time charged will include the time Attorneys spend on telephone calls, text messages, and/or emails relating to Client's matters. The Attorneys assigned to Client's matters may confer among themselves about the matter as required and appropriate. When they do confer, Attorneys will charge for the time expended as long as the work done is not duplicative. If more than

one attorney attends a meeting or other proceeding, Attorneys will charge for the time spent by each attorney. Attorneys will charge for waiting time and travel time. Rates are subject to change on 30 days' written notice to Client. If Client declines to pay increased rates, Attorneys will have the right to withdraw as legal counsel for Client.

b. Flat Fees. Agreements for legal fees charged on a flat-fee basis may be made by agreement between Attorneys and Client's Superintendent.

c. Reimbursement of Costs; Consultants. Client agrees to reimburse Attorneys for actual and necessary expenses and costs incurred in the course of providing legal services to Client including, but not limited to, expert, consultant, external investigator, mediation and arbitration fees. Attorneys shall not be required to advance costs on behalf of Client over the amount of $1,500.00, unless otherwise agreed to in writing by Attorneys. Typical expenses advanced for Client, without prior authorization, include messenger fees, witness fees, expedited delivery charges, travel expenses, court reporter fees and transcript fees. Client authorizes Attorneys to retain experts or consultants to perform services for Client. Attorneys do not share legal fees with consultants. Mileage will be charged at the IRS standard rate and all other costs will be charged at the actual rate incurred. Attorneys may choose not to charge costs to Client, at Attorneys' discretion.

d. Invoicing. Attorneys shall send Client a statement of fees and costs incurred (the "Statement"). Statements shall set forth the amount, rate, and description of services provided. Client shall pay Attorney's Statement within thirty (30) calendar days after receipt. An interest charge of one percent (1%) per month shall be assessed on balances that are more than thirty (30) calendar days past due, not to exceed 10% per annum.

4. COMMUNICATIONS BETWEEN ATTORNEYS AND CLIENT. The Parties recognize that all services provided by Attorneys to Client are protected by the Attorney-Client and Work Product Privileges. In addition to regular telephone, mail and other common business communication methods, Client hereby authorizes Attorneys to use facsimile transmissions, cellular telephone calls and text, cloud storage, unencrypted email and other electronic transmissions in communicating with Client. Unless otherwise instructed by Client, any such communications may include confidential and/or privileged information.

5. WORKPLACE/SCHOOL INVESTIGATION SERVICES – NOTICE REGARDING NEUTRALITY & INDEPENDENCE. Client agrees that when Attorneys perform neutral and independent workplace and/or school investigation services, the Attorneys will have full discretion to make findings of fact without Client's influence or interference. Client understands and acknowledges that the Attorneys will exercise independent judgment to make whatever

findings are warranted based on the evidence presented. This Agreement is not dependent on Attorneys making or failing to make any particular credibility determination, finding of fact, or conclusion in any matter.

6. POTENTIAL AND ACTUAL CONFLICTS OF INTEREST. If Attorneys become aware of any potential or actual conflict of interest between Client and another Client represented by Attorneys, Attorneys will comply with applicable laws and rules of professional conduct.

7. INDEPENDENT CONTRACTOR. The Parties intend and agree that Attorneys are independent contractors and not employees of Client.

8. TERMINATION.

a. Termination by Client. Client may discharge Attorneys at any time by providing written notice of termination of this Agreement (email notice shall be sufficient).

b. Termination by Mutual Consent or by Attorneys. Attorneys may withdraw with the consent of Client or for good cause with ten (10) calendar days' written notice (email notice sufficient). Good cause includes breach of this Agreement by any Client and/or Client's refusal to cooperate or to follow Attorneys' advice on a material matter. However, the Parties agree that Attorneys may withdraw immediately from representation if any fact or circumstance arises that would render Attorneys' continuing representation unlawful or unethical.

c. Following Termination. When Attorneys' services conclude, all unpaid charges will immediately become due and payable. For any Statements pending or received by Client from Attorney, Client's failure to notify Attorneys in writing of any disagreement with either the services performed or the charges for those services as shown in the Statement within thirty (30) calendar days after the date of termination shall be deemed Client's acceptance of and agreement with the Statement. After services conclude and upon Client's request, Attorneys will deliver, Client's files electronically and will return any of Client's property in Attorneys' possession, whether or not Client has paid for all services.

9. DISCLAIMER OF GUARANTEE AND ESTIMATES. Nothing in this Agreement and nothing in Attorneys' statements to Client will be construed as a promise or guarantee about the outcome of the matter. Attorneys make no such promises or guarantees. Attorneys' comments about the outcome of the matter are expressions of opinion only. Any estimate of fees given by Attorneys shall not be a guarantee. Actual fees may vary from estimates given.

10. DISPUTE RESOLUTION. The terms of section of this Agreement shall survive the termination of the Agreement:

a. Mediation. Except as otherwise set forth in this section, Client and Attorneys agree to make a good faith effort to settle any dispute or claim that arises under this Agreement through discussions and negotiations and in compliance with applicable law. In the event of a claim or dispute, either Party may request in writing to refer the dispute to mediation. This request shall be made within thirty (30) calendar days of the action giving rise to the dispute. Upon receipt of a request for mediation, both Parties shall make a good faith effort to select a mediator and complete the mediation process within sixty (60) calendar days. The mediator's fee shall be shared equally between Client and Attorney. Each Party shall bear its own attorneys' fees and costs. Whenever possible, any mediator selected shall have expertise in the area of the dispute and any selected mediator must be knowledgeable regarding the mediation process. No person shall serve as mediator in any dispute in which that person has a financial or personal interest in the outcome of the mediation. The mediator's recommendation for settlement, if any, is non-binding on the Parties. Mediation pursuant to this provision shall be private and confidential. Only the Parties and their representatives may attend any mediation session. Other people may attend only with the written permission of both Parties. All persons who attend any mediation session shall be bound by the confidentiality requirements of California Evidence Code section 1115, et seq., and shall sign an agreement to that effect. Completion of mediation shall be a condition precedent to arbitration, unless a Party refuses to cooperate in the setting of mediation.

b. Binding Arbitration of All Disputes Including Claims of Malpractice. Any controversy between the Parties regarding the construction, application or performance of any services under this Agreement, and any claim arising out of or relating to this Agreement or its breach, shall be submitted to binding arbitration upon the written request of one Party after the service of that request on the other Party. The Parties are waiving their right to a jury trial. The Parties shall appoint a single arbitrator to hear and determine the dispute. If there is no agreement on the arbitrator, the Parties shall use the Judicial Arbitration and Mediation Service ("JAMS"). Attorneys and Client shall each have the right of discovery in connection with any arbitration proceeding in accordance with Code of Civil Procedure Section 1283.05. The Parties shall bear their own legal fees and costs for all claims. Any arbitration fees charged shall be paid within sixty (60) business days.

c. State Bar Fee Arbitration. Notwithstanding subparagraph 10.b., above, in any dispute subject to the jurisdiction of the State of California over attorney's fees, charges, costs or expenses, Client has the right to elect arbitration pursuant to the fee arbitration procedures of the State Bar of California, as set forth in California Business and Professions Code Section 6200, et seq. Those procedures permit a trial after arbitration, unless Parties agree in writing, after the dispute has arisen, to be bound by the arbitration award. If, after

receiving a notice of Client's right to arbitrate, any Client does not elect to proceed under the State Bar fee arbitration procedures, and files a request for fee arbitration within 30 days, any dispute over fees, charges, costs or expenses, will be resolved by binding arbitration as provided in the previous subparagraph 10.b of this section. Because each Party is giving up a right, Client is encouraged to seek independent counsel of Client's choice to review these arbitration provisions before agreeing to them.

By signing below, the Parties confirm they have read and understand paragraph 10, subparagraphs a and b, and they voluntarily agree to binding arbitration. In doing so, the Parties voluntarily give up important constitutional rights to trial by judge or jury, as well as rights to appeal. Client is advised that Client has the right to seek independent counsel of Client's choice to review these arbitration provisions, and this entire Agreement, prior to signing this Agreement.

11. ATTORNEYS' FEES CLAUSE. The prevailing party in any action or proceeding arising out of or to enforce any provision of this Agreement, with the exception of a fee arbitration or mediation under Business and Professions Code Sections 6200-6206, will be awarded reasonable attorneys' fees and costs incurred in that action or proceeding, or in the enforcement of any judgment or award rendered.

12. ENTIRE AGREEMENT; MODIFICATION. This Agreement contains the entire agreement of the Parties. No other agreement, statement, or promise made on or before the Effective Date of this Agreement will be binding on the Parties. This Agreement may be modified by subsequent agreement of the Parties only by an instrument in writing signed by both Parties.

13. SEVERABILITY IN EVENT OF PARTIAL INVALIDITY. If any provision of this Agreement is held in whole or in part to be unenforceable for any reason, the remainder of that provision and of the entire Agreement will be severable and remain in effect.

14. NON-WAIVER. None of the provisions of this Agreement shall be considered waived by either Party unless such waiver is specified in writing.

15. NO THIRD-PARTY RIGHTS. This Agreement shall not create any rights in, or inure to the benefit of, any third party.

16. ASSIGNMENT. The terms of this Agreement may not be assigned to any third party. Neither Party may assign any right of recovery under or related to the Agreement or any third party.

17. SIGNATORY AUTHORITY. The people signing below represent and warrant that they have authority to bind the Parties to this Agreement.

18. BOARD APPROVAL OR RATIFICATION REQUIRED. This Agreement is subject to approval or ratification by the Board of Trustees for Cutler-Orosi Joint Unified School District.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT

By: Yolanda Valdez 9/9/26

Yolanda Valdez, Superintendent

GLOVER & WHITESIDE LLP

By: _____

Joshua Whiteside, Partner

THE PARTIES HAVE READ, UNDERSTAND AND AGREE TO THE ABOVE TERMS.
THE GOVERNING BOARD OF CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
APPROVED THIS AGREEMENT ON: _____

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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **RATIFY TULARE COUNTY OFFICE OF EDUCATION AGENCY AGREEMENT #270364**

ATTACHMENTS: **TCOE AGENCY AGREEMENT #270364**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board ratification is Tulare County Office of Education Agency Agreement #270364 for Educational Resource Services, effective July 1, 2026, through September 30, 2026. This agreement provides up to $10,000.00 in subgrant funding to support district participation in the Lead to Literacy program, reimbursing costs for staff stipends, substitute coverage, travel, and instructional materials tied to professional learning and literacy plan implementation.

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 ratify Tulare County Office of Education Agency Agreement #270364.**

PROPOSED ACTION: **RATIFY**

Item #: 23

Tulare County Office of Education

Committed to Students, Support & Service

Tim A. Hire
County Superintendent of Schools

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

(559) 733-6300
tcoe.org

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

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

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

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

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

Main Locations

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

Doe Avenue Complex
7000 Doe Ave.
Visalia

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

September 10, 2026

Cutler Orosi Unified
12623 Avenue 416
Orosi, CA 93647

Yolanda Valdez,

Attached is your Agency Agreement for 2024-25 from Educational Resource Services.

Please sign and return either by email or by mail to:

Email: karla.doyer@tcoe.org

OR

Mail:

Tulare County Office of Education
Attn: Karla Doyer, Internal Business Services
P.O. Box 5091
Visalia, Ca 93278-5091

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

Sincerely,

Karla Doyer

Karla Doyer

Internal Business Fiscal Secretary | 559-302-3729 | karla.doyer@tcoe.org

SCOPE OF SERVICES - EXHIBIT A

1. RESPONSIBILITIES OF DISTRICT:

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

=== 26-27 CUTLER-OROSI JUSD [ERS LEAD TO LITERACY SUBGRANT] ===

DISTRICT will receive up to $ 10,000.00 to help cover the real costs of participation, travel, staff stipends, substitute coverage, and materials tied to Lead to Literacy / CLSD activities. DISTRICT will:

- Engage in meetings, professional learning, coaching, and implementation activities related to the literacy action plan.
- Designate staff to support and lead the work.
- Complete a needs assessment and use data to identify a focused priority area.
- Develop and refine a site literacy plan
- Review and update the plan quarterly through continuous improvement cycles.
- Engage families and incorporate student voice.
- Share data and submit quarterly progress updates.
- Meet regularly with the COE to reflect, problem-solve, and plan next steps.
- Complete Keys to Literacy Modules 1-4 online.

DISTRICT WILL SUBMIT AN INVOICE TO olivia.velasquez@tcoe.org.

2.RESPONSIBILITIES OF SUPERINTENDENT:

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

SUPERINTENDENT will provide staff with expertise in California's Standards, content area subject matter, and instructional strategies to conduct professional learning for DISTRICT. SUPERINTENDENT will provide proof of insurance to DISTRICT, upon request, once the fully executed agreement is received. SUPERINTENDENT will:

- Partner with LEAs to support staff and build capacity.
- Support needs assessment and data analysis to set priorities.
- Support development and refinement of literacy plans.
- Co-facilitate quarterly PDSA cycles to monitor and adjust.
- Provide tools and resources, coaching, and support professional learning based on the literacy action plan
- Support data collection, analysis, and reporting.
- Review progress and provide feedback.
- Meet regularly to reflect, problem-solve, and plan next steps.
- Register teachers and leaders for Keys to Literacy Modules 1-4 online and pay for the $200 registration fee per teacher/leader.

FEE SCHEDULE

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

Not to exceed $ 10,000.00

Please email your invoice(s) to Olivia Velasquez, olivia.velasquez@tcoe.org.

If an invoice is submitted by 9/11/26, the expenses will be charged to the Year 1 allocation. If an invoice is submitted after 9/11/26, the expenses will be charged to the Year 2 allocation.

including travel or other expenses.

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

Exhibit (A)	LtL Overview for LEAs.pdf	2.2MB
Exhibit (B)		
Exhibit (C)		
Exhibit (D)		

AGENCY AGREEMENT 270364

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

ACCORDINGLY, IT IS AGREED:

1. TERM: This Agreement shall become

effective as	**and shall expire on .**
7/1/2026	9/30/2026

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

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

sum of $ 10,000.00

4. **METHOD OF PAYMENT:**

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

   b. **DISTRICT** is responsible for maintaining verifiable records for all expenditures.

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

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

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

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

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

SUPERINTENDENT

Signature Sign

Date 10/4/20

DISTRICT

Signature Sign

Date

TCOE Program Information

Contact Person: Olivia Velasquez

Telephone: 559.651.3031 or Olivia.Velasquez@tcoe.org

Department/Program: Educational Resource Services (ERS)

Please return an original copy to:

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

Welcome to Lead to Literacy

Lead to Literacy

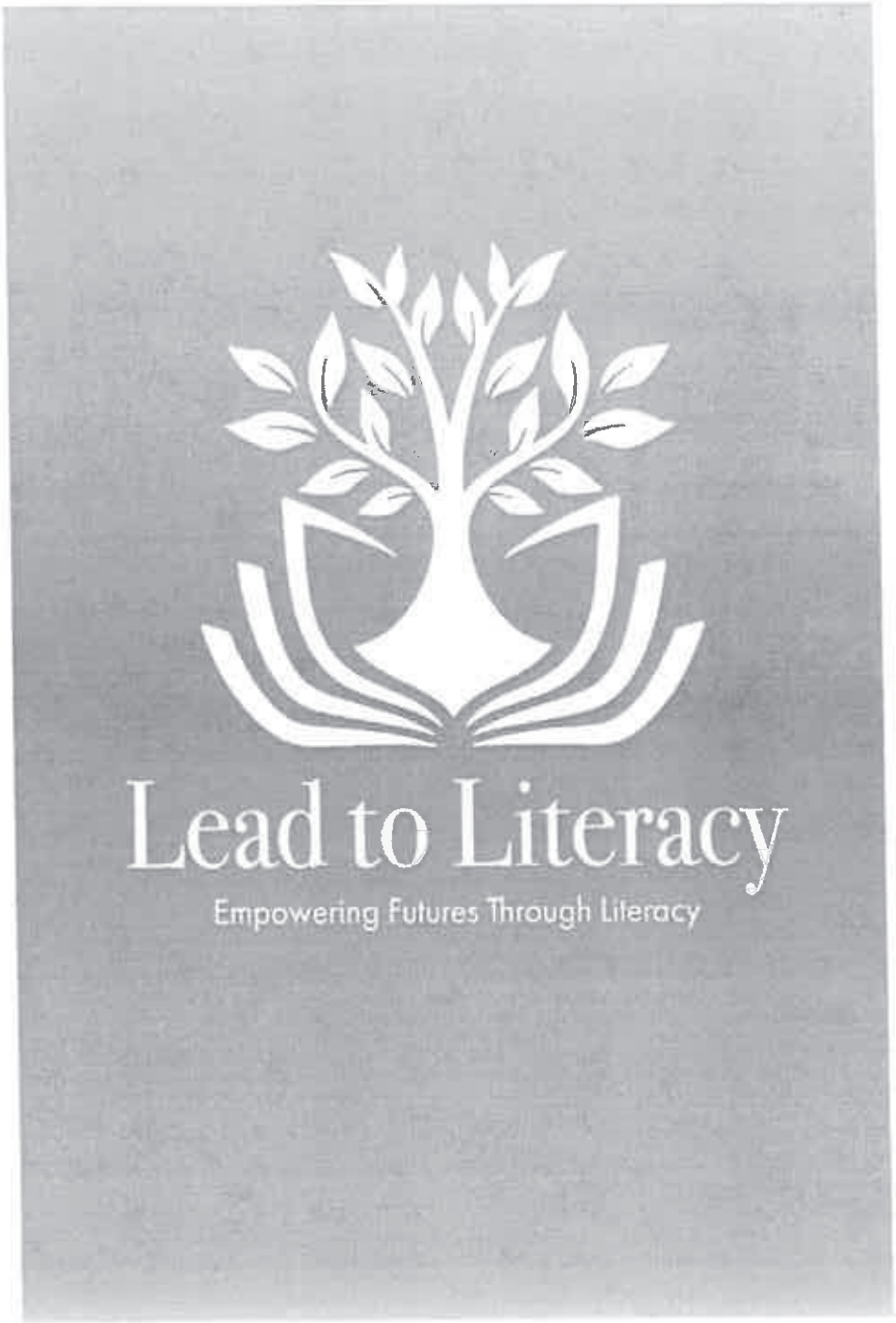
Butte County Office of Education

NAPA COUNTY OFFICE OF EDUCATION

RIVERSIDE COUNTY OFFICE OF EDUCATION

Siskiyou County

Tulare County Office of Education



Why Lead to Literacy

Challenge We Face

The Adolescent Literacy Urgency



8 out of 10 secondary students read near or below standards

This includes 25% below and 55% near standard on the 2025 CAASPP

Lead to Literacy

Our Why

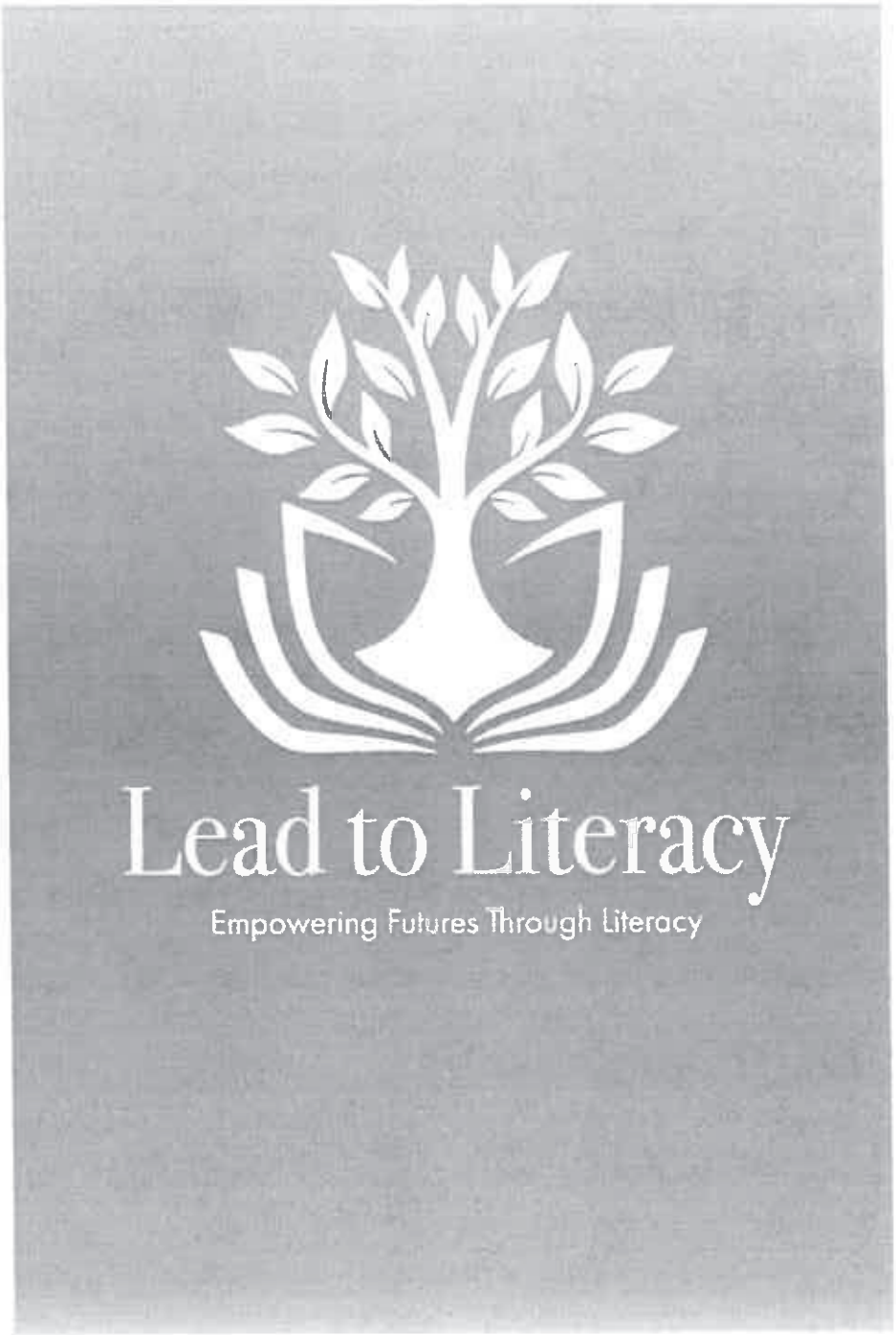
Lead to Literacy

Vision

Empowering futures through literacy

Mission

Our mission is to cultivate equitable systems grounded in evidence-based adolescent literacy, ensuring that every secondary student thrives.



The Lead to Literacy Multi-Year Plan

Our Journey Follows a Multi-Year Roadmap from Foundation to Flow



Foundation
Years 1-2

Build core systems for adolescent literacy and MTSS. Establish coaching tools, observation rubrics, progress monitoring, and multilingual family engagement strategies.

Focus
Years 2-3

Strengthen cross-curricular literacy integration, advanced assessment, and intervention systems. Expand transition supports, family engagement, and predictive data use to target student needs.

Flow
Years 3-4

Sustain improvement through distributed leadership, regional coaching and peer networks, continuous improvement cycles, and community-led partnerships.

Lead to Literacy

Butte County Office of Education

NAPA COUNTY OFFICE OF EDUCATION

RIVERSIDE COUNTY OFFICE OF EDUCATION

Siskiyou County

Tulare County Office of Education

LtL Timeline 2026-2027

Jun - Oct	Nov - Jan	Feb - April	May - Jun
Setting Direction	PDSA Cycle 1	PDSA Cycle 2	PDSA Cycle 3
• Form site/district literacy team • Review data and conduct a needs assessment • Develop literacy plan • Determine entry points and first action steps • Schedule monthly check-ins with COE	• Monthly touchpoint meetings w/ COE • Ongoing coaching and support from COE based on literacy action plan • Professional learning and coaching based on literacy action plan • PDSA cycle documentation based on literacy action plan • Reflection and next steps	• Mid-year reflection and planning • Site learning visits • Analyze impact and celebrations; refine next steps • Continue implementation based on literacy action cycles • PDSA cycle documentation based on literacy action plan • Reflection and next steps	• Data collection/analysis and end-of-year reporting • Revisit Needs Assessment • Establish dates for ongoing meetings and visits • Planning for Year 2

Lead to Literacy

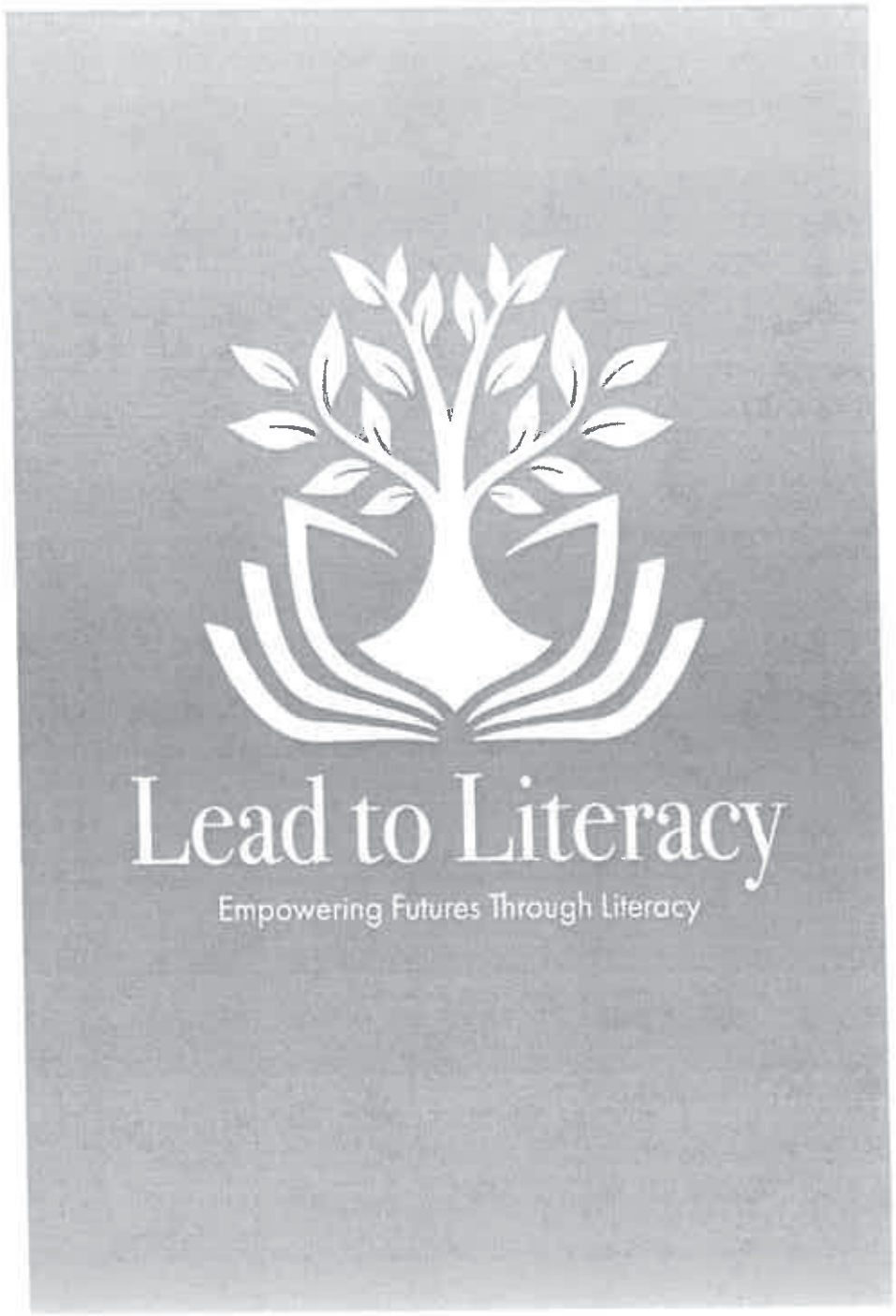
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COE Supports

Partnerships are Foundational



Building from LEA strengths and local needs



Co-designing plans that reflect each system's vision and readiness



Adapting expertise to context rather than impose a single model



Building shared routines that strengthen leadership, coaching, and instruction

Support LEAs will Receive









Access to practical **tools and resources**, including professional learning modules in structured literacy, disciplinary literacy, biliteracy, Family and Community Engagement (FACE) resources, and ready-to-use **templates and implementation supports.** Resources can be found at Lead to Literacy Website

Opportunities to **collaborate with other LEAs** across our county, sharing expertise and drawing on each other's strengths and learnings

Connection to the **statewide resource repository**, with the chance to both access ready-to-use resources and contribute your own promising practices

County Offices of Education will provide sustained coaching support to LEAs, helping teams translate plans into practice, monitor progress, and drive continuous improvement.

Up to $10,000 to help cover the real costs of participation, including travel, staff stipends, substitute coverage, and materials tied to Lead to Literacy / CLSD activities.

Roles and Responsibilities

COE

- Partner with LEAs to support staff and build capacity.
- Support needs assessment and data analysis to set priorities.
- Support development and refinement of literacy plans.
- Co-facilitate quarterly PDSA cycles to monitor and adjust.
- Provide tools and resources, coaching, and support professional learning based on the literacy action plan
- Support data collection, analysis, and reporting.
- Review progress and provide feedback.
- Meet regularly to reflect, problem-solve, and plan next steps.

LEA

- Engage in meetings, professional learning, coaching, and implementation activities related to the literacy action plan.
- Designate staff to support and lead the work.
- Complete a needs assessment and use data to identify a focused priority area.
- Develop and refine a site literacy plan
- Review and update the plan quarterly through continuous improvement cycles.
- Engage families and incorporate student voice.
- Share data and submit quarterly progress updates.
- Meet regularly with the COE to reflect, problem-solve, and plan next steps.

Plan, Do, Study, Act

Needs Assessment/Literacy Plan

- Select a team. *Does the team reflect the range of voices needed to co-design this work with shared ownership?*
- **Gather and review data.** *What does this data tell us about the student experience?*
- **Analyze and identify patterns.** *What are we noticing across this data? What patterns or trends are emerging?*
- **Conduct a root cause analysis:** What *system-level factors are contributing to this?*
- **Define a problem of practice**—What *is the most important problem to focus on right now? What systems can we influence?*
- **Set clear, measurable goals-***What do we want to see change for students? How will we know if we are making progress?*
- **Define strategies and plan for action:***What strategies are most likely to impact this goal? What can we prioritize—and what can we pause? What specifically will we do, and who will lead each action?*
- **Define evidence and launch cycle.***What evidence will we collect—and how?*
- *What is our first small test of change?*
- *How and when will we study the impact?*

Continuous improvement

Implement the Plan (Do)
Put the strategy into action across classrooms or sites. Ensure staff are supported through coaching, collaboration, and ongoing communication.

Collect Evidence (Do)
Gather both quantitative and qualitative data (student work, assessments, observations, feedback) to monitor implementation and impact.

Analyze & Reflect (Study)
Review data with your team. What is working? What challenges are emerging? How is the strategy impacting student learning, especially for the focus group?

Adjust & Refine (Act)
Make informed adjustments to the plan, supports, or strategy. Decide whether to continue, modify, or scale the work.

Document & Share Learning
Capture key insights, outcomes, and next steps. Share progress with stakeholders and align updates to quarterly reporting expectations.

Repeat the Cycle
Begin the next PDSA cycle with refined focus and actions, building momentum toward sustained improvement

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Next Steps

Who: Who will be part of the journey?

Why: Why is this the right work now? What data are you trying to change?

What: What are the strengths and assets you can build on?

When: When will we get started? What dates will we place on the calendar?

Where: Where will we focus implementation efforts?

How: How will we begin?

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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVAL OF CURRICULUM ASSOCIATES ELLEVATION QUOTE FOR 2026-2027**

ATTACHMENTS: **CURRICULUM ASSOCIATES- ELLEVATION QUOTE 2026-2027**

FUNDING SOURCE: **LEARNING RECOVERY BLOCK GRANT**

DISCUSSION: Attached for Board approval is a quote from ELLevation. This platform is designed to support English Learners and maintain high-quality English Language Development (ELD) programs. ELLevation provides tools to supply English Language Proficiency Assessments for California (ELPAC) / English Language Progress Indicator (ELPI) score analysis, English Learner (EL) /Reclassified Fluent English Proficient (RFEP) progress monitoring, reclassification workflows, translated parent letters, Federal Program Monitoring (FPM) support, and other instructional planning initiatives. The total cost of this platform is $18,900.00.

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

BOARD GOAL:

- [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 ELLevation quote 2026-2027.**

PROPOSED ACTION: **APPROVE**

Item #: 24

Curriculum Associates, LLC Price Quote - Q-67721

Version: 1
Quote Date: 8/4/2026
Quote Expiration Date: 10/31/2026

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

Company:	Curriculum Associates, LLC	Customer:	Cutler-Orosi Joint Unified School District, CA
Representative:	Aurora Cabrera	Contact Name:	Veronica Raigoza
Email:	aurora.cabrera@ellevationeducation.com	Email:	veraigoza@cojusd.org
Phone:	617-307-5755	Phone:	(559) 528-4763
Address:	153 Rangeway Road, North Billerica, MA 01862	Address:	12623 Avenue 416, Orosi,CA 93647
Start Date:	11/1/2026	End Date:	10/31/2027

Subscription Fees

Product	Quantity	Unit Price	Total Fees
Ellevation Foundation	1,200	$15.75	$18,900.00
		Subscription Total:	$18,900.00

Services Fees

Services Total:	$0.00

Total Investment - Q-67721

Grand Total:	$18,900.00

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

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

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

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

Ellevation Foundation

Make informed decisions about ELs with foundational data.

The why

Many districts struggle to meet the needs of their ELs and program requirements due to fragmented systems. Student information lives in multiple places. Placement decisions rely on incomplete data. Documentation is manual and time-consuming. Educators spend valuable time tracking information instead of acting on it.

Ellevation Foundation creates the conditions for sustained English language growth. Through accurate identification, strategic placement, and consistent progress monitoring, supported by integrated SIS data, districts can align supports effectively and keep multilingual learners on track toward proficiency. Reliable, unified data empowers educators to make decisions that directly impact language development with clarity and confidence.

Foundation creates stability. It ensures that program management is not reactive — it is built into daily workflows. It gives educators reliable language data so decisions are informed and aligned across schools.

Designed for districts that need to:

- Build confidence and accuracy in identification and placement from day one
- Create faster, more effective intake and onboarding for multilingual learners
- Align programs, services, and staffing using shared student insights
- Drive stronger instructional outcomes through data-informed planning

Core Capabilities:

- Centralized EL student profiles and program history
- Seamless SIS integration for real-time data accuracy
- Identification and placement workflows
- Reclassification and program exit management
- Configurable reporting and family letters
- Embedded Proficiency Level Descriptors and language goals
- Dynamic student lists and cohort filtering

Looking to strengthen family communication?

The Family Communication add-on helps districts streamline communication with multilingual learner families and track outreach in one place.

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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE PROGRAM RESERVATION AND AGREEMENT WITH WONDER VALLEY OUTDOOR EDUCATION CENTER**

ATTACHMENTS: **PROGRAM RESERVATION AND AGREEMENT WITH WONDER VALLEY OUTDOOR EDUCATION CENTER**

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

DISCUSSION: Attached for Board approval is an agreement with Wonder Valley Outdoor Education Center to deliver an outdoor education program for 600 Cutler-Orosi Joint Unified School District (COJUSD) TK–5 students, teachers, and chaperones on November 21, 22, and 23, 2026. Wonder Valley Outdoor Education Center staff will deliver outdoor education instruction daily boxed lunches for all participating students and staff. The program schedule will begin on Saturday, November 21, 2026, serving 100 TK–2 students from Cutler and Palm Elementary School. On Sunday, November 22, 2026, the program will accommodate 100 TK–2 students from Golden Valley Elementary School. The initiative will conclude on Monday, November 23, 2026, with a district-wide TK–5 attendance serving 100 students per site across Cutler, Palm, and Golden Valley elementary schools. The total cost of this agreement is $49,700.

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

BOARD GOAL:

- [X] **1. Achieve academic Excellence 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 Wonder Valley Program Reservation and Agreement.**

PROPOSED ACTION: **APPROVE**

Item #: 25

WESTERN CAMPS INC.
***dba* WONDER VALLEY**
OUTDOOR EDUCATION CENTER
6450 Elwood Road
Sanger, CA 93657
Phone: (800) 821-2801
Agreement Date: 09/22/2026

PROGRAM RESERVATION & AGREEMENT

Dates of Attendance: Saturday, November 21, 2026 **Booking #: 2829243**

This is an agreement between Western Camps Inc. (hereinafter referred to as WCI), a California corporation dba Wonder Valley Outdoor Education Center and **Cutler Orosi School District/Cutler Orosi** (hereinafter referred to as Client), an educational institution for the use of Wonder Valley Outdoor Education Center.

CONTACT INFO

Client Contact: Cutler Orosi School District/Cutler Orosi; Camaquin, Jayboy (559) 967-3839
Mailing: 12623 Avenue 416 , Orosi, Ca 93647
Billing Contact: Jayboy Camaquin: jacamaquin@cojusd.org
Billing Mailing Address: 12623 Avenue 416 , Orosi, Ca 93647

SCOPE OF SERVICES

WCI to provide Outdoor Education Services, including, WCI staff facilitated activities and Lunch (Chef's Choice) on **Saturday, November 21, 2026**, and additional activities as specified herein;

CONTRACT DETAILS

Reservation Details: 1 Day Program

Client agrees to pay WCI a fee of **$92.00** per student for the projected participant number of **200 Paid Students**, which is an estimated base total of **$18,400.00**.

If the Client's actual participant count falls to or below 95% of the projected number of participants, the Client will be billed based on 95% of the projected total. This amount serves as the Client's **minimum guarantee** and is payable regardless of actual attendance.

Client is responsible for providing teachers and/or chaperones who will attend free of charge at a ratio of no less than one (1) for every eight (8) students. Additional teachers or chaperones may attend, at the option of the Client, and will be billed at the discounted rate of **$42.00** per person added to the base total.

PAYMENT REQUIREMENTS

WCI does not officially reserve space until the signed agreement and a P.O. for the $1,000.00 first payment are received. The **first payment is non-refundable** and the amount will be deducted from the final invoice. Client is responsible for the minimum guarantee as listed above. The guaranteed number, or actual number of students attending, whichever is greater, shall be reported to WCI 30 days prior to the event date and WCI must be notified with any changes no later than 15 days prior to the event date. Any additional fees for additional attendees, meals, or activities will be billed at the following rates:

Attendee Type	Price Per Person	Additional Items	Price Per Person

Students:	$92.00	**Breakfast:** **Dinner:**	$20 per Student $26 per Student
Teachers/Chaperones:	$42.00	**Classes:**	Rates will vary based on time requirements

Client's group leader will be required to confirm the total number of attendees and any resulting additional charges upon arrival at Wonder Valley.

PAYMENT SCHEDULE

Client shall make the following payments with payment in full due no later than check-in on arrival day. Any changes incurring additional fees will be submitted to Client with payment due upon receipt. Charges are based on the minimum guaranteed attendance or actual number, whichever is greater.

Deposit Due Date	Amount	Description
09/30/2026	$1,000.00	Initial Non-Refundable Down Payment
11/06/2026	$17,400.00	Estimated Remaining Balance

WCI reserves the right to increase rates due to unexpected changes in min wage, insurance, energy, workers comp, or food costs. If the increase is more than 7%, the Client may choose to cancel within 14 days of notification with no penalty. WCI shall not impose any surcharges less than 30 days prior to arrival.

REMITTANCE INSTRUCTIONS

WCI will invoice Client pursuant to contract and P.O. Details. Payments to be made in cash, Visa, MasterCard, Amex or by above named Client's check. Check Payments should be made payable to Western Camps Inc, and mailed to:

Wonder Valley Outdoor Education Center - Attn: Accounts Receivable
6450 Elwood Road, Sanger, CA 93657

Late Payment Fees: **Initials:**

Full payment is due no later than check-in on arrival day. Accounts not paid in full within 30 days following the trip, WCI shall be entitled to recover all expenses (including attorneys' fees) related to the collection of overdue invoices. Any amounts not paid when due shall bear interest at the rate of 1.5% per month or the maximum amount legally allowable, whichever is greater, until such time as all outstanding amounts (including all interest and collection-related expenses have been paid in full.

Service Agreement: **Initials:**

In exchange for the total payments listed, WCI will provide your students, chaperones, and teachers with a box lunch on **Saturday, November 21, 2026**, as well as outdoor education class instruction provided by WCI Staff. WCI shall also provide the following: **1.** Any and all additional program or recreational materials necessary to enrich the educational experience, **2.** Release & Health Waivers for each student to be completed and signed by parent or guardian, **3.** Parent & Teacher orientation packets to help prepare students for the program.

Chaperone Requirements: **Initials:**

The Client shall provide teachers and/or chaperones at a ratio of no fewer than one (1) adult for every eight (8) students. Responsible adult chaperones are strongly advised; however, the Client may elect to utilize high school Leadership students in their senior year to serve as chaperones. If high school chaperones are utilized, the Client must ensure that at least one (1) adult staff member or teacher accompanies the group for every sixteen (16) student participants.

All adult chaperones provided by the School District must have successfully completed the district's fingerprinting and background check process prior to arrival at Wonder Valley Outdoor Education Center. Documentation confirming completion of this process must be maintained by the School District.

Client chaperones and teachers are fully responsible for the supervision, behavior, and well-being of their students throughout the duration of the program, including but not limited to meals, classes, recreation, leisure periods, cabin time, and all other scheduled or unscheduled activities.

The Client is solely responsible for the selection, screening, and approval of all chaperones, teachers, and supervising adults accompanying their students. Wonder Valley Outdoor Education Center (WCI) does not vet, screen, or assume responsibility for the qualifications, conduct, or performance of Client-provided chaperones.

Hold Harmless Agreement:

Client hereby agrees to the following:

1. Client hereby releases, waives, discharges and covenants not to sue Western Camps, Inc dba Wonder Valley Outdoor Education Center, its directors, officers, shareholders, employees, and agents (hereinafter referred to as "releasees") from all liability to the Client, its employees, students, agents, personal representatives, assigns, heirs, and next of kin for any loss or damage, and any claim or demands therefor on account of injury to person or property or resulting in death, except if caused by the gross negligence or willful misconduct of the releasees or otherwise while Client or its employees, clients, agents, or representatives are in, upon, or about WCI's property.
2. Client expressly agrees that the forgoing release and waiver is intended to be as broad and inclusive as is permitted by law of the State of California and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.
    a. It is further mutually agreed between the parties that:
        i. Client shall not violate any city, county, or state law in or about the said premises.
        ii. Client shall not assign this agreement without written consent of WCI.
        iii. This agreement is the product of joint negotiation and drafting. No provision herein will be construed against either party on the basis that a party drafted the language in question.
3. Client acknowledges and agrees that it is providing its own chaperones and that Client is solely responsible for the actions and omissions of the chaperones. Thus, Client agrees to indemnify and hold Western Camps Inc harmless from and against all losses, costs, liability or expenses, including reasonable attorney's fees, that Western Camps Inc may occasion in regards to any action or omission by Client's chaperones or by Client in relation to its chaperones.

Client has read and voluntarily signs this agreement and the incorporated release and waiver of liability and indemnity agreement, and further agrees that no oral representations, statements, or inducement inconsistent with the foregoing written agreement have been made.

Initials:

Transportation:

Initials:

Client is responsible for transportation with adult supervision to and from WCI. The scheduled arrival time will be within 30 minutes of 9AM and buses should arrive on the day of departure within 30 minutes of 3PM to allow sufficient time to be loaded and depart.

Required Forms & Information:

Initials:

Client is responsible for the following:

1. All correspondence and/or other contact with parents of students including communication of dietary restrictions.
2. Certificate of Insurance naming Western Camps Inc as an additional insured on its liability policy with a minimum coverage of $1,000,000.

Cancellations:

Initials:

Written cancellations received at least 120 days prior to check-in will be eligible for a refund of all monies paid less $1,000. Any cancellation received less than 120 days prior to check-in will not be eligible for a refund and all payments made will be forfeited. All cancellations must be sent directly to your sales representative via mail or email.

Student Behavior and Facility Damage: Initials:

Client agrees to take responsibility for behavior issues that may occur on behalf of their students while attending WCI. If a student violates the behavior policy of WCI and/or the attending school, administrators from WCI and/or the attending school may require a parent or guardian to remove their student. If the parent or guardian is unable to remove their student, a school official will be responsible for directly supervising that student for the duration of the stay.
WCI cannot be responsible for lost or stolen articles, and the Client shall assume financial responsibility for any damage to the facilities as a result of student misconduct.

Act of God:

The Client will not be responsible for any payments in the event the Outdoor Education program is unable to be performed as a result of an Act of God. For purposes of this provision, an "Act of God" is intended to mean any event outside human control, such as sudden natural disasters, for which no one can be held responsible. Examples include, but are not limited to, earthquake, natural disaster, severe weather conditions, flood, fire, strike, change to government regulation and/or existing law that would prohibit the event from occurring as planned. In the event the Outdoor Education program does not occur as a result of an Act of God, all monies paid toward the event can be rolled over to a future event date.

Please ensure to initial indicated sections on all three pages to acknowledge understanding.

This Agreement may be modified or amended in whole or in part solely by an instrument in writing that is signed by a duly authorized agent or representative of both parties.

Client acknowledges that it has read the foregoing and is in agreement with the services and terms as detailed in this Agreement.

In witness, whereof, the parties hereto have executed this Agreement with signature of a duly authorized representative.

Western Camps, Inc.	By:	Dillon, Barbara	Sales Manager	09/22/2026
		Signature	Title	Date
Cutler Orosi School District				09/22/2026
By:		Signature	Title	Date

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***dba* WONDER VALLEY**
OUTDOOR EDUCATION CENTER
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Sanger, CA 93657
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Dates of Attendance: Sunday, November 22, 2026 **Booking #: 5413866**

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SCOPE OF SERVICES

WCI to provide Outdoor Education Services, including, WCI staff facilitated activities and Lunch (Chef's Choice) on **Sunday, November 22, 2026**, and additional activities as specified herein;

CONTRACT DETAILS

Reservation Details: 1 Day Program

Client agrees to pay WCI a fee of **$97.00** per student for the projected participant number of **100 Paid Students**, which is an estimated base total of **$9,700.00**.

If the Client's actual participant count falls to or below 95% of the projected number of participants, the Client will be billed based on 95% of the projected total. This amount serves as the Client's **minimum guarantee** and is payable regardless of actual attendance.

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Hold Harmless Agreement:

Client hereby agrees to the following:

1. Client hereby releases, waives, discharges and covenants not to sue Western Camps, Inc dba Wonder Valley Outdoor Education Center, its directors, officers, shareholders, employees, and agents (hereinafter referred to as "releasees") from all liability to the Client, its employees, students, agents, personal representatives, assigns, heirs, and next of kin for any loss or damage, and any claim or demands therefor on account of injury to person or property or resulting in death, except if caused by the gross negligence or willful misconduct of the releasees or otherwise while Client or its employees, clients, agents, or representatives are in, upon, or about WCI's property.
2. Client expressly agrees that the forgoing release and waiver is intended to be as broad and inclusive as is permitted by law of the State of California and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.
    a. It is further mutually agreed between the parties that:
        i. Client shall not violate any city, county, or state law in or about the said premises.
        ii. Client shall not assign this agreement without written consent of WCI.
        iii. This agreement is the product of joint negotiation and drafting. No provision herein will be construed against either party on the basis that a party drafted the language in question.
3. Client acknowledges and agrees that it is providing its own chaperones and that Client is solely responsible for the actions and omissions of the chaperones. Thus, Client agrees to indemnify and hold Western Camps Inc harmless from and against all losses, costs, liability or expenses, including reasonable attorney's fees, that Western Camps Inc may occasion in regards to any action or omission by Client's chaperones or by Client in relation to its chaperones.

Client has read and voluntarily signs this agreement and the incorporated release and waiver of liability and indemnity agreement, and further agrees that no oral representations, statements, or inducement inconsistent with the foregoing written agreement have been made.

Initials:

Transportation:

Initials:

Client is responsible for transportation with adult supervision to and from WCI. The scheduled arrival time will be within 30 minutes of 9AM and buses should arrive on the day of departure within 30 minutes of 3PM to allow sufficient time to be loaded and depart.

Required Forms & Information:

Initials:

Client is responsible for the following:

1. All correspondence and/or other contact with parents of students including communication of dietary restrictions.
2. Certificate of Insurance naming Western Camps Inc as an additional insured on its liability policy with a minimum coverage of $1,000,000.

Cancellations:

Initials:

Written cancellations received at least 120 days prior to check-in will be eligible for a refund of all monies paid less $1,000. Any cancellation received less than 120 days prior to check-in will not be eligible for a refund and all payments made will be forfeited. All cancellations must be sent directly to your sales representative via mail or email.

Student Behavior and Facility Damage: Initials:

Client agrees to take responsibility for behavior issues that may occur on behalf of their students while attending WCI. If a student violates the behavior policy of WCI and/or the attending school, administrators from WCI and/or the attending school may require a parent or guardian to remove their student. If the parent or guardian is unable to remove their student, a school official will be responsible for directly supervising that student for the duration of the stay.
WCI cannot be responsible for lost or stolen articles, and the Client shall assume financial responsibility for any damage to the facilities as a result of student misconduct.

Act of God:

The Client will not be responsible for any payments in the event the Outdoor Education program is unable to be performed as a result of an Act of God. For purposes of this provision, an "Act of God" is intended to mean any event outside human control, such as sudden natural disasters, for which no one can be held responsible. Examples include, but are not limited to, earthquake, natural disaster, severe weather conditions, flood, fire, strike, change to government regulation and/or existing law that would prohibit the event from occurring as planned. In the event the Outdoor Education program does not occur as a result of an Act of God, all monies paid toward the event can be rolled over to a future event date.

Please ensure to initial indicated sections on all three pages to acknowledge understanding.

This Agreement may be modified or amended in whole or in part solely by an instrument in writing that is signed by a duly authorized agent or representative of both parties.

Client acknowledges that it has read the foregoing and is in agreement with the services and terms as detailed in this Agreement.

In witness, whereof, the parties hereto have executed this Agreement with signature of a duly authorized representative.

