Cutler-Orosi Joint Unified School District
Regular Meeting of the Board of Trustees
Thursday, June 18, 2026
Open Session: 5:30 p.m. - Closed Session 6:30 p.m.

Meeting Location:
Cutler-Orosi JUSD – Board Room
12626 Avenue 416
Orosi, CA
(559) 528-4763

REGULAR BOARD MEETING AGENDA

ROLL CALL AND ESTABLISHMENT OF QUORUM

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

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

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

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

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

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

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

Pledge of Allegiance led by: _____

BOARD GOALS:

1. **Achieve academic excellence 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

- **Valley Regional Occupational Program – Fabrizio Lofaro**
- **District Facilities Master Plan Presentation – Narissa Sparks, MGT**

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	14-24	Ratify Tulare-Kings College and Career Collaborative (TKCCC) Intent to Participate Agreement for Secondary Re-Design Pilot Grant	3
2	25-69	Approve Parent Involvement Policies for Each COJUSD School and the District	1, 2, 3
3	70-74	Approve Memorandum of Understanding for Christie Byerlee Designs – Summer School Pottery Projects	1, 3
4	75-138	Ratify Save the Children Federation, Inc. Non-Traditional Subaward Agreement	1, 2
5	139-149	Approve Memorandum of Understanding (MOU) with California Association for Bilingual Education (CABE)	1, 2, 3
6	150-159	Approve COJUSD Alternative Schools Programs of Choice Annual Evaluation Report	1, 2, 3
7	160-163	Approve Contract for Multi-Sensory Education	1, 2, 3
8	164-165	Approve Interdistrict Transfer Requests	1
9	166-172	Ratify Public Services Agreement with The Regents of the University of California	1, 2, 3
10	173-242	Approve the 2026-2027 School Plans for Student Achievement	3
11	243-245	Approve of Minga Renewal	3
12	246-255	Approve the 2026-2027 Consolidated Application	3
13	256-278	Approve 2026-2027Amergis Education Staffing Service Agreement	1
14	279-291	Approve 2026-2027 ASL INTPN Team, LLC. Service Agreement	1
15	292-299	Approve 2026-2027 School Staffing Service Agreement with DAB Therapy Services	3
16	300	Approve Additions of Contractor to the District Cost Accounting List (CUPCCAA)	3

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Consent Items – Continued

17	**301-304**	**Approve Memorandum of Understanding with Parent Institute for Quality Education (PIQE) for Fall 2026**	**2, 3**
18	**305-308**	**Approve Memorandum of Understanding with Parent Institute for Quality Education (PIQE) for the Spring 2027**	**2, 3**
19	**309-369**	**Ratify Scholar System Professional Learning and Empowerment of Solutions for Educators and Students**	**2, 3**
20	**370-372**	**Approve Purchase Agreement with Solution Tree for Professional Learning Services**	**1, 2, 3**

Motion to approve Item #1- 20 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

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CURRICULUM/ INSTRUCTION ITEMS

Item #	Page #	Description	Goal #
21	**373-397**	**June Curriculum and Instruction Report**	**1, 2, 3**

Motion to approve Item #21 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

22	**398-401**	**Approval of Proposition 28 School Plan**	**1, 2, 3**

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

_____/_____/_____
Yes No Abstain

23	**402**	**Approve Disposal of Obsolete Instructional Materials**	**1**

Motion to approve Item #23 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

24	**403-497**	**Approve 2026-2027 District Parent/Student Handbook**

Motion to approve Item #24 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

25	**498-545**	**Approve 2026-2027 Orosi High School Student Handbook**

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

_____/_____/_____
Yes No Abstain

26	**546-584**	**Approve 2026-2027 Alternative Education Student Handbook**

Motion to approve Item #26 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

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ADMINISTRATIVE/ ORGANIZATIONAL ITEMS

Item #	Page #	Description	Goal #
27	**585**	**Approve the 2026-2027 Local Control Accountability Plan** Motion to adopt Item #27 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	1, 2, 3
28	**586**	**Adoption of the 2026-2027 District Budget & Budget Attachment** Motion to adopt Item #28 made by: _____ Motion Seconded by: _____ _____/ _____/_____ Yes No Abstain	
29	**587-619**	**Approve the 2026-2027 Local Control Accountability Plan Addendum** Motion to adopt Item #29 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	
30	**620-621**	**Adopt Resolution No. 2025-2026-23 Authorizing Participation in PARS Irrevocable Trust to Prefund Obligations** Motion to adopt Item #30 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	**1, 2, 3**
31	**622-625**	**Adopt Resolution No. 2025-2026-24 Authorizing Spending for Fiscal Year 2026-2027 EPA Funds** Motion to adopt Item #31 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	**1, 2, 3**

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ADMINISTRATIVE/ORGANIZATINAL ITEMS – continued

32 **626-627** **Adopt Resolution No. 2025-2026-25 for 2026-2027 Inter-Fund Transfers In Accordance with the Budget** **1, 2, 3**

Motion to adopt Item #32 made by: _____
Motion Seconded by: _____
_____/_____/_____
Yes No Abstain

33 **628-629** **Adopt Resolution No. 2025-2026-26 for 2026-2027 Inter-Fund Loans for Cash Flow Purposes** **1, 2, 3**

Motion to adopt Item #33 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

34 **630-631** **Adopt Resolution for 2025-2026-27 for 2026-2027 Budget Transfers by the County Superintendent of Schools** **1, 2, 3**

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

_____/_____/_____
Yes No Abstain

35 **632-634** **Adopt Resolution No. 2025-2026-28 Adjusting Designation of Funds for Fiscal Year 2026-2027 as Committed Fund Balance** **1, 2, 3**

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

_____/_____/_____
Yes No Abstain

36 **635-647** **Approve Copier Equipment Lease Using Sourcewell Cooperative Purchasing Agreement** **1, 2, 3**

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

_____/_____/_____
Yes No Abstain

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ADMINISTRATIVE/ORGANIZATINAL ITEMS – continued

37	**648**	**Approve Variable Term Waiver for Gabriela Lesso Vasquez** Motion to approve Item #37 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	**3**
38	**649**	**Approval of Variable Term Waiver for Karina Moya** Motion to approve Item #38 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	**3**
39	**650**	**Approval of (1) Dance Teacher Position and a Public Information Liaison Position** Motion to approve Item #39 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	**3**
40	**651-659**	**Public Hearing of the 2026-2027 COUTA Collective Bargaining Tentative Agreement** Hearing Start Time: _____ Hearing End Time: _____	**3**
41	**660**	**Approve the 2026-2027 COUTA Collective Bargaining Tentative Agreement** Motion to approve Item #41 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	**3**
42	**661**	**Public Hearing of the 2026-2027 Management/Confidential Salary Schedule** Hearing Start Time: _____ Hearing End Time: _____	**3**

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ADMINISTRATIVE/ORGANIZATINAL ITEMS – continued

43	**662-664**	**Approval of the 2026-2027 Management/Confidential Salary Schedule**	**3**

Motion to approve Item #43 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

44	**665-669**	**Approval of Agreement with Superintendent Yolanda Valdez**	**1, 2, 3**

Motion to approve Item #44 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

45	**670-672**	**Superintendent's Contract Addendum**	**3**

Motion to approve Item #45 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

46	**673**	**Approval of Facilities Master Plan**	**3**

Motion to approve Item #46 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

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

CLOSING ACTIVITIES: The Governing Board members have an opportunity to comment.
Motion to adjourn to Closed Session at _____ p.m. made by: _____
Motion Seconded by: _____ _____/_____/_____
Yes No Abstain

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CLOSED SESSION **Goal #**

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

EMPLOYMENT/ADDITIONAL POSITIONS/HOURS:

1. Speech and Language Pathologist for the 2026-2027 school year, pending verification and clearances.
2. Approval of Administrative Contracts for the 2026-2027 school year as per attached list.

PROMOTIONS/REASSIGNMENTS:

3. from Preschool Aide to Preschool Teacher, effective August 5, 2026.
4. from Counselor I to PBIS Coordinator, effective July 1, 2026.

RESIGNATIONS/RETIREMENTS:

5. Assistant Cheer Coach at Orosi High School, resigned effective May 26, 2026.
6. Girls Soccer Coach at Orosi High School, resigned effective May 29, 2026.
7. JV Assistant Volleyball Coach at Orosi High School, resigned effective June 1, 2026.
8. Bilingual Instructional Aide at Orosi High School, resigned effective June 4, 2026.
9. JV Boys Head Basketball Coach at Orosi High School, resigned effective June 5, 2026.
10. Varsity Girls Assistant Volleyball Coach at Orosi High School, resigned effective June 5, 2026.
11. LVN at Golden Valley Elementary School, resigned effective July 10, 2026.
12. Groundskeeper Bus Driver at Golden Valley Elementary School, retired effective July 31, 2026.
13. Teacher at El Monte Middle School resigned effective June 5, 2026.
14. Teacher at El Monte Middle School resigning, effective July 6, 2026.

LEAVES: (Statutory – For Informational Purposes):

15. Personnel Coordinator at District Office, on Maternity Leave approximately on July 27, 2026, through 6-8 weeks post-partum.

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

_____/_____/_____
Yes No Abstain

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

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

_____/_____/_____
Yes No Abstain

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

District Designated Representatives: Yolanda Valdez
Sunsie Tumacder
Dr. Ken Caves

Employee Organization: COUTA
CSEA Chapter #253

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

Adjournment to Open Session:

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

_____/_____/_____
Yes No Abstain

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REPORTING OF CLOSED-SESSION ITEMS

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

EMPLOYMENT/ADDITIONAL POSITIONS/HOURS:

1. Speech and Language Pathologist for the 2026-2027 school year, pending verification and clearances.
2. Approval of Administrative Contracts for the 2026-2027 school year as per attached list.

PROMOTIONS/REASSIGNMENTS:

3. from Preschool Aide to Preschool Teacher, effective August 5, 2026.
4. from Counselor I to PBIS Coordinator, effective July 1, 2026.

RESIGNATIONS/RETIREMENTS:

5. Assistant Cheer Coach at Orosi High School, resigned effective May 26, 2026.
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14. Teacher at El Monte Middle School resigning, effective July 6, 2026.

LEAVES: (Statutory – For Informational Purposes):

15. Personnel Coordinator at District Office, on Maternity Leave approximately on July 27, 2026 through 6-8 weeks post-partum.

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

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

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

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

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

_____/_____/_____
Yes No Abstain

Meeting adjourned at: _____ p.m.

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CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **RATIFY TULARE-KINGS COLLEGE AND CAREER COLLABORATIVE (TKCCC) INTENT TO PARTICIPATE AGREEMENT FOR SECONDARY RE-DESIGN PILOT GRANT**

ATTACHMENTS: **AGENCY AGREEMENT**

FUNDING SOURCE: **NONE**

DISCUSSION: The Director of College and Career requests ratification for Agency Agreement for COJUSD and the TKCCC to support the college and career readiness goals of the California Secondary Re-Design Pilot Grant in partnership with the California Collaborative for Education for Excellence (CCEE) effective 2025-2027. This partnership will support efforts to be a model consortium with local, regional and state-wide community of practices through learning experiential education and peer to peer partnering that result in data driven school designs to support evidence that positively impact pupil outcomes: increase the number of students completing work-readiness certifications, increase the number of students achieving career pathway completions and increase the number of students obtaining post-secondary degrees in industry sectors that will meet the labor market needs of the region.

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

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board ratify the TKCCC Intent to participate agreement for Secondary Re-Design Pilot Grant.**

PROPOSED ACTION: **APPROVE**

Item #: 1

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

June 3, 2026

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

Ms. Yolanda Valdez,

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

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

E-mail: karla.doyer@tcoe.org

OR

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

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

Sincerely,

Karla Doyer

Karla Doyer

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

SCOPE OF SERVICES - EXHIBIT A

1. RESPONSIBILITIES OF DISTRICT:

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

DISTRICT will plan and implement the Tulare-Kings Secondary Redesign Pilot Program (SERP) with SUPERINTENDENT and all other SERP district partners as outlined and agreed upon in the SERP Tasks & Deliverables (EXHIBIT A).

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

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

1.3 DISTRICT will commit to attend convenings in order to collaborate and effectively plan for implementation of the SERP.

2.RESPONSIBILITIES OF SUPERINTENDENT:

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

SUPERINTENDENT will plan and implement the Tulare-Kings Secondary Redesign Pilot Program (SERP) with DISTRICT and all other SERP district partners as outlined and agreed upon in the SERP Tasks & Deliverables (EXHIBIT A).

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

2.2 SUPERINTENDENT, as lead LEA, will submit the necessary plans, application(s), and fiscal claims to the California Collaborative for Educational Excellence (CCEE) on behalf of the project partners.

2.3 SUPERINTENDENT will organize and communicate the dates and times of convenings to the DISTRICT in order to collaborate and effectively plan for implementation of the SERP.

FEE SCHEDULE

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

Not to exceed $77,500 (EXHIBIT B)

DISTRICT will submit quarterly invoices, with the exception of Year 1 (2025-26) to Tulare County Office of Education via email to Therese Arnold at theresea@tcoe.org, on the following dates:

Year 1 (November 18, 2025 - June 30, 2026)
-Expenditures November 18, 2025 - June 30, 2026
-Invoice due July 10, 2026

Year 2 (July 1, 2026 - June 30, 2027)
-Q1 expenditures July 1 - September 30, 2026
-Q1 invoice due October 16, 2026

-Q2 expenditures October 1 - December 31, 2026
-Q2 invoice due January 15, 2027

-Q3 expenditures January 1 - March 31, 2027
-Q3 invoice due April 16, 2027

-Q4 expenditures April 1 - June 30, 2027
-Q4 invoice due July 9, 2027

Year 3 (July 1, 2026 - November 30, 2027)
-Q1 expenditures July 1 - September 30, 2027
-Q1 invoice due October 15, 2027

-Q2 expenditures October 1 - November 30, 2027
-Q2 invoice due December 17, 2027

Invoices must include the following information
-District Name:
-Remit-To Address
-Invoice number and date
-Service period
-Total amount due
-Detailed program description of expenses
-Any required backup documentation

Backup documentation is required, and may vary by organization, but may include any or all of the following:
-Fiscal reports
-Payroll reports for personnel costs
-Meeting and travel log that include date of meetings/site visits
-Receipts or proof of purchase (i.e. materials)
-Report summary associated with billing period
-Additional documentation if requested by SUPERINTENDENT or CCEE

Allowable costs include:
Staffing, professional learning, travel for site visits, demonstration activities, materials, and other expenses directly related to achieving project outcomes.

Non-Allowable costs include:
Supplanting existing funding, construction, major capital outlay, or unrelated promotional activities unrelated to the project.

including travel or other expenses.

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

Exhibit (A)	Exhibit A_Tulare Kings SERP - Tasks & Deliverables.pdf	89.6KB
Exhibit (B)	Cutler Orosi_3 Year Budget.pdf	86.47KB
Exhibit (C)		
Exhibit (D)		

AGENCY AGREEMENT 260903

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 .**
11/18/2025	11/30/2027

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

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

sum of $ 77,500.00

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

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

SUPERINTENDENT

Signature

Tim A. Hire

Date 6/3/2026

DISTRICT

Signature Sign

Date

TCOE Program Information

Contact Person: Therese Arnold

Telephone: 559-739-0314

Department/Program: College and Career

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

Tulare Kings College and Career
Secondary Redesign
Pilot Program

Cutler-Orosi $77,500.00

Object Code 1000 (Certificated Salaries)	Match is requested for sustainability purposes		November 2025 to June 30 2026 (8 Months)	July 1, 2026 to June 30, 2027 (12 Months)	July 1, 2027 to November 30, 2027 (5 Months)	
Expenditure Description	**Match Source**	**Match Amount**	**FY1**	**FY2**	**FY3**	
Certificated Staff Salaries	General Fund & LCFF	$160,000.00				
Professional Learning - Academy Planning days and Substitute coverage for Activities and/or events			$1,500.00	$10,000.00	$2,500.00	
						TOTAL 1000s BUDGET
		$160,000.00	**$1,500.00**	**$10,000.00**	**$2,500.00**	**$14,000.00**

Object Code 2000 (Classified Salaries)	Match is requested for sustainability purposes		November 2025 to June 30 2026 (8 Months)	July 1, 2026 to June 30, 2027 (12 Months)	July 1, 2027 to November 30, 2027 (5 Months)	
Expenditure Description	**Match Source**	**Match Amount**	**FY1**	**FY2**	**FY3**	
Classified staff time outside the school day			$1,500.00	$2,000.00	$2,000.00	
						TOTAL 2000s BUDGET
		$0.00	**$1,500.00**	**$2,000.00**	**$2,000.00**	**$5,500.00**

Object Code 3000 (Employee Benefits)	Match is requested for sustainability purposes		November 2025 to June 30 2026 (8 Months)	July 1, 2026 to June 30, 2027 (12 Months)	July 1, 2027 to November 30, 2027 (5 Months)	
Expenditure Description	**Match Source**	**Match Amount**	**FY1**	**FY2**	**FY3**	
H&W Benefits for Classified and Certificated	General	$11,000.00	$1,000.00	$4,500.00	$2,500.00	
						TOTAL 3000s BUDGET
		$11,000.00	**$1,000.00**	**$4,500.00**	**$2,500.00**	**$8,000.00**

Object Code 4000 (Books and Supplies)	Match is requested for sustainability purposes		November 2025 to June 30 2026 (8 Months)	July 1, 2026 to June 30, 2027 (12 Months)	July 1, 2027 to November 30, 2027 (5 Months)	
Expenditure Description	**Match Source**	**Match Amount**	**FY1**	**FY2**	**FY3**	
Materials, Books, & Supplies to supplement and enhance			$2,000.00	$12,000.00	$10,000.00	
Marketing Materials for Redesign and Transition College and Career Readiness Focus				$2,000.00		
						TOTAL 4000s BUDGET
		$0.00	**$2,000.00**	**$14,000.00**	**$10,000.00**	**$26,000.00**

Object Code 5000 (Services and Other Operating Expenditures, Travel and Conference, Contracting Services)	Match is requested for sustainability purposes		November 2025 to June 30 2026 (8 Months)	July 1, 2026 to June 30, 2027 (12 Months)	July 1, 2027 to November 30, 2027 (5 Months)	
Expenditure Description	**Match Source**	**Match Amount**	**FY1**	**FY2**	**FY3**	
Travel and Accommodations for Training and Prof Learning ,			$4,000.00	$8,000.00	$5,000.00	
Staff Transportation for Site Visits & Conferences				$4,000.00	$3,000.00	
Transportation to Enhance and or Expension with WBL Activities & events for students/staff						
						TOTAL 5000s BUDGET
		$0.00	**$4,000.00**	**$12,000.00**	**$8,000.00**	**$24,000.00**

Object Code 6000 (Capital Outlay)	Match is requested for sustainability purposes		November 2025 to June 30 2026 (8 Months)	July 1, 2026 to June 30, 2027 (12 Months)	July 1, 2027 to November 30, 2027 (5 Months)	
Expenditure Description	**Match Source**	**Match Amount**	**FY1**	**FY2**	**FY3**	
						TOTAL 6000s BUDGET
		$0.00	**$0.00**	**$0.00**	**$0.00**	**$0.00**

Object Code 7000 (Indirect Cost)	Match is requested for sustainability purposes		November 2025 to June 30 2026 (8 Months)	July 1, 2026 to June 30, 2027 (12 Months)	July 1, 2027 to November 30, 2027 (5 Months)	
Expenditure Description	**Match Source**	**Match Amount**	**FY1**	**FY2**	**FY3**	
Indirect Expense			$0.00	$0.00	$0.00	
						TOTAL 7000s BUDGET
		$0.00	**$0.00**	**$0.00**	**$0.00**	**$0.00**

TOTALS		**$171,000.00**	**$10,000.00**	**$42,500.00**	**$25,000.00**	**$77,500.00**	**Not to Exceed**
	TOTAL MATCH	$171,000.00			District Allocation	$77,500.00	
					Difference	$0.00	

Tulare Kings Secondary Education Redesign Pilot
(Corcoran, Cutler-Orosi, Dinuba, Exeter, Woodlake)

Tasks and Deliverables:

2.1 Implement the Five Features of Secondary School Redesign

Each network will support its participating schools in implementing, strengthening, and documenting practices aligned to the following five features:

1. Ensure Every Student Is Known and Supported

- Implement structures that promote strong developmental relationships, belonging, and inclusive climates.
  (Examples include advisories, looping, small learning communities, family engagement structures, and restorative practices.)

Deliverables:

- Implementation plan for relationship-based structures
- Evidence of progress and artifacts demonstrating student support practices

2. Redesign Learning for Deeper Knowledge and Skills

Develop and expand student-centered learning models grounded in authentic, applied, and interdisciplinary experiences.

Deliverables:

- Artifacts demonstrating deeper learning (e.g., projects, exhibitions, pathways)
- Documentation of instructional designs, assessment models, and experiential learning structures

3. Advance Pupil Success and Equitable Outcomes Through Student-Centered Supports

Implement culturally responsive instruction, universal design for learning (UDL), tiered academic and behavioral supports, co-teaching, and embedded wellness supports.

Deliverables:

- Description of student support structures
- Evidence of integrated supports across the learning environment
- Documentation of technology-enabled personalized supports

4. Promote Measurable Growth in Student Engagement and Learning

Develop authentic opportunities for student voice, family partnership, community connection, and meaningful demonstrations of mastery.
Track indicators including belonging, agency, attendance, course progress, readiness metrics, and graduation.

Deliverables:

- Student engagement structures and evidence of student voice
- Data collection plan and quarterly updates
- Artifacts demonstrating engagement and authentic assessment

5. Design Sustainable Structures to Maintain Impact Over Time

Establish professional learning, collaborative planning time, leadership pathways, and scheduling or staffing structures that support long-term redesign.

Deliverables:

- Description of organizational and scheduling structures
- Evidence of professional learning and collaboration systems
- Sustainability plan that extends beyond the grant period

2.2 Establish Demonstration Sites (Dinuba High School)

Each network will identify one or more California schools that exemplify redesign practices and will:

Serve as demonstration or learning sites

Host structured visits for educators, policymakers, and community stakeholders

Produce artifacts that document practices, lessons, and student work

Deliverables:

- Demonstration site profile(s)
- Annual demonstration site schedule
- Artifact package (videos, walkthrough tools, practice guides, student work, etc.)

2.3 Participate in Statewide Learning and Advisory Activities

Networks will actively engage in statewide and cross-network activities, including:

Advisory meetings

Monthly or quarterly cross-network convenings

Statewide Summer Institutes

Virtual communities of practice

Activities elevating student and educator voice

Each network must designate the required advisory representatives:
a network leader, partner LEA leader, site administrator, teacher leader, counselor, and student.

Deliverables:

- Participation logs and meeting attendance
- Presentation materials for convenings or institutes
- Contributions to statewide learning artifacts

2.4 Collect, Share, and Analyze Data

Networks will collect and submit data related to:

Student engagement, belonging, durable skills, and academic outcomes

School climate and family engagement

Implementation of redesign features

System-level partnerships, barriers, and sustainability factors

Networks must provide access to school- or district-level data systems as needed for statewide evaluation.

Deliverables:

- Quarterly Data Submission Package (a template will be provided)
- Data summaries as required for interim and annual reporting
- Contributions to statewide evaluation activities

2.5 Document Lessons Learned, Barriers, and Policy Implications

Networks will document successes, challenges, and policy or system barriers affecting redesign. This includes:

Case studies of demonstration sites

Analysis of implementation obstacles

Recommendations for local or statewide policy changes

Contributions to statewide resources and practice guides

Deliverables:

- Minimum of two case studies per network (assistance will be provided for this deliverable)
- Barrier and policy analysis
- Documentation artifacts for statewide use

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE PARENT INVOLVEMENT POLICIES FOR EACH COJUSD SCHOOL AND THE DISTRICT**

ATTACHMENTS: **TITLE I PARENT INVOLVEMENT POLICY LETTER AND PARENT INVOLVEMENT POLICIES FOR EACH SCHOOL**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board approval is the Parent Involvement Policies for each COJUSD school. Parental involvement is a requirement for schools that receive Title I funds. Schools are to develop a Parental Involvement Policy with the participation of parents. The goal is to build the capacity of parents and include them as a key partner to increase student achievement, as a part of the school's support team designed to assist the school in increasing student achievement. Attached are the Parent Involvement Policies for each school in the district.

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

BOARD GOAL:

[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 Parent Involvement Policies for each of the schools.**

PROPOSED ACTION: **APPROVE**

Item #: 2

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

Administration
Yolanda Valdez
Superintendent

Shevonne Swanson
Assistant Superintendent
Educational Services

Sunsie Tumacder
Assistant Superintendent
Administrative Services

Cutler-Orosi Joint Unified School District
12623 Avenue 416
Orosi Ca. 93647

Phone (559) 528-4763
Fax (559) 528-3132
www.cojusd.org

Cutler-Orosi Joint Unified School District
Title I Parent Involvement Policy

Cutler-Orosi Joint Unified School District has developed a written Title I parent involvement policy with input from Title I parents. This policy was developed with parent input during District Advisory Council (DAC) meetings. Cutler-Orosi Joint Unified School District has distributed this policy through regular mailing to parents of participating children (including parents of students with disabilities, parents of limited English proficient students, and parents of migratory students).

PART I: INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

Cutler-Orosi Joint Unified School District agrees to implement the following practices to involve parents in the Title I program:

- Cutler-Orosi Joint Unified will convene an annual English and Spanish meeting to inform parents of the following
    - The requirements of Title I
    - Of the parents right to be involved
    - About their school's participation
- The district will notify parents about the District Parent Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The district will make the District Parent Involvement Policy available to the local community by uploading it onto the school website.
- The district will annually update the District Parent Involvement Policy to meet the changing needs of parents and the school. These changes will be based on Title I survey results and District Advisory Council (DAC) input.
- The district will adopt the district's parent compact as a component of its Title I District Parent Involvement Policy.
- The district agrees to be governed by the following definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other district activities, including ensuring:

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- The carrying out of other activities that serve to increase parent involvement.

Board of Trustees
Sandra Williams
Board President
Marisol Rubalcaba
Vice President
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Board Clerk
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Trustee
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Javier Quevedo
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Karen Gonzalez
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PART II: IMPLEMENTATION OF THE PARENTAL INVOLVEMENT POLICY

Cutler-Orosi Joint Unified School District will take the following actions to involve parents in the joint development and joint agreement of its District Parent Involvement Policy and its-district-wide plan, if applicable, in an organized, ongoing, and timely way. This should be achieved through:

- Parent surveys
- Input by District Advisory Committee (DAC)

Cutler-Orosi Joint Unified will take the following actions to distribute to parents of participating children (including parents of students with disabilities, parents of limited English proficient students, and parents of migratory students) and the local community. The District Parent Involvement Policy:

- Posting policy on District website
- Making it available from the district office
- Providing policy to parent/guardian upon student enrollment

The District Advisory Committee (DAC) will annually review and update its District Parent Involvement Policy to meet the changing needs of parents and the district.

Cutler-Orosi Joint Unified School District will hold a flexible number of meetings at varying times, and provide childcare, paid for with Title I funding as long as these services relate to parental involvement.

Cutler-Orosi Joint Unified School District will provide timely information about Title I programs to parents of participating children and parents of migratory students in a timely manner through:

- An annual informational letter mailed to each student household
- An annual Title I parent meeting

Cutler-Orosi Joint Unified School District will provide parents of participating children (including parents of students with disabilities, parents to limited English proficient students, and parents of migratory students) a description and explanation of the curriculum in use at the school sites, the forms of academic assessment used to measure student's progress, and the proficiency levels students are expected to meet.

- Upon parent request
- On the district website
- With mailing CAASPP & ELPAC parent reports

Cutler-Orosi Joint Unified School District will submit any parent comments if the district-wide plan is not satisfactory to parents of participating children.

Board of Trustees
Sandra Williams
Board President
Marisol Rubalcaba
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PART III: BUILDING CAPACITY FOR INVOLVEMENT

Cutler-Orosi Joint Unified School District will build the districts' and parents' capacity for strong parental involvement by providing training/workshops on how to access the parent portal, attend workshops and training, and conferences in order to ensure effective involvement of parents and to support a partnership with the district, parents, and the community to improve student academic achievement, through the activities specifically described below:

- District Advisory Committee (DAC)
- District English Learner Advisory Committee (DELAC)
- Parenting Partners
- Parent Institute for Quality Education (PIQE)
- Grade Level Parent Meetings
- School Systems Academy
    - Digital Literacy Academy (Computer Classes/Workshops)
    - Literacy is King Academy!
    - On the Road to College Academy
    - Strong Family-School Partnership Academy
- Other workshops include:
    - Suicide prevention
    - Human trafficking
    - Cyber Safety
    - Drug Awareness and Prevention

Cutler-Orosi Joint Unified School District will provide other reasonable support for parent involvement activities under this section as parents may request. Cutler-Orosi Joint Unified School District will incorporate the district-parent compact as a component of its' District Involvement Policy.

Cutler-Orosi Joint Unified School District will provide assistance to parents of children served by the schools in understanding topics such as the following, but communication with parents through the District Advisory Committee (DAC), English Learner Advisory Council, parent meeting, and informational mailings to each household:

- The State's academic content standards
- The State's student academic achievement standards
- The State and local academic assessments
- The requirement of Title I
- How to monitor student progress
- How to work with educators
- Cutler-Orosi Joint Unified School District will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology. As appropriate, to foster parental involvement by surveying parents through:
- Grade Level Parent Meetings
- District Advisory Committee (DAC)

Educating Minds, Inspiring Futures
CUTLER OROSI
JOINT UNIFIED SCHOOL DISTRICT

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Joint Unified
School District
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Fax (559) 528-3132
www.cojusd.org

- English Learner Advisory Council
- Annual Title I Parent Survey

Cutler-Orosi Joint Unified School District will educate its teachers, pupil services, personnel, and administrative staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents and in how to implement and coordinate parent programs and build ties between parents and the district.

Coordinate and integrate parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their children.

Cutler-Orosi Joint Unified School District, will to the extent feasible and appropriate ensure that information related to the district and parent programs, meetings, and other activities, is sent to parents of participating children in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

PART IV: ACCESSIBILITY

Cutler-Orosi Joint Unified School District provides opportunities for the participation of all Title I parents, including parents of students with disabilities, parents with disabilities, parents of limited English proficient students, and parents of migratory students, of requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon and practicable as possible, information and school reports are provided in a format and language parents understand. Translators are also available upon request.

PART V: ADOPTION

The Cutler-Orosi Joint Unified Parent Involvement Policy has been developed jointly with and agreed on with parents of children participating in Title I, Part A programs as evidenced by the District Advisory Committee (DAC).

The policy was adopted by Cutler-Orosi Joint Unified School District and the District Advisory Committee (DAC) on March 24, 2026 and will be in effect for a period of one year. The district will distribute this policy to all parents of Participating in Title I, Part A children on or before September 4, 2026. It will be made available to the local community on or before September 4, 2026. Cutler-Orosi Joint Unified School District's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language parents can understand.



Cutler Elementary School
School Parent Involvement Policy
2026-27

Part I. GENERAL EXPECTATIONS

Cutler Elementary School agrees to implement the following:

The school will jointly develop with parents and distribute to parents of participating children, a School Parent Involvement Policy that the school and parents of participating children and parents of migratory students agree on.

- The school will notify parents about the School Parent Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parent Involvement Policy available to the local community.
- The school will annually update the School Parent Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its School Parent Involvement Policy.
- The school agrees to be governed by the following definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school

- That parents are full partners in their child's education and are included, as appropriate in decision-making and on advisory committees to assist in the education of their child
- Carrying out of other activities that serve to increase parent involvement.

Part II. Implementation of Cutler Elementary School's Parental Involvement Policy

1. Cutler Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parent Involvement Policy and its school-wide plan, if applicable, in an organized, ongoing, and timely way. This shall be achieved through:

- Parent surveys
- Input by English Learner Advisory Council
- Input and consent by School Site Council

2. Cutler Elementary School will take the following actions to distribute to parents of participating children, parents of migratory students and the local community, the School Parent Involvement Policy:

- Posting policy on Cutler Elementary School website
- Making it available from the school office
- Providing policy to parent/guardian upon student enrollment
- Mailed home annually

3. The Cutler Elementary School Site Council will annually review and update its School Parent Involvement Policy to meet the changing needs of parents and the school.

4. Cutler Elementary School will convene an annual meeting to inform parents of the following:

- The requirements of Title I
- School-Compact -Parents right to be involved
- Cutler School's participation in Title I

5. Cutler Elementary School will hold a flexible number of meetings at varying times, and provide child care, paid for with Title I funding as long as these services relate to parental involvement.

6. Cutler Elementary School will provide timely information about Title I programs to parents of participating children and parents of migratory students in a timely manner through:

- An annual informational letter mailed to each student household

- An annual Title I parent meeting

7. Cutler Elementary School will provide to parents of participating children and parents of migratory students a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

- Upon parent request
- Each Trimester - Parent Teacher Conference
- With mailings of CAASPP and ELPAC parent reports

8. Cutler Elementary School will provide parents of participating children and parents of migratory students, if requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

9. Cutler Elementary School will submit to the district any parent comments if the school-wide plan is not satisfactory to parents of participating children.

Part III. Shared Responsibilities for high academic achievement

Cutler Elementary School will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among Cutler Elementary School, parents, and the community to improve student academic achievement, through the activities specifically described below:

- Parent training
- Family Nights
- Parental access to the Teacher/Parent Resource library and other resources such as web sites, parent organizations, etc.

School-Parent Compact

Cutler Elementary distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress;

access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Cutler Elementary annually seeks input from the School Site Council (SSC) and English Learner Advisory Committee (ELAC) on how to improve parent involvement at the school. The Parent Involvement policy is updated annually with the support from the SSC and ELAC. Once the SSC approves the changes to the plan it is then mailed to all Title I students at the site and is available upon request in the front office

Building Capacity for Involvement

Cutler Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- Grade level teams hold family nights where grade level standards and expectations are shared with parents on a bi-monthly basis.

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

- Family Literacy Nights hosted by grade level teams
- Parenting Partners Parent Workshops
- How to read the CAASPP Report Parent Night

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and on how to work with parents as equal partners.

- Parenting Partners Workshops

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

- Family Education Center Resource Parent Meeting
    - Parents learn of the resources available to them in the community and neighboring communities. Socio Economic support, Mental Health services, Wellness.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

- Notices are sent home in the correspondence language typically in English and Spanish
- Flyers promoting events are posted around campus and sent home with students in English and Spanish
- Class Dojo used to send messages to parents in both English and Spanish to serve as a reminder for upcoming parent meetings/events.

The school provides support for parental involvement activities requested by Title I parents.

- At the annual Title I meeting, parents have the opportunity to request parent meetings around specific topics.
    - How to support students in early literacy
    - How to help students with CCSS homework

Cutler Elementary School will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by surveying parents through:

- Parenting Partners
- School Site Council
- English Learner Advisory Council
- Annual Title I parent survey
- Annual parent survey

Cutler Elementary School will, with the assistance of its district and parents, educate its teachers, pupil services personnel, and administrative staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

Cutler Elementary School will, to the extent feasible and appropriate, ensure that information related to the school and parent programs, meetings, and other activities, is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

Accessibility

Cutler Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language which parents understand.

- Translators are available upon request
- The County Office has available a person certified in American Sign Language that can be utilized to provide support to deaf parents
- Migratory correspondence letters are mailed to the address on record as well as sent home with student(s)

Adoption

The Cutler Elementary School Parent Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced by the

approval of Cutler Elementary School Site Council.

This policy was adopted by Cutler Elementary School and the Cutler Elementary School Site Council on April 27, 2026 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children after April 27, 2026. It will be made available to the local community after April 27, 2026. Cutler Elementary School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

Adopted: School Site Council **Principal:** Diana Vidal

SSC Approved: 4-27-26 **SSC Chair:**



Golden Valley Elementary School
School Parent Involvement Policy
2026-27

Part I. GENERAL EXPECTATIONS

Golden Valley Elementary School agrees to implement the following:

The school will jointly develop with parents and distribute to parents of participating children, a School Parent Involvement Policy that the school and parents of participating children and parents of migratory students agree on.

- The school will notify parents about the School Parent Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parent Involvement Policy available to the local community.
- The school will annually update the School Parent Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its School Parent Involvement Policy.
- The school agrees to be governed by the following definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school
- That parents are full partners in their child's education and are included, as appropriate in decision-making and on advisory committees to assist in the education of their child
- Carrying out of other activities that serve to increase parent involvement.

Part II. Implementation of Golden Valley Elementary School's Parental Involvement Policy

1. Golden Valley Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parent Involvement Policy and its school-wide plan, if applicable, in an organized, ongoing, and timely way. This shall be achieved through:

- Parent surveys
- Input by English Learner Advisory Council
- Input and consent by School Site Council

2. Golden Valley Elementary School will take the following actions to distribute to parents of participating children, parents of migratory students and the local community, the School Parent Involvement Policy:

- Posting policy on Golden Valley Elementary School website
- Making it available from the school office
- Providing policy to parent/guardian upon student enrollment
- Mailed home annually

3. The Golden Valley Elementary School Site Council will annually review and update its School Parent Involvement Policy to meet the changing needs of parents and the school.

4. Golden Valley Elementary School will convene an annual meeting to inform parents of the following:

- The requirements of Title I
- School-Compact -Parents right to be involved
- Golden Valley School's participation in Title I

5. Golden Valley Elementary School will hold a flexible number of meetings at varying times, and provide child care, paid for with Title I funding as long as these services relate to parental involvement.

6. Golden Valley Elementary School will provide timely information about Title I programs to parents of participating children and parents of migratory students in a timely manner through:

- An annual informational letter mailed to each student household
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7. Golden Valley Elementary School will provide to parents of participating children and parents of migratory students a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

- Upon parent request
- Each Trimester - Parent Teacher Conference
- With mailings of CAASPP and ELPAC parent reports

8. Golden Valley Elementary School will provide parents of participating children and parents of migratory students, if requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

9. Golden Valley Elementary School will submit to the district any parent comments if the school-wide plan is not satisfactory to parents of participating children.

Part III. Shared Responsibilities for high academic achievement

Golden Valley Elementary School will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among Golden Valley Elementary School, parents, and the community to improve student academic achievement, through the activities specifically described below:

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- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Golden Valley Elementary annually seeks input from the School Site Council (SSC) and English Learner Advisory Committee (ELAC) on how to improve parent involvement at the school. The Parent Involvement policy is updated annually with the support from the SSC and ELAC. Once the SSC approves the changes to the plan it is then mailed to all Title I students at the site and is available upon request in the front office

Building Capacity for Involvement

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The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

- Family Literacy Nights hosted by grade level teams
- Parenting Partners Parent Workshops
- How to read the CAASPP Report Parent Night

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The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

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    - Parents learn of the resources available to them in the community and neighboring communities. Socio Economic support, Mental Health services, Wellness.

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    - How to support students in early literacy
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Golden Valley Elementary School will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by surveying parents through:

- Parenting Partners
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Golden Valley Elementary School will, with the assistance of its district and parents, educate its teachers, pupil services personnel, and administrative staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

Golden Valley Elementary School will, to the extent feasible and appropriate, ensure that information related to the school and parent programs, meetings, and other activities, is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

Accessibility

Golden Valley Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language which parents understand.
- Translators are available upon request
- The County Office has available a person certified in American Sign Language that can be utilized to provide support to deaf parents
- Migratory correspondence letters are mailed to the address on record as well as sent home with student(s)

Adoption

The Golden Valley Elementary School Parent Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced by the approval of Golden Valley Elementary School Site Council.

This policy was adopted by Golden Valley Elementary School and the Golden Valley Elementary School Site Council on April 27, 2026 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children after April 27, 2026. It will be made available to the local community after April 27, 2026. Golden Valley Elementary School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

Adopted: April 27, 2026 **Principal:** Mrs Allgood

SSC Approved: April 27, 2026 **SSC Chair:** J R



Golden Valley
2026-2027
Póliza de Participación de los Padres

Parte I. Expectativas Generales

La Escuela Primaria de Golden Valley acuerda implementar lo siguiente:

La escuela se desarrollará conjuntamente con los padres y distribuirá a los padres de los niños participantes, una Póliza de participación de los padres de la escuela en la que la escuela y los padres de los niños participantes y los padres de los estudiantes migratorios acuerden.

- La escuela notificará a los padres sobre la Póliza de participación de los padres de la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá esta póliza a los padres en un idioma que los padres puedan entender.
- La escuela pondrá a disposición de la comunidad local la Póliza de participación de padres de la escuela.
- La escuela actualizará anualmente la Póliza de participación de los padres de la escuela para satisfacer las necesidades cambiantes de los padres y la escuela.
- La escuela adoptará el pacto escuela-padres de la escuela como un componente de su Póliza de participación de padres de la escuela.
- • La escuela acepta regirse por la siguiente definición de participación de los padres, y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:



La participación de los padres significa la participación de los padres en una comunicación regular, bidireccional y significativa que involucre el aprendizaje académico de los alumnos y otras actividades escolares, lo que incluye garantizar:

- que los padres desempeñan un papel integral para ayudar al aprendizaje de sus hijos;
- que se anima a los padres a participar activamente en la educación de sus hijos en la escuela y asistir a reuniones y capacitaciones para padres;
- que los padres son socios plenos en la educación de sus hijos y están incluidos, según corresponda, en la toma de decisiones y en los comités asesores para ayudar en la educación de sus hijos;
- la realización de otras actividades que sirven para aumentar la participación de los padres.

Parte II. Implementación de la póliza de participación de los padres de la escuela primaria de Golden Valley.

1. La Escuela Primaria de Golden Valley tomará las siguientes medidas para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de su Póliza de Participación Escolar y Padres y su plan para toda la escuela, si corresponde, de manera organizada, continua y oportuna. Esto se logrará a través de:

- Encuestas para padres
- Contribución del Comité Consultivo de Aprendizaje de Ingles
- Entrada y consentimiento por el Comité Consultivo Escolar
- Contribución del Comité Asesor Escolar

2. La Escuela Primaria de Golden Valley tomará las siguientes medidas para distribuir a los padres de los niños participantes, padres de estudiantes migratorios y la comunidad local, la Póliza de Participación de los Padres de la escuela:

- Póliza de publicación en el sitio web de la Escuela Primaria de Golden Valley Haciéndolo disponible desde la oficina de la escuela
- Proporcionar una póliza a los padres / tutores en la inscripción de estudiantes



3. El Consejo Escolar de la Escuela Primaria de Golden Valle revisará y actualizará anualmente su Póliza de participación de los padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela.

4. La Escuela Primaria de Golden Valley convocará una reunión anual para informar a los padres de lo siguiente:

- Los requisitos del Título I
- Del derecho de los padres a involucrarse
- Acerca de la participación de su escuela en el Título I

5. La Escuela Primaria de Golden Valley llevará a cabo una cantidad flexible de reuniones en diferentes momentos, y proporcionará cuidado infantil, pagado con fondos del Título I, siempre que estos servicios se relacionen con la participación de los padres.