Western Camps, Inc.	By:	Dillon, Barbara	Sales Manager	09/22/2026
		Signature	Title	Date
Cutler Orosi School District				09/22/2026
By:		Signature	Title	Date

WESTERN CAMPS INC.
***dba* WONDER VALLEY**
OUTDOOR EDUCATION CENTER
6450 Elwood Road
Sanger, CA 93657
Phone: (800) 821-2801
Agreement Date: 09/22/2026

PROGRAM RESERVATION & AGREEMENT

Dates of Attendance: Monday, November 23, 2026 **Booking #: 8181739**

This is an agreement between Western Camps Inc. (hereinafter referred to as WCI), a California corporation dba Wonder Valley Outdoor Education Center and **Cutler Orosi School District/Cutler Orosi** (hereinafter referred to as Client), an educational institution for the use of Wonder Valley Outdoor Education Center.

CONTACT INFO

Client Contact: Cutler Orosi School District/Cutler Orosi; Camaquin, Jayboy (559) 967-3839
Mailing: 12623 Avenue 416 , Orosi, Ca 93647
Billing Contact: Jayboy Camaquin: jacamaquin@cojusd.org
Billing Mailing Address: 12623 Avenue 416 , Orosi, Ca 93647

SCOPE OF SERVICES

WCI to provide Outdoor Education Services, including, WCI staff facilitated activities and Lunch (Chef's Choice) on **Monday, November 23, 2026**, and additional activities as specified herein;

CONTRACT DETAILS

Reservation Details: 1 Day Program

Client agrees to pay WCI a fee of **$72.00** per student for the projected participant number of **300 Paid Students**, which is an estimated base total of **$21,600.00**.

If the Client's actual participant count falls to or below 95% of the projected number of participants, the Client will be billed based on 95% of the projected total. This amount serves as the Client's **minimum guarantee** and is payable regardless of actual attendance.

Client is responsible for providing teachers and/or chaperones who will attend free of charge at a ratio of no less than one (1) for every eight (8) students. Additional teachers or chaperones may attend, at the option of the Client, and will be billed at the discounted rate of **$42.00** per person added to the base total.

PAYMENT REQUIREMENTS

WCI does not officially reserve space until the signed agreement and a P.O. for the $1,000.00 first payment are received. The **first payment is non-refundable** and the amount will be deducted from the final invoice. Client is responsible for the minimum guarantee as listed above. The guaranteed number, or actual number of students attending, whichever is greater, shall be reported to WCI 30 days prior to the event date and WCI must be notified with any changes no later than 15 days prior to the event date. Any additional fees for additional attendees, meals, or activities will be billed at the following rates:

Attendee Type	Price Per Person	Additional Items	Price Per Person

Students:	$72.00	**Breakfast:** **Dinner:**	$20 per Student $26 per Student
Teachers/Chaperones:	$42.00	**Classes:**	Rates will vary based on time requirements

Client's group leader will be required to confirm the total number of attendees and any resulting additional charges upon arrival at Wonder Valley.

PAYMENT SCHEDULE

Client shall make the following payments with payment in full due no later than check-in on arrival day. Any changes incurring additional fees will be submitted to Client with payment due upon receipt. Charges are based on the minimum guaranteed attendance or actual number, whichever is greater.

Deposit Due Date	Amount	Description
09/30/2026	$1,000.00	Initial Non-Refundable Down Payment
11/06/2026	$20,600.00	Estimated Binal x alance

WCI reserves the right to increase rates due to uneMpected changes in min wage, insurance, energy, workers comp, or food costs. If the increase is more than 7%, the Client may choose to cancel within 14 days of notification with no penalty. WCI shall not impose any surcharges less than 30 days prior to arrival.

REMITTANCE INSTRUCTIONS

WCI will invoice Client pursuant to contract and P.O. Details. Payments to be made in cash, Visa, F asterCard, AmeMor by above named Client's check. Check Payments should be made payable to Western Camps Inc, and mailed to:

Wonder Valley Outdoor Education Center - Attn: Accounts Receivable
6450 Elwood Road, Sanger, CA 93657

Late Payment Fees: **Initials:**

Bull payment is due no later than check-in on arrival day. Accounts not paid in full within 30 days following the trip, WCI shall be entitled to recover all eMpenses (including attorneys' fees) related to the collection of overdue invoices. Any amounts not paid when due shall bear interest at the rate of 1.5% per month or the maMimum amount legally allowable, whichever is greater, until such time as all outstanding amounts (including all interest and collection-related eMpenses have been paid in full.

Service Agreement: **Initials:**

In eMchange for the total payments listed, WCI will provide your students, chaperones, and teachers with a boMlunch on **Monday, November 23, 2026**, as well as outdoor education class instruction provided by WCI Staff. WCI shall also provide the following: **1.** Any and all additional program or recreational materials necessary to enrich the educational eMperience, **2.** Release & Health Waivers for each student to be completed and signed by parent or guardian, **3.** Parent & Teacher orientation packets to help prepare students for the program.

Chaperone Requirements: **Initials:**

The Client shall provide teachers and/or chaperones at a ratio of no fewer than one (1) adult for every eight (8) students. Responsible adult chaperones are strongly advised; however, the Client may elect to utilize high school Leadership students in their senior year to serve as chaperones. If high school chaperones are utilized, the Client must ensure that at least one (1) adult staff member or teacher accompanies the group for every siMteen (16) student participants.

All adult chaperones provided by the School District must have successfully completed the district's fingerprinting and background check process prior to arrival at Wonder Valley Outdoor Education Center. Documentation confirming completion of this process must be maintained by the School District.

Client chaperones and teachers are fully responsible for the supervision, behavior, and well-being of their students throughout the duration of the program, including but not limited to meals, classes, recreation, leisure periods, cabin time, and all other scheduled or unscheduled activities.

The Client is solely responsible for the selection, screening, and approval of all chaperones, teachers, and supervising adults accompanying their students. Wonder Valley Outdoor Education Center (WCI) does not vet, screen, or assume responsibility for the qualifications, conduct, or performance of Client-provided chaperones.

Hold Harmless Agreement:

Client hereby agrees to the following:

1. Client hereby releases, waives, discharges and covenants not to sue Western Camps, Inc dba Wonder Valley Outdoor Education Center, its directors, officers, shareholders, employees, and agents (hereinafter referred to as "releasees") from all liability to the Client, its employees, students, agents, personal representatives, assigns, heirs, and next of kin for any loss or damage, and any claim or demands therefor on account of injury to person or property or resulting in death, except if caused by the gross negligence or willful misconduct of the releasees or otherwise while Client or its employees, clients, agents, or representatives are in, upon, or about WCI's property.
2. Client expressly agrees that the forgoing release and waiver is intended to be as broad and inclusive as is permitted by law of the State of California and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.
    a. It is further mutually agreed between the parties that:
        i. Client shall not violate any city, county, or state law in or about the said premises.
        ii. Client shall not assign this agreement without written consent of WCI.
        iii. This agreement is the product of joint negotiation and drafting. No provision herein will be construed against either party on the basis that a party drafted the language in question.
3. Client acknowledges and agrees that it is providing its own chaperones and that Client is solely responsible for the actions and omissions of the chaperones. Thus, Client agrees to indemnify and hold Western Camps Inc harmless from and against all losses, costs, liability or expenses, including reasonable attorney's fees, that Western Camps Inc may occasion in regards to any action or omission by Client's chaperones or by Client in relation to its chaperones.

Client has read and voluntarily signs this agreement and the incorporated release and waiver of liability and indemnity agreement, and further agrees that no oral representations, statements, or inducement inconsistent with the foregoing written agreement have been made.

Initials:

Transportation:

Initials:

Client is responsible for transportation with adult supervision to and from WCI. The scheduled arrival time will be within 30 minutes of 9AF and buses should arrive on the day of departure within 30 minutes of 3PF to allow sufficient time to be loaded and depart.

Required Forms & Information:

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Client agrees to take responsibility for behavior issues that may occur on behalf of their students while attending WCI. If a student violates the behavior policy of WCI and/or the attending school, administrators from WCI and/or the attending school may require a parent or guardian to remove their student. If the parent or guardian is unable to remove their student, a school official will be responsible for directly supervising that student for the duration of the stay.
WCI cannot be responsible for lost or stolen articles, and the Client shall assume financial responsibility for any damage to the facilities as a result of student misconduct.

Act of God:

The Client will not be responsible for any payments in the event the Outdoor Education program is unable to be performed as a result of an Act of God. Bor purposes of this provision, an "Act of God" is intended to mean any event outside human control, such as sudden natural disasters, for which no one can be held responsible. EMamples include, but are not limited to, earthquake, natural disaster, severe weather conditions, flood, fire, strike, change to government regulation and/or eMsting law that would prohibit the event from occurring as planned. In the event the Outdoor Education program does not occur as a result of an Act of God, all monies paid toward the event can be rolled over to a future event date.

Please ensure to initial indicated sections on all three pages to acknowledge understanding.

This Agreement may be modified or amended in whole or in part solely by an instrument in writing that is signed by a duly authorized agent or representative of both parties.

Client acknowledges that it has read the foregoing and is in agreement with the services and terms as detailed in this Agreement.

In witness, whereof, the parties hereto have eMcuted this Agreement with signature of a duly authorized representative.

Western Camps, Inc.	x y:	Dillon, Barbara	Sales F anager	09/22/2026
		Signature	Title	Date
Cutler Orosi School District				09/22/2026
x y:		Signature	Title	Date

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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **RATIFY 2026-2027 21ST CENTURY COMMUNITY LEARNING CENTERS (CCLC) PROGRAM: HIGH SCHOOL ASSETS**

ATTACHMENTS: **GRANT AWARD NOTIFICATION**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board ratification is the 21st Century Community Learning Centers High School After School Safety and Enrichment for Teens (ASSETs) grant which is a federally funded initiative designed to support high-need high schools by delivering comprehensive out-of-school-time programming at no cost to students and families. The core intent of the award is to boost academic achievement through targeted tutoring and credit recovery, expand college and career readiness through hands-on enrichment and leadership pathways, offer a safe and supervised environment outside regular school hours, and foster strong family engagement through college planning and literacy workshops. The total grant agreement is $254,500.

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

BOARD GOAL:

- [X] **1. Achieve academic Excellence 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 21st Century Community Learning centers (CCLC) Program: High School ASSETs**

PROPOSED ACTION: **RATIFY**

Item #: 26

California Department of Education
AO-400 (Revised 10/2024)

Grant Award Notification

GRANTEE NAME AND ADDRESS	CDE GRANT NUMBER			
Yolanda Valdez, Superintendent Cutler-Orosi Joint Unified 12623 Avenue 416 Orosi, CA 93647-2008	FY	PCA	Service Location	Suffix
	2026–27	14535	71860	3A
Attention: Expanded Learning Program Coordinator	INDEX		County Code	
Email yvaldez@cojusd.org	0150		54	
Telephone (559) 528-4763	STANDARDIZED ACCOUNT CODE STRUCTURE			
Grantee Unique Entity ID (UEI) TX52DJ5L3HM1	Resource Code		Revenue Object Code	
Program Office Expanded Learning Office	4124		8290	

Name of Grant Program 21st Century Community Learning Centers (CCLC) Program - High School ASSETs

GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date
	$254,500.00		$254,500.00		7/1/2026	6/30/2027

ALN	Federal Award ID Number	Federal Grant Name	Federal Agency
84.287C	S287C260005	21st Century Community Learning Centers	U.S. Department of Education

I am pleased to inform you that you have been funded for the 21st CCLC - High School ASSETs grant.

This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly. The grant is from July 1, 2022 through June 30, 2027. The grant may be reviewed after one year based on the federal allocation. Grant Award Notifications (AO-400s) are sent annually.

By e-signing this document, your organization is voluntarily agreeing to conduct business with the California Department of Education (CDE) electronically. If you do not wish to do so, please immediately contact the Analyst listed below to discuss other signing options.

Please email the signed Grant Award Notification (AO-400) to: Andrea Shumate at AShumate@cde.ca.gov.

California Department of Education Contact	Job Title
Andrea Shumate	Analyst II
E-mail Address AShumate@cde.ca.gov	**Telephone** 916-445-5620
Authorized by the State Superintendent of Public Instruction or Designee Tony Thurmond	**Date** September 1, 2026

CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS

On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both, and I agree to comply with all requirements as a condition of funding. On behalf of the grantee named above, I certify that the organization intends that this and future transactions be completed by electronic means, and any electronic signature is intended to be as binding as a physical signature.

Printed Name of Authorized Agent	Title
Yolanda Valdez	Superintendent
E-mail Address yovaldez@cojusd.org	**Telephone** 559-528-4763
Signature Yolanda Valdez	**Date** 9-10-2026

Grant Award Notification (Continued)

Federally Funded Requirements

The grantee must comply with the Cash Management requirements that pertain to Title 2, Code of Federal Regulations (CFR) sections 200.302 and 200.305. Grantees of advanced federal funds must calculate and report interest on a quarterly basis to the CDE at cashmanagement@cde.ca.gov and, at least annually, remit any interest earned greater than $500 per year. Additional information is available on the CDE Interest Earned on Federal Funds web page at https://www.cde.ca.gov/fg/ac/co/intfedfunds.asp. Contact cashmanagement@cde.ca.gov if you have any questions.

21st Century Community Learning Centers After School Safety and Enrichment for Teens Program

The purpose of the 21st Century After School Safety and Enrichment for Teens (ASSETs) program is to provide local flexibility in the establishment or expansion of community learning centers that provide students in grades nine through twelve with academic support and college and career readiness; assist with literacy and related educational development services for families of these students; and provide a safe environment for students participating in their programs.

Allowable and Non-allowable Expenditures

For allowable costs, please visit the CDE Direct Services and Administrative Cost Guidance web page about direct services and administrative costs located at https://www.cde.ca.gov/ls/ex/dirctservguidance.asp, as well as the CDE Field Trip and Recognition Guidance web page located at https://www.cde.ca.gov/ls/ex/fieldtripguide.asp.

Budget

The grant award cycle will be for five years; however, AO-400s will be allocated in annual increments. The AO-400 must be signed and resubmitted every year for the life of the grant award cycle. Carryover from one fiscal year to the next is not allowable for 21st Century grants. Applicants must retain documentation of their budgets for audit and state monitoring purposes for five years.

Program Reporting

The online reporting After School Support and Information System (ASSIST) must be used to submit quarterly expenditure reports. Accurate attendance records must be kept using a clearly defined record-keeping procedure. Actual student program attendance must be sent to the Expanded Learning Division (EXLD) on a semi-annual basis through the online ASSIST database. Student school day attendance must be sent to the EXLD on an annual basis (California *Education Code* [*EC*] Section 8484[a][1][A]). The ASSIST Web page is located at https://www3.cde.ca.gov/assist/.

All reporting due dates can be found on the CDE 21st CCLC Reporting Due Dates web page at https://www.cde.ca.gov/ls/ex/duedates21stcclc.asp.

All programs are required to submit evidence of a data-driven program quality improvement process that is based on the CDE's guidance on program quality standards as part of their annual outcomes reporting. Such evidence must be reported to the EXLD each year (*EC* Section 8484[a][2]).

Payments

Payments will be issued in five increments each year (*EC* Section 8484.8[e][4][A]). A list is available on the CDE 21st CCLC Payment Schedule web page located at https://www.cde.ca.gov/ls/ex/payments21cclc.asp. Payments will be withheld if reporting requirements are not met or if the grantee has invoices outstanding for more than 90 days (*EC* Section 8483.7[a][1][A][vi]).

Grant Award Notification (Continued)

Federally Funded Requirements

The grantee must comply with the Cash Management requirements that pertain to Title 2, Code of Federal Regulations (CFR) sections 200.302 and 200.305. Grantees of advanced federal funds must calculate and report interest on a quarterly basis to the CDE at cashmanagement@cde.ca.gov and, at least annually, remit any interest earned greater than $500 per year. Additional information is available on the CDE Interest Earned on Federal Funds web page at https://www.cde.ca.gov/fg/ac/co/intfedfunds.asp. Contact cashmanagement@cde.ca.gov if you have any questions.

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Allowable and Non-allowable Expenditures

For allowable costs, please visit the CDE Direct Services and Administrative Cost Guidance web page about direct services and administrative costs located at https://www.cde.ca.gov/ls/ex/dirctservguidance.asp, as well as the CDE Field Trip and Recognition Guidance web page located at https://www.cde.ca.gov/ls/ex/fieldtripguide.asp.

Budget

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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE DISNEYLAND IMAGINATION CAMPUS EDUCATION WORKSHOP QUOTES**

ATTACHMENTS: **DISNEYLAND IMAGINATION CAMPUS EDUCATION WORKSHOP QUOTES**

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

DISCUSSION: Attached for Board approval is a quote from Disney Imagination Education Campus for workshop learning sessions for Cutler Elementary, Golden Valley, and Palm School for grades 3rd, 4th, and 5th grade. The Disney Imagination Campus offers hands-on, standards-aligned educational workshops that translate classroom concepts into real-world applications. This experiential learning initiative is structured by grade level to directly support grade-specific academic standards. The total cost of this agreement is $78,608.

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 Disney Imagination Campus Education Workshop quote.**

PROPOSED ACTION: **APPROVE**

Item #: 27

Jayboy Camaquin <jacamaquin@cojusd.org

'our Disney Imagination Campus Education Workshop Ticket Order.

isneyland Reservations <dlr.guest.mail@disneyonline.com> Mon, Sep 21, 2026 at 2:05 P
:eply-To: donotreply@starwave.com
o: jacamaquin@cojusd.org

CUTLER NOV. 21, 2026

Disneyland



Thank You. Your Order Is Pending.

An acknowledgment of your order has been emailed to jacamaquin@cojusd.org. To pay for your order, please see the payment instructions below. Once your order has been paid and processed, you will receive an email with a final confirmation number.

To Complete the Order: Please review your invoice for your trip on 11/21

for Cutler Elementary school 3rd Grade

3rd THEME PARK DESIGN- DISNEYLAND

We look forward to welcoming you at the Disneyland Resort!

Arrival Date:

Order Date: Friday, September 18, 2026

Group Code: TM2A26E

Additional Questions

1. **Please confirm the number of Participants in the Group and the Total number in the Group.**
   36

2. **Reservation Starting Park: Please list date and starting park for each day of your ticket. Park Hopper tickets can cross over and switch between parks on the same day (subject to availability).**
   Disneyland (Theme Park Design)

Contact Info

Phone: +1 (559) 967-3839

Sold by Disney Destinations, LLC

Price and Payment Summary

Subtotal	$9,042.00
Total Order Price	$9,042.00 USD

Pending payment with:

Organizational Check	$9,042.00

Billing Address
12623 Ave 416
Orosi, CA 93647
USA

Payment Instructions:

In order to avoid cancellation, the organizational check must be received within 30 days of placing the order but not later than 60 days prior to the

Jayboy Camaquin <jacamaquin@cojusd.org

Your Disney Imagination Campus Education Workshop Ticket Order.

Disneyland Reservations <dlr.guest.mail@disneyonline.com> Mon, Sep 21, 2026 at 2:24 P
Reply-To: donotreply@starwave.com
To: jacamaquin@cojusd.org

CUTLER NOV 21, 2026

Disneyland



Thank You. Your Order Is Pending.

An acknowledgment of your order has been emailed to jacamaquin@cojusd.org. To pay for your order, please see the payment instructions below. Once your order has been paid and processed, you will receive an email with a final confirmation number.

To Complete the Order: Please review your updated invoice for your trip

on 11/21 for Cutler 4th and 5th grade

4th GRADE - IMMERSIVE STORY TELLING

We look forward to welcoming you at the Disneyland Resort!

5th GRADE - PHYSICS OF DISNEY

Arrival Date:

Order Date: Friday, September 18, 2026

Group Code: TM2A26E

DISNEY CALIFORNIA ADVENTURE

Additional Questions

1. **Please confirm the number of Participants in the Group and the Total number in the Group.**
   72

2. **Reservation Starting Park: Please list date and starting park for each day of your ticket. Park Hopper tickets can cross over and switch between parks on the same day (subject to availability).**
   Disney California Adventure (Immersive Storytelling & Physcis of Disney)

Contact Info

Phone: +1 (559) 967-3839

Sold by Disney Destinations, LLC

Price and Payment Summary

Subtotal	$18,084.00
Total Order Price	$18,084.00 USD

Pending payment with:

Organizational Check	$18,084.00

Billing Address
12623 Ave 416
Orosi, CA 93647
USA

Payment Instructions:

Jayboy Camaquin <jacamaquin@cojusd.org

Cutler Orosi School District Golden Valley 3rd

Disneyland Reservations <dlr.guest.mail@disneyonline.com> Mon, Sep 21, 2026 at 3:36 P
Reply-To: donotreply@starwave.com
To: jacamaquin@cojusd.org

GOLDEN VALLEY NOV 22, 2026

Disneyland



Thank You. Your Order Is Pending.

An acknowledgment of your order has been emailed to jacamaquin@cojusd.org. To pay for your order, please see the payment instructions below. Once your order has been paid and processed, you will receive an email with a final confirmation number.

To Complete the Order: Please review your updated invoice for Golden Valley Elementary 3rd grade.

3rd THEME PARK - DESIGN - DISNEYLAND (NOV 22, 2026)

We look forward to welcoming you at the Disneyland Resort!

Arrival Date:

Order Date: Friday, September 18, 2026

Group Code: TM2A26E

Additional Questions

1. **Reservation Starting Park: Please list date and starting park for each day of your ticket. Park Hopper tickets can cross over and switch between parks on the same day (subject to availability).**
   November 22, 2026 Disneyland Theme Park Design

2. **Please confirm the number of Participants in the Group and the Total number in the Group.**
   36

Contact Info

Phone: +1 (559) 967-3839

Sold by Disney Destinations, LLC

Price and Payment Summary

Subtotal	$8,102.00
Total Order Price	$8,102.00 USD

Pending payment with:

Organizational Check	$8,102.00

Billing Address
12623 Ave 416
Orosi, CA 93647
USA

Payment Instructions:

In order to avoid cancellation, the organizational check must be received within 30 days of placing the order but not later than 60 days prior to the

Jayboy Camaquin <jacamaquin@cojusd.org

Your Disney Imagination Campus Education Workshop Ticket Order.

Disneyland Reservations <dlr.guest.mail@disneyonline.com> Mon, Sep 21, 2026 at 3:30 P
Reply-To: donotreply@starwave.com
To: jacamaquin@cojusd.org

GOLDEN VALLEY NOV 22, 2026

Disneyland



Thank You. Your Order Is Pending.

An acknowledgment of your order has been emailed to jacamaquin@cojusd.org. To pay for your order, please see the payment instructions below. Once your order has been paid and processed, you will receive an email with a final confirmation number.

To Complete the Order: Please review updated invoice for your trip on

11/22 for Golden Valley Elementary 4th and 5th Grade

4th GRADE - IMMERSIVE STORYTELLING

We look forward to welcoming you at the Disneyland Resort!

5th GRADE - PHYSICS OF DISNEY

Arrival Date:

Order Date: Friday, September 18, 2026

Group Code: TM2A26E

DISNEY CALIFORNIA ADVENTURE

Additional Questions

1. **Please confirm the number of Participants in the Group and the Total number in the Group.**
   72

2. **Reservation Starting Park: Please list date and starting park for each day of your ticket. Park Hopper tickets can cross over and switch between parks on the same day (subject to availability).**
   November 22, 2026 Disney California Adventure

Contact Info

Phone: +1 (559) 967-3839

Sold by Disney Destinations, LLC

Price and Payment Summary

Subtotal	$16,254.00
Total Order Price	$16,254.00 USD

Pending payment with:

Organizational Check	$16,254.00

Billing Address
12623 Ave 416
Orosi, CA 93647
USA

Payment Instructions:

In order to avoid cancellation, the organizational check must be received within 30 days of placing the order but not later than 60 days prior to the

Jayboy Camaquin <jacamaquin@cojusd.org

Your Disney Imagination Campus Education Workshop Ticket Order.

Disneyland Reservations <dlr.guest.mail@disneyonline.com> Mon, Sep 21, 2026 at 1:56 P
Reply-To: donotreply@starwave.com
To: jacamaquin@cojusd.org

PALM NOV 21, 2026

Disneyland



Thank You. Your Order Is Pending.

An acknowledgment of your order has been emailed to jacamaquin@cojusd.org. To pay for your order, please see the payment instructions below. Once your order has been paid and processed, you will receive an email with a final confirmation number.

To Complete the Order: Please review updated invoice for your trip on 11/21/26 for Palm Elementary school 3rd Grade

3rd THEME PARK DESIGN - DISNEYLAND

We look forward to welcoming you at the Disneyland Resort!

Arrival Date:

Order Date: Friday, September 18, 2026

Group Code: TM2A26E

Recognition at the Disneyland Resort.

Group Info

Group Leader
Jayboy Camaquin

Group Name
Cutler Orosi School District Palm 3rd Grade

Additional Questions

1. **Reservation Starting Park: Please list date and starting park for each day of your ticket. Park Hopper tickets can cross over and switch between parks on the same day (subject to availability).**
   Disneyland

2. **Please confirm the number of Participants in the Group and the Total number in the Group.**
   36

Contact Info

Phone: +1 (559) 967-3839

Sold by Disney Destinations, LLC

Price and Payment Summary

Subtotal	$7,602.00
Total Order Price	$7,602.00 USD

Pending payment with:

Jayboy Camaquin <jacamaquin@cojusd.org

Cutler Orosi School District Palm 4th Grade

Disneyland Reservations <dlr.guest.mail@disneyonline.com> Mon, Sep 21, 2026 at 2:44 P
Reply-To: donotreply@starwave.com
To: jacamaquin@cojusd.org

PALM NOV 21, 2026

Disneyland



Thank You. Your Order Is Pending.

An acknowledgment of your order has been emailed to jacamaquin@cojusd.org. To pay for your order, please see the payment instructions below. Once your order has been paid and processed, you will receive an email with a final confirmation number.

To Complete the Order: Please review new invoice for your trip on 11/21 for Palm Elementary 4th grade

4TH GRADE - IMMERSIVE STORYTELLING

We look forward to welcoming you at the Disneyland Resort!

Arrival Date:

Order Date: Friday, September 18, 2026

Group Code: TM2A26E

Recognition at the Disneyland Resort.

Group Info

Group Leader

Jayboy Camaquin

Group Name

Cutler Orosi School District Palm 4th Grade

Additional Questions

1. **Reservation Starting Park: Please list date and starting park for each day of your ticket. Park Hopper tickets can cross over and switch between parks on the same day (subject to availability).**
   Disney California Adventure Park

2. **Please confirm the number of Participants in the Group and the Total number in the Group.**
   36

Contact Info

Phone: +1 (559) 967-3839

Sold by Disney Destinations, LLC

Price and Payment Summary

Subtotal	$7,602.00
Total Order Price	$7,602.00 USD

Pending payment with:

Jayboy Camaquin <jacamaquin@cojusd.org

lew invoice

isneyland Reservations <dlr.guest.mail@disneyonline.com> Tue, Sep 22, 2026 at 9:25 Al
eply-To: donotreply@starwave.com
o: jacamaquin@cojusd.org

PALM NOV 21, 2026

Disneyland



Thank You. Your Order Is Pending.

An acknowledgment of your order has been emailed to jacamaquin@cojusd.org. To pay for your order, please see the payment instructions below. Once your order has been paid and processed, you will receive an email with a final confirmation number.

To Complete the Order: Updated invoice. Please see changes.

We look forward to welcoming you at the Disneyland Resort!

5th GRADE - PHYSICS OF DISNEY

Arrival Date:

Order Date: Friday, September 18, 2026

Group Code: TM2A26E

NOV 21, 2026 - DISNEY CALIFORNIA ADVENTURE

Additional Questions

1. **Reservation Starting Park: Please list date and starting park for each day of your ticket. Park Hopper tickets can cross over and switch between parks on the same day (subject to availability).**
   Disney California Adventure Park

2. **Please confirm the number of Participants in the Group and the Total number in the Group.**
   36

Contact Info

Phone: +1 (559) 967-3839

Sold by Disney Destinations, LLC

Price and Payment Summary

Subtotal	$11,922.00
Total Order Price	$11,922.00 USD

Pending payment with:

Organizational Check	$11,922.00

Billing Address
12623 Ave 416
Orosi, CA 93647
USA

Payment Instructions:

In order to avoid cancellation, the organizational check must be received within 30 days of placing the order but not later than 60 days prior to the first date of visit, whichever is earlier. Organizational checks **must** have

Delivery Option

DLR Youth Complimentary - New

Shipped via FedEx

Jayboy Camaquin 12623 Ave 416
Orosi, CA 93647
United States

1-Day Peak Ticket with Admission to 1 Park - Participant

Package Includes: Education Workshop Fee

60 x Ages 3+ (**$234.00** /ticket)

1-Day Disney imagination Campus Ticket

This ticket is valid for one single-day admission on any Disney Imagination Campus season date that is not blocked. Admission is subject to capacity closures and other restrictions.

Ticket is not valid on the following dates: January 1-3, 2026 and December 18-31, 2026.

Ticket must be used by December 17, 2026, but the amount paid for an unused ticket may be applied towards the purchase of a new ticket at current prices so long as the new ticket purchase price is equal to or greater than the amount paid for the original ticket. No refund or credit given if a higher season ticket is used on a lower season date. Non-refundable.

Requirements for Theme Park Entry BOLT

To enter a theme park, Guests (ages 3 and older) need both valid admission and a theme park reservation for the same day and same park they want to visit. Park reservations are limited in number, and subject to the availability of park reservations allocated to park tickets as determined by Disney and theme park capacity. Park reservations are not guaranteed. Guests with a multi-day ticket must make a park reservation for each date of their visit. Guests with a Park Hopper ticket must make a park reservation for the first theme park they wish to visit to begin their day; then they can cross over and switch between parks on the same day after 11:00 AM (subject to availability). At this time, a park reservation is not required after visiting the first park; however, reservation

the park's capacity limitations, operational hours, closures and other restrictions, and is not guaranteed. A ticket does not guarantee park entry, even on dates when a ticket is not blocked out.

Park entrance lanes use facial recognition technology. If you don't wish to participate, look for the signage at the top of each entrance lane at the main entrance of each park and select a lane marked with the designated icon, indicating it does not use this technology. Learn more about Facial Recognition at the Disneyland Resort.

1-Day Peak Ticket with Admission to 1 Park - Guest

6 x Ages 3+ (**$194.00** /ticket)

1-Day Disney imagination Campus Ticket

This ticket is valid for one single-day admission on any Disney Imagination Campus season date that is not blocked. Admission is subject to capacity closures and other restrictions.

Ticket is not valid on the following dates: January 1-3, 2026 and December 18-31, 2026.

Ticket must be used by December 17, 2026, but the amount paid for an unused ticket may be applied towards the purchase of a new ticket at current prices so long as the new ticket purchase price is equal to or greater than the amount paid for the original ticket. No refund or credit given if a higher season ticket is used on a lower season date. Non-refundable.

Requirements for Theme Park Entry BOLT

To enter a theme park, Guests (ages 3 and older) need both valid admission and a theme park reservation for the same day and same park they want to visit. Park reservations are limited in number, and subject to the availability of park reservations allocated to park tickets as determined by Disney and theme park capacity. Park reservations are not guaranteed. Guests with a multi-day ticket must make a park reservation for each date of their visit. Guests with a Park Hopper ticket must make a park reservation for the first theme park they wish to visit to begin their day; then they can cross over and switch between parks on the same day after 11:00 AM (subject to availability). At this time, a park reservation is not required after visiting the first park; however, reservation requirements are subject to change. The ability to visit a park is subject to the park's capacity limitations, operational hours, closures and other restrictions, and is not guaranteed. A ticket does not guarantee park entry, even on dates when a ticket is not blocked out.

participate, look for the signage at the top of each entrance lane at the main entrance of each park and select a lane marked with the designated icon, indicating it does not use this technology. Learn more about Facial Recognition at the Disneyland Resort.

Disney Dining Card

72 x Card (**$40.00** each)

Disney Dining Card The Disney Dining Card is redeemable at select participating food and beverage locations within the *Disneyland*® Resort, *Walt Disney World*® Resort, and other Disney Resorts located in the U.S. Not refundable or redeemable for cash unless required by law. This card may not be used towards the purchase of any merchandise items, services, Theme Park tickets, or Disney Gift Cards. Issued by, and represents a legal obligation solely of, Disney Gift Card Services, Inc. Lost, damaged or stolen cards may be replaced only if original proof of purchase receipt and complete card number are provided. For card balance inquiries, call 1-877-650-4327. For participating locations and additional terms and conditions which may change upon notice visit https://www.disneygiftcard.com/terms/us.

1-Day Ticket with Admission to 1 Park - Complimentary Guest

6 x Ages 3+ (**$0.00** /ticket)

1-Day Disney imagination Campus Ticket

This ticket is valid for one single-day admission on a Disney Imagination Campus Regular or Value season date that is not blocked. Admission is subject to capacity closures and other restrictions.

Ticket is not valid on the following dates: January 1 - 3, 2026 and December 18-31, 2026.

Ticket must be used by December 17, 2026, but the amount paid for an unused ticket may be applied towards the purchase of a new ticket at current prices so long as the new ticket purchase price is equal to or greater than the amount paid for the original ticket. No refund or credit given if a higher season ticket is used on a lower season date. Non-

To enter a theme park, Guests (ages 3 and older) need both valid admission and a theme park reservation for the same day and same park they want to visit. Park reservations are limited in number, and subject to the availability of park reservations allocated to park tickets as determined by Disney and theme park capacity. Park reservations are not guaranteed. Guests with a multi-day ticket must make a park reservation for each date of their visit. Guests with a Park Hopper ticket must make a park reservation for the first theme park they wish to visit to begin their day; then they can cross over and switch between parks on the same day after 11:00 AM (subject to availability). At this time, a park reservation is not required after visiting the first park; however, reservation requirements are subject to change. The ability to visit a park is subject to the park's capacity limitations, operational hours, closures and other restrictions, and is not guaranteed. A ticket does not guarantee park entry, even on dates when a ticket is not blocked out.

Park entrance lanes use facial recognition technology. If you don't wish to participate, look for the signage at the top of each entrance lane at the main entrance of each park and select a lane marked with the designated icon, indicating it does not use this technology. Learn more about Facial Recognition at the Disneyland Resort.

1 Bus (1-Day Parking) - Complimentary

2 x Ages 3+ (**$0.00** /ticket)

Bus Parking Vouchers for Theme Parks

A Bus parking voucher is valid for Standard Parking for one oversized or commercial vehicle – due to recent changes, parking is now only permitted at the Toy Story Parking Area. Parking vouchers are not valid for Downtown Disney District parking or hotel parking. Parking vouchers do not include theme park admission and are not valid for Preferred Parking.

Group Info

Group Leader

Jayboy Camaquin

Group Name

Cutler Orosi School District Cutler 4th and 5th

If you have any questions regarding your order, please email us at disneylandresortsales@disneyonline.com or call us at (714) 520-7053. Our hours are Monday – Friday, 8:30am – 5:00pm PST. We are closed on major holidays.

Terms and Conditions

1. Disney Imagination Campus Student Group Tickets are available for use by organized youth groups consisting of ten (10) or more youths ages 3-22 who are visiting the Disneyland Resort on the same day. A majority of the group must be youths ages 3-22 to be eligible for Student Group Tickets. Groups attending a convention or meeting are not eligible for Student Group Tickets. Without an accompanying Disney Imagination Campus performing arts or education program experience, Student Group Tickets may only be used by organized groups located within, and whose travel will originate from, the fifty United States, Canada, Puerto Rico, U.S. Virgin Islands and Mexico. A minimum purchase of ten (10) tickets is required. One complimentary chaperone ticket is provided per ten (10) tickets purchased for eligible youths (and not returned to Disney). All complimentary chaperone tickets will be of the same ticket type, which will be determined based on the youth ticket type with the highest total ticket value in your order (calculated by multiplying the ticket quantity by the applicable ticket price). Additional guests of eligible youths may purchase tickets at the same discounted rates available to eligible youths. Theme park tickets and reservations are not required for children 2 and under. By submitting your ticket order, you acknowledge and agree that you have submitted completed COVID-19 liability waivers to Disney for all individuals for whom tickets are being ordered hereunder. Additional qualifying information may be required after the ticket order is submitted. You must submit your ticket order and full payment at least sixty (60) days prior to your arrival date. No Will Call available for this program. Tickets are date-specific and will be valid on the visit date(s) specified on your approved ticket order. No personal checks will be accepted for payment. Purchases of any theme park parking passes are not valid for oversized or commercial vehicles, Downtown Disney District parking or hotel parking; parking passes do not include theme park admission.
2. All program experiences purchased hereunder, if any, are subject to the additional terms and conditions set forth in your program application and in your program participation agreement.
3. Program experiences and tickets, and associated features and entitlements such as the Park Hopper entitlement, are nonrefundable, non transferable, revocable and may not be redeemed for cash, subject to the terms set forth herein. Each ticket admits one person. All prices are in US dollars. Orders are not accepted until confirmed by Disney.
4. You must return to Disney, at your sole cost and expense, before the last visit date specified on your approved ticket order (the "**Visit End Date**"), all tickets that have not been sold or otherwise distributed to eligible youths or their guests (regardless of refund eligibility); provided, however, that, if you advise Disney in writing (email is acceptable) before the Visit End Date, of the tickets you will be returning, you need not physically deliver to Disney the tickets to be returned until thirty (30) days after the Visit End Date (or such other time period specified in a separate written agreement between you and Disney). The tickets must be returned with a copy of the original invoice attached. Tickets to be returned must be sent to Disney at the location and in the manner directed by Disney at the time of such return. You may request a refund for tickets returned hereunder and program experience fees as set forth below; provided, however, that (i) any such refund request (including, without limitation, the method and conditions of such refund) will be considered by Disney in its sole and absolute discretion, (ii) you will be solely responsible for any refunds to eligible youths and their guests, and (iii) no refund will be given for tickets or program experiences used in whole or in part, for any lost, stolen or damaged tickets, for any complimentary tickets, or for any tickets not returned to Disney in strict conformity with these requirements. You may request a pro rata refund of the total theme park tickets purchased and program experience fees paid hereunder (the "**Total Fees**") only if (a) all remaining tickets after distribution to eligible youths or their guests are returned, and such returned tickets and program experiences are wholly unused; (b) you

days after the Visit End Date (or such other time period specified in a separate written agreement between you and Disney) (i.e., Disney must receive such tickets by such date). No refund for any tickets or program experience fees will be provided if any of these requirements is not satisfied. The refund amount will be equal to the percentage of Tickets returned multiplied by the Total Fees, **but in no event shall the refund exceed ten percent (10%) of the Total Fees.** You represent and warrant that (i) all tickets that you purchase from Disney, other than those returned to Disney in accordance with the above requirements, will be distributed to eligible youths or their guests before Visit End Date, and (ii) you will not retain ownership or (except as to tickets to be returned to Disney within the period referenced above) possession of any tickets after the Visit End Date.

5. To enter one of the parks, each Guest is required to have a theme park reservation in addition to a valid ticket for the same park on the same date. Park reservations are limited and subject to availability, restrictions, change and cancellation at any time. Park reservations are non-transferable and void if transferred or sold. Park admission is not guaranteed.
6. Program experiences and tickets may not be sold, bartered nor exchanged for goods, services or benefits. Each ticket, with applicable park reservation, admits one Guest. Program experiences and tickets are non transferable and must be used by the same person on any and all days. Valid photo identification confirmation, applicable ticket and valid theme park reservation are required for readmission to the same park and, if applicable, crossover to the other park. Disney is not responsible for lost or stolen tickets or property. Theme parks, restaurants, attractions, entertainment, products, services and offerings may be modified or limited in capacity or availability; are subject to change, closure, cancellation and discontinuance without notice due to rehabilitation, refurbishing, capacity, seasonal considerations, weather, low demand, government or other authority guidance or order, pandemic-related restrictions, special events, or any other reason without liability to the Released Parties, named below; and are not guaranteed. No refunds given for any such changes or cancellations.
7. Unless otherwise specifically stated, tickets are not valid for special or premium events or other activities which are separately priced, or for special events that are not open to the general public. It is agreed between the Released Parties, named below, and ticket users that all claims for injury or loss arising incident to presence on the Released Parties' property shall be litigated in Orange County, California. Disney reserves the right to refuse admittance to any person or persons.
8. Disney shall have the right to cancel any program experiences, tickets or entitlements at any time and for any reason, and provide an applicable refund. Program experiences and tickets are nonrefundable unless cancelled by Disney, subject to the terms set forth herein. If Disney cancels a program experience or ticket due to misconduct of the holder, no refund shall be due.
9. Due to various restrictions and limitations, tickets cannot be shipped to all locations. Title to the tickets passes upon delivery of the tickets in Anaheim, California to the shipper. Additional charges apply based on delivery method chosen, and on international orders. Recipient is responsible for any duty or custom charges or expenses.
10. 1-day tickets must be used on the visit date specified on your approved ticket order. Multi-day tickets must be used within 13 days after first use or by the Visit End Date, whichever occurs first, and each day of use of a ticket constitutes one full day of use.
11. Unless otherwise stated, the amount paid for any wholly unused, expired Disneyland Resort theme park ticket, except for special event tickets or tickets purchased from a third party, may be applied towards the purchase of a new theme park admission ticket at the current price so long as the new ticket purchase price is equal to or greater than the amount paid for the original ticket. The amount paid for any Theme park ticket may not be redeemed for cash or used for any other goods or services other than for another theme park admission ticket. No credit or refunds will be given for the non-use of any portion of a theme park admission ticket's entitlements (e.g., using a 4-day ticket for 3 days' of admission; using a 1-Day Standard Season ticket on a Value date; only entering one park with a Park Hopper ticket; etc.).
12. All features and entitlements of tickets and program experiences are subject to change without notice. Other restrictions may apply. All sales of program experiences, tickets and entitlements take place in and are consummated in the State of California. These terms and conditions are subject to change, and notice of such change will be given if and when revised terms and conditions are posted on this web site.
13. Disney eTickets purchased online or on the Disneyland app will not be delivered immediately and delivery may take up to 24 hours after purchase confirmation. If you purchase Disney eTickets and do not receive them, please visit a ticket booth where you

device error, or unauthorized duplication or sale of any Disney eTicket. In the event that duplicate Disney eTickets are presented for theme park admission, Disney reserves the right to refuse entry.

14. Disney reserves the right to require a Guest to leave if they are (i) not properly wearing an approved face covering, (ii) using profanity or offensive language towards Disney Cast Members or other Guests and/or (iii) violating any other Park Rules.
15. These terms and conditions shall be governed by the laws of the State of California. The Released Parties are: Walt Disney Parks and Resorts U.S., Inc.; Disney Destinations, LLC; Disney Vacation Development, Inc.; Disney Vacation Club Management LLC; and their respective parents, subsidiary, and other affiliated or related companies, and all officers, directors, employees, shareholders, members, agents, contractors, sub-contractors, representatives, successors, assigns, insurers, and volunteers of each of the foregoing entities.

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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE 2026-2027 PROSPERITY CENTER MEMORANDUM OF UNDERSTANDING**

ATTACHMENTS: **2026-2027 PROSPERITY TRAINING CENTER MEMORANDUM OF UNDERSTANDING**

FUNDING SOURCE: **EQUITY MULTIPLIER AND CALIFORNIA ADULT EDUCATION PROGRAM**

DISCUSSION: Attached for Board approval is a Memorandum of Understanding with Prosperity Training Center which allows for hands-on, industry-recognized healthcare training to high school students aged 16 and adult school students. Training may consist of, but is not limited to: Vocational CNA, Basic Life Support, Restorative Nursing Assistant, Home Health Aide, and Licensed Vocational Nurse (LVN).

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 Memorandum of Understanding with Prosperity Training Center.**

PROPOSED ACTION: **APPROVE**

Item #: 28

Memorandum of Understanding

Between Prosperity Training Center and Kings Valley Academy II

This Memorandum of Understanding ("MOU") is entered into on **[DATE]**, by and between **Prosperity Training Center, LLC**, hereinafter referred to as "PTC," and **[SCHOOL/DISTRICT LEGAL NAME]**, hereinafter referred to as the "School/District."

The purpose of this MOU is to establish a partnership between the School/District and PTC through which eligible students may participate in healthcare education and workforce training programs offered by PTC. The School/District will identify and support participating students and provide or arrange for payment of applicable tuition, while PTC will provide the training, instructional personnel, facilities, educational resources, and program support described in this MOU.

1. **Purpose**

   The purpose of this MOU is to outline the terms and responsibilities of both partied in supporting students who wish to complete a Certified Nursing Assistant (CNA) training program, ensuring a high-quality educational experience that prepares students for certification and employment in the healthcare field.

2. Program Offerings

Prosperity Training Center ("PTC") currently provides healthcare education and workforce training opportunities to eligible students. Program availability is subject to student eligibility, enrollment requirements, applicable regulatory requirements, instructor availability, and the terms mutually agreed upon by the parties.

a. Certified Nursing Assistant (CNA)

PTC provides Certified Nursing Assistant (CNA) education and training through its approved CNA program. The program is designed to provide students with the knowledge, skills, and practical training necessary to prepare for entry-level employment in healthcare and, where applicable, the applicable state certification examination.

CNA training may include classroom instruction, skills laboratory instruction, clinical training, examination preparation, and other educational activities required by the applicable program and regulatory standards.

b. Basic Life Support (BLS)

PTC may provide Basic Life Support (BLS) training designed to develop students' knowledge and practical skills related to emergency response, cardiopulmonary resuscitation (CPR), and other applicable BLS competencies.

Where applicable, students who successfully complete the required training may receive the appropriate BLS certification or completion documentation.

c. Restorative Nursing Assistant (RNA)

PTC may provide Restorative Nursing Assistant (RNA) training designed to provide students with knowledge and skills related to restorative nursing services and the support of individuals in maintaining or improving functional abilities.

Specific RNA program requirements, eligibility criteria, instructional hours, and competencies will be established in accordance with applicable requirements and PTC program standards.

d. Home Health Aide (HHA) — Future Program

PTC intends to offer a Home Health Aide (HHA) training program as a future educational offering.

The HHA program is **not currently being offered or conducted by PTC** and is **pending applicable state approval, authorization, or other regulatory requirements**.

Upon receiving the required approval and authorization, PTC may make the HHA program available to eligible students under this MOU, subject to program availability and any additional terms agreed upon by the parties.

Nothing in this MOU shall be interpreted as representing that PTC currently operates an approved HHA program or that students may presently enroll in the HHA program.

e. Future Programs and Program Expansion

The parties acknowledge that PTC may develop and introduce additional healthcare education and workforce training programs during the term of this MOU.

Any program requiring governmental, state, accrediting, or other regulatory approval shall not be offered to students until the required approval or authorization has been obtained.

Program-specific schedules, admission requirements, prerequisites, instructional hours, tuition, clinical requirements, certification or credentialing requirements, and other applicable terms may be established separately through written program documents, exhibits, addenda, or enrollment agreements.

3. Responsibilities of SCHOOL/DISTRICT

The School agrees to:

a. Identify and help enroll eligible students into PTC.

b. Cover the full tuition cost for each enrolled student through the School.
c. Provide necessary documentation and support for student enrollment, or help students obtain such documentation.
d. Ensure students meet the admission requirements set forth by PTC.

4. **Responsibilities of Prosperity Training Center**

PTC agrees to:
a. Provide an approved training site and qualified instructors.
b. Deliver CNA education that meets state certification requirements.
c. Offer Clinical training in accordance with state guidelines.
d. Provide students with necessary educational materials and resources.
e. Support students in preparing for their certification exam.

5. Term and Termination

This MOU will remain in effect for a period of 2 years unless terminated earlier by either party within 60 days written notice. Either party may terminate this agreement if the other party fails to fulfill its responsibilities as outlined.

6. Financial Agreement

The school hereby agrees to remit the full tuition payment directly to PTC within thirty (30) days following the commencement of the student's program. This payment shall be made in accordance with the agreed-upon tuition fee schedule and terms outlined in the enrollment agreement.

It is further stipulated that students will not be eligible to receive the 280B form until PTC has received the full tuition payment from Kings Valley Academy II. The 280B form will be disbursed to the student only after the complete payment has been confirmed and processed by PTC.

In the event of any delay or failure in the remittance of the tuition payment by the School, PTC reserves the right to withhold the 283B form until such payment is received in full. The School acknowledges its responsibility to ensure timely payment to avoid any disruption in the students' access to the 283B form.

7. Confidentiality

Both parties agree to maintain the confidentiality of student records and adhere to all applicable privacy laws, including FERPA and HIPPA, where applicable.

8. **Non-Discrimination Clause**

   Both parties agree not to discriminate against any student based on race, gender, age, religion, disability, or any other protected category in compliance with federal and state laws.

9. **Dispute Resolution**

   Initiation: Either party may initiate the ADR process by providing written notice to the other party, describing the nature of the dispute and the desired outcome.

   Selection of Neutral: The parties shall jointly select a neutral third party (mediator or arbitrator) within (30) days of the initiation of the ADR process. If the parties cannot agree on a neutral, they may request assistance from [name of ADR organization].

   Preparation: Both parties shall prepare for the ADR session by gathering relevant information and documents. They may also outline their key issues and desired outcomes.

   ADR Session: The ADR session shall be conducted within (60) days of the selection of the neutral. During the session, each party shall have the opportunity to present their perspective on the dispute.

   Agreement: If the parties reach an agreement, it shall be documented and signed by both parties. The agreement shall be binding and enforceable.

   Confidentiality: All communications and documents exchanged during the ADR process shall be confidential and shall not be disclosed to any third party without the prior written consent of both parties.

   Governing Law: This Agreement shall be governed by and construed in accordance with the laws of California state.

10. **Amendments**

    Any changes to this MOU must be made in writing and agreed upon by both parties.

11. Signatures

By signing below, the authorized representatives of the parties acknowledge that they have reviewed this MOU, understand its terms, and agree to the responsibilities described herein.

PROSPERITY TRAINING CENTER, LLC

Authorized Representative: _____

Name: _____

Title: _____

Signature: _____

Date: _____

[SCHOOL/DISTRICT LEGAL NAME]

Authorized Representative: _____

Name: _____

Title: _____

Signature: _____

Date: _____

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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE RISE 2 IT PRODUCTIONS MEMORANDUM OF UNDERSTANDING**

ATTACHMENTS: **RISE 2 IT PRODUCTIONS MEMORANDUM OF UNDERSTANDING**

FUNDING SOURCE: **EQUITY MULTIPLIER**

DISCUSSION: Attached for Board approval is a Memorandum of Understanding with RISE 2 IT Productions for the purpose of providing motivational and educational programming during Lovell High School's Career Day on November 20, 2026. The total cost is $7,950.00.

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

BOARD GOAL:

- [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 Memorandum of Understanding with RISE 2 IT Productions.**

PROPOSED ACTION: **APPROVE**

Item #: 29



MEMORANDUM OF UNDERSTANDING

RISE 2 IT PRODUCTIONS & LOVELL HIGH SCHOOL

Event: Career Day – Student Connectedness & Success Initiative
Event Date: November 20, 2026
Location: Lovell High School, 12724 Ave 392, Cutler, CA 93615
Time: 8:00 AM – 9:35 AM

PARTIES

This Memorandum of Understanding is entered into by and between **RISE 2 IT Productions** and **Lovell High School** for the purpose of providing motivational and educational programming during the School's Career Day on November 20, 2026.

PURPOSE

The purpose of this partnership is to provide students with an engaging, motivational, and supportive Career Day experience designed to increase student connectedness and strengthen students' sense of belonging, purpose, and possibility within their school community.

The assembly and classroom presentation will serve as an inspirational launch into the students' additional Career Day sessions and will encourage students to recognize their individual potential, make positive connections with school staff and peers, and remain engaged in their educational journey.

This initiative is particularly intended to support at-promise students, including students who may experience barriers to consistent school engagement, academic success, and graduation.

PROGRAM GOALS

Through the Career Day programming, RISE 2 IT Productions and the School intend to:

1. Increase students' sense of school connectedness and belonging.

2. Encourage students to develop a greater sense of purpose, possibility, and personal responsibility.
3. Motivate students to remain engaged in their education and school community.
4. Support efforts to increase student attendance and academic performance.
5. Encourage students to make positive choices that contribute to their ability to earn a high school diploma.
6. Provide students with meaningful exposure to positive role models and motivational messaging.
7. Create a safe, supportive, and engaging environment in which students can reflect on their future goals and potential.

SCOPE OF SERVICES

RISE 2 IT Productions will provide the following programming on November 20, 2026:

Schoolwide Motivational Assembly / Keynote
Time: 8:00 AM – 8:53 AM
Estimated Audience: Approximately 50–60 students, along with school staff.

RISE 2 IT PRODUCTIONS will deliver a high-energy motivational keynote designed to inspire, engage, and empower students while setting a positive and purposeful tone for Career Day. The presentation will be spearheaded by Dr. Jonathan Hernandez, CEO/Founder and National Keynote Speaker, whose work has been featured in NBC News, NBC Latino, USA Today, and the Los Angeles Times.

Dr. Hernandez will challenge students to believe in their potential, embrace personal responsibility, overcome obstacles, and recognize the connection between education, purpose, and future career success.

The presentation will focus on themes including:

- Student connectedness and belonging
- Personal resilience and overcoming obstacles
- Educational engagement and accountability
- Future possibilities and career exploration
- Purpose-driven decision making
- The importance of attendance and academic success
- Believing in one’s ability to graduate and achieve future goals

Classroom Guest Speaker Session

Time: Approximately 8:53 AM – 9:30 AM
Estimated Audience: Approximately 6 students.

RISE 2 IT Productions will also provide a smaller, interactive classroom presentation designed specifically for the students participating in this setting.

The classroom consists of students who may benefit from a safe, supportive, and alternative educational environment. The presentation will therefore emphasize connection, trust, encouragement, personal accountability, and future opportunity.

RISE 2 IT Productions will include national trainer, Mr. Gustavo Ramirez, a member of the RISE 2 IT Productions team, to assist with facilitating this portion of the program.

The classroom session will provide students with an opportunity to engage directly with the presenters, ask questions, discuss personal and educational goals, and identify strategies for remaining connected to school and working toward graduation.

STUDENT IMPACT

RISE 2 IT Productions recognizes that student connectedness can play an important role in helping students remain engaged in their education.

Accordingly, this program is intended to complement the school's broader efforts to improve:

- School attendance
- Student engagement
- Academic performance and grades
- Student relationships with supportive adults
- Students' sense of belonging
- Motivation to remain in school
- Progress toward earning a high school diploma

The program will use motivational speaking, storytelling, interactive engagement, and positive reinforcement to encourage students to recognize that their current circumstances do not have to determine their future outcomes.

SCHOOL RESPONSIBILITIES

The school agrees to:

1. Provide appropriate facilities for the assembly and classroom presentation.
2. Provide appropriate staff supervision and support throughout the event.

3. Provide the estimated number of participating students to RISE 2 IT Productions.
4. Coordinate the event schedule and communicate any changes to RISE 2 IT Productions in a timely manner.
5. Provide reasonable access to the presentation space necessary for setting up and delivery of the program.

RISE 2 IT PRODUCTIONS RESPONSIBILITIES

RISE 2 IT Productions agrees to:

1. Provide qualified presenters to conduct the scheduled assembly and classroom session.
2. Develop and deliver programming appropriate for the participating student population.
3. Provide an engaging and professional presentation aligned with the school's student-connectedness and Career Day objectives.
4. Collaborate with School staff to ensure the programming supports the intended student outcomes.

Provide any agreed-upon production equipment and personnel identified in the final quote.

TERM

This MOU shall apply specifically to the Career Day programming scheduled for **November 20, 2026**, unless otherwise agreed upon in writing by both parties.

X. MUTUAL UNDERSTANDING

This MOU represents the mutual understanding of RISE 2 IT Productions and [School Name] regarding the intended scope and purpose of the Career Day programming.

Both parties acknowledge that the ultimate goal of this collaboration is to provide students with meaningful encouragement, connection, and support that can contribute to increased school engagement, improved attendance, stronger academic performance, and progress toward high school graduation.

COMPENSATION AND TERMS

The total service fee is **$7,950.00**, based on the agreed-upon scope of services.

RISE 2 IT Productions will also provide a **$1,000.00 student scholarship**, awarded to one or multiple students. This is an additional contribution and does not reduce the service fee.

Payment in full is due no later than Thursday, October 1, 2026.

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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE 2026-2027 GROWTHPOINT TECHNOLOGIES MEMORANDUM OF UNDERSTANDING (MOU)**

ATTACHMENTS: **GROWTHPOINT TECHNOLOGIES MEMORANDUM OF UNDERSTANDING**

FUNDING SOURCE: **EQUITY MULTIPLIER**

DISCUSSION: Attached for Board approval is a Memorandum of Understanding with GrowthPoint Technologies (GPT). GPT will offer a series of hands-on STEAM enrichment workshops for students attending Cutler-Orosi Alternative Education Sites (Lovell High School, Esperanza High School, and Community Day School) during the 2026–2027 school year. Programming will cover technology, digital media, engineering, creative design, financial literacy, and applied science through interactive, project-based learning focused on problem-solving and collaboration. GPT will provide trained instructors and materials, technology, and equipment required for each scheduled workshop experience.

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 GrowthPoint Technologies MOU.**

PROPOSED ACTION: **APPROVE**

Item #: 30

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

Memorandum of Understanding for Cutler-Orosi Alternative Education Sites

2026-2027 School Year

OVERVIEW

GrowthPoint Technologies, Inc. (GPT) will partner with Cutler-Orosi Joint Unified School District to provide hands-on enrichment, technology, career exploration, and student engagement programming for students attending the District's Alternative Education sites during the 2026–2027 school year.

Programming may include workshops and enrichment experiences in areas such as technology, digital media, career and technical education, financial literacy, entrepreneurship, STEM, creative arts, hands-on making, and other topics mutually identified by GrowthPoint Technologies and District staff. Specific programs, workshop topics, dates, schedules, class sizes, and service locations will be determined throughout the school year based on student needs, District priorities, scheduling, and program availability. GPT will work collaboratively with site and District administrators to develop programming that is appropriate for the students being served and responsive to the goals of the Alternative Education program.

GPT will provide qualified instructors and, when applicable, the materials, technology, equipment, and instructional resources necessary to deliver each approved program.

- **School Year:** 2026-2027
- **Service Period**: 2026-2027 School Year, through June 30, 2027
- **Program Locations**: Cutler-Orosi Alternative Education Sites
- **Programs/Workshops**: TBD by School Administrator
- **Service Dates and Times**: TBD by School Administrator
- **Instructional Staff:** Provided by GrowthPoint Technologies, Inc
- **Materials and Equipment:** Provided by GrowthPoint Technologies when included within the approved program scope.

SCOPE OF SERVICES

GrowthPoint Technologies will collaborate with administrators at Cutler-Orosi Alternative Education sites to identify and develop enrichment opportunities throughout the 2026–2027 school year. Individual programs may be delivered as single-session workshops, multi-session workshop series, short-term enrichment programs, special events, or other mutually agreed-upon instructional experiences.

For each program selected, GPT and the District will confirm the applicable:

- Program or workshop description
- Student grade level and anticipated participation
- Number and length of instructional sessions
- Service dates and times
- Program location
- Staffing requirements
- Materials and equipment
- Transportation or other logistical requirements, when applicable
- Program cost

Program details may be documented through a program proposal, service confirmation, written quote, or other written approval agreed upon by GPT and the District before services are delivered.

PROGRAM DEVELOPMENT

The parties acknowledge that specific programs have not been finalized at the time of this MOU. Throughout the school year, GrowthPoint Technologies may recommend new workshops or program concepts based on student interests, available technologies, career-connected learning opportunities, and feedback from District staff. The District may also request programming based on identified student needs or site priorities. No individual workshop or program will be considered authorized solely by inclusion within this MOU. Specific programming and associated costs will be mutually agreed upon prior to implementation.

SERVICE COST

COST DESCRIPTION	Amount
Programming, workshops, materials, equipment, staffing and other services provided during the 2026-2027 school year	**To be determined by individual program**

Individual program costs will be provided to the District for review and approval prior to delivery of each program or service. No program-specific services or costs are authorized by this MOU unless separately approved by the District.

TERM AND TERMINATION

This MOU will remain in effect through June 30, 2027, unless terminated earlier by either party. Either party may terminate this MOU upon written notice to the other party. Termination of this MOU will not affect payment obligations for services already authorized and performed prior to the effective date of termination.

Cutler-Orosi Joint Unified School District

Name: _____

Title: _____

Signature: _____

Date:_____

GrowthPoint Technologies, Inc

Name: Jet Vong

Title: Chief Executive Officer

Signature: _____

Date:_____

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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE OROSI HIGH SCHOOL STUDENT OVERNIGHT TRIP TO UNIVERSITY OF THE PACIFIC IN STOCKTON, CA FOR SPEECH AND DEBATE INVITATIONAL EVENT**

ATTACHMENTS: **ACTIVITY REQUEST FORM, JOHN SCHAMBER HIGH SCHOOL INVITATIONAL 2026, AND ADDITIONAL INFORMATION**

FUNDING SOURCE: **LCAP AND ASB**

DISCUSSION: Orosi High School Speech and Debate team is seeking approval to attend an overnight trip the weekend of October 30th – November 1st, 2026 to University of the Pacific in Stockton to attend a Speech and Debate Invitational under the supervision of coaches Karson Kalashian, Jacob Sandoval, and a female chaperone. Event details have been attached for Board review. The approximate total cost is $3,700.

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

BOARD GOAL:

- [X] **1. Achieve academic excellence 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 Orosi High School's Speech and Debate overnight trip.**

PROPOSED ACTION: **APPROVE**

Item #: 31

Cutler-Orosi Joint Unified School District

12623 Avenue 416 Orosi, CA 93647

ACTIVITY REQUEST FORM

Teacher/Coach Mr. Kalashian / Mr. Sandoval Date Submitted 9 / 22 / 2026

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

Please list approved fundraiser: N/A
Does this activity require an overnight stay? YES [X] NO [ ]

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

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

Activity Date 10/30 – 11/1/ 2026 **Activity Time** 4:30 P.M. 10/30 **to** Approx. 11:30 P.M. 11/1 **Location** University of Pacific

Activity Purpose To compete in speech and debate tournament

Transportation Needed? YES [X] NO [ ]

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

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

Name(s) of person(s) driving Mr. Kalashian / Mr. Sandoval / Ms. Jeronimo

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

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

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

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

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

Kalashian	9/22/2026	559-284-1790
Signature of Teacher/Coach	Date	Cell # - for field trips only
Signature of Department Chair/Grade Level Lead or Activity Director/Athletic Director	Date	
Signature of Administrator	Date	Approved ___ Rejected___

Reason for Rejection: _____

Jon Schamber High School Invitational 2026

The University of the Pacific Speech and Debate team cordially invites your team to come celebrate attend the 45th annual Jon Schamber High School Forensics Tournament on Friday, October 30 through Sunday, November 1. We hope you and your join us for a spook-tacular weekend of competition. The tournament will feature the following events:

Debate

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

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

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

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

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

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

Jon Schamber Invitational 2026 Schedule

(times subject to change to accommodate entry size)

GLOBAL SCHEDULE

FRIDAY, OCT. 30
11:30 AM: Registration and Lunch for competitors
1:00 PM: Welcome and Judge Training
1:45 PM LD ROUND 1
1:45 PM Congress Round 1
3:00 PM LD ROUND 2
3:30 PM Congress Round 2
4:15 PM LD ROUND 3
5:15 PM LD ROUND 4
5:15 PM Congress Round 3
6:15 PM LD ROUND 5

SATURDAY, OCT. 31
6:30 AM: REGISTRATION
7:30 AM: Welcome and Judge Training
8:00 AM: TEAM DEBATE RD 1
9:30 AM: SPEECH ROUND 1
10:45 AM: TEAM DEBATE RD 2
LUNCH BREAK: 11:45-1:00 PM
1:15 PM SPEECH ROUND 2
2:30 PM TEAM DEBATE RD 3
4:00 PM SPEECH ROUND 3
5:15 PM TEAM DEBATE RD 4
6:45 PM TEAM DEBATE RD 5

SUNDAY, NOV. 1
8:30 AM OCTOS ALL DEBATE (AS NECESSARY, PIGGYBACK JUDGE DEPENDENT)
10:00 AM QUARTERS ALL DEBATE (PIGGYBACK JUDGE DEPENDENT)/SEMI-FINALS CONGRESS
11:45 PM ALL SPEECH FINALS & SEMI-FINALS (AS NECESSARY)
1:15 PM SEMIFINALS ALL DEBATE & ALL REMAINING IE FINALS/CONGRESS FINALS
3:00 PM FINALS ALL DEBATE
AWARDS ASAP

SPEECH SPECIFIC SCHEDULE

SATURDAY, OCT. 31
9:30 AM R1: ALL SPEECH EVENTS
1:15 PM R2: ALL SPEECH EVENTS
4:00 PM R3: ALL SPEECH EVENTS

SUNDAY, NOV. 1
11:45 AM FINALS & SEMI-FINALS ALL SPEECH EVENTS
1:15 PM REMAINING FINALS

CONGRESS SPECIFIC SCHEDULE

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

SUNDAY, NOV. 1
10:00 AM SEMI-FINALS CONGRESS
1:15 PM FINALS CONGRESS

LD SPECIFIC SCHEDULE

FRIDAY, OCT. 30
1:45 PM LD ROUND 1
3:00 PM LD ROUND 2
4:15 PM LD ROUND 3
5:15 PM LD ROUND 4
6:15 PM LD ROUND 5

SUNDAY, NOV. 1
8:30 AM LD OCTOFINALS
10:00 AM LD QUARTERFINALS
1:15 PM LD SEMIFINALS
3:00 PM LD FINALS

PARLI SPECIFIC SCHEDULE

SATURDAY, OCT. 31

R1 Topic Announce @ 8:05 AM, Debate starts no later than 8:35 AM
R2 Topic Announce @ 10:50 AM, Debate starts no later than 11:20 AM
11:45-1:00 PM LUNCH BREAK (Students at DUC/Parents & Judges Lunch Separate)
R3 Topic Announce @ 2:35 PM, Debate starts no later than 3:05 PM
R4 Topic Announce @ 5:20 PM, Debate starts no later than 5:50 PM
R5 Topic Announce @ 6:50 PM, Debate starts no later than 7:20 PM

SUNDAY, NOV. 1

Octo-finals Topic Announce @ 8:30 AM, Debate starts no later than 9:00 AM
Quarters Topic Announce @ 10:00 AM, Debate starts no later than 10:30 AM
Semis Topic Announce @ 1:15 PM, Debate starts no later than 1:45 PM
Finals Topic Announce @ 3:00 PM, Debate starts no later than 3:30 PM

PF SPECIFIC SCHEDULE

SATURDAY, OCT. 31
6:30 AM: REGISTRATION
7:30 AM: Welcome and Judge Training
8:00 AM: TEAM DEBATE RD 1
10:45 AM: TEAM DEBATE RD 2
LUNCH BREAK: 11:45-1:00 PM
2:30 PM TEAM DEBATE RD 3
5:15 PM TEAM DEBATE RD 4
6:45 PM TEAM DEBATE RD 5

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

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

CX/POLICY DEBATE SCHEDULE

ROUND 1
ROUND 2
ROUND 3
ROUND 4
ROUND 5

QUARTERS
SEMIS
FINALS

HARASSMENT AND DISCRIMINATION POLICY (CHSSA)

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

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

PARTICIPANT BEHAVIOR:

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

SAFETY GUIDELINES:

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

TOURNAMENT CONTACT:

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

ENTRY FEES AND GUIDELINES

ENTRY FEES

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

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

FEE ASSESSMENT

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

Although we do not charge for drops after the entry deadline, fees will be assessed as of Wednesday, October 28th at Noon and any adds after that date will be based on current tournament structure. This means that we will take drops and adds, but as of Wednesday at Noon, drops will not decrease your fees in order to best prepare for hiring judges. Adds will increase your fees. This is done so that we can properly hire and allocate judging for the weekend.

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

ELIGIBILITY & DIVISIONS

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

independent student entries shall not be allowed if their school/program is already attending.

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

JUDGES

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

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

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

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

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

ENTRY PROCEDURE & GUIDELINES

The tournament will use Speechwire.com for all entries. Entries should be completed by 11:00 PM on Tuesday, October 27, 2026. Drops and name changes (but no adds) can be made until Thursday, October 29, 2026. **ALL FEES (judging and entry) will accrue as of Wednesday, October 28, 2026 at 12:00 PM NOON.** Competitors may enter in both Debate and Speech events (EXCEPT FOR POLICY/CX DEBATE) but are responsible for arriving to their rounds on time. Failure to do so could result in forfeiting a round. **Competitors may only enter in a single debate event and may enter in NO MORE than three speech events. Competitors entered in Policy Debate may not enter in speech.**

JUDGES- ENTRY AND EXPECTATIONS

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

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

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

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

TOURNAMENT GUIDELINES AND RULES

EVENT GUIDELINES (OVERVALL)

We encourage all participants to familiarize themselves with the updated rules of the California High School Speech Association and the National Speech and Debate

Association. Concerns and, when necessary, protests must be brought to the attention of the Tournament Director as soon as possible after an alleged infraction of a rule has taken place. As much as we can, we will follow CHSSA State Tournament event and tabbing rules for our tournament. However, the tournament invite will dictate the rules for the tournament. If it is NOT in the invite, the Tournament Director is the final arbiter for all alleged violations.

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

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

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

Outside Assistance
Participants in the tournament will be reminded of their commitment to the state and

national organization codes of honor. During the course of a round, receiving outside assistance from any non-participant in the round, including coaches, teammates, and family members, is strictly prohibited. Any allegations of a rule violation should be submitted to the Tournament Director and will be handled through protest process. Students found to have violated tournament policy may face loss of round, disqualification from the tournament, and/or notification to school administration.

Forfeit Rule

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

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

EVENT GUIDELINES

CONGRESSIONAL DOCKET

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

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

POLICY DEBATE

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

PUBLIC FORUM DEBATE

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

PARLIAMENTARY DEBATE

PARLIAMENTARY DEBATE TOPIC AREAS

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

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

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

Debate Advance Rules

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

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

Number of Entries: The entry cap per division will be raised to 65 teams per event. Entries that exceed the cap will be placed on a waiting list and we will begin admitting entries passed the cap up until the Wednesday before the tournament begins.

Furthermore, schools should be entering judge coverage as entries are submitted. TBA judge slots will be deleted throughout the entry process and judges failing to show will result in schools being assessed extra fees or dropped from competition.

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

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

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

INDIVIDUAL EVENTS AND TRIATHLON RULES

DIVISION RULES

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

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

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

ELIMINATION ROUNDS

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

Advancement to Elimination Rounds – No more than half of the field will be advanced to finals. Students will be rank ordered first by lowest cumulative rankings, then by the highest reciprocal score (a.k.a. decimal conversion) and finally by the highest cumulative ratings.

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

Number of Entries

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

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

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

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

Sweepstakes: Contestants not competing in an elimination round will not receive sweepstakes points. Triathlon results do not accrue sweepstakes points. Points will be awarded as follows:

Points for First; Points for Second; Points for Third/Semifinals of Debate; Finalist; Semi-Finalist; Quarter-Finals; Octo-Finals

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

The Speech and Debate team will be traveling to University of Pacific in Stockton on October 30th at 4:30 P.M., and returning on November 1st at approx. 11:30 P.M. This will be a great opportunity for our students to compete against roughly 30 schools from around 3 states. They will also get to explore a college campus and bond further as a team.

This competition offers all speech and debate events, and has novice as well as varsity levels of competition. We plan to take approx. 25 students based on work/success/interest/etc. We plan to have assistant coach Jacob Sandoval with us, as well as female chaperone Isabel Jeronimo. We will take three school district vans, and the hotel is still TBD (but I am trying to use the same one as last year).

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

Respectfully,

Karson Kalashian

Head Speech and Debate Coach

Orosi High School, CA

Cell: (559) 284-1790

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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE STUDENT TRAVEL PROGRAM PROPOSAL WITH EXPLORE AMERICA**

ATTACHMENTS: **STUDENT TRAVEL PROGRAM PROPOSAL**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board approval is a Student Travel Program Proposal with Explore America. Speech and Debate coaches Lindsay Mendoza and Karson Kalashian have requested Board approval for an optional 5-day, 4-night educational trip to New York City during the summer of 2028. This opportunity is open to Speech and Debate students in grades 6–12, specifically enrolled in the advanced courses. The District will incur no costs. All funding will be raised by students with support from the advisors. The expense of the trip includes the flights, hotel, ground transportation in New York, all meals/meal credits, evening hotel security, excursions, and adult supervisor tickets. Students will be roomed with peers of similar age and gender demographics.

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

RECOMMENDATION: **The Superintendent recommends the Board approve the Student Travel Program Proposal with Explore America.**

PROPOSED ACTION: **APPROVE**

Item #: 32

El Monte Middle Speech & Debate

Proposal: Permission to Advertise Student Enrichment Trip to New York City

Date:	9/16/2026
Submitted to:	Yolanda Valdez, Sunsie Tumacder, Shevonne Swanson
Submitted by:	Lindsay Mendoza, Speech & Debate Coach, El Monte Middle School
Program:	Speech and Debate, Grades 6–12
Trip destination:	New York City, NY
Proposed dates:	TBD — to be finalized pending this approval (2028)
Cost to district:	None. The trip is fully funded through student fundraising.

Purpose of This Request

We are requesting the Board's permission to advertise and recruit for a student enrichment trip to New York City, open to Speech and Debate students in grades 6–12. This request is solely for permission to promote the opportunity to students and families and fundraise using our ASB for Speech & Debate; the trip itself, its final dates, and its detailed itinerary will be brought back for approval once fundraising and planning are further along.

Educational Rationale

New York City offers unmatched opportunities for students in speech, debate, and communication — including access to professional theater, museums, historic courtrooms and civic institutions, and the chance to see world-class public speaking and performance in action. A trip of this kind reinforces skills our students build in competition: research, argumentation, public presence, and confidence — while broadening their exposure to culture, history, and civic life beyond our community.

Program Details

- Eligible participants: Speech and Debate students in grades 6–12.
- Chaperones: Coaching staff and parent volunteers, at a ratio consistent with district policy.
- Structure: Itinerary, lodging, and transportation will be finalized and submitted for separate approval once enrollment and fundraising targets are known.
- Attending adults must be background checked and cleared by the tour agency
- Security is provided for students during hotel stay
- Dedicated tour guide and transportation provided to the touring group
- Breakfast, lunch and dinner are provided for each traveler.
- Site seeing tours are all included: two broadway shows, historical landmarks, buildings, etc.
- Students will only room with students in their similar age bracket
- There is a 50 million dollar general liability issuance available for everyone. Additional insurance can be purchased by parents.

Funding & Cost to the District

This trip will be funded entirely by student fundraising and parent contribution — not district funds. Students who wish to participate will raise their own trip costs through team fundraising activities (examples: restaurant nights, car washes, concession stands, crowdfunding, local business sponsorships, and similar approved methods).

What We Are Asking the Board to Approve

- Permission to advertise this opportunity to Speech and Debate students in grades 6–12 and their families.
- Permission to begin student fundraising activities in support of the trip.
- An understanding that final trip details (dates, itinerary, cost, chaperone plan, and transportation) will return to the Board for formal approval before any deposits are made or travel is booked.

Next Steps

Upon approval to advertise, we will share the opportunity with students and families, begin fundraising, and return to the Board with a complete trip proposal — including finalized dates, an itinerary, a full budget, and a chaperone and safety plan — for final approval before any travel commitments are made.

Respectfully submitted,

Lindsay Mendoza
Speech & Debate Coach, El Monte Middle School
(559) 528-3017

EXPLORE AMERICA

Tour Price Quote

Broadway & the Arts

OPENING THE WORLD THROUGH EDUCATION
50 YEARS OF EXPERIENCE
ESTABLISHED IN 1965

Prepared For	Prepared On
Lindsay Mendoza at El Monte Middle School	September 9, 2026
Your Tour Number	**Your Tour Website**
3112906YF	www.efexploreamerica.com/3112906YF

All-inclusive Price

Price valid for travelers enrolled September 9, 2026 - September 30, 2026

Student	Adult
$3,422	***$3,842***
or $167 / 20 mos	or $188 / 20 mos

Price Breakdown

Program Fee	$3,215
Travel Protection Plan	$119
Lunch included: $20 per day	$88

For every 10 paying travelers, 1 chaperone travels FREE

Unless explicitly stated, lunches are not included.
Adult supplement required for travelers age 20 and older at the time of travel.

An additional $200 Under 10 Supplement will be applied to all traveler accounts if the group size falls under 10 paying travelers. This will be applied to paying traveler accounts no later than 140 days before departure. Applicable airline baggage fees are not included and can be found at EFExploreAmerica.com/Baggage. All prices subject to verification by an EA tour consultant. To view EA's Booking Conditions, visit EFExploreAmerica.com/BC. Breakfast excluded on day of arrival; dinner excluded on day of departure (Unless otherwise noted).

Your travel details

Total Length
4 days

Departing From
Fresno (CA)

Requested Travel Dates
Monday, June 19, 2028 - Thursday, June 22, 2028

Your Departure Date Range

Earliest	Requested	Latest
Sat. Jun. 17	Mon. Jun. 19	Wed. Jun. 21

Your experience includes

Round-trip Transportation

Hotel Accommodations

Overnight Security

Meals

All Gratuities

Guided Tours and Activities

Full-time Tour Director
Your Tour Director stays with your group 24/7, providing local insight and knowledge, while handling every on-tour detail.

Training and Support
We prepare new Group Leaders on a free Training Tour and provide personal support every step of the way.

Traveler Resources
We offer travelers flexible payment options as well as a dedicated support team to manage finances and answer tour questions.

24-hour Emergency Service
Travelers and their families can count on EF's dedicated emergency service team while on tour.

Expert Tour Planning
Your dedicated EF team provides expertise every step of the way—from recruiting and enrolling travelers to planning and managing your tour.

Personalized Learning Support
Our personalized learning experience engages students before, during and after tour, with the option to create a final, reflective project for academic credit.

Illness and Accident Coverage
Rest easier knowing your travelers are covered on tour with EF's comprehensive coverage plan.

$50 Million Liability Policy
Group Leaders and schools are protected while on tour.

Your tour consultant

Caroline Hites
1-800-503-2323
caroline.hites@ef.com

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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE RENEWAL OF RENAISSANCE SOFTWARE LICENSES**

ATTACHMENTS: **RENAISSANCE QUOTES: Q-341940 V2, Q-457671 V1, Q-575754 V1, AND Q-558642 V1**

FUNDING SOURCE: **LOTTERY**

DISCUSSION: Attached for Board approval are quotes from Renaissance Learning to renew licenses for Star Reading, the district's K-12 diagnostic reading assessment. Additionally, attached for Board approval are quotes to renew licenses for myON, (a digital library platform offering high-interest, leveled readers in English and Spanish) and Accelerated Reader, used by the elementary sites to encourage and monitor students' independent reading. The total cost for these services is $49,851.80.

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 Renaissance licenses quotes.**

PROPOSED ACTION: **APPROVE**

Item #: 33

Renaissance
2911 Peach Street, Wisconsin Rapids, WI 54494-1905
PO Box 8036, Wisconsin Rapids, WI 54495
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote
Q-341940 v2

Cutler-Orosi Joint Unified School Dist - 277512

Primary Contact
Shevonne Swanson
Email - shswanson@cojusd.org
12623 Avenue 416
Orosi, CA 93647-2017

Billing Account
Cutler-Orosi Joint Unified School Dist – 277512
12623 Avenue 416
Orosi, CA 93647-2017

Quote Summary	
School Count: 5	
Renaissance Products & Services Total	$36,682.80
Estimated Sales Tax	$0.00
Shipping Cost	$0.00
Grand Total	**USD $36,682.80**

This quote includes: myON, Star, Accelerated Reader, myON News, myON Content and Services.

By signing below, Customer:

- Acknowledges that the Person signing this Quote is authorized to do so on behalf of Customer.
- Agrees Customer's access to and use of the Products and Services referenced in the Quote (and any other quote issued to Customer during the Subscription Period) are subject to compliance with the Renaissance Terms of Service and License located at https://doc.renlearn.com/KMNet/R62416.pdf, incorporated herein by reference.
- Acknowledges and agrees that the applicable Data Protection Addendum and Privacy Notices located at https://docs.renaissance.com/R62068 are incorporated into this Agreement. Additional information about Renaissance's privacy and security is available at https://www.renaissance.com/privacy/.

To accept this offer and place an order, please sign and return this Quote.

Requested Invoice Date: 01-Oct-2026

Renaissance will issue an invoice for this Quote on the Requested Invoice Date indicated above. If Customer requires a purchase order, Customer agrees to provide the purchase order to Renaissance prior to the Requested Invoice Date. Customer agreed to pay the invoice within 30 days after the Requested Invoice Date.

Customer indicates that no Purchase Order is required, and that Billing Account information is correct.

Renaissance Learning, Inc.	Cutler-Orosi Joint Unified School Dist
Ted Wolf	By:
Name: Ted Wolf	Name:
Title: Chief Financial Officer	Title:
Date: 29-Sep-2026	Date:

Please e-sign OR print, sign, and return this Quote to your Account Representative Matt McGary at matt.mcgary@renaissance.com. For any changes or additional information, please reach out by email or phone at (559) 397-0875. Thank you.

Renaissance
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PO Box 8036, Wisconsin Rapids, WI 54495
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote
Q-341940 v2

All quotes and orders are subject to availability of merchandise. This Quote is valid for 60 days from the date under Renaissance's signature. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ('TPT'). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply. Starting July 1, 2021 New Mexico requires sellers to collect tax on the state and local rate. This varies depending on the city and county.

Students can become their most amazing selves — only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom — transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

Renaissance
2911 Peach Street, Wisconsin Rapids, WI 54494-1905
PO Box 8036, Wisconsin Rapids, WI 54495
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote
Q-341940 v2

Quote Details

Cutler-Orosi Joint Unified School Dist – 277512

Products & Services	Quantity	Unit Price	Total
Data Integration Services			
Quote Year 1 01-Oct-2026 – 30-Sep-2027			
Custom Data Integration Maintenance	1	$3,750.00	$3,750.00
		Quote Year 1 Subtotal	**$3,750.00**
		Cutler-Orosi Joint Unified School Dist Total	**$3,750.00**

Cutler Elementary School – 277515

Products & Services	Quantity	Unit Price	Total
Bundle			
Quote Year 1 01-Oct-2026 – 30-Sep-2027			
myON Student Subscription	475	$8.92	$4,237.00
		Quote Year 1 Subtotal	**$4,237.00**
Accelerated Reader			
Quote Year 1 01-Oct-2026 – 30-Sep-2027			
Accelerated Reader Subscription	475	$6.85	$3,253.75
		Quote Year 1 Subtotal	**$3,253.75**
myON News			
Quote Year 1 01-Oct-2026 – 30-Sep-2027			
myON News Student Subscription	475	$2.00	$950.00
		Quote Year 1 Subtotal	**$950.00**
myON Publisher			
Quote Year 1 01-Oct-2026 – 30-Sep-2027			
myON Classics for MS	1	$0.00	$0.00
myON Classics for HS	1	$0.00	$0.00
myON Classics - Spanish	1	$0.00	$0.00
		Quote Year 1 Subtotal	**$0.00**
Platform			
Quote Year 1 01-Oct-2026 – 30-Sep-2027			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 1 Subtotal	**$750.00**
		Cutler Elementary School Total	**$9,190.75**

El Monte Middle School – 277518

Products & Services	Quantity	Unit Price	Total

Renaissance
2911 Peach Street, Wisconsin Rapids, WI 54494-1905
PO Box 8036, Wisconsin Rapids, WI 54495
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote
Q-341940 v2

Star Assessments			
Quote Year 1 01-Oct-2026 – 30-Sep-2027			
Star Reading Subscription	875	$5.98	$5,232.50
		Quote Year 1 Subtotal	**$5,232.50**
Platform			
Quote Year 1 01-Oct-2026 – 30-Sep-2027			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 1 Subtotal	**$750.00**
		El Monte Middle School Total	**$5,982.50**

Golden Valley School – 277529

Products & Services	Quantity	Unit Price	Total
Bundle			
Quote Year 1 01-Oct-2026 – 30-Sep-2027			
myON Student Subscription	475	$8.92	$4,237.00
		Quote Year 1 Subtotal	**$4,237.00**
Accelerated Reader			
Quote Year 1 01-Oct-2026 – 30-Sep-2027			
Accelerated Reader Subscription	475	$6.85	$3,253.75
		Quote Year 1 Subtotal	**$3,253.75**
myON News			
Quote Year 1 01-Oct-2026 – 30-Sep-2027			
myON News Student Subscription	475	$2.00	$950.00
		Quote Year 1 Subtotal	**$950.00**
myON Publisher			
Quote Year 1 01-Oct-2026 – 30-Sep-2027			
myON Classics for MS	1	$0.00	$0.00
myON Classics for HS	1	$0.00	$0.00
myON Classics - Spanish	1	$0.00	$0.00
		Quote Year 1 Subtotal	**$0.00**
Platform			
Quote Year 1 01-Oct-2026 – 30-Sep-2027			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 1 Subtotal	**$750.00**
		Golden Valley School Total	**$9,190.75**

Palm Elementary School – 277524

Products & Services	Quantity	Unit Price	Total

Renaissance
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Federal I.D. 39-1559474
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Quote
Q-341940 v2

Bundle			
Quote Year 1 01-Oct-2026 – 30-Sep-2027			
myON Student Subscription	440	$8.92	$3,924.80
		Quote Year 1 Subtotal	**$3,924.80**
Accelerated Reader			
Quote Year 1 01-Oct-2026 – 30-Sep-2027			
Accelerated Reader Subscription	440	$6.85	$3,014.00
		Quote Year 1 Subtotal	**$3,014.00**
myON News			
Quote Year 1 01-Oct-2026 – 30-Sep-2027			
myON News Student Subscription	440	$2.00	$880.00
		Quote Year 1 Subtotal	**$880.00**
myON Publisher			
Quote Year 1 01-Oct-2026 – 30-Sep-2027			
myON Classics for MS	1	$0.00	$0.00
myON Classics for HS	1	$0.00	$0.00
myON Classics - Spanish	1	$0.00	$0.00
		Quote Year 1 Subtotal	**$0.00**
Platform			
Quote Year 1 01-Oct-2026 – 30-Sep-2027			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 1 Subtotal	**$750.00**
		Palm Elementary School Total	**$8,568.80**

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www.renaissance.com

Quote
Q-457671 v1

Cutler-Orosi Joint Unified School Dist - 277512

Primary Contact
Shevonne Swanson
Email - shswanson@cojusd.org
12623 Avenue 416
Orosi, CA 93647-2017

Billing Account
Cutler-Orosi Joint Unified School Dist – 277512
12623 Avenue 416
Orosi, CA 93647-2017

Quote Summary

School Count: 1

Renaissance Products & Services Total	$1,131.00
Estimated Sales Tax	$0.00
Shipping Cost	$0.00
Grand Total	**USD $1,131.00**

This quote includes: FastBridge.

By signing below, Customer:

- Acknowledges that the Person signing this Quote is authorized to do so on behalf of Customer.
- Agrees Customer's access to and use of the Products and Services referenced in the Quote (and any other quote issued to Customer during the Subscription Period) are subject to compliance with the Renaissance Terms of Service and License located at https://doc.renlearn.com/KMNet/R62416.pdf, incorporated herein by reference.
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Customer indicates that no Purchase Order is required, and that Billing Account information is correct.

Renaissance Learning, Inc.	Cutler-Orosi Joint Unified School Dist
Ted Wolf	By:
Name: Ted Wolf	Name:
Title: Chief Financial Officer	Title:
Date: 28-Sep-2026	Date:

Please e-sign OR print, sign, and return this Quote to your Account Representative Matt McGary at matt.mcgary@renaissance.com. For any changes or additional information, please reach out by email or phone at (559) 397-0875. Thank you.

All quotes and orders are subject to availability of merchandise. This Quote is valid for 60 days from the date under Renaissance's signature. Professional development expires one year from purchase date. Alterations to this quote will not

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Quote
Q-457671 v1

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United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ('TPT'). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply. Starting July 1, 2021 New Mexico requires sellers to collect tax on the state and local rate. This varies depending on the city and county.

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PO Box 8036, Wisconsin Rapids, WI 54495
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote
Q-457671 v1

Quote Details

El Monte Middle School – 277518

Products & Services	Quantity	Unit Price	Total
FastBridge			
Quote Year 1 01-Sep-2026 – 31-Aug-2027			
FastBridge Subscription	100	$11.31	$1,131.00
		Quote Year 1 Subtotal	**$1,131.00**
		El Monte Middle School Total	**$1,131.00**

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Federal I.D. 39-1559474
www.renaissance.com

Quote
Q-575754 v1

Cutler-Orosi Joint Unified School Dist - 277512

Primary Contact
Shevonne Swanson
Email - shswanson@cojusd.org
12623 Avenue 416
Orosi, CA 93647-2017

Billing Account
Cutler-Orosi Joint Unified School Dist – 277512
12623 Avenue 416
Orosi, CA 93647-2017

Quote Summary

School Count: 1

Renaissance Products & Services Total	$7,926.00
Estimated Sales Tax	$0.00
Shipping Cost	$0.00
Grand Total	**USD $7,926.00**

This quote includes: Star and Services.

By signing below, Customer:

- Acknowledges that the Person signing this Quote is authorized to do so on behalf of Customer.
- Agrees Customer's access to and use of the Products and Services referenced in the Quote (and any other quote issued to Customer during the Subscription Period) are subject to compliance with the Renaissance Terms of Service and License located at https://doc.renlearn.com/KMNet/R62416.pdf, incorporated herein by reference.
- Acknowledges and agrees that the applicable Data Protection Addendum and Privacy Notices located at https://docs.renaissance.com/R62068 are incorporated into this Agreement. Additional information about Renaissance's privacy and security is available at https://www.renaissance.com/privacy/.

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Renaissance will issue an Invoice for this Quote promptly after the date the Order is processed at Renaissance. If Customer requires a purchase order, Customer agrees to provide the purchase order to Renaissance as an attachment to this signed quote. Customer agrees to pay the invoice within 30 days after the Invoice Date.

Customer indicates that no Purchase Order is required, and that Billing Account information is correct.

Renaissance Learning, Inc.	Cutler-Orosi Joint Unified School Dist
Ted Wolf	By:
Name: Ted Wolf	Name:
Title: Chief Financial Officer	Title:
Date: 28-Sep-2026	Date:

Please e-sign OR print, sign, and return this Quote to your Account Representative Matt McGary at matt.mcgary@renaissance.com. For any changes or additional information, please reach out by email or phone at (559) 397-0875. Thank you.

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Quote
Q-575754 v1

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PO Box 8036, Wisconsin Rapids, WI 54495
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote
Q-575754 v1

Quote Details

Orosi High School – 277522

Products & Services	Quantity	Unit Price	Total
Star Assessments			
Quote Year 1 01-Oct-2026 – 30-Sep-2027			
Star Reading Subscription	1200	$5.98	$7,176.00
		Quote Year 1 Subtotal	**$7,176.00**
Platform			
Quote Year 1 01-Oct-2026 – 30-Sep-2027			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 1 Subtotal	**$750.00**
		Orosi High School Total	**$7,926.00**

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Federal I.D. 39-1559474
www.renaissance.com

Quote
Q-558642 v1

Cutler-Orosi Joint Unified School Dist - 277512

Primary Contact
Shevonne Swanson
Email - shswanson@cojusd.org
12623 Avenue 416
Orosi, CA 93647-2017

Billing Account
Cutler-Orosi Joint Unified School Dist – 277512
12623 Avenue 416
Orosi, CA 93647-2017

Quote Summary	
School Count: 4	
Renaissance Products & Services Total	$4,112.00
Estimated Sales Tax	$0.00
Shipping Cost	$0.00
Grand Total	**USD $4,112.00**

This quote includes: Star and Services.

By signing below, Customer:

- Acknowledges that the Person signing this Quote is authorized to do so on behalf of Customer.
- Agrees Customer's access to and use of the Products and Services referenced in the Quote (and any other quote issued to Customer during the Subscription Period) are subject to compliance with the Renaissance Terms of Service and License located at https://doc.renlearn.com/KMNet/R62416.pdf, incorporated herein by reference.
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To accept this offer and place an order, please sign and return this Quote.

Requested Invoice Date: 01-Oct-2026

Renaissance will issue an invoice for this Quote on the Requested Invoice Date indicated above. If Customer requires a purchase order, Customer agrees to provide the purchase order to Renaissance prior to the Requested Invoice Date. Customer agreed to pay the invoice within 30 days after the Requested Invoice Date.

Customer indicates that no Purchase Order is required, and that Billing Account information is correct.

Renaissance Learning, Inc.	Cutler-Orosi Joint Unified School Dist
Ted Wolf	By:
Name: Ted Wolf	Name:
Title: Chief Financial Officer	Title:
Date: 09-Sep-2026	Date:

Please e-sign OR print, sign, and return this Quote to your Account Representative Matt McGary at matt.mcgary@renaissance.com. For any changes or additional information, please reach out by email or phone at (559) 397-0875. Thank you.

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Quote
Q-558642 v1

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Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
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Quote
Q-558642 v1

Quote Details

Cutler-Orosi Community Day School – 3558395

Products & Services	Quantity	Unit Price	Total
Star Assessments			
Quote Year 1 01-Oct-2026 – 30-Sep-2027			
Star Math Subscription	25	$5.56	$139.00
Star Reading Subscription	25	$5.56	$139.00
		Quote Year 1 Subtotal	**$278.00**
Platform			
Quote Year 1 01-Oct-2026 – 30-Sep-2027			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 1 Subtotal	**$750.00**
		Cutler-Orosi Community Day School Total	**$1,028.00**

Esperanza High School – 374496

Products & Services	Quantity	Unit Price	Total
Star Assessments			
Quote Year 1 01-Oct-2026 – 30-Sep-2027			
Star Math Subscription	25	$5.56	$139.00
Star Reading Subscription	25	$5.56	$139.00
		Quote Year 1 Subtotal	**$278.00**
Platform			
Quote Year 1 01-Oct-2026 – 30-Sep-2027			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 1 Subtotal	**$750.00**
		Esperanza High School Total	**$1,028.00**

Esperanza Middle School – 8753422

Products & Services	Quantity	Unit Price	Total
Star Assessments			
Quote Year 1 01-Oct-2026 – 30-Sep-2027			
Star Math Subscription	25	$5.56	$139.00
Star Reading Subscription	25	$5.56	$139.00
		Quote Year 1 Subtotal	**$278.00**
Platform			
Quote Year 1 01-Oct-2026 – 30-Sep-2027			
Annual All Product Renaissance Platform	1	$750.00	$750.00

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Quote
Q-558642 v1

Quote Year 1 Subtotal	**$750.00**
Esperanza Middle School Total	**$1,028.00**

Lovell High School – 374495

Products & Services	Quantity	Unit Price	Total
Star Assessments			
Quote Year 1 01-Oct-2026 – 30-Sep-2027			
Star Math Subscription	25	$5.56	$139.00
Star Reading Subscription	25	$5.56	$139.00
Quote Year 1 Subtotal			**$278.00**
Platform			
Quote Year 1 01-Oct-2026 – 30-Sep-2027			
Annual All Product Renaissance Platform	1	$750.00	$750.00
Quote Year 1 Subtotal			**$750.00**
Lovell High School Total			**$1,028.00**

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

AGENDA SECTION: **CONSENT**

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

ATTACHMENTS: **ACTIVITY REQUEST FORM AND ADDITIONAL INFORMATION**

FUNDING SOURCE: **LCAP AND ASB**

DISCUSSION: Orosi High School Speech and Debate team is seeking approval to attend an overnight trip the weekend of November 20-22, 2026 to San Jose to attend a Speech and Debate Invitational under the supervision of coaches Karson Kalashian, Jacob Sandoval, and female chaperones. Event details have been attached for Board review. The approximate total cost is $3,700.

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

BOARD GOAL:

- [X] **1. Achieve academic excellence 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 Orosi High School's Speech and Debate overnight trip.**

PROPOSED ACTION: **APPROVE**

Item #: 34

Cutler-Orosi Joint Unified School District

12623 Avenue 416 Orosi, CA 93647

ACTIVITY REQUEST FORM

Teacher/Coach Mr. Kalashian / Mr. Sandoval Date Submitted 9 / 22 / 2026

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

Please list approved fundraiser: N/A
Does this activity require an overnight stay? YES [X] NO [ ]

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

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

Activity Date 11/20 - 22/2026 **Activity Time** 4:30 P.M. 11/20 **to** Approx. 11:30 P.M. 11/22 **Location** TBD, San Jose Area

Activity Purpose To compete in speech and debate tournament

Transportation Needed? YES [X] NO [ ]

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

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

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

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

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

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

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

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

Kalashian	9/22/2026	559-284-1790
Signature of Teacher/Coach	Date	Cell # - for field trips only
Signature of Department Chair/Grade Level Lead or Activity Director/Athletic Director	Date	
Signature of Administrator	Date	Approved ___ Rejected___

Reason for Rejection: _____

The Speech and Debate team will be traveling to the John Lewis Invitational in the San Jose area (specific location TBD) on November 20st at 4:30 P.M., and returning on November 22nd at approx. 11:30 P.M. This will be a great opportunity for our students to compete against roughly 30 schools. They will also get to see a different city and school as well as bond further as a team.

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

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

Respectfully,

Karson Kalashian

Head Speech and Debate Coach

Orosi High School, CA

Cell: (559) 284-1790

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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **RATIFY DUAL ENROLLMENT (DE) MATH BRIDGE SUBAWARD AMENDEMENT**

ATTACHMENTS: **DUAL ENROLLMENT (DE) MATH BRIDGE SUBAWARD AMENDMENT**

FUNDING SOURCE: **N/A**

DISCUSSION: The Director of College and Career Readiness requests ratification of the K16 Subaward for Professional Services between California State University, Fresno Foundation and Cutler-Orosi Joint Unified School District for 2026-2028 to continue the work with Dual Enrollment Math Bridge, in order to continue providing access of transfer-level math courses with embedded support for high school students who are college-bound.

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

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 DE Math Bridge Subaward Amendment.**

PROPOSED ACTION: **APPROVE**

Item #: 35

AMENDMENT #1 TO SUBAWARD AGREEMENT FOR PROFESSIONAL SERVICES BETWEEN CALIFORNIA STATE UNIVERSITY, FRESNO FOUNDATION AND CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT

Subrecipient:

Subaward Agreement Number:	SC330622-23-39 Amendment #1
Period of Subaward Agreement:	**07/01/2022** through **06/30/2028**
Amount of Subaward Agreement:	Not to Exceed **$58,350**
Subrecipient UEI/DUNS Number:	TX52DJ5L3HM1
Registered UEI/DUNS Name:	Cutler-Orosi Joint Unified School District

Primary Award:

Award Number:	CSJVK16P
Name of Primary Awarding Agency:	Office of Public School Construction

The Subaward for Professional Services dated **07/01/2022** entered into by California State University, Fresno Foundation (the "**Foundation**") and Cutler-Orosi Joint Unified School District ("**Subrecipient**") (incorporated herein by this reference) is hereby amended as follows:

Article III B., Article IV A., and Article VIII B. are revised and replaced with the following:

Attachment C, Attachment C-1, and Attachment C-2 are hereby added to the Subaward Agreement and incorporated into the Agreement by reference.

ARTICLE III
TIME, SCHEDULES, AND DELAYS

B. The period of this Agreement shall be from **07/01/2022** through **06/30/2028**. The period may be extended, at the **Foundation's** option, by notice in writing to the **Subrecipient** and execution of a written amendment hereto.

ARTICLE IV
CHARGES, INVOICING, AND PAYMENT

A. The total to be paid by the **Foundation** to the **Subrecipient** shall not exceed **$58,350** for the period indicated above, and shall only be paid out of, and will be subject to availability of funding provided by the Funding Contract. Notwithstanding anything to the contrary seemingly contained in this Agreement, the **Foundation** shall in no case be liable to make payment out of its own funds to the **Subrecipient** for any portion of the amount referenced above in this Article IV(A) if funding is ceased or otherwise not provided

to the **Foundation** through the Funding Contract. The **Subrecipient** will submit, in arrears, an itemized invoice along with supporting documentation, to the **Foundation** on a monthly basis for costs in accordance with specified line items in Attachment B, Itemized Budget. The final invoice shall be received no later than **07/31/2028**. Invoices shall reference the Subaward Agreement and Purchase Order Numbers and shall include the following certification signed by the designated fiscal contact:

> "I hereby certify that this claim for reimbursement of expenditures is true and correct to the best of my knowledge; that all expenditures claimed have been made in accordance with the terms and for the purpose set forth in our contract; and that these expenditures in the amount of $_____ have not been and will not be reimbursed from any other source."

ARTICLE VIII
COMPLIANCE WITH LAW

The **Subrecipient** agrees to comply with all terms and conditions of the Funding Contract that is in effect from **07/01/2022** through **06/30/2028** and agrees that this Agreement is subject to all terms and conditions contained in said Funding Contract, which are incorporated herein by this reference.

All other terms and conditions regarding the Subaward Agreement for Professional Services remain the same.