6. La Escuela Primaria de Golden Valley proporcionará información oportuna sobre los programas de Título I a los padres de los niños participantes y los padres de estudiantes migratorios de manera oportuna a través de:

- Una carta informativa anual enviada por correo a cada hogar de estudiantes
- Una reunión anual de padres de Título I

7. La Escuela Primaria de Golden Valley proporcionará a los padres de niños participantes y padres de estudiantes migratorios una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso del estudiante y los niveles de competencia que se espera que los estudiantes alcancen:

- A petición de los padres
- Conferencia Trimestral de Padres y Maestros
- Con los envíos de los informes principales CAASPP y ELPAC

8. La Escuela Primaria de Golden Valley proporcionará a padres de niños participantes y padres de estudiantes migratorios, si así lo solicitan los padres, oportunidades para reuniones regulares para formular sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos, y responder ante tales sugerencias tan pronto como sea posible.



9. La Escuela Primaria de Golden Valley presentará al distrito cualquier comentario de los padres si el plan de toda la escuela no es satisfactorio para los padres de los niños participantes.

Parte III. Responsabilidades compartidas para un alto rendimiento académico

1. La Escuela Primaria de Golden Valley construirá la capacidad de la escuela y los padres para una fuerte participación de los padres, para asegurar la participación efectiva de los padres y para apoyar una asociación entre la Escuela Primaria de Golden Valley, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de las actividades descrito abajo:

- Entrenamiento para padres / Noches
- Conferencias de padres y profesores
- Comité Consultivo Escolar
- Comité Asesor Escolar
- Comité Consultivo de Aprendizaje de Ingles
- Acceso de los padres a la biblioteca de recursos para maestros / padres y otros recursos como sitios web, organizaciones de padres, etc.

2. La Escuela Primaria de Golden Valley incorporará el compacto entre la escuela y los padres como un componente de su Póliza de participación de padres en la escuela.

3. La Escuela Primaria de Golden Valley, con la ayuda de su distrito, proporcionará asistencia a los padres de los niños atendidos por la escuela para comprender los siguientes temas, comunicándose con los padres a través del Comité Consultivo Escolar, el Comité Consultivo de Aprendizaje de Ingles, el Instituto de Padres, Envíos informativos a cada hogar:

- Los estándares de contenido académico del estado
- Los estándares de rendimiento académico estudiantil del estado
- Las evaluaciones académicas estatales y locales
- Los requisitos del Título I
- Cómo monitorear el progreso de su estudiante
- Cómo trabajar con educadore



4. La Escuela Primaria de Golden Valley, con la asistencia de su distrito, proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar los logros académicos de sus hijos, como alfabetización y el uso de la tecnología, según corresponda, para fomentar la participación de los padres mediante encuestas de padres a través de:

- Consejo del sitio escolar
- Comité Consultivo de Aprendizaje de Ingles
- Comité Asesor Escolar
- Encuesta anual de padres del Título I

5. La Escuela Primaria de Golden Valley, con la ayuda de su distrito y sus padres, educará a sus maestros, personal de servicios estudiantiles y personal administrativo sobre cómo llegar, comunicarse y trabajar con los padres como socios iguales en el valor y la utilidad de las contribuciones de los padres y de cómo implementar y coordinar los programas para padres y construir lazos entre los padres y las escuelas.

6. La Escuela Primaria de Golden Valley asegurará, en la medida de lo posible y apropiado, que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades se envíe a los padres de los niños participantes en un formato comprensible y uniforme, incluyendo formatos alternativos a solicitud y, en la medida de lo posible, en un idioma que los padres puedan entender.

Parte IV. Adopción

La póliza de participación de los padres de la escuela primaria de Golden Valley se ha desarrollado conjuntamente con los padres de los niños que participan en los programas del Título I, Parte A, como lo demuestra la aprobación del Consejo Escolar de la Escuela Primaria de Golden Valley depues de el dia 27 de Abril 2026.

Esta política fue adoptada por la Escuela Primaria de Golden Valley y el Comité Consultivo Escolar de la Escuela Primaria de Golden Valley..

Aprobación del Comité Consultivo Escolar el 27 de Abril de 2026.

Adopted: April 27, 2026 **Principal:** Mrs. Aldridge

SSC Approved: April 27, 2026 **SSC Chair:** J. R.

PALM ELEMENTARY SCHOOL

"WHERE LEADERS ARE MADE"

Palm Elementary School
School Parent Involvement Policy

Part I. GENERAL EXPECTATIONS

Palm Elementary School agrees to implement the following:

The school will jointly develop with parents and distribute to parents of participating children, a School Parent Involvement Policy that the school, parents of participating children, and parents of migratory students agree on.

- The school will notify parents about the School Parent Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parent Involvement Policy available to the local community.
- The school will annually update the School Parent Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its School Parent Involvement Policy.
- The school agrees to be governed by the following definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school
- That parents are full partners in their child's education and are included, as appropriate in decision-making and on advisory committees to assist in the education of their child
- Carrying out of other activities that serve to increase parent involvement.



PALM ELEMENTARY SCHOOL

"WHERE LEADERS ARE MADE"

Part II. Implementation of Palm Elementary School's Parental Involvement Policy

1. Palm Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parent Involvement Policy and its school-wide plan, if applicable, in an organized, ongoing, and timely way. This shall be achieved through:

- Parent surveys
- Input by English Learner Advisory Council
- Input and consent by School Site Council

2. Palm Elementary School will take the following actions to distribute the to parents of participating children, parents of migratory students, and the local community, the School Parent Involvement Policy:

- Posting policy on Palm Elementary School website
- Making it available from the school office
- Providing policy to parents/guardians upon student enrollment
- Mailed home annually

3. The Palm Elementary School Site Council will annually review and update its School Parent Involvement Policy to meet the changing needs of parents and the school.

4. Palm Elementary School will convene an annual meeting to inform parents of the following:

- The requirements of Title I
- School-Compact -Parents' right to be involved
- Palm School's participation in Title I

5. Palm Elementary School will hold a flexible number of meetings at varying times, and provide child care, paid for with Title I funding as long as these services relate to parental involvement.

6. Palm Elementary School will provide timely information about Title I programs to parents of participating children and parents of migratory students in a timely manner through:

- An annual informational letter is mailed to each student's household
- An annual Title I parent meeting

7. Palm Elementary School will provide parents of participating children and parents of migratory students a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

- Upon parents' request
- Quarterly Parent-Teacher Conference
- With mailings of CAASPP and ELPAC parent reports

8. Palm Elementary School will provide parents of participating children and parents of migratory students if requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

9. Palm Elementary School will submit to the district any parent comments if the school-wide plan is not satisfactory to parents of participating children.

Part III. Shared Responsibilities for high academic achievement

Palm Elementary School will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among Palm Elementary School, parents, and the community to improve student academic achievement, through the activities specifically described below:

- Parent training
- Family Nights
- Literacy Nights
- Parental access to the Teacher/Parent Resource library and other resources such as websites, parent organizations, etc.

School-Parent Compact

Palm Elementary distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility is to provide a high-quality curriculum and instruction
- The way parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Palm Elementary annually seeks input from the School Site Council (SSC) and English Learner Advisory Committee (ELAC) on improving parent involvement at the school. The Parent Involvement policy is updated annually with support from the SSC and ELAC. Once the SSC approves the changes to the plan, it is then mailed to all Title I students at the site and is available upon request in the front office

Building Capacity for Involvement

Palm Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- Grade-level teams hold family nights where grade-level standards and expectations are shared with parents on a bi-monthly basis.

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

- Family Literacy Nights hosted by grade-level teams
- Parenting Partners Parent Workshops
- PIQE Parent Institute for Quality Education
- How to read the CAASPP Report Parent Night
- Culture Night

With the assistance of Title I parents, the school educates staff members about the value of parent contributions and how to work with parents as equal partners.

- Parenting Partners Workshops

The school coordinates and integrates the Title I parental involvement program with other programs and conducts other activities, such as parent resource centers, to encourage and

support parents in more fully participating in the education of their children.

- Family Education Center Resource Parent Meeting
  - Parents learn of the resources available to them in the community and neighboring communities. Socio-Economic support, Mental Health Services, Wellness

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

- Notices are sent home in the correspondence language, typically in English and Spanish
- Flyers promoting events are posted around campus and sent home with students in English and Spanish
- Thrillshare automated system is used to send recorded messages to parents in both English and Spanish to serve as a reminder for upcoming parent meetings/events.

The school provides support for parental involvement activities requested by Title I parents.

- At the annual Title I meeting, parents have the opportunity to request parent meetings around specific topics.
  - How to support students in early literacy
  - How to help students with CCSS homework

4. Palm Elementary School will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by surveying parents through:

- Parenting Partners
- School Site Council
- English Learner Advisory Council
- Annual Title I parent survey
- Annual parent survey

5. Palm Elementary School will, with the assistance of its district and parents, educate its teachers, pupil services personnel, and administrative staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

6. Palm Elementary School will, to the extent feasible and appropriate, ensure that information related to the school and parent programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats

upon request, and, to the extent practicable, in a language the parents can understand.

Accessibility

Palm Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- Translators are available upon request
- The County Office has available a person certified in American Sign Language who can be utilized to provide support to deaf parents
- Migratory correspondence letters are mailed to the address on record, as well as sent home with student(s)

Adoption

The Palm Elementary School Parent Involvement Policy has been developed jointly with and agreed on with, parents of children participating in Title I, Part A programs as evidenced by the approval of Palm Elementary School Site Council.

This policy was adopted by Palm Elementary School and the Palm Elementary School Site Council on April 9, 2026, and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or after April 9, 2026. It will be available to the local community on or after April 9, 2026. Palm Elementary School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

Adopted: April 9, 2026 **Principal:**

SSC Approved: April 9, 2026 **SSC Chair:**

PALM ELEMENTARY SCHOOL

"WHERE LEADERS ARE MADE"

Palm Elementary School
School Parent Involvement Policy

Part I. GENERAL EXPECTATIONS

Palm Elementary School agrees to implement the following:

The school will jointly develop with parents and distribute to parents of participating children, a School Parent Involvement Policy that the school, parents of participating children, and parents of migratory students agree on.

- The school will notify parents about the School Parent Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parent Involvement Policy available to the local community.
- The school will annually update the School Parent Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its School Parent Involvement Policy.
- The school agrees to be governed by the following definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school
- That parents are full partners in their child's education and are included, as appropriate in decision-making and on advisory committees to assist in the education of their child
- Carrying out of other activities that serve to increase parent involvement.



PALM ELEMENTARY SCHOOL

"WHERE LEADERS ARE MADE"

Part II. Implementation of Palm Elementary School's Parental Involvement Policy

1. Palm Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parent Involvement Policy and its school-wide plan, if applicable, in an organized, ongoing, and timely way. This shall be achieved through:

- Parent surveys
- Input by English Learner Advisory Council
- Input and consent by School Site Council

2. Palm Elementary School will take the following actions to distribute the to parents of participating children, parents of migratory students, and the local community, the School Parent Involvement Policy:

- Posting policy on Palm Elementary School website
- Making it available from the school office
- Providing policy to parents/guardians upon student enrollment
- Mailed home annually

3. The Palm Elementary School Site Council will annually review and update its School Parent Involvement Policy to meet the changing needs of parents and the school.

4. Palm Elementary School will convene an annual meeting to inform parents of the following:

- The requirements of Title I
- School-Compact -Parents' right to be involved
- Palm School's participation in Title I

5. Palm Elementary School will hold a flexible number of meetings at varying times, and provide child care, paid for with Title I funding as long as these services relate to parental involvement.

6. Palm Elementary School will provide timely information about Title I programs to parents of participating children and parents of migratory students in a timely manner through:

- An annual informational letter is mailed to each student's household
- An annual Title I parent meeting

7. Palm Elementary School will provide parents of participating children and parents of migratory students a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

- Upon parents' request
- Quarterly Parent-Teacher Conference
- With mailings of CAASPP and ELPAC parent reports

8. Palm Elementary School will provide parents of participating children and parents of migratory students if requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

9. Palm Elementary School will submit to the district any parent comments if the school-wide plan is not satisfactory to parents of participating children.

Part III. Shared Responsibilities for high academic achievement

Palm Elementary School will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among Palm Elementary School, parents, and the community to improve student academic achievement, through the activities specifically described below:

- Parent training
- Family Nights
- Literacy Nights
- Parental access to the Teacher/Parent Resource library and other resources such as websites, parent organizations, etc.

School-Parent Compact

Palm Elementary distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility is to provide a high-quality curriculum and instruction
- The way parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Palm Elementary annually seeks input from the School Site Council (SSC) and English Learner Advisory Committee (ELAC) on improving parent involvement at the school. The Parent Involvement policy is updated annually with support from the SSC and ELAC. Once the SSC approves the changes to the plan, it is then mailed to all Title I students at the site and is available upon request in the front office

Building Capacity for Involvement

Palm Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- Grade-level teams hold family nights where grade-level standards and expectations are shared with parents on a bi-monthly basis.

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

- Family Literacy Nights hosted by grade-level teams
- Parenting Partners Parent Workshops
- PIQE Parent Institute for Quality Education
- How to read the CAASPP Report Parent Night
- Culture Night

With the assistance of Title I parents, the school educates staff members about the value of parent contributions and how to work with parents as equal partners.

- Parenting Partners Workshops

The school coordinates and integrates the Title I parental involvement program with other programs and conducts other activities, such as parent resource centers, to encourage and

support parents in more fully participating in the education of their children.

- Family Education Center Resource Parent Meeting
  - Parents learn of the resources available to them in the community and neighboring communities. Socio-Economic support, Mental Health Services, Wellness

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

- Notices are sent home in the correspondence language, typically in English and Spanish
- Flyers promoting events are posted around campus and sent home with students in English and Spanish
- Thrillshare automated system is used to send recorded messages to parents in both English and Spanish to serve as a reminder for upcoming parent meetings/events.

The school provides support for parental involvement activities requested by Title I parents.

- At the annual Title I meeting, parents have the opportunity to request parent meetings around specific topics.
  - How to support students in early literacy
  - How to help students with CCSS homework

4. Palm Elementary School will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by surveying parents through:

- Parenting Partners
- School Site Council
- English Learner Advisory Council
- Annual Title I parent survey
- Annual parent survey

5. Palm Elementary School will, with the assistance of its district and parents, educate its teachers, pupil services personnel, and administrative staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

6. Palm Elementary School will, to the extent feasible and appropriate, ensure that information related to the school and parent programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats

upon request, and, to the extent practicable, in a language the parents can understand.

Accessibility

Palm Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- Translators are available upon request
- The County Office has available a person certified in American Sign Language who can be utilized to provide support to deaf parents
- Migratory correspondence letters are mailed to the address on record, as well as sent home with student(s)

Adoption

The Palm Elementary School Parent Involvement Policy has been developed jointly with and agreed on with, parents of children participating in Title I, Part A programs as evidenced by the approval of Palm Elementary School Site Council.

This policy was adopted by Palm Elementary School and the Palm Elementary School Site Council on April 9, 2026, and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or after April 9, 2026. It will be available to the local community on or after April 9, 2026. Palm Elementary School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

Adopted: April 9, 2026
SSC Approved: April 9, 2026

Principal:
SSC Chair:

vEl Monte Middle School : School Parent Involvement Policy

Part I. GENERAL EXPECTATIONS

El Monte Middle School agrees to implement the following:

The school will jointly develop with parents and distribute to parents of participating children a School Parent Involvement Policy that the school and parents of participating children and parents of migratory students agree on.

- The school will notify parents about the School Parent Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parent Involvement Policy available to the local community.
- The school will annually update the School Parent Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its School Parent Involvement Policy.
- The school agrees to be governed by the following definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
(A) that parents play an integral role in assisting their child's learning;
(B) that parents are encouraged to be actively involved in their child's education at school;
(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
(D) the carrying out of other activities that serve to increase parent involvement.

Part II. Implementation of The Parental Involvement Policy

1. El Monte Middle School will take the following actions to involve parents in the joint development and joint agreement of its School Parent Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way. This shall be achieved through:

- Parent surveys
- Input by English Learner Advisory Council
- Input and consent by School Site Council

2. El Monte Middle School will take the following actions to distribute to parents of participating children, parents of migratory students and the local community, the School Parent Involvement Policy:

- Posting policy on El Monte Middle School.website.
- Making it available from the school office
- Providing policy to parent/guardian upon student enrollment

3. The El Monte Middle School Site Council will annually review and update its School Parent Involvement Policy to meet the changing needs of parents and the school.

4. El Monte Middle School will convene an annual meeting to inform parents of the following:

- The requirements of Title I
- Of the parents right to be involved
- About their school's participation in Title I

5. El Monte Middle School will hold a flexible number of meetings at varying times, and provide childcare, paid for with Title I funding as long as these services relate to parental involvement.

6. El Monte Middle School will provide timely information about Title I programs to parents of participating children and

parents of migratory students in a timely manner through:

- An annual informational letter mailed to each student household
- An annual Title I parent meeting

7. El Monte Middle School will provide to parents of participating children and parents of migratory students a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

- Upon parent request
- At Report Card Night
- On the El Monte Middle School website
- With posting of CAASSP, CAHSEE and CELDT parent reports

8. El Monte Middle School will provide parents of participating children and parents of migratory students, if requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

9. El Monte Middle School will submit to the district any parent comments if the school wide plan is not satisfactory to parents of participating children.

Part III Shared Responsibilities for Middle school academic achievement

1. El Monte Middle School will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among El Monte Middle School, parents, and the community to improve student academic achievement, through the activities specifically described below:

- Progress Report Card Night
- English Learner Advisory Council
- School Site Council
- Parent Teacher Organization with integrated parent institutes.
- Parenting Partners
- School Systems Academy
    - Digital Literacy Academy (Computer Classes/Workshops)
    - On the Road to College Academy (Latino Family Literacy)
    - Strong Family-School Partnership Academy
- Other Workshops include:
    - Suicide Prevention
    - Human Trafficking
    - Cyber Safety
    - Drug Awareness and Prevention

2. El Monte Middle School will incorporate the school-parent compact as a component of its School Parent Involvement Policy.

3. El Monte Middle School will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by communicating with parent through the School Site Council, English Learner Advisory Council, Parent-Teacher Organization (Parent Institute), and informational posts:

- The State's academic content standards
- The State's student academic achievement standards
- The State and local academic assessments
- The requirements of Title I
- How to monitor their student's progress

- How to work with educators
- How to show parents how to motivate and increase literacy at home

4. El Monte Middle School will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by surveying parents through:

- Parent-Teacher Organization (Parent Institutes)
- School Site Council
- English Learner Advisory Council
- Annual Title I Parent Survey
- Annual El Monte Middle School parent survey

5. El Monte Middle School will, with the assistance of its district and parents, educate its teachers, pupil services personnel, and administrative staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

6. El Monte Middle School will, to the extent feasible and appropriate, ensure that information related to the school and parent programs, meetings, and other activities, is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand.

Part IV Adoption

The El Monte Middle School Parent Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I programs as evidenced by the approval of the El Monte Middle School Site Council.

This policy was adopted by El Monte Middle School and the El Monte Middle School Site Council on 3/23/26 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I children on or before 8/10/26. It will be made available to the local community on or before 8/10/26. El Monte Middle School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

Lisa Miller 3/24/26

SSC Chairperson / Date

3/24/2026

Principal / Date

Orosi High School
Title 1 School Parent Involvement Policy

Orosi High School has developed a written Title 1 parent involvement policy with input from Title 1 parents. This policy was developed with parent input during SSC and ELAC meetings. Orosi High has distributed this policy through regular mailing to parents of participating children (including parents of students with disabilities, parents of limited English proficient students, and parents of migratory students).

INVOLVEMENT OF PARENTS IN THE TITLE 1 PROGRAM

Orosi High School agrees to implement the following practices to involve parents in the Title 1 program:

- Orosi High School will convene an annual English and Spanish meeting to inform parents of the following:
    - The requirements of Title I
    - Of the parents right to be involved
    - About their school's participation in Title I

- The school will notify parents about the School Parent Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.

- The school will make the School Parent Involvement Policy available to the local community by uploading it onto the school website.

- The school will annually update the School Parent Involvement Policy to meet the changing needs of parents and the school. These changes will be based off Title 1 survey results and SSC/ELAC input.

- The school will adopt the school's school-parent compact as a component of its Title 1 School Parent Involvement Policy.

- The school will provide 2 way communication via zoom when needed.

- The school agrees to be governed by the following definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- that parents play an integral role in assisting their child's learning;
- that parents will ensure their child is actively participating in course work at school and from home when distance learning occurs which includes a schedule;
- that parents are encouraged to be actively involved in their child's education at school and from home when distance learning occurs;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- the carrying out of other activities that serve to increase parent involvement.

IMPLEMENTATION OF THE PARENTAL INVOLVEMENT POLICY

Orosi High School will take the following actions to involve parents in the joint development and joint agreement of its School Parent Involvement Policy and its school-wide plan, if applicable, in an organized, ongoing, and timely way. This shall be achieved through:

- Parent surveys
- Input by English Learner Advisory Council
- Input and consent by School Site Council
- Input by School Advisory Council

Orosi High School will take the following actions to distribute to parents of participating children (including parents of students with disabilities, parents of limited English proficient students, and parents of migratory students) and the local community, the School Parent Involvement Policy:

- Posting policy on OHS website
- Making it available from the school office
- Providing policy to parent/guardian upon student enrollment

The Orosi High School Site Council will annually review and update its School Parent Involvement Policy to meet the changing needs of parents and the school.

Orosi High School will hold a flexible number of meetings at varying times, and provide child care, paid for with Title I funding as long as these services relate to parental involvement.

Orosi High School will provide timely information about Title I programs to parents of participating children and parents of migratory students in a timely manner through:

- An annual informational letter mailed to each student household
- An annual Title I parent meeting

Orosi High School will provide to parents of participating children (including parents of students with disabilities, parents of limited English proficient students, and parents of migratory students) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

- Upon parent request
- At Progress Report Night
- On the OHS website
- With mailings CAASPP and ELPAC parent reports

Orosi High School will submit to the district any parent comments if the school-wide plan is not satisfactory to parents of participating children.

BUILDING CAPACITY FOR INVOLVEMENT

Orosi High School will build the school's and parent's capacity for strong parental involvement by providing trainings on how to access the parent portal, the school calendar, create a Google email account and schedule a meeting with the academic counselors in order to ensure effective involvement of parents and to support a partnership among Orosi High School, parents, and the community to improve student academic achievement, through the activities specifically described below:

- Progress Report Card Night
- English Learner Advisory Council
- School Site Council
- School Advisory Council

- Parent Meetings
- Parenting Partners

Orosi High School will provide other reasonable support for parent involvement activities under this section as parents may request.
Orosi High School will incorporate the school-parent compact as a component of its School Parent Involvement Policy.

Orosi High School will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by communicating with parent through the School Site Council, English Learner Advisory Council, School Advisory Council, Parent meetings, and informational mailings to each household:

- The State's academic content standards
- The State's student academic achievement standards
- The State and local academic assessments
- The requirements of Title I
- How to monitor their student's progress
- How to work with educators

Orosi High School will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by surveying parents through:

- Parent meetings
- School Site Council
- English Learner Advisory Council
- School Advisory Council
- Annual Title I parent survey
- Annual OHS parent survey

Orosi High School will, with the assistance of its district and parents, educate its teachers, pupil services personnel, and administrative staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

Orosi High School will, to the extent feasible and appropriate, ensure that information related to the school and parent programs, meetings, and other activities, is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

ACCESSIBILITY

Orosi High School provides opportunities for the participation of all Title 1 parents, including parents of students with disabilities, parents with disabilities, parents of limited English proficient students, and parents of migratory students, if requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. Information and school reports are provided in a format and language parents understand. Translators are also available upon request.

ADOPTION

The Orosi High School Parent Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced by the approval of Orosi High School Site Council.

This policy was adopted by Orosi High School and the Orosi High School Site Council on May 26th, 2025 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before August 1, 2025. It will be made available to the local community on or before August 1, 2024. Orosi High School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

(signature of Principal)

(signature of SSC Chair)

6/3/2026

(date)

Claudia Lira 6-3-26



Alternative Education Schools
Title 1 School Parent Involvement Policy

Alternative Education Schools have developed a written Title 1 parent involvement policy with input from Title 1 parents. This policy was developed with parent input during SSC and ELAC meetings. Alternative Education Schools have distributed this policy through the registration process at the time of enrollment to parents of participating children (including parents of students with disabilities, parents of limited English proficient students, and parents of migratory students).

INVOLVEMENT OF PARENTS IN THE TITLE 1 PROGRAM

Alternative Education Schools agree to implement the following practices to involve parents in the Title 1 program:

- Alternative Education School will convene an annual English and Spanish meeting to inform parents of the following:
    - The requirements of Title I
    - Of the parents' rights to be involved
    - About their school's participation in Title I
- The school will notify parents about the School Parent Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parent Involvement Policy available to the local community by uploading it onto the school website.
- The school will annually update the School Parent Involvement Policy to meet the changing needs of parents and the school. These changes will be based off Title 1 survey results and SSC/ELAC input.
- The school will adopt the school's school-parent compact as a component of its Title 1 School Parent Involvement Policy.
- The school agrees to be governed by the following definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- the carrying out of other activities that serve to increase parent involvement.

IMPLEMENTATION OF THE PARENTAL INVOLVEMENT POLICY

Alternative Education Schools will take the following actions to involve parents in the joint development and joint agreement of its School Parent Involvement Policy and its school-wide plan, if applicable, in an organized, ongoing, and timely way. This shall be achieved through:

- Parent surveys
- Input by English Learner Advisory Council
- Input and consent by School Site Council
- Input by School Advisory Council

Alternative Education Schools will take the following actions to distribute to parents of participating children (including parents of students with disabilities, parents of limited English proficient students, and parents of migratory students) and the local community, the School Parent Involvement Policy:

- Posting policy on schools' websites
- Making it available from the school office
- Providing policy to parent/guardian upon student enrollment

The Alternative Education Schools Site Council will annually review and update its School Parent Involvement Policy to meet the changing needs of parents and the school.

Alternative Education Schools will hold a flexible number of meetings at varying times, and provide child care, paid for with Title I funding as long as these services relate to parental involvement.

Alternative Education Schools will provide timely information about Title I programs to parents of participating children and parents of migratory students in a timely manner through:

- An annual informational letter mailed to each student household
- An annual Title I parent meeting

Alternative Education Schools will provide to parents of participating children (including parents of students with disabilities, parents of limited English proficient students, and parents of migratory students) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

- Upon parent request
- At Progress Report Night
- On the website
- With mailings of CAASPP and ELPAC parent reports

Alternative Education Schools will submit to the district any parent comments if the school-wide plan is not satisfactory to parents of participating children.

BUILDING CAPACITY FOR INVOLVEMENT

Alternative Education Schools will build the school's and parent's capacity for strong parental involvement by providing trainings on how to access the parent portal, the school calendar, create a Google email account and schedule a meeting with the academic counselors to ensure effective involvement of parents and to support a partnership among Alternative Education Schools, parents, and the community to improve student academic achievement, through the activities specifically described below:

- Progress Report Card Night
- English Learner Advisory Council
- School Site Council
- School Advisory Council
- Parent Meetings
- Parenting Partners
- School Systems Academy
  - Digital Literacy Academy (Computer Classes/Workshops)
  - Literacy is King Academy!
  - On the Road to College Academy (Latino Family Literacy)
  - Strong Family-School Partnership Academy
- Other workshops include:
  - Suicide Prevention

- Human trafficking
- Cyber Safety
- Drug Awareness and Prevention

Alternative Education Schools will provide other reasonable support for parent involvement activities under this section as parents may request.
Alternative Education Schools will incorporate the school-parent compact as a component of its School Parent Involvement Policy.

Alternative Education Schools will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by communicating with parent through the School Site Council, English Learner Advisory Council, School Advisory Council, Parent meetings, and informational mailings to each household:

- The State's academic content standards
- The State's student academic achievement standards
- The State and local academic assessments
- The requirements of Title I
- How to monitor their student's progress
- How to work with educators

Alternative Education Schools will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by surveying parents through:

- Parent meetings
- School Site Council
- English Learner Advisory Council
- School Advisory Council
- Annual Title I parent survey

Alternative Education Schools will, with the assistance of its district and parents, educate its teachers, pupil services personnel, and administrative staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

Alternative Education Schools will, to the extent feasible and appropriate, ensure that information related to the school and parent programs, meetings, and other activities, is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

ACCESSIBILITY

Alternative Education Schools provide opportunities for the participation of all Title 1 parents, including parents of students with disabilities, parents with disabilities, parents of limited English proficient students, and parents of migratory students, if requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. Information and school reports are provided in a format and language parents understand. Translators are also available upon request.

ADOPTION

The Alternative Education Schools Parent Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the approval of the Alternative Education Schools Site Council.

This policy was adopted by Alternative Education Schools and the Alternative Education Schools Site Council on May 22, 2026 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before the 2026-2027 registration day. It

will be made available to the local community before the 2026-2027 registration day. Alternative Education Schools' notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

(signature of Principal)

(signature of SSC Chair)

(signature of ELAC Chair)

May 22, 2026
(date)

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE MEMORANDUM OF UNDERSTANDING FOR CHRISTE BYERLEE DESIGNS – SUMMER SCHOOL POTTERY PROJECT**

ATTACHMENTS: **MEMORANDUM OF UNDERSTANDING FOR CHRISTE BYERLEE DESIGNS**

FUNDING SOURCE: **EXPANDED LEARNING OPPORTUNITIES PROGRAM**

DISCUSSION: Attached for Board approval is a Memorandum of Understanding (MOU) with Christe Byerlee Designs for a ceramic arts educational project for students at Cutler School, Palm School, Golden Valley School and El Monte between July 7, 2026 and July 9, 2026 .The project is designed to provide students with a hands-on ceramic art experience, fostering creativity and artistic skills through guided instruction and professional ceramic processes. The total cost is $17,967.60.

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 MOU for Christe Byerlee Designs.**

PROPOSED ACTION: **APPROVE**

Item #: 3



MOU from Christe Byerlee Designs for Pottery Project at COJUSD

Dates: July 7 and July 9, 2026
Time: 8:00 AM- 3:30 PM
Duration of Project / Lesson: 1 hour, 60 students each period
Location:

Palm School- July 7
180 students
Ceramic project: Per student $23 + 8.5% tax
Golden Valley- July 7
180 students
Ceramic project: Per student $23 + 8.5% tax
Cutler School- July 9
180 students
Ceramic project: Per student $23 + 8.5% tax
El Monte- July 9
180 students
Ceramic project: Per student $23 + 8.5% tax

Cost: $23 per student + 8.5% sales tax
Total Amount: $16,560
California Sales Tax: $1407.60
Total Due: $17,967.60

Project will include ceramic pieces, supplies, instruction, firing, and delivery of finished masterpieces.

50% deposit due upon request. *(Please make check payable to Christe Byerlee)*

Thank you so much!

Christe Byerlee
559-333-1508
christebyerlee@gmail.com

Slab Clay Dish Lesson Plan

Objectives-Students will:

- Learn the slab method of hand-building clay.
- Create a functional dish (for jewelry, keys, or decoration).
- Practice texture, shaping, and design techniques.
- Understand basic ceramic handling and care.

Materials

- Ceramic clay
- Small cups of water
- Sponges or paper towels
- Wooden clay tools / popsicle sticks
- Texture tools (forks, stamps, leaves, shells)
- Plastic placemats or boards

Lesson Timeline (50 Minutes)
1. Introduction & Inspiration (5 minutes)
Explain what a pinch pot is and show a finished example.
Discussion questions:
- What could you use a small dish for?
- What shapes could your dish be?

Explain that pinch pots are one of the oldest pottery techniques used around the world.

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2. Demonstration (8 minutes)
Teacher demonstration:
1. Roll clay into a ball (about the size of a small orange).
2. Press thumb into the center.
3. Pinch and rotate to widen the bowl evenly.
4. Flatten slightly to create a dish shape.
5. Smooth cracks with a small amount of water.
6. Add texture or patterns.

Emphasize:
- Turn the clay as you pinch.
- Keep walls about pencil thickness.

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3. Student Creation Time (25 minutes)
Students make their dishes.
Teacher circulates and helps with:
- Fixing cracks
- Evening wall thickness

- Adding texture/design

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4. Decoration (7 minutes)
Students decorate using:
- Carving patterns
- Stamping textures
- Adding small clay details

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5. Clean Up & Reflection (5 minutes)
Students:
- Place dishes on drying trays
- Clean tools and tables
- Wash hands

Reflection questions:
- What was the hardest part?
- What design did you choose and why?

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **RATIFY SAVE THE CHILDREN FEDERATION, INC NON-TRADITIONAL SUBAWARD AGREEMENT**

ATTACHMENTS: **SAVE THE CHILDREN FEDERATION. INC NON-TRADITIONAL SUBAWARD AGREEMENT**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board ratification is a subaward agreement with Save the Children and the COJUSD Summer School Program and After School Education and Safety (ASES) Program to provide high-quality, targeted academic support to students. The partnership leverages Save the Children's evidence-based curricula and early learning expertise alongside COJUSD Summer School Program and ASES's commitment to enriching summer school programming to address foundational mathematics learning gaps among the district's youngest students. The program will be implemented at Cutler Elementary School, Golden Valley Elementary School, and Palm Elementary School from June 10, 2026 through July 10, 2026, with total grant funding of $130,234.26.

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 ratify the subaward agreement with Save the Children.**

PROPOSED ACTION: **RATIFY**

Item #: 4

Non-Traditional Subaward Agreement Between SAVE THE CHILDREN FEDERATION, INC. And Cutler-Orosi Joint Unified School District

Save the Children.

In accordance with the basic information, terms and conditions listed below Save the Children Federation, Inc. (hereafter referred to as "SCUS") and Cutler-Orosi Joint Unified School District (hereafter referred to as "Sub-recipient") enter into this Subaward Agreement **#999008335, 999008338, 999008341** (hereafter referred to as "Agreement").

BASIC INFORMATION

Duration of Grant:	3 months	**Start Date:**	4/25/2026	**End Date:**	7/31/2026
Organization:	Cutler-Orosi Joint Unified School District		Save the Children Federation, Inc.		
Address:	12623 Avenue 416 Orosi, CA 93647		501 Kings Highway East Fairfield, CT 06825		
Representative Contact Information:	Jayboy S Camaquin Administrator of Instructional Programs jacamaquin@cojusd.org		Lucero Chavez Ramirez State Director, California lchavezramirez@savechildren.org		
Finance Contact Information:	Erika Guardado Business Department Manager erguardado@cojusd.org		Lara Wheaton USP Finance Management lwheaton@savechildren.org		

ATTACHMENTS

(all policies are revised from time to time)

1. Appendix 1
   a. Additional Agreement Terms (i.e. Reporting Terms, Donor Requirements) (if applicable)
   b. Signed MOA
2. Appendix 2 – Program(s) Budget (if applicable)
3. Appendix 3 – Save the Children Safeguarding and Counter-Human Trafficking Policy
4. Appendix 4 – Save the Children Code of Ethics and Business Conduct Policy
5. Appendix 5 – Save the Children Zero-Tolerance for Fraud, Bribery, Corruption, and Other Forms of Corporate Dishonesty Policy
6. Appendix 6 – Save the Children Social Media Policy

☐ Emergency Subawards:

7. Appendix 7 – Branding and Representation

TERMS AND CONDITIONS

Non-Traditional Subaward Agreement Between SAVE THE CHILDREN FEDERATION, INC. And Cutler-Orosi Joint Unified School District

Save the Children.

1. SCUS herby grants to Sub-recipient an amount of **$130,324.26** for **2026 - Summer (the "Program")**.
2. Beneficiaries: **TBD**
3. Budget and Funding.
    a. Sub-recipient will receive reimbursement payments as follows: Sub-recipient will receive a reimbursement of expenses following the receipt of approved in-system financial reports and applicable backup. Sub-recipient should submit in-system financial reports according to the reporting schedule outlined in Section 8(b) of this Agreement.
    b. A completed W-9 is required for this Agreement, as this contribution may require Sub-recipient to complete a Form 1099.
    c. Please provide a copy of your tax-exempt certificate, if applicable.
4. Program/Project and Financial Reporting.
    a. In-system programmatic and financial reports shall be uploaded to the Sub-recipient Reporting Portal according to the due dates specified therein. Final programmatic and financial report (if required) shall be submitted no later than 30 days of the end date of this Agreement. SCUS reserves the right to request additional information to fulfill donor requirements and requests.
    b. If financial reporting is required and the term of this Agreement spans SCUS's fiscal year end of December 31, the Sub-recipient shall submit an interim financial report or accrual information reflecting actual expenses incurred through December 31 no later than January 15 of the following year.
    c. If adjustments to Sub-recipient's accounting of this subaward occur after the end of the subaward period, thus reducing the final financial amount spent, then SCUS requires that the Sub-recipient provide a revised financial report by no later than 30 days of the close of the month in which the adjustment occurred, along with payment to SCUS for the balance of any unspent subaward funds. Any unspent funds remaining at the close of the Project are to be refunded within 30 days following the close of the project or on **8/31/2026**.
5. No-cost Extension. No-cost extension requests require the written approval of SCUS. Any requests for a no-cost extension shall be directed to all SCUS parties identified in the BASIC INFORMATION section, not less than 30 days prior to the Agreement end date.
6. Confidentiality and Data. It is not anticipated that confidential or personal information will be shared during the course of this agreement. If, however, the terms of the subaward require the sharing of such information, the parties will enter into a separate agreement.

7. Termination.
    a. This Agreement may be terminated by SCUS, without cause, upon thirty (30) days prior written notice. In the event of such termination, and notwithstanding any other provision in this Agreement, fees will be paid by SCUS only for work or services completed prior to the termination date.
    b. Further, this Agreement may be terminated by SCUS with immediate effect upon written notice to Sub-recipient in the event of Sub-recipient's breach of any of the terms of this Agreement which shall not have been remedied within fourteen (14) days of written notice with request to do so.
    c. Upon termination, Sub-recipient will provide an accounting per the terms of Section 4 above.
8. Representations, Warranties, and Indemnities.
    a. The Sub-recipient represents and warrants that:
        i. it is authorized and has the right and ability to undertake the obligations as set forth in this Agreement;
        ii. it is properly registered in all jurisdictions as may be required to perform its obligations under this Agreement;
        iii. it fully complies with Section 10;
        iv. it fully complies with Executive Order 13224 - BLOCKING PROPERTY AND PROHIBITING TRANSACTIONS WITH PERSONS WHO COMMIT, THREATEN TO COMMIT, OR SUPPORT TERRORISM.
    b. Sub-recipient shall hold harmless and indemnify SCUS and its directors, officers, agents and employees from and against all causes of action, losses, claims, liabilities, damages (including but not limited to costs, reasonable attorneys' fees, and amounts paid in reasonable settlement thereof) which arise or are alleged to arise as a result of the breach or alleged breach of Section 8(a); the negligent acts, errors or omissions or willful misconduct of Sub-recipient, its directors, officers, agents or employees. Additionally, the Sub-recipient shall indemnify and hold harmless SCUS for and from all costs, risks, delays, losses, damages and other liability incurred by SCUS due to the Sub-recipient's noncompliance with such laws or failure to secure such licenses, permits, and other approvals. This paragraph shall survive the expiration or termination of this Agreement for a period equal to the running of any applicable statute of limitations, including all tolling periods.

c. Sub-recipient shall not use funds issued under this Agreement to engage in sectarian instruction, worship, prayer, or to proselytize. If the Sub-recipient is a faith-based or religious organization that offers such activities, these activities shall be voluntary for the individuals receiving services and offered separately from the Project/Program Plan.

d. Sub-recipient shall not use funds issued under this Agreement to lobby any federal, state, or local government official(s) to receive additional funding or influence legislation.

9. Insurance. Sub-recipient agrees that all professional, medical, or other insurance, including, but not limited to, Workers' Compensation and Employer Liability Insurance, Comprehensive or Commercial General Liability Insurance, and/or Comprehensive or Commercial Automobile Liability Insurance, required for the Sub-recipient to perform under this Agreement is the sole responsibility of the Sub-recipient, and as such, the Sub-recipient shall bear any costs for said insurance. Upon reasonable request of SCUS, Sub-recipient shall provide evidence of such insurance.

Initial: YV

Yolanda Valdez,
Superintendent

10. Compliance with SCUS Policies (Attachments 3-7)

a. Safeguarding and Counter-Human Trafficking Policy

i. Sub-recipient agrees to comply with either:

(a) The SC USA Safeguarding and Counter-Human Trafficking Policy, which can be found at Safeguarding Children: What Is a Child Safeguarding Policy? | Save The Children; or https://www.savethechildren.org/us/what-we-do/safeguarding-children (the " Safeguarding Policy") (also attached as Appendix 3); or

(b) Sub-recipient 's internal policy and procedures that are substantially similar to SCUS's Safeguarding and Counter-Human Trafficking Policy and approved by SCUS. Sub-recipient agrees to allow Save the Children to assess Sub-recipient's policies and procedures and capacity to implement such policies and procedures to determine whether they are substantially similar and if any additional safeguarding measures are needed. SCUS, where practical and appropriate, may support Sub-recipient to build Sub-recipient's safeguarding capacities to ensure they are able to comply with SCUS' safeguarding standards.

ii. Actual or suspected violations of SCUS Safeguarding and Counter- Human Trafficking Policy or Sub-recipient's substantially similar policy that occur in the execution of this award must be reported to SCUS within 24 hours of becoming aware of the concern. Reporting pathways include those listed in Section 10(f) as well as via

- email: safeguardingscus@savechildren.org or hotline@savechildren.org

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

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

v. Sub-recipient may be required to participate in an SCUS safeguarding training. All Sub-recipient staff having regular direct contact with children or their data must complete the Child Safeguarding Foundations Course located on Save the Children's Rural Learning Exchange. Depending on the outcome of the SCUS safeguarding assessment, Sub-recipient may be required to attend a live safeguarding webinar annually during the term of this Agreement.