This Agreement, including all amendments hereto executed by the parties, represents the entire agreement between the parties, supersedes all prior agreements and understandings, and may be changed only by a further written amendment executed by both parties.

FOUNDATION
California State University, Fresno Foundation
4910 North Chestnut Avenue, M/S OF123
Fresno, CA 93726-1852
(559) 278-0850
(559) 278-0992 FAX

SUBRECIPIENT
Cutler-Orosi Joint Union High School
12623 Avenue 416
Orosi, CA 93247-2008
(559) 528-4763
(559) 528-3132 FAX

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their duly authorized representatives, as follows:

Approved for the California State University, Fresno Foundation

by _____

Nicole Lane
Executive Director of Auxiliary Services

Date 09/04/2026

Approved for Cutler-Orosi Joint Unified School District

by _____

Yolanda Valdez
Superintendent

Date 9-3-2026

and

by _____

Elizabeth Sinor
Director, Foundation Financial Services

Date 09/04/2026

ATTACHMENT C

OPSC Invoice Submission Requirements

1. **Purpose**
   Beginning with invoices submitted for Fiscal Year 2026-2027, the Subrecipient shall comply with the additional invoice documentation requirements established by California Department of General Services, Office of Public School Construction ("OPSC").

   These requirements are intended to provide the expenditure detail and supporting documentation required by OPSC for K16 Collaborative expenditures and audits.

2. **Required Invoice Documentation**

   Each invoice submission shall include the following:

   a. **Institutional Invoice** – An invoice issued by the Subrecipient
   b. **Invoice Summary Template** – The applicable Invoice Summary Template reflecting the approved budget and containing the required institutional signature. Include contract PO#. Template Link: https://bit.ly/4xZJO5r
   c. **Supporting Documentation** – Documentation sufficient to substantiate each expense claimed, including, as applicable, general ledger reports; conference and travel documentation; supporting documentation and recipients for supplies, transportation, events, and equipment; contract invoices; and other applicable expenditure documentation.
   d. **Time and Effort Certification** – A completed Time and Effort Certification Form for all personnel-related expenses. Stipend-related expenses shall be identified as such on the form. Time and Effort Certification Link: https://bit.ly/46e98Zg
   e. **OPSC Expense Worksheet** – A completed Expense Worksheet documenting the expenses included in the invoice. Expense Worksheet link: https://bit.ly/4xZJO5r

3. **OPSC Expense Worksheet**

   The Subrecipient shall complete and submit the OPSC Expense Worksheet with each invoice.

   The Expense Worksheet provided with this Attachment includes:

   1. Instructions;
   2. Example Worksheet; and
   3. Blank Worksheet

   The Subrecipient shall use the Blank Worksheet to document the expenses associated with each invoice.

   The completed Expense Worksheet shall be submitted in **Excel or Google Sheets format and shall not be submitted as a PDF.**

   The Expense Worksheet template and accompanying instructions are incorporated into this Attachment C, Attachment C-1, and Attachment C-2.

ATTACHMENT C

OPSC Invoice Submission Requirements Continued

4. **Invoice Submission Timing**

   Invoices should be submitted monthly. Invoices submitted within thirty (30) days following the end of each quarter will also be accepted.

   All required documentation identified in Section 2 must be submitted together as one complete invoice package. Invoice submissions that do not include the required documentation may be returned to the Subrecipient for completion.

5. **Submission**

   Invoices and all required supporting documentation shall continue to be submitted to:

   fresnok16collab.info@gmail.com

   with a copy to:

   khammerstrom@mail.fresnostate.edu

   The Subrecipient shall provide these requirements to its applicable business and financial offices and it's responsible for ensuring that all required documentation is included with each invoice submission.

6. **Questions**

   Questions regarding the OPSC Expense Worksheet may be directed to:

   Gardenia Morales
   Grant Analyst II
   California State University, Fresno Foundation
   Foundation Financial Services
   4910 N. Chestnut Avenue
   Fresno, CA 93726
   gardeniam@mail.fresnostate.edu

7. **Effective Date**

   The requirements contained in this Attachment C apply to invoices submitted beginning Fiscal Year 2026-2027 and remain applicable for the duration of the Subaward Agreement, unless superseded by subsequent written requirements or amendment.

ATTACHMENT C-1

Instructions

EXPENDITURE WORKSHEET
DETAILED LISTING OF PROJECT EXPENDITURES

INSTRUCTIONS (07/22)

FILL OUT YELLOW COLUMNS.

IGNORE GREY COLUMNS

SEE EXAMPLE

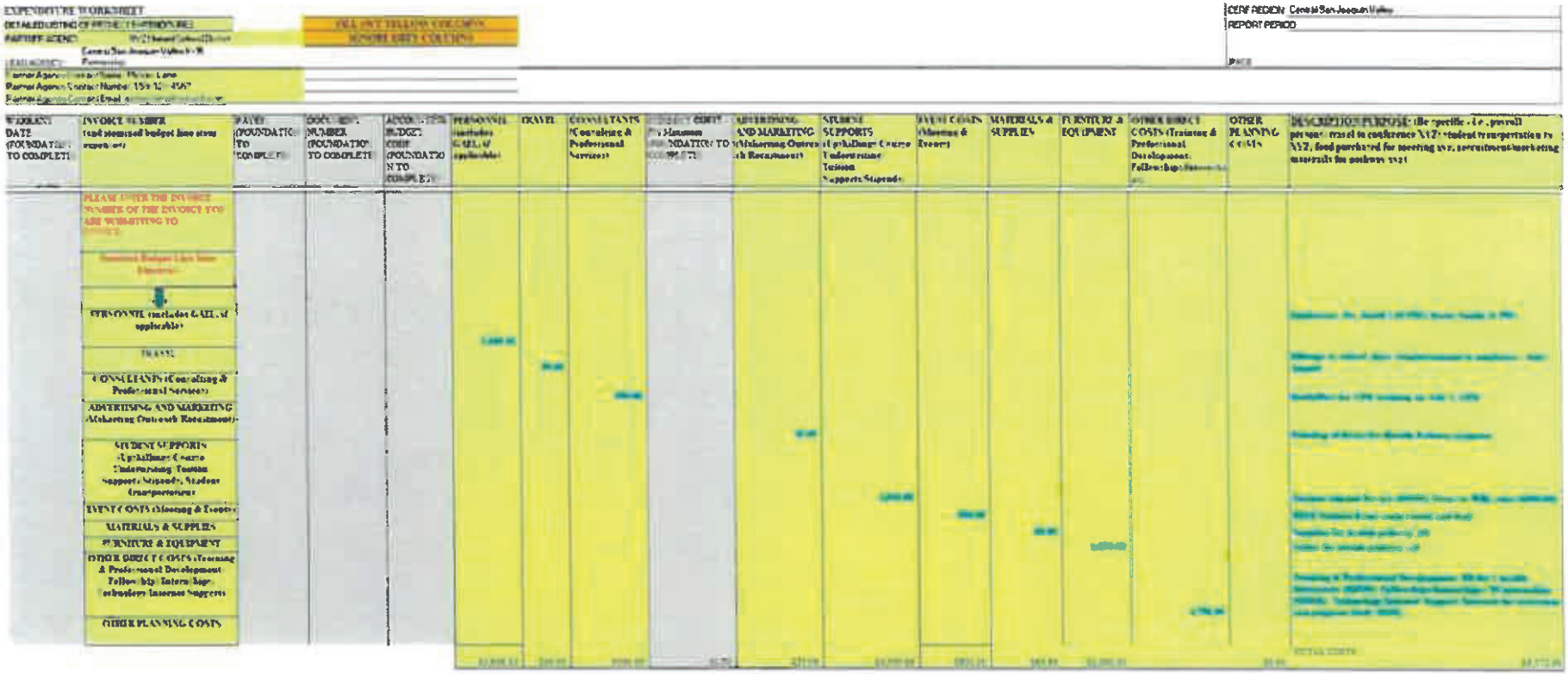
Column	Categories	Directions
a	Warrant Date	Enter the Warrants Date associated with the costs
b	Payee	Enter the Payee or Vendor associated with the costs
c	Warrant Number	Enter the Warrants Number associated with the costs
d	Accounting Budget Code	Enter Fund-Resource-Year-Goal-Function-Object associated with the costs
e	Personnel	Enter the costs associated with **Additional** or **New** staffing costs directly associated with the tasks outlined in scope of work for the grant including salaries and benefits. Salaries must be supported by timecards or time logs.
f	Travel	Enter the costs associated with travel expenses directly associated with the tasks outlined in the scope of work (lodging, airfare, car rental, meal reimbursement). Travel expenses shall be limited to the reimbursement rates used by the State of California.
g	Consultant	Enter the costs associated with consulting directly associated with the task outlined in the scope of work.
h	Indirect Costs - 5%	Enter the costs associated with maintenance costs such as updating existing website, etc.
i	Advertising and Marketing	Enter the costs associated with design, print, publication, advertising costs, and establishing website directly associated with the tasks outline in the scope of work for the grant.
j	Student Supports	Enter the costs associated with student supports such as food, field trips, transportation, technology, and student internships must align with the goals of the project and provide a plan for sustainability to continue these supports after the grant periods ends.
k	Event Costs	Enter the costs associated with events for the purposes of recruiting, professional development, or training, such as rental space or entry fees.
l	Materials and Supplies	Enter the costs associated with materials and supplies directly associated with the tasks outlined in the scope of work for the grant.
m	Furniture & Equipment	Enter the costs associated with specific pathways equipment to house students, training materials, software, and curriculum. Include the quantity in the description/purposes.
n	Other Direct Costs	Enter any Direct costs not listed above.
o	Other Planning Costs	Enter any planning costs not listed above.
p	Description	Detailed description of the expenditures (Include quantity if applicable)

Notes:

Lead agency and all partners shall report on their expenditure. Add additional tabs as necessary for multiple Partners. Total of all the tabs (Lead Agency & Partners) should not be equal to the total of the Expenditure Cumulative YTD.

The list of project expenditures should reflect all expenditures for the project by warrant numbers, invoice dates, invoice payees, invoice amounts, general ledger object code, and specific descriptions of the expenditures. The description of expenditure must provide sufficient detail for the Office of Public School Construction to verify that all project expenditures are applicable to the project and that the expenditures have been recorded in the proper cost categories. Grantee shall maintain a rationale for the amount equipment purchased (ie. Computers, laptops, furniture, desks) and pro-rate methodology if invoices or contract includes project do not align with the goals of the project.

ATTACHMENT C-2
OPSC Expense Worksheet



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

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **RATIFY 2026-2027 TULARE-KINGS COLLEGE AND CAREER COLLABORATIVE (TKCCC) INTENT TO PARTICIPATE**

ATTACHMENTS: **INTENT TO PARTICIPATE**

FUNDING SOURCE: **N/A**

DISCUSSION: The Director of College and Career Readiness requests ratification of the 2026–2027 TKCCC Intent to Participate in grant funding opportunities and regional collaborative convenings. This agreement continues the intersegmental work supporting college and career readiness goals for our K–12, postsecondary, and workforce partnerships.

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

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 2026-2027 TKCCC Intent to Participate.**

PROPOSED ACTION: **APPROVE**

Item #: 36

2026/2027 TKCCC Intent to Participate

TULARE-KINGS COLLEGE AND CAREER COLLABORATIVE PARTNERS

The Tulare-Kings College and Career Collaborative convenes, connects, and measures the impact of our regional intersegmental work supporting the college and career readiness goals of our K12, Post-Secondary and Workforce partners.

2026-2027 TKCCC PRIORITIES

1. Develop regional strategies and obtain resources to recognize and remove barriers.
2. Engage partners to develop and sustain high quality and innovative pathways that increase the number of students who are pathway completers and college and career ready.
3. Increase the number of post-secondary degrees and certifications that will meet the labor market needs of our region.
4. Sustain a scalable system that engages education and industry partners through regional advisory boards and high quality work based learning experiences.

STATEMENTS OF AGREEMENT AND COLLABORATION FOR ALL PARTNERS

This document, 2026-27 Intent to Participate, becomes effective July 1, 2026 through June 30, 2027.

All parties agree to:

1. Designate a primary point person to serve as a liaison and active participant, for each of the TKCCC Workgroups and Networks, to collaborate and share ideas and progress on the implementation of effective and successful college and career practices in the region.
2. Collaborate with regional partners and business/industry for the delivery of high quality 7-16 career pathways that provide student opportunities for successful post-secondary transitions, innovative instruction, early college credit, and work-based learning activities.
3. Communicate and educate all stakeholders about regional college and career approaches and career pathways.
4. Share and collect data with regional partners - longitudinal, work-based learning, student success, and academy/pathway quality for continuous improvement. Commitment to focus on the TKCCC Endorsed Shared Outcomes and priorities.
5. Coordinate a long-term regional plan for high-quality career pathways, business engagement, and work-based learning by leveraging existing and relevant structures, requirements, and resources to advance the regional partnership.

6. Participating funding partners will work diligently together to realize the outcomes of each regional funding stream to develop our ongoing sustainability strategy to support the partnership.

Tulare County Office of Education will:

1. Continue to support Tulare-Kings College and Career Collaborative as the educational intermediary.
2. Provide facilitation and leadership for the implementation for the Tulare-Kings College and Career Collaborative by means of selecting a Director to support the work of the collaborative.
3. Serve as the LEA and project manager for funding sources awarded to the collaborative.
4. Support college and career as well as pathway development accountability systems.
5. Provide college and career readiness advocacy with state and national organizations.
6. Collaborate with local school district, college, business and community partners to create a cohesive regional, district/community, and pathway-level work-based learning strategy.
7. Adapt and create regional tools.
8. Support professional learning opportunities to enhance regional college and career pathways and initiatives.
9. Foster post-secondary and industry partnerships.
10. Create and maintain collaborative communication.

Kings County Office of Education will:

1. Provide facilitation and leadership for the implementation for the Tulare-Kings College and Career Collaborative.
2. Serve as a possible LEA and project manager for funding sources awarded to the collaborative
3. Support college and career as well as pathway development accountability systems.
4. Provide college and career readiness advocacy with state and national organizations.
5. Collaborate with local school district, college, business and community partners to create a cohesive regional, district/community, and pathway-level work-based learning strategy.
6. Adapt and create regional tools.
7. Support professional learning opportunities to enhance regional college and career pathways and initiatives.
8. Foster post-secondary and industry partnerships.
9. Create and maintain collaborative communication.

Workforce Investment Board of Tulare County and the Kings County JTO will:

1. Continue to support TKCCC as the workforce regional intermediary.
2. Work with regional businesses and partner with school districts to support local and regional work-based learning opportunities.

3. Support opportunities for teachers and faculty to visit partnering businesses and other related companies to obtain information and resources on work-based learning.

4. Promote and market the regional partnership to organizations in order to strengthen and broaden industry engagement.

5. Involve regional employers in activities that encourage and support community engagement in education, increase student learning, and improve educational achievement.

6. Provide technical support for work based learning and employer engagement to education and business partners.

7. Coordinate the alignment of technical skills with workforce competencies.

8. Connect the partnership to the regional sector and occupational-themed strategies that promote advanced economic prosperity.

9. Collaborate with Kings County Job Training Office on regional business engagement strategy for pathways.

Secondary Districts and Post-Secondary Institutions will:

1. Participate in teacher and faculty professional learning and student events that facilitate the development of a learning community among TKCCC district teams.

2. Collaborate with regional partners and business/industry for high-quality advisory boards.

3. Review academies and pathways annually for continuous improvement.

4. Support TKCCC in grant writing efforts whether by participation or by collaboration.

Additional Regional Partners will:

1. Collaborate with the regional partners for delivery of high quality 9-16 career pathways that provide all student opportunities for innovative instruction, post-secondary transitions, and work-based learning.

Cutler Orosi Joint Unified School District

By: Yolanda Valdez 9-15-2026
Name: Yolanda Valdez **Date**
Title: Superintendent

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

AGENDA SECTION: **CURRICULUM/INSTRUCTION**

AGENDA ITEM: **OCTOBER CURRICULUM AND INSTRUCTION REPORT**

ATTACHMENTS: **DISTRICT EVALUATION REPORT WITH LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) AND CATEGORICAL DATA**

FUNDING SOURCE: **N/A**

DISCUSSION: The Assistant Superintendent of Educational Services will share a preview of the District Evaluation Report with Local Control Accountability Plan (LCAP) and Categorical Data.

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

BOARD GOAL:

- [X] **1. Achieve academic excellence 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 Curriculum and Instruction Report.**

PROPOSED ACTION: **APPROVE**

Item #: 37

FALL 2026

COJUSD

DISTRICT EVALUATION
REPORT WITH LCAP AND CATEGORICAL DATA



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.

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INTRODUCTION

Each school district must engage parents, educators, employees, and the community to establish their Local Control Accountability Plan (LCAP). The plan describes the school district's overall vision for students, annual goals, and specific actions the district will take to achieve the vision and goals. The district must assess each year how well the strategies in the plan were able to improve outcomes. This District Program Evaluation Report includes data that is required for the LCAP and additional measures that reflect the work that is being done in the district.

This report also includes a categorical program evaluation as categorical federal funds, Title I, Title II, and Title III, supplement the instructional program for COJUSD. The LCAP Addendum identifies the LCAP services and the services that supplement the LCAP through categorical funds.

The LCAP must focus on eight areas identified as state priorities. The eight areas are grouped in three categories:

CONDITIONS OF LEARNING

Priority 1: Basic Services and Condition: Appropriate Teacher Assignment, Sufficient Instructional Materials and Facilities in Good Repair
Compliance with *Williams* requirements: appropriate teacher assignment, sufficient instructional materials, and facilities in good repair.

Priority 2: State Academic Standards
Implementation of the academic content and performance standards adopted by the State Board of Education, including how the programs and services will enable English learners to access the common core academic content standards and the English Language Development standards.

Priority 7: Access to a Broad Course of Study
The extent to which pupils have access to, and are enrolled in, a broad course of study that includes core subject areas (i.e., English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.), including the programs and services developed and provided to economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.

PUPIL OUTCOMES

Priority 4: Student Achievement
Pupil achievement as measured by multiple indicators including, but not limited to, assessment data, college readiness, and language proficiency.

Priority 8: Outcomes in a Board Course of Study
Pupil outcomes, if available, in the subject areas comprising a broad course of study.

ENGAGEMENT

Priority 3: Parent and Family Engagement
Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.

Priority 5: Student Engagement
Pupil engagement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school), and high school graduation.

Priority 6: School Climate
School climate as measured by multiple indicators including, but not limited to, pupil suspension and expulsion rates as well as other local measures assessing safety and school connectedness.

METRICS - MEASURING OUR PROGRESS

Districts are expected to develop performance measures to demonstrate how LCFF and the LCAP support student outcomes and must collect and report data to support each of the state priorities. This report includes the latest data from the 2025-2026 school year with a brief statement of progress in each area. Any questions about this data can be directed to Shevonne Swanson, Assistant Superintendent of Educational Services.

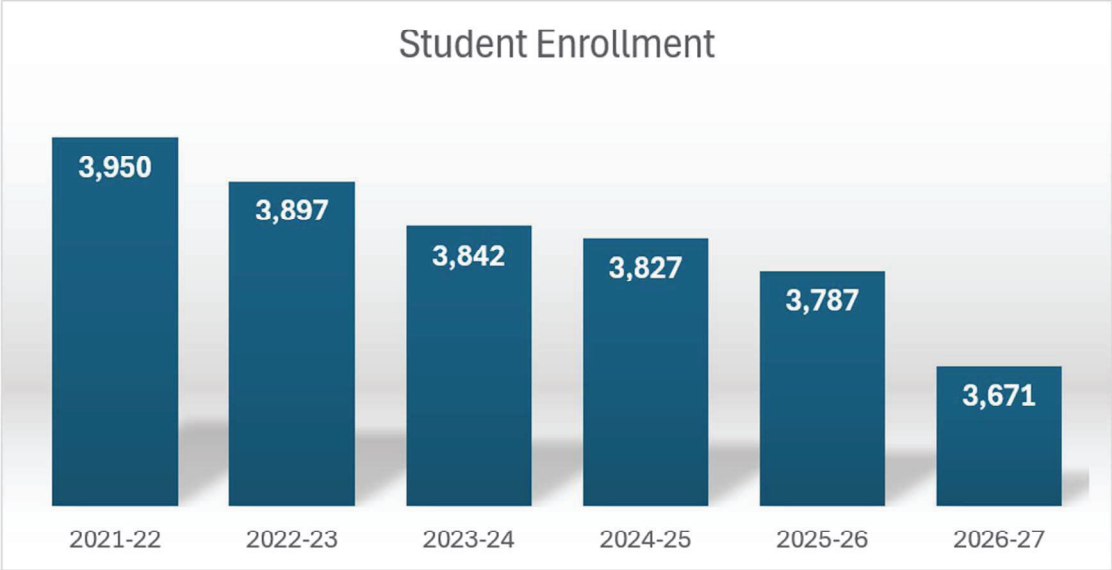
DISTRICT EVALUATION

DISTRICT DEMOGRAPHICS

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



Historical District Enrollment



Current Enrollment 2026-2027 *(as of 8/28/26)*

Enrollment by Grade Level and School

Grade	Cutler	Golden Valley	Palm	El Monte	Orosi High	Lovell High	Esperanza Schools	Community Day	Total
TK	48	72	53				0		173
K	69	78	66				0		213
1	83	90	88				0		261
2	72	84	65				0		221
3	89	88	90				0		267
4	82	96	85				0		263
5	104	87	87				1		279
6				269			0		269
7				271			1		272
8				277			0	2	279
9					283		0		283
10					280		0	2	282
11					282	17	3	2	304
12					265	36	2	2	305
Total	**547**	**595**	**534**	**817**	**1110**	**53**	**7**	**8**	**3671**

In comparing current district enrollment to the previous year, there continues to be a decrease in student enrollment.

Preschool Enrollment

2026-2027			
School	**Part Day 3-hour program**	**Universal Transitional Kindergarten**	**Total**
Cutler	36	48	**84**
Golden Valley	43	72	**115**
Palm	40	53	**93**
Total	119	173	**292**

The District offers a Universal Transitional Kindergarten Program. All students turning 4 before September 1 of the School Year of enrollment may enroll in a full day of Transitional Kindergarten (TK). Most TK classes extend a Part Day 3-hour California State Preschool Program (CSPP) to match the school day of the site. A ratio of one adult to eight students is maintained during CSPP instructional minutes. During Transitional Kindergarten instructional minutes, a ratio of 1 adult to 10 students is maintained.

School Site	2023-24	2024-25	2025-26	2026-27
Cutler Preschool	100	96	80	84
Golden Valley Preschool	86	94	91	91
Palm Preschool	87	95	74	93
Total	**273**	**285**	**245**	**268**

Enrollment by Ethnicity (percent)

Ethnicity	Hispanic	White	American Indian or Alaska Native	Asian	Other Pacific Islander	Filipino	Black or African American	Unknown or Declined to State
Percent	95.88%	0.92%	0.11%	0.32%	0.09%	2.38%	0.09%	0.17%

Enrollment by Gender

Gender	Preschool	Cutler	Golden Valley	Palm	El Monte	Orosi High	Lovell High	Esperanza Schools	CDS	Total (No PS)	Total
Male	67	280	296	270	540	395	23	3	1	1808	1875
Female	52	267	299	264	570	422	30	4	7	1863	1915
Total	**119**	**547**	**595**	**534**	**1110**	**817**	**53**	**7**	**8**	**3671**	**3790**

Male/female enrollment is fairly equal district wide. Preschool numbers include those in licensed CSPP program only, not those who are dually enrolled in the Universal Transitional Kindergarten program.

Enrollment by English Fluency

Language Fluency	Cutler	Golden Valley	Palm	El Monte	Orosi High	Lovell High	Esperanza Schools	Community Day	Total
English Only (EO)	213	282	219	252	283	7	4	0	1260
Initially Fluent (I-FEP)	15	9	11	30	38	0	0	0	103
English Learner (EL)	195	191	169	281	281	31	1	3	1152
Reclassified Fluent (R- FEP)	50	32	72	254	508	15	2	5	938
To Be Determined (TBD)	74	81	63	0	0	0	0	0	218
Total	**547**	**595**	**534**	**817**	**1110**	**53**	**7**	**8**	**3671**

As of August 30th, 35% of students enrolled have been identified as English Learners. When parents enroll students in school, a home language survey is completed to determine if a student is considered an English Learner or English Only. Students who are potentially English Learners in grades Kindergarten through 12th grade are identified as To Be Determined (TBD) until they are tested with the Initial ELPAC Assessment within 30 days of enrollment. English Learners receive integrated support throughout their day to access academic content, as well as a Designated English Development block to ensure they develop their understanding of how the English language works.

English Language Acquisition Status 2025-26

Level	English Only (EO)		Initial Fluent English Proficient (IFEP)		English Learner (EL)		Reclassified Fluent English Proficient (RFEP)		To Be Determined (TBD)		Total
	#	%	#	%	#	%	#	%	#	%	
COJUSD	**1,236**	**32.6%**	**117**	**3.1 %**	**1,328**	**35.0%**	**1,025**	**27.0%**	**85**	**2.2%**	**3,791**
Tulare	62,301	60.9%	2,144	2.1%	20,662	20.2%	15,732	15.4%	1,427	1.4%	102,267
Statewide	3,561,682	62.1%	273,770	4.8%	925,907	16.2%	900,599	15.7%	64,664	1.1%	5,731,260

English Language Acquisition Status 2024-25

Level	English Only (EO)		Initial Fluent English Proficient (IFEP)		English Learner (EL)		Reclassified Fluent English Proficient (RFEP)		To Be Determined (TBD)		Total
	#	%	#	%	#	%	#	%	#	%	
COJUSD	**1,209**	**31.7%**	**104**	**2.7%**	**1,438**	**37.7%**	**971**	**25.5%**	**93**	**2.4%**	**3,815**
Tulare	61,594	59.8%	2,041	2.0%	22,572	21.9%	15,525	15.1%	1,186	1.2%	102,924
Statewide	3,543,820	61.0%	265,797	4.6%	1,009,066	17.4%	909,319	15.7%	61,688	1.1%	5,806,221

English Language Acquisition Status 2023-24

Level	English Only (EO)		Initial Fluent English Proficient (IFEP)		English Learner (EL)		Reclassified Fluent English Proficient (RFEP)		To Be Determined (TBD)		Total
	#	%	#	%	#	%	#	%	#	%	
COJUSD	**1,177**	**30.8%**	**108**	**2.8%**	**1,575**	**41.2%**	**962**	**25.2%**	**3**	**0.1%**	**3,825**
Tulare	61,226	59.3%	2,116	2.1%	23,816	23.1%	15,699	15.2%	336	0.3%	103,200
Statewide	3,539,761	60.6%	271,407	4.6%	1,074,833	18.4%	924,460	15.8%	11,975	0.2%	5,837,690

Cutler-Orosi Joint Unified School District serves nearly 14.8% more English Learners than the county and 18.8% more English Learners than the state. Cutler-Orosi Joint Unified School District reclassifies nearly 10% more students than the county and state.

2026-2027 Special Education Enrollment by Disability *(as of 8/28/26)*

ID = Intellectual Disability **HH =** Hard of Hearing **DEAF** = Deafness **SLI =** Speech or Language Impairment **VI =** Visual Impairment **ED =** Emotional Disturbance	**OI =** Orthopedic Impairment **OHI** = Other Health Impairment **SLD** = Specific Learning Disability **AUT =** Autism **TBI =** Traumatic Brain Injury

Grade	210 ID	220 HH	230 DEAF	240 SLI	250 VI	26 ED	270 OI	280 OHI	290 SLD	320 AUT	330 TBI	Total
Preschool	-	-	-	13	-	-	-	-	-	13	-	26
TK	1	1	-	13	-	-	-	-	-	7	-	22
Kindergarten	1	-	-	21	-	-	-	-	-	9	-	31
01 First grade	-	-	-	31	-	-	-	1	-	7	-	39
02 Second grade	-	-	-	28	-	-	-	3	1	5	-	37
03 Third grade	-	-	-	21	-	-	-	7	-	7	-	35
04 Fourth grade	1	-	-	11	-	-	1	8	5	8	-	34
05 Fifth grade	2	-	-	12	-	-	-	8	7	6	-	35
06 Sixth grade	-	1	-	10	-	-	-	5	14	3	-	33
07 Seventh grade	2	2	2	6	-	-	-	7	15	1	-	35
08 Eighth grade	1	1	-	5	1	-	-	8	18	-	-	34
09 Ninth grade	3	-	-	1	-	-	-	6	10	4	-	24
10 Tenth grade	1	-	1	-	-	-	-	8	13	-	-	23
11 Eleventh grade	2	1	-	-	-	-	-	10	13	-	-	26
12 Twelfth grade *includes 5th year senior data	-	1	-	-	-	-	1	7	15	2	-	26
Total	14	7	3	172	1	-	2	78	111	72	-	460

2026-2027 Special Education Enrollment by Grade/Gender

Grade	Male	Female	Total
Preschool	17	8	25
TK	18	5	23
Kindergarten	23	8	31
01 First Grade	26	13	39
02 Second grade	27	10	37
03 Third grade	24	11	35
04 Fourth grade	21	13	34
05 Fifth grade	21	14	35
06 Sixth grade	23	10	33
07 Seventh grade	16	19	35
08 Eighth grade	24	10	34
09 Ninth grade	10	14	24
10 Tenth grade	16	7	23
11 Eleventh grade	16	10	26
12 Twelfth grade *includes 5th year senior data	17	9	26
Total	299	161	460

2026-2027 Students with 504 Plans Enrollment by Grade/Gender

Grade	Male	Female	Total
Preschool	-	-	-
TK	-	-	-
Kindergarten	-	-	-
01 First grade	-	-	-
02 Second grade	1	-	1
03 Third grade	2	1	3
04 Fourth grade	1	-	1
05 Fifth grade	2	1	3
06 Sixth grade	5	-	5
07 Seventh grade	-	-	-
08 Eighth grade	4	1	5

09 Ninth grade	2	1	3
10 Tenth grade	5	-	5
11 Eleventh grade	2	1	3
12 Twelfth grade	3	1	4
Total	27	6	33

As of September 2026, the percentage of males has remained the same as the previous year, and they comprise 65% of Students with Disabilities (Special Education) enrollment. The percentage of students receiving Special Education services has increased slightly. Based on current TK-12th grade enrollment, 11.8% of the student population is identified as receiving special services through an Individualized Education Program (IEP).

Regarding students with Section 504 Plans, males comprise 82% of this student group, the same as last year. The percentage of students with a 504 Plan has remained relatively consistent. Based on current TK-12th grade enrollment, approximately 1% of our student enrollment has a Section 504 Plan.

2025-2026 Pregnant/Parenting Student
The district submits parenting data to evaluate the effectiveness of strategies supporting married, pregnant, and parenting students. This data helps inform the Board on progress and guides improvements to services in alignment with LCAP goals.

September 2026

Grade	Male	Female
09	0	0
10	0	0
11	0	1
12	2	1

September 2025

Grade	Male	Female
09	0	1
10	2	2
11	1	2
12	2	1

DISTRICT EVALUATION

CONDITIONS OF LEARNING

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



DISTRICT EVALUATION

PRIORITY 1
BASIC SERVICES

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



CONDITIONS OF LEARNING

Priority 1: Basic Services

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

***Standard*:** LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public.

Evidence: Unofficial data collected annually at time of publication

1. Rate of teacher misassignment
2. Student access to standards aligned instructional materials
3. Facilities in good repair

1A. Teacher Assignments As reported by Personnel Records on August 28, 2026.

Teacher Credentials	2024-25	2025-26	2026-27
With Full Credential	193	195	207
Without Full Credential	26	12	13
Teaching Outside Subject Area of Competence (with full credential)	0	0	0

The district makes every attempt to secure fully credentialed teachers each year. The number of teachers without full credentials has been increasing each year due to the statewide shortage of fully credentialed teachers. All teachers without a full credential are assigned a mentor and provided with professional learning as they complete their credential requirements.

1B. Teacher Misassignments and Vacant Teacher Positions As reported by Personnel Records on August 28, 2026.

Indicator	2024-25	2025-26	2026-27
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	6	6
Vacant Teacher Positions	2	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

2. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials***: 2026***

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Yes	Yes	0
Mathematics	Yes	Yes	0
Science	Yes	Yes	0
History-Social Science	Yes	Yes	0
Foreign Language	Yes	Yes	0
Science Laboratory Equipment (grades 9-12)	Yes	Yes	0

3. School Facility Good Repair Status - District 2025-26

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	X			

Criteria: Met standard for all 4 areas of priority 1.

As reported on the 2024-2025 California Department of Education School Dashboard (2025-2026 California Dashboard official release October 15, 2026)

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting these standards to the local governing board at a regularly scheduled meeting and reports to the educational partners and the public through the Dashboard.

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-2024	191.9	75.1	3.5%	6.5%	8.1%	2.9%	0%	

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

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

DISTRICT EVALUATION

PRIORITY 2 STATE ACADEMICS STANDARDS

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



Priority 2: State Academic Standards

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

***Standard*:** LEA annually measures its progress implementing state academic standards and reports the results to its local governing board and to educational partners and the public.

Evidence:

- Implementation of CCSS for all students, including English Learners. Initial and Summative ELPAC results are analyzed for instructional decisions.

Examples of work in COJUSD:

- Adopted and purchased CCSS aligned instructional materials for English Language Arts/Spanish Language Arts and English Language Development K-5 (McGraw Hill: Wonders/Maravillas).
- Adopted and purchased CCSS aligned instructional materials for English Language Arts and English Language Development 6-8 (McGraw Hill: StudySync).
- Adopted and purchased CCSS aligned instructional materials for English Language Arts/Spanish Language Arts 9-12 (Expository Reading Writing Course).
- Adopted and purchased English Language Development 6-12 (Systematic ELD: EL Achieve)
- Adopted and purchased CCSS aligned instructional materials for Math Tk-8 (Curriculum & Associates: Classroom Mathematics California) Math 1 - 3 at the high school level (Savvas: enVisons).
- Adopted and purchased CCSS Framework aligned instructional materials for History/Social Studies K-8 (SAAVAS: My World Interactive) and 11 (SAAVAS).
- Adopted and purchased Next Generation Science Standards aligned instructional materials for K-8 (McGraw Hill: Inspire), Integrated Science (McGraw Hill: Inspire), Biology (SAAVAS), and Chemistry (McGraw Hill).
- Purchased electronic devices (iPads, Chromebooks, laptops, desktops) to support 21st century learning.
- Informed educational partners through informational sessions and parent-conferences, parent brochures, and a CCSS section on the district website.
- Purchased updated reading inventory system (Heinemann: Benchmark Assessments System 2.0).
- Maintained a 50/50 model Dual Immersion program to include Transitional Kindergarten through Fifth grade with Heritage course in grades 6, 7, and 8.
- Provided additional training opportunities to support the implementation of Institute of Multi-Sensory Education (IMSE), an Orton Gillingham approach to teaching literacy, as intervention in class and in Learning Centers.
- Piloted TeachTown in elementary SPED mild/moderate classroom to address student's development/academic needs.

Professional Development for Teachers

Professional learning is provided to all teachers and administrators, including additional hours funded through LCAP. Time is used to refine instruction and improve student outcomes over the course of the year. Instructional Coaches across content areas support teachers in implementing best practices into daily instruction.

Release time is provided for teachers to engage in Lesson Labs, Instructional Rounds, and focused professional learning topics. The COJUSD Professional Learning Calendar documents opportunities for professional development. Contracts with other experts in the field provide teachers and

administrators with the opportunity to learn about effective practice. Teachers also have the opportunity to participate in TCOE workshops focused on State Standards and best practices.

Common Core Aligned Units of Study and Pacing Calendars

Google Drive houses all K-12 pacing guides aligned to Common Core Standards for English, Mathematics, History/Social Science, and Science. Resources are available to all teachers and administrators.
Criteria: The district has met the standard for progress in implementing California's new standards.

California Department of Education School Dashboard Submission 2025-2026

Implementation of State Academic Standards (LCFF Priority 2)

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and report to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Reflection Tool Rating Scale (Lowest to highest)

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

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

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

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

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

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

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

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

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

Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

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

Additional Comments

Cutler-Orosi Joint Unified School District is committed to implementing California Common Core State Standards (CCSS) across all grade levels and subjects. The district has adopted CCSS-aligned instructional materials for ELA, ELD, Math, History-Social Science, and Science (K–12). Assessments are aligned to state standards to ensure accurate progress monitoring. Weekly Professional Learning Communities (PLCs) allow teachers to analyze data, adjust instruction, and collaborate on lesson planning. Ongoing professional learning and daily support from instructional coaches build teacher capacity and ensure high-quality instruction. For the 2026–2027 school year, COJUSD is focused on “Great Instruction the First Time” (GIFT), emphasizing first-time instructional success and collaborative engagement strategies that minimize the need for reteaching. This effort is designed to ensure that all students, especially those from underserved populations, have access to rigorous, standards-based instruction that prepares them for college, career, and future success.

DISTRICT EVALUATION

PRIORITY 7
ACCESS TO A BROAD COURSE OF STUDY

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



Priority 7: Access to Broad Course of Study

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

Evidence: Student access and enrollment in all required areas of study

California Department of Education School Dashboard Submission 2025-2026

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

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. **The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

The Cutler-Orosi Joint Unified School District (COJUSD) uses locally selected measures and tools to ensure all students have access to and are enrolled in a broad course of study. These include the Student Information System (SIS) master schedule reports, course enrollment data, and student transcripts, which are regularly reviewed by 2026-27 Local Performance Indicator Self-Reflection for Cutler-Orosi Joint Unified School District Page 22 of 25 district and site administrators. Data is disaggregated by grade span (elementary, middle, and high school), unduplicated student groups (Low-Income, English Learners, and Foster Youth), and students with exceptional needs to monitor equitable access. At the elementary level, access is verified through classroom schedules and instructional minutes that ensure students receive instruction in all content areas, including English Language Arts, Mathematics, Science, Social Studies, Physical Education, and the Arts. At the secondary level, course enrollment and A-G tracking tools are used to confirm access to core academic subjects, Career Technical Education (CTE), electives, and advanced coursework. This ongoing monitoring helps the district identify gaps, adjust master schedules, and ensure that all students, including those in targeted groups, have access to a well-rounded educational experience.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

COJUSD is committed to providing all students with access to a broad course of study across all grade spans. Using tools such as SIS master schedules, course enrollment data, and transcripts, the District monitors access and enrollment by site, grade span, and student group. In grades K–6, students receive daily instruction in English, Math, Science, and Social Studies, with Physical Education taught regularly. Visual and Performing Arts and Health Education are integrated throughout the year, supported by music, art, and health lessons. Grades 6–8 continue with core subjects and offer electives such as Band, Choir, Spanish, AVID, STEM, and Leadership. STEM enrichment and after-school programs further expand access. At Orosi High School, students have full access to A-G coursework, Dual Enrollment, CTE pathways, and Linked Learning academies. OHS offers AP courses, is a national AVID demonstration school, and supports participation in athletics and extracurriculars. Data shows equitable access across student groups, including unduplicated pupils and students with exceptional needs. No significant disparities were noted across sites. Intensive summer school offerings ensure continued enrichment and course access. COJUSD's ongoing analysis supports continuous improvement in equitable access for all students.

3. Identification of any barriers preventing access to a broad course of study for all students.

While COJUSD has made significant progress in offering a broad course of study in all the content areas and grades, access to some courses are limited by individual student's academic progress. Students who are not yet at standard, such as English Learners, Students with Disabilities, and under-performing students who need intervention courses or need to repeat a course in 9-12, and those enrolled in the alternative education setting, have limited access to courses such as visual and performing arts or specialized secondary courses. Interventions are closely monitored in order to remove the supplemental support when appropriate, so students are able to take a broader range courses. Every effort is made to extend a student's instructional day or provide interventions after school so that as many students as possible have access to a broader range of courses.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

As new content standards and frameworks are adopted by the State Board of Education, the district engages administrators and teachers in a review of the standards and instruction in that content. As new instructional materials are adopted, a thorough review process is conducted and instruction and instructional materials are upgraded; most recently, World Languages and Mathematics. The district has implemented a Spanish Dual 2026-27 Local Performance Indicator Self-Reflection for Cutler-Orosi Joint Unified School District Page 23 of 25 Immersion program beginning with the 2018-19 school year in Kindergarten giving students access to world languages in elementary school.

1. Requirements for Graduation and College Admission
2. Current Year Enrollment in Mathematics
3. Career Technical Education Courses
4. Career Pathway Completers
5. Dual Enrollment
6. Current Year Enrollment in AVID
7. Historical Enrollment in Visual and Performing Arts
8. Dual Immersion
9. Summer School

1. Requirements for Graduation and College Admission

Subject	Statewide Requirements	Orosi High School Graduation Requirements	UC "a-g" Admission Eligibility (The minimum grade for UC Eligibility is C-)	CSU Eligibility Requirements
A. English	3 years (30 credits)	4 years (40 credits)	4 years	4 years
B. Math	2 years (20 credits)	3 years – must include one year of Algebra or Math 1 (30 credits)	3 years required (4 recommended)	3+ years
C. Science	2 years (20 credits)	2 years –one year of each Life Science and one year of Physical Science (20 credits)	2 years (3 recommended)– must be a laboratory science in at least two of three areas: Biology, Chemistry, or Physics	2+ years – must be a laboratory science including at least one year of physical and one year of biological science
D. Social Science	3 years (30 credits)	3 years: 10th grade: World History 11th grade: US History 12th grade: Economics/ Civics (30 credits)	2 years	2 years
E. World Language	One year World Language *OR* Fine Art (10 credits)	One year World Language *OR* Fine Art (10 credits)	2 years of same language (3 recommended)	2+ years of same language
F. Fine Art			1 year	1 year
Physical Education	2 years (20 credits)	2 years (20 credits)	N/A	N/A
G. Electives	*		1 year from approved course list	1 year from approved course list
Other requirements		Community Service Hours (15 hours per year*) Senior Exit Interview Portfolio Presentation -Total of 260 credits	Tests: PSAT: October, 11th grade - SAT Reasoning plus SAT Subject Tests OR ACT plus SAT Subject Tests – 11th grade Spring and 12th grade Fall	Tests: - PSAT: (October, 11th grade) - SAT *or* ACT – 11th grade Spring and 12th grade Fall

Earning a diploma from Orosi High School requires the following:

1. Successful completion of at least 260 credits.
2. Successful completion of Senior Exit Interview and Portfolio Presentation
3. Community Service Hours (15 hours minimum per year, beginning with the class of 2017)

Exemptions from District-Adopted Graduation Requirements

LEAs must exempt eligible students from all coursework and additional requirements adopted by individual LEAs that are beyond what is required by California's Education Code to receive a high school diploma. A stated intent for easing graduation requirements to include only the state's minimum course requirements is to increase high school diploma attainment for students with disabilities, thereby potentially increasing their postsecondary and employment opportunities.

- A student is eligible for this exemption if their individualized education program (IEP) requires that the student:
  - Take the state's alternate assessment aligned to alternative achievement standards in grade 11; and
  - Complete state standards aligned coursework to meet the state's coursework requirements specified in Education Code Section 51225.3.
- Before a student with an IEP begins 10th grade, the IEP team must determine and notify the parent whether the student may be eligible to receive a high school diploma under this exemption.
- Note: eligible students who graduate with a high school diploma under this exemption still have a continuing right to a free appropriate public education (FAPE) until they age out of special education, despite their receipt of a diploma.

In addition, a foster youth, student experiencing homelessness, former juvenile court school students, child of a military family, or migrant student who transfers into the district or between district schools any time after completing the second year of high school, or a newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer program, shall be exempted from any graduation requirements adopted by the Board that are in addition to statewide course requirements adopted by the Board that are in addition to statewide course requirements. This exemption shall not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the additional requirements in time to graduate by the end of the fourth year of high school.

2. 2025-26 Current Year Enrollment in Mathematics (grades 9-12)

Course/Grade	9th	10th	11th	12th	Total
Math 1	264	27	10	2	303
Math 2	18	232	56	28	334
Math 3		23	205	31	259
Advanced Math		1	26	25	52
Calculus				20	20
Statistics				106	106
Business Finance			2	49	51
Quantitative Reasoning				24	24
Statistics DE				21	21
Total	**282**	**283**	**299**	**306**	**1170**

The number of Juniors (66) enrolled in Math 1 & 2 has decreased.

3. Career Technical Education Courses

Agriculture and Natural Resources

Course	2024-25 Total	2024-25 Male	2024-25 Female	2025-26 Total	2025-26 Male	2025-26 Female	2026-27 Total	2026-27 Male	2026-27 Female
Ag Mechanics 1, 2, & 3	136	118	18	139	125	14	123	111	12
Ag Mech 4				10	9	1	1	1	0
Ag Science I	46	22	24	31	18	13	46	33	13
Ag Biology	50	25	25	25	11	14	51	37	14
Ag Chemistry	43	28	15	35	15	20	22	11	11
Plant Science 1	54	35	19	36	17	19	36	12	24
Plant Science 2	N/A	N/A	N/A	47	31	16	72	32	40
Floral Design	83	33	50	30	14	16	78	29	42
Total Agriculture	**369**	**233**	**136**	**318**	**225**	**93**	**429**	**266**	**156**

Engineering, Computer Science & Robotics

Course	2024-25 Total	2024-25 Male	2024-25 Female	2025-26 Total	2025-26 Male	2025-26 Female	2026-27 Total	2026-27 Male	2026-27 Female
Intro.to Eng. Design	31	27	4	24	17	7	38	36	2
Pr. Of Engr (POE)	31	24	7	32	28	4	18	16	2
EnDesg. Dev. (EDD)	29	24	5	25	20	5	26	22	4
Computer Science Engineering	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Robotics	36	34	2	27	25	2	N/A	N/A	N/A
Adv. Robotics	6	0	6	17	17	0	N/A	N/A	N/A
CADD I	38	33	5	25	23	2	15	11	4
Engineering Technician	1	1	0	1	1	0	1	1	0

STEM Physics and Engineering	N/A	N/A	N/A	17	14	3	N/A	N/A	N/A
Total Engr & CS	**173**	**150**	**23**	**168**	**145**	**23**	**98**	**86**	**12**

Health Sciences

Course	2024-25	2024-25	2024-25	2025-26	2025-26	2025-26	2026-27	2026-27	2026-27
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Principles of Biomedical Science	70	10	60	64	8	56	64	6	58
Sports Medicine	40	15	25	N/A	N/A	N/A	16	4	12
Advanced Sports Medicine	10	3	7	N/A	N/A	N/A	N/A	N/A	N/A
Human Body Systems	55	10	45	52	7	45	46	7	39
Medical Interventions	36	9	27	51	10	41	46	7	39
Biomedical Innovations	32	10	22	34	8	26	47	8	39
Nursing Assistant	32	8	24	30	1	29	60	10	50
Med Terms/EMR	54	13	41	47	10	37	53	3	50
Total Health Sciences	**347**	**97**	**250**	**278**	**44**	**234**	**332**	**45**	**287**

Business Finance

Course	2024-25	2024-25	2024-25	2025-26	2025-26	2025-26	2026-27	2026-27	2026-27
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Intro to Graphics Design	83	45	38	49	23	26	44	31	13
Digital Design	78	46	32	47	21	26	47	22	25
Graphic Design Productions	N/A	N/A	N/A	22	11	11	25	9	16

C&C Student Success Financial Lit	50	21	29	24	10	14	30	18	12
Total Business Finance	**211**	**112**	**99**	**142**	**65**	**77**	**146**	**80**	**66**

Education

Course	2024-25	2024-25	2024-25	2025-26	2025-26	2025-26	2026-27	2026-27	2026-27
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Introduction to Teaching	19	2	17	14	1	13	12	0	12
Total Education	**19**	**2**	**17**	**14**	**1**	**13**	**12**	**0**	**12**

Public Safety & Natural Resources

Course	2024-25	2024-25	2024-25	2025-26	2025-26	2025-26	2026-27	2026-27	2026-27
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Wildland Fire Fighting (1 & 2)	N/A	N/A	N/A	6	6	0	12	12	0
Urban Rural Firefighting (1 & 2)	15	14	1	12	8	4	32	22	10
Criminal Justice (VROP)	35	10	25	54	24	30	57	27	30
Intro to Principles of Law	64	28	36	52	21	31	55	22	33
CSI	26	9	17	35	12	23	55	30	25
Forensics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Public Safety & Natural Resources	**140**	**61**	**79**	**159**	**71**	**88**	**211**	**113**	**98**

Arts Media and Entertainment: Video Production

Course	2024-25 Total	2024-25 Male	2024-25 Female	2025-26 Total	2025-26 Male	2025-26 Female	2026-27 Total	2026-27 Male	2026-27 Female
Photography	77	43	34	84	45	39	90	45	45
Advanced Photography	13	2	11	21	8	13	30	17	13
Digital Video Production	42	25	17	26	15	11	54	32	22
Advanced Video Production	31	19	12	25	13	12	28	15	13
Total Video Production	**163**	**89**	**74**	**156**	**81**	**75**	**202**	**109**	**93**

Systems Diagnostics, Service & Repair

Course	2024-25 Total	2024-25 Male	2024-25 Female	2025-26 Total	2025-26 Male	2025-26 Female	2026-27 Total	2026-27 Male	2026-27 Female
Automotive Technology 1/2	1	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Regional Autobody & Paint 1/2	N/A	N/A	N/A	N/A	N/A	N/A	2	2	0
Diesel Mechanic 1/2	N/A	N/A	N/A	9	8	1	14	14	0
Aviation & Flight Science	6	5	1	3	2	1	2	2	0
Total Systems	**6**	**5**	**1**	**12**	**10**	**2**	**18**	**18**	**0**

Construction Technology & Trades

Course	2024-25 Total	2024-25 Male	2024-25 Female	2025-26 Total	2025-26 Male	2025-26 Female	2026-27 Total	2026-27 Male	2026-27 Female
Total Construction Technology	**40**	**39**	**1**	**37**	**34**	**3**	**112**	**108**	**4**

Work Education Experience									
Course	2024-25	2024-25	2024-25	2025-26	2025-26	2025-26	2026-27	2026-27	2026-27
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Total Work Education Experience	N/A	N/A	N/A	9	3	6	13	2	11
TOTAL CTE Enrollment	**1468**	**788**	**680**	**1293**	**679**	**614**	**1553**	**825**	**728**

The number of CTE course offerings continues to increase yearly to provide students with elective career pathway opportunities across various industry sectors. There are some instances of duplicate student counts, as 11th and 12th grades students have up to three elective course options to enroll in. Enrollment in CTE courses grew from 1,293 students in 2025–2026 to 1,553 students in 2026–2027—an increase of 260 students. Several factors contributed to this growth: first, the Sports Medicine pathway was revived following the hiring of a qualified instructor and new Athletic Trainer. Second, a new instructor was hired for the Dance & Choreography pathway. This shared instructor for both Orosi High School and El Monte Middle School creates a seamless 6th–12th grade performing arts pipeline.

4. Career Pathway Completers (CALPADS Report 3.19)

Industry Sector	Pathway	OHS Career Pathway or Academy	2023-2024 Completers	2024-2025 Completers	2025-2026 Completers
Engineering & Architecture	Engineering & Design	AEGT	24	2	22
Engineering & Architecture	Engineering Technology	AEGT	N/A	4	12
Information & Communication Technologies	Software & Systems Development (Computer Science Engineering)	AEGT	N/A	N/A	N/A
Health Science & Medical Technology	Public & Community Health	AOHS	N/A	N/A	33
Health Science & Medical Technology	Patient Care	AOHS Nursing/Sp Med	40	33	28
Agriculture & Natural Resources	Agricultural Science	AOSA	20	N/A	44
Agriculture & Natural Resources	Agricultural Mechanics	AOSA	25	N/A	32
Public Services	Public Safety	Administration & Law	27	26	29
Public Services	Public Safety	Criminal Justice			

Public Services	Forestry & Natural Resources	Wildland Firefighting	4	2	5
Public Services	Emergency Response	Urban Rural Fire Fighting	3	12	11
Arts, Media and Entertainment	Design, Visual, and Media Arts	Video Production	18	29	16
Education, Child Development & Family Services	Education	Intro to Teaching	13	15	9
Construction Trades	Residential and Commercial Construction	Building Trades	29	30	16
Transportation	Systems Diagnostics, Services, and Repair	Aviation	5	N/A	9
Engineering & Architecture	Machining and Forming Technologies	AEGT	N/A	N/A	1
Business and Finance	Business Management	Business	N/A	N/A	20
Construction Trades	Mechanical Systems Installation and Repair	Building Trades	N/A	N/A	1
Total			**184**	**153**	**248**

The number of pathway completers increased from 153 duplicated students in 2025-2026 to 248 duplicated students in 2026-2027, representing an increase of 95 students. The contributing factors for this increase in pathway completion are students successfully completing the capstone courses with a “C” or better and counselors improving systems to ensure students are placed in the correct sequence of pathway courses leading to pathway completion.

5. Dual Enrollment:
Cutler Orosi Joint Unified School District continues to have two separate post-secondary partnership agreements for Dual Enrollment. Several COJUSD teachers have been vetted as adjunct professors via the State Center Community College District and College of the Sequoias.

Number of Students Enrolled in a CTE College Credit Course and or College Credit Course Receiving College Credit from Valley ROP/State Center Community College District Partnership

CTE Course Title	Name of College	# of Units	2024-2025 DE Students Enrolled	2024-25 DE Reqs/Recd Credit	2025-2026 DE Students Enrolled	2025-26 DE Reqs/Recd Credit	2026-2027 DE Students Enrolled
College & Career Success: Financial Literacy	College of Sequoias	3 Units	49	49	N/A	N/A	30
VROP Aviation	Reedley College	3 Units	6	5	3	1	1
ROP Video Production	Fresno City College	3 Units	85	N/A	N/A	N/A	N/A
Counseling 53	Reedley College	3 Units	28	29	N/A	N/A	N/A
Ag Science I (Animal Sci)	Reedley College	3 Units	100	26	N/A	N/A	N/A
Plant Science 2	Reedley College	3 Units	N/A	N/A	N/A	N/A	N/A
Plant Sci. 1 DE	Reedley College	3 Units	50	35	N/A	N/A	N/A
Ag Mechanics 2	Reedley College	3 Units	24	28	N/A	N/A	N/A
Ag Mechanics 1	Reedley College	3 Units	51	34	N/A	N/A	N/A
Urban Rural Fire Fighting	Reedley College	3 Units	12	12	12	7	14
Fire Science Wildland	Reedley College	3 Units	3	2	6	4	6
Criminal Justice	Reedley College	3 Units	32	1	54	43	57
Crime Scene Investigation (CSI)	Reedley College	3 Units	26	N/A	34	25	55
Introduction to Teaching	Reedley College	3 Units	18	16	N/A	N/A	12
Engineering Technician	Reedley College	3 Units	3	N/A	1	1	0
Engineering Development & Design	Reedley College	3 Units	39	29	N/A	N/A	N/A
CADD I	Reedley College	3 Units	38	38	22	21	N/A
Floral Design	Reedley College	3 Units	83	62	N/A	N/A	N/A
Nursing Assistant	Fresno City College	3 Units	32	31	30	26	30
Med Terms/ EMR	Fresno City College	3 Units	54	52	47	32	53

Ag Mech/Engr 3	Reedley College	3 Units	19	11	N/A	N/A	N/A
Ag Mech/Engr 4	Reedley College	3 Units	2	1	N/A	N/A	N/A
Automotive DE	Reedley College	3 Units	1	1	N/A	N/A	N/A
Graphic Design Productions	Reedley College	3 Units	N/A	N/A	22	N/A	25
Digital Design & Marketing	Reedley College	3 Units	N/A	N/A	N/A	N/A	47
Total			**755**	**462**	**261**	**139**	**330**

The total duplicated number of students enrolled in career technical education college credit courses rose to 330 in 2026–2027, an increase of 191 duplicated students compared to 139 in 2025–2026. Duplicate counts indicate that students in 11th and 12th grade have an opportunity to enroll in up to 3 electives and multiple pathways simultaneously. However, this year's growth is primarily due to instructors in both the Business Finance and Law & Justice pathways meeting the minimum qualifications to serve as adjunct college instructors through the Valley ROP partnership and State Center Community College District. Consequently, students enrolled in Digital Design and Marketing, Graphic Design Production, Criminal Justice, and Crime Scene Investigation will have the opportunity to earn college credit in 2026–2027.

Number of Students Receiving CORE & General Education College Credit from College of Sequoias

CORE Course Title	# of Units	2024-25	2025-26	2026-27
English 1 (Fall) DE	4 Units	52	55	58
English 2 (Spring) DE	3 Units	47	55	58
History 17	3 Units	NA	NA	NA
History 18 (COS)	3 Units	25	37	25
History 23 (COS)	3 Units	23	37	25
Psychology 1 (COS)	3 Units	6	7	NA
Human Development 121 (Spring) DE	2 Units	21	24	30
Child Development 39 (Fall) DE	3 Units	N/A	22	28
Child Development 42 (Spring) DE	3 Units	N/A	22	28
Total # of Students attaining Dual Enrollment Credit and meeting COS DE Requirements	**27 Units**	**153**	**231**	**252**

In 2026-2027, 252 duplicated students enrolled in CORE and General Education college credit courses from College of Sequoias compared to 2025-2026 when 231 duplicated students were enrolled in CORE and General Education college credit courses. This was an increase of 19 students, due to the number of students enrolling in the Child Development courses, Human Development Course, and the English 1 and 2 courses this year. There was an increase in the number of students opting to enroll in community college credit courses, as they continue to become aware of the California General Education Transfer Curriculum (Cal GETC) Certification Requirements. This certification allows high school students to simultaneously earn high school credits and college credits, in order to meet CSU/ UC Entrance Requirements and earn their high school diploma. This allows students to get a jumpstart on their lower general education college credits, as a high school student.

Number of Students Enrolled in General Education College Credit (Dual Enrollment) from Reedley College

CORE Course Title	# of Units	2024-2025	2025-2026	2026-2027
History 12 (DE - US History)	3 Units	N/A	42	51
Poly Sci 2 (DE - Civics)	3 Units	N/A	27	24
Spanish 1 (DE)	3 Units	N/A	12	13
Art Appreciation I (DE)	3 Units	N/A	40	32
Math 11 (DE - Statistics)	3 Units	21	28	21
Total	15 Units	21	149	141

In 2026–2027, 141 duplicated students enrolled in dual enrollment general education courses through Reedley College, compared to 149 duplicated students in 2025–2026. This slight decrease of 8 students was driven by lower enrollment in Art Appreciation and Statistics. This marks the second year offering expanded general education coursework through Reedley College, made possible by the College and Career Access Partnership (CCAP) agreement and ongoing efforts to help students qualify for the California General Education Transfer Curriculum (CalGETC) certification.

6. 2025-2026 Current Year Enrollment in AVID & AVID EXCEL (noted in)

Grade	Male	Female	2024-25 Total	Male	Female	2025-26 Total	Male	Female	2025-26 Total
6	15 (6)	15 (9)	30 (15)	12 (6)	12 (4)	24 (10)	14	13	27
7	13 (5)	18 (9)	31 (14)	19 (4)	21 (3)	40 (7)	10 (21)	14 (17)	24 (38)
8	12 (13)	18 (10)	30 (23)	18 (3)	23 (6)	41 (9)	21 (1)	22 (2)	43 (3)
9	17	40	57	18	40	58	20	39	59
10	14	35	49	11	35	46	14	38	52
11	14	39	53	13	31	43	10	29	31
12	13	30	43	13	35	48	13	31	44
Total	**98 (24)**	**195 (28)**	**293 (52)**	**104 (13)**	**197 (13)**	**301 (26)**	**102 (22)**	**186 (19)**	**280 (41)**

AVID enrollment has remained consistent.

7. Enrollment in Visual and Performing Arts Courses

School/ Course	Male	Female	2024-25	Male	Female	2025-26	Male	Female	2026-27
Elementary Music	649	663	1312	635	675	1310	601	613	1214
Elementary VAPA	776	791	1567	746	763	1509	688	705	1393
5th grade band	36	45	81	35	41	76	52	46	98
Elementary Total	**1461**	**1499**	**2960**	**1416**	**1479**	**2895**	**1341**	**1364**	**2705**
Choir	7	27	34	10	28	38	2	9	11

Guitar	27	9	36	25	14	39	23	7	30
Women's Ensemble	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Men's Ensemble	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Beg. Band	38	20	58	14	6	20	14	6	20
Int. Band	9	6	15	20	18	38	17	7	24
Adv. Band	36	21	57	28	22	50	28	25	53
Art 2 (MS)	N/A	N/A	N/A	4	19	23	8	12	20
Art 1 (MS)	81	140	221	92	114	206	95	103	198
VAPA (MS)	N/A	N/A	N/A	N/A	N/A	N/A	1	60	61
EMMS Total	**198**	**223**	**421**	**193**	**221**	**414**	**188**	**229**	**417**
Art/3-D Design 1	104	129	233	104	75	179	135	106	241
Art 2, 3 and AP Art	13	20	33	37	38	75	39	39	78
3-D Design 2, 3 AP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Art Appr.	N/A	N/A	N/A	N/A	N/A	N/A	11	21	32
Photography	44	35	79	45	39	84	45	45	90
Adv. Photography	2	11	13	8	13	21	17	13	30
Guitar	35	8	43	32	6	38	16	3	19
Intermediate Guitar	36	10	46	32	10	42	16	5	21
Symphonic Band	62	40	102	67	53	120	59	37	96
Mariachi	20	26	46	20	20	40	32	16	48
Dance Elements and Interp	N/A	N/A	N/A	N/A	28	28	N/A	N/A	N/A
Dance and Choreo 1	N/A	N/A	N/A	N/A	N/A	N/A	0	34	34
Concert Choir	5	22	27	1	15	16	2	16	18
OHS Total	**321**	**301**	**622**	**346**	**297**	**643**	**373**	**395**	**768**

Starting in the 2024-25 school year all students in Kindergarten through fifth grade are offered Science Technology Engineering Mathematic (STEM), Music, and Visual and Performing Arts (VAPA) as part of an extended school day. Fifth grade students are offered a full year of instrumental band or a semester of both STEM and VAPA. In 2026-2027 El Monte Middle School added an additional VAPA course as an elective using Prop 28 Funding. Additionally, Orosi High School has added Dance Elements/Interpretation and Dance/Choreography 1 using Prop 28 Funding.

8. Dual Immersion

Grade	2024-2025	2025-2026	2026-2027
TK	47	44	47
K	89	89	66
1st	92	82	84
2nd	89	89	75
3rd	84	84	83
4th	96	84	78
5th	85	92	81
6th- Elective (Y1)	26	28	15
7th- Elective (Y2)		28	27
8th- Elective (Y3)			24
COJUSD Total	**608**	**620**	**580**

The Dual Immersion Program offers a TK-8th grade pathway for dual language learners with consistent enrollment levels over the past three years. Total districtwide program enrollment was 608 students in 2024–2025, 620 students in 2025–2026, and 580 students in 2026–2027. Due to a decrease in overall enrollment Cutler offers one less kindergarten Dual Immersion class.

In 2026–2027, the elementary pathway (TK–5th grade) serves 514 students. The program has reached a milestone by expanding through 8th grade (Year 3) at El Monte Middle School with the addition of the DI Heritage Language elective. Middle school enrollment currently includes 15 students in 6th grade (Y1), 27 students in 7th grade (Y2), and 24 students in the newly added 8th-grade course (Y3), bringing middle school participation to 66 students.

The program maintains capacity to welcome newcomers with the option to enroll in the COJUSD Dual Immersion pathway. Students who enroll from other bilingual programs are able to join at registration as well.

9. Summer School Enrollment

Grade	2023-2024				2024-2025				2025-2026			
	Cutler	Golden Valley	Palm	Total	Cutler	Golden Valley	Palm	Total	Cutler	Golden Valley	Palm	Total
TK	8	9	7	24	17	25	17	59	19	16	16	51
K	25	28	38	91	19	21	21	61	25	17	15	57
1	33	35	33	101	32	36	30	98	21	26	20	67

2	37	33	17	87	36	41	34	111	31	34	30	95
3	29	33	33	95	36	34	21	91	36	36	30	102
4	31	28	24	83	32	30	32	94	38	29	21	88
5	27	33	26	86	33	23	29	85	32	33	29	94
Total	190	199	178	567	205	210	184	599	202	191	161	554

Overall elementary summer school enrollment grew from 567 students in 2023–24 to 599 students (+5.64%) in 2024–25 but subsequently dropped to 554 students in 2025–26, representing a 7.51% single-year decline.

Grade	2023-2024			2024 - 2025			2025-2026		
	El Monte	Orosi & Lovell High	Total	El Monte	Orosi & Lovell High	Total	El Monte	Orosi & Lovell High	Total
6	100		100	67		67	65		65
7	98		98	67		67	58		58
8	62		62	41		41	50		50
9		74			110	110		59	59
10		106			226	226		94	94
11		86			173	173		87	87
12		4			1	1		2	2
Total	260	270	260	175	510	685	173	242	415

El Monte Middle School (Grades 6–8) Summer School maintained enrollment numbers in comparison to 24-25. Orosi & Lovell High Schools (Grades 9–12) Summer School enrollment decreased significantly. The re-establishment of an embedded credit recovery during the school day and an optional period 8 likely impact the need for Summer School credit recovery.

DISTRICT EVALUATION

PUPIL OUTCOMES

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



DISTRICT EVALUATION

PRIORITY 4 STUDENT ACHIEVEMENT

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



PUPIL OUTCOMES

Priority 4: Student Achievement

Pupil achievement as measured by multiple indicators including, but not limited to, assessment data, college readiness, and language proficiency.

Required Data

1. Performance on standardized tests (CAASPP)
   1A. California Assessment of Student Progress and Performance (CAASPP) Results- English Language Arts: Overall
   1B. California Assessment of Student Progress and Performance (CAASPP) Results- English Language Arts: English Learners
   1C. California Assessment of Student Progress and Performance (CAASPP) Results- Mathematics: Overall
   1D. California Assessment of Student Progress and Performance (CAASPP) Results- Mathematics: English Learners
   1E. California Science Test (CAST) Results: Overall.
   1F. California Science Test (CAST) Results: English Learners
   1G. CAASPP Results 4-Year Comparison by Site - English Language Arts
   1H. CAASPP Results 4-Year Comparison by Site - Mathematics
2. ELPAC Results
   2A. ELPAC results by grade level
   2B. ELPAC results by Language Proficiency level
3. English Learner Data
   3A. EL Reclassification Rate
4. Independent Study Data
5. College and Career Ready Students
6. Number of students determined prepared for college by the Early Assessment Program
7. Number of the students that pass Advanced Placement exams with 3 or higher
8. Number of graduating seniors receiving the State Seal of Biliteracy
9. Number of graduating seniors receiving the Golden State Seal Merit Diploma

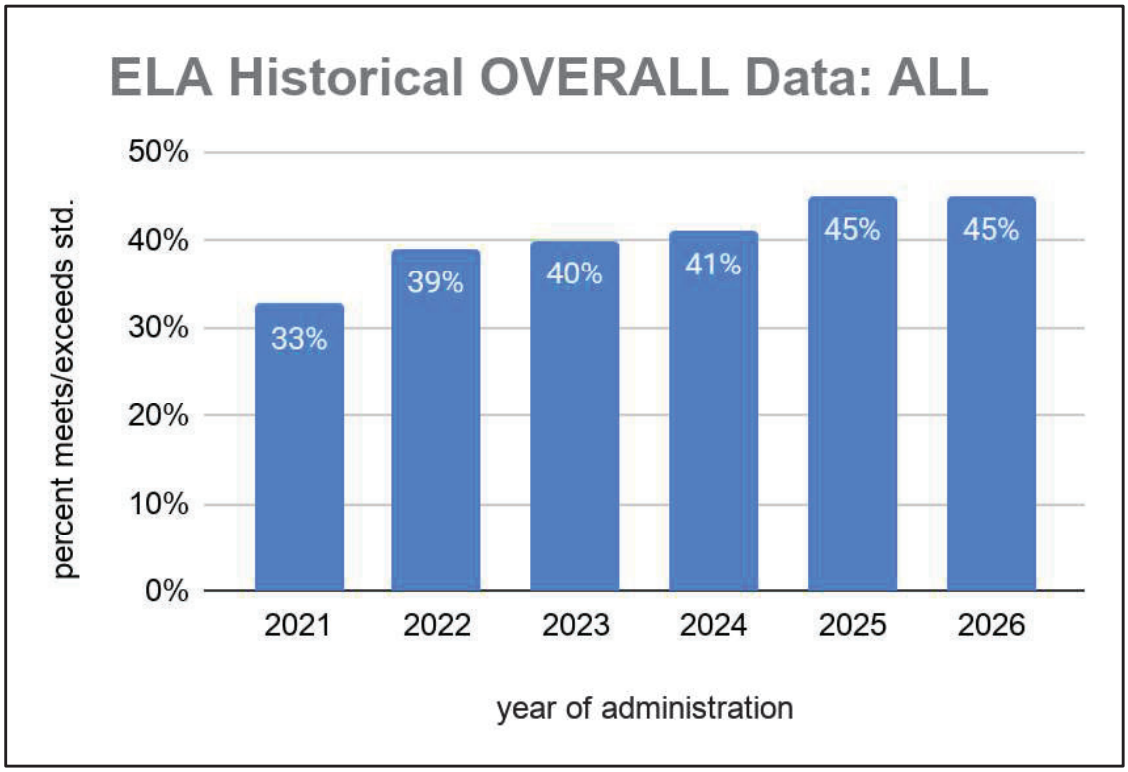
Additional measures in COJUSD:

10. Grade level proficiency & student academic growth information on local assessments
    Benchmark Assessment System – Reading Level Assessment – grades K-5
11. Graduation and Dropout Rate
12. Graduates: Qualified Under Senate Bill 532
13. Graduates: Adult School

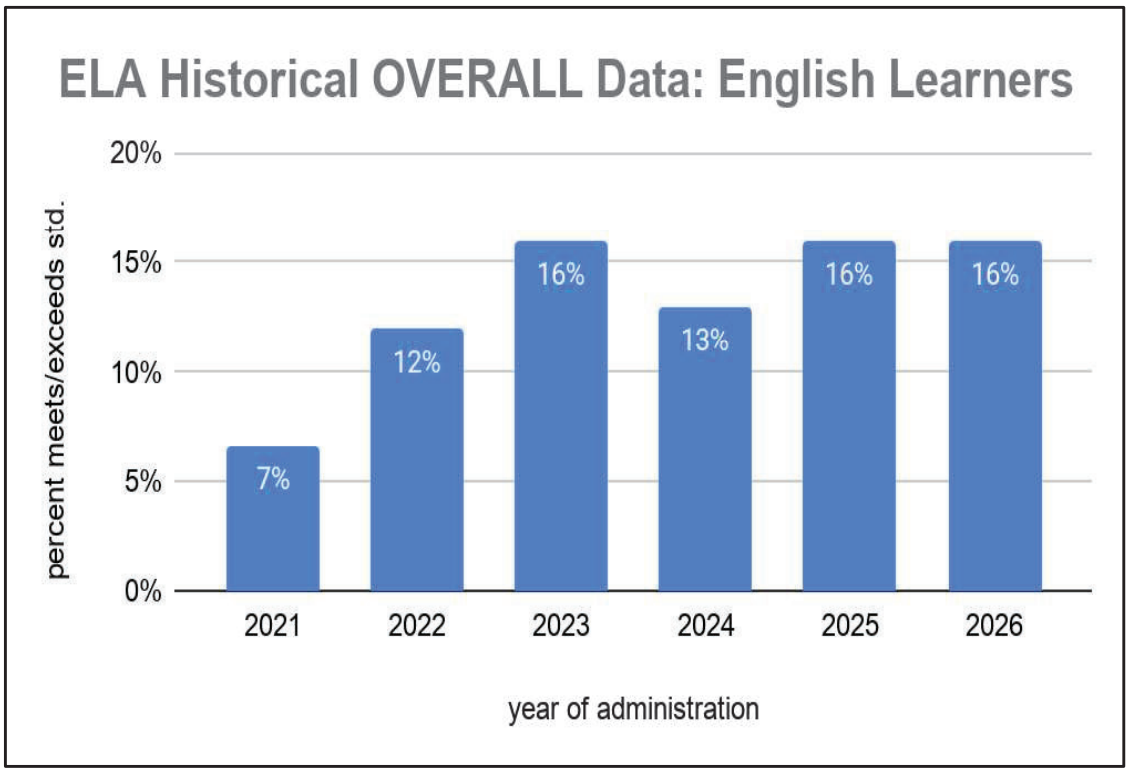
1. CAASPP Test Results:

The CAASPP measures the achievement of the California CCSS in English/Language Arts and Mathematics in grades 3-8 and 11. The short form of the CAASPP assessment was administered in the Spring of 2026. Data for students of military families has been redacted due to low enrollment of the student group.

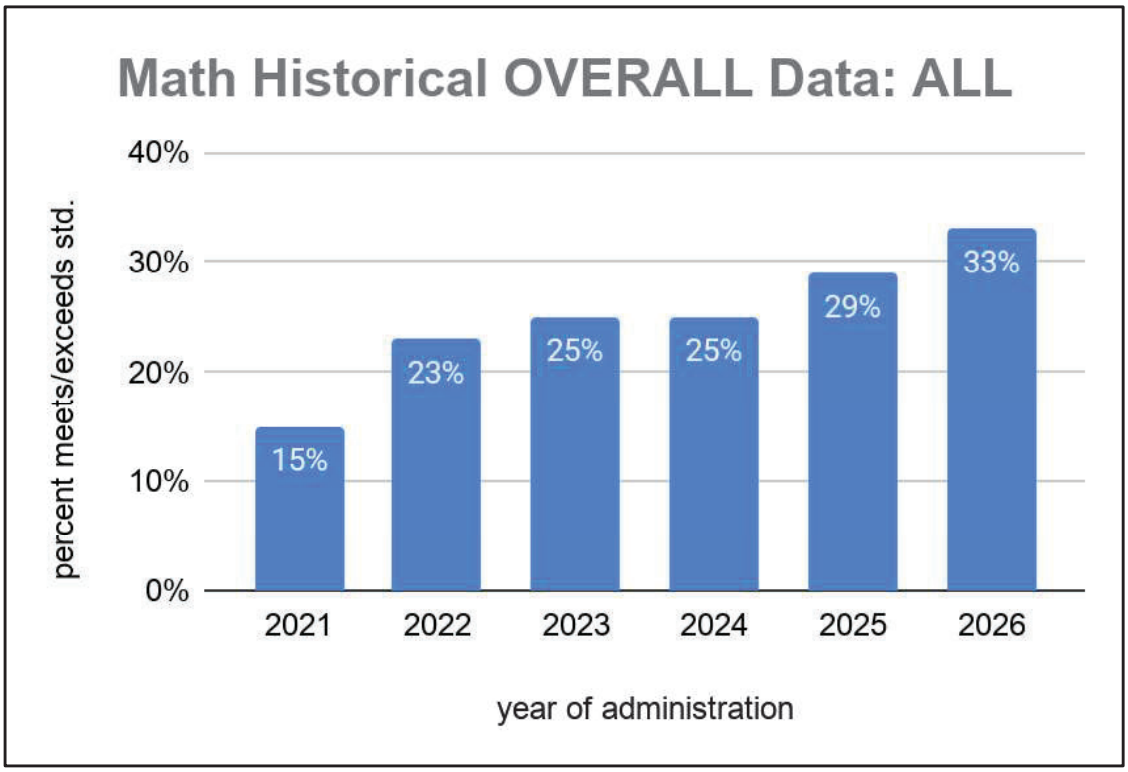
1A. California Assessment of Student Progress and Performance (CAASPP) Results - English Language Arts - All Students



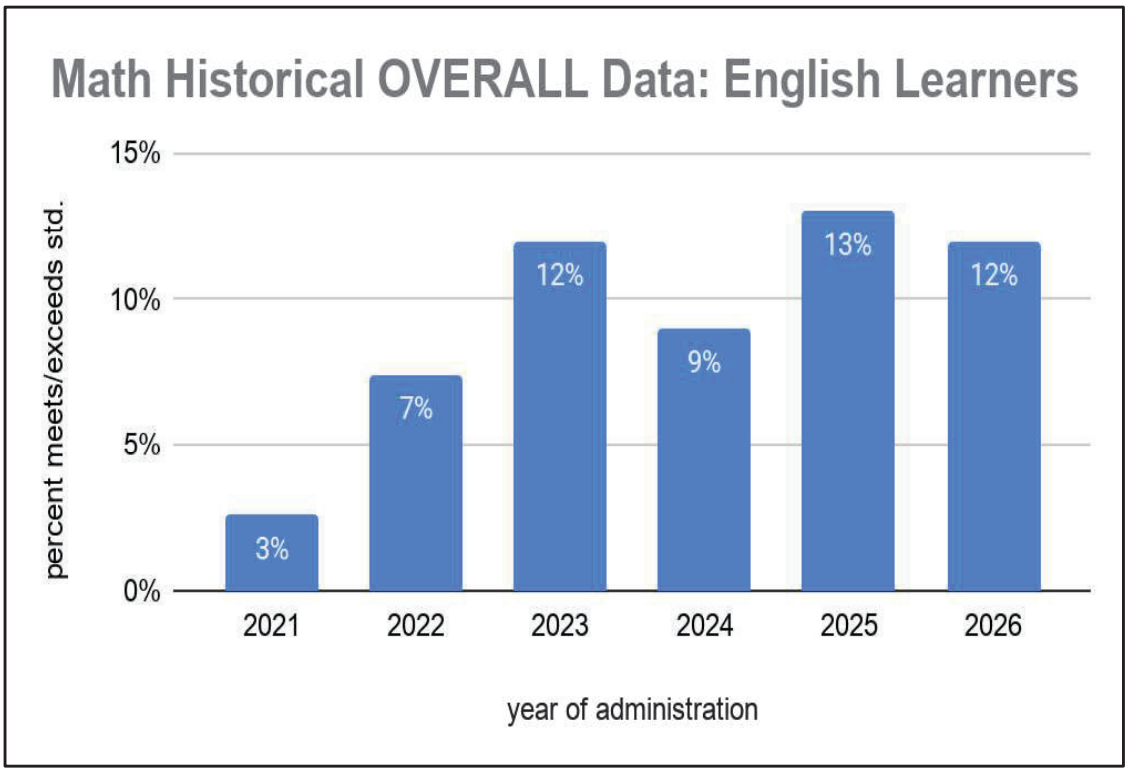
1B. California Assessment of Student Progress and Performance (CAASPP) Results - English Language Arts - English Learners



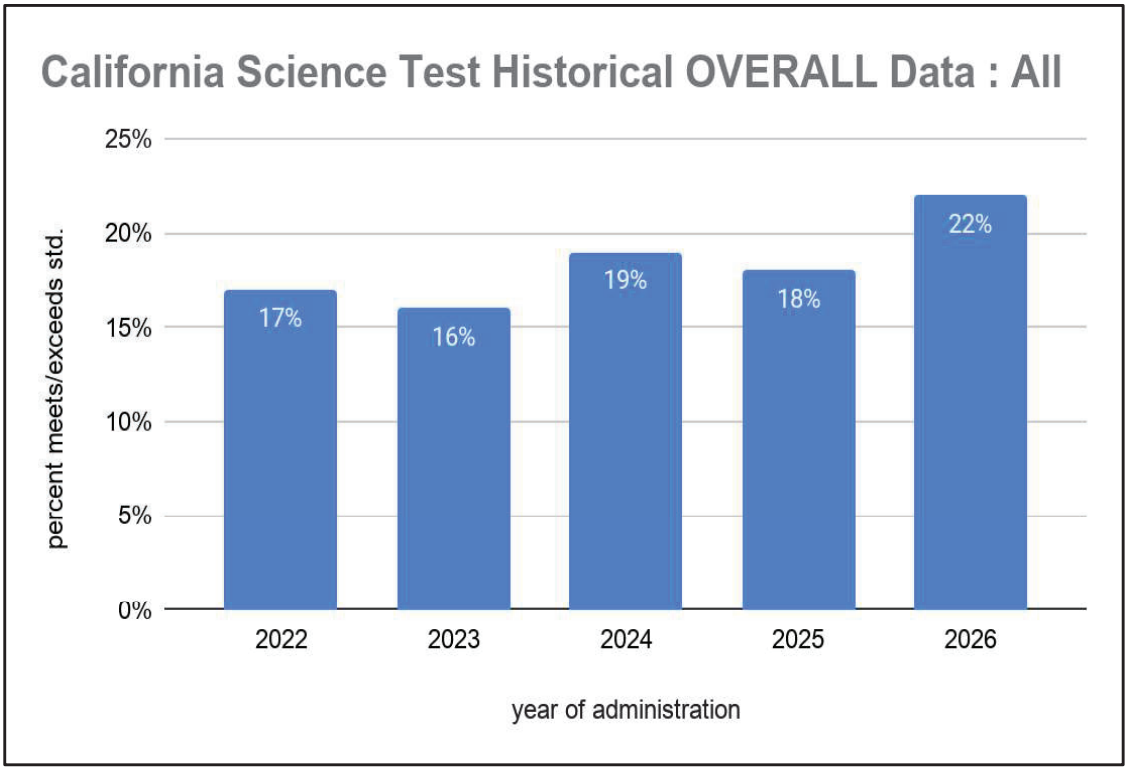
1C. California Assessment of Student Progress and Performance (CAASPP) Results – Mathematics - All Students



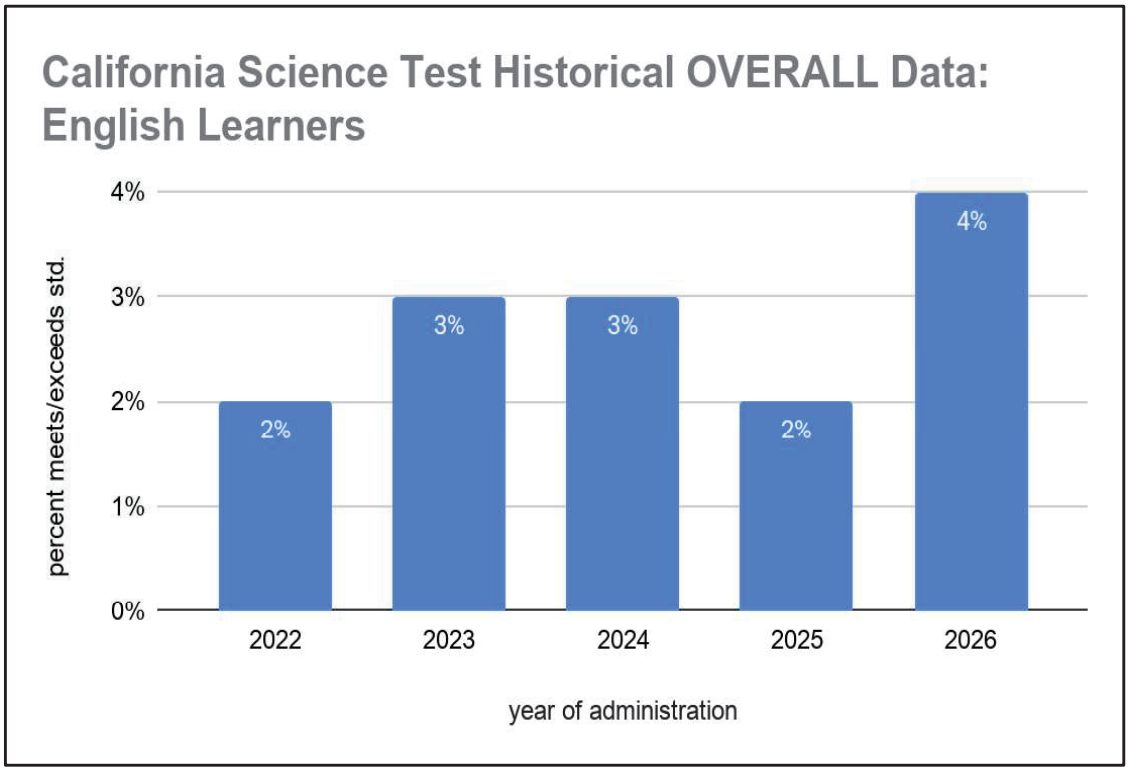
1D. California Assessment of Student Progress and Performance (CAASPP) Results - Mathematics - English Learners



1E. California Science Assessment (CAST) Results - Overall



1F. California Science Assessment (CAST) Results - English Learners



1G. CAASPP Results 4-Year Comparison by Site - English Language Arts

CAASPP Results 4-Year Comparison By Site (updated July 22, 2026)

3rd Grade - All	Cutler					Golden Valley					Palm					District Wide				
English Language Arts	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change
Standard Exceeded	19%	20%	26%	20%		11%	22%	28%	24%		34%	25%	32%	39%		21%	22%	28%	25%	
Standard Met	10%	13%	18%	14%		21%	17%	13%	21%		17%	19%	17%	23%		18%	18%	18%	20%	
Standard Nearly Met	23%	21%	23%	23%	-7%	27%	23%	21%	35%	4%	21%	23%	19%	16%	13%	24%	22%	21%	24%	4%
Standard Not Met	48%	47%	36%	42%		41%	38%	37%	20%		28%	33%	32%	23%		39%	39%	35%	28%	
Number Tested	86	84	111	83		105	101	89	84		94	82	72	93		285	267	272	260	

3rd Grade - EL	Cutler					Golden Valley					Palm					District Wide				
English Language Arts	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change
Standard Exceeded	7%	10%	10%	0%		4%	6%	5%	13%		14%	10%	21%	10%		8%	8%	11%	7%	
Standard Met	9%	4%	18%	15%		17%	18%	13%	18%		14%	10%	14%	31%		13%	11%	16%	20%	
Standard Nearly Met	21%	25%	18%	22%	-14%	30%	31%	18%	45%	11%	31%	29%	17%	14%	7%	27%	26%	17%	27%	0%
Standard Not Met	63%	62%	58%	63%		48%	45%	63%	26%		40%	51%	48%	45%		51%	53%	56%	47%	
Number Tested	56	50	49	41		46	47	38	31		42	41	29	29		144	138	116	101	

3rd Grade - SWD	Cutler					Golden Valley					Palm					District Wide				
English Language Arts	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change
Standard Exceeded	*	*	*	9%		*	17%	*	*		*	*	*	*		10%	10%	17%	12%	
Standard Met	*	*	*	9%		*	17%	*	*		*	*	*	*		10%	10%	7%	8%	
Standard Nearly Met	*	*	*	0%	N/A	*	0%	*	*	N/A	*	*	*	*	N/A	15%	10%	10%	15%	-8%
Standard Not Met	*	*	*	82%		*	67%	*	*		*	*	*	*		65%	69%	66%	65%	
Number Tested	8	9	10	11		5	12	9	7		9	8	10	8		20	29	29	26	

4th Grade - All	Cutler					Golden Valley					Palm					District Wide				
English Language Arts	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change
Standard Exceeded	10%	17%	18%	24%		18%	15%	21%	19%		25%	18%	25%	19%		18%	17%	21%	21%	
Standard Met	18%	14%	26%	24%		18%	23%	25%	20%		21%	31%	31%	22%		18%	23%	27%	22%	
Standard Nearly Met	18%	25%	18%	24%	4%	20%	28%	15%	22%	-6%	19%	16%	19%	18%	-15%	19%	19%	18%	22%	-5%
Standard Not Met	54%	44%	36%	28%		46%	44%	39%	38%		35%	35%	25%	41%		45%	41%	34%	36%	
Number Tested	90	92	92	100		95	97	97	89		89	93	88	83		274	282	274	273	

4th Grade - EL	Cutler					Golden Valley					Palm					District Wide				
English Language Arts	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change
Standard Exceeded	0%	5%	4%	5%		3%	3%	5%	6%		11%	0%	12%	4%		5%	3%	7%	5%	
Standard Met	3%	10%	18%	22%		3%	8%	21%	11%		24%	13%	21%	14%		10%	13%	20%	16%	
Standard Nearly Met	18%	28%	25%	22%	5%	14%	25%	19%	25%	-10%	16%	18%	24%	21%	-15%	15%	24%	23%	23%	-8%
Standard Not Met	81%	51%	53%	51%		81%	64%	55%	58%		50%	71%	43%	61%		70%	60%	50%	56%	
Number Tested	32	57	51	41		37	36	42	36		36	30	42	28		107	123	135	105	

4th Grade - SWD	Cutler					Golden Valley					Palm					District Wide				
English Language Arts	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change
Standard Exceeded	0%	0%	*	*		*	0%	*	*		*	0%	*	0%		0%	0%	13%	14%	
Standard Met	0%	0%	*	*		*	40%	*	*		*	18%	*	17%		13%	18%	22%	14%	
Standard Nearly Met	0%	0%	*	*	N/A	*	0%	*	*	N/A	*	9%	*	17%	N/A	19%	5%	22%	7%	-8%
Standard Not Met	100%	100%	*	*		*	60%	*	*		*	73%	*	67%		69%	77%	43%	64%	
Number Tested	13	8	7	6		10	5	7	10		9	11	9	12		32	22	23	28	

5th Grade - All	Cutler					Golden Valley					Palm					District Wide				
English Language Arts	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change
Standard Exceeded	12%	8%	10%	14%		15%	24%	18%	27%		18%	17%	24%	22%		15%	17%	17%	21%	
Standard Met	35%	20%	16%	21%		21%	30%	34%	29%		34%	33%	24%	21%		29%	26%	25%	24%	
Standard Nearly Met	23%	20%	26%	16%	0%	25%	18%	26%	20%	6%	22%	18%	31%	24%	-6%	23%	18%	27%	20%	4%
Standard Not Met	31%	52%	48%	48%		39%	28%	24%	24%		25%	33%	21%	33%		32%	37%	31%	35%	
Number Tested	84	86	93	83		111	94	98	96		97	83	95	87		292	269	284	268	

5th Grade - EL	Cutler					Golden Valley					Palm					District Wide				
English Language Arts	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change
Standard Exceeded	2%	0%	0%	0%		2%	0%	0%	8%		5%	0%	4%	0%		3%	0%	1%	3%	
Standard Met	26%	9%	6%	5%		15%	16%	23%	19%		24%	21%	11%	15%		21%	15%	12%	13%	
Standard Nearly Met	21%	16%	25%	13%	-1%	35%	32%	30%	30%	4%	37%	14%	54%	28%	0%	31%	21%	34%	24%	2%
Standard Not Met	50%	75%	69%	82%		48%	51%	47%	43%		34%	66%	32%	56%		45%	63%	53%	61%	
Number Tested	42	32	48	38		48	35	30	37		35	29	28	34		128	96	106	109	

5th Grade - SWD	Cutler					Golden Valley					Palm					District Wide				
English Language Arts	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change
Standard Exceeded	*	0%	*	*		*	0%	*	*		*	*	*	*		4%	0%	4%	4%	
Standard Met	*	0%	*	*		*	45%	*	*		*	*	*	*		4%	23%	29%	27%	
Standard Nearly Met	*	8%	*	*	N/A	*	9%	*	*	N/A	*	*	*	*	N/A	30%	13%	29%	19%	-1%
Standard Not Met	*	92%	*	*		*	45%	*	*		*	*	*	*		61%	65%	39%	50%	
Number Tested	4	12	8	9		10	11	10	7		9	8	10	10		23	31	28	26	

El Monte Middle School - All	6th Grade					7th Grade					8th Grade				
English Language Arts	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change
Standard Exceeded	8%	12%	15%	15%		12%	8%	10%	12%		10%	10%	8%	8%	
Standard Met	31%	28%	28%	26%		24%	29%	36%	31%		27%	26%	29%	35%	
Standard Nearly Met	30%	30%	18%	29%	-2%	21%	27%	25%	22%	-3%	21%	22%	29%	30%	6%
Standard Not Met	31%	32%	36%	30%		43%	36%	29%	35%		42%	41%	34%	26%	
Number Tested	287	282	273	274		309	274	277	280		319	307	270	273	

El Monte Middle School - EL	6th Grade					7th Grade					8th Grade				
English Language Arts	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change
Standard Exceeded	0%	1%	1%	1%		0%	0%	0%	0%		0%	0%	0%	1%	
Standard Met	19%	10%	5%	11%		10%	7%	16%	6%		5%	4%	6%	13%	
Standard Nearly Met	22%	31%	15%	34%	8%	14%	16%	30%	14%	-9%	22%	23%	18%	38%	9%
Standard Not Met	60%	58%	79%	54%		77%	77%	54%	79%		74%	73%	76%	48%	
Number Tested	102	98	85	89		103	73	90	77		107	96	76	82	

El Monte Middle School - SWD	6th Grade					7th Grade					8th Grade				
English Language Arts	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change
Standard Exceeded	0%	4%	0%	3%		0%	0%	4%	0%		0%	0%	0%	0%	
Standard Met	6%	8%	10%	6%		0%	16%	0%	3%		0%	0%	0%	0%	
Standard Nearly Met	0%	8%	21%	29%	-2%	0%	16%	17%	14%	-1%	11%	0%	18%	23%	0%
Standard Not Met	94%	79%	69%	63%		100%	85%	79%	83%		89%	100%	82%	77%	
Number Tested	17	25	29	38		25	18	24	29		27	26	17	22	

11th Grade - All	Orosi High					Lovell					Esperanza					District Wide				
English Language Arts	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change
Standard Exceeded	21%	23%	21%	24%		2%	0%	6%	0%		*	*	*	*		17%	21%	19%	21%	
Standard Met	40%	38%	38%	32%		8%	13%	12%	8%		*	*	*	*		33%	36%	34%	29%	
Standard Nearly Met	21%	24%	22%	27%	-1%	28%	13%	19%	21%	-5%	*	*	*	*	N/A	23%	23%	21%	27%	-2%
Standard Not Met	18%	16%	20%	17%		64%	75%	69%	73%		*	*	*	*		27%	21%	26%	23%	
Number Tested	230	205	261	329		53	15	26	34		*	4	10	4		287	221	299	303	

11th Grade - EL	Orosi High					Lovell					Esperanza					District Wide				
English Language Arts	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change
Standard Exceeded	0%	2%	0%	2%		0%	0%	0%	0%		N/A	N/A	N/A	*		0%	2%	0%	1%	
Standard Met	17%	13%	9%	17%		0%	0%	8%	0%		N/A	N/A	N/A	*		11%	11%	8%	13%	
Standard Nearly Met	31%	40%	33%	42%	-7%	19%	0%	8%	12%	-6%	N/A	N/A	N/A	*	N/A	27%	33%	25%	36%	7%
Standard Not Met	52%	44%	59%	40%		81%	100%	88%	88%		N/A	N/A	N/A	*		53%	54%	68%	49%	
Number Tested	52	45	58	64		31	8	16	16		N/A	N/A	N/A	*		83	61	80	88	

11th Grade - SWD	Orosi High					Lovell					Esperanza					District Wide				
English Language Arts	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change
Standard Exceeded	5%	0%	0%	0%		*	N/A	*	*		*	N/A	N/A	*		4%	0%	0%	0%	
Standard Met	10%	15%	0%	33%		*	N/A	*	*		*	N/A	N/A	*		13%	15%	0%	30%	
Standard Nearly Met	14%	0%	0%	18%	33%	*	N/A	*	*	N/A	*	N/A	N/A	*	N/A	13%	0%	0%	22%	30%
Standard Not Met	71%	85%	100%	48%		*	N/A	*	*		*	N/A	N/A	*		71%	85%	100%	48%	
Number Tested	21	13	11	20		*	N/A	N/A	*		*	N/A	N/A	*		24	13	18	23	

	District Wide				
	2023	2024	2025	2026	Change
District Overall Met/Exceed	40%	41%	45%	45%	0%
District Overall Met/Exceed - EL	18%	13%	16%	16%	0%

1H. CAASPP Result 4-Year Comparison by Site - Mathematics

CAASPP Results 4-Year Comparison By Site (updated July 22, 2026) — Math

3rd Grade - All	Cutler					Golden Valley					Palm					District Wide				
Math	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change
Standard Exceeded	8%	9%	25%	23%		14%	22%	32%	25%		30%	23%	24%	41%		17%	18%	24%	30%	
Standard Met	20%	19%	30%	21%		28%	24%	30%	33%		24%	25%	31%	23%		24%	23%	30%	25%	
Standard Nearly Met	19%	15%	14%	15%	-11%	17%	24%	15%	18%	6%	17%	18%	14%	13%	9%	18%	19%	14%	18%	2%
Standard Not Met	53%	57%	32%	41%		41%	31%	33%	25%		29%	34%	32%	24%		41%	40%	32%	30%	
Number Tested	89	84	111	82		105	101	91	85		93	82	72	93		288	267	274	260	

3rd Grade - EL	Cutler					Golden Valley					Palm					District Wide				
Math	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change
Standard Exceeded	2%	3%	14%	8%		2%	13%	10%	13%		12%	12%	3%	21%		5%	9%	10%	12%	
Standard Met	17%	14%	27%	15%		36%	13%	20%	26%		27%	15%	31%	28%		26%	14%	25%	23%	
Standard Nearly Met	17%	12%	18%	15%	-21%	15%	31%	18%	25%	11%	15%	22%	17%	17%	14%	18%	21%	18%	19%	-1%
Standard Not Met	64%	71%	41%	65%		47%	42%	53%	34%		46%	51%	48%	34%		54%	56%	47%	47%	
Number Tested	59	50	49	40		47	47	49	32		41	41	29	29		147	138	108	101	

3rd Grade - SWD	Cutler					Golden Valley					Palm					District Wide				
Math	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change
Standard Exceeded	*	0%	*	*		*	8%	*	*		*	*	*	*		5%	3%	14%	8%	
Standard Met	*	0%	*	*		*	25%	*	*		*	*	*	*		10%	14%	17%	12%	
Standard Nearly Met	*	22%	*	*	N/A	*	17%	*	*	N/A	*	*	*	*	N/A	20%	17%	9%	12%	-11%
Standard Not Met	*	78%	*	*		*	50%	*	*		*	*	*	*		65%	66%	69%	68%	
Number Tested	6	9	10	10		5	12	9	7		9	8	10	8		20	29	29	25	

4th Grade - All	Cutler					Golden Valley					Palm					District Wide				
Math	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change
Standard Exceeded	7%	6%	10%	14%		6%	4%	4%	12%		7%	12%	10%	18%		7%	8%	9%	16%	
Standard Met	21%	18%	23%	20%		21%	14%	17%	18%		29%	31%	36%	18%		24%	21%	25%	18%	
Standard Nearly Met	32%	33%	26%	36%	1%	31%	31%	38%	33%	9%	39%	31%	29%	33%	-12%	34%	32%	29%	34%	-1%
Standard Not Met	41%	43%	41%	30%		40%	51%	42%	38%		25%	25%	26%	31%		35%	40%	37%	33%	
Number Tested	91	92	91	100		95	95	99	89		89	94	87	83		275	284	277	273	

4th Grade - EL	Cutler					Golden Valley					Palm					District Wide				
Math	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change
Standard Exceeded	6%	0%	6%	5%		3%	0%	0%	6%		3%	0%	7%	4%		4%	0%	4%	5%	
Standard Met	6%	9%	11%	7%		5%	11%	12%	3%		18%	19%	22%	11%		10%	12%	14%	7%	
Standard Nearly Met	24%	36%	25%	29%	-6%	27%	26%	30%	39%	-3%	45%	26%	29%	32%	-15%	32%	31%	28%	33%	-7%
Standard Not Met	64%	55%	58%	59%		65%	63%	59%	53%		34%	55%	41%	54%		54%	57%	54%	55%	
Number Tested	33	57	53	41		37	38	44	36		38	30	41	28		108	123	138	105	

4th Grade - SWD	Cutler					Golden Valley					Palm					District Wide				
Math	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change
Standard Exceeded	8%	*	*	*		*	0%	*	*		*	0%	*	0%		3%	0%	9%	4%	
Standard Met	0%	*	*	*		*	0%	*	*		*	27%	*	8%		13%	14%	22%	14%	
Standard Nearly Met	8%	*	*	*	N/A	*	40%	*	*	N/A	*	9%	*	33%	N/A	15%	16%	35%	29%	-13%
Standard Not Met	85%	*	*	*		*	60%	*	*		*	64%	*	58%		69%	68%	35%	54%	
Number Tested	13	6	7	6		10	5	7	10		9	11	9	12		32	22	23	28	

5th Grade - All	Cutler					Golden Valley					Palm					District Wide				
Math	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change
Standard Exceeded	7%	4%	12%	14%		14%	22%	30%	29%		17%	11%	25%	18%		13%	13%	22%	21%	
Standard Met	7%	11%	5%	12%		22%	18%	16%	20%		20%	25%	16%	14%		17%	18%	12%	18%	
Standard Nearly Met	26%	25%	20%	24%	9%	30%	26%	17%	29%	3%	30%	31%	25%	23%	-9%	29%	28%	21%	25%	2%
Standard Not Met	60%	60%	63%	51%		35%	33%	36%	22%		33%	33%	34%	45%		42%	42%	45%	38%	
Number Tested	85	88	95	85		110	94	96	96		88	89	95	87		283	269	286	269	