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

b. Code of Ethics and Business Conduct. The Sub-recipient agrees to abide by the SCUS' Code of Ethics and Business Conduct, which can be found at https://indd.adobe.com/view/40575d0a-8239-4193-b4e5-4f342516801c and all Sub-recipient staff should be informed of this policy.

c. Zero-tolerance Fraud Policy. The Sub-recipient represents that its responsible officer(s) have received and reviewed SCUS Zero-Tolerance for Fraud, Bribery and Corruption Policy, and that Sub-recipient will comply with these policies in all activities undertaken pursuant to this agreement, including, without limitation:

i. Informing Sub-recipient staff of these policies

ii. Promptly report to SCUS any credible information or allegation of fraud, bribery, or corruption relating to its work with SCUS;

iii. Preserve all documents pertaining to any credible information or allegation of fraud, bribery, or corruption relating to its work with SCUS and shall cooperate fully in any investigation or audit commenced by SCUS or its donors, including making documents, facilities, and personnel available to SCUS or its donors

iv. Promptly and fully reimburse SCUS for any losses or penalties arising from any incident of fraud, bribery, or corruption involving their employees or agents and shall hold SCUS harmless from and against any claims, demands or expenses (including attorney's or other professional fees) arising from or relating to Sub-recipient's noncompliance with the terms of the anti-corruption clauses of this Agreement.

v. SCUS shall have the right to terminate this Agreement with immediate effect and shall have no further obligation to Sub-recipient if SCUS reasonably believes that Sub-recipient is in noncompliance with the anti-corruption clauses of this Agreement.

d. Social Media Policy. The Sub-recipient agrees to abide by the SCUS Social Media Policy, and all Sub-recipient staff should be informed of this policy.

e. Branding and Representation. If applicable, the Sub-recipient agrees to abide by the Branding and Representation guidelines and all Sub-recipient staff should be informed of these guidelines.

f. Reporting Concerns. If you see or hear something you believe is violation of SCUS's Policies share your concern by reporting it to your SCUS Representative or contact the Ethics Hotline:

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

ii. Fax: 1-475-999-3293

iii. Web: Savethechildren.ethicspoint.com

Initial: YV

Yolanda Valdez,
Superintendent

11. Right to Audit. SCUS shall have the right, at its own expense, to conduct an audit of the relevant books, records and accounts of Sub-recipient related to the Services during normal business hours upon giving reasonable notice of the intent to conduct such an audit. Such audit shall not occur more than once in any twelve (12) month period. In the event of such audit, Sub-recipient shall comply with the reasonable requests of SCUS and provide access to all books, records and accounts necessary to the audit.
12. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Connecticut. The parties shall settle any controversy or claim arising out of or relating to this Agreement, or the breach thereof, by binding arbitration in Connecticut.
13. Invalid Provision. If any provision of this Agreement, or the application of any provision to any party or circumstance, is held invalid, the remainder of this Agreement, and the application of the provision other than to the extent it is held invalid, will not be invalidated or affected.
14. Waiver. The failure of either party to enforce any provision or condition contained in this Agreement at any time will not be construed as a waiver of that condition or provision nor will it operate as a forfeiture of any right of future enforcement of the condition or provision.
15. Counterparts. This agreement may be executed (including by electronic signature, as defined in the Electronic Signatures in Global and National Commerce Act of 2000) in any number of counterparts, each of which when executed and delivered shall constitute a duplicate original, but all counterparts together shall constitute a single legally binding agreement.
16. Assignment. Provider shall not assign this Agreement without the prior written consent of SCUS.
17. Organizational Conflict of Interest. Sub-recipient warrants that, to the best of its knowledge and belief, and except as otherwise disclosed, there are no relevant facts or circumstances which might indicate the existence of or give rise to actual or potential organizational conflicts of interest. Organizational conflict of interest means that because of other activities or relationships with other persons, a person in unable or potentially unable to render impartial assistance or advice, or the person's objectivity in performing the Agreement work is or might be otherwise impaired, or a person has an unfair competitive advantage.
18. Entire Agreement. This Agreement, together with any exhibits or addenda annexed hereto, is the sole, complete, and exclusive expression of the parties' intent with respect to the subject matter hereof. Notwithstanding the foregoing, in the event of any conflict or discrepancy between the terms and conditions of this Agreement and those of any exhibit, rider, or addendum hereto, the terms of this Agreement shall control. This Agreement may be amended or modified only by a writing countersigned by authorized representatives of each party.

By signing electronically, you agree that your electronic signature has the same legal effect as a handwritten signature.

Non-Traditional Subaward Agreement Between SAVE THE CHILDREN FEDERATION, INC. And Cutler-Orosi Joint Unified School District

Save the Children.

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

Cutler-Orosi Joint Unified School District	Save the Children Federation, Inc.
Signature: Yolanda Valdez	Signature:
Yolanda Valdez, Superintendent	Lucero Chavez Ramirez, State Director, California
Date: 6/3/2026	Date: 6/2/2026

Save the Children.

GRADE LEVEL PROFICENCY SUMMERBOOST CAMP

2026 SUBAWARD AGREEMENT APPENDIX

GRADE LEVEL PROFICIENCY OVERVIEW

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

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

PROGRAM ELIGIBILITY

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

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

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

Save the Children.

PROGRAM ELIGIBILITY

Additional eligibility considerations:

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

MONITORING & EVALUATION

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

Evaluation Methods:

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

Progress Monitoring:

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

Additional Measurements:

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

INTENDED RESULTS

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

Save the Children.

SUMMERBOOST CAMP

OVERVIEW

Save the Children's SummerBoost Camp is designed for children in grades kindergarten-sixth who are not performing at grade level. Each component is a **30-minute, small group rotation (10:1 ratio)** facilitated by a trained tutor. Programs must run **3-6 weeks, 4-6 hours a day, 4-5 days a week**. To support positive learning and behavioral outcomes, family engagement is integrated within our programs.

SummerBoost Camp offers benefits beyond academics, fostering social-emotional growth, physical health, creativity, and confidence. Communities increasingly seek summer programs that feel less like school—engaging, hands-on, and inclusive for all children and diverse learning styles. Achieving these goals requires balancing academic progress with culturally responsive enrichment that supports whole-child development.

The academic program components focus on:

- **Skill-Building:** Emphasizing word recognition, phonemic awareness, phonics, and fluency.
- **Read-Aloud:** Enhancing language comprehension through vocabulary and fluency.
- **Math Workshop:** Engaging children in discussions and hands-on activities to build understanding.
- **Basic Fact Fluency:** Using partner games to strengthen foundational math skills.

Additional program components include:

- **Healthy Choices:** Engaging children in physical activity & nutrition lessons.
- **Enrichment:** Children engage in hands-on learning, problem solving & foster social interactions.
- **Community Service:** Children participate in projects that support their local community.
- **STEM:** Hands-on science, technology, engineering, and math activities.
- **Team Building:** Interactive games and collaborative challenges strengthen communication, cooperation, and social skills.



SUMMERBOOST CAMP

Must Include:

- Breakfast
- Lunch
- Healthy Choices

Must Include *At Least Two* Academic Program Components:

- Literacy: Skill-Building
- Literacy: Read-Aloud
- Math: Math Workshop
- Math: Basic Fact Fluency

Choose Additional Program Components Based on Need & Program Timeframe:

- Enrichment
- Community Service
- STEM
- Team Building

**at minimum, must include at least 5 components + breakfast & lunch for a 4 hour program.*

Save the Children.

SUMMERBOOST CAMP

MINIMUM OPERATING STANDARDS

PROGRAM SCHEDULE & ENROLLMENT

- Operate for **3 to 6 consecutive weeks**
- Schedule **4 to 5 days per week** and **4 to 6 hours daily**.
  - Must provide two meals
  - Must include 30-minutes of Healthy Choices.
  - Must include at least 1 hour of academic program components (literacy and/or math)
  - May include additional program components based on need and timeframe
  - Allow transition time between activities.



- Children who have just completed Kindergarten through children just completing the 6th grade.
- Maintain a **minimum average daily attendance of 40 children** or meet grant requirements.
- Consult with the district/school attorney about any additional state requirements.

STAFFING & SCHEDULING

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

SPACE & MATERIALS

- **Designated rooms for Save the Children** program to occur should be arranged, ensuring there is enough space for program materials and small groups to implement activities.
- All necessary equipment, materials, and supplies must be purchased as outlined in the STC program material and ordering forms.
- There must be a secure location for safely storing program documentation, materials, and supplies.

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- A **computer and printer should be provided for the Program Coordinator** and program staff to carry out administrative tasks.
- A reliable internet connection and phone access are provided for program staff.
- Program Coordinator can access district technology staff to assist with technology-related needs for the program.
- Must **enroll in USDA's food and nutrition program** to provide meals daily.

DATA COLLECTION & REPORTING

Partner sites will help in the collection of data.

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

SAFEGUARDING

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

Please note: Deviations from the MOS requires approval.

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SUMMERBOOST CAMP
AT-A-GLANCE

Program Adaptations	Minimum Requirements (Note: The requirements listed here are non-negotiable. Take into consideration any additional grant/funding requirements)
Must Include: • 2 meals • Healthy Choices Must Include: • At least 1 hour of academic programs components (math and/or literacy) **Choose Additional Program Components based on need, budget & timeframe:** • Enrichment • Community Service • STEM • Team Building **at minimum, must include at least 5 components + breakfast & lunch for a 4 hour program*	**General:** • Rising 1st - 6th grade children • 3-6 consecutive weeks • 4-5 days per week • 4-6 hours daily • 1:10 child/tutor ratio (Each site must have a Program Coordinator) • Attendance must be tracked in SCORE (or new system) • Weekly lesson plans **Evaluation:** • Progress monitoring done through checkpoints and observations; the spreadsheets are due on the 5th of each month • Caregiver and staff surveys & success stories Enter and collect required data for grant purposes, as applicable

Save the Children.

SUMMERBOOST CAMP
QUICK START GUIDE

Site Staff Responsibilities	Save the Children's Responsibilities
Hire qualified staff, preferably those that worked during the school year	• Provide a Save the Children Lead Associate to support your site's summer program • Provide support in the interviewing & hiring process
Provide a staff/child ratio of 1:10	Provide guidance in the roles & responsibilities of program staff
Engage in recruitment efforts to attract children most in need, with an expected minimum average daily attendance of 40 children	Provide guidelines for selecting children for summer
Provide all program staff with paid hours for 5 days of training, planning, & preparation before the start of summer	Provide necessary training for program staff
Provide appropriate space and storage.	Provide staff strategies & suggestions to create an inclusive learning environment
Purchase required equipment, materials, & supplies	Support with purchasing required equipment, materials, & supplies
Enter & monitor all required data, attendance, & surveys per guidance from Save the Children, in a timely manner	Monitor weekly attendance records & assessments & provide technical assistance, as needed
Provide reliable internet connection & access to a phone line for program staff to participate in Save the Children training & technical assistance	Provide technical support, as needed
Participate in one of USDA's child nutrition programs & receive USDA reimbursement	Provide support & guidance on menu planning, if needed
Ensure all staff use required curricula to implement programs with fidelity	Conduct at least one program observation & provide support & resource materials, as needed, to strengthen programs
Provide a technology expert to support use of program-related technology needs	

MEMORANDUM OF AGREEMENT BETWEEN SAVE THE CHILDREN FEDERATION, INC. AND CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT

Save the Children.

1. **Parties:** This Memorandum of Agreement (hereinafter referred to as "MOA") is made and entered into by and between Save the Children Federation, Inc. ("SCUS") and Cutler-Orosi Joint Unified School District ("COJUSD") **effective as of 4/25/2026.**

2. **Purpose:** The MOA will establish the terms under which SCUS will purchase and deliver educational supplies and materials to COJUSD for Summer 2026.

3. **Term:** This MOA shall remain in effect **until 7/31/2026**.

4. **SCUS Responsibilities:**
    a. SCUS will purchase educational supplies and materials directly from approved vendors
    b. SCUS will coordinate delivery of all purchased supplies to COJUSD's designated sites
    c. SCUS will provide an itemized list of all materials being sent to each site
    d. SCUS will ensure that all materials provided are reasonable, allowable, and allocable to better the welfare of children
    e. SCUS will process all vendor invoices and manage payment for all materials

5. **Partner Responsibilities:**
    a. COJUSD will provide SCUS with a list of sites requiring supplies and specific needs assessment for each location
    b. COJUSD will receive and distribute supplies to the designated locations
    c. COJUSD will collect signed delivery confirmation forms from locations as proof that materials were received
    d. Within 48 hours upon receipt of goods, COJUSD will either:
        i. Email the signed documents to USPsubawards@savechildren.org and its point of contact at SCUS; or
        ii. Mail the signed documents to SCUS offices at 800 Corporate Drive, Suite 100, Lexington, KY 40503

6. **Supply Information:**
    a. Total estimated value of supplies to be purchased and delivered (This amount may vary from the final value) $55,145.76
    b. All supplies will be purchased directly by SCUS from approved vendors
    c. COJUSD will receive delivery notification and tracking information for all shipments when available to SCUS

7. **Beneficiaries:** The following will be reported by the county **due 8/31/2026**. The chart below are targets for the overall allocation:

Number of Children	883

8. **Assignment:** Neither party may assign this MOA or any of its rights or obligations hereunder without the prior written consent of the other party.

9. **Signatures:** In witness whereof, the parties of this MOA through their duly authorized representatives have executed this MOA on the days and dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this MOA as set forth herein.

Cutler-Orosi Joint Unified School District

Superintendent

5/25/2026
Date

Save the Children Federation, Inc.

State Director

5/18/2026
Date

PY27	Save The Children
Site	Cutler Elementary
Fiscal	Cutler Orosi Joint Unified School District
State	CA
Period From:	4/25/2026
Period To:	7/31/2026

Partner Budget

VI.	Summer	Total Budget	STC	Cost Share	Cost Share Source of Funds	Variance
	Personnel Cost					
	Certified Staff	$0.00	$0.00	$0.00		
	Classified Staff	$31,416.00	$11,781.00	$19,635.00		
	Fringe	$25,761.12	$9,660.42	$16,100.70		
	Total Summer Personnel Cost	**$57,177.12**	**$21,441.42**	**$35,735.70**		
	Program Cost					
	Materials and Equipment	$9,000.00	$9,000.00	$0.00		
	Training and Travel	$13,000.00	$13,000.00	$0.00		
	Other	$0.00	$0.00	$0.00		
	Total Summer Program Cost	**$22,000.00**	**$22,000.00**	**$0.00**		
	Total Summer Cost	**$79,177.12**	**$43,441.42**	**$35,735.70**		**$0.00**

VII.	KinderBoost	Total Budget	STC	Cost Share	Cost Share Source of Funds	Variance
	Personnel Cost					
	Certified Staff	$0.00	$0.00	$0.00		
	Classified Staff	$0.00	$0.00	$0.00		
	Fringe	$0.00	$0.00	$0.00		
	Total Summer Personnel Cost	**$0.00**	**$0.00**	**$0.00**		
	Program Cost					
	Materials and Equipment	$0.00	$0.00	$0.00		
	Training and Travel	$0.00	$0.00	$0.00		
	Other	$0.00	$0.00	$0.00		
	Total Summer Program Cost	**$0.00**	**$0.00**	**$0.00**		
	Total KinderBoost Cost	**$0.00**	**$0.00**	**$0.00**		**$0.00**

VIII.	Taste of Kindergarten or Other Summer	Total Budget	STC	Cost Share	Cost Share Source of Funds	Variance
	Personnel Cost					
	Certified Staff	$0.00	$0.00	$0.00		
	Classified Staff	$0.00	$0.00	$0.00		
	Fringe	$0.00	$0.00	$0.00		
	Total Summer Personnel Cost	**$0.00**	**$0.00**	**$0.00**		
	Program Cost					
	Materials and Equipment	$0.01	$0.01	$0.00		
	Training and Travel	$0.00	$0.00	$0.00		
	Other	$0.00	$0.00	$0.00		
	Total Summer Program Cost	**$0.01**	**$0.01**	**$0.00**		
	Total Other Summer Cost	**$0.01**	**$0.01**	**$0.00**		**$0.00**
	Total Summer Budget	**$79,177**	**$43,441**	**$35,736**		**$0.00**

Budget Narrative

The following budget narrative describes the total funds necessary

to support Summer programs at **Cutler Elementary**
by **Cutler Orosi Joint Unified School District** over the period of
4/25/2026 through **7/31/2026**

VI. SUMMER

Classified staff:

		#	%	Annual Salary	Save the Children:	Cost Share:
	@				$ -	
	@				$ -	

		#	per hour	# hours/ day	# days/ year	Save the Children:	Cost Share:
Program Coordinator	@	1	$ 27.00	8	21	$ 1,701.00	$ 2,835.00
Program Tutors 1:10 ratio	@	8	$ 20.00	8	21	$ 10,080.00	$ 16,800.00
				Total Classified Staff:		**$ 11,781.00**	$ 19,635.00

Fringe:

		%	Total Salaries	Cost Share Salaries	Save the Children:	Cost Share:
Certified Staff	@		$ -	$ -	$ -	$ -
Classified Staff	@	82%	$ 11,781.00	$ 19,635.00	$ 9,660.42	$ 16,100.70
			Total Fringe:		**$ 9,660.42**	$ 16,100.70

Materials and Equipment

Materials and Supplies	Total Cost	Save the Children:	Cost Share:
Math Materials	$ 7,000.00	$ 7,000.00	
Consumables	2,000	$ 2,000.00	
		$ -	
Total Materials		**$ 9,000.00**	$ -

Training and Travel

Training and Travel

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

Other	#	Cost	Save the Children:	Cost Share:
Field Trip	1	$ 10,000.00	$ 10,000.00	
Summer Training	1	$ 3,000.00	$ 3,000.00	
	Total Travel		**$ 13,000.00**	$ -

Other

Other Costs - if approved	Direct Total	%	Total Cost	Save the Children:	Cost Share:
	$ 43,441.42		$ -	$ -	
		Total Other		**$ -**	$ -
				Save the Children:	Cost Share:
		TOTAL SUMMER		**$ 43,441.42**	**$ 35,735.70**

VIII. TASTE OF KINDERGARTEN OR OTHER SUMMER

Materials and Equipment

Materials and Supplies	Total Cost	Save the Children:	Cost Share:
Summer Learning Materials (STC to order, estimated $18,360)	$ 0.01	$ 0.01	
Total Materials		**$ 0.01**	$ -
		Save the Children:	Cost Share:
TOTAL OTHER SUMMER		**$ 0.01**	$ -

	Save the Children:	Cost Share:
TOTAL SUMMER Budget	**$43,441.43**	**$35,735.70**

Summer 2026	Save The Children
Site	Golden Valley
Fiscal	Cutler Orosi Joint Unified School District
State	CA
Period From:	4/25/2026
Period To:	7/30/2026

Partner Budget

VI.	Summer	Total Budget	STC	Cost Share	Cost Share Source of Funds	Variance
	Personnel Cost					
	Certified Staff	$0.00	$0.00	$0.00		
	Classified Staff	$31,416.00	$11,781.00	$19,635.00		
	Fringe	$25,761.12	$9,660.42	$16,100.70		
	Total Summer Personnel Cost	**$57,177.12**	**$21,441.42**	**$35,735.70**		
	Program Cost					
	Materials and Equipment	$9,000.00	$9,000.00	$0.00		
	Training and Travel	$13,000.00	$13,000.00	$0.00		
	Other	$0.00	$0.00	$0.00		
	Total Summer Program Cost	**$22,000.00**	**$22,000.00**	**$0.00**		
	Total Summer Cost	**$79,177.12**	**$43,441.42**	**$35,735.70**		**$0.00**

VII.	KinderBoost	Total Budget	STC	Cost Share	Cost Share Source of Funds	Variance
	Personnel Cost					
	Certified Staff	$0.00	$0.00	$0.00		
	Classified Staff	$0.00	$0.00	$0.00		
	Fringe	$0.00	$0.00	$0.00		
	Total Summer Personnel Cost	**$0.00**	**$0.00**	**$0.00**		
	Program Cost					
	Materials and Equipment	$0.00	$0.00	$0.00		
	Training and Travel	$0.00	$0.00	$0.00		
	Other	$0.00	$0.00	$0.00		
	Total Summer Program Cost	**$0.00**	**$0.00**	**$0.00**		
	Total KinderBoost Cost	**$0.00**	**$0.00**	**$0.00**		**$0.00**

VIII.	Taste of Kindergarten or Other Summer	Total Budget	STC	Cost Share	Cost Share Source of Funds	Variance
	Personnel Cost					
	Certified Staff	$0.00	$0.00	$0.00		
	Classified Staff	$0.00	$0.00	$0.00		
	Fringe	$0.00	$0.00	$0.00		
	Total Summer Personnel Cost	**$0.00**	**$0.00**	**$0.00**		
	Program Cost					
	Materials and Equipment	$0.01	$0.01	$0.00		
	Training and Travel	$0.00	$0.00	$0.00		
	Other	$0.00	$0.00	$0.00		
	Total Summer Program Cost	**$0.01**	**$0.01**	**$0.00**		
	Total Other Summer Cost	**$0.01**	**$0.01**	**$0.00**		**$0.00**
	Total Summer Budget	**$79,177**	**$43,441**	**$35,736**		**$0.00**

Budget Narrative

The following budget narrative describes the total funds necessary

to support Summer programs at **Golden Valley**
by **Cutler Orosi Joint Unified School District** over the period of
4/25/2026 through **7/30/2026**

VI. SUMMER

Classified staff:

		#	$ per hour	# hours/ day	# days/ year	Save the Children:	Cost Share:
	@					$ -	
	@					$ -	
Program Coordinator	@	1	$ 27.00	8	21	$ 1,701.00	$ 2,835.00
Program Tutors 1:10 ratio	@	8	$ 20.00	8	21	$ 10,080.00	$ 16,800.00
	@					$ -	
						$ -	
	@					$ -	
				Total Classified Staff:		**$ 11,781.00**	$ 19,635.00

Fringe:

		%	Total Salaries	Cost Share Salaries	Save the Children:	Cost Share:
Certified Staff	@		$ -	$ -	$ -	$ -
Classified Staff	@	82%	$ 11,781.00	$ 19,635.00	$ 9,660.42	$ 16,100.70
			Total Fringe:		**$ 9,660.42**	$ 16,100.70

Materials and Equipment

Materials and Supplies	Total Cost	Save the Children:	Cost Share:
Math Materials	$ 7,000.00	$ 7,000.00	
Consumables	2,000	$ 2,000.00	
		$ -	
Total Materials		**$ 9,000.00**	$ -

Training and Travel

Training and Travel

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

Other	#	Cost	Save the Children:	Cost Share:
Field Trip	1	$ 10,000.00	$ 10,000.00	
Summer Training	1	$ 3,000.00	$ 3,000.00	
		Total Travel	**$ 13,000.00**	$ -

Other

Other Costs - if approved	Direct Total	%	Total Cost	Save the Children:	Cost Share:
	$ 43,441.42		$ -	$ -	
			Total Other	**$ -**	$ -
				Save the Children:	***Cost Share:***
			TOTAL SUMMER	***$ 43,441.42***	***$ 35,735.70***

VIII. TASTE OF KINDERGARTEN OR OTHER SUMMER

Materials and Equipment

Materials and Supplies	Total Cost	Save the Children:	Cost Share:
Summer Learning Materials (STC to order, estimated $18,360)	$ 0.01	$ 0.01	
	Total Materials	**$ 0.01**	$ -
		Save the Children:	***Cost Share:***
	TOTAL OTHER SUMMER	***$ 0.01***	$ -

	Save the Children:	Cost Share:
TOTAL SUMMER Budget	**$43,441.43**	**$35,735.70**

PY27	Save The Children
Site	Palm Elementary
Fiscal	Cutler Orosi Joint Unified School District
State	CA
Period From:	4/25/2026
Period To:	7/31/2026

Partner Budget

VI. Summer	Total Budget	STC	Cost Share	Cost Share Source of Funds	Variance
Personnel Cost					
Certified Staff	$0.00	$0.00	$0.00		
Classified Staff	$31,416.00	$11,781.00	$19,635.00		
Fringe	$25,761.12	$9,660.42	$16,100.70		
Total Summer Personnel Cost	**$57,177.12**	**$21,441.42**	**$35,735.70**		
Program Cost					
Materials and Equipment	$9,000.00	$9,000.00	$0.00		
Training and Travel	$13,000.00	$13,000.00	$0.00		
Other	$0.00	$0.00	$0.00		
Total Summer Program Cost	**$22,000.00**	**$22,000.00**	**$0.00**		
Total Summer Cost	**$79,177.12**	**$43,441.42**	**$35,735.70**		**$0.00**

VII. KinderBoost	Total Budget	STC	Cost Share	Cost Share Source of Funds	Variance
Total KinderBoost Cost	**$0.00**	**$0.00**	**$0.00**		**$0.00**

VIII. Taste of Kindergarten or Other Summer	Total Budget	STC	Cost Share	Cost Share Source of Funds	Variance
Personnel Cost					
Certified Staff	$0.00	$0.00	$0.00		
Classified Staff	$0.00	$0.00	$0.00		
Fringe	$0.00	$0.00	$0.00		
Total Summer Personnel Cost	**$0.00**	**$0.00**	**$0.00**		
Program Cost					
Materials and Equipment	$0.01	$0.01	$0.00		
Training and Travel	$0.00	$0.00	$0.00		
Other	$0.00	$0.00	$0.00		
Total Summer Program Cost	**$0.01**	**$0.01**	**$0.00**		
Total Other Summer Cost	**$0.01**	**$0.01**	**$0.00**		**$0.00**
Total Summer Budget	**$79,177**	**$43,441**	**$35,736**		**$0.00**

Budget Narrative

The following budget narrative describes the total funds necessary

to support Summer programs at **Palm Elementary**
by **Cutler Orosi Joint Unified School District** over the period of
4/25/2026 through **7/31/2026**

VI. SUMMER

Classified staff:

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

		#	per hour	# hours/ day	# days/ year	Save the Children:	Cost Share:
Program Coordinator	@	1	$ 27.00	8	21	$ 1,701.00	$ 2,835.00
Program Tutors 1:10 ratio	@	8	$ 20.00	8	21	$ 10,080.00	$ 16,800.00
	@					$ -	
						$ -	
	@					$ -	
				Total Classified Staff:		$ 11,781.00	$ 19,635.00

Fringe:

		%	Total Salaries	Cost Share Salaries	Save the Children:	Cost Share:
Certified Staff	@		$ -	$ -	$ -	$ -
Classified Staff	@	82%	$ 11,781.00	$ 19,635.00	$ 9,660.42	$ 16,100.70
				Total Fringe:	$ 9,660.42	$ 16,100.70

Materials and Equipment

Materials and Supplies	Total Cost	Save the Children:	Cost Share:
Math Materials	$ 7,000.00	$ 7,000.00	
Consumables	2,000	$ 2,000.00	
		$ -	
Total Materials		$ 9,000.00	$ -

Training and Travel

Training and Travel

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

Other	#	Cost	Save the Children:	Cost Share:
Field Trip	1	$ 10,000.00	$ 10,000.00	
Summer Training	1	$ 3,000.00	$ 3,000.00	
		Total Travel	$ 13,000.00	$ -

Other

Other Costs - if approved	Direct Total	%	Total Cost	Save the Children:	Cost Share:
	$ 43,441.42		$ -	$ -	
			Total Other	$ -	$ -
				Save the Children:	Cost Share:
			TOTAL SUMMER	$ 43,441.42	$ 35,735.70

VIII. TASTE OF KINDERGARTEN OR OTHER SUMMER

Materials and Equipment

Materials and Supplies	Total Cost	Save the Children:	Cost Share:
Summer Learning Materials (STC to order, estimated $18,423)	$ 0.01	$ 0.01	
Total Materials		$ 0.01	$ -
		Save the Children:	Cost Share:
TOTAL OTHER SUMMER		$ 0.01	$ -

	Save the Children:	Cost Share:
TOTAL SUMMER Budget	$43,441.43	$35,735.70

Save the Children.

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

Save the Children.

Purpose

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

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

Scope

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

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

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

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

Policy Statement(s)

Upholding Our Legal Duties and Children's Rights

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

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

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

Behavioral Guidelines and Prohibited Conduct

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Exception Approval Procedure

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

Version Control

Version number	Version Date	Revisions made

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

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Annex 1 – Definitions

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

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

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

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

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Annex 2 – Safeguarding Policy Framework

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

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

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

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

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

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

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Annex 3 – Human Trafficking Prohibitions

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

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

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

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

DEFINITION & ACRONYMS

None.

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POLICIES

Statement of Policy

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

Introduction

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

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

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

What's Inside?

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

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

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

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

I. Compliance with Law, Regulations and Standards

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

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

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

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

II. Financial Transactions / Records and Reports

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

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

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

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

III. Gifts and Gratuities

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

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

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

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

The following gifts or payments *may be* acceptable:

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

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

IV. Conflicts of Interest

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

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

The following are some examples of conflicts of interest:

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

Resolving Conflicts of Interest

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

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

V. Beneficiary Safety and Protection

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

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

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

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

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

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

VI. Confidential and Proprietary Information

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

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

Confidential information includes:

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

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

Proprietary information includes:

- Art work
- Photography

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

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

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

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

VII. Reporting a Possible Violation

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

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

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

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

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

PROCEDURES

None.

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TRAINING REQUIREMENTS

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

MONITORING MECHANISMS

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

EXCEPTION APPROVAL PROCEDURE

Procedure/ Action	Action Owner
None	N/A

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VERSION CONTROL

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

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

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Purpose

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

Scope

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

Policy Statement(s)

Zero Tolerance

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

Compliance with Applicable Laws and Regulations

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

Prevention and Detection

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

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

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

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

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

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

Reporting

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

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

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

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

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

Investigation and Disclosure

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

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

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

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

Accountability of Save the Children

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

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

Protections Against Retaliation

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

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

Seeking Guidance About this Policy

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

Exception Approval Procedure

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

Related Policies, Procedures, And Supporting Documents

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

Reporting and Resolving Misconduct and Violations of Law and Policy

Reporting Pathways Guidance Document

FCPA Guidance Document

Anti-Corruption Model Contract Clause

Conflict of Interest Policy

Definitions

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

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

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

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

Version Control

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

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COMPL-01.1	November 23, 2013	

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

Purpose

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

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

Scope

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

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

Policy Statements

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

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

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

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

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

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

Reporting Policy Violations

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

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

Exception Approval Procedure

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

Related Policies, Procedures, And Supporting Materials

Political Activities Policy

Safeguarding and Counter-Human Trafficking Policy

Safeguarding and Counter-Human Trafficking Procedures

SCUS Behavior and Conduct Guidelines

SCUS Brand Guidelines

Definitions

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

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

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

Version Control

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

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE MEMORANDUM OF UNDERSTANDING (MOU) WITH CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION (CABE)**

ATTACHMENTS: **CABE MOU**

FUNDING SOURCE: **CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM (CAPP)**

DISCUSSION: Attached for Board approval is a Memorandum of Understanding with California Association for Bilingual Education (CABE) to support the District's Dual Language program. This $38,500 contract provides 7 days of professional learning and coaching facilitated by a CABE consultant. The services are designed to strengthen planning, instruction, and program sustainability aligned with the Guiding Principles for Dual Language Education. This partnership will directly support teachers and site leaders through professional learning, coaching, and strategic planning to ensure the continued success and growth of the Dual Language program.

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

BOARD GOAL:

- [X] **1. Achieve academic excellence 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 CABE MOU.**

PROPOSED ACTION: **APPROVE**

Item #: 5



MEMORANDUM of UNDERSTANDING (MOU)

Between **Cutler-Orosi Joint Unified School District (COJUSD)**
and **California Association for Bilingual Education (CABE)**
for 2026-2027
Contract # CO2627006

This agreement is entered into by and between the California Association for Bilingual Education (CABE) and Cutler-Orosi Joint Unified School District (COJUSD) and serves to outline the details and responsibilities of CABE and COJUSD, respectively, in regard to CABE providing an expert consultant to present seven (7) days, not to exceed 6 hours each day, of customized professional learning (hereafter: PL) in support of the DL Program for a total cost of *$38,500*, which are also outlined in the approved proposal, Appendix A.

Responsibilities of COJUSD

- To schedule the PL in collaboration with CABE L.E.A.D. department within 3 weeks of the approval of the contract.
- To notify CABE's L.E.A.D team of date/time changes for the PL in a timely manner:
  - Once COJUSD and the CABE L.E.A.D. department have mutually agreed upon the date/time for the PL, CABE's L.E.A.D Educational Solutions team must be notified of any change in date/time at least ten (10) business days prior to the originally scheduled day and time of the PL.
  - If notice is received less than ten (10) business days prior to the originally scheduled day and time of the PL, COJUSD will be liable for any additional travel and consultant costs related to the date/time change(s), if applicable.
- To provide an appropriate location for the PL at no cost to CABE;
- To provide logistical information to CABE no later than two weeks prior to the scheduled session (location, agenda, audience, number of participants, etc.)
- To provide the audiovisual equipment for the presentations, requested by CABE in advance;
- To provide technical support during delivery of virtual PL, if using a district sponsored meeting platform.
- To meet and accommodate the needs of any of their participants as needed, including interpretation.
- To cover the cost of and prepare materials/handouts for the PL, including translation, if necessary;
- Provide administrative support (sign-in sheets, name badges, name tents, materials boxes for participants, chart paper, markers, etc.);
- Arrange for and cover cost of food participants for the PL (if any); and
- Limit the number of participants to a maximum of 40 for the C/PL.

  - Participants are defined as those who attend the C/PL, even for only a portion of the day, whether they are formally registered/paid or not (provided however, such term shall not include those staff individuals present who provide audiovisual equipment, materials/handouts or administrative support to the C/PL).
- If the number of participants exceeds 40, CABE must be notified at least 2 weeks in advance, an additional consultant may be assigned to the presentation to support participant engagement and additional materials may need to be prepared.
- If CABE receives notice at least two weeks in advance that the number of participants will exceed 40, then the cost per participant beyond 40 and up to 50 will be $175 each and added to the total cost of the MOU; and
- If CABE receives notice at least two weeks in advance that the number of participants will exceed 50, the cost of a second presenter will need to be invoiced at the daily rate.
- If CABE does not receive notice at least two weeks in advance that the number of participants will exceed 40, then the cost per participant beyond 40 and up to 50 will be $225 each and added to the total cost of the MOU.
- If CABE does not receive notice at least two weeks in advance that the number of participants will exceed 50, the cost of a second presenter will be invoiced at the daily rate plus an additional $1,000 late notice fee.

Responsibilities of CABE

- To provide an expert consultant to present the PL; and
- Provide all travel costs for said consultant.
- When delivering virtual PL, CABE may provide the virtual meeting platform or may request to use a platform provided by the District.

Virtual Delivery

- If in-person professional learning is not an option due to the Covid-19 pandemic or other reasons out of CABE's control, CABE will coordinate with the district to provide the professional learning through a virtual platform, with modifications as needed (time, materials, etc.).
- If professional learning is provided via a virtual platform, the professional learning session will be delivered in divided times over agreed upon days equivalent to in-person delivery or in an adjusted full day session appropriate for virtual facilitation.
- CABE will provide the Zoom Virtual Platform and all necessary links and set up unless COJUSD selects to use and set up a different platform. District is responsible for providing technical support to CABE consultants for training, managing, setting up, and monitoring the session.
- Sessions will not be recorded unless explicit permission is provided by district and attendees to be used by CABE for internal purposes.
- Digital handouts and materials for each professional learning session are to be used by participants only and not to be distributed unless permission is granted by CABE.

Budgeting

At contract signing, a non-refundable deposit of 25% of the total costs will be due. This deposit will cover the initial costs incurred by CABE and the consultant to begin preparing the PL. Should the need arise to reschedule or cancel the PL, the deposit will be applied toward the rescheduled date or any future PL provided by CABE. CABE'S L.E.A.D. Educational Solutions department will invoice COJUSD for the remaining amounts due after each day of PL is presented. COJUSD will be invoiced for all scheduled

services through June 30th by April 30th of the contract year. When PL is provided through a virtual platform, delivery of the services will be billed as follows:

- PL lasting 1-3 hours of online delivery in a single session will be billed for half the daily rate
- PL lasting more than 3 hours and up to 6 hours in a single session will be billed the full daily rate

Intellectual Property

CABE retains all intellectual property rights to the content of the PL presentations.
CABE retains the right to record virtual and in-person PL for internal quality control purposes. Only CABE may record its PL presentations and any recordings are the sole property of CABE.

CABE Media Release

CABE may take photos of trainers and collaborative work during trainings, for use on social media and in promotional materials. By signing this contract, COJUSD agree as follows:

- All recordings and photographs of participants by CABE or its contractors may be used by CABE for promotional or other purposes at its discretion.
- I acknowledge and agree that any photographs, audio, or video recordings taken of participants by CABE, or its contractors are the sole property of CABE. I understand and agree that there will not be any compensation in connection with the use of these materials.
- I hereby release, waive, and discharge any claims of any kind or nature arising out of or relating to the use of the statements, photography, audio, or video recording by any person or firm authorized by CABE to publish said material ("Publishers"). This release, waiver, and discharge should also extend to all affiliated companies, directors, staff, and board members of said Publishers.
- This release shall be binding upon participants and respective successors, heirs, assigns, executors, administrators, spouses, and next of kin.

Insurance

CABE shall provide to COJUSD a current certificate of policy evidencing its comprehensive and general liability insurance coverage in a sum not less than $3,000,000 aggregate and $1,000,000 per occurrence. CABE will provide evidence of Workers' Compensation insurance coverage for all CABE's L.E.A.D. consultants upon request.

Indemnification

A. Insofar as permitted by law, COJUSD shall assume the defense and hold harmless CABE and/or any of its officers, agents or employees from any liability, damages, costs, or expenses of any kind whatsoever, including attorneys' fees, which may arise by reason of the sole fault or negligence of COJUSD, its officers, agents or employees.
B. Insofar as permitted by law, CABE shall assume the defense and hold harmless COJUSD and/or any of its officers, agents or employees from any liability, damages, costs, or expenses of any kind whatsoever, including attorneys' fees, which may arise by reason of any harm to person(s) or property received or suffered by reason of the sole fault or negligence of CABE its officers, agents or employees.
C. It is the intent of COJUSD and CABE that where negligence or responsibility for any harm to person(s) or property is determined to have been shared, the principles of comparative

negligence shall be followed and each party shall bear the proportionate cost of any liability, damages, costs, or expenses attributable to that party.

D. COJUSD and CABE agree to notify the other party of any claims, administrative actions, or civil actions determined to be within the scope of this Agreement within ten (10) calendar days of such determination. COJUSD and CABE further agree to cooperate in the defense of any such actions. Nothing in this Agreement shall establish a standard of care for or create any legal right for any person not a party to this Agreement.

Termination

Either party may terminate this MOU without cause upon (30) days prior written notice to the other party. If terminated by the District, the District will be responsible for costs incurred up to the date of termination. If in-person professional learning is not an option at any point during the school year due to the Covid-19 pandemic or other cause outside the control of the parties, CABE will provide the PL through a virtual platform, with modifications as needed, or the parties will reschedule the PL to a mutually agreeable date.

Notices

Any notice required to be given by the terms of this MOU shall be deemed to have been given when the same is personally delivered or sent by first class mail, postage prepaid, addressed to the respective parties as follows:

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

To CABE: California Association for Bilingual Education
20888 Amar Road
Walnut, CA 91789

Integration

This MOU represents the entire and integrated agreement between COJUSD and CABE for the services described above, and supersedes all prior negotiations, representations, or agreements, either written or oral. This MOU may be amended only by a written instrument signed by the duly authorized representatives of COJUSD and CABE.

Representation of Authority

The undersigned hereby represent and warrant that they are authorized by the respective parties to execute this MOU.

IN WITNESS WHEREOF, COJUSD and CABE have executed this MOU as of the date first above written.

Authorized Representative Cutler-Orosi Joint Unified School District 12623 Avenue 416 Orosi, CA 93647 (559) 528- 4763 Date:	Cynthia Vasquez Petitt Cynthia Vasquez Petitt, CABE Interim CEO 20888 Amar Road Walnut, CA 91789 (626 814-4441 Date: 6.03.2026

Proposal from CABE Professional Learning Services to Cutler-Orosi Joint Unified District for Support of the Dual Language Program

To: Veronica Raigoza, Administrator of Dual Immersion & Multilingual Supports, Cutler-Orosi Joint Unified School District

From: Rubí Flores, Director of L.E.A.D. Educational Solutions, CABE

CC: Cynthia Vasquez Petitt, Interim CEO, California Association for Bilingual Education (CABE)

Date: 6.03.2026

Re: CABE's L.E.A.D. Educational Solutions Proposal for consulting and professional learning in support of the DL program

---

Introduction

CABE is the pioneering professional association with over 40 years of experience with educational programs for language learners and has developed tools and techniques for planning, implementing, and enhancing language programs, including Dual Language (DL) programs. We bring this deep knowledge of and expertise with DL to our collaboration with districts in support of their planning, implementation, and enhancement of their programs.

The following professional learning is proposed as a way to support the vision of the district under the knowledgeable leadership of the Veronica Raigoza, Administrator of Dual Immersion & Multilingual Supports, to guide the district in support of a strong, successful, and sustainable DL program in Cutler-Orosi Joint Unified School District.

Proposed Collaboration for July 1, 2026 through June 30, 2027

The process of enhancing a DL program takes careful analysis and strategic planning for implementation. This proposal spans the 2026-2027 academic year and provides consulting and professional learning support for enhancing the Dual Language program. CABE's L.E.A.D. Educational Solutions department will work with district representatives to identify and cluster the critical topics to explore, conversations that will need to be conducted, and decisions that need to be made in analyzing and planning for and the implementation of the enhanced DL program. The recommended consulting and professional learning is listed below and is offered for your consideration. This proposal can be customized to your budget, specific goals, and level of support needed.