5th Grade - EL	Cutler					Golden Valley					Palm					District Wide				
Math	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change
Standard Exceeded	5%	0%	0%	0%		2%	3%	10%	11%		0%	0%	11%	3%		2%	1%	6%	5%	
Standard Met	7%	3%	2%	3%		19%	8%	13%	22%		18%	7%	7%	12%		15%	6%	8%	12%	
Standard Nearly Met	16%	5%	8%	13%	1%	32%	38%	17%	38%	9%	31%	38%	21%	15%	-3%	25%	26%	14%	22%	4%
Standard Not Met	72%	92%	90%	84%		47%	51%	60%	30%		51%	55%	61%	71%		57%	67%	74%	62%	
Number Tested	43	32	50	38		47	35	30	37		39	29	28	34		129	96	108	109	

5th Grade - SWD	Cutler					Golden Valley					Palm					District Wide				
Math	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change
Standard Exceeded	*	0%	*	*		*	9%	*	*		*	*	*	*		0%	3%	4%	8%	
Standard Met	*	0%	*	*		*	27%	*	*		*	*	*	*		9%	16%	14%	4%	
Standard Nearly Met	*	8%	*	*	N/A	*	18%	*	*	N/A	*	*	*	*	N/A	17%	19%	29%	38%	-6%
Standard Not Met	*	92%	*	*		*	45%	*	*		*	*	*	*		74%	61%	54%	50%	
Number Tested	4	12	8	8		10	11	10	7		9	8	10	10		23	31	28	26	

El Monte Middle School - All	6th Grade					7th Grade					8th Grade				
Math	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change
Standard Exceeded	5%	8%	10%	11%		4%	5%	6%	6%		9%	9%	11%	15%	
Standard Met	12%	13%	18%	18%		11%	10%	10%	19%		15%	14%	16%	17%	
Standard Nearly Met	29%	31%	28%	24%	3%	22%	28%	29%	24%	9%	21%	24%	26%	28%	6%
Standard Not Met	55%	49%	46%	47%		63%	57%	54%	50%		55%	53%	49%	40%	
Number Tested	289	283	278	274		309	274	279	279		319	303	284	273	

El Monte Middle School - EL	6th Grade					7th Grade					8th Grade				
Math	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change
Standard Exceeded	2%	0%	0%	1%		0%	0%	0%	0%		1%	0%	0%	0%	
Standard Met	3%	8%	2%	1%		0%	0%	1%	4%		3%	2%	2%	4%	
Standard Nearly Met	14%	17%	14%	20%	0%	5%	14%	16%	4%	3%	11%	14%	14%	16%	2%
Standard Not Met	81%	75%	84%	78%		95%	86%	16%	72%		85%	84%	84%	80%	
Number Tested	105	99	91	89		104	74	92	77		108	93	81	82	

El Monte Middle School - SWD	6th Grade					7th Grade					8th Grade				
Math	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change
Standard Exceeded	0%	0%	0%	6%		0%	0%	0%	0%		0%	0%	0%	0%	
Standard Met	0%	4%	7%	3%		0%	0%	0%	11%		4%	0%	0%	0%	
Standard Nearly Met	6%	13%	10%	14%	2%	0%	24%	8%	4%	11%	7%	4%	25%	5%	0%
Standard Not Met	94%	83%	83%	77%		100%	76%	92%	86%		89%	96%	76%	95%	
Number Tested	17	23	29	35		25	16	24	28		27	23	16	22	

11th Grade - All	Orosi High					Lovell					Esperanza					District Wide				
Math	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change
Standard Exceeded	6%	3%	5%	6%		0%	0%	0%	0%		*	N/A	0%	*		3%	3%	4%	7%	
Standard Met	14%	12%	12%	17%		2%	0%	0%	0%		*	N/A	18%	*		12%	11%	11%	18%	
Standard Nearly Met	31%	27%	27%	21%	6%	2%	7%	0%	3%	0%	*	N/A	0%	*	N/A	26%	26%	24%	19%	7%
Standard Not Met	49%	58%	54%	55%		96%	93%	100%	97%		*	N/A	82%	*		58%	61%	61%	60%	
Number Tested	230	208	263	264		52	14	25	34		4	N/A	11	4		288	220	301	302	

11th Grade - EL	Orosi High					Lovell					Esperanza					District Wide				
Math	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change
Standard Exceeded	2%	0%	2%	3%		0%	0%	0%	0%		N/A	N/A	N/A	*		1%	0%	1%	2%	
Standard Met	4%	2%	2%	5%		0%	0%	0%	0%		N/A	N/A	N/A	*		2%	2%	2%	5%	
Standard Nearly Met	4%	9%	10%	8%	5%	0%	13%	0%	0%	0%	N/A	N/A	N/A	*	N/A	2%	9%	7%	8%	4%
Standard Not Met	90%	89%	87%	84%		100%	88%	100%	100%		N/A	N/A	N/A	*		94%	89%	89%	87%	
Number Tested	52	43	61	63		30	7	15	18		N/A	N/A	N/A	*		82	50	82	84	

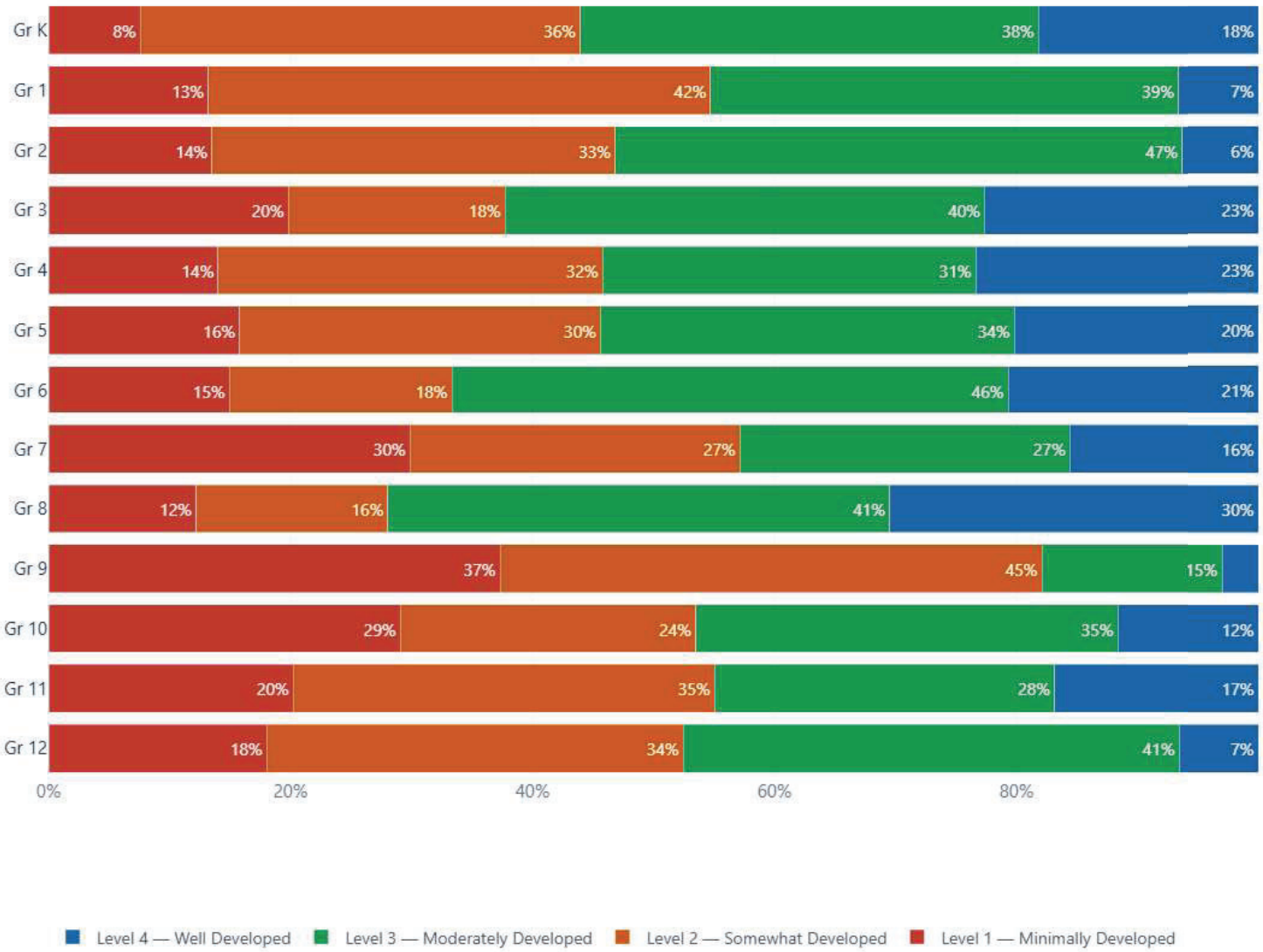
11th Grade - SWD	Orosi High					Lovell					Esperanza					District Wide				
Math	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change	2023	2024	2025	2026	Change
Standard Exceeded	0%	0%	0%	0%		*	N/A	N/A	*		*	N/A	N/A	*		0%	0%	0%	0%	
Standard Met	5%	0%	9%	0%		*	N/A	N/A	*		*	N/A	N/A	*		4%	0%	11%	0%	
Standard Nearly Met	10%	8%	9%	8%	-9%	*	N/A	N/A	*	N/A	*	N/A	N/A	*	N/A	13%	8%	6%	5%	-11%
Standard Not Met	86%	92%	82%	95%		*	N/A	N/A	*		*	N/A	N/A	*		83%	92%	83%	96%	
Number Tested	21	13	11	19		*	N/A	N/A	*		*	N/A	N/A	*		24	13	18	22	

	District Wide				
	2023	2024	2025	2026	Change
District Overall Met/Exceed	25%	25%	29%	33%	4%
District Overall Met/Exceed - EL	12%	9%	13%	13%	0%

2. English Learner Performance Assessments for California (ELPAC) Results:

The English Language Proficiency Assessments for California (ELPAC) is the mandated state test for determining English language proficiency (ELP) for students in Kindergarten through 12th Grade. It is administered as an initial assessment to newly enrolled students whose primary language is not English, as indicated on a home language survey; and annually as a summative assessment to students who have been previously identified as EL students. The ELPAC is aligned with the 2012 California English Language Development Standards.

The ELPAC is delivered via a computer-based test delivery platform. The four domains (Listening, Speaking, Reading, and Writing) are administered on the computer except for the Writing domain for kindergarten through grade two, which will remain a paper-based test.

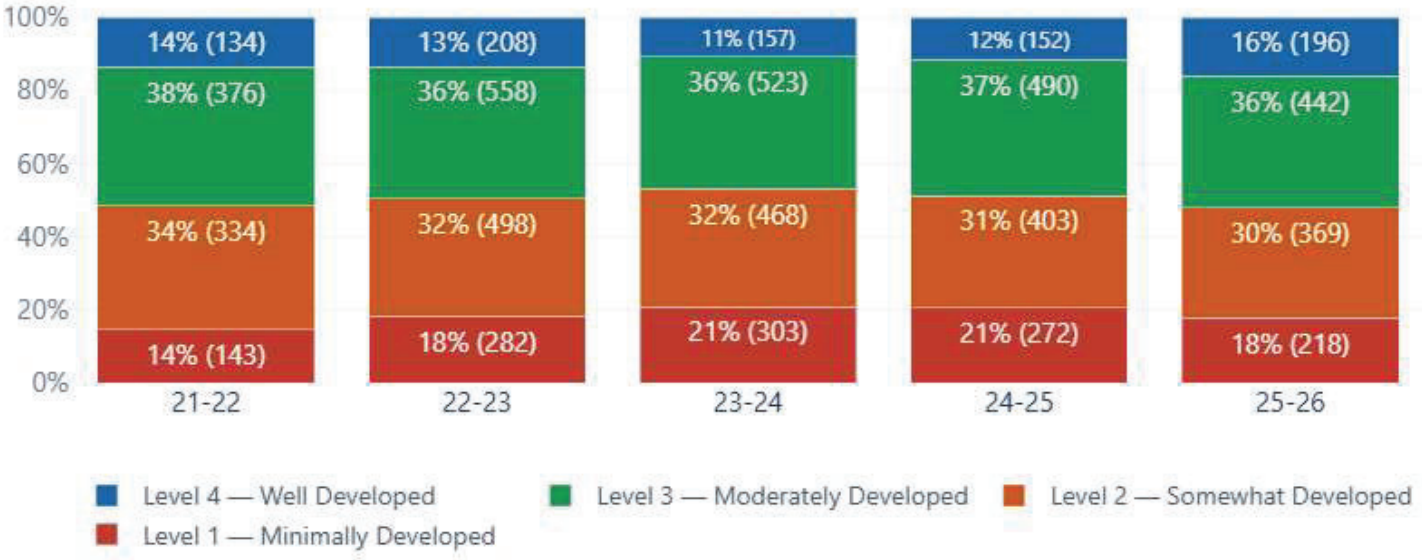


2A. ELPAC results by grade level

The English Language Proficiency Assessments for California (ELPAC) is the test used to measure how well students in kindergarten through grade twelve understand English when it is not their primary language. Information from the ELPAC helps teachers provide support in listening, speaking, reading, and writing. The ELPAC overall Performance Level (PL) 4 was approved by the State Board of Education as the statewide standardized criterion for reclassification. Other local measures are also used to determine reclassification

status for students.
In 2024-2025, the District identified 141 students who met reclassification and last school year the number of students increased to 150 students. The District currently has 196 students who are ready to be reclassified with the Summative ELPAC 2026 scores.

2B. ELPAC results by Language Proficiency level



3A. Number of English Learner Reclassified Students (By Grade and School Year)

Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2023-24	1	35	10	15	26	14	31	24	8	9	2	5	3	183
2024-25	2	27	8	13	14	18	15	11	5	19	3	0	6	141
2025-26	0	15	9	10	15	29	14	13	8	13	2	11	11	150

The reclassification criteria were redefined to meet state criterion and align with local expectations of neighboring districts. This is the district's second academic year using the new criteria with a recent update to reflect recent averages on the Renaissance STAR reading scores in secondary along with clear local criteria for students who take the Alternate Summative ELPAC. Students have two windows in which to meet the local reclassification criteria and are continually monitored to ensure they reclassify prior to the Summative testing window.

4. Independent Study 2025-2026

	# of Students in Independent Study	ADA Generated	Independent Study Graduates
Esperanza	23	14.98	11

5. College and Career Ready Students (Completing UC/CSU Requirements)

Percentage of Graduates Completing UC/CSU Required Courses (as reported in CALPADS 15.1)

Subgroup	2023-24	2024-25	2025-26
All Students	**32.3%**	**38.3%**	**40.36%**
Female	40.7%	21.9%	23.57%
Male	24.7%	16.4%	16.79%
Hispanic or Latino	31.0%	34.7%	37.86%

The percentage of COJUSD graduates meeting UC/CSU Requirements increased by 2%. This total includes Orosi High School and Alternative Education 12th grade students.

6. CAASPP/Early Assessment Program for College English

Each spring, all grade eleventh students in California take the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics administered as part of the California Assessment of Student Performance and Progress (CAASPP) System. All students participate in EAP by virtue of completing the Smarter Balanced Summative Assessments for English language arts/literacy and mathematics. Students must authorize the release of their CAASPP (i.e., Smarter Balanced Summative Assessment) results for each assessment to the CSU and CCC system. *** 2025-2026 Data projected at time of publication**

Performance Band	2023-24		2024-25		2025-26	
	#	%	#	%	#	%
Students Tested- (CAASPP Score)	206	100	299	100	304	100
Standard Exceeded (4)	47	23	56	19	64	21
Standard Met (3)	78	38	101	34	89	29
Standard Nearly Met and Standard Note Met (2 & 1)	81	39	142	47	151	50

CAASPP/Early Assessment Program for College Mathematics

Performance Band	2023-24		2024-25		2025-26	
	#	%	#	%	#	%
Students Tested- (CAASPP Score)	206	100	301	100	303	100
Exempt - Ready for College (4)	7	3	12	4	20	7

Conditional - Ready for College (3)	24	12	33	11	46	15
Non-Exempt - Not Ready for College (2 & 1)	175	85	256	85	237	78

7. Advanced Placement Exams: An Advanced Placement (AP) Exam is a standardized test taken by high school students to measure how well they mastered college-level material taught in an AP course. With an increase in Dual Enrollment course offerings, enrollment in and offerings of AP courses have decreased.

2025-2026 Advanced Placement Results

Exam/Score	1	2	3	4	5	Total Tests	% 3 or +
English Language and Composition	21	19	7	0	0	**47**	15%
Spanish Language and Culture	1	1	1	5	3	**11**	82%
% Total	22	20	8	5	3	**58**	28%

2024-2025 Advanced Placement Results

Exam/Score	1	2	3	4	5	Total Tests	% 3 or +
English Language and Composition	21	17	7	1	0	**46**	17%
Spanish Language and Culture	1	4	7	4	5	**21**	76%
United States Government and Politics	8	17	8	2	0	**35**	29%
United States History	15	17	4	1	0	**37**	14%
% Total	32%	40%	19%	6%	4%	**139**	28%

2023-2024 Advanced Placement Results

Exam/Score	1	2	3	4	5	Total Tests	% 3 or +
Spanish Language	0	6	7	8	1	**22**	73%
English Language & Composition	30	15	2	0	0	**47**	4%
US Government and Politics	13	14	9	2	1	**39**	31%
US History	12	22	2	1	0	**37**	8%
Calculus	18	4	0	0	0	**22**	0%

Total	73	61	20	11	2	**145**	23%
% Total	50%	42%	14%	8%	1%	**145**	23%

8. California State Seal of Biliteracy

This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.

Demonstrate English Proficiency through one of the following methods:

- Coursework:
  - Complete all English language arts requirements for graduation with an overall grade point average (GPA) of 3.0 in those classes. College or University level English language arts courses may be used to satisfy these requirements.

OR

- Assessment (minimum of one):
  - Pass the California Assessment of Student Performance and Progress (CAASPP) for English language arts administered in grade 11, at or above the "standard met" achievement level.
  - Pass an English Advanced Placement (AP) assessment with a score of 3 or higher (AP English Language and Composition, AP English Literature or Composition, or AP Seminar).
  - Pass an English IB examination with a score of 4 or higher.
  - Achieve a score of 480 or above on the Evidence-Based Reading and Writing section of the SAT.

In addition to the requirements mentioned above, students who are classified as English learners must attain an oral language composite score of level 4 on the English Language Proficiency Assessments for California (ELPAC).

AND

- Coursework:
  - Successfully complete a four-year course of study in a world language at the high school or higher level, attaining an overall GPA of 3.0 or higher in that course of study, and demonstrate oral proficiency in the language comparable to that required to pass an AP or IB examination. World language courses completed at a college or university while in high school may be used to satisfy one or more of these course requirements.

OR

- Pass a world language AP examination with a score of 3 or higher
- Pass an IB examination with a score of 4 or higher
- Pass an ACTFL Writing Proficiency Test (WPT) and Oral Proficiency Interview (OPI) with scores of intermediate mid or higher
- Pass a school district language examination that, at a minimum, assesses speaking, reading, and writing in a language other than English at the proficient level or higher

Number of Graduating Students Receiving the State Seal of Biliteracy

Class of 2024	Class of 2025	Class of 2026
3	5	15

The number of students meeting eligibility requirements for the Seal of Biliteracy increased and the district is working on creating a pathway to grow the number of students attaining the Seal of Biliteracy.

9. Golden State Seal Merit Diploma

To be eligible for the GSSMD, students (1) must be eligible to receive a high school diploma; and (2) must have demonstrated the mastery of the curriculum in at least six subject areas, as follows:

1. English language arts/literacy (ELA)—students must have earned one of any of the following:
    1. A grade of B+ or above (or numerical equivalent) in a single course (each semester) completed in grade nine or ten or eleven
    2. An achievement level of "Standard Met" or above for the high school Smarter Balanced Summative Assessment
2. Mathematics—students must have earned one of any of the following:
    1. A grade of B+ or above (or numeric equivalent) in a single course (each semester) completed in grade nine or ten or eleven
    2. An achievement level of "Standard Met" or above for the high school Smarter Balanced Summative Assessment
3. Science—students must have earned one of any of the following:
    1. A grade of B+ or above (or numeric equivalent) in a single course (each semester) completed in grade nine or ten or eleven
4. U.S. history—students must have earned one of any of the following:
    1. A grade of B or above (or numerical equivalent) upon completion of the required U.S. history course (each semester)
5. Two additional subject areas—students may choose from any of the following:
    1. Any additional qualifying grade or score listed above, earned for the subject of ELA, mathematics, science, or U.S. history not already used to meet eligibility
    2. A grade of B or above (or numerical equivalent) upon the completion of high school courses in other subjects

Number of Graduating Students Receiving the Golden State Seal Merit Diploma

Class of 2024	Class of 2025	Class of 2026
56	52	60

Students receiving the Golden State Seal Merit Diploma have remained the same.

10. Local Measures: Benchmark Reading Assessments

In Grades K-5, the District's Reading Assessment is the Fountas & Pinnell Benchmark Assessment System 2.0 (BAS 2.0). The data below shows the number and percent of students reading on grade level in either English or Spanish depending on program expectations. Resources and support have been strategically provided to preschool through second grade to ensure 90% of second grade students are reading within grade level trajectory.

4th Quarter 2025-2026

District – ALL	K	1st	2nd	3rd	4th	5th	K-5 ALL
Total Students	268	224	269	271	277	275	1584
% GL	**34%**	**50%**	**54%**	**45%**	**46%**	**37%**	**44%**
% Not GL	**66%**	**50%**	**46%**	**55%**	**54%**	**63%**	**56%**

4th Quarter 2024-2025

District – ALL	K	1st	2nd	3rd	4th	5th	K-5 ALL
Total Students	222	268	275	278	280	232	1555
% GL	**41%**	**53%**	**47%**	**57%**	**40%**	**45%**	**47%**
% Not GL	**59%**	**47%**	**53%**	**43%**	**60%**	**55%**	**53%**

4th Quarter 2023-2024

District – ALL	K	1st	2nd	3rd	4th	5th	K-5 ALL
Total Students	262	277	279	283	296	279	1678
% GL	**45%**	**53%**	**52%**	**41%**	**35%**	**43%**	**45%**
% Not GL	**55%**	**47%**	**48%**	**59%**	**65%**	**57%**	**55%**

11. Graduation Rates

2025-2026 High School Graduation Rate (Unofficial)

	Number of Cohort Students	Regular High School Diploma Grads	Cohort Graduation Rate
COJUSD	295	280	94.92%

2024-2025 High School Graduation Rate

	Number of Cohort Students	Regular High School Diploma Grads	Cohort Graduation Rate
COJUSD	296	282	95.3%
Tulare County	6,613	6,144	92.9%
Statewide	432,611	395,956	91.8%

2023-2024	2024-2025	2025-2026
5	2	1

12.Graduates: Qualified Under Senate Bill 532

2023-2024	2024-2025	2025-2026
5	10	20

13.Graduates: Adult School

DISTRICT EVALUATION

PRIORITY 8 OUTCOMES IN A BROAD COURSE OF STUDY

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



Priority 8: Outcomes in a Broad Course of Study

Pupil outcomes, if available, in the subject areas comprising a broad course of study.

Required Data

- Other indicators of student performance in required areas of study. May include performance on other exams.

Additional measures in COJUSD:

1A Physical Fitness Testing: grades 5, 7, and 9
1B Standardized testing results: SAT
1C Standardized testing results: PSAT
1D Standardized testing results: ACT

1A. Physical Fitness Testing

Beginning in 2021-22, the state collects participation rates for the PFT in each of the five physical fitness areas.

2025-26 Participation Rates

School	Grade Level Tested	Aerobic Capacity	Trunk Extensor Strength	Upper Body Strength	Abdominal Strength	Flexibility
Cutler	5	100%	100%	100%	100%	100%
Golden Valley	5	100%	100%	98%	100%	100%
Palm	5	100%	100%	100%	100%	100%
Elementary Total		**100%**	**100%**	**100%**	**100%**	**100%**

School	Grade Level Tested	Aerobic Capacity	Trunk Extensor Strength	Upper Body Strength	Abdominal Strength	Flexibility
El Monte	7	99%	100%	100%	100%	100%

School	Grade Level Tested	Aerobic Capacity	Trunk Extensor Strength	Upper Body Strength	Abdominal Strength	Flexibility
Orosi High	9	96%	96%	96%	96%	96%

1B. SAT Report (11th & 12th Grades)

The number of SAT Test Takers declined significantly in grade eleven as many UC, CSU and Community Colleges are now using multiple measures as an entrance requirement. Most UC, CSU and Community Colleges are not *requiring* SAT/ACT student achievement data, as many post-secondary institutions are using multiple measures such as grades and GPA. In addition, more students are opting for dual enrollment or college credit opportunities via the Intersegmental General Education Transfer Curriculum (IGETC) Certification in alignment with Community Colleges UC and CSU programs of study.

2025-26 SAT Report

Name	Grade 12 Enrollment	Grade 12 # Tested	Grade 12 # and (%) Meeting ERW Benchmark	Grade 12 # and (%) Meeting Math Benchmark	Grade 11 Enrollment	Grade 11 # Tested	Grade 11 # and (%) Meeting ERW Benchmark	Grade 11 # and (%) Meeting Math Benchmark	Grade 12 # and (%) Meeting Both Benchmarks	Grade 11 # and (%) Meeting Both Benchmarks
School	257	61	24 (39%)	8 (13%)	279	50	19 (50%)	4 (8%)	8 (13%)	4 (8%)
District	293	61	24 (39%)	8 (13%)	313	50	19 (50%)	4 (8%)	8 (13%)	4 (8%)

2024-25 SAT Report

Name	Grade 12 # Tested	Grade 12 # and (%) Meeting ERW Benchmark	Grade 12 # and (%) Meeting Math Benchmark	Grade 11 Enrollment	Grade 11 # Tested	Grade 11 # and (%) Meeting ERW Benchmark	Grade 11 # and (%) Meeting Math Benchmark	Grade 12 # and (%) Meeting Both Benchmarks	Grade 11 # and (%) Meeting Both Benchmarks
School	44	19 (43%)	3 (7%)	264	15	9 (60%)	0 (0%)	3 (7%)	0 (0%)
District	44	19 (43%)	3 (7%)	293	15	9 (60%)	0 (0%)	3 (7%)	0 (0%)

2023-24 SAT Report

Name	Grade 12 Enrollment	Grade 12 # Tested	Grade 12 # and (%) Meeting ERW Benchmark	Grade 12 # and (%) Meeting Math Benchmark	Grade 11 Enrollment	Grade 11 # Tested	Grade 11 # and (%) Meeting ERW Benchmark	Grade 11 # and (%) Meeting Math Benchmark	Grade 12 # and (%) Meeting Both Benchmarks	Grade 11 # and (%) Meeting Both Benchmarks
School	240	40	18 (45%)	6 (15%)	210	47	21 (45%)	5 (11%)	6 (15%)	4 (9%)
District	247	40	18 (45%)	6 (15%)	232	47	21 (45%)	5 (11%)	6 (15%)	4 (9%)

To protect privacy, asterisks (*) appear in place of test data when the number of test takers is less than 15 students

1C. PSAT Report

The PSAT is an optional assessment for students in grades 10 & 11. The number of students who take this exam continues to decrease, as most UC, CSU and community colleges do not require the assessment for admission. Many of the post-secondary institutions are using multiple measures such as grades, GPA, and/or SAT.

2025-26 PSAT Results

Name	Grade 10 Enrollment	Grade 10 # Tested	Grade 10 # and (%) Meeting ERW Benchmark	Grade 10 # and (%) Meeting Math Benchmark	Grade 11 Enrollment	Grade 11 # Tested	Grade 11 # and (%) Meeting ERW Benchmark	Grade 11 # and (%) Meeting Math Benchmark	Grade 10 # and (%) Meeting Both Benchmarks	Grade 11 # and (%) Meeting Both Benchmarks
School	299	63	34 (54%)	7 (11%)	279	41	21 (51%)	5 (12%)	7 (11%)	5 (51%)
District	307	63	34 (54%)	7 (11%)	313	41	21 (51%)	5 (12%)	7 (11%)	5 (51%)

2024-25 PSAT Results

Name	Grade 10 Enrollment	Grade 10 # Tested	Grade 10 # and (%) Meeting ERW Benchmark	Grade 10 # and (%) Meeting Math Benchmark	Grade 11 Enrollment	Grade 11 # Tested	Grade 11 # and (%) Meeting ERW Benchmark	Grade 11 # and (%) Meeting Math Benchmark	Grade 10 # and (%) Meeting Both Benchmarks	Grade 11 # and (%) Meeting Both Benchmarks
School	318	45	18 (40%)	8 (18%)	264	0	0 (0%)	0 (0%)	7 (16%)	0 (0%)
District	324	45	18 (40%)	8 (18%)	293	0	0 (0%)	0 (0%)	7 (16%)	0 (0%)

2023-2024 - PSAT Results

Name	Grade 10 Enrollment	Grade 10 # Tested	Grade 10 # and (%) Meeting ERW Benchmark	Grade 10 # and (%) Meeting Math Benchmark	Grade 11 Enrollment	Grade 11 # Tested	Grade 11 # and (%) Meeting ERW Benchmark	Grade 11 # and (%) Meeting Math Benchmark	Grade 10 # and (%) Meeting Both Benchmarks	Grade 11 # and (%) Meeting Both Benchmarks
School	284	53	30 57%	11 21%	210	43	20 (47%	1 (2%)	10 (19%	1 (2%)
District	307	53	30 57%	11 21%	232	43	20 (47%	1 (2%)	10 (19%	1 (2%)

1D. ACT Report

2021-2022 - 2025-2026 - ACT Results - There are no ACT Results to report. Many UC, CSU and Community Colleges do not require this data, as many are using multiple measures such as grades, GPA, SAT and the Intersegmental General Education Transfer Curriculum (IGETC) Certification in alignment with Community Colleges UC and CSU programs of study.

Identified Modification to Improve Academic Achievement

In an effort to increase academic growth in ELA and Math for all subgroups the following actions have been prioritized.

- Adopted Math curriculum aligned to CCSS grades TK-5 & 6-8
- Adopted ELD Curriculum aligned to ELD standards
- Provided Professional Learning on Comprehensive Literacy.
- Implemented/maintained a foundational reading program based on Orton-Gillingham Methodologies (Institute for Multisensory Education in grades K-2) for intervention and support.
- Contracted with TCOE for support in implementing Lesson Labs for: ELA (grades 6-12), Math (K-8), Science (grades 6-12)

- Maintained K-5 math fluency program to address the learning loss identified in CAASPP Math Assessment data (Rocket Math).
- Maintained Newcomer pathway at middle and high school
- Maintained vertical articulation between El Monte and OHS/Lovell in ELA and Math.
- Exposed Students with Disabilities to grade level content standards and develop CCSS aligned goals in IEPs.
- Increased general education inclusion and implemented an on-assignment period for our special education teachers at the middle and high school to have more collaboration and consultation time with the general education teachers to maintain general education inclusion in the Least Restrictive Environment (LRE) as possible.

For 2026-2027, COJUSD has developed a Local Control and Accountability Plan (LCAP). Actions address the District Goals: Achieve Academic Excellence, Build Human Capacity, and Create Effective and Efficient Systems.

- Maintain the number of Instructional Coaches
- Maintain Intervention Instructional Coaches to oversee interventions at the elementary sites to address literacy deficiencies.
- Continue providing a broad course of study that expands visual and performing arts access to all students. Maintain elementary music teachers, 3 PE techs, and maintain 3 STEM teachers.
- Continue purchasing supplemental instructional materials to ensure full implementation of the academic content and performance standards and add funds for additional professional learning to build human capacity.
- Continue providing early learning support for children 0-5 years of age to enable them to enter school ready to learn and support Universal Preschool.
- Continue providing intervention services for students NOT YET AT Standard
- Continue providing College and Career experiences for all students to prepare them for a variety of post-secondary options.
- Provide opportunities for co-curricular programs to enhance health, fitness, and athletic/academic competitiveness.
- Continue providing professional learning to both classified and certificated staff on topics selected by staff and administration to support the goals of the district.

For 2026-2027, COJUSD will focus on the following **Categorical** modifications to improve student achievement.

- Continue providing EL Academy for English Learners at-risk of becoming Long Term English Learners.
- Continue providing Instructional Aides for intervention to assist low performing students in reading.
- Continue providing supplemental resources including materials/supplies, books/reference material, and technology-based programs/services.
- Purchase additional technology and equipment as needed to optimize instruction and strategies in the classroom to prepare students for 21st Century tasks.
- Continue providing intervention after-school, weekends, and during the winter and summer that focus on reading skills to students below grade level in reading and mathematics.
- Continue providing professional development to all staff in order to meet the needs of all students in all content areas.
- Continue to provide instructional support for students below grade level by adding 1 FTE at the secondary level.

DISTRICT EVALUATION

ENGAGEMENT

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



DISTRICT EVALUATION

PRIORITY 3 PARENT AND FAMILY ENGAGEMENT

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



ENGAGEMENT

Priority 3: Parent and Family Engagement

Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.

Standard: LEA annually measures its progress in (1) seeking input from parents in decision making and (2) promoting parental participation in programs and reports the results to its local governing board and to stakeholders and the public through the evaluation rubrics**.**

Evidence of work in COJUSD:
1A. Total number of Parent Attendees
1B. Percent of Parent Participants per School Site

Events include: Back to School, School Carnivals, Recognitions, Lobo Lunch, Open House

Training includes: Grade level parent information nights/activities, Report Card Night, Title 1 Meeting, PIQE, Parenting Partners, Padres y Pan Dulce, School Site Council Meetings, English Learners Advisory Council, Digital Literacy, “School Systems” Academy, “Literacy is King!” Academy, “On the Road To College” Academy, “Strong Family-School Partnership” Academy, and Drug and Alcohol and Drug Awareness workshops

1A. Total Number of Parent Attendees

The data reported reflects the number of parents who participated in workshops/meetings that help build capacity.

School	2023-24	2024-25	2025-2026
Cutler Elementary			
Events:	1,519	2,417	1,867
Parent Trainings:	5,310	2,989	2,527
Golden Valley Elementary			
Events:	3,439	4,275	3,675
Parent Trainings:	1,192	707	1,138
Palm Elementary			
Events:	1,455	1,861	2,370
Parent Trainings:	1,506	1,300	1,435
El Monte Middle School			
Events:	1,876	2,508	1,771
Parent Trainings:	2,144	1,221	780
Orosi High School			
Events:	2,900	1,949	3,311
Parent Trainings:	1,989	4,515	3,629
Alt. Ed.			
Events:	28	56	5
Parent Trainings:	63	20	98
School Event Totals:	**11,217**	**13,066**	**12,999**
Parent School Training Totals:	**12,204**	**10,752**	**9,607**

1B. Percent of Parent Participants Per School Site

2025-26 Parent Participation

School	Attended at least 1		Attended 3+		Attended 5+	
	# of Parents	%	# of Parents	%	# of Parents	%
Cutler	592	98%	505	83%	331	55%
Palm	590	99%	523	87%	425	71%
GV	586	98%	497	83%	373	62%
El Monte	703	83%	458	54%	285	34%
OHS	812	71%	416	36%	223	20%
Alt. Ed.	56	65%	17	20%	5	6%

2024-25 Parent Participation

School	Attended at least 1		Attended 3+		Attended 5+	
	# of Parents	%	# of Parents	%	# of Parents	%
Cutler	618	95%	457	71%	284	44%
Palm	576	96%	475	80%	312	52%
GV	606	95%	510	80%	352	55%
El Monte	673	77%	443	51%	281	32%
OHS	1137	98%	394	34%	226	19%
Alt. Ed.	43	38%	10	9%	3	3%

2023-24 Parent Participation

School	Attended at least 1		Attended 3+		Attended 5+	
	# of Parents	%	# of Parents	%	# of Parents	%
Cutler	607	97%	505	81%	365	58%
Palm	570	97%	461	79%	309	53%
GV	592	96%	477	77%	331	53%
El Monte	715	79%	442	49%	302	33%
OHS	620	56%	310	28%	152	14%
Alt. Ed.	42	100%	10	24%	1	2%

Parent Participation

Cutler-Orosi Joint Unified School District values its partnership with parents at all grade levels. Studies demonstrate that students perform better when their parents are involved in their education. Students with engaged parents tend to earn higher grades, achieve higher test scores, and exhibit positive behavior both in school and at home. The District remains dedicated to welcoming parents into the educational journey of their children. Current data reflects strong parent participation across the district.

Identified Modification to Parent Engagement

Cutler-Orosi Joint Unified School District has developed a 2026-2027 Local Control and Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA) that align to promote parent engagement districtwide. These plans support District Goal #2 of building human capacity. The District implements various initiatives to strengthen the home-school partnership across all grade levels:

- School sites continued to create opportunities for parents of students attending each elementary school that focus on school systems, such as literacy and family-school partnerships. For parents of students attending a secondary school, parent education includes school systems, college awareness, and family-school partnerships. The sessions in each academy build upon specific skill sets at every tiered level.
- Provided individual workshops focusing on; Accessing Aeries Parent Portal, Anti-Bullying and Cyber Safety, Signs of Depression and Suicide, Drug, Alcohol and Gang Awareness, and Human Trafficking Awareness/Prevention.
- Provided opportunities for meaningful parent education and training, including parents of English Learners, migrant students, and Students with Disabilities.
- Continued to provide Digital Literacy to build technology skills of parents to more efficiently communicate with school staff via email and/or Google Drive and to be aware of their students' academic progress via Parent Portal.
- Continued to provide supplemental materials and supplies to engage parents in participating in parent engagement activities and workshops.
- Continued to provide staff with professional learning opportunities regarding the importance of parent engagement.

For 2026-2027, COJUSD will focus on the following **Categorical** modifications to improve parent engagement district wide.

- Continue to provide opportunities for meaningful parent education and training, including parents of English Learners, migrant students, and Students with Disabilities.
- Continue to provide Student-Parent Advocates to serve as a liaison between students, teachers, counselors, and parents. These personnel will also provide parent engagement opportunities at their school site. Parent engagement will focus on building the capacity of parents in order to support students' socio-emotional health, mental health, academic achievement, and post-secondary awareness.
- Provide a variety of workshops on a monthly basis which focus on specific grade level content standards and strategies, Math Nights, Literacy Nights, and English Learner reclassification/recognition.
- Continue encouraging parents to participate in School Site Councils and District Advisory Committees as decision makers on either/both committees.
- Continue encouraging parents of English Learners to participate in the English Language Advisory Committee and District English Language Advisory Committees and serve as decision makers on the committees.
- Continue building the capacity of principals and staff to effectively engage underrepresented families in advisory committees.

- Continue to support staff to learn about each family's strengths, cultures, languages, and goals for students.

California Department of Education Dashboard Submission 2025-2026

Parent and Family Engagement (LCFF Priority 3)

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

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

Section 1: Building Relationships Between School Staff and Families

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Building Relationships Dashboard Narrative Boxes

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

The District has made notable progress in building strong, trusting relationships between school staff and families, as reflected in educational partner input, surveys, and local data. These relationships are foundational to student success and are supported by a comprehensive family engagement strategy that prioritizes communication, partnership, and inclusivity.

The District has developed robust, multilingual communication systems to ensure families are informed and connected. Through weekly newsletters, parent emails, automated calls, and social media updates in English and Spanish, families consistently receive timely and relevant information about school events, student learning, and district policies. The district website and mobile applications also provide accessible platforms for accessing resources and important updates.

Parent education is a key strength, with programs designed to equip families with tools to support their children's academic and emotional development. Workshops on topics such as literacy strategies, social-emotional learning, and navigating school systems are held throughout the year. Sessions are offered in English and Spanish, and interpretation is available in other home languages as needed. Families have responded positively, with attendance steadily increasing over the past two years.

The District also hosts a wide range of family engagement events, including parent-teacher conferences, school showcases, literacy nights, student performances, and cultural celebrations. These events promote a welcoming school climate, strengthen school-home partnerships, and increase family involvement. Data shows increased participation in these events, especially among families of English Learners and socioeconomically disadvantaged students. Student-Parent Advocates and Community Schools Coordinators are instrumental in supporting connections between families and schools. They offer a connection to services, facilitate communication, and provide referrals to community resources, coordinate parent education on school related topics as well as invite outside agencies to present on safety topics. These staff are particularly critical in supporting the needs of unduplicated pupils ensuring equitable access to learning opportunities and wraparound services.

Families are actively engaged in school governance through School Site Councils, District and English Learner Advisory Committees (DAC and DELAC), and LCAP engagement sessions. Their input helps shape policies, budget decisions, and strategic priorities. The District values transparency and encourages shared responsibility in decision making processes. The increased use of virtual platforms has expanded opportunities for family engagement. Tools such as Zoom meetings, learning management systems, and parent portals allow families to participate in meetings, access grades and assignments, and communicate with teachers, regardless of work schedules or transportation challenges. Surveys and feedback tools indicate high levels of satisfaction with family engagement opportunities and support services. Local data shows improved student attendance, increased participation in academic support services, and a stronger sense of belonging among students, which correlates with positive family-school relationships. The District uses this feedback to refine practices and align services with family needs. The District’s strengths in communication, education, events, dedicated support, and inclusive decision-making have fostered a welcoming and collaborative culture. Through ongoing reflection, technology integration, and targeted support for vulnerable student groups, the district continues to strengthen the commitment to meaningful family engagement and improved student outcomes.

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

Based on the analysis of educational partner input and local data, the Cutler-Orosi Joint Unified School District has identified Enhanced Two-Way Communication as a key focus area for improvement in building relationships between school staff and families.

While the District has made substantial progress in keeping families informed, feedback from parents and advisory groups indicates a need for more consistent, two-way communication that allows families to share their perspectives, concerns, and ideas. To address this, the District will implement regular surveys and parent feedback tools to gather input on school programs, services, and family needs. Additionally, the District plans to establish parent focus groups to foster ongoing dialogue with school leaders, ensuring that family voices help shape school practices and decisions. Staff will also receive professional development in culturally responsive and effective communication strategies to ensure they are accessible, welcoming, and responsive to all families.

By prioritizing this focus area, the District aims to deepen trust, improve responsiveness, and create stronger, more collaborative partnerships with families—ultimately supporting student success and well-being.

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

Based on the analysis of educational partner input and local data, the Cutler-Orosi Joint Unified School District (COJUSD) will improve engagement of underrepresented families by expanding targeted outreach, strengthening support services, and building family capacity through education.

COJUSD prioritizes building partnerships to support student outcomes. The District has established routines and procedures to help families understand and exercise their rights.

All parents are invited to participate in School Site Councils (SSC), English Learner Advisory Committees (ELAC), LCAP forums, and parent advisory groups. During SSC and ELAC meetings, families are informed about Uniform Complaint Procedures (UCP) and their rights to advocate for their students. A Parent-Student Handbook, available in English and Spanish, is distributed annually and outlines key policies, including complaint procedures.

To further support underrepresented families, the District utilizes Outreach Aides at the Family Education Center. These staff members assist families with parenting, social-emotional counseling, substance abuse referrals, and navigating school systems. The Family Education Center serves as a community hub where families can drop in for assistance with school-related or personal matters. Outreach Aides act as liaisons between home and school to ensure family concerns are heard and addressed. Parent-Student Advocates, Community Schools Coordinators, and Educational Social Workers also provide direct support at all school levels, working with families of students who are below grade level or at risk of not graduating. These staff members bridge communication between families and educators, offering guidance and linking families with academic and behavioral supports.

To build family knowledge and engagement, COJUSD has implemented multi-tiered Parent Academies at the elementary and secondary levels. At the elementary level, topics include “School Systems,” “Literacy is King!,” and “Strong Family-School Partnerships.” At the secondary level, sessions focus on “School Systems,” “On the Road to College,” and “Strong Family-School Partnerships.” Each academy tier builds upon the last, developing family skills in areas such as digital literacy, understanding school processes, and supporting student achievement at home. The District also recognizes the need to strengthen staff capacity to engage families. Professional learning opportunities for teachers, principals, and support staff will be explored to improve communication, cultural responsiveness, and strategies for meaningful family partnerships.

While schools currently host events such as Back to School Night, Open House, and parent conferences, local data and input reveal that not all families feel connected. We have added events at all sites which incorporate parent group and engagement such as, “Dia del nino” making popcorn for a championship basketball game and Loteria nights at which parents hear about services offered through our partners. Moving forward, the District will expand efforts to reach underrepresented families through more inclusive practices, additional culturally relevant outreach, and increased access to support services. These efforts will ensure that all families, regardless of background, feel valued, empowered, and supported in advocating for their children’s success.

Building Partnerships for Student Outcomes
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

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

Based on the analysis of educational partner input and local data, the Cutler-Orosi Joint Unified School District (COJUSD) has identified key strengths and areas of progress in building partnerships for student outcomes.

COJUSD values strong partnerships with families and the community to support academic achievement and student well-being. This commitment is reflected in a multi-tiered approach that promotes communication, parent education, and collaboration aligned to student needs. Families actively participate in School Site Councils (SSC), English Learner Advisory Committees (ELAC), the District Advisory Committee (DAC), and LCAP stakeholder forums. These platforms empower families to provide input on programs, funding priorities, and student support strategies. Input from these meetings is regularly reviewed and used to inform district planning and continuous improvement.

The District offers parent education at both elementary and secondary levels. Topics include navigating school systems, digital literacy, academic standards, literacy development, and college and career readiness. Other topics include Online Safety, Drug and Alcohol prevention, as well as mental health topics. Sessions are available in English and Spanish and build skills across multiple levels to help families better support their children's learning at home and advocate for their needs. Student Parent Advocates, Community Coordinators, Outreach Aides, and Educational Social Workers provide direct support to families, especially those with students who are academically at risk or in need of social-emotional support. These staff serve as liaisons between home and school, helping families access services and participate in student success plans. Their work is especially impactful in supporting unduplicated students.

COJUSD collaborates with local agencies to expand access to services such as mental health counseling, after-school tutoring, substance abuse education and prevention, and college readiness. These partnerships ensure families and students receive well-rounded support both inside and outside of the classroom. The District uses feedback from family surveys, attendance data, and academic metrics to assess the impact of engagement efforts. Data shows steady increases in family participation at school events, improved communication, and higher student attendance and achievement. COJUSD's strengths in family engagement, education, targeted student support, and community collaboration demonstrate progress in building meaningful partnerships for student outcomes. The District remains committed to expanding these efforts to ensure that every student is supported academically, socially, and emotionally.

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

Based on the analysis of educational partner input and local data, the Cutler-Orosi Joint Unified School District (COJUSD) has identified a key focus area for improvement in building partnerships for student outcomes.

Increasing parent and community understanding of local assessments, curriculum, and instructional strategies. Recent feedback from families and community members reflects a desire for more in-depth knowledge about how student learning is assessed and supported across the district. In response, COJUSD has prioritized the development of clear, accessible communication tools and engagement opportunities to bridge this gap. To address this need, the District has hosted a series of community forums focused on local assessments, instructional practices, and the continuous improvement cycles in place to ensure all students meet or exceed grade-level expectations. These forums are designed to promote transparency and dialogue between school staff and families, allowing for shared understanding and collaborative problem-solving. This focus on improved communication and shared understanding aligns with the district's broader goal of increasing meaningful family engagement and ensuring all educational partners are informed, empowered, and involved in the learning process.

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

Based on the self-reflection process and input from educational partners, COJUSD has recognized the need to ensure all families feel welcomed, informed, and empowered to participate in their child's education. While progress has been made in translating key documents and communications into families' home languages, the District is expanding efforts to deepen connections and remove barriers to engagement. To improve outreach,

COJUSD is developing targeted strategies to reach underrepresented families more effectively. These include extending personal invitations to events and meetings, offering flexible meeting times—including evenings and weekends—and rotating meeting locations to be more accessible to families with limited transportation options. Virtual participation will continue to be offered to accommodate those with work or childcare constraints. The District is also working to strengthen relationships with families by cultivating an inclusive environment where every parent or guardian feels their voice matters. Staff will receive ongoing support and training to improve culturally responsive communication and build trust with families from diverse backgrounds.

Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Seeking Input for Decision-Making Dashboard Narrative Boxes

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

COJUSD has implemented several strategies to help families understand academic expectations and actively support student learning. These efforts promote transparency, engagement, and collaboration between schools and families.

Back-to-School Night offers families classroom-specific guidance on academic standards, grading practices, and instructional goals.

Parent-teacher conferences provide individualized insights into student progress, giving parents practical ways to support their child's academic growth. These events help establish strong home-school partnerships early in the school year. Through the Local Control and Accountability Plan (LCAP) process, families are invited to participate in shaping district priorities.

Advisory groups such as the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), and School Site Councils (SSC) provide spaces where parents can learn about academic goals, student achievement data, and targeted supports. These settings empower parents to take an active role in educational decision-making. COJUSD uses a variety of digital tools to communicate academic expectations and gather feedback. District and school websites regularly post updates, resources, and announcements. Online surveys and questionnaires provide opportunities for families to share input and identify areas where more support or clarification is needed.

These strategies reflect COJUSD's commitment to fostering meaningful two-way communication with families and building shared responsibility for student outcomes. By offering multiple points of access, through in-person meetings, virtual platforms, and formal advisory structures, the District ensures that families are well-informed, engaged, and equipped to support their children's academic success.

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

Based on the analysis of educational partner input and local data, the Cutler-Orosi Joint Unified School District (COJUSD) has identified follow-up communication as a key focus area for improvement in seeking input for decision making. While the District offers multiple opportunities for families and educational partners to provide input, such as through School Site Councils (SSC), District Advisory Committees (DAC), English Learner Advisory Committees (DELAC), and LCAP community forums, feedback has revealed a need for more transparent and consistent communication about how this input is used.

Educational partners have expressed a desire to better understand how their feedback influences decisions and shapes district plans. In response, COJUSD is committed to strengthening its follow-up communication practices. This includes providing clear summaries of stakeholder input, explicitly identifying how that input has informed decisions, and offering regular updates on the implementation and outcomes of initiatives influenced by community voice. Improving this feedback loop will help build greater trust, demonstrate responsiveness, and reinforce the value of stakeholder engagement. By ensuring families and partners can see the direct impact of their participation, the District aims to foster deeper, more meaningful collaboration in the decision-making process.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

COJUSD is committed to improving engagement of underrepresented families in the decision-making process by removing barriers, increasing accessibility, and enhancing proactive outreach.

COJUSD ensures that all families, regardless of language, background, or circumstance, receive communication and invitations to participate in school and district-level committees, forums, and advisory groups. To support equitable access, the District provides accommodations such as translation of materials, interpreters for meetings, flexible scheduling (including evenings and weekends), and individual meetings or home visits when necessary. These strategies aim to ensure families feel welcomed, heard, and empowered to contribute their perspectives.