Proposed support for the 2026-2027 academic year:

Proposal from CABE Professional Learning Services to Cutler-Orosi Joint Unified District for Support of the Dual Language Program

Goal 1. **Provide Individualized Consulting and Coaching for DL Teachers and Staff**	**By Whom**	**# of Days**

Description of services provided:
 	
Based on findings from consultation with DL site administrators, teachers, and staff, along with data from the DLI program, provide customized consulting and coaching for DL teachers and staff
 	
• May include additional professional learning trainings
• May include coaching sessions based on the teacher reflection journal on topics such as
  ○ DL writing instruction leveraging oral language, academic vocabulary, and cross-linguistic connections to improve student writing outcomes.
  ○ Planning for cross-linguistic transfer
  ○ Planning for ELD instruction
  ○ Planning for formative assessment
  ○ Backwards biliteracy unit planning
  ○ Planning for inclusion of sociocultural competence strategies, etc.
• May include lesson observations, coaching, debriefing, or planning with teachers/administrators
• Plan for the site or teacher support will be reviewed by district and site administrators before being implemented
 	
All work will be based upon the *Guiding Principles for Dual Language Education, 3rd edition*
	District staff and L.E.A.D. Consultant	7 days

California Association for Bilingual Education | Educational Solutions

Proposal from CABE Professional Learning Services to Cutler-Orosi Joint Unified District for Support of the Dual Language Program

Summary of Professional Learning Services	Cost:
Proposed for 2026-2027:	
Goal 1: Provide Individualized Consulting and Coaching for DL Teachers and Staff	**$38,500**
Total Proposed Cost for 2026-2027:	**$38,500**

Responsibilities of CJUSD

- To schedule the PL in collaboration with CABE L.E.A.D. department within 3 weeks of the approval of the contract.
- To notify CABE's L.E.A.D. Educational Solutions department of date/time changes for the PL in a timely manner:
    - Once CJUSD and CABE's L.E.A.D. team have mutually agreed upon the date/time for the PL, CABE L.E.A.D. department must be notified of any change in date/time at least ten (10) business days prior to the originally scheduled day and time of the PL.
    - If notice is received less than ten (10) business days prior to the originally scheduled day and time of the PL, CJUSD will be liable for any additional travel and consultant costs related to the date/time change(s), if applicable.
- To provide an appropriate location for the PL at no cost to CABE;
- To provide logistical information to CABE no later than two weeks prior to the scheduled session (location, agenda, audience, number of participants, etc.)
- To provide the audiovisual equipment for the presentations, requested by CABE in advance;
- To provide technical support during delivery of virtual PL, if using a District sponsored meeting platform.
- To meet and accommodate the needs of any of their participants as needed, including interpretation.
- To cover the cost of and prepare materials/handouts for the PL, including translation, if necessary;
- Provide administrative support (sign-in sheets, name badges, name tents, materials boxes for participants, chart paper, markers, etc.);
- Arrange for and cover cost of food participants for the PL (if any); and
- Limit the number of participants to a maximum of 40 for the C/PL.
    - Participants are defined as those who attend the C/PL, even for only a portion of the day, whether they are formally registered/paid or not (provided however, such term shall not include those staff individuals present who provide audiovisual equipment, materials/handouts or administrative support to the C/PL).
- If the number of participants exceeds 40, CABE must be notified at least 2 weeks in advance, an additional consultant may be assigned to the presentation to support participant engagement and additional materials may need to be prepared.
- If CABE receives notice at least two weeks in advance that the number of participants will exceed 40, then the cost per participant beyond 40 and up to 50 will be $175 each and added to the total cost of the MOU; and

Proposal from CABE Professional Learning Services to Cutler-Orosi Joint Unified District for Support of the Dual Language Program

- If CABE receives notice at least two weeks in advance that the number of participants will exceed 50, the cost of a second presenter will need to be invoiced at the daily rate.
- If CABE does not receive notice at least two weeks in advance that the number of participants will exceed 40, then the cost per participant beyond 40 and up to 50 will be $225 each and added to the total cost of the MOU.
- If CABE does not receive notice at least two weeks in advance that the number of participants will exceed 50, the cost of a second presenter will be invoiced at the rate of $5,500.

Responsibilities of CABE

- To provide an expert consultant to present the PL; and
- Provide all travel costs for said consultant.
- When delivering virtual PL, CABE may provide the virtual meeting platform or may request to use a platform provided by the District.

Virtual Delivery

- If in-person professional learning is not an option due to the Covid-19 pandemic or other reasons out of CABE's control, CABE will coordinate with the district to provide the professional learning through a virtual platform, with modifications as needed (time, materials, etc.).
- If professional learning is provided via a virtual platform, the professional learning session will be delivered in divided times over agreed upon days equivalent to in-person delivery or in an adjusted full day session appropriate for virtual facilitation.
- CABE will provide the Zoom Virtual Platform and all necessary links and set up unless CJUSD selects to use and set up a different platform. The district is responsible for providing technical support to CABE consultants for training, managing, setting up, and monitoring the session.
- Sessions will not be recorded unless explicit permission is provided by district and attendees to be used by CABE for internal purposes.
- Digital handouts and materials for each professional learning session are to be used by participants only and not to be distributed unless permission is granted by CABE.

Budgeting

At contract signing, a non-refundable deposit of 25% of the total costs will be due. This deposit will cover the initial costs incurred by CABE and the consultant to begin preparing the PL. Should the need arise to reschedule or cancel the PL, the deposit will be applied toward the rescheduled date or any future PL provided by CABE. CABE's L.E.A.D. department ill invoice CJUSD for the remaining amounts due after each day of PL is presented. CJUSD will be invoiced for all scheduled services through June 30th by April 30th of the contract year. When PL is provided through a virtual platform, delivery of the services will be billed as follows:

- PL lasting 1-3 hours of online delivery in a single session will be billed for half the daily rate
- PL lasting more than 3 hours and up to 6 hours in a single session will be billed the full daily rate

Proposal from CABE Professional Learning Services to Cutler-Orosi Joint Unified District for Support of the Dual Language Program

Intellectual Property

CABE retains all intellectual property rights to the content of the PL presentations.
CABE retains the right to record virtual and in-person PL for internal quality control purposes. Only CABE may record its PL presentations and any recordings are the sole property of CABE.

CABE Media Release

CABE may take photos of trainers and collaborative work during trainings, for use on social media and in promotional materials. By signing this contract, CJUSD agree as follows:

- All recordings and photographs of participants by CABE or its contractors may be used by CABE for promotional or other purposes at its discretion.
- I acknowledge and agree that any photographs, audio, or video recordings taken of participants by CABE, or its contractors are the sole property of CABE. I understand and agree that there will not be any compensation in connection with the use of these materials.
- I hereby release, waive, and discharge any claims of any kind or nature arising out of or relating to the use of the statements, photography, audio, or video recording by any person or firm authorized by CABE to publish said material ("Publishers"). This release, waiver, and discharge should also extend to all affiliated companies, directors, staff, and board members of said Publishers.
- This release shall be binding upon participants and respective successors, heirs, assigns, executors, administrators, spouses, and next of kin.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE COJUSD ALTERNATIVE SCHOOLS / PROGRAMS OF CHOICE ANNUAL EVALUATION REPORT**

ATTACHMENTS: **COJUSD ALTERNATIVE SCHOOLS / PROGRAMS OF CHOICE REPORT AND SURVEY RESULTS**

FUNDING SOURCE: **N/A**

DISCUSSION: The law requires that alternative schools established under California Education Code (EC) sections 58500–58512 prepare an annual evaluation report. All Alternative Schools and Programs of Choice are required to submit one completed survey based on a compilation of surveys collected by the administrator. Each district operating an alternative school shall annually evaluate such school and shall be annually reviewed by persons designated by the superintendent.

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 Alternative Schools Annual Evaluation Report**

PROPOSED ACTION: **APPROVE**

Item #: 6

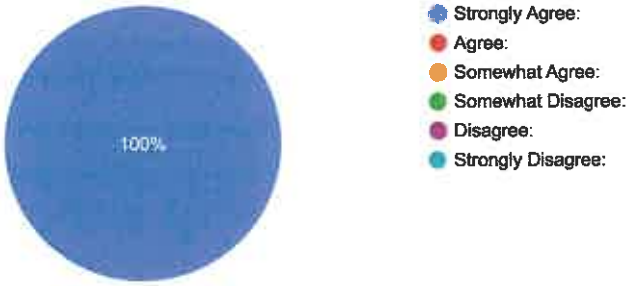
25-26 Teacher Survey: Alternative Schools/Program of Choice

1 response

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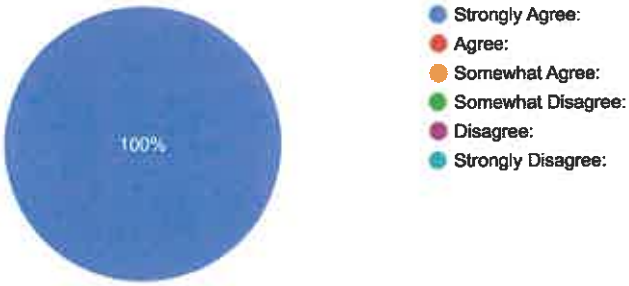
The school's program is designed to ensure success for all learners. Copy chart

1 response



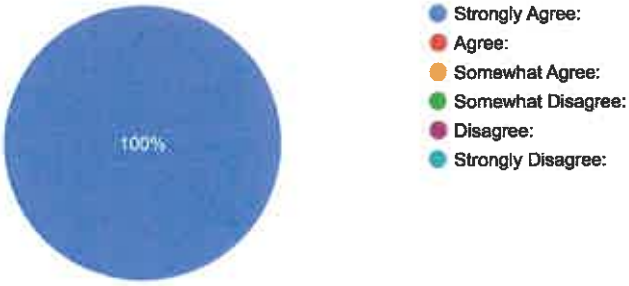
There are expectations that all students can achieve. Copy chart

1 response



We have the opportunity to evaluate student outcomes and achievement. Copy chart

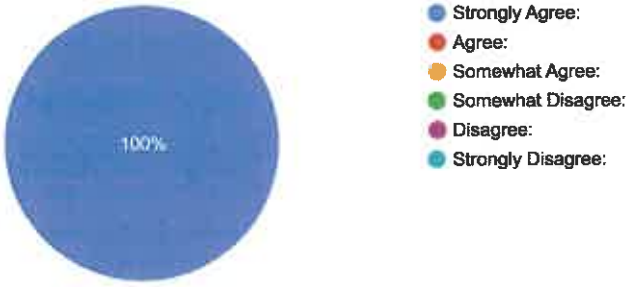
1 response



Our school provides interventions for students not meeting the grade-level standards or having difficulties in their learning experiences.

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1 response



As a staff, we maximize learning opportunities that may not be available in a non- choice school.

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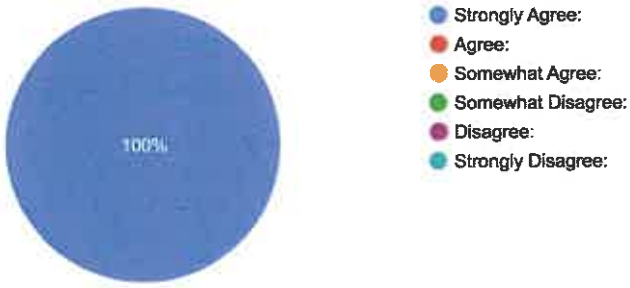
1 response



Time is allocated for professional development with other teachers to collaborate and plan.

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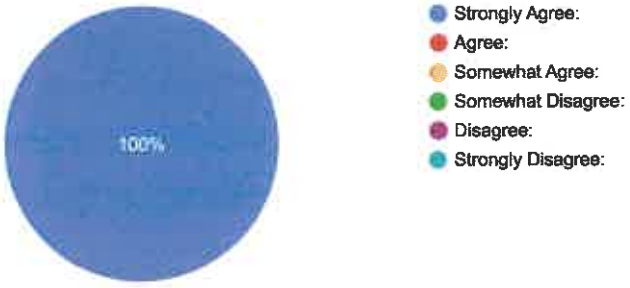
1 response



The inclusion of culturally relevant information is woven into the fabric of instruction and students' work.

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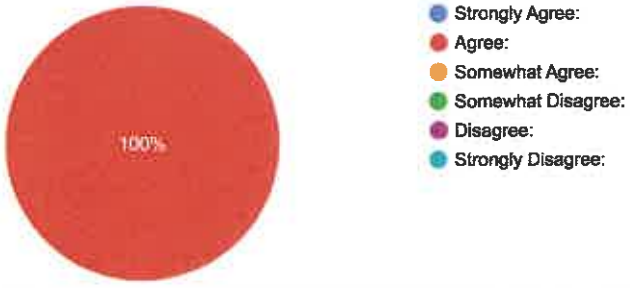
1 response



School administrators involve teachers in decision making and problem solving.

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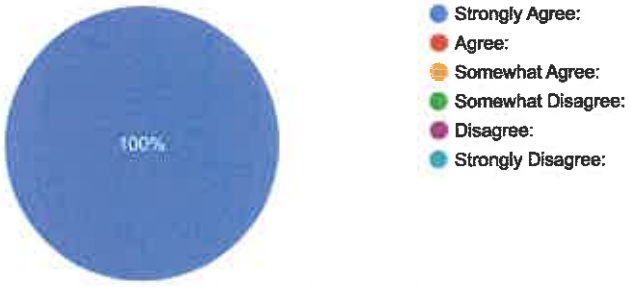
1 response



School staff, students, parents, and community members are invited to the campus to be an audience for students' work/activities.

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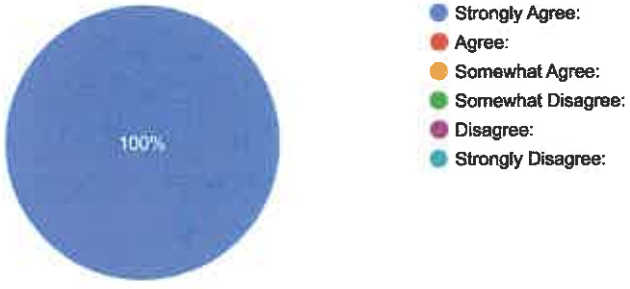
1 response



Our school promotes an appreciation for diversity.

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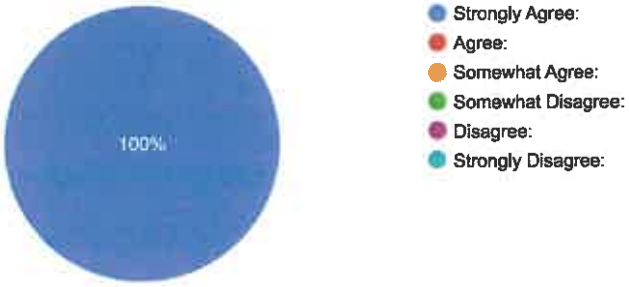
1 response



Our school promotes a culture of acceptance.

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1 response



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25-26 Parent Survey: Alternative Schools/Program of Choice

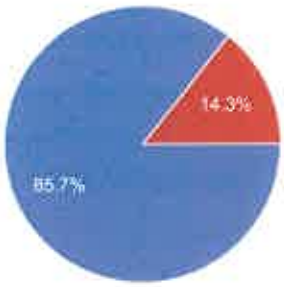
7 responses

Publish analytics

My student's teachers care about my student. (Los maestros de mi estudiante se preocupan por mi estudiante.)

Copy chart

7 responses

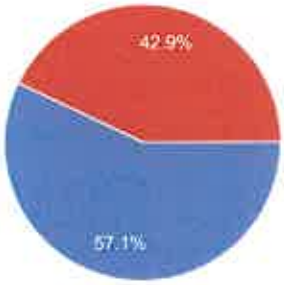


- Strongly Agree (Totalmente de acuerdo)
- Agree (De acuerdo)
- Somewhat Agree (Parcialmente de acuerdo):
- Somewhat Disagree (Algo en desacuerdo):
- Disagree (Desacuerdo):
- Strongly Disagree (Muy en desacuerdo):

My student's teachers provide an excellent education for my student. (Los maestros de mi estudiante brindan una educación excelente para mi estudiante).

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7 responses

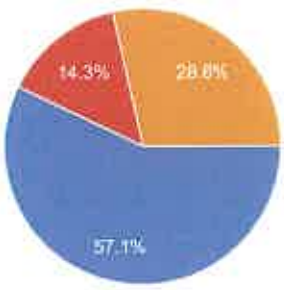


- Strongly Agree (Totalmente de acuerdo)
- Agree (De acuerdo)
- Somewhat Agree (Parcialmente de acuerdo):
- Somewhat Disagree (Algo en desacuerdo):
- Disagree (Desacuerdo):
- Strongly Disagree (Muy en desacuerdo):

Teachers frequently state clear expectations and expect high quality work from my student (Los maestros con frecuencia expresan expectativas claras y esperan un trabajo de alta calidad de mi estudiante).

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7 responses

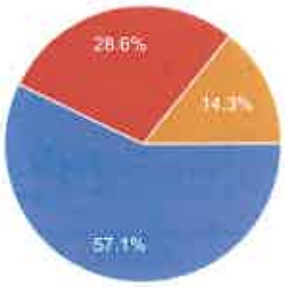


- Strongly Agree (Totalmente de acuerdo)
- Agree (De acuerdo)
- Somewhat Agree (Parcialmente de acuerdo):
- Somewhat Disagree (Algo en desacuerdo):
- Disagree (Desacuerdo):
- Strongly Disagree (Muy en desacuerdo):

My student's teachers communicate with me regularly about my student's progress. (Los maestros de mi estudiante se comunican conmigo regularmente sobre el progreso de mi estudiante).

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7 responses

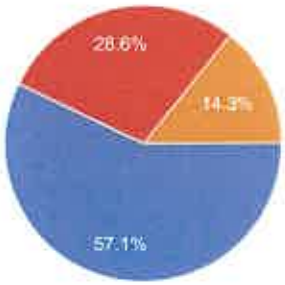


- Strongly Agree (Totalmente de acuerdo)
- Agree (De acuerdo)
- Somewhat Agree (Parcialmente de acuerdo):
- Somewhat Disagree (Algo en desacuerdo):
- Disagree (Desacuerdo):
- Strongly Disagree (Muy en desacuerdo):

The school's program is rigorous and my student is challenged. (El programa de la escuela es riguroso y mi estudiante es desafiado).

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7 responses

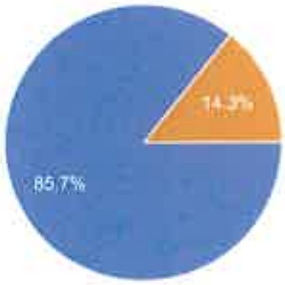


- Strongly Agree (Totalmente de acuerdo)
- Agree (De acuerdo)
- Somewhat Agree (Parcialmente de acuerdo):
- Somewhat Disagree (Algo en desacuerdo):
- Disagree (Desacuerdo):
- Strongly Disagree (Muy en desacuerdo):

My student's school promotes an appreciation for diversity. (La escuela de mi estudiante promueve el aprecio por la diversidad).

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7 responses

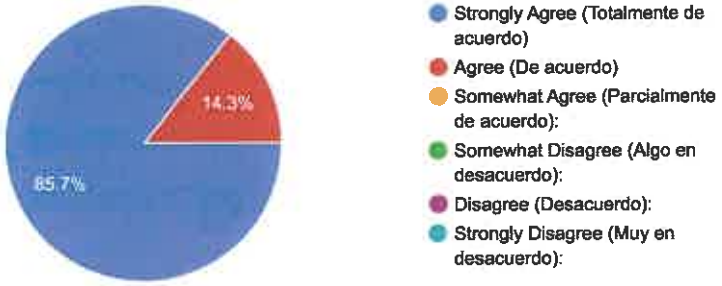


- Strongly Agree (Totalmente de acuerdo)
- Agree (De acuerdo)
- Somewhat Agree (Parcialmente de acuerdo):
- Somewhat Disagree (Algo en desacuerdo):
- Disagree (Desacuerdo):
- Strongly Disagree (Muy en desacuerdo):

My student's school promotes a culture of acceptance. (La escuela de mi estudiante promueve una cultura de aceptación).

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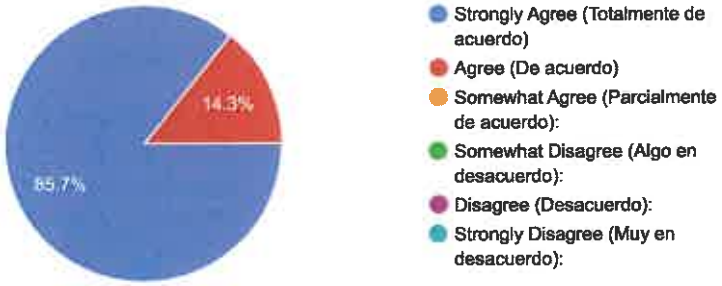
7 responses



My student's school implemented virtual learning successfully. (La escuela de mi estudiante implementó con éxito el aprendizaje virtual).

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7 responses



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25-26 Student Survey: Alternative Schools/Program of Choice

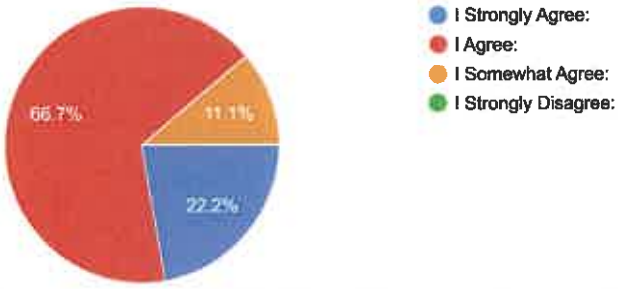
9 responses

Publish analytics

I enjoy learning at the school I attend.

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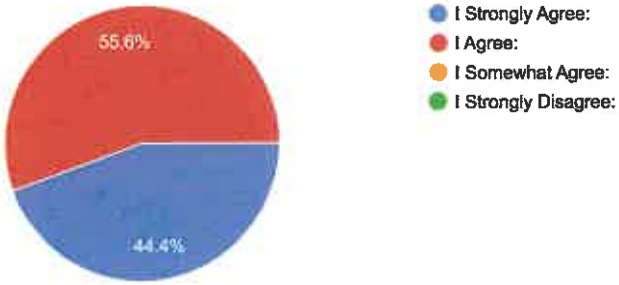
9 responses



My school helps me to succeed.

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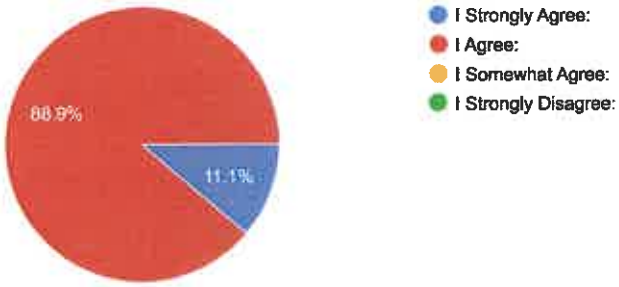
9 responses



My school provides different opportunities and ways to show what I have learned.

Copy chart

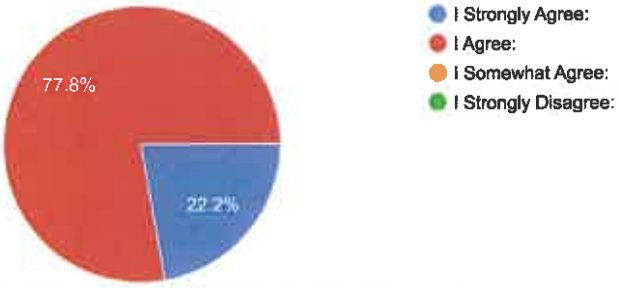
9 responses



My teachers give me feedback on my academic progress.

Copy chart

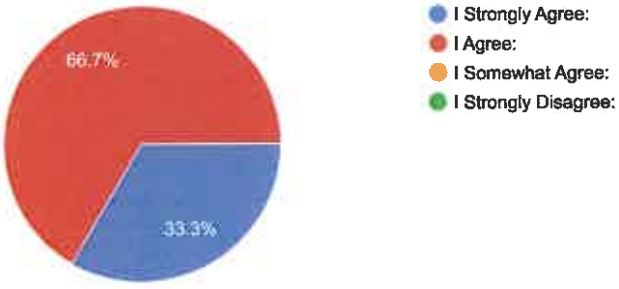
9 responses



My teachers are available to all students in my classes.

Copy chart

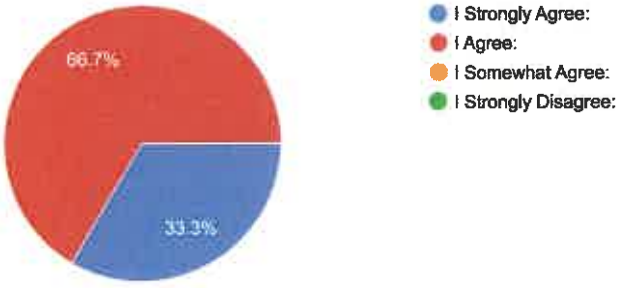
9 responses



I believe my teachers care about me.

Copy chart

9 responses



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0. CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE CONTRACT WITH INSTITUTE FOR MULTI-SENSORY EDUCATION**

ATTACHMENTS: **CONTRACT WITH INSTITUTE FOR MULTI-SENSORY EDUCATION**

FUNDING SOURCE: **GRANT FUNDED**

DISCUSSION: The Institute for Multi-Sensory Education (IMSE) contract will allow COJUSD to offer a 5-day Comprehensive training of IMSE to all new/untrained staff, a 3-day training targeted for instructional aides providing literacy support, and a one-day refresher course to all staff previously trained. The approximate cost of the trainings and kits is $60,100.63.

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 IMSE contracts.**

PROPOSED ACTION: **APPROVE**

Item #: 7

institute for multi-sensory education

Cutler-Orosi In-Person OG Plus, Onboarding, & Educational Assistant Training

Cutler-Orosi Joint Unified
12823 Avenue 416
Orosi, CA 93647
United States

Reference: 20260601 092816317
Quote created: June 1, 2026
Quote expires: August 30, 2026
Quote created by: Kathleen Law
Regional Partnership Manager
kathleen.law@imse.com

Shevonne Swanson
shswanson@cojusd.org
(559) 528-4763

Comments from Kathleen Law

Products & Services

Item & Description	Quantity	Unit Price	Total
EDUCATIONAL ASSISTANT COURSE 18-HOURS EA18: 18 hours. Minimum 10 participants	18	$375.00	$6,750.00
OG+ Curriculum Onboarding (6-HOUR) A 6-hour (one-day) professional learning onboarding for districts that have purchased the IMSE curriculum. In person requires extra fee.	10	$285.00	$2,850.00
OG PLUS 30-HOUR TRAINING Lift Intervention Kit 10-29 Participants	21	$1,575.00	$33,075.00
IN-PERSON FEE FOR COMP, OG+, or MORPH+ Comp OG+/Morph+ In-Person Fee	2	$4,000.00	$8,000.00
	One-time subtotal		$50,675.00
	Total		**$50,675.00**

Purchase terms

Course pricing is inclusive of materials.
Schools that are not tax-exempt are responsible for any applicable taxes.

Questions? Contact me



Kathleen Law
Regional Partnership Manager
kathleen.law@imse.com

IMSE
2000 Town Center
Suite 2000
Southfield, MI 48075
United States

Quote #404799

institute for multi-sensory education

Customer	Shevonne Swanson
Date Received	06/02/2026
Payment Method	Purchase Order
Payment Status	Payment Pending

Billing Address
Cutler-Orosi Jt. Unified School District
12623 Avenue 416
Orosi, CA 93647
United States559-528-4075
accountspayable@cojusd.org

Shipping Address
Cutler-Orosi Jt. Unified School District
12623 Avenue 416
Orosi, CA 93647
United States

Item	Description	QTY	Price	Total
TK-FG	OG+ Educator Curriculum Kit - 1st Grade	2	825.00	1650.00
TK-K	OG+ Educator Curriculum Kit - Kindergarten	4	825.00	3300.00
TK-SG	OG+ Educator Curriculum Kit - 2nd Grade	4	825.00	3300.00
			Subtotal	$8,250.00
			Sales Tax	$639.38
			Shipping	$536.25
			Adjustments	$0.00
			Total	$9,425.63

• IMSE provides quotes for online orders at www.imse.com. Follow the prompts and after *submission* you can print a pdf and receive an email confirmation with a quote number. IMSE guarantees pricing for 30 days using your quote number. Products are subject to availability at the time of acceptance of quote via PO.
• Tax Exemption Status is a required choice for quote and order submission.
• Quote *does not* guarantee seat or training registration. Please pay in full with purchase order to guarantee seat.
• IMSE does not offer expedited or international shipping at this time, nor do we hold orders for a later date. In an effort to accommodate the multiple daily orders we receive, we ship upon receipt.
• We know that you would like to start using the products you've ordered as quickly as possible, we have multiple product fulfillment centers. Your orders will arrive in separate shipments. Allow up to 1-2 weeks for delivery.
• If you are not satisfied with the products you've ordered, you may return unopened items within 30 days for a refund, less a 15% restocking fee. Opened, shrink wrapped items will not be accepted. Shipping costs, discontinued and clearance products are non-refundable. The return address is IMSE Fulfillment Center, 35315 Beattie Dr, Sterling Heights, MI 48312.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: CONSENT

AGENDA ITEM: INTERDISTRICT TRANSFER LIST

ATTACHMENTS: INTERDISTRICT TRANSFER REQUEST LIST

FUNDING SOURCE: N/A

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

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

BOARD GOAL:

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

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

PROPOSED ACTION: **APPROVE**

Item #: 8

INTER-DISTRICT TRANSFER REQUESTS

June 18, 2026

OUTGOING REQUESTS for 2026-27			
Student	**District Requested**	**Reason**	**Approved/ Denied**
L. Gonzalez	Monson-Sultana	Child Custody	Approved
A. Sanchez	Kings Canyon	Parent Employment	Approved
U. Ortega	Monson-Sultana	Child Custody	Approved

INCOMING REQUESTS for 2026-27			
Student	**District of Residence**	**Reason**	**Approved/ Denied**
C. Galvan	Visalia	Parent Employment	Approved
M. Lupian	Visalia	Parent Employment	Approved
C. Lupian	Visalia	Parent Employment	Approved
J. Montes	Visalia	Attendance	Denied
K. Cruz	Dinuba	Parent Employment	Approved
E. Mendoza	Dinuba	Parent Employment	Approved

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **RATIFY PUBLIC SERVICE AGREEMENT WITH THE REGENTS OF THE UNIVERSITY OF CALIFORNIA**

ATTACHMENTS: **AGREEMENT**

FUNDING SOURCE: **K16 RACIES**

DISCUSSION: The Director of College and Career requests ratification of the agreement between COJUSD and the Regents of the University of California to provide the housing services and program services for the Incoming 9th Grade Jumpstart Overnight Stay Experience on June 12-13, 2026. Service Expenses are fully reimbursable via K16 Raices Grant: $17,025.09.

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

BOARD GOAL:

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

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

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

RECOMMENDATION: **The Superintendent recommends the Board ratify the Public Service Agreement with the Regents of the University of California**

PROPOSED ACTION: **APPROVE**

Item #: 9

AGREEMENT
BETWEEN
THE REGENTS OF THE UNIVERSITY OF CALIFORNIA
AND
CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT

THIS AGREEMENT is entered into between Cutler-Orosi Joint Unified School District (hereinafter called "SCHOOL") and The Regents of the University of California, a California public corporation, on behalf of its Merced campus (hereinafter called "UNIVERSITY"). SCHOOL and UNIVERSITY agree to the following:

1. **TERM:** This Agreement shall become effective June 1, 2026, and shall expire on June 30, 2026.

2. **PURPOSE:**

   This Memorandum of Understanding (MOU) establishes a partnership between University of California, Merced and Cutler-Orosi Unified School District to implement the UC Merced Incoming 9th grade Jumpstart Overnight Stay on June 12–13, 2026, providing students and families within the district with a residential, living-on-campus experience designed to increase awareness of higher education opportunities. The program is intended to strengthen college-going knowledge, family engagement, and educational empowerment among participating families. Through workshops, campus engagement activities, and informational sessions, participating families will be introduced to academic and career pathways in areas such as engineering, research, and healthcare while also learning about financial aid, college eligibility requirements, admissions processes, and systems of higher education to support college access and long-term educational success.

3. **UNIVERSITY** will provide the following:
   - Provide the staffing and oversight for all district-sponsored student activities
   - Coordinates workshop offerings
   - Coordinate and oversee residential program
   - Coordinate and oversee activities during the visit

4. **DISTRICT** will provide the following:
   - Identifying and recruit eligible program participants
   - Provide student rosters that include: Name, Grade level, School, Gender (for housing placement), Ethnicity, Parent education level, ID Number, Emergency contact info, Medical alerts, and Dietary needs
   - Collect all liability waivers, medical forms, media release forms, and code of conduct agreements
   - Provide transportation to UC Merced
   - Provide district staff chaperones
   - Provide payment according to the agreement schedule
   - Provide trained personnel for assistance with medication and/or disability is required
   - Provide proof of district insurance

5. **COMPENSATION AND REIMBURSEMENT OF EXPENSES**
For services performed under this Agreement, School shall pay to the University the agreed upon sum in the incorporated Budget.

Payment will be made upon submission of an invoice by the University to School. Invoice shall be submitted to:

Yolanda Valdez
Superintendent
yvaldez@cojusd.org
12623 Ave 416, Orosi, CA, 93247

6. **COMPLIANCE WITH LAW:** UNIVERSITY shall provide services in accordance with applicable Federal, State and Local laws, regulations and directives. With respect to wages and hours, state and federal income tax, unemployment insurance, Social Security, disability insurance, workers' compensation insurance, and discrimination in employment.

7. **CALIFORNIA CHILD ABUSE AND NEGLECT REPORTING ACT:** SCHOOL represents and warrants that it has and will continue to comply with any requirements imposed by the California Child Abuse and Neglect Reporting Act ("CANRA"). Any failure to comply with the requirements imposed by CANRA will be deemed a material breach of this Agreement. In such an instance, UNIVERSITY shall be permitted to terminate this Agreement immediately.

8. **RECORDS AND AUDIT:** UNIVERSITY shall maintain complete and accurate records with respect to the services rendered and the costs incurred under this Agreement.

9. **COPYRIGHT:** The UNIVERSITY shall own, solely and exclusively, the copyright and all copyright rights to any written or otherwise copyrightable material delivered under this agreement.

10. **INSURANCE:** Each PARTY, at its sole cost and expense, shall insure its activities in connection with this Agreement by maintaining programs of self-insurance as follows:

    a. General Liability, Sexual Abuse Liability, Employer's Liability, Professional Liability and Automobile Liability insurance. General Liability (including broad form property damage and contractual liability) insurance on a per occurrence basis with a single limit of not less than One Million Dollars ($1,000,000); Sexual Abuse Liability Insurance on a per occurrence basis with a single limit of not less than One Million Dollars ($1,000,000); Employer's Liability insurance on a per occurrence basis with a single limit of not less than One Million Dollars ($1,000,000); Professional Liability insurance on a per occurrence basis with a single limit of not less than One Million Dollars ($1,000,000); and automobile liability insurance for owned, hired and non-owned vehicles on a per occurrence basis with a combined single limit of not less than One Million Dollars ($1,000,000).

    b. Workers' Compensation as required under California State Law.

    c. Such other insurance in such amount which from time to time may be reasonably required by the mutual consent of DISTRICT and UNIVERSITY against other insurable risks relating to the performance of this Agreement.

d. It should be expressly understood, however, that the coverage and limits required under this Article shall not in any way limit the liability of either PARTY.

e. Each PARTY shall further provide for thirty (30) days advance written notice of any modification, change or cancellation of any of the above insurance coverage.

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

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

12. **RESPONSIBILITY FOR OWN ACTS**: Each PARTY will be responsible for its own acts or omissions and any and all claims, liabilities, injuries, suits, and demands and expenses of all kinds which may result or arise out of any alleged malfeasance or neglect caused or alleged to have been caused by such PARTY, its employees or representatives, in the performance or omission of any act or responsibility of such PARTY under this Agreement. In the event that a claim is made against both PARTIES, it is the intent of both PARTIES to cooperate in the defense of said claim and to cause their insurers to do likewise. However, both PARTIES shall have the right to take any and all actions they believe necessary to protect their interests.

13. **FINGERPRINTING/ BACKGROUND**
UNIVERSITY Staff shall at all times comply with the fingerprinting and criminal background investigation requirements of the California Education Code ("Education Code") section 45125.1.UNIVERSITY further agrees and acknowledges that if at any time during the Term of this Agreement UNIVERSITY learns or becomes aware of additional information which differs in any way from the representations set forth above, UNIVERSITY shall immediately notify SCHOOL and prohibit any new personnel from having any contact with SCHOOL students until the fingerprinting and background check requirements have been satisfied and SCHOOL determines whether any contact is permissible.

14. **TURBERCULOSIS CERTIFICATION**
UNIVERSITY and SCHOOL shall at all times comply with the tuberculosis ("TB") certification requirements of Education Code section 49406.

UNIVERSITY further agrees and acknowledges that if at any time during the Term of this Agreement UNIVERSITY learns or becomes aware of additional information which differs in any way from the representations set forth above, UNIVERSITY shall immediately notify

SCHOOL and prohibit any new personnel from having any contact with SCHOOL students until the TB certification requirements have been satisfied and SCHOOL determines whether any contact is permissible.

15. **AMENDMENTS:** This agreement may be amended by mutual agreement in writing by the parties.

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

17. **NOTIFICATION:** Any written notification required hereunder shall be personally served or mailed by certified mail, return requested, to following:

For UNIVERSITY:	For SCHOOL:
Orquídea Largo, Ed.D. Associate Vice Chancellor Merced, California 95343 Theresa Cline Deputy Chief Procurement Officer University of California, Merced 5200 North Lake Road Merced, California 95343	Yolanda Valdez Superintendent yvaldez@cojusd.org 12623 Avenue 416 Orosi, CA 93647

18. **APPLICABLE LAW**
This Agreement shall be governed by the laws of the State of California.

19. **INCORPORATED DOCUMENTS**
This Agreement and its Incorporated Documents contain the entire agreement between the Parties, in order of the below precedent, concerning its subject matter and shall supersede all prior or other agreements, oral and written declarations of intent and other legal arrangements (whether binding or non-binding) made by the Parties in respect thereof.
   i. Agreement
   ii. Budget

20. **ENTIRE AGREEMENT**
This Agreement, and Exhibit A attached here to contains the entire agreement and understanding between the parties and supersedes all prior written or oral agreements with respect to the subject matter herein. Any modification to this Agreement must be made in writing and signed by the SCHOOL and UNIVERSITY.

Signatures on next page

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

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT

Signature: _____

Yolanda Valdez
Superintendent
Cutler-Orosi Joint Unified School District

THE REGENTS OF THE UNIVERSITY OF CALIFORNIA, Merced Campus

Signature: _____

Theresa Cline
Deputy Chief Procurement Officer

Signature: _____

Orquídea Largo, Ed.D.
Associate Vice Chancellor
University of California, Merced
Center for Educational Partnerships

UC Merced Incoming 9th grade Jumpstart Overnight Stay	Cost
1.) PERSONNEL	
Full Time Staff	
(2) Full-time Staff Salaries	3,372.00
TOTAL PERSONNEL	3,372.00
2.) FRINGE BENEFITS	
(2) Full-Time Staff Benefits	1,969.00
TOTAL FRINGE BENEFITS:	1,969.00
PROFESSIONAL DEVELOPMENT	
$0.725 up to 1,000 miles for Full Time Staff x 2 - 2026 IRS Reimbursement Rate	500.00
TOTAL TRAVEL:	500.00
SUPPLIES	
Snacks (52 participants x 1 snack x $3.50 per snack)	182.00
Materials and Promotional Items (shirts, waterbottles, notebooks, and pens)	4,511.32
TOTAL SUPPLIES:	4,693.32
OTHER DIRECT	
A-G Presentation	500.00
Systems of Higher Ed Presentation	500.00
Financial Aid Presentation	500.00
Room & Board ($80 x 52 guests and staff x one night)	4,160.00
TOTAL OTHER DIRECT:	5,660.00
9.) TOTAL DIRECT	16,194.32
10.) INDIRECT COST (5.13%)	830.77
TOTAL COST	$ 17,025.09

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE THE 2026-2027 SCHOOL PLANS FOR STUDENT ACHIEVEMENT**

ATTACHMENTS: **2025-2026 SCHOOL PLANS FOR STUDENT ACHIEVEMENT**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board approval are the 2026-2027 School Plans for Student Achievement. Each COJUSD school has revised their School Plan for Student Achievement (SPSA) based on the goals and objectives set forth in the Local Control Accountability Plan (LCAP). The School Plans for Student Achievement are available in the Superintendent's office for review.

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

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the 2026-2027 Site Single Plans for Student Achievement.**

PROPOSED ACTION: **APPROVE**

Item #: 10

School Year: 2026-27

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cutler Elementary	54 71860 6053904	May 21, 2026	June 11, 2026 Pending

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Cutler Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Cutler Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Cutler Elementary School is a Title I school. The SPSA provides the school with an opportunity to align resources to research based programs in effort to meet the needs of our students. The plan outlines the goals and strategies that will be used to raise academic achievement ensuring we are monitoring and evaluating the programs and services being offered. Cutler has a large English Language Learner population as well as an extensive Dual Language Immersion Program. To better meet the needs of our students, our programs cater towards building a strong foundation in academic language and literacy to support our ELs acquiring the target language. Assessment is utilized to ensure the continuous monitoring of student growth as well as each subgroup that we have at Cutler School namely ELs & SWD.

Educational Partner Involvement

How, when, and with whom did Cutler Elementary consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School plan for Student Achievement at Cutler Elementary School is developed thorough a comprehensive process. First data reviewed through on ongoing process. Data is reviewed weekly in leadership meetings, monthly at all staff PLC meetings, and at the end of each trimester in data reviews with the district.

The School Plan for Student Achievement at Cutler Elementary is developed through continuous data review and analysis by educational partners. Results are shared with all educational partners through meetings, newsletters, and communication sent home. Feedback is collected from parents and the community through meetings, surveys, and input sessions. This comprehensive process ensures the plan addresses student needs and aligns with school community goals.

As the 2025-26 school year ended, Cutler Elementary held a joint School Site Council and English Learner Advisory Committee meeting. The purpose was to review the past year's efforts to support student achievement and prepare for 2026-2027. Throughout the previous year, data was consistently analyzed by staff and shared with the community, while parents and community members provided feedback through surveys, input sessions, and the end-of-year meeting itself. By thoroughly reviewing data, gathering stakeholder input, and reflecting on prior efforts, Cutler ensured its updated plan properly addressed evolving student needs and aligned with broader school community goals for the upcoming year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

There are notable inequities between our Dual Immersion (DI) and Monolingual programs. Students in the DI program have limited access to library resources, guided reading materials, and assessments used to measure growth. They also have fewer opportunities for academic intervention compared to their peers in the Monolingual program.

A clear example of this disparity lies in the guided reading materials. While the district uses Fountas & Pinnell's Leveled Literacy Intervention (LLI) kits—an evidence-based program—for Monolingual students, these LLI kits are only available in Spanish up to level J. As a result, DI classrooms must rely on alternative resources such as Rigby or Lee & Low books, which are less structured and not as effective in providing targeted reading instruction.

These inequities have contributed to a noticeable achievement gap between DI and Monolingual students, as reflected in district assessment data. Encouragingly, this year we are seeing a narrowing of that gap, but significant work remains to ensure equitable access to high-quality resources and support for all students.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Based on the 2025 California School Dashboard data for Cutler Elementary, the primary area requiring significant improvement is English Learner Progress, which currently sits in the Orange performance category. Only 41.5% of the school's 229 English Learners are actively making progress toward language proficiency, marking a concerning decline of 6.1% from the previous year.

Additionally, a significant performance gap persists for Students with Disabilities. While the school-wide student population achieved a "Yellow" performance tier in both English Language Arts (ELA) and Mathematics, Students with Disabilities remain in the Orange category for both subjects.

In ELA, they average 101.9 points below standard (compared to the school average of 34.2 points below), and in Mathematics, they average 118.2 points below standard (compared to the school average of 44.6 points below).

Steps Taken to Address These Areas: To address the decline in English Learner progress, the school is evaluating its designated and integrated ELD instructional practices to ensure targeted language support. To target the gaps for Students with Disabilities, the school's positive growth trend ($+48.7$ points in ELA and $+48.9$ points in Math) indicates that recent intervention strategies are yielding progress. The school will continue to deepen its multi-tiered systems of support (MTSS), co-teaching models, and individualized data-tracking to accelerate learning recovery for this student group and completely close the distance-from-standard gap.ELA

SWD Orange 101.9 points below Standard, increased 48.7 points

Key Concern: The EL subgroup is in the Red category, and several other subgroups (SWD, Homeless, Hispanic, SED) fall into the Orange category, indicating persistent and widespread underperformance in ELA.

Mathematics:

SWD 118.2 points below standard, increased 48.9 points

Key Concern: All subgroups are performing in the Orange range, with SWD and Homeless students showing critical deficits (declines of -19 and -22.9 points respectively).

Significant Performance Gaps

There are notable disparities among subgroups:

SWD and Homeless Youth consistently perform lower than their peers across both ELA and Math.

ELs face severe challenges in ELA, falling into the Red category and showing the largest decline (-19.4 pts).

The performance gaps between these subgroups and the general student population highlight the need for targeted interventions.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

A review of the 2025 California School Dashboard data for Cutler Elementary indicates that the primary state indicator requiring significant improvement is the English Learner Progress Indicator (ELPI), which is currently in the Orange

performance category. Of the 229 English Learners evaluated, only 41.5% are making progress toward English language proficiency, marking a clear area of concern with a school-wide decline of 6.1% from the previous year.

Furthermore, a significant performance gap has been identified for Students with Disabilities within academic indicators. While the general student population achieved a "Yellow" performance level in both English Language Arts (ELA) and Mathematics, Students with Disabilities placed in the Orange category for both subject areas. In ELA, this group averages 101.9 points below standard (compared to the school average of 34.2 points below), and in Mathematics, they average 118.2 points below standard (compared to the school average of 44.6 points below).

Steps Taken to Address These Areas:
To address the decline in English Learner progress, the school is reviewing its designated and integrated ELD support frameworks to ensure more targeted language acquisition interventions. To address the academic gaps for Students with Disabilities, the school is leveraging the positive momentum shown in this year's data—where this group achieved significant growth of +48.7 points in ELA and +48.9 points in Math. The school will continue to refine its Multi-Tiered System of Supports (MTSS), expand co-teaching frameworks, and implement targeted data-tracking to accelerate learning recovery and close the remaining distance-from-standard gaps.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Areas of needed have been noted above.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Cutler Elementary. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	%	0.17%			1
African American	0.16%	0.16%	0.17%	1	1	1
Asian	0.16%	0.16%	0.33%	1	1	2
Filipino	0.49%	0.49%	0.83%	3	3	5
Hispanic/Latino	98.85%	98.52%	97.67%	600	598	586
Pacific Islander	%	%	0.17%			1
White	0.33%	0.66%	0.67%	2	4	4
			Total Enrollment	607	607	600

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		47	59
Kindergarten	84	80	90
Grade 1	88	88	80
Grade 2	111	92	89
Grade3	92	112	85
Grade 4	93	95	106
Grade 5	91	93	91
Total Enrollment	607	607	600

Conclusions based on this data:

1. Slight Decline in Overall Enrollment with Fluctuating Grade Levels
The total student enrollment has seen a minor downward trend over the last three years, dropping from 607 students in both the 23-24 and 24-25 school years to 600 students in the 25-26 school year.

   Growth: Transitional Kindergarten (TK) has seen steady growth, rising from 47 to 59 students, and 4th grade saw a notable jump from 95 to 106 students in the final year.

Decline: Other grades, like 3rd grade (which dropped from 112 to 85 students), have experienced more distinct dips.

2. High Concentration of Hispanic/Latino Student Population
The school's student body is demographically highly concentrated. The Hispanic/Latino subgroup makes up the vast majority of the population across all three years (ranging between 97.67% and 98.85%). While other subgroups like Asian, White, and Filipino are present, they each represent less than 1% of the total student enrollment.

3. Move Toward Trauma-Informed Practices & Newcomer Support
The notes highlight a persistent challenge with a high transiency rate (students frequently entering and exiting the school throughout the year), many of whom are newcomers to the country. In response to these shifting and vulnerable student populations, the school is utilizing the California Integrated Supports Project (CA-ISP) grant in its second year to focus explicitly on trauma-informed practices and specialized acceleration programs to help transitioning students catch up.

Over the years, the number of student subgroups at Cutler has continued to grow, bringing increased diversity and unique needs to our campus. In response, we have partnered with the Tulare County Office of Education (TCOE) to participate in the California Integrated Supports Project (CA-ISP).

Now entering our second year of the CA-ISP grant, we are deepening our focus on one of its key components—diversity. This year, we will specifically prioritize trauma-informed practices as a means to better support our most vulnerable and struggling student populations. Through this partnership, we aim to build a more responsive, inclusive, and supportive learning environment for all students.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	344	317	265	56.7%	52.2%	44.2%
Fluent English Proficient (FEP)	63	59	77	10.4%	9.7%	12.8%

Conclusions based on this data:

1. Significant Decrease in the English Learner Population
   There is a steady and notable decline in both the total number and the overall percentage of students classified as English Learners over the three-year period.

   In the 23-24 school year, EL students made up 56.7% of the population (344 students).

   By the 25-26 school year, this number dropped to 44.2% (265 students), marking a 12.5% decrease in the overall proportion of EL students.
2. Upward Trend in Fluent English Proficient (FEP) Students
   As the percentage of designated English Learners has decreased, the percentage of students classified as Fluent English Proficient (FEP) has shown a positive upward trajectory.

   The FEP population grew from 10.4% (63 students) in 23-24 to 12.8% (77 students) in 25-26. This indicates that a larger portion of entering or existing students are demonstrating initial English mastery.
3. Sustained High Need for Language Support Services
   Despite the downward trend in EL numbers, English Learners still represent nearly half of the entire student body (44.2% in 25-26). When combined with the FEP population (12.8%), well over half of the school's total enrollment (57%) comes from a dual-language background, highlighting a continued, critical need for strong Integrated and Designated ELD (English Language Development) support programs.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	90	94	111	86	86	111	86	86	111	95.6	91.5	100
Grade 4	93	94	92	90	93	89	90	93	89	96.8	98.9	96.7
Grade 5	85	92	95	84	86	93	84	86	93	98.8	93.5	97.9
All Grades	268	280	298	260	265	293	260	265	293	97.0	94.6	98.3

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2379.	2379.	2409.	18.60	19.77	26.13	10.47	12.79	15.32	23.26	20.93	22.52	47.67	46.51	36.04
Grade 4	2419.	2426.	2436.	10.00	17.20	17.98	17.78	13.98	25.84	17.78	24.73	17.98	54.44	44.09	38.20
Grade 5	2481.	2438.	2445.	11.90	8.14	9.68	34.52	19.77	16.13	22.62	19.77	25.81	30.95	52.33	48.39
All Grades	N/A	N/A	N/A	13.46	15.09	18.43	20.77	15.47	18.77	21.15	21.89	22.18	44.62	47.55	40.61

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.30	9.30	11.71	52.33	56.98	57.66	38.37	33.72	30.63
Grade 4	7.78	6.45	13.48	67.78	63.44	61.80	24.44	30.11	24.72
Grade 5	8.33	9.30	4.30	69.05	53.49	56.99	22.62	37.21	38.71
All Grades	8.46	8.30	9.90	63.08	58.11	58.70	28.46	33.58	31.40

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.95	10.47	18.92	36.05	47.67	50.45	50.00	41.86	30.63
Grade 4	3.33	10.75	10.11	52.22	53.76	59.55	44.44	35.48	30.34
Grade 5	9.52	9.30	11.83	61.90	50.00	47.31	28.57	40.70	40.86
All Grades	8.85	10.19	13.99	50.00	50.57	52.22	41.15	39.25	33.79

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.30	8.14	9.91	67.44	75.58	67.57	23.26	16.28	22.52
Grade 4	10.00	10.75	5.62	67.78	65.59	68.54	22.22	23.66	25.84
Grade 5	13.10	6.98	7.53	77.38	60.47	73.12	9.52	32.56	19.35
All Grades	10.77	8.68	7.85	70.77	67.17	69.62	18.46	24.15	22.53

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.79	11.63	24.32	58.14	53.49	52.25	29.07	34.88	23.42
Grade 4	6.67	8.60	15.73	63.33	59.14	66.29	30.00	32.26	17.98
Grade 5	14.29	10.47	10.75	63.10	59.30	53.76	22.62	30.23	35.48
All Grades	11.15	10.19	17.41	61.54	57.36	57.00	27.31	32.45	25.60

Conclusions based on this data:

1. Steady Growth in Overall Achievement Met or Exceeded
   Across all tested grades (3rd through 5th), there is a positive three-year trend of students meeting or exceeding the standard.

   The percentage of all students who Exceeded Standard grew steadily from 13.46% in 22-23, to 15.09% in 23-24, and reached 18.43% in 24-25.

   Concurrently, the total percentage of students who Did Not Meet the standard dropped from 47.55% in 23-24 down to 40.61% in 24-25, showing clear upward academic progress.

2. Strong Performance and Gains in Research/Inquiry
   Students demonstrated notable strength and improvement in the Research/Inquiry domain (Investigating, analyzing, and presenting information). By the 24-25 school year, the percentage of all students scoring Above Standard jumped significantly to 17.41% (up from 10.19% the previous year). Furthermore, 3rd grade (24.32%) and 4th grade (15.73%) both hit three-year highs for the "Above Standard" bracket in this area.

3. Writing and Reading Show Improvement, While Listening Softens
   The school saw a clear reduction in students struggling with core literacy mechanics, but saw a slight decline in peak listening performance:

   Writing: The percentage of students scoring Below Standard dropped significantly from 41.15% in 22-23 to 33.79% in 24-25.

   Reading: Students scoring Below Standard also decreased from 33.58% in 23-24 to 31.40% in 24-25.

Listening: While the vast majority of students remain "At or Near Standard," the percentage of students scoring Above Standard dipped consistently each year, moving from 10.77% (22-23) down to 7.85% (24-25).

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	90	93	111	89	93	111	89	93	111	98.9	100	100
Grade 4	93	94	92	91	94	91	91	94	91	97.8	100	98.9
Grade 5	85	92	95	85	92	95	85	92	95	100.0	100	100
All Grades	268	279	298	265	279	297	265	279	297	98.9	100	99.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2372.	2367.	2433.	7.87	8.60	25.23	20.22	19.35	29.73	19.10	15.05	13.51	52.81	56.99	31.53
Grade 4	2419.	2425.	2436.	6.59	6.38	9.89	20.88	18.09	23.08	31.87	32.98	26.37	40.66	42.55	40.66
Grade 5	2439.	2413.	2433.	7.06	4.35	11.58	7.06	10.87	5.26	25.88	25.00	20.00	60.00	59.78	63.16
Grade 11															
All Grades	N/A	N/A	N/A	7.17	6.45	16.16	16.23	16.13	19.87	25.66	24.37	19.53	50.94	53.05	44.44

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.11	9.68	29.73	37.08	35.48	40.54	52.81	54.84	29.73
Grade 4	7.69	6.38	15.38	46.15	46.81	41.76	46.15	46.81	42.86
Grade 5	4.71	4.35	12.63	40.00	40.22	30.53	55.29	55.43	56.84
Grade 11									
All Grades	7.55	6.81	19.87	41.13	40.86	37.71	51.32	52.33	42.42

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.36	12.90	27.03	40.45	31.18	45.05	47.19	55.91	27.93
Grade 4	5.49	5.32	9.89	48.35	41.49	46.15	46.15	53.19	43.96
Grade 5	4.71	2.17	7.37	45.88	39.13	33.68	49.41	58.70	58.95
All Grades	7.55	6.81	15.49	44.91	37.28	41.75	47.55	55.91	42.76

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.87	10.75	19.82	60.67	51.61	61.26	31.46	37.63	18.92
Grade 4	9.89	8.51	10.99	49.45	61.70	62.64	40.66	29.79	26.37
Grade 5	5.88	3.26	7.37	44.71	47.83	46.32	49.41	48.91	46.32
All Grades	7.92	7.53	13.13	51.70	53.76	56.90	40.38	38.71	29.97

Conclusions based on this data:

1. Significant Rebound in Overall Math Proficiency in 24-25
   After a slight dip between the 22-23 and 23-24 school years, overall math performance across all tested grades saw a major upward surge in the 24-25 school year.

   The percentage of all students who Exceeded Standard more than doubled, jumping from 6.45% in 23-24 to 16.16% in 24-25.

   The total percentage of students meeting or exceeding standards rose from 22.58% in 23-24 to 36.03% in 24-25, driven heavily by an outstanding performance in Grade 3, where 54.96% of students met or exceeded the standard.
2. Notable Reduction in the Lowest Performance Bracket
   The school made measurable progress in moving students out of the lowest achievement level (Standard Not Met).

   Across all grades, the percentage of students who did not meet the standard dropped from a high of 53.05% in 23-24 down to 44.44% in 24-25.

   This positive shift is most visible in Grade 3, where the percentage of students in "Standard Not Met" plummeted from 56.99% down to 31.53%.
3. Areas of Substantial Growth in Key Mathematical Sub-domains
   The individual domain breakdowns mirror this overall growth trend, highlighting strengths in specific skills:

Concepts & Procedures: The percentage of all students scoring Above Standard nearly tripled, climbing from 6.81% (23-24) to 19.87% (24-25).

Problem Solving & Modeling/Data Analysis: Students scoring Below Standard dropped significantly from 55.91% down to 42.76% in the final year.

Communicating Reasoning: This area demonstrated the most consistent stability and growth, with 56.90% of all students scoring At or Near Standard and another 13.13% scoring Above Standard in 24-25, leaving fewer than 30% of students below standard.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1439.9	1402.0	1421.3	1439.2	1410.2	1429.6	1441.2	1382.8	1401.7	81	79	50
1	1445.5	1428.4	1437.1	1451.4	1440.4	1437.0	1439.2	1415.8	1436.8	59	48	43
2	1454.6	1468.4	1470.6	1457.8	1470.6	1479.6	1451.0	1465.6	1460.9	53	51	47
3	1477.9	1459.0	1480.6	1476.5	1452.6	1477.8	1478.9	1465.0	1483.0	58	59	50
4	1478.0	1504.7	1500.4	1469.5	1511.2	1493.1	1486.0	1497.6	1507.2	34	58	54
5	1538.7	1490.3	1508.0	1527.4	1483.9	1506.2	1549.5	1496.1	1509.2	43	37	49
All Grades										328	332	293

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	23.46	8.86	10.00	30.86	29.11	38.00	32.10	27.85	40.00	13.58	34.18	12.00	81	79	50
1	10.17	2.08	2.33	37.29	37.50	39.53	30.51	29.17	39.53	22.03	31.25	18.60	59	48	43
2	1.89	3.92	12.77	37.74	45.10	44.68	32.08	41.18	19.15	28.30	9.80	23.40	53	51	47
3	6.90	5.08	10.00	41.38	27.12	32.00	25.86	32.20	40.00	25.86	35.59	18.00	58	59	50
4	0.00	17.24	24.07	38.24	37.93	27.78	32.35	34.48	24.07	29.41	10.34	24.07	34	58	54
5	32.56	13.51	16.33	46.51	29.73	28.57	16.28	32.43	38.78	4.65	24.32	16.33	43	37	49
All Grades	13.41	8.43	12.97	37.80	34.04	34.81	28.66	32.53	33.45	20.12	25.00	18.77	328	332	293

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	22.22	10.13	10.00	34.57	25.32	50.00	24.69	30.38	26.00	18.52	34.18	14.00	81	79	50
1	20.34	10.42	11.63	42.37	47.92	39.53	20.34	18.75	32.56	16.95	22.92	16.28	59	48	43
2	7.55	25.49	36.17	50.94	37.25	38.30	20.75	25.49	10.64	20.75	11.76	14.89	53	51	47
3	22.41	18.64	22.00	36.21	33.90	40.00	25.86	20.34	20.00	15.52	27.12	18.00	58	59	50
4	11.76	43.10	35.19	41.18	37.93	29.63	29.41	10.34	14.81	17.65	8.62	20.37	34	58	54
5	41.86	32.43	34.69	51.16	29.73	34.69	4.65	13.51	18.37	2.33	24.32	12.24	43	37	49
All Grades	21.04	22.29	25.26	41.77	34.64	38.57	21.34	20.78	20.14	15.85	22.29	16.04	328	332	293

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	5.56	3.80	8.00	8.89	17.72	18.00	35.56	55.70	66.00	50.00	22.78	8.00	90	79	50
1	0.00	0.00	0.00	17.65	29.17	41.86	26.47	31.25	32.56	55.88	39.58	25.58	68	48	43
2	0.00	1.96	6.38	22.22	31.37	21.28	28.89	47.06	34.04	48.89	19.61	38.30	45	51	47
3	1.75	0.00	2.00	14.04	18.64	28.00	52.63	32.20	44.00	31.58	49.15	26.00	57	59	50
4	2.70	8.62	9.26	13.51	24.14	27.78	37.84	37.93	25.93	45.95	29.31	37.04	37	58	54
5	5.13	2.70	2.04	5.13	21.62	18.37	61.54	35.14	46.94	28.21	40.54	32.65	39	37	49
All Grades	9.45	3.01	4.78	22.87	23.19	25.60	39.63	41.27	41.64	28.05	32.53	27.99	328	332	293

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	25.93	10.13	14.00	61.73	67.09	78.00	12.35	22.78	8.00	81	79	50
1	32.20	31.25	18.60	50.85	52.08	62.79	16.95	16.67	18.60	59	48	43
2	24.53	21.57	31.91	64.15	60.78	55.32	11.32	17.65	12.77	53	51	47
3	25.86	18.64	16.00	53.45	49.15	64.00	20.69	32.20	20.00	58	59	50
4	8.82	36.21	25.93	58.82	58.62	50.00	32.35	5.17	24.07	34	58	54
5	27.91	10.81	14.29	67.44	51.35	63.27	4.65	37.84	22.45	43	37	49
All Grades	25.30	21.08	20.14	59.15	57.53	62.12	15.55	21.39	17.75	328	332	293

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	18.52	16.46	20.00	60.49	44.30	58.00	20.99	39.24	22.00	81	79	50
1	16.95	2.08	9.30	64.41	77.08	76.74	18.64	20.83	13.95	59	48	43
2	16.98	21.57	31.91	64.15	66.67	53.19	18.87	11.76	14.89	53	51	47
3	32.76	28.81	46.00	50.00	42.37	34.00	17.24	28.81	20.00	58	59	50
4	29.41	53.45	44.44	50.00	36.21	37.04	20.59	10.34	18.52	34	58	54
5	74.42	59.46	69.39	23.26	18.92	18.37	2.33	21.62	12.24	43	37	49
All Grades	28.96	28.61	37.54	53.96	47.89	45.39	17.07	23.49	17.06	328	332	293

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	20.99	3.80	6.00	69.14	70.89	84.00	9.88	25.32	10.00	81	79	50
1	16.95	12.50	9.30	40.68	45.83	51.16	42.37	41.67	39.53	59	48	43
2	16.98	3.92	10.64	45.28	74.51	46.81	37.74	21.57	42.55	53	51	47
3	1.72	0.00	4.00	43.10	44.07	46.00	55.17	55.93	50.00	58	59	50
4	0.00	1.72	11.11	50.00	51.72	44.44	50.00	46.55	44.44	34	58	54
5	30.23	2.70	4.08	53.49	48.65	55.10	16.28	48.65	40.82	43	37	49
All Grades	15.24	3.92	7.51	51.52	57.23	54.61	33.23	38.86	37.88	328	332	293

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	48.15	20.25	46.00	39.51	53.16	46.00	12.35	26.58	8.00	81	79	50
1	5.08	0.00	11.63	76.27	62.50	65.12	18.64	37.50	23.26	59	48	43
2	3.77	1.96	12.77	50.94	74.51	53.19	45.28	23.53	34.04	53	51	47
3	24.14	3.39	2.00	56.90	57.63	88.00	18.97	38.98	10.00	58	59	50
4	11.76	25.86	18.52	50.00	62.07	53.70	38.24	12.07	27.78	34	58	54
5	37.21	16.22	4.08	51.16	56.76	71.43	11.63	27.03	24.49	43	37	49
All Grades	23.78	12.05	16.04	53.66	60.54	62.80	22.56	27.41	21.16	328	332	293

Conclusions based on this data:

1. Growth in Overall English Proficiency Driven by Oral Language Success
   The school saw a positive rebound in overall English proficiency during the 24-25 school year. The percentage of all students achieving Level 4 (Well Developed) rose from 8.43% in 23-24 to 12.97% in 24-25. This growth was heavily supported by strong performance in Oral Language, where 25.26% of all students scored at Level 4, and an impressive 37.54% reached the "Well Developed" tier in the Speaking Domain.

2. Written Language Remains a Significant Academic Barrier
While oral skills are a strength, Written Language continues to be the most challenging area for English Learners across all grades. In the 24-25 school year, only 4.78% of students achieved a Level 4 in Written Language, while 27.99% remained at Level 1 (Beginning). This difficulty is acutely visible in the Reading Domain, where 37.88% of all students are still performing at the "Beginning" level.

3. Mixed Progress Across Grades, with Strong Rebounds in Kindergarten and 2nd Grade
Performance trends vary significantly by grade level, but recent data shows targeted areas of improvement:

Kindergarten & 2nd Grade: Both grades saw remarkable progress in moving students out of the lowest brackets in 24-25. Kindergarten dropped its Level 1 "Beginning" writing students from 26.58% down to 8.00%, while 2nd-grade students scoring at Level 4 in overall language jumped from 3.92% to 12.77%.

3rd & 5th Grade: Conversely, older grades faced hurdles in advanced literacy. In 5th grade, the percentage of students achieving "Well Developed" writing status dropped sharply from 16.22% down to 4.08% in 24-25, pointing to a need for more rigorous upper-grade writing interventions.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
607	**93.4%**	**52.2%**	**0.2%**
Total Number of Students enrolled in Cutler Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	317	52.2%
Foster Youth	1	0.2%
Homeless	30	4.9%
Socioeconomically Disadvantaged	567	93.4%
Students with Disabilities	73	12%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.2%
American Indian	0	0.0%
Asian	1	0.2%
Filipino	3	0.5%
Hispanic	598	98.5%
Two or More Races	0	0.0%
Pacific Islander	0	0.0%
White	4	0.7%

Conclusions based on this data:

1. Extremely High Concentration of Socioeconomically Disadvantaged Students

The vast majority of the student body at Cutler Elementary faces socioeconomic challenges. Out of 607 total enrolled students, 93.4% (567 students) are classified as socioeconomically disadvantaged, meaning they qualify for free or reduced-priced meals or have parents/guardians who did not receive a high school diploma. This indicates a profound, school-wide need for targeted financial, academic, and community support resources.

2. Predominantly Hispanic Student Body with Low Demographic Diversity
The campus has an exceptionally high demographic concentration, with the Hispanic student group making up 98.5% (598 students) of the total enrollment. Every other racial or ethnic subgroup (including White, Filipino, African American, and Asian) represents less than 1% of the population, meaning school programming and cultural outreach can be heavily tailored to support this primary community.

3. Substantial Need for English Learner and Specialized Student Services
Over half of the entire student population—52.2% (317 students)—is actively classified as English Learners, requiring simultaneous instruction in both English language development and core academic courses. Additionally, the school serves notable specialized populations that require focused resources, including 12% (73 students) with disabilities and 4.9% (30 students) experiencing homelessness.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Green	**Suspension Rate**  Blue
Mathematics  Yellow		
English Learner Progress  Orange		

Conclusions based on this data:

1. Solid, Balanced Foundation in Core Academic Areas
   The school is maintaining a stable, mid-tier performance across core academics. Both English Language Arts and Mathematics achieved a Yellow performance gauge. This indicates that student proficiency is tracking at a steady baseline, avoiding the lower-performing orange or red brackets, while still leaving clear room to push into green.
2. English Learner Progress Requires Targeted Intervention

While core academic subjects are holding steady, language acquisition is a primary area of concern. English Learner Progress received an Orange gauge, marking it as the lowest-performing indicator on the dashboard. This points to a critical need for intensified, targeted language support and framework adjustments to help English learners advance more rapidly.

3. High Performance in School Climate and Engagement Metrics
The school excels significantly in student well-being, conditions, and environment. Chronic Absenteeism achieved a Green gauge, showing strong daily student attendance and engagement. Even more notably, the Suspension Rate reached a Blue gauge (the highest possible performance level), proving that the school's behavior interventions, climate strategies, and campus culture are highly effective.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	
34.2 points below standard	48.4 points below standard	
Increased 18.9 points	Increased 23.4 points	
288 Students	190 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	20.8 points below standard	34.1 points below standard
1 Student	Increased 55.5 points	Increased 18.9 points
	13 Students	274 Students

Students with Disabilities	African American	American Indian
 Orange 101.9 points below standard Increased 48.7 points 33 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 Yellow 34.2 points below standard Increased 17.6 points 286 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. Significant, School-Wide Improvement Across Key Student Groups
   While the school remains below the state standard overall, there was substantial academic growth across the board. The "All Students" group (288 students) increased their performance by a remarkable 18.9 points, bringing them to 34.2 points below standard and securing a Yellow performance gauge. This upward trajectory is closely mirrored by the Socioeconomically Disadvantaged student group, which achieved the exact same 18.9-point increase.
2. English Learners are Outpacing General Growth
   The school's English Learners (190 students) showed an even stronger acceleration in literacy skills than the general student body. This subgroup increased their performance by 23.4 points over the prior year. Although they sit further back from the state target (48.4 points below standard), their rapid growth earned them a Yellow performance gauge, matching the school's overall rating.
3. Students with Disabilities Require Intensive, Targeted Intervention
   While almost all tracked demographics achieved a Yellow tier, Students with Disabilities (33 students) are facing the steepest academic hurdles. This group is currently 101.9 points below standard, placing them in the lower Orange performance gauge. However, it is worth noting that they did make a massive positive leap this year, increasing their score by 48.7 points, indicating that recent interventions are moving them in the right direction.

School and Student Performance Data

Academic Performance
Mathematics

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	1	3	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	
44.6 points below standard	58.4 points below standard	
Increased 32.7 points	Increased 34.2 points	
291 Students	193 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	36.3 points below standard	45.2 points below standard
1 Student	Increased 80.1 points	Increased 32.3 points
	15 Students	277 Students

Students with Disabilities	African American	American Indian
 Orange 118.2 points below standard Increased 48.9 points 34 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 Yellow 43.9 points below standard Increased 31.8 points 289 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. Massive School-Wide Acceleration in Mathematics Performance
While the "All Students" group (291 students) still performs below the state target, they experienced an extraordinary academic surge this year. The school's overall math score increased by 32.7 points, bringing them up to 44.6 points below standard and securing a Yellow performance gauge. This massive single-year leap indicates that new math strategies or curriculum alignments are having a highly successful impact across the student body.

2. English Learners are Narrowing the Achievement Gap
The school's English Learners (193 students) are demonstrating rapid academic growth that is outpacing the general population's baseline. This subgroup's math performance increased by 34.2 points, landing them at 58.4 points below standard. This rapid upward momentum earned them a Yellow performance gauge, successfully matching the overall school tier and showing a strong closing of the historical achievement gap.

3. Substantial Progress for High-Risk and Vulnerable Student Groups
The school's specialized student demographics showed remarkable resilience and growth across the board:

   Socioeconomically Disadvantaged: This group (277 students) mirrored the general student body with a major 32.3-point increase, placing them in the Yellow tier.

   Homeless Students: Although a smaller group (15 students) without a performance color, they achieved an incredible 80.1-point increase, moving to just 36.3 points below standard.

   Students with Disabilities: While they remain the lowest-performing group at 118.2 points below standard (placing them in the Orange tier), they made a tremendous positive leap with a 48.9-point increase, proving that targeted math interventions are actively working.

School and Student Performance Data

Academic Performance
Science

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	0	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	No Performance Color
40.1 science points	37.7 science points	0 Students
Increased 2.5 points	Increased 6.2 points	
89 Students	64 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	40.4 science points
1 Student	2 Students	Increased 3.1 points
		84 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	No Performance Color 0 Students	No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
No Performance Color 0 Students	No Performance Color 0 Students	Yellow 40.3 science points Increased 2.4 points 88 Students
Two or More Races	**Pacific Islander**	**White**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. Based on the 2025 Fall Dashboard Science data page you have open for Cutler Elementary School, here are three conclusions you can use to fill in those fields:

   1. Consistent, Moderate Performance Across All Core Student Groups
   The school is maintaining a highly consistent, baseline level of achievement in science. The school's evaluated groups—All Students (89 students), English Learners (64 students), Socioeconomically Disadvantaged (84 students), and Hispanic students (88 students)—all landed uniformly within the Yellow performance gauge. This indicates steady foundational progress across the campus, avoiding any low-performing orange or red brackets.

2. Universal Growth in Science Assessment Scores
   Every measurable student demographic showed positive performance gains over the prior year.

   All Students increased by 2.5 points to reach a score of 40.1 science points.

   Socioeconomically Disadvantaged students increased by 3.1 points (40.4 science points).

   Hispanic students saw a 2.4-point increase (40.3 science points).
   This uniform upward trajectory suggests that recent science instruction adjustments or curriculum implementations are having a broad, positive impact.

3. Accelerated Progress by English Learners
   Notably, the school's English Learners are growing at a faster rate than the general student body, helping narrow the historical achievement gap. This subgroup increased their science score by 6.2 points—more than double the growth rate of the "All Students" group. While they sit slightly lower at 37.7 science points overall, their rapid upward momentum is a strong positive indicator for the school's language-integrated science support.

School and Student Performance Data

Academic Performance
English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Orange	No Performance Color
41.5 making progress.	making progress.
Number Students: 229 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
17.5%	41%	0%	41.5%

Conclusions based on this data:

1. Overall English Learner Progress Sits in the Orange Performance Band
   The school's overall English Learner Progress Indicator (ELPI) is currently in the Orange performance gauge, which is the second-lowest tier on the state dashboard. Out of the 229 students evaluated, 41.5% are actively making progress toward English language proficiency or maintaining the highest level, signaling a critical school-wide need for targeted language instructional adjustments.
2. Equal Split Between Students Advancing and Students Stagnating
   When breaking down the specific English Language Acquisition results, there is an exact split between students showing positive growth and those stuck at their current level. While 41.5% of English Learners successfully progressed at least one ELPI level, an equal 41% of students maintained a lower proficiency level (Levels 1, 2L, 2H, 3L, or 3H) without moving up.
3. Notable Percentage of Students Regressing in Language Proficiency
   A significant area of concern for program planning is that 17.5% of English Learners decreased by at least one ELPI level over the year. Additionally, 0% of students maintained an ELPI Level 4 (the highest tier), indicating that a combined total of nearly 60% of English learners are either maintaining lower bands or actively sliding backward, requiring immediate intervention strategies.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
Students with Disabilities	**African American**	**American Indian**
Asian	**Filipino**	**Hispanic**
Two or More Races	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Green	
8.3% Chronically Absent	6% Chronically Absent	
Declined 3.6	Declined 4	
638 Students	335 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Green	 Green
Fewer than 11 students - No Data for Privacy	9.4% Chronically Absent	8.6% Chronically Absent
3 Students	Declined 4.4	Declined 3.1
	32 Students	603 Students

Students with Disabilities	African American	American Indian
 Yellow 13.7% Chronically Absent Declined 2.6 95 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 Green 8.3% Chronically Absent Declined 3.8 629 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1. Strong Overall Performance with Significant Attendance Improvements
   The school has achieved high performance in managing student attendance, earning a Green gauge for the "All Students" group (638 students). The overall chronic absenteeism rate sits at a low 8.3%, reflecting a strong positive shift as attendance improved across the campus, resulting in a 3.6% decline in chronic absences from the previous year.
2. High Success Rates Among Vulnerable Student Populations
   The school's attendance interventions have been highly effective for its largest and traditionally vulnerable student demographics, with almost all major subgroups landing in the Green performance tier:

   English Learners (335 students): Achieved an exceptionally low chronic absenteeism rate of just 6%, showing a solid 4% decline.

   Socioeconomically Disadvantaged (603 students): Recorded an 8.6% chronic absenteeism rate, demonstrating a 3.1% decline.

   Homeless Students (32 students): Maintained a 9.4% chronic absenteeism rate, showing a strong 4.4% decline.
3. Students with Disabilities Require Continued, Targeted Support
   While the majority of the campus is securely in the green tier, Students with Disabilities (95 students) represent the primary area of concern. This group sits in the Yellow performance gauge with a 13.7% chronic absenteeism rate. On a positive note, this metric is moving in the right direction, having declined by 2.6% from the prior year, indicating that current outreach strategies are beginning to take hold but require continued focus.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	5

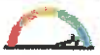
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 Blue	
0.5% suspended at least one day	0% suspended at least one day	
Declined 0.3%	Declined 1.3%	
660 Students	348 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Blue	 Blue
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	0.5% suspended at least one day
3 Students	Declined 1.6%	Maintained -0.2%
	33 Students	623 Students

Students with Disabilities	African American	American Indian
 Blue	 No Performance Color	 No Performance Color
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0 Students
Maintained 0%	2 Students	
95 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0.5% suspended at least one day
1 Student	3 Students	Declined 0.3%
		649 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
1 Student		4 Students

Conclusions based on this data:

1. Exceptional School-Wide Performance with All Tracked Groups in the Highest Tier
   The school demonstrates an outstanding school climate regarding student discipline. The "All Students" group (660 students) achieved a Blue performance gauge—the highest possible level on the state dashboard. Furthermore, the Equity Report highlights that every single one of the 5 numerically significant student groups evaluated also achieved a Blue rating, meaning there are zero groups landing in the red, orange, yellow, or green bands.

2. Extremely Low and Declining Suspension Rates Across Major Demographics
   The actual percentage of students suspended at least once during the school year is incredibly low, sitting at just 0.5% for the entire student body (a 0.3% decline from the previous year). This positive trend is mirrored closely across individual student groups:

   English Learners (348 students): Achieved a 0% suspension rate, representing a 1.3% decline.

   Homeless Students (33 students): Achieved a 0% suspension rate, representing a 1.6% decline.

   Hispanic Students (649 students): Maintained a very low 0.5% suspension rate, declining by 0.3%.

3. Highly Effective Maintenance of Positive Behavior Interventions
   The school has successfully maintained its strong disciplinary foundation among its most vulnerable and specialized student populations. Both the Socioeconomically Disadvantaged group (623 students, 0.5% suspended) and Students with Disabilities (95 students, 0% suspended) effectively maintained their top-tier performance from the previous year, showing that the school's behavioral support systems are consistently working across consecutive years.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Goal 1
Achieve academic excellence and meet the needs of all students in a safe and supportive environment so that all students will be college and career ready and prepared to compete in a global economy.

State Priorities: 1,2,4,5,6,7,8

Local Priorities:

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Achieve academic excellence and meet the needs of all students in a safe and supportive environment so that all students will be college and career ready and prepared to compete in a global economy.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

LCAP Goal#1 for Cutler-Orosi Joint Unified School District is: Achieve academic excellence and meet the needs of all students in a safe and supportive environment so that all students will be college and career ready and prepared to compete in a global economy.

According to preliminary results in 2024-25, Cutler School CAASPP Test Results for English Language Arts/Literacy increased by 7.6% over all. According to the preliminary CAASPP Test Results for mathematics Cutler School has had an overall increase of 13.4% from 2024 (24%) to 2025 (37%) of students who met or exceeded the standard. Cutler School however has 63% of students who did not meet or nearly meet the standard in mathematics. In order to continue to show growth in the area of both English language arts and math, it is important to use data to drive our instruction, create, maintain, and nurture professional learning communities in all grade levels.

Our end of year F&P data for 2024-2025 school year was 49% of students on grade level.

1) 46% of our 1st grade students are at or above grade level as compared to the 44% at the 23-2024 EOY. An increase of 2%.

2) 50% of our 2nd grade students are at or above grade level as compared to the 60% at the 23-2024 EOY. A decrease of 10%.

3) 67% of our 3rd grade students are at or above grade level as compared to the 39% at the 23-2024 EOY. An increase of 28%.

4) 45% of our 4th grade students are at or above grade level as compared to the 36% at the 23-2024 EOY. An decrease of 9%

5) 54% of our 5th grade students are at or above grade level as compared to the 40% at the 23-2024 EOY. An increase of 14%.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of students overall and in each significant subgroup (English Learners and SED) in ELA/Literacy standards in grades 3-8 will improve annually by a minimum rate of 5% as determined by the Smarter Balanced Assessment (SBA). Metric: SBA Performance Level in ELA	In 2025 38%(+7.6%) of Fluent English proficient and English only students met or exceeded the standard on the CAASPP-English Language Arts in grades 3-5. In 2025, 20%(+3.8%) of English learners met or exceeded the standard on the CAASPP-English Language Arts in grades 3-5. In 2025, 15% (+11.6%) of students with disabilities met or exceeded the standard on the CAASPP-English Language Arts in grades 3-5. The distance from standard was 28.	By June 2026, 43% of Fluent English proficient and English only students should meet or exceeded the standard on the CAASPP-English Language Arts in grades 3-5. By June 2026, 25% of English learners should meet or exceed the standard on the CAASPP-English Language Arts in grades 3-5. By June 2026, 20% of students with a disability should meet or exceed the standard on the CAASPP-English Language Arts in grades 3-5. The distance from standard will decrease by -10 to 18.
The percentage of students overall and in each significant subgroup (English Learners and SED) in Mathematics standards in grades 3-8 will improve annually by a minimum rate of 5% as determined by the Smarter Balanced Assessment (SBA). Metric: SBA Performance Level in Math	In 2025, 37% (+13.4) of Fluent English proficient and English only students met or exceeded the standard on the CAASPP-Mathematics in grades 3-5. In 2025 20%, (+8.8)% of English learners met or exceeded the standard on the CAASPP-Mathematics in grades 3-5. In 2024, 7(+7.4%)% of students with disabilities met or exceeded the standard on the CAASPP-Mathematics in grades 3-5.	By June 2026, 42% of Fluent English proficient and English only students should meet or exceed the standard on the CAASPP-Mathematics in grades 3-5. By June 2026, 25% of English learners should meet or exceed the standard on the CAASPP-Mathematics in grades 3-5. By June 2026, 12% of students with a disability should meet or exceed the standard on the CAASPP-Mathematics in grades 3-5.
100% or more of English Learners will demonstrate at least one year of progress annually toward English Language proficiency. This metric will increase by 5% annually. Metric: ELPAC	Preliminary data analysis from our 3-5 ELPAC assessment indicate that our ELPI Indicator is low at 41%.	By June 2026, The percent of students showing at least one year's progress will increase to 46%.
The percentage of the cohort of students in Grades 5, 7, 9, and 11 reporting School Connectedness bi-annually will increase by 5% overall and by sub-group as self-identified in the survey. Metric: California Healthy Kids Survey (CHKS)	The 2025 California Healthy Kids Survey indicated that 64% of students feel connected to the school. (feel connected to adults, are happy, feel part of school, are treated fairly, and feel safe)	By June 2026, the School Connectedness will increase by 5% based on the California Healthy Kids Survey' report to 69%.
The School Attendance Rates will grow annually to be 98% or better. Metric: Annual P2 Attendance Report to the Board	in 2024-25 school year the attendance rate was 95.85%	By June 2026, Cutler School's attendance rate will increase to be 98% or higher.
The percent of students with chronic absenteeism will remain below 6%. Metric: Chronic Absentee Report	in 2024-25 Cutler School's Student Chronic Absenteeism was 8.31 (3.58 % change)	By June 2026, Cutler School's Student Chronic Absenteeism will be less than 6%.
Student expulsion rates will remain 0	The 2024-2025 Expulsion rate was 0.	By June 2026, the Expulsion rate will be 0.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide instructional support via Bilingual Instructional Aides and Instructional Aides to provide targeted assistance to the lowest performing students in reading and writing. 1. Instructional Aides Salary and Benefits, Substitutes, Auxiliary	All	122607 Title I 2000-2999: Classified Personnel Salaries Salary and Benefits
1.2	Supplemental instructional materials and program licenses that will identify students below grade level for participation in interventions and/or to support students below grade level in reading and writing specific to the student's individual levels, including supplemental materials for English Learners to gain academic content knowledge and English Language proficiency. 1. Online Learning Platforms (Such as Mountain Math, Next Gen Math, Renaissance, Amira, Curipod, Seesaw,) 2. SST Online	All	27984 Lottery: Instructional Materials 5800: Professional/Consulting Services And Operating Expenditures Services 802 Title V 5800: Professional/Consulting Services And Operating Expenditures Services
1.3	Provide intervention services for students performing below grade level in reading and writing. 1. Intervention Services (after-school or weekend)	All	18810 Title V 1000-1999: Certificated Personnel Salaries Auxiliary Salary and Benefits
1.4	Supplementary materials (including agendas, student binders, headphones, paired passages, printing, school supplies, step up to writing, etc.) will be provided for use with at-risk students on targeted needs.	All	14864 Title V 4000-4999: Books And Supplies Materials and Supplies & Printing
1.5	Supplementary books and reference materials (Curriculum and Associates, Heinenann, leveled reading books, bilingual books, steps to literacy, phonics intervention such as Wilson Language Basics Fundations, ect.) will be provided for use with students that are below grade level on targeted skills.	All	20000 Lottery: Instructional Materials 4000-4999: Books And Supplies Books and Reference Materials
1.6	1. Technology-based supplemental programs will be used as a resource to help students build skills in literacy, math, and science. Electronic platform for printing leveled readers to meet the reading needs of students. (ex. Lexia, Learning A-Z, BrainPop, Generation Genius, Nearpod, Rocket Math, Next Generation math, Rosetta Stone, Curipod,) 2. Accelerated Reader and Illuminate program to meet the reading needs of students.	All	7678 Title V 5800: Professional/Consulting Services And Operating Expenditures Services 35000 Lottery: Instructional Materials

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			5800: Professional/Consulting; Services And Operating Expenditures Services 17016 Lottery: Instructional Materials 5800: Professional/Consulting; Services And Operating Expenditures Services - Accelerated Reader
1.7	Provide instructional support via Bilingual Instructional Aides and Instructional Aides to provide targeted assistance to the lowest performing English Learner students in reading and writing. 1. Bilingual Instructional Aides Salary and Benefits	Specific Student Group(s)	41900 Title III 2000-2999: Classified Personnel Salaries Salary and Benefits
1.8	Supplementary materials and supplies and books and reference materials, including printing will be provided for immigrant students to assist them in develop content skills. 1.Materials and Supplies	All	4662 Title III Immigrant Education Program 4000-4999: Books And Supplies Materials and Supplies
1.9			
1.10			

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The overall implementation and effectiveness of the strategies/activities to achieve the articulated goal can be described through the following structured approach:

Strategic Planning and Goal Setting:

- Establishing specific, measurable, achievable, relevant, and time-bound (SMART) goals.
- Developing detailed action plans that outline the steps, resources, and timelines required to achieve the goals.