To improve engagement specifically with underrepresented families, including migratory students, foster youth, and students experiencing homelessness, the District places a strong emphasis on proactive communication and personalized outreach.

COJUSD monitors student attendance daily and uses this data to identify and respond to students who may be at risk of disengagement. For students with unstable living conditions, staff work directly with families to ensure continuity of services and maintain open lines of communication regarding educational supports.

DISTRICT EVALUATION

PRIORITY 5 STUDENT INVOLVEMENT

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



Priority 5: Student Engagement

Pupil engagement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school), and high school graduation.

Required Data
1. Attendance Rates by School
2. Percent of Student Chronic Absenteeism by School
3. Chronic Absenteeism Rates by Grade
4. Chronic Absenteeism Rates by Student Group
5. SARB Referrals to Board by Student Group
6. Expanding Learning Opportunity Participation
7. Participation in Athletic Competitions

Examples of work in COJUSD:
- Expanded Learning (before school, afterschool, summer)
- Attendance/chronic absence support (Attendance clerk, SARB/CARB)
- Social Emotional Learning and behavioral support -Elementary, Middle, and High School Counselors
- Academic Success Class - middle and high school
- Community and Family Services Center
- Monthly Connect Meetings

1.Attendance Rates by School

School	2023-24	2024-25	2025-2026
Cutler Elementary	94.83%	95.88%	96.61%
Golden Valley Elementary	95.04%	95.69%	96.50%
Palm Elementary	95.39%	95.77%	96.52%
El Monte Middle School	95.09%	95.81%	95.65%
Orosi High School	96.04%	95.96%	95.99%
Lovell High School	91.88%	94.05%	84.79%
Community Day School	66.14%	81.88%	74.34%
Esperanza High School	81.88%	81.59%	90.26%

2. Percent of Student Chronic Absenteeism by School

The Chronic Absenteeism Indicator is one of several state indicators that the California Department of Education (CDE) reports on the California School Dashboard(Dashboard). It represents the percentage of students who were absent for 10 percent or more of the instructional days they were enrolled to attend.

This indicator is reported on the Dashboard for any local educational agency (LEA) and school that enrolls students in transitional kindergarten through grade eight. Students must be enrolled for at least 31 instructional days to be included in the chronic absenteeism indicator. While the Chronic Absenteeism Indicator is limited to data from grades transitional kindergarten through grade eight, data is collected and reported on grades nine through twelve on DataQuest.

For this indicator, the desired outcome and the goal is to achieve a low chronic absenteeism rate. Note: a student can be represented in multiple student groups pending demographic information.

2025-2026 *(unofficial data)*

School	Enrollment	Chronic Absenteeism Count	Chronically Absenteeism Rate
Cutler Elementary	638	53	8.3%
Golden Valley	626	46	7.3%
Palm Elementary	595	40	6.7%
El Monte Middle School	872	99	11.3%
Orosi High School	1,132	144	12.7%
Lovell High School	76	65	85.5%
Esperanza High School	29	16	55.1%
Community Day School	10	7	70%

3. Chronic Absenteeism Rates by Grade

School	TK	K	1	2	3	4	5	6	7	8	9	10	11	12
Cutler Elementary	16.1%	11.1 %	8.0%	5.2%	7.5%	4.8%	5.9%							
Golden Valley	10.2%	9.6%	8.4%	7.1%	7.8%	0.9%	7.7%							
Palm Elementary	11.4%	11.8 %	5.1%	8.8%	2.6%	5.2%	2.0%							
El Monte Middle School								9.2%	12.9 %	11.4 %				
Orosi High School											12.8 %	15.6 %	11%	9.7%

Lovell High School												73.3 %	89.2 %	80.8 %
Esperanza High School							100%			33.3 %	75%	71.4 %	28.6 %	66.7 %
Community Day School										50%	66.7 %	33.3 %	40%	50%

4. Chronic Absenteeism Rates by Student Group

School	Hispanic	Filipino	Homeless	SWD	SED	EL	Military	Foster	Unduplicated Student Count
Cutler Elementary	8.0%	N/A	9.1%	13.5%	8.4%	5.9%	N/A	N/A	8.3%
Golden Valley	7.4%	3.3%	20.6%	9.6%	7.5%	6.5%	N/A	N/A	7.3%
Palm Elementary	6.7%	N/A	7.3%	10.6%	6.7%	5.8%	N/A	N/A	6.7%
El Monte Middle School	11.1%	N/A	23.3%	17.9%	11.3%	15.3%	N/A	50%	11.3%
Orosi High School	13.1%	N/A	11.5%	27.4%	12.8%	16.9%	N/A	N/A	12.7%
Lovell High School	83.1%	N/A	100%	90%	83.3%	80%	N/A	N/A	85.5%
Esperanza High School	53.3%	N/A	50%	76.9%	53.6%	72.7%	N/A	N/A	55.1%
Community Day School	50%	N/A	N/A	66.7%	50%	37.5%	N/A	N/A	70%

SARB Referrals to Board by Student Group

California compulsory education law requires everyone between the ages of six and eighteen years of age to attend school, except students who have graduated from high school or passed the California Proficiency Program and obtained parental permission. Some students, however, violate compulsory education laws and have a pattern of unexcused absences. Students whose unexcused absences reach more than 7 days, which can include days of out-of-school suspensions, will be referred to the COJUSD - School Attendance Review Board (SARB). Consequences at the SARB hearing can include a referral to Court Attendance Review Board (CARB) with the Superior Court of California, County of Tulare.

5. SARB Referrals to Board by Student Group

School	Hispanic	Filipino	Homeless	SWD	SED	EL	Military	Foster	Unduplicated Student Count
Cutler Elementary	1	0	0	1	1	0	0	0	1
Golden Valley	2	0	0	0	2	1	0	0	2
Palm Elementary	3	0	0	1	2	1	0	0	3
El Monte Middle School	10	0	0	2	10	8	0	0	10
Orosi High School	72	0	0	13	71	33	0	0	72
Lovell High School	18	0	0	2	18	9	0	0	18
Esperanza High School	3	0	0	2	3	3	0	0	3
Community Day School	4	0	0	1	4	3	0	0	4

6. Expanding Learning Opportunity Participation
Duplicated Students

School	TK	K	1	2	3	4	5	6	7	8	9	10	11	12
Cutler Elementary	93	56	139	159	483	646	689							
Golden Valley	330	103	189	762	402	768	820							
Palm Elementary	73	137	256	613	1087	796	942							
El Monte Middle School								296	277	395				
Orosi High School											271	289	283	251

7. Participation in Athletic Competitions
Per Administrative Regulation 614.2 (Athletic Competitions) and Education Code 221.9, each school offering competitive athletics must post the following information on its website (or the district website) at the end of the school year:

1. Total school enrollment, classified by gender.
2. Number of enrolled students participating in competitive athletics, classified by gender.
3. Number of boys' and girls' teams, classified by sport and competition level.

Note that the data reported for items 1–3 must reflect team roster counts as of the official first day of competition.

EMMS Total Male Sports	
Sport	**Level (s)**
Football	Junior Varsity/Varsity
Cross Country/Track	Varsity
Soccer	Varsity
Basketball	Junior Varsity/Varsity
Baseball	Junior Varsity/Varsity

EMMS Total Female Sports	
Sport	**Level (s)**
Cheer	Junior Varsity/Varsity
Volleyball	Junior Varsity/Varsity
Cross Country/ Track	Varsity
Soccer	Varsity
Basketball	Junior Varsity/Varsity
Baseball	Junior Varsity/Varsity

EMMS Total Enrollment in Athletics	
Male	Female
410	423

OHS Total Male Sports	
Sports	**Level (s)**
Cross Country	Junior Varsity/ Varsity
Football	Junior Varsity/Varsity
Basketball	Junior Varsity/Varsity
Soccer	Junior Varsity/Varsity
Wrestling	Varsity
Baseball	Junior Varsity/Varsity
Tennis	Varsity
Track & Field	Varsity

OHS Total Female Sports	
Sport	**Level (s)**
Cross Country	Junior Varsity/ Varsity
Tennis	Varsity
Volleyball	Frosh/Junior Varsity/Varsity
Cheer	Junior Varsity/Varsity
Basketball	Junior Varsity/Varsity
Soccer	Junior Varsity/Varsity
Competitive Cheer	Junior Varsity/Varsity
Wrestling	Varsity
Softball	Varsity
Track & Field	Varsity

OHS Total Enrollment in Athletics	
Male	Female
232	197

DISTRICT EVALUATION

PRIORITY 6
SCHOOL CLIMATE

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



Priority 6: School Climate

School climate as measured by multiple indicators including, but not limited to, pupil suspension and expulsion rates as well as other local measures assessing safety and school connectedness.

Required Data

1. Student suspension rates (Unofficial)
2. Student In-School and Out of School Suspension Numbers by Grade
3. Student In-School and Out of School Suspension Numbers by Student Group
4. Student Expulsion Rates
5. Student Expulsion Numbers by Student Group
6. Student Expulsion Numbers by Grade
7. Improvement of school culture, climate and safety (CHKS School Connectedness and School Safety)

Examples of work in COJUSD:

- Comprehensive safety plans
- School climate data collection and analysis
- Positive Behavioral Interventions and Support (PBIS)
- Bullying Prevention
- Other Means of Correction
- Social emotional learning for students

1. Student Suspension Rates

2025-26 Suspension Rates (Unofficial)

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate
COJUSD	3,957	168	105	2.6%

2024-25 Suspension Rates (Official)

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate
COJUSD	4,010	189	131	3.3%
Tulare County	95,108	5,523	3,444	3.6%
Statewide	5,227,466	257,668	164,505	3.1%

2023-24 Student Suspension Rates

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate
COJUSD	4,059	237	164	4.0%
Tulare County	96,330	6,462	3,932	4.1%
Statewide	5,299,875	289,965	185,064	3.5%

2. Student In-School and Out of School Suspension Numbers by Grade

Grade	2023-24	2024-25	2025-26
K - 12	**239**	**189**	**168**
K	0	0	1
1	0	0	3
2	0	1	3
3	1	4	2
4	11	9	5
5	1	7	7
6	32	27	10
7	37	27	17
8	35	37	11
9	49	23	32
10	45	18	29
11	19	32	32
12	9	7	15

3. Student In-School and Out of School Suspension Numbers by Student Group

Subgroup	2023-24	2024-25	2025-26
All Students	**239**	**189**	**168**
Female	83	40	18
Male	156	152	150
Hispanic or Latino	236	185	168
Filipino	0	1	0
Multiple/Other	1	*	0
White	2	1	0

American Indian	0	0	0
Asian	0	0	0
English Learners	N/A	93	81
Long Term EL	N/A	75	59
Foster Youth	N/A	9	13
Homeless Youth	N/A	13	3
Migrant	N/A	7	25
SED	N/A	186	168
Students with Disabilities	N/A	34	37

4. Student Expulsion Rates

Expulsion Rates 2025-26 (Unofficial)

Name	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
COJUSD	3,957	5	5	0.13%

Expulsion Rates 2024-25 (Official)

Name	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
COJUSD	4,012	6	6	0.14%
Tulare County	95,108	164	164	0.2%
Statewide	5,227,466	3,484	3,460	0.1%

Expulsion Rates 2023-24 (Official)

Name	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
COJUSD	4,059	8	8	0.20%
Tulare County	96,330	173	171	0.18%
Statewide	5,299,875	3,931	3,888	0.07%

5. Student Expulsion Numbers by Student Group

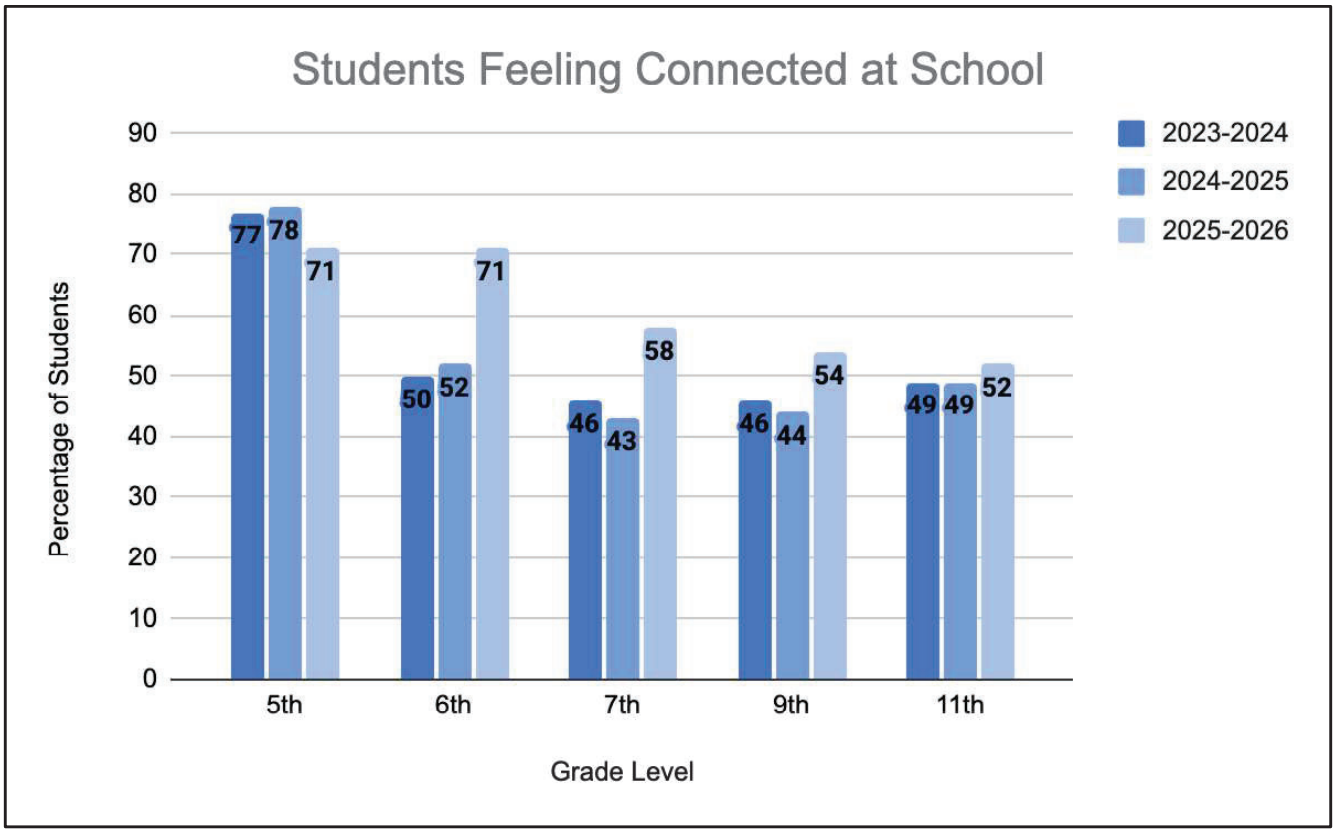
Subgroup	2023-24	2024-25	2025-26
All Students	**8**	**6**	**5**
Female	0	0	0
Male	8	6	5
Hispanic or Latino	8	6	5
English Learners	N/A	3	1
Long Term EL	N/A	3	1
Foster Youth	N/A	0	0
Homeless Youth	N/A	1	0
Migrant	N/A	0	1
SED	N/A	6	5
Students with Disabilities	N/A	1	0

6. Student Expulsion Numbers by Grade

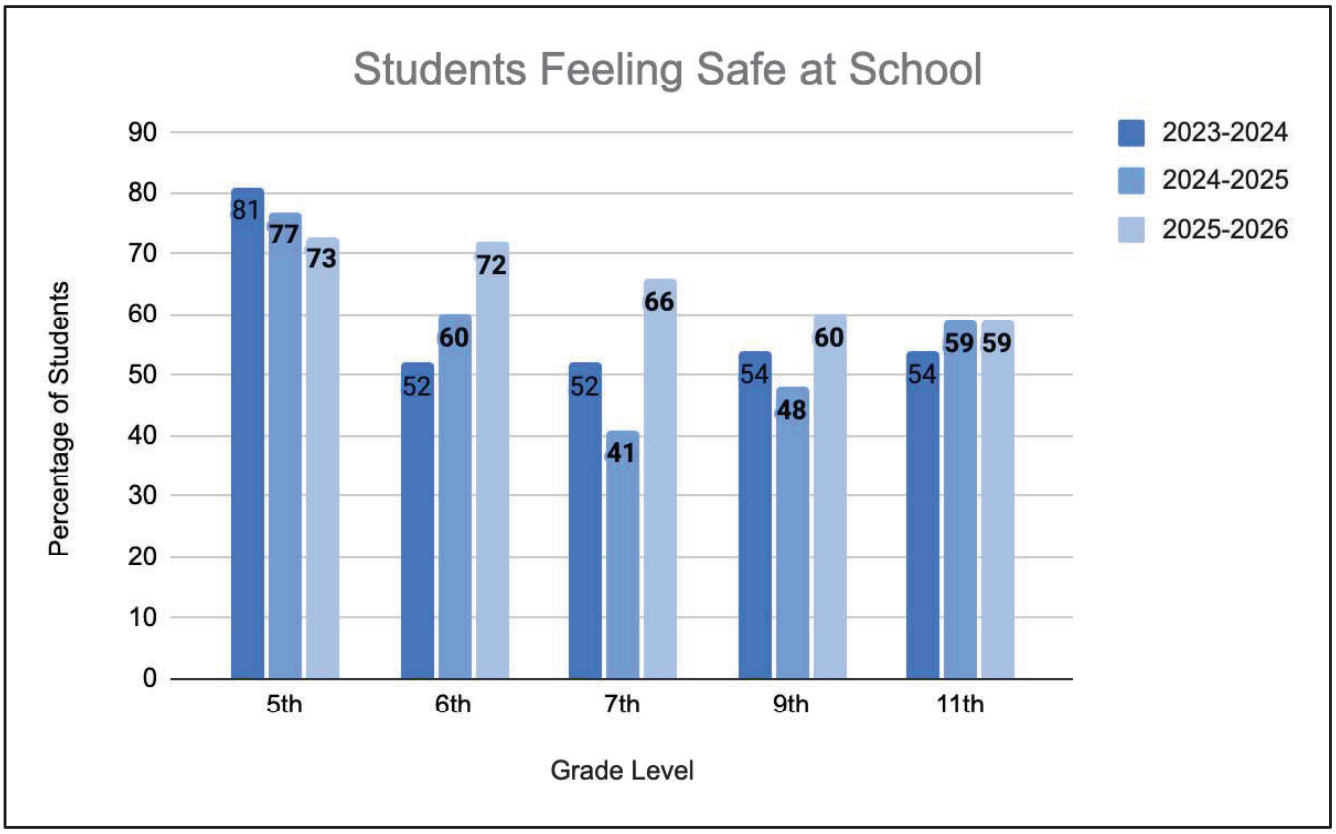
Grade Level	2023-24	2024-25	2025-26
Grade K – 12	**8**	**6**	**5**
TK – 5	1	0	1
6	0	0	2
7	1	1	1
8	0	3	0
9	2	1	0
10	4	0	0
11	0	1	1
12	0	0	0

7.California Healthy Kids Survey (CHKS)

Cutler-Orosi Joint Unified School District's most recent California Healthy Kids Survey (CHKS) was administered in 2025-2026. The Summary of Key Indicators provides key indicators of school climate and student well-being based on students' responses to the survey.



The most recent results from the California Healthy Kids Survey for students who reported feeling connected show that 71% of 5th grade students in 2026 reported feeling connected to school as compared to 78% in 2025, 71% of 6th grade students in 2026 reported feeling connected to school as compared to 52% in 2025, 58% of 7th grade students in 2026 reported feeling connected to school, as compared to 43% in 2025, 54% of 9th grade students in 2026 feel connected to school as compared to 44% in 2025, and 52% of 11th grade students in 2026 feel connected to school, as compared to 49% in 2025.



The most recent results from the California Healthy Kids Survey for students reporting feeling safe show that 73% of 5th grade students in 2026 reported feeling safe in school as compared to 77% in 2025, 72% of 6th grade students in 2026 reported feeling safe at school as compared to 60% in 2025, 66% of 7th grade students perceive school as very safe or safe in 2026 as compared to 41% in 2025, 60% of 9th grade students perceive school as very safe or safe in 2026 as compared to 48% in 2025, and 59% of 11th grade students in 2026 perceive school as very safe or safe, as compared to 59% in 2025.

For 2026-2027, COJUSD has developed a Local Control and Accountability Plan (LCAP). Actions address the District Goals: Achieve Academic Excellence, Build Human Capacity, and Create Effective and Efficient Systems. The following actions have been identified to address student input regarding school climate.

- Continue to integrate with fidelity Positive Behavior Interventions & Support (PBIS) and Restorative Practices.
- Provide support for staff utilizing Second Step curriculum for elementary and middle school. Curriculum SEL lessons will be delivered weekly.
- Create opportunities to survey students throughout the year to get a “pulse” on school connectedness multiple times per year.
- Continue to strengthen school wide behavior expectations and social-emotional practices through social-emotional skills instruction, classroom management practices, school-wide behavior, and social-emotional data.
- Continue to support measures to maintain or improve daily pupil attendance and promote positive behavior through PBIS.
- Continue to fund counselors to provide academic, behavior, and social emotional support to students. Counselors will continue to implement and monitor SEL lessons to students to help with social-emotional development.
- Continue to provide additional staff to support PBIS and to ensure students are learning in a

safe environment and are engaged in school.
- Implement programs to meet the social-emotional needs of students and staff.
- Continue to provide Educational Social Workers to support students' social-emotional development, mental health, and health.
- Provide clarity and create a consistent Request for Assistance (RFA) referral across all school sites.
- Revisit problem behaviors so staff is clear on major and minor behaviors.
- Maintain an Academic Success class at El Monte Middle School.
- Continue to train staff on restorative practices.
- Train secondary SEL staff in other means of correction.
- Ensure secondary SEL staff are trained in Screening, Brief Intervention, and Referral to Treatment (SBIRT) in order to assess the severity of substance abuse and identify the appropriate levels of treatment.
- Provide parent education opportunities in the area of alcohol and other drugs (i.e., awareness, how to support their student, etc.)

For 2026-2027, COJUSD will focus on the following **Categorical** modifications to improve student engagement.

- Maintain Parent-Student Advocates to provide additional supplemental services to students at-promise of not graduating. Parent-Student Advocates serve as liaisons between teachers and parents and students. The Parent-Student Advocates support families in advocating for their students. The Parent-Student Advocates provide the resources to meet individual student needs to graduate.

California Department of Education School Dashboard Submission 2025-2026

School Climate (LCFF Priority 6)

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

Cutler-Orosi Joint Unified School District administers the California Healthy Kids Survey annually with grade level responses for the 25-26 school year from 5th, 6th, 7th, 9th, and 11th grade students.

Here are the key indicators linked to success in school, career, and life disaggregated by grade level, student groups, and gender: Survey participation varied across grade levels.

In elementary, 71% of 5th-grade students responded, with 48% identifying as female, 52% identifying as male, and 79% identifying as Hispanic or Latino/a.

At El Monte Middle School, 29% of 6th graders and 88% of 7th graders participated. Gender and identity responses reflected increasing diversity, with students identifying as male, female, nonbinary, or "something else."

At Orosi High School, participation included 94% of 9th-grade students and 82% of 11th graders. Most high school students (90%) identified as Hispanic or Latino/a.

Elementary School Highlights (5th Grade)-Students in 5th grade reported high levels of support and engagement: 71% felt connected to school 78% showed academic motivation 68% identified caring adults at school 79% perceived strong social-emotional learning supports Safety perceptions were also positive, with 73% feeling safe at school. However, 22% reported experiencing cyberbullying. In terms of behavior and climate, 83% noted clear school rules and 79% felt students are treated with respect. Substance use and mental health responses showed 6% had tried alcohol or drugs in their lifetime, and 21% reported frequent sadness, while 71% felt well most of the time. Connectedness, academic motivation, and SEL supports all showed a slight decrease from the previous year.

Middle School Highlights (6th–7th Grade) - While participation was lower in middle school, specifically in 6th grade (29%), results revealed areas of promise and growth. Each grade level made significant gains in school connectedness, academic motivation, and relationships with caring adults. School connectedness: 71% (6th), 58% (7th) Academic motivation: 75% (6th), 65% (7th) Caring adults: 65% (6th), 63% (7th) Perceptions of safety increased significantly, with 72% of 6th graders (as compared to 60%) and 66% of 7th graders (as compared to 41%) feeling safe. Cyberbullying and harassment affected roughly 30% of students. Encouragingly, reported drug use in 6th grade declined from 4% to 0%, and feelings of life satisfaction among 7th graders increased from 65% to 69%.

High School Highlights (9th–11th Grade and Alternative Education) - Older students reported mixed experiences with school climate: School connectedness: 54% (9th), 52% (11th) Academic motivation: 63% (9th), 64% (11th) Caring adults: 50% (9th), 57% (11th) Perceived safety improved among 11th graders (59%) and was especially high (79%) in alternative education settings. Cyberbullying affected about 12% of students. Drug use remained the same (8% for 9th, 5% for 11th), however increased at alternative education from 18% to 23%. Life satisfaction was reported at 63% for 9th and 66% for 11th.

Positive trends included increase in student connectedness, increased relationships with caring adults and improved school safety among 9th graders (48% to 60%) compared to the previous year.

MEANING: **Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.**

Based on the 2025–26 California Healthy Kids Survey (CHKS), key learnings across Cutler-Orosi Joint Unified School District (COJUSD) highlight both strengths and areas needing attention. Data from 5th, 6th, 7th, 9th, and 11th grade students such as disaggregated by gender and ethnicity provides insight into student experiences with school climate, engagement, safety, and well-being.

Strong Participation Rates: Survey participation ranged from 71% in 5th grade to 89% in 11th grade, demonstrating the district’s strong commitment to student voice and yielding a reliable dataset for analysis. The exception was our 6th grade participation rate, which was only 29%.

Elementary Engagement: Fifth-grade students reported high levels of: Academic Motivation (78%). Social-Emotional Learning Supports (79%) and School Connectedness (71%)

These results suggest that elementary schools are successfully fostering a supportive, engaging environment.

Growth in Key Indicators:

Caring Adults in School increased for 7th grade (48% to 63%) and 9th grade (44% to 50%) Perceived Safety improved for 7th grade (41% to 66%) and 9th grade (48% to 60%) Life Satisfaction increased from 65% to 69% for 7th grade Substance Use decreased from 4% to 0% in 6th grade and decreased from 6% to 5% in 7th grade

These improvements indicate positive trends in student well-being and school support systems.

Low Substance Use Rates: Self-reported alcohol or drug use remained low: 0-5%% in middle school 5-9% in high school

This reflects the effectiveness of district prevention efforts supported by student services, school leadership, and community partners.

Areas of Need Middle & High School Engagement: Although there were gains in the secondary level, a decline in student engagement was noted as students advanced:

School Connectedness: 71% (5th), 58% (7th), 54% (9th)

Having a Caring Adult Relationship: 68% (5th), 63% (7th), 50% (9th)

This indicates a need for stronger, more intentional relationship-building strategies at secondary levels.

Safety & Bullying: Perceived Safety: 66% (7th), 60% (9th) - an increase of 25% and 12% from the previous year

Harassment/Cyberbullying: 30% of middle schoolers; 14–20% of high schoolers Strengthening anti-bullying programs and promoting a positive climate will be essential moving forward.

Mental Health & Emotional Well-being: Social-Emotional Distress: 18% (7th), 15% (9th), 12% (11th) - decreased between 2% to 4% as compared to last year

Frequent Sadness: 21% (5th grade) - remained the same as last year

These findings highlight increasing mental health needs, particularly during transition years.

Equity & Inclusion:

Disaggregated data shows growing diversity in student identities. Reports from students identifying as nonbinary or selecting “something else” stress the importance of inclusive practices that affirm all identities and create safe, welcoming environments.

COJUSD shows strong elementary-level engagement and positive growth in high school well-being. However, the data signals a clear need to continually improve connection, safety, and mental health supportsespecially in elementary school. Continued investment in relationship-building, inclusive practices, and wellness initiatives will be critical to supporting all students across the district.

(USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key

learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the key learnings and identified needs from the analysis of the school climate data, changes to existing plans, policies, and procedures that the school/district will implement for continuous improvement include:

Student Engagement/Connectedness: Revise and enhance curriculum and instructional strategies to increase relevance, project-based learning, student voice and choice Provide opportunities for staff to build capacity in supporting the whole child through social-emotional training in areas such as trauma informed practices and PBIS/MTSS practices integrated in everyday instruction. Enhance student mentoring/advisory programs to build stronger student-staff relationships and sense of belonging Continue to administer universal screeners that support our student services in identifying the social and emotional needs of all students Review policies around disciplinary practices and provide professional development to staff and administrators to ensure their practices are restorative rather than punitive in nature

School Safety/Anti-Bullying: Update bullying/harassment prevention and intervention policies and provide training for staff, students and parents Continue to implement anonymous reporting (SAY SOMETHING) Partner with community organizations for additional counseling/support services for students who are victims of a crime

Mental Health/Well-being: Provide ongoing professional development opportunities to build the capacity of our student services department team (i.e., substance use) Create a Task Force to review Alcohol and Other Drug (AOD) data and determine next steps in prevention and intervention Continue to build and enhance current systems of direct student support through our MTMDSS model Provide professional development for teachers on trauma-informed practices, social emotional learning and PBIS Enhance our current menu of social-emotional learning curriculum to ensure equity

Parent Involvement: Continue efforts in promoting parent and family voice through various methods such as paper surveys and online Promote family and parent involvement at school through parent engagement events fostering a positive partnership aimed at student success Review current parent communication and event policies to identify barriers Establish better systems for addressing parent concerns in a timely manner

Data Analysis: Provide data analysis training to ensure effective use of data for continuous improvement planning Include progress monitoring of site goals and data-based decision making quarterly to ensure that district support and feedback is provided in moving towards site goals and data

Glossary of Terms

STATE PRIORITY: BASIC SERVICES

Teacher Misassignments - The placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

Student Access to Standards Aligned Instructional Materials - Every school is required to provide sufficient textbooks, or other instructional materials, for all students in core subject areas. These instructional materials must be aligned to the content standards. Core subject areas include English language arts (including English Language Development), mathematics, history/social science and science. Students enrolled in a foreign language or health course must also be provided with sufficient instructional materials and adequate science laboratory equipment must be available for science courses in grades 9-12.

Facilities in Good Repair – 'Facilities in Good Repair' is a rating on the Williams' report. The facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to an interim evaluation instrument developed by the Office of Public-School Construction. The Williams' case states that all students have equal access to instructional materials, quality teachers, and safe schools. School districts must assess the safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair.

Williams Act - In 2000, several civil rights groups sued the state, arguing that California was denying thousands of students their fundamental right to an education by failing to provide them with the basic tools necessary for that education. Four years later, the suit was settled, and new laws were established to ensure that: All students have textbooks and instructional materials; schools are clean, safe, and functional; and students have qualified teachers.

STATE PRIORITY: IMPLEMENTATION OF COMMON CORE STATE STANDARDS
Common Core State Standards (CCSS) - In 2010, California's Board of Education adopted the Common Core State Standards for K-12 schools, joining 44 other states and the District of Columbia. The CCSS are learning goals in math and language arts for every grade level. These standards are aimed at ensuring that every student graduates from high school prepared for college and careers. They are generally more rigorous than the former California Content Standards and require more critical thinking, writing and problem-solving.

STATE PRIORITY: COURSE ACCESS
Course Access - Student enrollment in a broad course of study that includes, if applicable:
Grades 1-6: English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, Physical Education, and other studies as prescribed by the governing board.
Grades 7-12: English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, Career Technical Education, Automobile Driver Education, and other studies as prescribed by the governing board.

STATE PRIORITY: STUDENT ACHIEVEMENT

CAASPP – California Assessment of Student Performance and Progress is the new name for California's assessment system (formerly known as CSTs). All students in grades 3 through 8 and 11 participate in the Smarter Balanced tests, which include both ELA and mathematics content areas. These tests are administered online.

ACT - The American College Test is a standardized college admissions instrument. An achievement test, the ACT consists of Math, Science, English, Reading and an optional Writing section. It also includes a career planning tool. The ACT is used in the college admissions process at many colleges and universities.

SAT –is a standardized college admissions instrument. The SAT was originally called the Scholastic Aptitude Test, then the Scholastic Achievement Test, then simply the SAT (or SAT I), and is now called the SAT Reasoning Test. The 3-hour and 45-minute College Board exam includes Math, Critical Reading and Writing sections. SAT performance is a major factor used in the college admissions process at many colleges and universities. OHS students are encouraged to take the SAT (and/or ACT) at least twice between the spring of their junior year and fall of their senior year.

UC/CSU Required Courses – The UC/CSU Required Courses or "A-G" Requirements are a sequence of high school courses that students must complete (with a grade of C or better) to be minimally eligible for admission to the University of California (UC) and California State University (CSU). They represent the basic level of academic preparation that high school students should achieve to undertake university work.

Career Pathway Completer - A student has completed a multi-year sequence of CTE Courses, by industry sector, which includes either of the following:

1. 3-4 Year-long Course sequence, which includes an introductory course, concentrator course and a capstone course
2. 2 Year-long Course Sequence, which includes a concentrator course and a capstone course
3. 1 year long Double Block Course - Considered a capstone course to be completed during 11th or 12th grade

Career & Technical Education (CTE) – CTE is a program of study that involves a multi-year sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

ELPAC - The English Language Performance Assessment of California is the California state exam of English language proficiency. It is administered each year as an initial assessment (IA) to newly enrolled students whose primary language is not English, as indicated on a home language survey, and as an annual assessment (AA) to monitor the progress of EL students identified previously. The ELPAC test assesses Speaking, Listening, Reading, and Writing skills using performance-based and multiple-choice formats. Grade levels tested: K-12.

Dual Enrollment - A student who is enrolled—concurrently—in two distinct academic programs or educational institutions. The term is most prevalently used in reference to high school students taking college courses while they are still enrolled in a secondary school (i.e., a *dual-enrollment student*), or to the programs that allow high school students to take college-level courses (i.e., a *dual-enrollment program*)

English Learner (EL): A student in kindergarten through grade 12 for whom there is a report of a language other than English on the Home Language Survey and who, upon initial assessment in California using an appropriate state assessment (currently the English Language Proficiency Assessment for California (ELPAC)) and from additional information when appropriate, is determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instructional programs.

Newcomer: A student that is an English Learner that the State of California defines "newcomer pupils" as individuals 3 through 21 years of age who were not born in any state and have not been attending one or more schools in any one or more states for more than 3 full academic years.

English Learner "At-Risk" of Becoming a Long-Term English Learner: An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year administration of the ELPAC; and (4) for students in grades 4 to 9, inclusive, has scored in the fourth or fifth year at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be "At-Risk"; and (2) the assessment component of "At-Risk" determination for students in grades 10 – 12, inclusive, is based solely on the ELPAC criteria outlined above; and (3) the CAASPP-ELA component of "At-Risk" determination is not applied to students in grade 3, as outlined in Education Code Section 313.1(b)(1)(D), because the CAASPP-ELA is administered in grades 3 to 8, inclusive, and 11, so students enrolled in grade 3 on Census Day will not have prior year CAASPP-ELA test scores available.

Long-Term English Learner: A student is classified as a Long-Term English Learner (LTEL) if they have been

enrolled in a U.S. school for six or more years and have not achieved English proficiency and reclassification.

English Only (EO): A student in kindergarten through grade 12 for whom the only language reported on the Home Language Survey (HLS) is English or American Sign Language

"Ever-EL": A student who is currently an English learner (EL) or who was formerly designated as an EL, but who has now been reclassified fluent English proficient (RFEP).

Initial Fluent English Proficient (IFEP): A student in kindergarten through grade 12 for whom a language other than English is reported on the Home Language Survey and who, upon initial assessment in California using an appropriate state assessment (English Language Proficiency Assessment for California (ELPAC) and from additional information when appropriate, is determined to be proficient in English.

Reclassified Fluent English Proficient (RFEP): A student in kindergarten through grade 12 who, upon entering public school in California, is identified as an English learner (EL) and subsequently reclassified/redesignated in California, per Education Code 313, as proficient in English. Education Code 313 criteria include, but are not limited to, an assessment of English proficiency in listening, speaking, reading, and writing as currently measured by the English Language Proficiency Assessment for California (ELPAC), teacher evaluation of curriculum mastery, parental opinion/consultation, and student's performance of basic skills, as measured by the California Standards Test English Language Arts, that demonstrates sufficient proficiency in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

Advanced Placement Exams - AP Exams are rigorous, multiple-component tests that are administered at high schools each May. Students can choose from 34 different exams in English, Math, Science, Social Students, Foreign Language, and Fine Arts. AP Exam scores are reported on a 5-point scale as follows: 5 (Extremely Well Qualified), 4 (Well Qualified), 3 (Qualified), 2 (Possibly Qualified), and 1 (No Recommendation). Students scoring 3 or above are considered 'passing.' Grade levels tested: 9-12.

Early Assessment Program (EAP): Each spring, all grade eleven students in California take the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics. These assessments, which are administered as part of the California Assessment of Student Performance and Progress (CAASPP) System, also serve as an indicator of readiness for college-level coursework in English and mathematics and are used by the California State University (CSU) and participating California Community Colleges (CCCs) to determine Early Assessment Program (EAP) status. A score of 4 = Exempt – Ready for College. A score of 3 = Conditional – Ready for College. A score of 2 or 1 = Non-Exempt – Not Ready for College.

Learning Continuity and Attendance Plan (LCP) - The Learning Continuity and Attendance Plan (Learning Continuity Plan) is a key part of the overall budget package for K-12 that seeks to address funding stability for schools while providing information at the local educational agency (LEA) level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020–21 school year. The provisions for the plan were approved by the Governor and Legislature in June in SB 98 and can be found in *EC* Section 43509.

STATE PRIORITY: OTHER STUDENT OUTCOMES

Physical Fitness Test - The Physical Fitness Test (PFT) for students in California schools is the FITNESSGRAM. The test has six fitness areas including: 1) Aerobic Capacity, 2) Abdominal Strength and Endurance, 3) Upper Body Strength and Endurance, 4) Body Composition, 5) Trunk Extensor Strength and Flexibility, and 6) Flexibility. The PFT provides information that can be used by (1) students to assess and plan personal fitness programs; (2) teachers to design the curriculum for physical education programs; and (3) parents and guardians to understand their children's fitness levels. Grade levels tested: 5, 7, 9.

STATE PRIORITY: PARENT INVOLVEMENT

Efforts to Seek Parent Input - Include families as participants in school and district decisions, governance, and advocacy through ongoing training and meetings that will develop the skills and knowledge parents need to engage with decision-making processes focused on understanding the educational system, tools, and skills to organize their actions and planning when participating in district and school advisory and governance committees.

Promotion of Parent Participation – To ensure student success, parents and schools need to work together, to establish asset-based relationships between the home and school. This is critical. Some of our strategies to increase two-way communication to enhance relationships between the home and school include:

- Using technology tools such as smartphone capabilities (texting, e-mail, tablet, and mobile friendly district websites) to keep parents informed of student progress, attendance and support ongoing classroom- home communication.
- Developing welcoming school environments that communicate to all parents they are welcomed and recognized as an asset.
- Providing parent education in order to strengthen the ability of families to support learning at home by understanding how the educational system works, increase awareness of what the grade level expectations are, and what grade level student work should look like.

Parent Advisory Committees – The following lists district parent committees:

District English Learner Advisory Councils (DELAC): a committee made up of representatives from site ELACs to advise the district on how to best support the needs of English learners.

School Site Councils (SSC): A committee made up of parents, classroom teachers, school staff, and the principal that develops, implements and monitors the School Plan for Student Achievement (SPSA also known as School Plan).

English Learner Advisory Councils (ELAC): a committee made up of parents of English learners that advises the SSC on how to best support the needs of English learners.

STATE PRIORITY: STUDENT ENGAGEMENT

Annual Student Attendance Rates – Total days attended / Total days of membership within student group categories using ADA rules (if a student is not marked absent one period, they are considered present for the day).

Chronic Absenteeism – A chronically absent student is defined as one who misses 10% or more of the school year using ADA rules (if a student is not marked absent one period, they are considered present for the day).

Middle School Dropout – A student who was enrolled in grades 7 or 8 at some time during the previous school year AND left school prior to completing the school year AND has not returned to school as of Information Day OR student who did not begin attending the next grade (7, 8) in the school to which they were assigned or in which they had pre-registered or were expected to attend by Information Day.

Cohort Graduation Rate - The four-year graduation rate is calculated by dividing the number of students in the 4-year adjusted cohort who graduate in four years or less with either a traditional high school diploma, an adult education high school diploma, or have passed the California High School Proficiency Exam (CHSPE) by the number of students who form the adjusted cohort for that graduating class.

STATE PRIORITY: SCHOOL CLIMATE

Suspensions and Expulsions – Suspension and expulsion data is obtained from CALPADS, which started collecting discipline data in 2011-12. The California Longitudinal Pupil Achievement Data System (CALPADS) is the foundation of California's K-12 education data system that allows for tracking a student's academic performance over time.

The School Climate Index (SCI) provides a state-normed, school-level description of several factors that are known to influence learning success in schools. The SCI is used to measure one of the seven state Safe and Supportive Schools outcome measures. Scores on the SCI are based on student CHKS data. SCI scores can range from 100 to 500, with higher scores representing more positive school climates. During the 2008-10 period, the average SCI score for all high schools in California was 300.

Alternative to Suspension- At the Secondary level, an Alternatives to Suspension matrix has been developed so that students are provided with other means of correction such as counseling to help address their behavior.

FALL 2026

COJUSD

DISTRICT EVALUATION

Cutler Elementary School
40532 Rd 128
Cutler, CA 93615
(559) 528-6931

Palm Elementary School
12915 Ave 419
Orosi, CA 93647
(559) 528-4751

Golden Valley Elementary School
41465 Rd 127
Orosi, CA 93647
(559) 528-9004

Cutler-Orosi Family Education Center
40802 Rd 128
Orosi, CA 93647
(559) 528-1790

El Monte Middle School
42111 Rd 128
Orosi, CA 93647
(559) 528-3017

Orosi High School
41815 Rd 128
Orosi, CA 93647
(559) 528-4731

Alternative Education
12724 Ave 392
Cutler, CA 93615
(559) 528-4703



12623 Ave 416
Orosi, CA 93647

cojusd.org

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

AGENDA SECTION: **CURRICULUM/INSTRUCTION**

AGENDA ITEM: **APPROVE FORMAL ADOPTION OF DISTRICT-CREATED DESIGNATED ELD CURRICULUM: GRADES K-3**

ATTACHMENTS: **IMPLEMENTATION TIMELINE**

FUNDING SOURCE: **N/A**

DISCUSSION: Made available for Board approval are copies of Kindergarten through third-grade curriculum for Designated English Language Development (ELD), authored in collaboration with district teachers, district instructional coaches, and a Tulare County Office of Education (TCOE) consultant. Units directly highlight Part I (Interacting in Meaningful Ways) & Part II (Learning About How English Works) of our CA English Language Development Standards. The lessons are developed to support and grow language while intentionally providing a space for students to focus on the instruction of language functions that directly support literacy, math, science, and social studies pacing maps and include embedded ELPAC-like assessments.

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 Formal Adoption of District Created Designated ELD Curriculum: Grades K-3.**

PROPOSED ACTION: **APPROVE**

Item #: 38

The implementation timeline was as follows:

- **Year 1 (Pilot Phase):** Authored and piloted Grade 1 curriculum units alongside classroom teachers, district coaches, district administration, and TCOE consultants, yielding 100% positive teacher feedback and confirming classroom efficacy.
- **Year 2 (K-3 Expansion):** Expanded the writing team to draft full-year daily lesson plans for not only first grade but also ELPAC-aligned unit assessments for Kindergarten, 2nd, and 3rd Grades.
- **Year 3 (Full Rollout & Growth):** Achieved 100% district-wide K-3 implementation backed by sustained side-by-side instructional coaching across all school sites.

The team is adjusting based on feedback from teachers, data, and student needs.

Following full district-wide implementation, the most recent preliminary local Summative ELPAC data demonstrates a 6.3% increase in the English Learner Progress Indicator (ELPI). This 6.3% growth represents the district's largest single-year ELPI gain in the past four years, directly validating the effectiveness of the locally authored instructional model.

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

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **AWARD OF CONTRACT FOR OROSI HIGH SCHOOL AG CTE BUILDING**

ATTACHMENTS: **BID RESULTS LOG**

FUNDING SOURCE: **BOND FUNDS/STATE CTE GRANTS**

DISCUSSION: Attached for Board approval are the formal bid results for the modular Agriculture Career Technical Education (AG CTE) Building Project at Orosi High School. The proposed facility features an instruction classroom, restrooms, storage areas, and specialized welding lab spaces designed to support hands-on CTE programming.

To ensure competitive bidding and full compliance with state guidelines, the project was publicly advertised in the *Mid-Valley Times* and local trade journals. Approval of this item authorizes the Superintendent to award the contract to the lowest responsible bidder in accordance with California public works procurement requirements.

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

BOARD GOAL:

- [X] **1. Achieve academic excellence 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 award the contract to the lowest responsible bidder.**

PROPOSED ACTION: **APPROVE**

Item #: 39

BID RESULTS LOG

10:00 am
9/17

Project: Orosi HS New Ag Building - Modular BP
Project #: 25-13396
Owner: Cutler-Orosi Joint Unified School District
Arch./Eng. Estimate: $4,000,000.00
DSA File #: TBD
DSA App. #: TBD
Owner #: N/A

#	CONTRACTOR	BASE BID	DEDUCTIVE ALT #1	ADDENDUM NO. 1	ADDENDUM NO. 2	ADDENDUM NO. 3	BID FORM	BID BOND	DESIGNATION OF SUBCONTRACTORS	FINGERPRITING NOTICE	NON-COLLUSION DECLARATION	WORKERS' COMPENSATION & DRUG FREE WORKPLACE CERTIFICATE	FINGERPRINTING ACKNOWLEDGMENT	PRIME BIDDER DVE CERTIFICAITON	SUFFICIENT FUNDS DECLARATION
1	JL Const. Inc	5,015,000					✓	✓	✓	✓	✓				✓
2	JTS Modular, Inc	4,240,000		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 8, 2026

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **APPROVE CAREER TECHNICAL EDUCATION (CTE) BUILDING CHANGE ORDER**

ATTACHMENTS: **CHANGE ORDER**

FUNDING SOURCE: **GENERAL FUNDING**

DISCUSSION: During the Division of the State Architect (DSA) review process, modifications were made to the original CTE building plans. This change order was directed by the DSA for approval of the plans. The original design included a mobile dust collector that DSA would not accept. The district has a permanent dust collector and all related ductwork needed for the equipment. The total price of the permanent dust collector and ductwork is $274,140.64

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

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the Change Order.**

PROPOSED ACTION: **APPROVE**

Item #: 40

MEEHLEIS MODULAR BUILDINGS, INC. LICENSE No.

1303 EAST LODI AVENUE, LODI CA. 95240 (209) 334-4637 (209) 334-4726 Fax.
WEBSITE: www.meehleis.com Email: steve@meehleis.com

CA-473488
NV-037887

Change Request

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

Number: 5
Date: 7/10/26
Job: 25777 Cutler Orosi HS CTE Mod Bldgs
Phone:

Description: HVAC Changes with Dust Collector Included

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

PROVIDE ADDITIONAL HVAC SCOPE OUTLINED IN THE DSA APPROVED DRAWINGS DATED 5/20/2026. SPECIFIC SCOPE TO INCLUDE PROVISION AND INSTALL OF THE FOLLOWING ITEMS

Work performed by subcontractors:

Description	Subcontractor			Price
HVAC (sub)				$258,500.97
			Subtotal:	$258,500.97
			Subtotal:	**$258,500.97**
	OHP 5%	$258,501.00	5.00 %	$12,925.05
	Bonds/Insurance	$271,462.00	1.00 %	$2,714.62
			Total:	**$274,140.64**

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

Submitted by: Mark Meehleis
Meehleis Modular Buildings

Approved by: _____
Date: _____

Heating and Air Conditioning

OROSI HS CTE
DSA APPROVED DOCUMENTS COR

DATE: 7/6/2026

SCOPE: PROVIDE ADDITIONAL HVAC SCOPE OUTLINED IN THE DSA APPROVED DRAWINGS DATED 5/20/2026. SPECIFIC SCOPE TO INCLUDE PROVISION AND INSTALL OF THE FOLLOWING ITEMS:

- (1) DUST COLLECTOR
- (1) EXPLOSION DAMPER
- (1) SHOP FABRICATED FLOOR MOUNTED EXPLOSION DAMPER STAND
- (1) INLINE EXHAUST FAN
- (1) INLINE EXHAUST FAN VFD FOR AIR BALANCE
- (2) FIRE SMOKE DAMPERS
- (2) DUCT ACCESS DOORS
- INSTALLATION OF (2) DUCT SMOKE DETECTORS PROVIDED BY FIRE ALARM
- TESTING OF FIRE SMOKE DAMPERS
- LOT OF CLAMP-STYLE DUCTWORK FOR DUST COLLECTOR AND INLINE EXHAUST FAN
- ADDITIONAL HANGERS AND MOUNTING HARDWARE FOR EQUIPMENT AND DUCTWORK
- STARTUP AND COMMISSIONING OF NEW EQUIPMENT
- OWNER TRAINING FOR NEW EQUIPMENT
- ADDITIONAL AIR BALANCE
- HVAC SHOP DRAWING UPDATES
- HVAC CONTROLS WORK TO INCLUDE:
    - INTERLOCK FROM IEF-1 TO LASER TABLE

3163 Rippey Rd
P.O. Box 327
Loomis, CA 95650-0327
cpayne@dkmhvac.com

DIR #1000006008
SBE CERTIFIED #1305300

Phone: (916) 652-4478
Fax: (916) 581-0846
CA License # 548704
NV License # 43323

Heating and Air Conditioning

- INTERLOCK FROM IEF-1 TO HP-5 TO OPEN ECONOMIZER WHILE FAN RUNS AND PROVIDE MAKEUP AIR TO THE SPACE
- ALL LOW VOLTAGE WIRING REQUIRED FOR THE DUST COLLECTOR INSTALLATION

EXCLUSIONS:

1. PLUMBING, CONDENSATE DRAINS, FLASHINGS OR FLUES
2. ELECTRICAL WORK, FLASHINGS, OR DISCONNECTS
3. FIRE ALARM SYSTEM WORK OR INTERLOCKS
4. ANY WIRING (LINE OR LOW VOLTAGE) OF SMOKE FIRE DAMPERS
5. HVAC ROOF CURB INSULATION OF ANY KIND
6. PAINTING OR PRIMING OF ANY KIND
7. CUTTING, PATCHING, FRAMING, BACKING, BLOCKING, BOTH WOOD, STEEL, OR MASONARY
8. SAW CUTTING, CORE BORING, OR DRILLING
9. LEVELING OF HVAC ROOF CURBS OR PITCHED HVAC ROOF CURBS
10. CAULKING BETWEEN SHEET METAL AND AJACENT BUILDING SURFACES
11. CAULKING BETWEEN LOUVERS AND ADJACENT BUILDING SURFACES
12. CONCRETE, CONCRETE REMOVAL OR HOUSEKEEPING PADS
13. DOOR LOUVERS
14. CEILING OR WALL ACCESS DOORS
15. ACCESS DOORS THROUGH STRUCTURE FOR EQUIPMENT ACCESS
16. TRENCHING & ENGINEERED BACKFILL
17. SITE WORK OR LANDSCAPE RESTORATION
18. CONDITIONS OF, LEAKS ON, OR OPERATION OF EXISTING PIPING SYSTEMS
19. CONDITION OF EXISTING DUCTING, FIRE DAMPERS, EQUIPMENT, CONTROLS
20. UNFORSEEN EXISTING CONDITIONS REQUIRING REPAIR NOT SPECIFIED
21. COSTS FOR TRASH OR RUBBISH ABATEMENT
22. PROVISION OF INDUSTRIAL HYGIENIST
23. COSTS OF ANCHOR PULL TESTS
24. TESTING OR ABATEMENT OF MOLD MILDEW, FUNGUS, ASBESTOS, OR LEAD
25. ANY TEMPORARY MECHANICAL SYSTEMS INCLUDING VENTILATION AND/ OR CONDITIONING/ ACLIMATIZATION OF BUILDING. (INCLUDES TEMPORARY USE OF NEW EQUIPMENT)
26. RESPONSIBILITY FOR CODE VIOLATIONS IN THE CONTRACT DOCUMENTS
27. ENGINEERING OF ANY KIND
28. PERMITS, BONDS OR ASSOCIATED COSTS
29. **ANYTHING NOT SHOWN ON DRAWINGS!**
30. WEEKEND WORK; OVERTIME OR PREMIUM TIME
31. BUILDERS RISK INSURANCE
32. DUCT LEAKAGE TESTING (NOT REQUIRED PER T24 AND SMACNA)
33. PROVISION OF CX AGENT OR AUTHORITY SERVICE FOR PROJECT

CLARIFICATIONS:

1. THIS PRICE BASED ON UNOBSTRUCTED ACCESS, AND ADEQUATE TIMEBASED UPON A MUTUALLY AGREED UPON SCHEDULE, TO SET ALL EQUIPMENT AND MATERIALS.
2. ALL WORK TO BE PERFORMED AT STRAIGHT TIME MONDAY-FRIDAY. NO WORK WILL BE PERFORMED ON SATURDAYS, SUNDAYS, OR RECOGNIZED UNION HOLIDAYS.
3. DKM WILL PERFORM OWN DAILY/WEEKLY CLEAN UP BUT WILL EXPECT **FREE USE** OF DEBRIS BOXES PROVIDED BY OTHERS.
4. THIS PROPOSAL IS BASED UPON THE RECEIPT OF TIMELY PROGRESS PAYMENTS WHICH ARE DUE UPON RECEIPT AND BECOME DELINQUENT IF NOT RECEIVED BY THE END OF FOLLOWING MONTH FROM THE DATE OF INVOICE.

3163 Rippey Rd
P.O. Box 327
Loomis, CA 95650-0327
cpayne@dkmhvac.com

DIR #1000006008
SBE CERTIFIED #1305300

Phone: (916) 652-4478
Fax: (916) 581-0846
CA License # 548704
NV License # 43323

Heating and Air Conditioning

5. **THIS BID IS GOOD FOR 30 DAYS AND MAY BE RENEGOTIATED THEREAFTER.**
6. DKM WILL NOT BE LIABLE FOR DELAYS CAUSED BY OTHERS.
7. IF OVERTIME IS REQUESTED, ASSOCIATED COSTS WILL BE THE RESPONSIBILITY OF THE REQUESTING PARTY.
8. **THIS PROPOSAL WILL BE INCLUDED AS AN ATTACHMENT TO ANY CONTRACT AND WILL STAND AS WRITTEN. ACCEPTANCE OF THIS QUOTE WILL CONSTITUTE ACCEPTANCE OF THIS SCOPE AND WILL NOT BE SUPERCEDED BY ANY CONTRACT VERBAGE.**
9. **THIS PROPOSAL IS BASED UPON THE PLANS, SPECIFICATIONS, TERMS AND CONDITIONS OF THIS SCOPE LETTER CONTAINED HEREIN. DKM RESERVES THE RIGHT TO REFUSE ANY SUBCONTRACT AGREEMENT THAT DOES NOT CONTAIN THE LANGUAGE OF THIS SCOPE LETTER IN ITS ENTIRETY.**
10. ANY REQUIREMENTS ABOVE AND BEYOND DKM'S POSTED INSURANCE LIABILITY LIMITS WILL BE BORNE BY THE REQUESTING PARTY.
11. **DKM's HVAC EQUIPMENT PARTS AND LABOR WARRANTIES WILL COMMENCE ON THE SAME DAY AND EXPIRE ON THE SAME DAY AS THE MANUFACTURER'S STANDARD WARRANTIES FOR THE TIME PERIOD STATED IN THE CONTRACT DOCUMENTS (1 YEAR).**
12. ACCEPTANCE OF THIS BID IS CONDITIONED UPON THE USE OF THE AGC'S OR AIA STANDARD CONTRACT.
13. DKM'S INDEMNITY WILL LIMITED TO THE AMOUNT OF RESPONSIBILITY IT HAS FOR THE AFFECTED INCIDENT. NO EXCEPTIONS.
14. PRICING MAY BE SUBJECT TO REVISION PENDING POTENTIAL IMPACT FROM UNFORESEEN TARIFFS

TOTAL PRICE INCLUDING PROVISION OF DUST COLLECTOR: $258,500.97

(FURNISHED, INSTALLED, TAX INCLUDED)

TOTAL PRICE IF DUST COLLECTOR IS PROVIDED DIRECT BY OWNER AND INSTALLED BY DKM: $165,390.07

(FURNISHED, INSTALLED, TAX INCLUDED) *THIS PRICING OPTION MAKES THE FOLLOWING ASSUMPTIONS:

- THE EXACT DUST COLLECTOR SHOWN ON THE PLANS AND ATTACHED CUT-SHEETS WOULD BE PROVIDED (NOT AN ALTERNATE).
- THE DUST COLLECTOR WILL BE DELIVERED TO THE JOBSITE ONCE IT IS READY FOR INSTALLATION.
- ALL OFFSITE STORAGE AND LOGISTICS WILL BE BORNE BY THE OWNER.
- PARTS/LABOR WARRANTY FOR THE DUST COLLECTOR WILL BE BORNE BY THE OWNER.
- DKM WILL NOT BE RESPONSIBLE FOR ANY DELAYS ASSOCIATED WITH THE DUST COLLECTOR DELIVERY OR ANY MISSING PARTS/ACCESSORIES.
- ANY FREIGHT DAMAGE CLAIMS WOULD BE HANDLED BY THE OWNER.

THANK YOU FOR THE BID OPPORTUNITY. PLEASE CALL IF YOU HAVE ANY QUESTIONS.

ESTIMATOR: CASEY PAYNE
LOOMIS OFFICE: (916) 652-4478
LOOMIS FAX: (916) 581-0846
CELL: (916) 276-1110
SBE CERTIFCATION #1305300

Heating and Air Conditioning

CA DIR #1000006008

3163 Rippey Rd
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Phone: (916) 652-4478
Fax: (916) 581-0846
CA License # 548704
NV License # 43323

PRICE WITH DUST COLLECTOR

DKM HEATING AND AIR CONDITIONING
OROSI HS
DSA APPROVED PLANS COR

1. MATERIALS	QUANTITY		COST
DUST COLLECTOR	1		$ 72,236.99
EXPLOSION DAMPER	1		$ 6,444.71
SHOP FABRICATED EXPLOSION DAMPER STAND	1		$ 1,020.00
DUST CLAMP STYLE COLLECTOR DUCTWORK	1 LOT		$ 29,592.93
FIRE SMOKE DAMPERS	2		$ 2,420.00
DUCT ACCESS DOORS	2		$ 120.00
INLINE EXHAUST FAN	1		$ 18,505.24
INLINE FAN CLAMP STYLE DUCTWORK	1 LOT		$ 6,198.76
ADDITIONAL HANGERS AND ANCHORS	1 LOT		$ 1,300.00
FIRE CAULK	1 LOT		$ 50.00
		TAX	$ 12,065.26
		TOTAL MATERIALS	$ 149,953.89

2. LABOR	HOURS		
INSTALL DUST COLLECTOR	36.0		$ 5,009.76
INSTALL EXPLOSION DAMPER	16.0		$ 2,226.56
INSTALL DUST COLLECTOR DUCTWORK	175.0		$ 24,353.00
INSTALL FSDS	6.0		$ 834.96
INSTALL DUCT SMOKE DETECTORS FOR FSDS	2.0		$ 278.32
INSTALL DUCT ACCESS DOORS FOR FSDS	2.0		$ 278.32
TEST FSDS WITH AHJ	2.0		$ 278.32
INSTALL INLINE EXHAUST FAN	16.0		$ 2,226.56
INSTALL INLINE FAN DUCT	18.0		$ 2,504.88
DUST COLLECTOR TRAINING	4.0		$ 556.64
DUST COLLLECTOR STARTUP	8.0		$ 1,113.28
INLINE FAN STARTUP	4.0		$ 556.64
COMMISSIONING	8.0		$ 1,113.28
AIR BALANCE ASSIST FOR DC AND FAN	4.0		$ 556.64
HVAC SHOP DRAWING UPDATE	16.0		$ 2,226.56
FIRE CAULK DUST COLLECTOR DUCT	2.0		$ 278.32
PERDIEM	319.0		$ 8,971.88
		TOTAL LABOR	$ 53,363.92

3. RENTAL EQUIPMENT		$ 2,700.00
4. TRUCK FEE		$ 3,937.00
5. WARRANTY		$ 3,500.00
6. SUBTOTAL		$ 213,454.80
		$ -
7. SUBCONTRACTOR COSTS	RAGLEN AND CONTROLTECH	$ 13,470.00
8. MATERIALS MARKUP-15%		$ 22,493.08
9. LABOR AND HANDLING MARKUP-15%		$ 8,004.59
10. RENTAL MARKUP 15%		$ 405.00
11. SUBCONTRACTOR MARKUP 5%		$ 673.50
12. TOTAL DUE THIS CHANGE		$ 258,500.97

3163 Rippey Rd
P.O. Box 327
Loomis, CA 95650-0327
cpayne@dkmhvac.com

SMACNA
DIR #1000006008
SBE CERTIFIED #1305300

Phone: (916) 652-4478
Fax: (916) 581-0846
CA License # 548704
NV License # 43323

PRICE WITHOUT DUST COLLECTOR

DKM HEATING AND AIR CONDITIONING
OROSI HS
DSA APPROVED PLANS COR

1. MATERIALS	QUANTITY		COST
DUST COLLECTOR	1		$ -
EXPLOSION DAMPER	1		$ 6,444.71
SHOP FABRICATED EXPLOSION DAMPER STAND	1		$ 1,020.00
DUST CLAMP STYLE COLLECTOR DUCTWORK	1 LOT		$ 29,592.93
FIRE SMOKE DAMPERS	2		$ 2,420.00
DUCT ACCESS DOORS	2		$ 120.00
INLINE EXHAUST FAN	1		$ 18,505.24
INLINE FAN CLAMP STYLE DUCTWORK	1 LOT		$ 6,198.76
ADDITIONAL HANGERS AND ANCHORS	1 LOT		$ 1,300.00
FIRE CAULK	1 LOT		$ 50.00
		TAX	$ 5,744.52
		TOTAL MATERIALS	$ 71,396.16

2. LABOR	HOURS		
INSTALL DUST COLLECTOR	36.0		$ 5,009.76
INSTALL EXPLOSION DAMPER	16.0		$ 2,226.56
INSTALL DUST COLLECTOR DUCTWORK	175.0		$ 24,353.00
INSTALL FSDS	6.0		$ 834.96
INSTALL DUCT SMOKE DETECTORS FOR FSDS	2.0		$ 278.32
INSTALL DUCT ACCESS DOORS FOR FSDS	2.0		$ 278.32
TEST FSDS WITH AHJ	2.0		$ 278.32
INSTALL INLINE EXHAUST FAN	12.0		$ 1,669.92
INSTALL INLINE FAN DUCT	18.0		$ 2,504.88
DUST COLLECTOR TRAINING	4.0		$ 556.64
DUST COLLLECTOR STARTUP	8.0		$ 1,113.28
INLINE FAN STARTUP	4.0		$ 556.64
COMMISSIONING	8.0		$ 1,113.28
AIR BALANCE ASSIST FOR DC AND FAN	4.0		$ 556.64
HVAC SHOP DRAWING UPDATE	16.0		$ 2,226.56
FIRE CAULK DUST COLLECTOR DUCT	2.0		$ 278.32
PERDIEM	315.0		$ 8,859.38
		TOTAL LABOR	$ 52,694.78

3. RENTAL EQUIPMENT		$ 2,700.00
4. TRUCK FEE		$ 3,937.00
5. WARRANTY		$ 1,500.00
6. SUBTOTAL		$ 132,227.93
		$ -
7. SUBCONTRACTOR COSTS	RAGLEN AND CONTROLTECH	$ 13,470.00
8. MATERIALS MARKUP-15%		$ 10,709.42
9. LABOR AND HANDLING MARKUP-15%		$ 7,904.22
10. RENTAL MARKUP 15%		$ 405.00
11. SUBCONTRACTOR MARKUP 5%		$ 673.50
12. TOTAL DUE THIS CHANGE		$ 165,390.07

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

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **FIRST READING OF NEW EXHIBIT 4219.1: CIVIL AND LEGAL RIGHTS**

ATTACHMENTS: **EXHIBIT 4219.1: CIVIL AND LEGAL RIGHTS**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for a First Reading is Exhibit 4219.1: Civil and Legal Rights. This new Exhibit provides a copy of the model list of employees' rights and responsibilities under the whistleblower laws created by the Labor Commissioner's Officer and which a district is required to prominently display pursuant to specified law.

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 accept the First Reading of Exhibit 4219.1: Civil and Legal Rights.**

PROPOSED ACTION: **ACCEPT**

Item #: 41

Exhibit 4219.1-E(1): Civil And Legal Rights

Status: DRAFT

Original Adopted Date: Pending

WHISTLEBLOWERS ARE PROTECTED

It is the public policy of the State of California to encourage employees to notify an appropriate government or law enforcement agency, person with authority over the employee, or another employee with authority to investigate, discover, or correct the violation or noncompliance, and to provide information to and testify before a public body conducting an investigation, hearing or inquiry, when they have reason to believe their employer is violating a state or federal statute, or violating or not complying with a local, state or federal rule or regulation.

Who is protected?

Pursuant to California Labor Code Section 1102.5, employees are the protected class of individuals. "Employee" means any person employed by an employer, private or public, including, but not limited to, individuals employed by the state or any subdivision thereof, any county, city, city and county, including any charter city or county, and any school district, community college district, municipal or public corporation, political subdivision, or the University of California. (California Labor Code Section 1106)

What is a whistleblower?

A "whistleblower" is an employee who discloses information to a government or law enforcement agency, person with authority over the employee, or to another employee with authority to investigate, discover, or correct the violation or noncompliance, or who provides information to or testifies before a public body conducting an investigation, hearing or inquiry, where the employee has reasonable cause to believe that the information discloses:

1. A violation of a state or federal statute
2. A violation or noncompliance with a local, state, or federal rule or regulation, or
3. With reference to employee safety or health, unsafe working conditions or work practices in the employee's employment or place of employment

A whistleblower can also be an employee who refuses to participate in an activity that would result in a violation of a state or federal statute, or a violation of or noncompliance with a local, state, or federal rule or regulation.

Even if an employee does not engage in such protected activity, but their employer believes they did or will engage in protected activity in the future, they are perceived to be a whistleblower and are protected.

What protections are afforded to whistleblowers?

1. An employer may not make, adopt, or enforce any rule, regulation, or policy preventing an employee from being a whistleblower
2. An employer may not retaliate against an employee who is a whistleblower or is perceived to be a whistleblower
3. An employer may not retaliate against an employee for refusing to participate in an activity that would result in a violation of a state or federal statute, or a violation or noncompliance with a state or federal rule or regulation
4. An employer may not retaliate against an employee for having exercised their rights as a whistleblower in any former employment

Under California Labor Code Section 1102.5, if an employer retaliates against a whistleblower, the employer may be

required to reinstate the employee's employment and work benefits, pay lost wages and civil monetary penalties, and take other steps necessary to comply with the law.

How to report improper acts

If you have information regarding possible violations of state or federal statutes, rules, or regulations, or violations of fiduciary responsibility by a corporation or limited liability company to its shareholders, investors, or employees, **call the California State Attorney General's Whistleblower Hotline at 1-800-952-5225.**

The Attorney General will refer your call to the appropriate government authority for review and possible investigation.

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

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **FIRST READING OF BOARD POLICY 4231: STAFF DEVELOPMENT**

ATTACHMENTS: **BOARD POLICY 4231: STAFF DEVELOPMENT**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for a First Reading is Board Policy 4231: Staff Development. The Board Policy was updated to require annual mandated reporter training, authorize campus safety training on implementing school safety plans, and require that 40 percent of classified employees with direct contact with grades 7–12 students receive youth behavioral health training by July 1, 2029. Additionally, the policy incorporates AB 715 (2025) by prohibiting staff development materials that support unlawful discrimination, requiring investigation and remediation of violations, and mandating notification to non-compliant material providers. It also integrates SB 303 (2025) to clarify that an employee's good-faith acknowledgment or assessment of their own personal bias during required bias mitigation training does not constitute unlawful discrimination.

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

BOARD GOAL:

- [ ] **1. Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.**
- [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 accept the First Reading of Board Policy 4231: Staff Development.**

PROPOSED ACTION: **ACCEPT**

Item #: 42

Policy 4231: Staff Development

Status: DRAFT

Original Adopted Date: Pending

The Governing Board recognizes that classified staff does essential work that supports students, helps create a healthy school environment, and furthers the educational program. Classified staff shall have opportunities to participate in staff development activities in order to improve job skills, learn best practices, retrain as appropriate in order to meet changing conditions in the district, and/or enhance personal growth.

Staff shall attend staff development as directed by the Superintendent or designee and in accordance with any applicable collective bargaining agreement and Board Policy 4219.1 - Civil and Legal Rights.

The Superintendent or designee shall involve classified staff, site and district administrators, and others, as appropriate, in the development of the district's staff development program. The Superintendent or designee shall ensure that the district's staff development program is aligned with district goals, school improvement objectives, the local control and accountability plan, and other district and school plans.

The district's staff development program shall assist classified staff in developing knowledge and skills, including, but not limited to:

1. Youth behavioral health

   On or before July 1, 2029, 40 percent of classified staff who have direct contact with students in any of grades 7-12 shall, at least one time, receive youth behavioral health training which provides instruction around the unique risk factors and warning signs of behavioral health problems in adolescents, builds understanding of the importance of early intervention, and teaches classified staff how to help an adolescent in crisis or experiencing a behavioral health challenge. The training may also include instruction on: (Education Code 49428.2)

   a. Recognizing the signs and symptoms of youth behavioral health disorders, including, but not limited to, psychiatric conditions and substance use disorders such as opioid and alcohol abuse

   b. How to maintain student privacy and confidentiality in a manner consistent with federal and state privacy laws

   c. Safe de-escalation of crisis situations involving students with a youth behavioral health disorder

2. Mandated reporter requirements

   Classified staff shall receive training annually, or if hired during the course of the school year upon being hired, on the prevention of abuse, including sexual abuse, of children on school grounds, by school personnel, or in district-sponsored programs. The training shall include that failure to report an incident of known or reasonably suspected child abuse or neglect is a misdemeanor punishable by up to six months confinement in a county jail, or by a fine of one thousand dollars ($1,000), or by both imprisonment and fine. (Education Code 44691)

3. Student learning and achievement (Education Code 45391)

   a. How paraprofessionals can assist teachers and administrators to improve the academic achievement of students

   b. Alignment of curriculum and instructional materials with Common Core State Standards

c. The management and use of state and local student data to improve student learning

d. Best practices in appropriate interventions and assistance to at-risk students

4. Student and campus safety, including implementation of the school safety plan (Education Code 45391)

5. Education technology, including management strategies and best practices regarding the use of education technology to improve student performance (Education Code 45391)

6. School facility maintenance and operations, including best practices in the operation and maintenance of school facilities, such as green technology and energy efficiency, that help reduce the use and cost of energy at school sites (Education Code 45391)

7. Special education, including best practices to meet the needs of special education students and to comply with any new state and federal mandates (Education Code 45391)

8. School transportation and bus safety (Education Code 45391)

9. Parent/guardian involvement, including ways to increase parent/guardian involvement at school sites (Education Code 45391)

10. Food service, including food preparation to provide nutritional meals, food safety, and food management (Education Code 45391)

11. Health, counseling, and nursing services (Education Code 45391)

12. Environmental safety, including pesticides and other possibly toxic substances so that they may be safely used at school sites (Education Code 45391)

Staff Development Materials and Services

The Board shall adopt staff development materials and services that align with the district's mission, vision, and goals, are relevant to student academic achievement and well-being, and are instrumental in assisting classified staff in developing the knowledge and skills specified in Items #1-12, above.

The Board shall not adopt the use of any staff development materials or services that promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a student to unlawful discrimination pursuant to Education Code 220 and Board Policy 0410 - Nondiscrimination in District Programs and Activities. (Education Code 244)

If the Board knows or has reason to know that materials were used in a classroom, staff development materials or services were used, or an action occurred which subjected an individual to unlawful discrimination pursuant to Education Code 220, the Superintendent or designee shall remediate the action, which may include, but is not limited to, implementation of restorative justice practices. (Education Code 244)

If it is determined that any textbook, instructional material, supplemental instructional material, staff development material, or curriculum provided by an organization has violated Education Code 244, the district shall notify the organization that corrective action is required unless the Superintendent of Public Instruction has already done so. If corrective action is not taken within 60 days, the California Department of Education may use any means authorized by law to effect compliance. (Education Code 60152)

For classroom instructional aides or other classified staff involved in direct instruction of students, staff development activities may also include academic content of the core curriculum, teaching strategies, classroom management, or other training designed to improve student performance, conflict resolution, and relationships among students. Such professional learning opportunities shall be evaluated based on criteria specified in Education Code 44277 and Board Policy 4131 - Staff Development.

The district's staff evaluation process may be used to recommend additional individualized staff development for individual employees.

An employee's assessment, testing, admission, or acknowledgment of their own personal bias that was made in good faith and solicited or required as part of a bias mitigation training does not, by itself, constitute unlawful discrimination. (Government Code 12940.2)

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the Superintendent's report, the Board may revise the program as necessary to ensure that the staff development program supports the district's priorities for student achievement and well-being.

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

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **SECOND READING AND APPROVAL OF NEW BOARD POLICY 5141.75: WEATHER SAFETY**

ATTACHMENTS: **BOARD POLICY: 5141.75: WEATHER SAFETY**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Second Reading and Board approval is Board Policy 5141.75: Weather Safety. The new policy addresses safety related to various forms of inclement weather, and reflects requirements for districts to develop, adopt, and implement weather protocols for extreme weather conditions. Additionally, the policy reflects CDE's "Senate Bill 1248: Extreme Weather Guidelines" and incorporates content from former Board Policy 5141.7: Sun Safety.

ITEM SUBMITTED AND APPROVED BY: ***Name and title of administrator who reviewed and approved this item: Melissa Delgadillo, Director of Accountability, Student Services & Categorical Programs.***

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 and adoption of Board Policy 5141.75: Weather Safety.**

PROPOSED ACTION: **APPROVE**

Item #: 43

Policy 5141.75: Weather Safety

Status: DRAFT

Original Adopted Date: Pending

The Governing Board recognizes that extreme weather may pose significant risks to the health and safety of students participating in physical activities during extreme weather conditions, including students who are at higher risk of health impacts from extreme weather. The Board desires to protect students from such risks. Additionally, because children are particularly vulnerable to the effects of overexposure to ultraviolet (UV) radiation from the sun and artificial sources, the Board desires to support the prevention of harmful effects of excessive UV radiation exposure by students and to assist students in developing sun-safe habits to use throughout their lives.

Extreme weather conditions means occurrences of unusually severe weather conditions, including, but not limited to, periods of extreme heat, excessive precipitation, and floods, that may pose significant harm to students. (Education Code 33355)

Physical activity means physical education classes, sports, and athletic practices and games sponsored by a district, except for those relating to an interscholastic athletic program administered by the California Interscholastic Federation. (Education Code 33355)

The Superintendent or designee shall develop, maintain, and implement weather protocols for extreme weather conditions, which incorporate the standardized guidelines compiled by the California Department of Education and detail specific measures to be taken during extreme weather conditions, including, but not limited to: (Education Code 33355)

1. Clear criteria for determining when weather conditions are considered extreme weather conditions and warrant modification or cessation of outdoor physical activities
2. Procedures for monitoring weather forecasts and alerts to anticipate extreme weather conditions
3. Protocols for communicating with staff, students, and parents/guardians regarding changes to outdoor activities due to extreme weather conditions
4. Designation of indoor alternative activities that can be safely conducted during extreme weather conditions
5. Staff training on recognizing signs of weather-related distress in students and appropriate response measures
6. Coordination with relevant local agencies and experts to ensure timely access to weather-related information and resources

The district's weather protocols may include:

1. Considering air quality conditions when determining whether outdoor physical activity should be modified
2. Maintaining air quality index thresholds for reducing or discontinuing strenuous outdoor activities
3. Having procedures for relocating activities indoors during periods of poor air quality or wildfire smoke
4. Identifying and maintaining adequate mitigation resources, such as shade structures, hydrations stations, and indoor cooling areas
5. Providing equitable access to mitigation measures across school sites

6. Planning for flexible scheduling to accommodate weather variability

The Superintendent or designee shall annually review, evaluate, and, if necessary, update the weather protocols to incorporate best practices and address any emerging concerns or challenges, and to reflect changes in weather patterns, advances in safety practices, and feedback from stakeholders. (Education Code 33355)

Sun Safety

The Superintendent or designee shall establish a developmentally appropriate prevention/intervention program for grades transitional kindergarten-12 to prevent student overexposure to UV radiation. The Superintendent or designee may coordinate sun safety and UV radiation education and policy efforts with the California Department of Public Health, the local health department, and other local agencies and/or community organizations. Such school-based programs shall involve students, parents/guardians, and the community.

The Superintendent or designee may incorporate sun safety elements into the curriculum in order to increase students' understanding of the health risks associated with overexposure to UV radiation from the sun or artificial sources and to encourage students to engage in preventive practices.

Students may take reasonable measures to protect their skin and eyes from overexposure to the sun while on campus, while attending district-sponsored activities, or while under the supervision and control of district employees.

To encourage and assist students to avoid overexposure to the sun when they are outdoors, students shall be allowed to:

1. Wear sun-protective clothing, including, but not limited to, hats (Education Code 35183.5)
2. Wear UV-protective sunglasses outdoors
3. Use sunscreen during the school day without a physician's note or prescription (Education Code 35183.5)

   Those students using sunscreen shall be encouraged to apply sunscreen at least 15-20 minutes prior to any outdoor activity that will require prolonged exposure to the sun. School personnel shall not be required to assist students in applying sunscreen.
4. Use UV-protective lip balm

The Superintendent or designee shall evaluate the adequacy of shaded and/or indoor areas for recreation at each school and consider the provision of sufficient shaded areas in plans for new construction or modernization of facilities.

The Superintendent or designee may monitor the UV Index and modify outdoor school activities with regard to the risk of harm associated with the Index level.

Staff shall be encouraged to model recommended sun-safe behaviors, such as avoiding excessive sun exposure, using sunscreen, and wearing hats and other sun-protective clothing.

The Superintendent or designee shall inform school staff and parents/guardians of the district's sun safety measures and encourage parents/guardians to provide sunscreen, lip balm, hats, and other sun-protective clothing for their children to use at school. Additionally, the Superintendent or designee may provide information to parents/guardians

about the risks of overexposure to UV radiation and preventive measures they may take to protect their children during nonschool hours.

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

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **SECOND READING AND APPROVAL OF NEW BOARD POLICY 4119.24: MAINTAINING APPROPRIATE ADULT-STUDENT INTERACTIONS**

ATTACHMENTS: **BOARD POLICY 4119.24: MAINTAINING APPROPRIATE ADULT-STUDENT INTERACTIONS**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Second Reading and Board approval is Board Policy 4119.24: Maintaining Appropriate Adult-Student Interactions. The new policy is designed to establish clear expectations regarding appropriate professional boundaries between district employees and students. While the district expects staff to build supportive trusting relationships with students to promote academic and social-emotional growth, employees must maintain clear, unambiguous boundaries at all times.

ITEM SUBMITTED AND APPROVED BY: ***Name and title of administrator who reviewed and approved this item: Melissa Delgadillo, Director of Accountability, Student Services & Categorical Programs.***

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the Second Reading and adoption of Board Policy 4119.24: Maintaining Appropriate Adult-Student Interactions.**

PROPOSED ACTION: **APPROVE**

Item #: 44

Policy 4119.24: Maintaining Appropriate Adult-Student Interactions

Status: DRAFT

Original Adopted Date: Pending

For purposes of this policy, employees include interns, volunteers, contractors, and other persons with an employment relationship with the district.

The Governing Board desires to provide a safe and positive school environment that promotes the learning, engagement, safety, and well-being of district students. The Board expects all adults with whom students may interact at school or in school-related activities, to maintain the highest professional and ethical standards in their interactions with students both within and outside the educational setting, in accordance with this policy and Board Policy 4119.21/4219.21/4319.21 - Professional Standards. Such adults shall not engage in threatening, unsafe, unlawful, or inappropriate interactions with students and shall avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety.

Adults shall not intrude on a student's physical or emotional boundaries unless necessary in an emergency or to serve a legitimate purpose related to instruction, counseling, student health, or student or staff safety.

The district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district websites. (Education Code 44050)

Inappropriate Conduct

Employees shall remain vigilant of their position of authority and not abuse it when relating with students.

The Board prohibits inappropriate conduct between employees and students. (Education Code 32100)

Inappropriate employee conduct includes, but is not limited to:

1. Initiating inappropriate physical contact
2. Attempting to form a romantic or sexual relationship with any student or engaging in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature
3. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student
4. Being alone with a student outside of the view of others
5. Visiting a student's home or inviting a student to visit the employee's home without parent/guardian consent

6. Maintaining personal contact with a student during or outside the school day that has no legitimate educational purpose, by phone, letter, text message, social media internet platforms, electronic communications, or other means of communication, without including the student's parent/guardian

   In accordance with Board Policy/Administrative Regulation 4040 - Employee Use of Technology, employees shall use district equipment or technological resources, when available, when communicating electronically with students. Employees shall not communicate with students through any medium that is designed to eliminate records of the communications. The Superintendent or designee may monitor employee usage of district technology at any time without advance notice or consent.
7. Creating or participating in social networking sites for communication with students, other than those created by the district, without the prior written approval of the principal or designee
8. Inviting or accepting requests from students, or former students who are minors, to connect on personal social networking sites (e.g., "friending" or "following" on social media), unless the site is dedicated to school business

9. Singling out a particular student for personal attention and friendship, including giving gifts and/or nicknames to individual students
10. Addressing a student in an overly familiar manner, such as by using a term of endearment
11. Socializing or spending time with students outside of school-sponsored events, except as participants in community activities
12. Sending or accompanying students on personal errands unrelated to any legitimate educational purpose
13. Transporting a student in a personal vehicle without prior authorization
14. Encouraging students to confide personal or family problems and/or relationships
15. Disclosing personal, family, or other private matters to students or sharing personal secrets with students
16. Engaging in any conduct that endangers or threatens to endanger students, including, but not limited to, physical violence or threats of violence
17. Engaging in harassing or discriminatory behavior towards students, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed
18. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child
19. Using profane, obscene, or abusive language against students

Violations of Policy

Any employee who observes or has knowledge of another employee's violation of this policy shall report the information to the Superintendent or designee or appropriate agency for investigation pursuant to the applicable complaint procedures. Other adults with knowledge of any violation of this policy are encouraged to report the violation to the Superintendent or designee. The Board prohibits retaliation against anyone who reports a violation of this policy. Immediate intervention shall be implemented when necessary to protect student safety or the integrity of the investigation.

Employees who engage in any conduct in violation of this policy, including retaliation against a person who reports the violation or participates in the complaint process, shall be subject to discipline, up to and including dismissal. Any other adult who violates this policy may be barred from school grounds and activities in accordance with law. Additionally, the Superintendent or designee may also notify law enforcement as appropriate.

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

AGENDA SECTION:	**ADMINISTRATIVE/ORGANIZATIONAL**
AGENDA ITEM:	**CLASSIFIED NEGOTIATIONS SALARY SETTLEMENT AGREEMENT DISCLOSURE**
ATTACHMENTS:	**CLASSIFIED NEGOTIATIONS SALARY SETTLEMENT AGREEMENT**
FUNDING SOURCE:	**FUNDS: GENERAL, ADULT ED, CHILD DEVELOPMENT & CAFETERIAN**

DISCUSSION: In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer hereby certify that the District can meet the costs incurred under this Classified Negotiations Salary Settlement Agreement and maintain a positive certification for the current FY 2026-2027 and the two projection years 2027-28 & 2028-29. This projection includes all members of the Cutler-Orosi California School Employees Association (CSEA).

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 Classified Negotiations Salary Settlement Agreement Disclosure.**

PROPOSED ACTION: **APPROVE**

Item #: 45

Summary of Salary Settlement Agreement
With the

Cutler-Orosi Joint Unified **School District**

Section 1: AGREEMENT

Document: Preliminary / Final Approved (circle one)

Name of Bargaining/Represented Unit: CSEA

The proposed agreement covers the period beginning 7/1/2026 and ending 6/30/2027 and

will be acted upon by the Governing Board at its meeting on 10/8/2026

Select the type of employee represented: 2. Classified Salaries

Report Version 2014.1

TO THE GOVERNING BOARD AND THE COUNTY SUPERINTENDENT OF SCHOOLS: In compliance with the Public Disclosure requirements of AB-1200 (Statutes 1991, Chapter 1213) as well as the Salary Settlement Notification requirements of SB-1677 when Teachers Salary/Benefit Negotiations are finalized after the final budget is adopted.

PUBLIC DISCLOSURE

The agreement was publicly disclosed on : 10/2/2026 (Date)

The agreement was [posted at / advertised in] : Location / Newspaper (circle one) — cojusd.org (Details of Distribution)

GENERAL

Section 2: STATUS OF BARGAINING UNIT AGREEMENTS

If this Public Disclosure is **NOT** applicable to all of the District's bargaining units, indicate the current status.

			# of Employees Represented
Certificated	(Select One)		
Classified	(Select One)	Settled	345

Section 3: PROPOSED CHANGE IN COMPENSATION

	Compensation	Costs prior to Proposed Agreement	Fiscal Impact of Proposed Agreement: Current Year Increase/Decrease 2026-27	Year 2 Increase/Decrease 2027-28	Year 3 Increase/Decrease 2028-29
1	**Salary Schedule**	$ 17,171,415.00	$686,856.60	$0.00	$0.00
	% Increase		4.00% %	0.00% %	0.00% %
			$171,714.15	$0.00	$0.00
	Step and Column		1.00% %	0.00% %	0.00% %
2	**Other Compensation**	$0.00	$0.00	$0.00	$0.00
	Stipends, Bonuses, Longevity Overtime, Differential, etc		0.00% %	0.00% %	0.00% %
	Description of other compensation				
3	**Statutory Benefits** STRS, PERS, FICA,WC,UI, Medicare	$6,696,852.36	$334,842.62	$0.00	$0.00
			5.00% %	0.00% %	0.00% %
4	**Health/Welfare Plans**	$3,249,625.63	$512,465.97	$0.00	$0.00
			15.77% %	0.00% %	0.00% %
5	**Total Compensation,** Add Items 1 thru 4 to equal 5	$ 27,117,892.99	$1,705,879.34	$0.00	$0.00
			6.29% %	0.00% %	0.00% %
6	**Total Number of Represented Employees** (Use FTEs if appropriate)	345.00			
7	**Total Compensation Cost for Average Employee**	$78,602.59	$4,944.58	$0.00	$0.00
			6.29% %	0.00% %	0.00% %

Section 4: EXPLANATIONS REGARDING PROPOSAL

Cutler-Orosi Joint Unified School District

Please include an explanation for all questions.

1 Provide a brief narrative of the proposed agreement, including but not limited to:
Proposed changes in compensation, step and column, COLA, health & welfare, include effective dates.
Effective July 1, 2026 the 2025-26 Classified Salary Schedule received an increase of 4%. The District also increased the H&W cap to $ 17,874 effective 10/1/2026 for the upcoming plan year.

2 Were any additional steps, columns, or ranges added to the schedules? (If yes, explain)
N/A

3 Explain Non-Compensation Items. Ie. Class Size changes, Staff Development Days, Teacher Prep Time, etc.
Article 15.3 Vacation Leave now may be used on District designated staff development days.

4 Explain specific impact (positive or negative) on instructional and support programs to accommodate the settlement? Include staff reductions or increases, elimination or addition of services or programs.
N/A

5 Describe contingency language included in the agreement.
N/A

6 Are there any major provisions that do not directly affect the district's costs such as binding arbitration, grievance procedures, etc.?
None

7 What is the Source of Funding for Proposed Agreement in Current Year?
The current funding source of each position will fund the agreement.

8 If multi-year agreement, what is the source of funding, including assumptions used, to fund the obligations in future years?
N/A

Section 6: IMPACT ON CURRENT YEAR — **Cutler-Orosi Joint Unified School District**

General Fund	Latest Brd Apprvd Budget	Settlement Costs Agreement Adjustments	Settlement Costs Previously Budgeted	Other Budget Adjustments	New Projected Budget
OPERATING REVENUES					
LCFF/Revenue Sources (8010-8099)	$63,209,886	$0	$0	$0	$63,209,886
Federal Revenues	$16,465,227	$0	$0	$0	$16,465,227
Other State Revenues	$18,066,177	$0	$0	$0	$18,066,177
Other Local Revenues	$4,429,240	$0	$0	$0	$4,429,240
TOTAL	$102,170,530	$0	$0	$0	$102,170,530
OPERATING EXPENDITURES					
Certificated Salaries	$32,222,838	$0	$0	$0	$32,222,838
Classified Salaries	$16,294,506	$747,760	-$149,552	$0	$16,892,714
Employee Benefits	$25,153,328	$731,711	-$498,409	$0	$25,386,630
Books and Supplies	$9,013,583	$0	$0	$0	$9,013,583
Services, Other Operating Expenses	$18,446,762	$0	$0	$0	$18,446,762
Capital Outlay	$16,068,865	$0	$0	$0	$16,068,865
Other Outgo	$1,522,390	$0	$0	$0	$1,522,390
Direct/Indirect Support Costs	-$260,200	$0	$0	$0	-$260,200
TOTAL	$118,462,073	$1,479,471	-$647,961	$0	$119,293,584
OPERATING SURPLUS (DEFICIT)	-$16,291,543	-$1,479,471	$647,961	$0	-$17,123,053
OTHER FINANCING SOURCES/USES					
Transfers In	$1,307,322	$0	$0	$0	$1,307,322
Transfers <Out>	$0	$0	$0	$0	$0
Other Sources	$0	$0	$0	$0	$0
Other <Uses>	$0	$0	$0	$0	$0
Contributions	$0	$0	$0	$0	$0
TOTAL	$1,307,322	$0	$0	$0	$1,307,322
CURRENT YEAR INCREASE (DECREASE) TO FUND BALANCE	-$14,984,221	-$1,479,471	$647,961	$0	-$15,815,731
FUND BALANCE, RESERVES					
Beginning Fund Balance	$64,051,103				$64,051,103
Audit Adjustments/Restatements	$0				$0
Adjusted Beginning Fund Balance	$64,051,103				$64,051,103
Ending Fund Balance	$49,066,882	-$1,479,471	$647,961	$0	$48,235,372
COMPONENTS OF ENDING BALANCE:					
a. Nonspendable	$0				$0
b. Restricted	$0				$0
c. Committed	$0				$0
1. Stabilization Arrangements	$0				$0
2. Other Commitments	$0				$0
d. Assigned	$0				$0
e. Unassigned/Unappropriated	$0				$0
1. Reserve for Economic Uncertainties	$0				$0
2. Unassigned/Unappropriated	$49,066,882				$48,235,372
f. Total Components of Ending Fund Balance (Line f must agree with Ending Fund Balance)	$49,066,882				$48,235,372

Section 7: IMPACT ON CURRENT YEAR UNRESTRICTED RESERVES

1. State Reserve Standard

Total Expenditures, Transfers Out and Uses	$	119,293,584
State Standard Minimum Reserve Percentage		3%
State Standard Minimum Reserve Amount	$	3,578,808

2. Budgeted Unrestricted Reserved

1. General Fund Budgeted Unrestricted Reserved for Economic Uncertainties (9789)	$	0
2. General Fund Budgeted Unrestricted Unappropriated Amount (9790)	$	35,962,392
3. Special Reserve Fund (17) Budgeted Designated for Economic Uncertainties & Undesignated Ending Fund Balance	$	1
Total District Budgeted Unrestricted Reserves (sum lines 1 - 3)	$	35,962,393

3. Do unrestricted reserves meet the state standard minimum reserve amount?

Yes **X** No

Section 8: CERTIFICATION | **Cutler-Orosi Joint Unified School District**

COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN LCFF FUNDING

(a)	LCFF Base Funding for year prior to settlement	$40,895,866.00	
(b)	Projected LCFF Base Funding for year of settlement	$42,660,986.00	
(c)	Amount of Current-Year Increase: (b) minus (a)	$1,765,120.00	
(d)	Percentage Increase Base LCFF Funding: (c) divided by (a)		4.32%
(e)	Total Compensation Percentage Increase from Section 3, Line 7, Page 1 for current year		6.29%

THE FOLLOWING BUDGET REVISIONS WILL BE NECESSARY TO FUND THE COSTS OF THIS AGREEMENT

Revisions must be filed with County Office of Education within 45 days of adoption (E.C. 42142)

Description	Revenue Increases	Expenditure Decreases	Fund Balance Reduction
Salary Settlement Costs net of Previously Budgeted Increases			$831,510
Totals *(must agree with Section 6)*	$0	$0	$831,510

Budget Revisions must be filed with County Office of Education on or before: **11/22/2026**

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement .

Certification of Financial Condition

District Superintendent (Signature)	10/8/2026 Date	Positive Certification Select One
District Chief Business Officer (Signature)	10/8/2026 Date	Positive Certification Select One

After public disclosure of the major provisions contained in this Summary, the Governing Board, at its meeting on, 10/8/2026 *took action to approve the proposed Agreement with the* CSEA Classified *Bargaining Unit and adopted the new budget figures as calculated per the agreement.*

President, Governing Board (Signature)	10/8/2026 Date

Section 9: MULTI-YEAR PROJECTION - GENERAL FUND — **Cutler-Orosi Joint Unified School District**

General Fund	2026-27 Projected Budget	Change	2027-28 Projected Budget	Change	2028-29 Projected Budget
Latest prepared Form MYP - ATTACH TO DISCLOSURE					
Date Prepared: 6/18/2026					
It Includes this Settlement: Partial					
Fund 01 Expenditures and Other Financing Uses	$98,366,764		$98,902,878		$95,724,344
Total Available Reserves	$9,736,675		$9,790,288		$9,572,434
IMPACT OF AGREEMENT ON AVAILABLE RESERVES	($971,249)		$0		$0
OTHER ADJUSTMENTS TO AVAILABLE RESERVES					
ESTIMATED RESERVES AFTER SETTLEMENT	$8,765,426		$9,790,288		$9,572,434

MINIUMUM RESERVE LEVEL					
Minimum Required Percent	3%				
Required Amount per Form MYP Attached	2,951,003		2,967,086		2,871,730
Required Amount after Settlement	2,980,140		2,996,224		2,900,868
Over (Under) Required Reserves	5,785,286		6,794,064		6,671,566
Reserve Requirement Met?	**Yes**		**Yes**		**Yes**

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

AGENDA SECTION: **ADMINISTRATIVE ORGANIZATIONAL**

AGENDA ITEM: **APPROVE (8) NEW BEHAVIOR INTERVENTION TECHNICIAN (BIT), (2) SOCIAL WORKER, AND (1) BOARD CERTIFIED BEHAVIOR ANALYST (BCBA) POSITIONS**

ATTACHMENTS: **N/A**

FUNDING SOURCE: **CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP (CCSP) AND COMMUNITY SCHOOL INITIATIVE FUNDS (CFI)**

DISCUSSION: These new grant funded positions will provide behavioral, social-emotional, and restorative support to improve student outcomes.

- CCSPP will fund (4) Behavior Intervention Technicians and (2) Restorative Social Workers.
- CFI will find (4) Behavior Intervention Technicians and (1) Board Certified Behavior Analyst.
- The District proposes reclassifying the Board-Certified Behavior Analyst (BCBA) salary ratio from 0.860 to 1.020 to support retention and maintain continuity of services for students.

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

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the new positions.**

PROPOSED ACTION: **APPROVE**

Item #: 46

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

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **APPROVE ADDITIONAL HOURS TO (3) FOOD SERVICE CLERK, (5) FOOD SERVICE WORKER II, (1) FOOD SERVICE CLERK/WORKER II, AND (1) SPECIAL EDUCATION TECHNICIAN POSITIONS**

ATTACHMENTS: **N/A**

FUNDING SOURCE: **FOOD SERVICES AND SPECIAL EDUCATION FUNDING**

DISCUSSION: Approval of the proposed additional hours for classified staff will enhance meal preparation, allow for expanded scratch cooking in the Food Services Department, and provide critical assistance to meet specialized student needs in Special Education. The requested staffing adjustments are as follows:

- (3) Food Service Clerks: Increase from 3.0 and 3.5 hours to 4.0 hours/day
- (4) Food Service Worker II (Supper Staff): Increase from 3.0 and 3.5 hours to 4.0 hours/day
- (1) Food Service Worker II: Increase from 5.0 hours to 5.5 hours/day
- (1) Food Service Clerk / Worker II: Increase from 4.5 hours to 5.5 hours/day
- (1) Special Education Technician: Increase from 7.0 hours to 7.5 hours/day

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

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the additional hours for Food Service and Special Education positions.**

PROPOSED ACTION: **APPROVE**

Item #: 47

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

AGENDA SECTION: **CLOSED**

AGENDA ITEM: **PERSONNEL**

ATTACHMENTS: **PERSONNEL LETTER**

FUNDING SOURCE: **N/A**

DISCUSSION: Employment/Additional Positions/Hours, Promotions/Assignments, Leaves, Resignations/Retirements, Employee Discipline/Dismissal/Release. (Personnel Letter will be presented at the meeting during closed session.)

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

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the Personnel Letter.**

PROPOSED ACTION: **APPROVE**

Item #: A

"Educating Minds, Inspiring Futures"

12623 Avenue 416
Orosi Ca. 93647

Phone (559) 528-4763
Fax (559) 528-3132
www.cojusd.org

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TO: Board of Trustees

FROM: Sunsie Tumacder, Assistant Superintendent of Administrative Services

RE: Personnel Recommendations

DATE: October 8, 2026

EMPLOYMENT/ADDITIONAL POSITIONS/HOURS:

1. Teacher at Orosi High School, effective September 23, 2026.
2. Temporary Counselor at Orosi High School, effective September 4, 2026.
3. Campus Security Instructional Aide at Palm Elementary School, effective September 21, 2026.
4. Grant Funded R&E Aide at El Monte Middle School, effective September 4, 2026.
5. Custodian Bus Driver at El Monte Middle School, effective September 23, 2026.
6. Grant Funded R&E Aide at Cutler Elementary School, effective September 9, 2026.
7. Custodian Bus Driver at Cutler Elementary School, effective September 14, 2026.
8. Speech Language Pathologist Assistant at El Monte Middle School and Orosi High School, effective September 28, 2026.
9. Custodian at El Monte Middle School, effective September 2, 2026.
10. Office Assistant I at El Monte Middle School, effective September 1, 2026.
11. Behavior Intervention Technician at Golden Valley Elementary School, effective September 17, 2026.
12. Preschool Aide at Cutler Elementary School, effective September 9, 2026.

PROMOTIONS/REASSIGNMENTS:

13. Assistant Swim Coach to Head Swim Coach, effective September 18, 2026.
14. Grant Funded Secretary to Administrative Assistant II effective September 11, 2026.
15. Special Education Aide to Special Education Technician, effective September 23, 2026.
16. Special Education Aide to Special Education Technician, effective September 23, 2026.

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17. Special Education Aide to Special Education Technician, effective September 23, 2026.
18. Special Education Aide to Special Education Technician, effective September 23, 2026.
19. Avid Tutor to Grant Funded Instructional Aide, effective September 14, 2026.
20. Grant Funded R&E Aide to Bilingual Instructional Aide, effective September 14, 2026.
21. Custodian to Custodian Bus Driver, effective September 28, 2026.

RESIGNATIONS/RETIREMENTS:

22. Food Service Worker II/Clerk at Orosi High School, resigned effective October 2, 2026.
23. Teacher at Orosi High School, resigned effective September 25, 2026.
24. Special Education Aide at Orosi High School, resigned effective September 28, 2026.
25. Bilingual Instructional Aide at Lovell High School, resigned effective October 7, 2026.

LEAVES: (Statutory – For Informational Purposes):

26. Counselor II at Orosi High School, on Maternity Leave beginning September 4, 2026 through 6-8 weeks post-partum.
27. Community Schools Coordinator at Golden Valley Elementary, on Maternity Leave beginning August 31, 2026 through 6-8 weeks post-partum.
28. Bilingual Instructional Aide at Golden Valley Elementary, on Baby Bonding Leave from September 8, 2026 through December 8, 2026.

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