Resource Allocation:

- Allocating financial resources to support key initiatives, such as purchasing educational materials, hiring additional staff, or investing in technology.

-Human Resources: Ensuring the right personnel are in place, including teachers, support staff, and administrators, to carry out the planned activities.

Curriculum and Instruction:

- Instructional Strategies: Implementing research-based instructional strategies tailored to meet the needs of all students. This includes differentiated instruction, project-based learning, and incorporating technology into the classroom.
- Professional Learning: Providing ongoing professional learning for teachers to enhance their instructional skills and stay updated with best practices.

Student Support Services:

- Intervention Programs: Establishing targeted intervention programs for students who need additional support, such as tutoring.

Parental and Community Engagement:

- Parental Involvement: Creating opportunities for parents to be involved in their child's education through workshops, volunteering, and regular communication with teachers.

Monitoring and Evaluation:

- Data Collection: Regularly collecting data on student performance, attendance, and other relevant metrics to monitor progress.
- Feedback Mechanisms: Establishing channels for feedback from students, parents, teachers, and other educational partners to inform continuous improvement.

Effectiveness:

Academic Performance:

- Improved Test Scores: Increases in standardized test scores and other assessments indicating that students are mastering the curriculum.
- Closing Achievement Gaps: Reduction in achievement gaps among different student groups, demonstrating that all students are benefiting from the strategies.

Student Engagement:

- Increased Attendance: Higher attendance rates reflecting increased student engagement and motivation.
- Positive Behavior: Reduction in disciplinary incidents and improved student behavior, suggesting a positive school climate.

Parental and Community Involvement:

- Active Participation: Increased parental involvement in school activities and decision-making processes.
- Strong Partnerships: Effective collaborations with community organizations providing additional resources and opportunities for students.

Continuous Improvement:

- Regular Review: Periodically reviewing and adjusting strategies based on data and feedback to ensure continuous improvement.
- Educational Partners Involvement: Involving all educational in the evaluation process to gain diverse perspectives and insights.

Overall, the successful implementation of strategies and activities to achieve the articulated goals involves a comprehensive, data-driven approach that engages all stakeholders, focuses on continuous improvement, and is flexible enough to adapt to changing needs and circumstances.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes to the goal, metrics, or strategies.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Goal 2
Build human capacity by investing in training, coaching, and setting expectations for students, parents, and staff to effectively teach each learner and support student achievement

State Priorities: 1,2,3

Local Priorities:

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Build human capacity by investing in training, coaching, and setting expectations for students, parents, and staff to effectively teach each learner and support student achievement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

LCAP Goal #2 for Cutler-Orosi Joint Unified School District is: Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.

At Cutler School building the capacity of teachers and parents is a priority. Teachers receive 7.5 hours of professional learning through extended PL days. We also use the first Wednesday morning PLC to provide our staff professional learning to support our district wide problem of practice. Parents are provided many opportunities to build their capacity through various parent nights offered in the Fall and Spring and participation in our Parent Nights. Each year our parent participation in school sponsored events continues to grow. This year we also had PIQE & Manos Creativas hosted by our community coordinator. This is attributable to our collaboration with our community coordinator who is a powerful resource to engage community to actively participate in their child's education.

Our goal is to continue to provide parents with multiple opportunities to receive learning experiences so that they may build their own capacity and be empowered to be able to support their children at home. Our school wide parent nights allow for teachers to share strategies with parents so that they can support their child at home. Aside from parent nights, several other opportunities will be provided throughout the year. Such as Lunch with My Little One, Student of the Month, Family Dance, Cultural Days, ect. These opportunities will allow the school staff to build rapport with parents, share important information, and be available to inquire about what the school can do to build a strong home and school connection.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
100% of COJUSD teachers will meet district, state and federal highly qualified criteria. Metric: CALPADS report	Cutler School currently has 94% teachers that meet district, state and federal highly qualified criteria	By June 2026, Cutler will have 100% of current teachers fully credentialed.
Increase the number of teachers who demonstrate the ability to provide	100% of teachers received feedback and support to improve effectiveness	By June 2026, 100% of teachers received feedback and support to

rigorous, high quality instruction, aligned to the new State Standards, to all students.Metric: Actionable feedback, instructional rounds, and problem of practice.	in providing rigorous high quality instruction aligned to the new State Standards. In 2025-2026 our Instructional Rounds was implemented three times a year at Cutler School. This consisted of teachers, site leadership and district admin classroom visits. The focus being to what degree are students actively demonstrating language skills (reading, writing, listening, speaking) in the classroom.	improve effectiveness in providing rigorous high quality instruction aligned to the new State Standards. In 2024-2025 teachers will receive on-going training to support our staff's ability to provide the GIFT.
Increase by 10% the number of parents who participate in school-home partnerships and engage in learning to support student achievement, including parents of English Learners and students with disabilities. Metric: Title 1 Survey and Parent Engagement Report	In 2025-2026 Cutler school had 41 Title 1 surveys completed. Based on the parent engagement report of 2025-2026 Cutler School had 85% of parents participate in at least one parent training, 38% participate in at least 3 or more parent trainings, and 1% participate in 5 or more trainings.	By June 2026, we will increase the number of surveys completed by 10% (12 more surveys). Maintain the 90% of parents that attended at least one parent training and increase the number of parents that attended 3 or more training's by 5% from 75%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Instructional Coaches will assist teachers in differentiating curriculum for students at various academic levels and model lessons. 1. Salary and Benefits	All	184807 Title I 1000-1999: Certificated Personnel Salaries Salary and Benefits
2.2	Implement parental involvement strategies so that parents work collaboratively with school personnel and help encourage students to connect with school. Implement PIQE to build relationships and skill of parents to support student learning. Implement REMIND to increase communication and engagement of parents to support student achievement. Equipment to provide In Person meetings and engage parents in partnership with school to improve student learning. 1. Parent Involvement Contracts	All	7520 Title V 5800: Professional/Consulting Services And Operating Expenditures Services - Parent Institute

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The implementation and effectiveness of the strategies/activities to achieve the articulated goal of building human capacity by investing in training, coaching, and setting expectations for students, parents, and staff to effectively teach each learner and support student achievement can be described through the following structured approach:

Professional Development for Staff:

- Professional Learning Communities: Establishing Professional Learning Communities (PLCs) where teachers can collaborate, share best practices, and support each other in their professional growth.

Support for Students:

- Tutoring and Mentoring Programs: Implementing tutoring and peer mentoring programs to offer additional academic support and guidance.

Parental Involvement:

- Educational Parent Nights for Parents: Hosting workshops that educate parents on how to support their children's learning at home, understand the curriculum, and use technology tools.
- Regular Communication: Establishing clear channels of communication between the school and parents, including newsletters, parent-teacher conferences, and online portals.
- Involvement in School Activities Encouraging parents to participate in school activities, committees, and decision-making processes to foster a sense of community and partnership.

Effectiveness:

Improved Teaching Practices:

- Enhanced Instructional Skills:Teachers demonstrate improved instructional techniques and classroom management skills, leading to more effective teaching.
- Increased Teacher Confidence:Teachers feel more confident and supported in their roles, which translates to higher quality instruction and better student engagement.

Student Achievement and Engagement:

- Academic Performance:Students show improved academic performance, as evidenced by higher test scores, better grades, and increased mastery of subject material.
- Engagement and Motivation: Higher levels of student engagement and motivation, reflected in improved attendance, participation in class, and enthusiasm for learning.

Parental and Community Support:

- Active Parental Involvement: Increased parental involvement in their children's education, resulting in a more supportive home learning environment.

Continuous Improvement:

- Regular Evaluation: Implementing a continuous cycle of evaluation to assess the effectiveness of training, coaching, and expectation-setting initiatives.
- Educational Partners Involvement: Involving students, parents, and staff in the evaluation process to gather diverse perspectives and ensure the strategies meet the needs of all educational partners.
- Data-Driven Adjustments Using data from assessments, surveys, and feedback to make evidence-based adjustments to programs and strategies, ensuring ongoing improvement and effectiveness.

Overall, building human capacity through targeted training, coaching, and clear expectations fosters a collaborative and supportive educational environment. This comprehensive approach not only enhances the skills and confidence of teachers but also empowers students and engages parents, leading to improved student achievement and a stronger school community.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major difference between intended implementation and implemented activities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes will not be made to the goal and outcomes.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Goal 3
Create efficient and effective systems that are innovative, accountable and proactive to support 21st century learning.

State Priorities: 1,5, 6

Local Priorities:

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Create efficient and effective systems that are innovative, accountable and proactive to support 21st century learning.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

LCAP Goal #3 for Cutler-Orosi Joint Unified School District is: Create efficient and effective systems that are innovative, accountable and proactive to support 21st century learning.

Cutler School is working closely with the District Technology Director to ensure teachers have the technology in the classrooms that support 21st century learning. All classrooms have SMART boards or Smart TVs. Smart Boards/TVs provide teachers the opportunity to enhance daily lessons with interactive tools allowing access to content information in an interactive way for all students. Teachers use interactive graphic organizers, terminology categorization activities, and manipulation of text by dragging key words and phrases. SMARTboard/TV technology is also a great way to engage English language learners in that teachers can show video, pictures, word sort activities, text to speech capabilities, and dictionary and translating tools. The SMARTboard/TV meets visual learners by providing a large area for the students to view. The kinesthetic learners' needs are met because these students get to go up to the SMARTboard/TV and actually move and manipulate objects. Auditory learners' needs are met through the discussion that takes place during a SMARTboard/TVs lesson. Students discuss different answers and questions for understanding. Tactile learners' needs are met because these students can show their creativity on the SMARTboard/TV and not be afraid to take risks because the objects can be easily changed. These students also have a chance to use their creativity when explaining an answer by having a concrete object to manipulate for which they can draw and explain their answer with. Our computer labs will be transformed into 21st century labs to support students in creating and producing quality projects using green screens, IPAds, microphones, sound boxes and a variety of interactive apps.

New technology will be purchased as needed to optimize instruction and strategies in each classroom to support English Language Arts including intervention.

Cutler School has made tremendous gains in the integration of technology into classrooms and across content areas. Lessons are designed and delivered with a focus on integrating technology in all classes. Due to the pandemic, all students needed their own device, therefore we are 1 to 1 iPads in TK-1 and 1 to 1 chromebooks in grades 2nd-5th. Cutler School continues to focus on technology as a tool to be embedded within instruction to transform learning focused on meeting or exceeding our state standards. Technology is not viewed as an end goal of its own, rather, the focus is on how technology can improve student learning and prepare our students as critical thinkers and learners who will be successful in middle school, high school, and beyond.

Currently, technology is used throughout the Special Education Department for data management and instructional support. Special Education staff use a web-based IEP management program for individualized education plan (IEP) development and service logs. The Internet is used for correspondence with other professionals in the District and for communication with parents and families, as is a web-based communication program. Within the IEP process and mandate, all Special Education students have assistive technology considered for educational support according to their IEP.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The school will show evidence of annual replacements of outdated technology, upgraded services, new devices and or new software Metric: IT Report	2024-2025 IT tech reports with date of distribution, listing of replacement dates and refurbishments.	By June 2026 IT Department will provide the sites a detailed list of devices that will be up for replacement/ refurbishment.
Data systems and support staff will maintain accurate data regarding status and progress of all students including students with disabilities and English Learners on all measures related to the plan. Metric: Site Categorical Program Evaluation	The IT Department will maintain a master list of all tech devices at the school site by grade level and type. The Learning Director will update and maintain accurate accounting of all devices and will notify the IT department of tech needs.	By June 2026, the Learning Director will notify the IT department of IT needs for the 2025-2026 school year. All devices needing replacement, refurbished, or updated will be submitted at the end of May 2026 so that work may begin for the summer before school starts.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1		All	
3.2	Supplemental technology services that provide a system for formative and summative assessment and provides for disaggregation of data. 1. Illuminate	All	0 Title I 5800: Professional/Consulting And Operating Expenditures Service - Illuminate

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The school site was effective in implementation the strategies and activities in creating efficient and effective systems that are innovative, accountable and proactive to support 21st-century learning.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$503,650.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$307,414.00
Title III	$41,900.00
Title III Immigrant Education Program	$4,662.00
Title V	$49,674.00

Subtotal of additional federal funds included for this school: $403,650.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Lottery: Instructional Materials	$100,000.00

Subtotal of state or local funds included for this school: $100,000.00

Total of federal, state, and/or local funds for this school: $503,650.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Lottery: Instructional Materials	100,000.00
Title I	307,414.00
Title III	41,900.00
Title III Immigrant Education Program	4,662.00
Title V	49,674.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	203,617.00
2000-2999: Classified Personnel Salaries	164,507.00
4000-4999: Books And Supplies	39,526.00
5800: Professional/Consulting Services And Operating Expenditures	96,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Lottery: Instructional Materials	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	Lottery: Instructional Materials	80,000.00
1000-1999: Certificated Personnel Salaries	Title I	184,807.00
2000-2999: Classified Personnel Salaries	Title I	122,607.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00
2000-2999: Classified Personnel Salaries	Title III	41,900.00
4000-4999: Books And Supplies	Title III Immigrant Education Program	4,662.00
1000-1999: Certificated Personnel Salaries	Title V	18,810.00

4000-4999: Books And Supplies	Title V	14,864.00
5800: Professional/Consulting Services And Operating Expenditures	Title V	16,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	311,323.00
Goal 2	192,327.00
Goal 3	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Diana Vides	Principal
Yesbeth Herrera	Classroom Teacher
Audelina Tapia	Classroom Teacher
Orilia Alvarado	Classroom Teacher
Adriana Ortega	Other School Staff
Sara Alvarado	Parent or Community Member
Maria Ramirez	Parent or Community Member
Mirna Montes	Parent or Community Member
Cristal Bucio	Parent or Community Member
Veronica Cervantes	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/21/26.

Attested:

Principal, Dr. Diana Vides on 5/21/2026

SSC Chairperson, Sara Alvarado on 5/21/2026

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars:** https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVAL OF MINGA RENEWAL**

ATTACHMENTS: **MINGA RENEWAL**

FUNDING SOURCE: **LCAP**

DISCUSSION: MINGA is a campus management platform which will allow teachers, staff, and/or administrators to use a smartphone or PC to scan a student's ID card for hall passes, engagement, community, PBIS and safety measures. In addition, this program allows administration to hold students accountable for their actions by tracking rewards and consequences.

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

RECOMMENDATION: **The Superintendent recommends the Board approve the MINGA Renewal.**

PROPOSED ACTION: **APPROVE**

Item #: 11

QUOTE - Cutler-Orosi Joint Unified School District - 3 sites - Minga Bundle - PLUS - Renewal 26/27SY

Cutler-Orosi Joint Unified School District
12623 Ave. 416, 12623 Ave. 416
Orosi, CA 93647
USA

Reference: 20260427-153843642
Quote created: April 27, 2026
Quote expires: June 30, 2026

Quote created by: Ali Andrews, ali@minga.io

Account Executive

Elisa Arellano
elarellano@cojusd.org
(559)528-6949 ext. 1404

Comments from Ali Andrews

- El Monte Middle School - 1000 students
- Lovell High School - 250 students
- Orosi High School - 1250 students

Products & Services

Item & Description	SKU	Quantity	Unit Price	Total
Minga Bundle (PLUS) Up to 1250 Students Includes the following modules: Hall Pass Module, Check In Module, Behavior Module, and 15k SMS Messages	26-BUN-FUL-PLU-1250	1	$9,750.00	$9,750.00
Minga Bundle (PLUS) Up to 250 Students Includes the following modules: Hall Pass Module, Check In Module, Behavior Module, and 15k SMS Messages	26-BUN-FUL-PLU-250	1	$3,900.00	$3,900.00

Item & Description	SKU	Quantity	Unit Price	Total
Minga Bundle (PLUS) Up to 1000 Students Includes the following modules: Hall Pass Module, Check In Module, Behavior Module, and 15k SMS Messages	26-BUN-FUL-PLU-1000	1	$7,940.00	$7,940.00
	One-time subtotal			$21,590.00
		Total		**$21,590.00**

Standard annual subscription July 1 - June 30.

Minga Privacy Policy and Acceptable Use Policy and Subscription Agreement

Minga W9 Download

Minga Payment Instructions

Minga Solutions
548 Market St PMB 72165
San Francisco, California 94104-5401
United States

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE THE 2026-2027 CONSOLIDATED APPLICATION**

ATTACHMENTS: **2026-2027 CONSOLIDATED APPLICATION**

FUNDING SOURCE: **N/A**

DISCUSSION: The Consolidated Application is used by school districts to apply for various federal categorical funds from the California Department of Education. For each federal program entitlement, the LEA allocates funds for the program as indicated by the program requirements.

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

RECOMMENDATION: **The Superintendent recommends the Board approve the 2026-2027 Consolidated Application.**

PROPOSED ACTION: **APPROVE**

Item #: 12

2026–27 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca26assurancestoc.asp.

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Yolanda Valdez
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	06/01/2026

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Yolanda Valdez
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	06/01/2026
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2026–27 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	08/08/2025
Direct Funded Charter Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Sunsie Tumacder
Authorized Representative's Title	Assistant Superintendent

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2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes
Title V, Part B Subpart 2 Rural and Low-Income School Grant ESSA Sec. 5221 SACS 4126	Yes

Warning
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2026–27 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Park, Language Policy and Leadership Office, APark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	$135.70
Estimated English learner student count	1,328
Estimated English learner student program allocation	$180,210

Note: $10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than $10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Student Program Consortium Details web page located at https://www.cde.ca.gov/sp/ml/elconsortium.asp.

Budget

Professional development activities	$0
Program and other authorized activities	$0
English Proficiency and Academic Achievement	$171,107
Parent, family, and community engagement	$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$9,103
Total budget	$180,210

Warning
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2026–27 Title III Immigrant Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for Immigrant Student Program Subgrant funds only per the Title III Immigrant Student Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Park, Language Policy and Leadership Office, APark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated immigrant per student allocation	$126.40
Estimated immigrant student count	210
Estimated immigrant student program allocation	$26,544

Note: Eligibility criteria

A local educational agency which has 5 or more eligible immigrant students and has experienced a significant increase of one half of 1 percent or more in eligible immigrant students enrollment in the current year, compared with the average of the two preceding fiscal years, is eligible to apply.

Budget

Authorized activities	$25,203
Direct administrative costs (Amount should not exceed 2% of the estimated immigrant student program allocation)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$1,341
Total budget	$26,544

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2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2026–27 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

Warning
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California Department of Education
Cutler-Orosi Joint Unified (54 71860 0000000)

Consolidated Application
Status: Certified
Saved by: Erika Guardado
Date: 6/1/2026 10:10 AM

2026–27 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

CDE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948
Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

In accordance with the Every Student Succeeds Act (ESSA) sections 1117 and 8501, a local educational agency shall consult annually with appropriate private school officials and both shall have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, teachers, and families. This applies to programs under Title I, Part A; Title I, Part C; Title II, Part A; Title III, English Learner; Title III, Immigrant; Title IV, Part A; Title IV, Part B; and section 4631, with regard to the Project School Emergency Response to Violence Program (Project SERV).

The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information in the Private School Affidavit is not verified, and the California Department of Education takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify the accuracy of student enrollment data and the tax exempt status if it is being used for the purpose of providing equitable services.

Private School's Believed Results of Consultation Allowable Codes

Y1: meaningful consultation occurred
Y2: timely and meaningful consultation did not occur
Y3: the program design is not equitable with respect to eligible private school children

Y4: timely and meaningful consultation did not occur and the program design is not equitable with respect to eligible private school children

Add non-attendance area school(s)

The local educational agency is electing to add nonprofit private schools outside of the district's attendance area.

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California Department of Education
Cutler-Orosi Joint Unified (54 71860 0000000)

Consolidated Application
Status: Certified
Saved by: Erika Guardado
Date: 6/1/2026 10:10 AM

2026–27 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

School Name	School Code	Enrollment	Consultation Occurred	Was Consultation Agreement Met	Signed Written Affirmation on File	Consultation Code	School Added
Heritage Christian Academy	6141691	18	Y	Y	Y	Y1	N

Warning
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CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **2026-2027 AMERGIS EDUCATIONAL STAFFING SERVICE AGREEMENT WITH CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT**

ATTACHMENTS: **2026-2027 AMERGIS EDUCATIONAL STAFFING SERVICE AGREEMENT**

FUNDING SOURCE: **MEDICAL BILLING**

DISCUSSION: Attached for Board approval is the 2026-2027 service agreement with Amergis Educational Staffing. The purpose of this service agreement is to secure bilingual Speech and Language Pathologists Assistants (SLPA) that can support the Speech and Language Pathologists in providing speech therapy, as described within the student's IEP. This contract can be terminated with 30 days' notice if/when these services are no longer necessary. This service agreement has an estimated cost of $135,954.00

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

RECOMMENDATION: **The Superintendent recommends the Board approve the 2026-2027 Amergis Educational Staffing Service Agreement**

PROPOSED ACTION: **APPROVE**

amergis
EDUCATIONAL STAFFING

EDUCATION MASTER SERVICES AGREEMENT

This Education Master Services Agreement (hereinafter "Agreement") is entered into on this ("**Effective Date**") June 03, 2026, by and between **Cutler-Orosi Joint Unified School District** located at 12623 Avenue 416 Orosi, California 93647, referred to in this Agreement as ("Customer"), and **Amergis Healthcare Staffing, Inc.,** a Maryland Corporation including its affiliates and subsidiaries, with an office located at 5060 California Ave., Suite 970, Bakersfield, CA, 93309, United States of America referred to in this Agreement as ("Amergis"). Customer or Amergis may be referred to herein as a "Party" or jointly as the "Parties."

RECITALS

WHEREAS, Customer operates a School located in California and wishes to engage Amergis to provide personnel to supplement Customer's staff;

WHEREAS, Amergis operates a staffing agency that provides supplemental staffing services to its customers; and

THEREFORE, in consideration of the above premises set forth herein, and for other good and valuable consideration, the receipt and sufficiency of which are acknowledged by the Parties, and intending to be legally bound, Customer and Amergis hereby agree to the following terms and conditions.

ARTICLE I. DEFINITIONS

1.1. Definitions. As used in this Agreement, the following terms shall have the meanings specified below unless the context otherwise requires. Capitalized terms, acronyms and phrases used in the staffing industry (i.e. HR) and business process outsourcing services, industries or other pertinent business context that are not defined will be interpreted in accordance with their then-generally understood meaning:

"Assignment Confirmation" is a document specifying additional details and Bill Rate for any individual Personnel matched for the Customer.

"Bill Rate" means the rates billed to Customer for Work pursuant to this Agreement, any Statement of Work, subsequent Amendment or any Assignment Confirmation.

"On Call/Call Back Rates" means those rates, as applicable and as more specifically set forth on the Assignment Confirmation, for hours where Personnel may be called back for previously unscheduled hours to the Work Site to perform assigned duties.

"Out of School and Off-Site Work" is defined as Work conducted by Personnel outside of normal school hours, whether that be after the school day or during any breaks in the school year, or off-site. These types of requests generally include but are not limited to school day length field trips, extended field trips surpassing the length of the school day, overnight field trips, weekend field trips, summer and weekend camps, one-day field trips.

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"Personnel" means clinical and other school-based professionals, behavioral, educational assistance, and instructional employees of Amergis, providing Services to Customer under Customer's direction and control pursuant to the terms of this Agreement.

"Plan" means any student-specific written plan developed to support the student's educational, behavioral, or medical needs, including: (a) a Behavior Intervention Plan (BIP), which is a written improvement plan created for a student based on the results of a Functional Behavior Assessment; (b) an Individualized Education Program (IEP), which is a plan developed under the Individuals with Disabilities Education Act (IDEA) to provide eligible students with special education and related services designed to enable the student to make progress appropriate in light of the student's unique circumstances; and (c) an Individual Health Plan (IHP), which addresses a student's medical needs and may include physician orders, and whose medical services may be incorporated into a student's IEP or Section 504 Plan when such services are necessary for the student to benefit from education.

"Services" means the temporary staffing services provided to Customer by Amergis as detailed in Article III.

"Supplies" means any and all necessary supplies to be used in administering and/or providing Work to student(s), including, but not limited to personal protective equipment ("PPE").

"Week" or **"Invoicing Week"** as used herein means a seven-day period beginning Sunday and ending Saturday. Amergis timekeeping considers all shifts as occurring completely on the day in which the shift begins.

"Work" means the services, duties, and tasks performed by Personnel for Customer at a Customer Work Site, carried out at Customer's direction and under Customer's management, control, and supervision.

"Work Site" means any location Customer assigns Personnel to render Work.

ARTICLE II. TERM

2.1 Term. This Agreement will commence on the Effective Date and will continue for a school calendar year.

2.2 Renewal. This Agreement shall automatically renew at the end of the term for successive one (1) year terms unless either Party provides written notice at least thirty (30) days prior to the end of the term or renewal term, as applicable, of such Party's decision not to automatically renew this Agreement.

ARTICLE III. NATURE AND SCOPE OF SERVICES

3.1 Staffing Services. Amergis will use its best efforts to recruit, screen, onboard, and assign Personnel to Customer as described herein and any applicable Statement of Work to perform Work under Customer's management and supervision at a school Work Site or another Customer-controlled environment. Customer will direct, oversee, and supervise the Work performed by such Personnel. Customer is responsible for ensuring that the Work it directs Personnel to perform is appropriate under applicable scope-of-practice laws and professional standards.

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3.2 Onboarding Requirements. Amergis will onboard Personnel consistent with the criteria detailed in Attachment "B".

3.3 Amergis as Employer. Amergis acknowledges and agrees that its Personnel are Amergis employees and shall be treated as such and not as employees of Customer. Amergis agrees that it (i) is responsible for providing any wages or other benefits to its Personnel; (ii) will make all appropriate tax, social security, Medicare, and other withholding deductions and payments with respect to its Personnel; (iii) will provide workers' compensation insurance coverage for its Personnel; (iv) will make all appropriate unemployment tax payments with respect to its Personnel; and (v) will take any additional actions legally required to establish that the Work provided under this Agreement are employees of Amergis.

3.4 Availability of Personnel. The Parties agree that Amergis' duty to supply Personnel is subject to the availability of qualified Personnel. The failure of Amergis to provide Personnel shall not constitute a breach of this Agreement if the requested Personnel are not available. To the extent that Amergis is unable to provide the modality of Personnel requested by Customer, Amergis will provide Customer with a higher skilled Personnel. Amergis will bill Customer at that Personnel's fair market value rate for the modality provided.

ARTICLE IV. WORK, WORK SITE REQUIREMENTS AND OBLIGATIONS

4.1 Plan Implementation. Customer is responsible for directing and supervising the Work provided by Personnel to students, including any students with medical disabilities. Customer will make available to Personnel, and upon request to Amergis, the applicable Plan(s). Customer shall provide student specific orientation for the requirements of the Plan(s). If the student requires school transportation, Customer shall assess whether the student's disability would allow for safe transport by Customer, and will make all determinations on Placement of Personnel to implement safe transport of both student(s) and Personnel. Customer shall provide all assessments and protocols to Amergis prior to Personnel accompanying a student for transport. Amergis reserves the right to deny a transportation request, in the event there is a concern for safety or other circumstances. In the event, Customer determines transport is safe, Customer shall orient Amergis Personnel on the transportation and emergency protocol(s).

4.2 Orientation and Evaluation. Customer will provide Personnel with orientation of Customer's policies, procedures and School Work Site specific training. Customer will provide School Work Site specific emergency protocol training for all student's with a medically related disability. Customer will perform evaluations of Personnel annually and provide documentation of the evaluation to Amergis. If Customer identifies area for improvement for any Personnel, Customer will collaborate with Amergis to provide additional resources for training and orientation.

4.3 Supplies. Customer will provide all necessary Supplies to Personnel in performance of this Agreement. Customer shall be responsible for disposing of all medical waste and biohazard produced by the Work and will comply with all applicable local, state, and federal rules, regulations, and laws governing such disposal.

4.4 Float Policy. Subject to prior written notification, Customer may Float Personnel, if Personnel satisfies the Customer's requisite specialty qualifications. If Customer Floats Personnel, the Personnel must perform the duties

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of the revised assignment as if the revised assignment were the original assignment. Customer will provide the Personnel with additional orientation regarding the Float assignment as necessary. If Personnel Floats to a staff classification that has a lower Base Rate, then the Base Rate that was applicable to the original Personnel assignment remains the applicable Base Rate despite the Float. If Personnel Floats to a staff classification that has a higher Base Rate, then the Base Rate that is applicable to the newly assigned staff classification is the applicable Base Rate for as long as the Personnel continues to work in that staff classification.

4.5 Right to Dismiss. If at any time Customer, in its reasonable judgment, determines that the Work provided by any Personnel hereunder is inadequate, unsatisfactory or has failed to comply with Customer's rules, regulations, or policies, Customer shall immediately advise Amergis. Amergis will remove Personnel from Customer's School Work Site as requested. Customer will cooperate with Amergis and provide reasonable detail(s) for the dismissal. Customer will provide Amergis with any reports it provides to any governing oversight agency(ies) as a result of Amergis Personnel's conduct, including all drug screens conducted, results of peer review and/or documentation of Customer's investigation(s).

4.6 Work Environment and OSHA. Customer will provide a clean and properly maintained workspace(s) for Amergis to conduct the Services that will enable Amergis to safely provide Work to student(s). Customer will provide furniture at its sole risk to include, but not limited to, tables and chairs, and allow Personnel reasonable access to telephones for business use. Amergis will not be responsible for the proper maintenance of any property supplied by Customer. Customer will orient Personnel to the specific exposure control plan(s), emergency action plan(s), and/or protocol(s) of the Customer as it pertains to all federal OSHA requirements and equivalent state agency requirements, directives, or standards, with respect to blood borne pathogens, other emergent matters, and any of the Customer's specific policies and procedures for safety, hazardous communications and/or operations instructions. Customer will be responsible for all OSHA recordkeeping, logging, and reporting responsibilities required by law pertinent to Work provided under this Agreement.

4.7 Out of School and Off-Site Work. Customer must submit any request for Personnel to perform Out of School and Off-Site Work in advance and in writing, and such Work may not be performed unless and until Amergis provides written approval. For any approved Out of School or Off-Site Work, Customer is solely responsible for overseeing and directing Personnel placement, providing all necessary supplies and resources at its own expense, and maintaining a safe working environment. Customer accepts responsibility for any incidents arising out of the Out of School or Off-Site Work.

4.8 Notification of Incidents and Claims. Customer agrees to notify Amergis of any incident involving Amergis Personnel within forty-eight (48) hours of its occurrence. Customer agrees to provide Amergis documentation of any investigation conducted. Amergis and Customer agree to notify each other in writing of any asserted claim relating to this Agreement within ten (10) days of either discovery of the occurrence upon which the claim may be based or learning of the claim. Indemnity to Customer shall not cover any claims or liabilities in which there is a failure to give the indemnifying party prompt notice of any incident within forty-eight (48) hours of its occurrence.

ARTICLE V. HIRING OF PERSONNEL

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5.1 Conversion. The Parties acknowledge and agree that: (i) the primary purpose of this Agreement is for Amergis to provide supplemental staffing Services, not direct hire services, to Customer; and (ii) Amergis invests significant resources in recruiting candidates and onboarding, training, and employing Personnel. Accordingly, if Customer, or any of its affiliates, subsidiaries, or agents, elects to directly hire any candidate or Personnel introduced by Amergis, Customer agrees to pay Amergis a fee in accordance with the table below ("Conversion Fee"), unless such hire occurs at least twelve (12) months after the later of: (i) the last interview of a candidate by Customer under this Agreement, or (ii) the last shift worked by the Personnel under this Agreement.

The Parties further acknowledge and agree that the Conversion Fees are intended to reasonably approximate Amergis' costs associated with recruiting candidates and onboarding and placing Personnel, and are not intended to be a penalty or to restrict employment opportunities. Rather, they serve as a fair reimbursement for the business-related expenses incurred by Amergis in connection with the engagement of candidates and Personnel.

Tier 1	School Aide/Behavior Aide and similar roles
Tier 2	Special Education Teacher, General Education Teacher, RN, LPN, CNA, Social Worker, SLP, PT, OT, COTA, PTA, Teacher for Deaf and Hard of Hearing, Orientation and Mobility Specialist, School Psychologist, Teacher for Visually Impaired, Sign Language Interpreter and similar roles

Tier 1:

Aggregate Hours Worked By Amergis Personnel for Customer in a Twelve (12) Month Period	Conversion Fee
Prior to completing 180 hours	25% of annualized starting salary
Between completion of 181 and 360 hours	20% of annualized starting salary
After completion of 361 and 540 hours	15% of annualized starting salary
After completion of 541 and 720 hours	10% of annualized starting salary
After completion of 721 hours	0% of annualized starting salary

Tier 2:

Aggregate Hours Worked By Amergis Personnel for Customer in a Twelve (12) Month Period	Conversion Fee
Prior to completing 280 hours	25% of annualized starting salary
Between completion of 281 and 560 hours	20% of annualized starting salary
After completion of 561 and 840 hours	15% of annualized starting salary
After completion of 841 and 1,350 hours	10% of annualized starting salary
After completion of 1,351 hours	0% of annualized starting salary

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5.2 Breach of Conversion of Personnel. In the event that Customer hires or contracts with any candidate or Personnel but does not notify Amergis, the Placement Fee that applies is the lesser of 150% of the amount set forth above or the maximum amount allowed by applicable law.

5.3 Compliance with Staffing Laws. Amergis and Customer acknowledge that certain states have enacted, and in the future may enact, laws, rules and regulations governing Amergis, Customer and/or the Services contemplated by this Agreement (collectively, "State Staffing Laws"). Accordingly, the terms of the Agreement are hereby amended to the extent necessary to comply with applicable State Staffing Laws and any terms contrary to such State Staffing Laws are deemed void and unenforceable. If Customer has Worksites located in multiple states, the laws of the state in which that Worksite resides shall determine whether any State Staffing Law applies to such Worksite.

ARTICLE VI. INVOICING, PAYMENT, AND TAXES

6.1 Invoicing. Amergis will supply Personnel under this Agreement at the rate(s) listed in the Statement of Work or Assignment Confirmations for this Agreement. Amergis will submit invoices to Customer every week for Personnel provided to Customer during the preceding week. Customer Invoices shall be submitted to the following electronic mail address or by the applicable agreed upon Timecard Application.

Invoicing E-mail:
Invoicing Contact:
Invoicing Address:

6.2 Payment. All amounts are due and payable within thirty (30) days from the date of invoice. Amergis' preferred payment is via electronic payment (EFT). If Customer is unable to pay electronically, Customer will send all payments to the address set forth on the invoice. Amergis reserves the right to accept or deny payment via credit card on a case-by case basis. Customer will be responsible for an additional surcharge of the lesser of 4% or the maximum amount allowed under applicable law for administrative/processing fee on all accepted payments made via credit card. If any portion of an amount billed by Amergis under this Agreement is subject to a good faith dispute between the Parties, Customer shall give written notice to Amergis of the amounts it disputes ("Disputed Amounts") upon the discovery of the billing dispute and include in such written notice the specific details and reasons for disputing each item. Written notice of a dispute must be provided within fourteen (14) days from date of invoice or the invoice amount is presumed to be valid. Customer shall pay by the due date all undisputed amounts, including, in the event of a billing rate dispute, the amount of the Services at the lower billing rate. Billing disputes shall be subject to the terms of Article XIII, Dispute Resolution.

6.3 Late Payment. Payments not received within thirty (30) days from the applicable invoice date will accumulate interest, until paid, at the rate of one and one-half percent (1.5%) per month on the unpaid balance, equating to an annual percentage rate of eighteen percent (18%), or the maximum rate permitted by applicable law, whichever is less.

6.4 Annual Rate Increases. Customer agrees to and accepts annual rate increases at the percentage listed on "Attachment A" of this Agreement.

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6.5 Customer Bankruptcy or Insolvency. Customer agrees that in the event Customer files bankruptcy, (i) to the extent Amergis pays the salary and other direct labor costs of Personnel it provides to Customer and such amounts incurred within one-hundred eighty (180) days prior to bankruptcy are not paid by Customer to Amergis prior to bankruptcy, and/or (ii) Customer is the assignee of claims held by such Personnel against Customer for such amounts incurred within one-hundred eighty (180) days prior to bankruptcy, then Amergis has a claim against Customer in bankruptcy for the amount of such salary and other direct labor costs, which is entitled to a priority under 11 U.S.C. §507(a)(4). All pre-bankruptcy conduct, including amounts due and actions related to payment that could be brought by Customer are released.

6.6 Assurances. In the event Amergis in good faith becomes concerned about impending bankruptcy or other insolvency by Customer, the Parties agree that Amergis may request in writing from Customer a prepayment deposit in the amount equal to the average of two weeks of Services, which Amergis may apply to outstanding invoices in the event that Customer fails to timely pay such invoices. Customer agrees to provide the requested prepayment deposit within five (5) days. In the event that Amergis applies the prepayment deposit in accordance with this section at such time that concern about Customer's impending insolvency remains, Customer agrees to replenish the prepayment deposit within five (5) days of receipt of written notice of its application.

6.7 Transaction Taxes. Customer shall be responsible for any sales tax, gross receipts tax, excise tax or other state taxes applicable to the Services provided by Amergis. If Customer provides Amergis with a valid tax exemption certificate in accordance with local laws covering the Services provided by Amergis, Amergis will not collect Transaction Taxes.

6.8 Reimbursement for Travel Expenses. The Bill Rates herein are inclusive of per day or per diem allowances for lodging, meals, and/or incidental expenses incurred when traveling to be paid by Amergis to Personnel whose primary residence is greater than fifty (50) miles from the Customer Worksite where such Personnel perform Work ("Travel Personnel"). Amergis will provide Customer with sufficient information regarding such Travel-Expense Payments in accordance with section 274(d) of the Internal Revenue Code. Customer is subject to any applicable limitations on deduction under section 274 of the Internal Revenue Code and regulations promulgated thereunder.

ARTICLE VII. RELATIONSHIP OF THE PARTIES

7.1 Independent Legal Entities. Amergis and Customer are independent legal entities. Nothing in this Agreement shall be construed to create the relationship of employer and employee, or principal and agent, or any relationship other than that of independent parties contracting with each other solely for the purpose of carrying out the terms of this Agreement. Neither Amergis nor Customer nor any of their respective agents or employees shall control or have any right to control the activities of the other Party in carrying out the terms of this Agreement.

7.2 Conflict of Interest. By entering into this Agreement, the Parties agree that all conflicts of interest shall and have been disclosed to the other Party for review in accordance with that Party's policies and procedures. A conflict of interest occurs when a Customer, employee or Personnel has professional or personal interests that

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compete with his/her/their ability to provide Services to or on behalf of Amergis or Customer. Such competing interests may make it difficult for the Customer employee or Personnel to fulfill his/her/their duties impartially.

ARTICLE VIII. PER DIEM SERVICES

8.1 Per Diem Personnel. If Customer requires short-term, shift-based, or as-needed assignments ("Per Diem Personnel"), Customer will use its best efforts to request Per Diem Personnel at least twenty-four (24) hours prior to reporting time in order to assure prompt arrival of assigned Per Diem Personnel. All information regarding reporting time and assignment will be provided by Customer to Amergis in writing.

(a) Per Diem Personnel Short-notice Requests. Amergis will bill Customer for the entire shift if an order for Per Diem Personnel is made less than two (2) hours prior to the start of the shift, as long as the Per Diem Personnel report for work within a reasonably prompt period of time under existing conditions after receiving notice of the assignment.

(b) Per Diem Personnel Order Cancellation. If Customer changes or cancels an order for Per Diem Personnel less than two (2) hours prior to the start of a shift, Amergis will bill Customer for two (2) hours at the established fee for each scheduled Per Diem Personnel. Amergis will be responsible for contacting Per Diem Personnel prior to reporting time.

ARTICLE IX. ADDITIONAL OFFERINGS

9.1 MaxView. The Parties acknowledge and agree that notwithstanding any Customer manuals, instructions, or other Customer policies, Amergis reserves the right to utilize MaxView, a proprietary web-based timekeeping system, for the provision of Services and is not required and/or mandated to use paper-based timekeeping records, unless otherwise required by applicable law. Personnel will submit hours worked to Customer via MaxView. Customer will be notified via electronic mail regarding the hours submitted and agrees to review and approve the submitted hours on a weekly basis, each Monday by noon local time. Customer approved hours will be utilized for the weekly payroll and billing. Any non-approved hours will be discussed between Customer and Amergis; notwithstanding this, Customer and Amergis agree to cooperate in good faith to ensure that all Personnel time is properly captured to ensure compliance with applicable local, state, and federal wage and hour laws.

9.2 Sunburst. The Parties may agree to utilize Amergis' in-house workforce solution, Sunburst Workforce Advisors, LLC ("Sunburst"), by mutual written agreement ("MSP Opt-In"), after which Attachment "C" shall take effect and govern the scope of work for the managed service provider offering ("MSP"). For the purpose of this section, email correspondence between the Parties indicating mutual intent to utilize Sunburst shall be sufficient to effectuate the MSP Opt-In. In absence of such MSP Opt-In, Attachment "C" shall not take effect.

9.3 Amergis Teletherapy Services. If Customer requests that Personnel perform remote Work through a teletherapy platform, Customer may request in writing (email suffices) that such Personnel utilize the Amergis Teletherapy Platform for the delivery of the remote Work. Upon such election, the Amergis Teletherapy Platform Addendum, attached hereto as Attachment "D", shall automatically apply. If Customer elects not to utilize the Amergis Teletherapy Platform, Attachment "D" shall not apply and shall have no force or effect. If Customer

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directs Personnel to perform remote Work, but does not elect to utilize the Amergis Teletherapy Platform, Customer shall be solely responsible for providing and supporting any teletherapy equipment, systems, and platform access for remote Personnel, as well as ensuring the secure transfer, maintenance, and handling of any student or service records necessary for remote service delivery.

ARTICLE X. INSURANCE

10.1 Amergis Insurance. Amergis will maintain (at its sole expense), or require the Contractors it utilizes under this Agreement to maintain, valid policies of insurance evidencing general and professional liability coverage of not less than $1,000,000 per occurrence and $3,000,000 in the aggregate, covering Services. Amergis will provide a certificate of insurance evidencing such coverage upon written request by Customer.

10.2 Customer Insurance. Customer will maintain at its sole expense valid policies of general and professional liability insurance with minimum limits of $1,000,000 per occurrence and $3,000,000 annual aggregate. Customer will give Amergis prompt written notice of any material change in Customer coverage. Customer shall name Amergis as an additional insured on its general liability policy.

ARTICLE XI. INDEMNIFICATION

11.1 Indemnification by Amergis. Amergis agrees, at its own expense, to indemnify, defend, and hold harmless Customer and its parent, subsidiaries, Affiliates, directors, officers, employees, and agents against any and all third-party losses, liabilities, judgments, awards, and costs (including reasonable attorneys' fees and expenses) to the extent arising out of or relating to:

(a) bodily injury (including death) or any real or tangible property loss or damage as a direct result of Amergis' employees' negligent acts or omissions in the performance of Services under this Agreement; or

(b) any breach by Amergis of Section 3.2.

11.2 Indemnification by Customer. Customer agrees, at its own expense, to indemnify, defend, and hold harmless Amergis and its parent, subsidiaries, affiliates, directors, officers, employees, and agents against any and all third-party losses, liabilities, judgments, awards, and costs (including reasonable attorneys' fees and expenses) to the extent arising out of or relating to:

(a) bodily injury (including death) or any real or tangible property loss or damage as a direct result of Customer's employees' negligent acts or omissions;

(b) any breach of this Agreement by Customer; or

(c) any Transaction Taxes levied, assessed, or imposed by any taxing authority as a result of, or in connection with this Agreement, whatever the source and regardless of whether invoiced to or remitted by Customer.

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11.3 Indemnification Procedures. The Party seeking indemnification under this Article XI (the "**Indemnified Party**") shall notify the other Party (the "**Indemnifying Party**") promptly after the Indemnified Party receives notice of a claim for which indemnification is sought under this Agreement; provided, however, that no failure to so notify the Indemnifying Party shall relieve the Indemnifying Party of its obligations under this Agreement except to the extent that it can demonstrate damages directly attributable to such failure. To the extent permitted by law, the Indemnifying Party shall have authority to defend or settle the claim; provided, however, that the Indemnified Party, at its sole discretion and expense, shall have the right to participate in the defense and/or settlement of the claim, and provided further, that the Indemnifying Party shall not settle any such claim imposing any liability or other obligation on the Indemnified Party without the Indemnified Party's prior written consent.

ARTICLE XII. LIMITATION OF LIABILITY

12.1 Limitation on Liability. IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER PARTY FOR ANY INDIRECT, INCIDENTAL, PUNITIVE, EXEMPLARY, RELIANCE OR SPECIAL OR CONSEQUENTIAL DAMAGES, INCLUDING DAMAGES FOR LOST PROFITS, LOSS OF USE, BUSINESS INTERRUPTION, OR LOSS OF DATA IN CONNECTION WITH OR ARISING OUT OF THIS AGREEMENT REGARDLESS OF THE FORM OF ACTION WHETHER IN CONTRACT, WARRANTY, STRICT LIABILITY OR TORT AND EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

12.2 Cap on Damages. THE TOTAL AGGREGATE LIABILITY OF EACH PARTY TO THE OTHER PARTY FOR DAMAGES UNDER THIS AGREEMENT OR OTHERWISE SHALL NOT EXCEED THE SUM OF ALL FEES PAID OR PAYABLE TO AMERGIS BY CUSTOMER UNDER EITHER THE APPLICABLE STATEMENT OF WORK OR FOR SERVICES RENDERED DURING THE TWELVE (12) MONTHS IMMEDIATELY PRECEDING THE MONTH IN WHICH SUCH LIABILITY AROSE, WHICHEVER IS LESS. MULTIPLE CLAIMS UNDER THIS AGREEMENT WILL NOT ENLARGE THIS LIMIT. THIS LIMITATION OF LIABILITY SHALL APPLY NOTWITHSTANDING ANY FAILURE OF ESSENTIAL PURPOSE OF ANY EXCLUSIVE REMEDY HEREIN.

ARTICLE XIII. DISPUTE RESOLUTION

13.1 Dispute Resolution. Except as otherwise provided in this Agreement, any dispute between the Parties regarding the interpretation or enforcement of this Agreement or any of its terms shall be addressed by good faith negotiation between the Parties.

13.2 Dispute Resolution Process. To initiate such negotiation, a Party must provide to the other Party written notice of the dispute that includes both a detailed description of the dispute or alleged nonperformance and the name of an individual who will serve as the initiating Party's representative in the negotiation. The other Party shall have ten (10) business days to designate its own representative in the negotiation. The Parties' representatives shall meet at least once within forty-five (45) days after the date of the initiating Party's written notice in an attempt to reach a good faith resolution of the dispute. Upon agreement, the Parties' representatives may utilize other alternative dispute resolution procedures such as private mediation to assist in the negotiations.

13.3 Inability to Resolve. If the Parties have been unable to resolve the dispute within forty-five (45) days of the date of the initiating Party's written notice, either Party may pursue any remedies available to it under this Agreement,

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at law, in equity, or otherwise, including, but not limited to, instituting an appropriate proceeding before a court of competent jurisdiction.

ARTICLE XIV. CONFIDENTIALITY AND USAGE OF DATA

14.1 Confidentiality.

(a) **Amergis/Customer Information**. The Parties recognize and acknowledge that, by virtue of entering into this Agreement and providing Services hereunder, the Parties will have access to certain information, which may be considered confidential or trade secret information (collectively "Information") such that a Party may derive independent economic value, actual or potential, from the Information not being generally known to the public or to other persons or entities, which are not a party to this Agreement. This Information may include, without limitation, information with respect to the Party's customers, vendors, cost structure, and/or business strategy, or business methods at any time used, developed, or disclosed by the Party. Each of the Parties agree that neither it, nor its staff shall, at any time either during or subsequent to the termination of this Agreement, disclose the Information to others, use, copy, or permit the Information to be copied, except pursuant to duties for or on behalf of the other Party as defined within this Agreement. A Party may disclose the Information pursuant to a governmental, judicial, or administrative order, subpoena, discovery request, regulatory request or similar request, provided that the other Party promptly notifies the non-disclosing Party, in writing of such request or demand for disclosure, and no later than within forty-eight (48) hours of receipt of such request, so that the non-disclosing Party, at its sole expense, may seek to make such disclosure subject to a protective order or other appropriate remedy to preserve the confidentiality of the Information.

(b) **Disclosure of Amergis/Customer Partnership**. From time to time, Amergis lists or mentions its customers in its marketing, communication, and business initiatives barring any restrictions and obligations as set forth in Section 14.1(C) and/or Section 14.2 of this Agreement. Customer agrees that Amergis may disclose the partnership between Amergis and Customer, and use Customer's name for such marketing, communication, and business purposes and initiatives. The Parties will make all commercially reasonable efforts to facilitate and coordinate press announcements, press releases, and other joint-marketing efforts related to this Agreement and the Amergis /Customer partnership. If either Party reasonably objects to use or disclosure of said partnership in such initiative(s), the other Party may ask the Party that developed the marketing or promotional content to edit or adjust such materials, and such Party will not unreasonably disagree.

(c) **Student Information.** In the event that Amergis receives student information, which may include student financial or medical information (collectively "Student Information"), Amergis shall not disclose any Student Information for which Services are provided under this Agreement to any third-party, except where permitted or required by law or where such disclosure is expressly approved by Customer, Amergis, and if required, student in writing. Further, each Party and its employees shall comply with the other Party's policies and obligations. Amergis may maintain and use Student Education Records to perform the Services under this Agreement and may disclose de-identified data to third parties in performance of Services under this Agreement. If Amergis is provided access to students' records, Amergis shall limit its Personnel's access to the records to those persons for whom access is essential to the performance of the Services under this Agreement. Amergis shall, at all times and in all respects, comply with the terms of the Family Rights and

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Privacy Act of 1974, as amended. Amergis reserves the right to retain any Student Education Records for the length of time necessary to meet Amergis' contractual and legal commitments.

14.2 Data Security. Customer will be responsible for establishing and overseeing all access, maintenance, and transmission of Customer and Student data and information, including privacy and security measures required under Law, which may further be needed to maintain and protect the security of all Customer computer systems, networks, and/or data related to the Services under this Agreement. Customer will be responsible for providing all education and training to Personnel as it relates to Customer's privacy and security measures and processes, including, without limitation the Customer's processes and expectations for collecting, storing, securing, and transferring Customer or Student data and information accessed, collected, and maintained under this Agreement.

Customer acknowledges and understands and agrees that no Personally identifiable information ("PII") or Protected Health Information ("PHI") PHI will be relayed, transmitted, or otherwise provided to or stored by Amergis or Amergis Personnel, unless necessary to be provided in performance of Services under this Agreement. Customer further acknowledges that it will provide Amergis with deidentified data, whenever possible, including removal of direct identifiers. Customer shall indemnify and hold harmless Amergis, its directors, officers, shareholders, employees, and agents from and against any and all claims, losses, liabilities, costs and other expenses resulting from, or relating to, the negligent handling of PII or PHI, including the unauthorized use, access, or disclosure by Customer, its employees, agents, and subcontractors.

14.3 Aggregate Statistical Usage. Customer acknowledges and agrees that Amergis will collect data related to the performance of the Services for the purposes of aggregation and the creation of a centralized benchmarking mechanism, such data does not contain student data or identifying student information. Notwithstanding anything to the contrary in this Agreement, Customer acknowledges and agrees that Amergis shall have a perpetual right to collect, use, and disclose the data collected relating to the Services and derived from Customer's use of Amergis, Amergis Personnel, and Contractors affiliated with Amergis under this Agreement for the analysis, benchmarking, analytics, marketing, or other business purposes as long as all data collected is done in an anonymized aggregated manner, with Customer's data aggregated with data of other Amergis customers, so as to be non-specific to any individual Customer.

14.4 Survival. All obligations set forth in this Article XIV shall survive the termination of this Agreement.

ARTICLE XV. TERMINATION

15.1. Termination for Convenience. Either Party may terminate this Agreement for any reason by providing at least thirty (30) days advance written notice of the termination date to the other Party.

15.2. Termination for Cause. If payment default occurs, Amergis may terminate this Agreement upon seven (7) days advance written notice of the termination date to Customer.

15.3 Post Termination Obligations. Termination will have no effect upon the rights and obligations resulting from any transactions occurring prior to the effective date of the termination.

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ARTICLE XVI. GENERAL TERMS

16.1 Amergis Subcontracting. Amergis may subcontract this Agreement upon written notice to Customer.

16.2 Non-discrimination. Neither Amergis nor Customer will discriminate on the basis of race, color, religion, creed, national origin or ancestry, ethnicity, sex (including gender, pregnancy, sexual orientation, and gender identity), age, physical or mental disability, citizenship, past, current, or prospective service in the uniformed Services, genetic information, or any other characteristic protected under applicable federal, state, or local law.

16.3 Compliance with Laws. Amergis agrees that all Services provided pursuant to this Agreement shall be performed in compliance with all applicable federal, state, and/or local rules and regulations. In the event that applicable federal, state, or local laws and regulations or applicable accrediting body standards are modified, Amergis reserves the right to notify Customer in writing of any modifications to the Agreement in order to remain in compliance with such law, rule, or regulation.

16.4 Governing Law, Jurisdiction. This Agreement will be governed by and construed in accordance with the laws of the State of Maryland, without regard to its principles of conflict of laws. Any dispute or claim from this Agreement shall be resolved exclusively in the federal and state courts of the State of Maryland and the parties hereby irrevocably submit to the personal jurisdiction of said courts and waive all defenses thereto.

16.5 Assignment of Agreement. Customer may not assign this Agreement without the prior written consent of Amergis, and such consent will not be unreasonably withheld. Amergis may assign this Agreement without consent and/or notice for assignment to either: (i) an entity owned by or under common control with assignor, (ii) in connection with any acquisition of all of the assets or capital stock of Amergis, and/or (iii) a name change by Amergis.

16.6 Attorneys' Fees. In the event either Party is required to obtain legal assistance (including in-house counsel) to enforce its rights under this Agreement, or to collect any monies due to such Party for Services provided, the prevailing Party shall be entitled to receive from the other Party, in addition to all other sums due, reasonable attorney's fees, court costs, and expenses, if any, incurred enforcing its rights and/or collecting its monies, including any fees and costs incurred on an appeal.

16.7 Notices. Any notice or demand required under this Agreement will be in writing; will be personally served or sent by certified mail, return receipt requested, postage prepaid, or by a recognized overnight carrier which provides proof of receipt; and will be sent to the addresses below. Either Party may change the address to which notices are sent by sending written notice of such change of address to the other Party.

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Cutler-Orosi Joint Unified School District 12623 Avenue 416, Orosi California 93647	Amergis Healthcare Staffing, Inc. 7223 Lee DeForest Drive Columbia, MD 21046 ATTN: Contracts Department Email copy to: contracts@amergis.com
ATTN: Antonio Quintanilla	COPY TO: Amergis Healthcare Staffing, Inc. 5060 California Ave., Suite 970, Bakersfield, CA, 93309, United States of America ATTN: Natalie Jensen

16.8 Headings. The headings of sections and subsections of this Agreement are solely for reference only and will neither affect nor control the meaning or interpretation of this Agreement.

16.9 Merger. This Agreement constitutes the entire contract between Customer and Amergis regarding the Services to be provided hereunder. Any agreements, promises, negotiations, or representations not expressly set forth in this Agreement are of no force or effect. All terms of a later signed Agreement will supersede a prior signed Agreement. This Agreement may be executed in any number of counterparts, each of which will be deemed to be the original, but all of which shall constitute one and the same document.

16.10 Amendment. No changes and/or amendments to this Agreement will be effective unless made in writing and signed by duly authorized representatives of both Parties except as provided in Section 3.1, Section 16.3, and Attachment(s).

16.11 Severability. In the event that one or more provision(s) of this Agreement is deemed invalid, unlawful, and/or unenforceable, then only that provision will be omitted, and will not affect the validity or enforceability of any other provision; the remaining provisions will be deemed to continue in full force and effect.

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Customer and Amergis have acknowledged their understanding of and agreement to the mutual promises written above by executing and delivering this Agreement as of the Effective Date set forth above.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT	AMERGIS HEALTHCARE STAFFING, INC.:
Signature of Authorized Representative	Signature of Authorized Representative
Printed Name	Printed Name
Title	Title
Date	Date

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ATTACHMENT "A"
STATEMENT OF WORK

1. **Scope of Services.** Amergis is responsible for recruiting, screening, and hiring its Personnel as set forth herein to provide Services to Customer, with such Work provided by Personnel under Customer's management and supervision at a Work Site or in an environment controlled by Customer. Upon Customer's request for supplemental Personnel, Amergis will use commercially reasonable efforts to provide Personnel to Customer. Customer shall communicate duties, shifts, unit assignments and other working details to Personnel during their Assignment.

2. **Personnel Requirements and Screening.** Amergis will supply Customer with Personnel who meet the criteria set forth in the Assignment Onboarding Attachment "B". Amergis will provide Personnel who have the necessary and appropriate skills, education, knowledge and experience for the positions to be filled, subject to the approval of the Customer.

3. **Interview.** Customer may request to conduct a telephone interview with any Personnel candidate prior to the Services commencing.

4. **Bill Rates.** Bill Rates are agreed to between the Customer and Amergis for the following positions. If Customer and Amergis execute a subsequent Assignment Confirmation(s) per individual Personnel the Bill Rates in the Assignment Confirmation will apply to the named Personnel therein and for the timeframe indicated.

Positions	Rate $ (per hour)
Behavior Tech	$50
Registered Behavior Tech	$52
Mid-Level Behavioral Tech	$55
Paraprofessional/Instructional Aide	$39
Health Aide -CNA/MA	$41
Special Education Teacher	$75-$85
General Education Teacher	$75-$85
DHH Teacher	$85-$100
BCBA	$100 -$120
LVN	$58
Registered Nurse	$90-$100

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SLP -Speech Language Pathologist	$100 - $120
SLPA – Speech Language Pathologist Assistant	$75-$90
PT/OT	$95 - $110
PTA/COTA	$75- $85
Psychologist School	$95 - $110
Sign Language Interpreter	$75
Social Worker	$75 - $110
LMFT	$95-$110
Audiologist	$100-$120
Athletic Trainer	$55-$70
Adapted Physical Education Specialist	$80
Certified Wellness Coach	$55-$65
Inclusion Specialist	$70
Certified Wellness Coach	$55-$65

5. **Out of School Time and Off-Site School Time**. Rates charged for Work rendered outside of school time or off-site during school time will be in accordance with the local and/or state regulatory wage laws. Overtime Rates are also charged for all hours worked in excess according to applicable state law.

6. **Annual Rate Increase.** Effective on the Agreement renewal date and every year thereafter, Bill Rates for all modalities listed above will be increased by three percent (3%) of Bill Rate(s).

7. **Weekend Rates.** Customer and Amergis may agree in individual Assignment Confirmations to Weekend Rates that differ from the Bill Rate. As applicable, Weekend Rates will apply to shifts beginning at 11:00 p.m. on Friday and will apply through shifts ending at 7:00 a.m. on Monday.

8. **Orientation.** Bill Rate(s) will be billed for all time spent in required Customer orientation.

9. **Overtime.** Overtime Rates are charged for all hours worked in excess of forty (40) per week or according to applicable state law. The overtime rate is a one and one-half times (1.5x) multiplier of the Bill Rate for such hours, unless applicable state law requires a different multiplier.

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10. **Holidays.** Holiday Rates will apply to all hours worked in the time period beginning at 11:00 p.m. the night before the holiday through 11:00 p.m. the night of the holiday. The Holiday Rate is a one and one-half times (1.5x) multiplier of the Bill Rate for the following holidays:

New Year's Day	Labor Day
Memorial Day	Thanksgiving Day
Independence Day	Christmas Day

11. **Work Site.** This Statement of Work and underlying Agreement shall apply to the following Work Site(s) or Customer locations:

12. **Invoicing.** Amergis will supply Personnel under this Agreement at the Bill Rates listed herein or in any Assignment Confirmation. Amergis will submit invoices to Customer every week for Personnel provided to Customer during the preceding week. The specified contacts for individual Work Sites is set forth below:

13. **Changes.** Pursuant to Section 3.2 of the Agreement, the Parties agree that Changes may be made to this Statement of Work by execution of a subsequent Statement of Work(s) or Assignment Confirmation(s), or Change Request.

14. **On Call.** Hours for Personnel that are placed on call will be invoiced to Customer at the "On-Call Hourly Rate" as specified in herein, if applicable, and if called in will be billed at the overtime rate, unless a greater rate such as double time must be used under federal and/or state law.

15. **Construction.** Except as expressly set forth by this Statement of Work, the Agreement shall continue in full force and effect in accordance with the provisions thereof. Nothing in this Amendment to the Agreement is intended to modify, alter, reduce, or change the right or obligations in the Agreement executed except as expressly stated in this Statement of Work.

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ATTACHMENT "B"
PRE-ASSIGNMENT SCREENING

1. **For all Personnel submitted to Customer under the Agreement, Amergis will:**
   a. Conduct a criminal background screening in accordance with applicable law, including any state exclusion review as applicable;
   b. Verify current license, registration, or certification for the Services to be provided, if applicable to role;
   c. Verify relevant professional and specialty experience, as requested by Customer;
   d. Confirm Personnel are authorized to work;
   e. Perform federal exclusion and abuse check(s) including but not limited to, List of Excluded Individuals/Entities (LEIE) and the Excluded Parties List System (EPLS) and the National Sex Offender Registry;
   f. Verify skills checklist of competencies for the position and exam;
   g. Verify that a current diagnostic Tuberculosis (TB) test or screening is on file, in accordance with state regulations.
2. **Upon written request by Customer, Amergis will provide Customer with the following:**
   a. Reasonable proof of previous employment;
   b. Education verification.
3. **Customer Criminal Background Report.** In the event that Customer requires its own criminal background screening, which may include fingerprinting, for Amergis Personnel, Customer shall provide Amergis with a copy of the results and/or report, or the "Clear" or "Not Clear" status. Providing first day instructions for Amergis Personnel following Customer required background screening will constitute a "Clear" status. Customer agrees that Personnel may begin assignment following completion of a successful Customer background screening.

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ATTACHMENT "C"
WORKFORCE SOLUTION ADDENDUM

This Workforce Solution Addendum ("Addendum") takes effect as of the date of the MSP Opt-In, as described in the Education Master Services Agreement ("Agreement") between Customer and Amergis, the terms of which are expressly incorporated herein.

1. **Scope of Services.** Customer wishes to utilize Amergis Healthcare Staffing, Inc.'s workforce solution, Sunburst ("MSP"), to centralize and consolidate the management Services of its temporary school-based professionals ("Contract Workers"). Customer agrees that all providers of Services ("Staffing Suppliers") inquiring to provide healthcare-related, school-based Services ("Staffing Services") to Customer will be overseen by MSP. Customer shall notify incumbent Staffing Suppliers 1) to work with MSP to obtain necessary program information and onboarding documentation from MSP; and 2) that all communication regarding day-to-day activity and will be conducted between MSP and Customer. MSP will establish a program management team consisting of MSP personnel to be Customer's central point for all matters relating to Customer's staffing needs.

2. **MSP Services.** The MSP Services provided by MSP to Customer will generally consist of:
   a. Identifying strategic Staffing Suppliers for Customer's educational, healthcare and administrative staffing needs;
   b. Contracting with Staffing Suppliers;
   c. Providing a web-based application software program ("System") to automate the process by which Contract Workers are requisitioned from Staffing Suppliers;
   d. Onboarding Contract Workers and providing assignment details;
   e. Coordinating with Customer regarding Staffing Suppliers;
   f. Verifying each Staffing Supplier has uploaded onboarding documentation;
   g. Maintaining accurate and complete statuses; and
   h. Validating submission of electronic timecards.

3. **Purchasing Agent.** MSP will act as Customer's purchasing agent. As Customer's purchasing agent, MSP will enter into Staffing Supplier Agreements with Staffing Suppliers to Provide Services to Customer under terms that are substantially the same as those in the Education Master Services Agreement.

4. **Onboarding and Orientation.** MSP will participate in a review of all Staffing Supplier work progress and satisfaction of any onboarding and orientation requirements set forth in the Education Master Services Agreement, which may be updated/modified by Customer in the System.

5. **Rates.** Charges will be based on a Customer approved hourly bill rate at the time an order for Contract Worker(s) is posted via the System. Bill rates are subject to change at time of order posting based on Customer Approval. Customer and MSP reserve the right to add additional modalities/positions if needed and agreed upon. All orders for Contract Workers will be submitted through the System.

6. **Incident Reporting.** Customer agrees to notify MSP of any incident involving Contract Workers within forty-eight (48) hours of its occurrence. Customer agrees to provide MSP with documentation of any investigation conducted related to Contract Workers and/or the Services.

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7. **Consolidated Invoices.** All Staffing Supplier invoices are consolidated as a part the MSP Services. MSP will issue consolidated invoices to Customer on a weekly basis (or on a less frequent basis if requested by Customer). Customer will remit payment for uncontested invoices in a timeframe consistent with the Education Master Services Agreement.

8. **Taxes.** Bill Rates do not include any applicable Transaction Taxes. Customer is responsible for any applicable Transaction Taxes and, if applicable, shall pay or reimburse MSP for Transaction Taxes as a result of, relating to, or in connection with this Addendum (including with respect to Transaction Taxes required to be forwarded by MSP to Staffing Suppliers in connection with their provision of Services). If Customer provides MSP with a tax exemption certificate in accordance with local laws that covers the MSP Services provided by MSP, MSP will not collect Transaction Taxes if the tax exemption certificate is valid. The rates paid to Suppliers for Travel Personnel include amounts to reimburse Suppliers for Travel-Expense Payments made to Travel Personnel. Suppliers shall provide Customer with sufficient information regarding such Travel-Expense Payments in accordance with section 274(d) of the Internal Revenue Code. Customer is subject to any applicable limitations on deduction under section 274 of the Internal Revenue Code and regulations promulgated thereunder.

9. **MSP Fee.** MSP will provide MSP Services at no direct cost to Customer. MSP's administrative fee for MSP Services will be funded by participating Staffing Suppliers.

10. **Aggregate Statistical Usage.** Customer acknowledges and agrees that MSP will collect data related to the performance of the Services for the purposes of aggregation and the creation of a centralized benchmarking mechanism. Customer acknowledges and agrees that MSP shall have the perpetual right to use and disclose the data collected relating to the Services, in any manner, as long as any data collected is done on an aggregate basis, with Customer's data aggregated so as to be non-specific to Customer or including any personally identifiable information of an individual.

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ATTACHMENT "D"
AMERGIS TELETHERAPY PLATFORM

This Telehealth Platform Addendum ("Addendum") takes effect as of the date of the Opt-In, as described in the Education Master Services Agreement ("Agreement") between Customer and Amergis, the terms of which are expressly incorporated herein.

1. **Access.** Subject to Customer's compliance with the terms herein, Amergis may, in its sole discretion, provide certain Teletherapy Personnel on assignment with Customer access to a third-party browser-based teletherapy platform ("Teletherapy Platform") for use with Customer's students. Customer and Amergis acknowledge and agree that the Teletherapy Platform serves a legitimate educational interest, including supporting instruction and permitted remote telehealth assessments and documentation of student progress.

2. **Equipment.** Customer will be responsible for providing students with a secure device to access the Teletherapy Platform (computer, tablet, or similar device with worker webcam and microphone) and internet access (together, "Device").

3. **Misuse.** Amergis is not responsible for the misuse of the Device or Teletherapy Platform by Customer or its students.

4. **Transfer of Educational Records.** Customer acknowledges and agrees that certain reports or similar documents generated by the Teletherapy Platform ("Teletherapy Records") may be classified as educational records under the Family Educational Rights and Privacy Act (FERPA).

   Amergis will use commercially reasonable efforts to facilitate the transfer of Teletherapy Records to Customer. Customer will establish and maintain a Secure File Transfer Protocol (SFTP) or equivalent secure transmission method that meets or exceeds prevailing industry standards for the protection of Teletherapy Records. Amergis is not responsible for any data security vulnerabilities or breaches arising from the transmission method selected or maintained by Customer. Customer will remain responsible for responding to and complying with applicable law regarding all requests to access educational records, including the Teletherapy Records.

5. **Permissible Use.** Amergis will access, use, view, store, maintain, or otherwise process Teletherapy Records solely to the extent reasonably necessary to: (i) support the provision of the teletherapy Services by Teletherapy Personnel; (ii) facilitate the secure transfer of the records to Customer; and (iii) comply with applicable laws and regulations and its internal policies regarding record retention (collectively, "Permissible Use").

   Amergis will not process Teletherapy Records for any purpose outside the scope of Permissible Use, including, without limitation, selling, licensing, or sharing such records with unauthorized third parties. Amergis has no obligation to Customer to retain the Teletherapy Records, and makes no guarantees to Customer regarding the retention of the Teletherapy Records.

6. **Standard of Care.** Amergis will protect the systems processing the Teletherapy Records in accordance with reasonable commercial practices and will use safeguards no less protective than those used to secure Amergis' own data of a similar type.

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CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION:	**CONSENT**
AGENDA ITEM:	**2026-2027 ASL INTPN TEAM, LLC. SERVICE AGREEMENT WITH THE CUTLER OROSI UNIFIED SCHOOL DISTRICT**
ATTACHMENTS:	**2026-2027 ASL INTPN TEAM. LLC. SERVICE AGREEMENT**
FUNDING SOURCE:	**SPECIAL EDUCATION STATE**

DISCUSSION: Attached for Board approval is the service agreement with ASL INTPN TEAM, LLC This agreement will allow for the Deaf/ Hard of Hearing interpreting services to be provided to Deaf/Hard of Hearing students. In consideration for all services rendered by ASL INTPN TEAM, LLC to Cutler-Orosi Joint USD, the Cutler-Orosi Joint USD shall pay ASL INTPN TEAM, LLC the hourly rate of $60.00 with an estimated cost of $95,004 for the year.

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

RECOMMENDATION: **The Superintendent recommends the Board approve the 2026-2027 Service Agreement for ASL INTPN**

PROPOSED ACTION: **APPROVE**

Item #: 14

INDEPENDENT CONTRACTOR AGREEMENT

This Independent Contractor Agreement (this "Agreement") is made effective as of August 1, 2026 by and between Cutler- Orosi Joint Unified SD (the "Recipient"), of 12623 ave, Orosi Joint Unified
SD ,93647 and ASL INTPN TEAM, LLC (the "Contractor"), of 1667 Farmersville Rd, Visalia, California 93292. In this Agreement, the party who is contracting to receive the services shall be referred to as "Recipient", and the party who will be providing the services shall be referred to as "Contractor."

DESCRIPTION OF SERVICES. Beginning on August 1 , 2026 the Contractor will provide the following services (collectively, the "Services"):

1. The Recipent hereby agrees to engage the Contractor to provide the Recipent and Recipent's clients with services (the "Services") consisting of:
o Interpretation from American Sign Language to English
o Interpretation from English to American Sign Language.
2. The Services will also include any other tasks which the Parties may agree on and any other interpretive services as directed by Recipent . The Contractor hereby agrees to provide such Services to the Recipent .
3. Recipent acknowledges that Contractor may engage in work as an American Sign Language interpreter for other entities and/or may maintain self-employment during the Term of this Agreement. However, Contractor acknowledges and agrees that in engaging in such outside work, he/she is bound by the terms of this Agreement including, but not limited to, the terms of the Confidentiality and Non-Solicitation sections herein.

Furthermore, the Contractor has the right of control over how the Contractor will perform the services. The Recipient does not have this right of control over how the Contractor will perform the services.

PAYMENT FOR SERVICES. The Recipient will pay compensation to the Contractor for the Services. Payments will be made as follows:

For the Services rendered by the Contractor as required by this Agreement, and except as

otherwise provided herein, the Recipient will provide compensation (the "Compensation") to the Contractor at the rate of

*Daytime Rate (M-F, 8:00am-5:00 pm)
$60.00 per hour (2 hour minimum)

* after hours , weekends , holidays

$72.00 per hour (2 hour minimum)

Independent Contractor Mileage Reimbursement per day 40.00 (.72per mile)

Invoices: The Independent Contractor will submit an invoice (weekly, bimonthly, or monthly)

*Team interpreters (2nd interpreter) is necessary for any assignments that require continuous & rapid communication , e.g, lectures , group discussions , videos, etc, over the duration of 1 hour .

Recipient shall pay Contractor's undisputed invoiced amounts within 30 days of receipt of invoice. If the undisputed invoice is not paid within 30 days of receipt of the invoice, Recipient agrees that it will pay interest at the rate of 1.5% per month (18% per year) on the total amount of the invoice. Recipient shall also reimburse ASL INTPN TEAM, llc for all reasonable costs incurred in collecting any late payments, including, without limitation, attorneys' fees.

Cancellations Policy

Cancellations requires a 24 - hour notice to avoid charges. Any change or callellation must be received by ASL INTPN TEAM by phone or email to : 559-769-0548 (cell phone) Leona.carter7@gmail.com (email) .Otherwise , time will be billed for total time interpter(s) were reserved .

The Contractor shall be solely responsible for any and all taxes, Social Security contributions or payments, disability insurance, unemployment taxes, and other payroll type taxes applicable to such compensation. The Contractor has the right of control over the method of payment for services.

TERM/TERMINATION. This Agreement shall terminate automatically on August 1, 2027. Furthermore, the Contractor has the ability to terminate this Agreement "at will."

A regular, ongoing relationship of indefinite term is not contemplated. The Recipient has no right to assign services to the Contractor other than as specifically contemplated by this Agreement. However, the parties may mutually agree that the Contractor shall perform other services for the Recipient, pursuant to the terms of this Agreement.

RELATIONSHIP OF PARTIES. It is understood by the parties that the Contractor is an independent contractor with respect to the Recipient, and not an employee of the Recipient. The Recipient will not provide fringe benefits, including health insurance benefits, paid vacation, or any other employee benefit, for the benefit of the Contractor.

It is contemplated that the relationship between the Contractor and the Recipient shall be a non-exclusive one. The Contractor also performs services for other organizations and/or individuals. The Recipient has no right to further inquire into the Contractor's other activities.

RECIPIENT'S CONTROL. The Recipient has no right or power to control or otherwise interfere with the Contractor's mode of effecting performance under this Agreement. The Recipient's only concern is the result of the Contractor's work, and not the means of accomplishing it. Except in extraordinary circumstances and when necessary, the Contractor shall perform the Services without direct supervision by the Recipient.

PROFESSIONAL CAPACITY. The Contractor is a professional who uses its own professional and business methods to perform services. The Contractor has not and will not receive training from the Recipient regarding how to perform the Services.

PERSONAL SERVICES NOT REQUIRED. The Contractor is not required to render the Services personally and may employ others to perform the Services on behalf of the Recipient without the Recipient's knowledge or consent. If the Contractor has assistants, it is the Contractor's responsibility to hire them and to provide materials for them.

NO LOCATION ON PREMISES. The Contractor has no desk or other equipment either located at or furnished by the Recipient. Except to the extent that the Contractor works in a territory as defined by the Recipient, its services are not integrated into the mainstream of the Recipient's business.

NO SET WORK HOURS. The Contractor has no set hours of work. There is no requirement that the Contractor work full time or otherwise account for work hours.

EXPENSES PAID BY CONTRACTOR. The Contractor's personal business items are to be paid by the Contractor and not by the Recipient.

CONFIDENTIALITY. Contractor may have had access to proprietary, private and/or otherwise confidential information ("Confidential Information") of the Recipient. Confidential Information shall mean all non-public information which constitutes, relates or refers to the operation of the business of the Recipient, including without limitation, all financial, investment, operational, personnel, sales, marketing, managerial and statistical information of the Recipient, and any and all trade secrets, customer lists, or pricing information of the Recipient. The nature of the information and the manner of disclosure are such that a reasonable person would understand it to be confidential. The Contractor will not at any time or in any manner, either directly or indirectly, use for the personal benefit of the Contractor, or divulge, disclose, or communicate in any manner any Confidential Information. The Contractor will protect such information and treat the Confidential Information as strictly confidential. This provision shall continue to be effective after the termination of this Agreement. Upon termination of this Agreement, the Contractor will return to the Recipient all Confidential Information, whether physical or electronic, and other items that were used, created, or controlled by the Contractor during the term of this Agreement.

This Agreement is in compliance with the Defend Trade Secrets Act and provides civil or criminal immunity to any individual for the disclosure of trade secrets: (i) made in confidence to a federal, state, or local government official, or to an attorney when the disclosure is to report suspected violations of the law; or (ii) in a complaint or other document filed in a lawsuit if made under seal.

INJURIES. The Contractor acknowledges the Contractor's obligation to obtain appropriate insurance coverage for the benefit of the Contractor (and the Contractor's employees, if any). The Contractor waives any rights to recovery from the Recipient for any injuries that the Contractor

(and/or Contractor's employees) may sustain while performing services under this Agreement and that are a result of the negligence of the Contractor or the Contractor's employees. Contractor will provide the Recipient with a certificate naming the Recipient as an additional insured party.

NO RIGHT TO ACT AS AGENT. An "employer-employee" or "principal-agent" relationship is not created merely because (1) the Recipient has or retains the right to supervise or inspect the work as it progresses in order to ensure compliance with the terms of the contract or (2) the Recipient has or retains the right to stop work done improperly. The Contractor has no right to act as an agent for the Recipient and has an obligation to notify any involved parties that it is not an agent of the Recipient.

ENTIRE AGREEMENT. This Agreement constitutes the entire contract between the parties. All terms and conditions contained in any other writings previously executed by the parties regarding the matters contemplated herein shall be deemed to be merged herein and superseded hereby. No modification of this Agreement shall be deemed effective unless in writing and signed by the parties hereto.

WAIVER OF BREACH. The waiver by the Recipient of a breach of any provision of this Agreement by Contractor shall not operate or be construed as a waiver of any subsequent breach by Contractor.

SEVERABILITY. If any provision of this Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this Agreement is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.

APPLICABLE LAW. This Agreement shall be governed by the laws of the State of California.

This Agreement shall be signed by _____ on behalf of Cutler- Orosi Joint Unified SD and by Leona Woods on behalf of ASL INTPN TEAM, LLC. This Agreement is effective as of the date first above written.

I understand & agree this is a legal representation of my signature.

X 

X _____

INDEPENDENT CONTRACTOR AGREEMENT

This Independent Contractor Agreement (this "Agreement") is made effective as of August 1, 2026 by and between Cutler- Orosi Joint Unified SD (the "Recipient"), of 12623 ave, Orosi Joint Unified
SD ,93647 and ASL INTPN TEAM, LLC (the "Contractor"), of 1667 Farmersville Rd, Visalia, California 93292. In this Agreement, the party who is contracting to receive the services shall be referred to as "Recipient", and the party who will be providing the services shall be referred to as "Contractor."

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o Interpretation from American Sign Language to English
o Interpretation from English to American Sign Language.
2. The Services will also include any other tasks which the Parties may agree on and any other interpretive services as directed by Recipent . The Contractor hereby agrees to provide such Services to the Recipent .
3. Recipent acknowledges that Contractor may engage in work as an American Sign Language interpreter for other entities and/or may maintain self-employment during the Term of this Agreement. However, Contractor acknowledges and agrees that in engaging in such outside work, he/she is bound by the terms of this Agreement including, but not limited to, the terms of the Confidentiality and Non-Solicitation sections herein.

Furthermore, the Contractor has the right of control over how the Contractor will perform the services. The Recipient does not have this right of control over how the Contractor will perform the services.

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otherwise provided herein, the Recipient will provide compensation (the "Compensation") to the Contractor at the rate of

*Daytime Rate (M-F, 8:00am-5:00 pm)
$60.00 per hour (2 hour minimum)

* after hours , weekends , holidays

$72.00 per hour (2 hour minimum)

Independent Contractor Mileage Reimbursement per day 40.00 (.72per mile)

Invoices: The Independent Contractor will submit an invoice (weekly, bimonthly, or monthly)

*Team interpreters (2nd interpreter) is necessary for any assignments that require continuous & rapid communication , e.g, lectures , group discussions , videos, etc, over the duration of 1 hour .

Recipient shall pay Contractor's undisputed invoiced amounts within 30 days of receipt of invoice. If the undisputed invoice is not paid within 30 days of receipt of the invoice, Recipient agrees that it will pay interest at the rate of 1.5% per month (18% per year) on the total amount of the invoice. Recipient shall also reimburse ASL INTPN TEAM, llc for all reasonable costs incurred in collecting any late payments, including, without limitation, attorneys' fees.

Cancellations Policy

Cancellations requires a 24 - hour notice to avoid charges. Any change or callellation must be received by ASL INTPN TEAM by phone or email to : 559-769-0548 (cell phone) Leona.carter7@gmail.com (email) .Otherwise , time will be billed for total time interpter(s) were reserved .

The Contractor shall be solely responsible for any and all taxes, Social Security contributions or payments, disability insurance, unemployment taxes, and other payroll type taxes applicable to such compensation. The Contractor has the right of control over the method of payment for services.

This is a RocketLawyer.com document.

TERM/TERMINATION. This Agreement shall terminate automatically on August 1, 2027. Furthermore, the Contractor has the ability to terminate this Agreement "at will."

A regular, ongoing relationship of indefinite term is not contemplated. The Recipient has no right to assign services to the Contractor other than as specifically contemplated by this Agreement. However, the parties may mutually agree that the Contractor shall perform other services for the Recipient, pursuant to the terms of this Agreement.

RELATIONSHIP OF PARTIES. It is understood by the parties that the Contractor is an independent contractor with respect to the Recipient, and not an employee of the Recipient. The Recipient will not provide fringe benefits, including health insurance benefits, paid vacation, or any other employee benefit, for the benefit of the Contractor.

It is contemplated that the relationship between the Contractor and the Recipient shall be a non-exclusive one. The Contractor also performs services for other organizations and/or individuals. The Recipient has no right to further inquire into the Contractor's other activities.

RECIPIENT'S CONTROL. The Recipient has no right or power to control or otherwise interfere with the Contractor's mode of effecting performance under this Agreement. The Recipient's only concern is the result of the Contractor's work, and not the means of accomplishing it. Except in extraordinary circumstances and when necessary, the Contractor shall perform the Services without direct supervision by the Recipient.

PROFESSIONAL CAPACITY. The Contractor is a professional who uses its own professional and business methods to perform services. The Contractor has not and will not receive training from the Recipient regarding how to perform the Services.

PERSONAL SERVICES NOT REQUIRED. The Contractor is not required to render the Services personally and may employ others to perform the Services on behalf of the Recipient without the Recipient's knowledge or consent. If the Contractor has assistants, it is the Contractor's responsibility to hire them and to provide materials for them.

NO LOCATION ON PREMISES. The Contractor has no desk or other equipment either located at or furnished by the Recipient. Except to the extent that the Contractor works in a territory as defined by the Recipient, its services are not integrated into the mainstream of the Recipient's business.

NO SET WORK HOURS. The Contractor has no set hours of work. There is no requirement that the Contractor work full time or otherwise account for work hours.

EXPENSES PAID BY CONTRACTOR. The Contractor's personal business items are to be paid by the Contractor and not by the Recipient.

CONFIDENTIALITY. Contractor may have had access to proprietary, private and/or otherwise confidential information ("Confidential Information") of the Recipient. Confidential Information shall mean all non-public information which constitutes, relates or refers to the operation of the business of the Recipient, including without limitation, all financial, investment, operational, personnel, sales, marketing, managerial and statistical information of the Recipient, and any and all trade secrets, customer lists, or pricing information of the Recipient. The nature of the information and the manner of disclosure are such that a reasonable person would understand it to be confidential. The Contractor will not at any time or in any manner, either directly or indirectly, use for the personal benefit of the Contractor, or divulge, disclose, or communicate in any manner any Confidential Information. The Contractor will protect such information and treat the Confidential Information as strictly confidential. This provision shall continue to be effective after the termination of this Agreement. Upon termination of this Agreement, the Contractor will return to the Recipient all Confidential Information, whether physical or electronic, and other items that were used, created, or controlled by the Contractor during the term of this Agreement.

This Agreement is in compliance with the Defend Trade Secrets Act and provides civil or criminal immunity to any individual for the disclosure of trade secrets: (i) made in confidence to a federal, state, or local government official, or to an attorney when the disclosure is to report suspected violations of the law; or (ii) in a complaint or other document filed in a lawsuit if made under seal.

INJURIES. The Contractor acknowledges the Contractor's obligation to obtain appropriate insurance coverage for the benefit of the Contractor (and the Contractor's employees, if any). The Contractor waives any rights to recovery from the Recipient for any injuries that the Contractor

(and/or Contractor's employees) may sustain while performing services under this Agreement and that are a result of the negligence of the Contractor or the Contractor's employees. Contractor will provide the Recipient with a certificate naming the Recipient as an additional insured party.

NO RIGHT TO ACT AS AGENT. An "employer-employee" or "principal-agent" relationship is not created merely because (1) the Recipient has or retains the right to supervise or inspect the work as it progresses in order to ensure compliance with the terms of the contract or (2) the Recipient has or retains the right to stop work done improperly. The Contractor has no right to act as an agent for the Recipient and has an obligation to notify any involved parties that it is not an agent of the Recipient.

ENTIRE AGREEMENT. This Agreement constitutes the entire contract between the parties. All terms and conditions contained in any other writings previously executed by the parties regarding the matters contemplated herein shall be deemed to be merged herein and superseded hereby. No modification of this Agreement shall be deemed effective unless in writing and signed by the parties hereto.

WAIVER OF BREACH. The waiver by the Recipient of a breach of any provision of this Agreement by Contractor shall not operate or be construed as a waiver of any subsequent breach by Contractor.

SEVERABILITY. If any provision of this Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this Agreement is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.

APPLICABLE LAW. This Agreement shall be governed by the laws of the State of California.

This Agreement shall be signed by _____ on behalf of Cutler- Orosi Joint Unified SD and by Leona Woods on behalf of ASL INTPN TEAM, LLC. This Agreement is effective as of the date first above written.

This is a RocketLawyer.com document.

I understand & agree this is a legal representation of my signature.

X 

X _____

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **2026-2027 SCHOOL STAFFING SERVICE AGREEMENT WITH DAB THERAPY SERVICES**

ATTACHMENTS: **2026-2027 SCHOOL STAFFING SERVICE AGREEMENT WITH DAB THERAPY SERVICES**

FUNDING SOURCE: **SPECIAL EDUCATION FUNDS**

DISCUSSION: At the request of the Cutler-Orosi Joint Unified School District, DAB Therapy Services is to make available licensed and qualified Occupational Therapists to provide direct and consultation services to students with Individualized Educations Programs (IEPs) that require occupational therapy or are to be assessed to qualification for occupational therapy. The compensation rate for DAB Therapy Services is $90 per hour, with 10 hours per month expected. Funding for occupational therapy services is funded through special education funds.

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

BOARD GOAL:

- [ ] **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 2026-2027 DAB Therapy Service Agreement.**

PROPOSED ACTION: **APPROVE**

Item #: 15

DAB Therapy Services

AND

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT

AGREEMENT FOR OCCUPATIONAL THERAPY SERVICES

This Agreement for OCCUPATIONAL THERAPY SERVICES is made and entered into by and between DAB Therapy Services and Cutler-Orosi Joint Unified School District ("District"). District and DAB Therapy Services may each be referred to in this Agreement as a "Party", and both as the "Parties".

RECITALS

WHEREAS DAB Therapy Services is in the business of providing personnel, including professionals and assistants (collectively referred to herein as "Occupational Therapist") to (Occupational Therapy Services"), and

WHEREAS District is in need of Occupational Therapy Services; and

WHEREAS District desires to engage DAB therapy Services to provide Occupational Therapy Services under the terms and conditions contained herein.

NOW, THEREGORE, in consideration of the mutual covenants and agreements contained herein, and good and valuable consideration, the receipt of which is hereby acknowledged, the Parties agree as follows:

AGREEMENT

1. **TERM**
   The term of this Agreement, unless otherwise terminated pursuant to the terms of this Agreement, shall commence on August 1. 2026 and shall continue through June 30, 2027 ("Effective Date").

2. **OCCUPATIONAL THERAPY SERVICES**
   DAB Therapy Services will use its best efforts to supply District with Occupational Therapy Services for the hours and times requested by the District. If an Occupational Therapist is unable to complete an assignment for any reason, DAB Therapy Services will use its best efforts to procure a replacement Occupational Therapist for District as requested.

3. **OCCUPATIONAL THERPAY ASSIGNMENTS AND RATES**
   a. **Assignments**
      District will provide Occupational Therapist with work assignments consistent with District's standard workday and calendar.

b. **Occupational Therapist Rates Per Hour**
District will pay DAB Therapy Services ninety dollars ($90.00) per hour for OT Services provided. District will not pay DAB Therapy Services for travel time between their offices and District School Sites.

4. **INDEPENDENT CONTRACTORS**
DAB Therapy Services relationship to the District under this Agreement shall be one of an independent contractor. DAB Therapy Services and all of its employees and subcontractors shall not be employees or agents of the District and are not entitled to participate in any District pension plans, retirement plans, health and welfare programs or any similar programs or benefits, as a result of this agreement.

DAB Therapy Services and its employees or agents or subcontractors rendering services under this agreement shall not be employed by the District for federal or state tax purposes, or for any purpose. DAB Therapy Services acknowledges and agrees that it is the sole responsibility of DAB Therapy Services to report as income its compensation from District and to make the requisite tax filings and payments to the appropriate federal , state, and/or local tax authorities. No part of DAB Therapy Services compensation shall be subject to withholding by District for the payment of Social Security, unemployment, or disability insurance or any other similar state or federal tax obligation.

DAB Therapy Services agrees to defend, indemnify and hold the District harmless from and against all claims, losses, liabilities, or damages arising from any contention by a third party that an employer-employee relationship exists by reason of this Agreement.

District assumes no liability for workers' compensation or liability for loss, damage or injury to persons or property during or relating to the performance of services under this Agreement.

5. **OCCUPATIONAL THERPAIST**
   a. **Licensure**
   All Occupational Therapists provided to the District pursuant to this Agreement shall be qualified to perform the services requested and will be certified and/or licensed during the term hereof to perform the applicable Occupational Therapy Services to District students/ staff.

   b. **Screening of Occupational Therapist**
   DAB Therapy Services will conduct a thorough background screening of Occupational therapists to include a federal background check, fingerprint clearance, verification of education, work history, and licensure, Tuberculosis screening, and professional reference checks. DAB Therapy Services agrees to share this information with the District, upon the District's request.

   DAB Therapy Services employees possess special enterprise in occupational therapy and have met all applicable state and federal licensing requirements. All Occupational Therapists have graduated from an accredited school and possess

certification (or are certification eligible) in good standing with the California Board of Occupational Therapy.

c. **Employees and Subcontractors**
All Occupational Therapists provided to District pursuant to this Agreement are employees or subcontractors of DAB Therapy Services. DAB Therapy Services is solely responsible for the wages or fees, benefits (if any), and tax withholding (if any) of the Occupational Therapist.

d. **Family Educational Rights and Privacy Act (FERPA") Compliance**
DAB Therapy Services and all Occupational Therapist providing occupational therapy services to District pursuant to this Agreement will comply with FERPA and regulations promulgated thereunder, as well as California laws related to student records and privacy under the Education Code and related regulations, in regard to the disclosure of student education records as defined therein.

e. **Child Abuse Reporting**
DAB Therapy Services assures District that all staff members, including volunteers, are familiar with and agree to adhere to child abuse and/or missing children reporting obligations and procedures under California law, including but not limited to, California Education Code section 549370 and California Penal Code section 511166 et seq. DAB Therapy Services agrees to provide training to all its employees regarding mandated reporting of child abuse and missing children. DAB Therapy Services agrees that all staff members will abide by such laws in a timely manner.

DAB Therapy Services shall submit immediately by facsimile and mail, within twenty-four (24) hours of an accident or incident, a written report to District when it becomes aware of circumstances including, but not limited to: allegations of molestation, child abuse, and missing children involving District's students under DAB Therapy Services supervision.

6. **DISTRICT'S OBLIGATIONS**

a. **Facility**
District will provide adequate or designated space for Occupational Therapist to perform occupational therapy services. District will also provide free parking and restroom facilities for use by the Occupational Therapist.

b. **Designation of Liaison**
District will designate the Director of Special Services to serve as a Liaison between the District Occupational Therapist on all operational matters.

7. **BILLING AND INVOICING**

a. **Billing Rates**
The billing rates for each Occupational Therapist assigned to District are specified in paragraph 3 of this agreement.

b. **Invoicing/ Payment**
DAB Therapy Services will send monthly invoices to District, via mail or email, DAB Therapy Services invoices are based on timecards completed by Occupational Therapist. Payment is due in full upon receipt in accordance with instructions on the invoice.

c. **Scope of Work/ Cost to District**
The scope of work for this contract to the District is for providing Occupational Therapy Services to the students they directly provide occupational therapy to; District will only be charged for ours of services performed (i.e. not changed for sick days, holidays). The maximum cost to the District for this Agreement will be for up to 10 hours per month, at the rate I section 3B. As a professional services contract, there is no right to overtime or any other form of compensation. Additional hours may be granted with prior approval of both parties as a change order/ addendum to this contract.

8. **INSURNACE**
   a. **Provided by DAB Therapy Services**
   DAB Therapy Services shall maintain the following insurance coverage during the effective date of this Agreement:
      (i) Professional Liability Coverage with limits of no less than $1,000,000 per occurrence and $3,000,000 in the aggregate.
      (ii) Worker's Compensation Insurance including occupational disease coverage in accordance with all state and federal requirements.
      (iii) Commercial General Liability Coverage with combined single limits not less than $1,000,000 Per Occurrence/ $3,000,000 Aggregate naming Cutler-Orosi Joint Unified School District as Additional Insured. The Commercial General Liability Coverage shall include Abuse and Molestation Coverage to policy limits.

   b. **Provided By District**
   District shall maintain the following insurance coverage during the Effective Date of this Agreement:
      (i) Comprehensive General Liability with bodily injury and property damage with combined single limits of not less than $1,000,000 per occurrence and $3,000,000 in the aggregate, naming DAB Therapy Services as an additional insured.

   Upon request, the Parties agree to provide each other with insurance certificates evidencing the requisite insurance coverage.

   The coverage afforded under the above policies set forth in paragraph 8(A) and 8(B) will not be cancelled without thirty (30) days written notice.

9. **INDEMNIFICATION**
The Parties hereto agree to indemnify, defend and hold harmless, each other and their respective parents, subsidiaries and affiliates, directors, officers, agents, representatives,

subcontractors, servants and employees, from and against any and all claims, demands, causes of action, proceedings, losses, damages, fines, penalties, liabilities, judgements, orders, costs and expenses including, without limitation, reasonable attorney's fees and legal costs, sustained or incurred by asserted against the Party seeking indemnification by reason of, arising from, or in any way attributable to the duties, responsibilities or obligations of the other Party under and during the term of this Agreement; any negligence, wrongful act, intentional act, or omission of or by the other Party, their agents, servants, employees, officers, representatives or subcontractors, provided that this indemnification, their agents, servants, employees, officers, representatives, subcontractors and related entities. The aforesaid indemnification shall survive termination of this Agreement.

10. TERMINATION OF THIS AGREEMENT

Either party may terminate this Agreement upon sixty (60) day written notice to the other party. Notice shall be deemed given when received, or no later than three (3) days after the day of mailing, whichever is sooner. (Effective Date of Termination"). In the event district terminates this Agreement District will be responsible to pay for all services performed by Occupational Therapists through the Effective Date of Termination.

11. CONFIDENTIALITY

District and DAB therapy Services agree to keep the terms of this Agreement confidential and not to disclose the terms to any third party, including without limitation employees of DAB Therapy Services provided, however, that this paragraph shall not apply if such disclosure is required by law or court order. District agrees to inform all persons, whether employees, contractors, or agents of District, with knowledge of the terms of the agreement of the confidentiality provisions contained herein. However, disclosure of the terms of the Agreement shall not constitute a material breach of this Agreement.

12. NOTICE

Any notice required to be given hereunder shall be in writing.

a. **DAB Therapy Services**
   DAB Therapy Services
   719 S. Divisadero Street
   Visalia, CA 93277
   Attention: Denae Bruns
   Email: iluveor@aol.com
b. **DISTRICT**
   Cutler-Orosi Joint Unified School District
   12623 Ave 416
   Orosi, CA 93647
   Attention: Yolanda Valdez, Superintendent
   Email: yovaldez@cojusd.org

13. **ASSIGNMENT**

a. **By District**

This Agreement may not be assigned by DAB Therapy Services without the express written consent of DAB Therapy Services, which consent will not be unreasonably withheld.

b. **By DAB Therapy Services**

This Agreement may not be assigned by DAB Therapy Services without the express written consent of the District, which consent will not be unreasonably withheld.

14. **WAIVER AND SEVERABILITY**

No delay or omission by either Party to enforce or exercise any right, remedy of power under this Agreement shall be construed as a wavier of such right, remedy of power. A waiver by either Party of any breach or default under the terms of this Agreement shall not constitute a waiver of any subsequent breach or default. In the event any provision of this Agreement is held to be unenforceable by a court of competent jurisdiction, the remainder of the Agreement shall remain in full force and effect.

15. **ATTORNEY'S FEES AND COSTS**

In the event of litigation arising out of this Agreement, the prevailing party in such litigation shall be entitled to payment of its responsible attorney's fees and costs from the other party.

16. **CUMMULATIVE REMEDIES**

No right or remedy herein conferred or reserved in the Agreement is exclusive of any right or remedy provided or permitted at law or in equity, but each shall be cumulative of every other right or remedy given hereunder or now or hereafter existing at law or in equity, by statute or otherwise, and may be enforced concurrently therewith or from time to time.

17. **ENTIRE AGREEMENT**

This Agreement contains the entire agreement between the Parties and supersedes all prior understanding between them with respect to the subject matter of this Agreement. There are no promises, terms, conditions or obligations, oral or written, between or among the Parties relating to the subject matter of this Agreement that are not fully expressed in this Agreement. This Agreement may be not be modified, changed, supplemented or terminated, nor may any obligations under this Agreement be waived, except as provided in this Agreement, then by written instrument signed by the Party otherwise expressly permitted in this Agreement.

18. **NON-DISCRIMINATION**

It is the policy of District that in connection with all services performed under contract, there will be no discrimination against any prospective or active employee engaged in the work because of race, color, ancestry, national origin, handicap, religious creed, sex, age or marital status. DAB Therapy Services agrees to comply with applicable federal and

California laws including, but not limited to, the California Fair Employment and Housing Act.

19. **RULES AND REGULATIONS**
All rules and regulations of the District's Board of Education and all federal, state and local laws, ordinance and regulations are to be strictly observed by DAB Therapy Services pursuant to this Agreement. Any rule, regulation or law required to be contained in this Agreement shall be deemed to be incorporated herein.

20. **APPLICABLE LAW/VENUE**
This Agreement shall be governed by and construed in accordance with the laws of the State of California. If any action is instituted to enforce to interpret this Agreement, venue shall only be in the appropriate state or federal court having venue over matters arising in Tulare County, California, provided that nothing in this Agreement shall constitute a waiver of immunity to suit by the District.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed as of the day and date first written above.

DAB Therapy Services

By: _____
Denae Bruns, Occupational Therapist

Date: _____

CUTLER-OROSI JOINT SCHOOL DISTRICT

By: _____
Yolanda Valdez, Superintendent

Date: _____

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **CONSENT**

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

ATTACHMENTS: **NONE**

FUNDING SOURCE: **N/A**

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

Franz Marco dba FM Flooring, Inc.

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

BOARD GOAL:

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

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

PROPOSED ACTION: **APPROVE**

Item #: 16

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **CONSENT**

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

ATTACHMENTS: **MEMORANDUM OF UNDERSTANDING WITH PARENT INSTITUTE FOR QUALITY EDUCATION (PIQE)**

FUNDING SOURCE: **FULL SERVICES COMMUNITY SCHOOLS GRANT (CFI)**

DISCUSSION: Attached for Board Approval is a Memorandum of Understanding (MOU) from Parent Institute for Quality Education (PIQE). This MOU outlines the in-person services that will be provided for parents in the COJUSD, Monson, and Sultana community. The total cost for the six 6-week programs is $58,000.

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

BOARD GOAL:

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

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

PROPOSED ACTION: **APPROVE**

Item #: 17

SERVICES ACCEPTANCE MEMORANDUM OF UNDERSTANDING

To: Laura A. Gonzalez, Director, Grants and Program Development

From: Gabriela Rios, Executive Director

Date: June 4, 2026

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

RECITALS

A. **Scope of Services:** PIQE will provide its **Family Leadership Program** to selected families in the community who have completed our Signature Family Engagement. PIQE will recruit parents by phone, provide a series of weekly training sessions, culminating in a graduation ceremony with certificates provided to parents who attend three or more sessions. The program is designed to help families gain the confidence and skills required to be inspirational advocates for their children's education. The purpose of this six-session program is for families to collaborate on a common issue, that if changed, would support student progress in their school and community.
Scope of Services: PIQE will provide its **Family Financial Literacy Program** for the parents/guardians of the students enrolled in the school above mentioned. PIQE will recruit parents by phone, provide a series of 4 weekly training sessions, culminating in a celebration ceremony with certificates provided to parents who attend two or more sessions. The program is designed to provide families with knowledge to build a strong financial foundation and promote lifelong money management skills

B. **Time of Class:** Morning _____ Evening ✓

C. **Type of Class:** Virtual (V) _____, Hybrid (H) _____, In-Person (P) ✓

In Person: PIQE will offer an in-person class, beginning with an Class 1 and concluding with a graduation ceremony.

D. **Session Dates:** FALL 2026
Orosi High | Family Leadership | **Fall 2026**
El Monte Middle | Financial Literacy | **Fall 2026**
Monson Sultana | Family Leadership | **Fall 2026**

© PIQE 2022

Culter Elementary | Family Leadership | **Fall 2026**
Golden Valley Elementary | Family Leadership | **Fall 2026**
Palm Elementary | Family Leadership | **Fall 2026**

E. **Initial Fees:** A **6-week** program will be offered at a flat rate of **$10,000.00** for a class serving up to 50 parents. A **4-week** program will be offered at a flat rate of **$8,000.00** for a class serving up to 50 parents. The total cost for FIVE 6-week programs (at $10,000.00) and ONE 4-week programs (at $8,000.00) will be **$58,000.00.**

F. **Incremental Fees:** The undersigned school has the option to open an additional class for an incremental fee of $3,000.00 to be paid fully by the undersigned school, for up to 30 parents. ***Initials:*** _____.

G. **Cancellation:** The minimum number of parents to keep the classes open is 15. A class that does not have the minimum number of parents needed to keep the class open may be cancelled by mutual agreement on or before class #3; no classes can be cancelled on or after class #4, in case this happens, the school would have to pay the cost of the agreed class referred in the fee sections described above.

H. **Confidentiality in Recruitment**: As part of its scope of services, PIQE will request from the undersigned school a list (the "PIQE Recruitment Roster") containing the names and phone numbers of parents of current students. This List will be used by PIQE and its agents for the sole purpose of aiding PIQE's recruitment process, as detailed below. Under California Education Code Section 49073.1 and the Student Online Personal Information Protection Act, PIQE is an agent of the undersigned school during the term of this agreement and agrees to adhere to the data privacy and confidentiality obligations of the undersigned school as if it were the undersigned school itself. It will not solicit parents for any purposes other than for recruitment as described below and will only share the information contained in the List as needed with its recruiters.

I. **Description of our Recruitment Process:** PIQE will utilize the List to recruit potential parents to attend our classes. For English-speaking families, parents will receive text messages to inform them about our sessions, including reminders on behalf of PIQE and the **Principal's Name**. For any other languages, parents will also receive a personal call. This call is done by a trained recruiter. Our recruitment team has been trained, and they follow a strict confidentiality policy that includes proper disposal of materials after the recruitment protocol is finished after 2 weeks of implementation. The school will receive a template of the information we need to successfully complete our recruitment efforts. It is critical to our joint efforts and success that the school delivers the List containing the information requested, at least 4 weeks prior to our first session.

J. **Terms of Payments:** The **payment is expected** to be received **within 30 days after our graduation ceremony date**. Please send all checks to the following address: **PIQE, Attention: Accounts Payable, 2405 E Plaza Blvd; National City CA 91950.**

© PIQE 2022

Location: TBD

School funding: 010-58146-0-81000-50000-58000-000-0000-0000- 210

In addition, where the PIQE program is provided in person, the undersigned school agrees to provide childcare and refreshments to families that attend our in-person classes.

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

I accept these services at **Cutler-Orosi Unified School District** under the terms and conditions noted.

_____ _____

Laura A. Gonzalez, Date
Director, Grants and Program Development

Parent Institute Representative: _____

Gabriela Rios, Executive Director, PIQE

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CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **CONSENT**

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

ATTACHMENTS: **MEMORANDUM OF UNDERSTANDING WITH PARENT INSTITUTE FOR QUALITY EDUCATION (PIQE)**

FUNDING SOURCE: **TITLE I**

DISCUSSION: Attached for Board Approval is a Memorandum of Understanding (MOU) from Parent Institute for Quality Education (PIQE). This MOU outlines the in-person services that will be provided for parents in the COJUSD, Monson, and Sultana community. The total cost for the six 6-week programs is $40,000.

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

BOARD GOAL:

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

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

PROPOSED ACTION: **APPROVE**

Item #: 18

SERVICES ACCEPTANCE MEMORANDUM OF UNDERSTANDING

To: Laura A. Gonzalez, Director, Grants and Program Development

From: Gabriela Rios, Executive Director

Date: June 2, 2026

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

RECITALS

A. **Scope of Services:** PIQE will provide its **STEM Program** for the parents/guardians of the students enrolled in the school above mentioned. PIQE will recruit parents by phone, provide a series of weekly training sessions, culminating in a celebration ceremony with certificates provided to parents who attend two or more sessions. The program is designed to provide families knowledge on the importance of building a strong foundation in math and science; and how to cultivate their children's interest in a STEM career.

B. **Time of Class**: Morning _____ Evening ✓

C. **Type of Class:** Virtual (V) _____, Hybrid (H) _____, In-Person (P) ✓
In Person: PIQE will offer an in-person class, beginning with Class 1and concluding with a graduation ceremony.
Virtual – PIQE will offer online classes through the Zoom platform during the evenings starting with Class 1 and finishing with a Graduation ceremony.

D. **Session Dates:** SPRING 2024
1. **Orosi High** | STEM | **Spring 2027**
2. **El Monte Middle** | STEM | **Spring 2027**
3. **Culter Elementary** | STEM | **Spring 2027**
4. **Golden Valley Elementary** | STEM | **Spring 2027**
5. **Palm Elementary** | STEM | **Spring 2027**

E. **Initial Fees:** A **4-week** program will be offered at a flat rate of **$8,000.00** for a class serving up to 50 parents. The total cost for FIVE 4-week programs (at $8,000.00) will be **$40,000.00.**

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F. **Incremental Fees:** The undersigned school has the option to open an additional class for an incremental fee of $3,000.00 to be paid fully by the undersigned school, for up to 30 parents. ***Initials:*** _____.

G. **Cancellation:** The minimum number of parents to keep the classes open is 15. A class that does not have the minimum number of parents needed to keep the class open may be cancelled by mutual agreement on or before class #3; no classes can be cancelled on or after class #4, in case this happens, the school would have to pay the cost of the agreed class referred in the fee sections described above.

H. **Confidentiality in Recruitment**: As part of its scope of services, PIQE will request from the undersigned school a list (the "PIQE Recruitment Roster") containing the names and phone numbers of parents of current students. This List will be used by PIQE and its agents for the sole purpose of aiding PIQE's recruitment process, as detailed below. Under California Education Code Section 49073.1 and the Student Online Personal Information Protection Act, PIQE is an agent of the undersigned school during the term of this agreement and agrees to adhere to the data privacy and confidentiality obligations of the undersigned school as if it were the undersigned school itself. It will not solicit parents for any purposes other than for recruitment as described below and will only share the information contained in the List as needed with its recruiters.

I. **Description of our Recruitment Process:** PIQE will utilize the List to recruit potential parents to attend our classes. For English-speaking families, parents will receive text messages to inform them about our sessions, including reminders on behalf of PIQE and the **Principal's Name**. For any other languages, parents will also receive a personal call. This call is done by a trained recruiter. Our recruitment team has been trained, and they follow a strict confidentiality policy that includes proper disposal of materials after the recruitment protocol is finished after 2 weeks of implementation. The school will receive a template of the information we need to successfully complete our recruitment efforts. It is critical to our joint efforts and success that the school delivers the List containing the information requested, at least 4 weeks prior to our first session.

J. **Terms of Payments:** The **payment is expected** to be received **within 30 days after our graduation ceremony date**. Please send all checks to the following address: **PIQE, Attention: Accounts Payable, 2405 E Plaza Blvd; National City CA 91950.**

Location: TBD

School funding: 010-30100-0-11100-58000-000-0000-0000-100

In addition, where the PIQE program is provided in person, the undersigned school agrees to provide childcare and refreshments to families that attend our in-person classes.

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I accept these services at **Cutler-Orosi Unified School District** under the terms and conditions noted.

_____ _____

Laura A. Gonzalez, Date
Director, Grants and Program Development

Parent Institute Representative: _____

Gabriela Rios, Executive Director, PIQE

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CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **RATIFY SCHOLAR SYSTEM PROFESSIONAL LEARNING AND EMPOWERMENT OF SOLUTIONS FOR EDUCATORS AND STUDENTS**

ATTACHMENTS: **SCHOLAR SYSTEM YEAR 2 INVOICE**

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

DISCUSSION: Attached for Board Ratification is an invoice from Scholar System for services in year two of the contract. Two cohorts of 25 students will complete short lessons, video reflections, and goal-setting prompts in homeroom, advisory, intervention, or after-school time to continue strengthening their leadership identity throughout the program. The total cost of services for year 2 is $183,600.

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

BOARD GOAL:

- [ ] **1. Achieve academic excellence through high quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.**
- [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 invoice from Scholar System.**

PROPOSED ACTION: **RATIFY**

Item #: 19

Invoice for Year 2

Client: Cutler-Orosi Joint Unified School District

Scholar Series: Student Empowerment Program

Year 2: Shared Implementation and Capacity Building

In the second year, Scholar System will replicate the first-year model by hosting two (2) full-day, in-person kickoff sessions to relaunch the Scholar Series for two new cohorts of students while continuing to empower returning student leaders.

Following the kickoffs, Scholar System will return to deliver eighteen (18) in-person follow-up sessions per cohort, for a total of thirty-six (36) sessions. These sessions will be delivered on mutually agreed-upon dates and will deepen learning, strengthen leadership capacity, and support the continued development of student voice, self-efficacy, and peer mentorship.

- The program will begin with six (6) weekly visits, followed by biweekly visits through the end of the academic year. These sessions will be delivered on mutually agreed-upon dates, with two (2) sessions hosted per district visit, one (1) session per cohort.
- Four sessions will be led by Dr. Victor Rios, with the remaining workshops facilitated by Scholar System team members.

To strengthen learning between sessions and build sustainable growth, all student participants will be enrolled in *Homeroom with Dr. Rios*, our new online empowerment platform. Homeroom with Dr. Rios uses storytelling, journaling, and self-reflection to help students:

Total Invoice For Year 2

Invoice for Year 2

Client: Cutler-Orosi Joint Unified School District

Open Trainings: Professional Learning for Educators and Student Empowerment Sessions

Year 2: Shared Implementation and Capacity Building

During the second year, the Scholar System team will continue to follow the student empowerment schedule, offering open professional learning and empowerment sessions, for a total of twenty (20) sessions across twenty (20) district visits.

- Dr. Victor Rios will deliver four sessions, during each of his district visits, Dr, Lori Gonzalez will deliver six professional learning sessions, and the remaining sessions will be delivered by the Scholar System team.
  - Any session may be transformed into a student empowerment assembly or a small-group breakout with a select group of students. The district may draw from this bank of sessions and distribute them as they see fit, based on site needs and priorities.

Total Invoice For Year 2 **$183,600**

Scholar System

By Dr. Victor Rios

Professional Learning and Empowerment Solutions for Educators and Students

Prepared for Cutler-Orosi Joint Unified School District

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The Scholar System Mission

Our mission is to support educators in guiding "at-promise" students to create a blueprint for their future academic, professional, and personal success. We strive to understand the needs of individuals who grow up in the midst of adversity and provide tailored programming that addresses localized community needs. Scholar System is committed to providing clients with professional, reliable, and evidence-based services to meet the needs of the populations they serve. We strive to bring out each and every student's highest potential in spite of the various adversities they face. We coach education leaders and classroom teachers in best practices for engaging with students and their families, creating supportive learning and healing environments, and implementing systemic solutions for improving teacher and student well-being and self-efficacy. Our ultimate goal is to help bridge the opportunity gap in education by developing effective, holistic, innovative solutions aimed at supporting the educational trinity: educators, at-promise students and their families.

Scholar System works with leaders to craft a customized professional learning program to address the unique needs and challenges of your school district. Below is a sample of the content we offer.

- Creating Systems of Prosperity
- Interrupting Bias
- The Damage of Deficit Thinking
- Cultivating Ecosystems of Cariño
- Masbloom: Synchronizing High Emotional Support and High Rigor
- The Importance of High Expectations
- Asset-Based Approaches to Negative Behavior
- Restorative Justice Practices
- Demonstrating Unconditional Belief
- Educator-Projected Self Actualization
- Supporting Productive Struggle
- Best Practices for Emergent Multilingual Learners
- Scaffolding Struggling Students
- Embracing Familial Cultures
- Change Leadership & Leadership Coaching
- Reframing Rigor
- Equitable Grading and Assessment Practices
- The Power of Praise and Projection
- Emotion-Informed Approaches
- Healing the Healer

Learn more at: scholarsystem.org/catalog

Proposed Scope of Work

Scholar System will deliver the following program for Cutler-Orosi Joint Unified School District:

Building Leadership Capacity in School Administrators and Students for Student Empowerment and Mentorship Programs

Partnership Objectives

Multi-Year Partnership Model

This program is designed as part of a two-year partnership between the district and the Scholar System team to ensure sustainability and long-term impact.

- Year 1: The most intensive phase, with the Scholar System team directly delivering professional learning and student empowerment sessions to build a foundation in student-first prosperity-based practices to improve student outcomes.
- Year 2: The model expands with the Scholar System team providing continued training while gradually transitioning facilitation responsibilities to district educators and stakeholders as they prepare to fully lead and implement the mentorship program, using our *From Risk to Promise and Scholar Series* curriculum and framework.

By the end of this two-year partnership, school and district stakeholders will have the knowledge, tools, and confidence to independently sustain a student-centered, prosperity-based culture, anchored in care, collaboration, and collective leadership.

The district will recieve practical tools to bridge learning with emotional intelligence. These experiences will:

- Cultivate deeper engagement and sustained growth by uniting learning with students' lived realities.
- Center the "whole child" by connecting rigorous instruction with culturally responsive SEL practices that affirm identity and belonging.
- Provide educators with research-based strategies to embed reflection, critical thinking, and collaboration into every learning experience, making classrooms spaces for inquiry and connection.

Proposed Scope of Work

Scholar System will deliver the following program for Cutler-Orosi Joint Unified School District:

Scholar Series: Student Empowerment Program

Year 1: Foundation and Direct Implementation

1. Dr. Victor Rios and the Scholar System team will deliver two (2) cohorts of twenty-five (25) students, beginning in February 2026, through the Scholar Series: A Student Empowerment Program. Each cohort will launch with a full-day, six-hour, in-person kickoff, scheduled on mutually agreed-upon dates.
   - Scholar System team members may include Dr. Cassandra Villa, Al Venegas, Jesus Vera, and Aldair Balderas, as well as a group of UCSB mentors

2.In addition, Scholar System will ship fifty (50) copies of Street Life: Poverty, Gangs, and a Ph.D. (Second Edition) and provide one (1) district-wide, three-year license to utilize the companion Street Life student literacy curriculum. Three (3) physical copies of the curriculum will also be shipped for district use.

3. Following the kickoff, each cohort will receive nine (9) in-person follow-up sessions, each lasting sixty (60) to ninety (90) minutes, for a total of eighteen (18) sessions across both cohorts. These sessions will be delivered on mutually agreed-upon dates, with two (2) sessions hosted per district visit, one (1) session per cohort. The sessions will continue to build student leadership, voice, and self-efficacy.
   - The program will begin with six (6) weekly visits, followed by biweekly visits through the end of the academic year
   - Two sessions will be led by Dr. Victor Rios, with the remaining workshops facilitated by Scholar System team members.

Year 2: Shared Implementation and Capacity Building

4. In the second year, Scholar System will replicate the first-year model by hosting two (2) full-day, in-person kickoff sessions to relaunch the Scholar Series for two new cohorts of students while continuing to empower returning student leaders.

5. Following the kickoffs, Scholar System will return to deliver eighteen (18) in-person follow-up sessions per cohort, for a total of thirty-six (36) sessions. These sessions will be delivered on mutually agreed-upon dates and will deepen learning, strengthen leadership capacity, and support the continued development of student voice, self-efficacy, and peer mentorship.
   - The program will begin with six (6) weekly visits, followed by biweekly visits through the end of the academic year. These sessions will be delivered on mutually agreed-upon dates, with two (2) sessions hosted per district visit, one (1) session per cohort.
   - Four sessions will be led by Dr. Victor Rios, with the remaining workshops facilitated by Scholar System team members.

Proposed Scope of Work

Scholar System will deliver the following program for Cutler-Orosi Joint Unified School District:

Scholar Series Continued...

6. To strengthen learning between sessions and build sustainable growth, all student participants will be enrolled in *Homeroom with Dr. Rios*, our new online empowerment platform. Homeroom with Dr. Rios uses storytelling, journaling, and self-reflection to help students:

- Deepen emotional intelligence and resilience
- Identify and name their purpose
- Connect life experiences to leadership
- Take ownership of their academic journey

Students will complete short lessons, video reflections, and goal-setting prompts in homeroom, advisory, intervention, or after-school time to continue strengthening their leadership identity throughout the program.

Proposed Scope of Work

Scholar System will deliver the following program for Cutler-Orosi Joint Unified School Dis~~trict~~: **Open Trainings: Professional Learning for Educators and Student Empowerment Sessions**

Scope of Work Continued...

Year 1: Foundation and Direct Implementation

7. Each time the Scholar System team visits the district to deliver student empowerment programming, whether for kickoff sessions or follow-up student empowerment sessions, a Scholar System facilitator will also host a professional learning session following the student sessions, for a total of eleven (11) open sessions during each district visit.

Each professional learning session will be sixty (60) to ninety (90) minutes in length and will be offered as an open session for educators, counselors, and support staff who wish to strengthen their capacity to create student-centered learning environments rooted in Social-Emotional Learning (SEL) and the Masbloom framework, balancing high expectations with high emotional support to improve educational outcomes, and supporting at-promise students.

- Dr. Victor Rios will deliver three sessions, during each of his district visits, Dr. Lori Gonzalez will deliver three of the professional learning sessions, and the remaining sessions will be delivered by the Scholar System team.
    - Any session may be transformed into a student empowerment assembly or a small-group breakout with a select group of students. The district may draw from this bank of sessions and distribute them as they see fit, based on site needs and priorities.
- Each session will be provide educators with the opportunity to engage in collaborative, story-driven, and research-informed learning led by the Scholar System team.

These professional learning sessions will focus on applying key concepts from the From Risk to Promise educator curriculum, guiding participants through modules that emphasize empathy, belonging, reflection, and prosperity-based education.

Year 2: Shared Implementation and Capacity Building

8. During the second year, the Scholar System team will continue to follow the student empowerment schedule, offering open professional learning and empowerment sessions, for a total of twenty (20) sessions across twenty (20) district visits.

- Dr. Victor Rios will deliver four sessions, during each of his district visits, Dr, Lori Gonzalez will deliver six professional learning sessions, and the remaining sessions will be delivered by the Scholar System team.
    - Any session may be transformed into a student empowerment assembly or a small-group breakout with a select group of students. The district may draw from this bank of sessions and distribute them as they see fit, based on site needs and priorities.

Proposed Scope of Work

Scholar System will deliver the following program for Cutler-Orosi Joint Unified School District:

Scheduling Sequence

All scheduling will be coordinated on mutually agreed-upon dates to ensure alignment with district needs, academic calendars, and site priorities. The district agrees that all Year 1 services included in this agreement will be fully scheduled and delivered no later than May 2026. All Year 2 implementation will be fully scheduled and delivered no later than May 2027. If scheduling extends beyond these dates, the remaining balance for the contract will be due in full by the applicable deadline, and any outstanding sessions will continue to be honored and fulfilled as soon as scheduling allows.

Sustainable Collaboration

Scholar System will grant school-wide access to ALL of the following solutions by Dr. Victor Rios, for a period of two years:

- Access to *Homeroom with Dr. Rios: A Student Empowerment Digital Curriculum,* a storytelling-based learning experience featuring real-life stories of overcoming the odds and healing from trauma.
- Digital access to tools and resources from the four book series for educators, *From Risk to Promise* and *My Teacher Believes in Me!*
- Digital access to the teacher's guide of his newest book "*Street Life: Poverty, Gangs, and a Ph.D., Second Edition*" : A complete curriculum to teach students about overcoming adversity and to inspire them to believe in themselves and go to college.
- Digital access to *Street Life: Poverty, Gangs, and a Ph.D Second Edition* (eBook and audiobook).
- Digital access to the **student empowerment curriculum**, *Scholar Series*, as seen in the film *The Pushouts.*
- Access to enroll in Dr. Rios's online training, *The Educator of Prosperity Online Certification Program.* After certification, enrollees are provided the option to continue on the facilitator training journey to join Dr. Rios's Scholar System team of facilitators and speakers.
- Scholar System will create an **exclusive landing page** with free educational resources and tools for student prosperity.
- Access to a **growing library of resources** for student prosperity, parent engagement, and community empowerment!

Invoice for Year 1

Client: Cutler-Orosi Joint Unified School District

Scholar Series: Student Empowerment Program

Year 1: Foundation and Direct Implementation

Dr. Victor Rios and the Scholar System team will deliver two (2) cohorts of twenty-five (25) students, beginning in February 2026, through the Scholar Series: A Student Empowerment Program. Each cohort will launch with a full-day, six-hour, in-person kickoff, scheduled on mutually agreed-upon dates.

- Scholar System team members may include Dr. Cassandra Villa, Al Venegas, Jesus Vera, and Aldair Balderas, as well as a group of UCSB mentors

In addition, Scholar System will ship fifty (50) copies of Street Life: Poverty, Gangs, and a Ph.D. (Second Edition) and provide one (1) district-wide, three-year license to utilize the companion Street Life student literacy curriculum. Three (3) physical copies of the curriculum will also be shipped for district use.

Following the kickoff, each cohort will receive nine (9) in-person follow-up sessions, each lasting sixty (60) to ninety (90) minutes, for a total of eighteen (18) sessions across both cohorts. These sessions will be delivered on mutually agreed-upon dates, with two (2) sessions hosted per district visit, one (1) session per cohort. The sessions will continue to build student leadership, voice, and self-efficacy.

- The program will begin with six (6) weekly visits, followed by biweekly visits through the end of the academic year
- Two sessions will be led by Dr. Victor Rios, with the remaining workshops facilitated by Scholar System team members.

To strengthen learning between sessions and build sustainable growth, all student participants will be enrolled in *Homeroom with Dr. Rios*, our new online empowerment platform. Homeroom with Dr. Rios uses storytelling, journaling, and self-reflection to help students:

Total Invoice For Year 1



Invoice for Year 1

Client: Cutler-Orosi Joint Unified School District

Open Trainings: Professional Learning for Educators and Student Empowerment Sessions

Scope of Work Continued...

Year 1: Foundation and Direct Implementation

Each time the Scholar System team visits the district to deliver student empowerment programming, whether for kickoff sessions or follow-up student empowerment sessions, a Scholar System facilitator will also host a professional learning session following the student sessions, for a total of eleven (11) open sessions during each district visit.

Each professional learning session will be sixty (60) to ninety (90) minutes in length and will be offered as an open session for educators, counselors, and support staff who wish to strengthen their capacity to create student-centered learning environments rooted in Social-Emotional Learning (SEL) and the Masbloom framework, balancing high expectations with high emotional support to improve educational outcomes, and supporting at-promise students.

- Dr. Victor Rios will deliver three sessions, during each of his district visits, Dr. Lori Gonzalez will deliver three of the professional learning sessions, and the remaining sessions will be delivered by the Scholar System team.
    - Any session may be transformed into a student empowerment assembly or a small-group breakout with a select group of students. The district may draw from this bank of sessions and distribute them as they see fit, based on site needs and priorities.
- Each session will be provide educators with the opportunity to engage in collaborative, story-driven, and research-informed learning led by the Scholar System team.

These professional learning sessions will focus on applying key concepts from the From Risk to Promise educator curriculum, guiding participants through modules that emphasize empathy, belonging, reflection, and prosperity-based education.

Total Invoice For Year 1 **$183,600**

Invoice for Year 2

Client: Cutler-Orosi Joint Unified School District

Scholar Series: Student Empowerment Program

Year 2: Shared Implementation and Capacity Building

In the second year, Scholar System will replicate the first-year model by hosting two (2) full-day, in-person kickoff sessions to relaunch the Scholar Series for two new cohorts of students while continuing to empower returning student leaders.

Following the kickoffs, Scholar System will return to deliver eighteen (18) in-person follow-up sessions per cohort, for a total of thirty-six (36) sessions. These sessions will be delivered on mutually agreed-upon dates and will deepen learning, strengthen leadership capacity, and support the continued development of student voice, self-efficacy, and peer mentorship.

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- Four sessions will be led by Dr. Victor Rios, with the remaining workshops facilitated by Scholar System team members.

To strengthen learning between sessions and build sustainable growth, all student participants will be enrolled in *Homeroom with Dr. Rios*, our new online empowerment platform. Homeroom with Dr. Rios uses storytelling, journaling, and self-reflection to help students:

Total Invoice For Year 2

Invoice for Year 2

Client: Cutler-Orosi Joint Unified School District

Open Trainings: Professional Learning for Educators and Student Empowerment Sessions

Year 2: Shared Implementation and Capacity Building

During the second year, the Scholar System team will continue to follow the student empowerment schedule, offering open professional learning and empowerment sessions, for a total of twenty (20) sessions across twenty (20) district visits.

- Dr. Victor Rios will deliver four sessions, during each of his district visits, Dr, Lori Gonzalez will deliver six professional learning sessions, and the remaining sessions will be delivered by the Scholar System team.
    - Any session may be transformed into a student empowerment assembly or a small-group breakout with a select group of students. The district may draw from this bank of sessions and distribute them as they see fit, based on site needs and priorities.

Total Invoice For Year 2 **$183,600**

Invoice for Both Years

Client: Cutler-Orosi Joint Unified School District

The total invoice for both years, as outlined in the previous scope of work on pages five (5) through nine (9), is reflected below.

Total Invoice Both Years	$367,200

Scholar System Overview

Scholar System, by Dr. Victor Rios, will deliver a sustainable, durable, and impactful, leadership training, personal empowerment, and professional learning initiative for Cutler-Orosi Joint Unified School District. These toolkits provide participants with evidence-based, durable and practical strategies for transforming lives, improving work and learning environments, and developing a sense of embrace, belonging and care for entire school communities. The first pillar of Dr. Rios's Educational Trifecta approach, Inspiration, delivers a message of **hope, inspiration, and purpose** to school communities. Once participants have been uplifted by reflecting on their sense of purpose and their educational leadership we shift to the second pillar, Application. Scholar System has developed a repertoire of hands-on strategies to support mindset change, culture change, and systems change. These frameworks are accompanied by a library of practical tools for participants to use in their work with fellow educators, students, and families. Participants learn how to incorporate this work in day-to-day interactions. The third pillar is Connection. At this stage of the process participants learn how to strengthen community with each other, through team building and community strengthening approaches. The Scholar System approach is a sustainable, train-the-trainer model that empowers educators, students, and families to become facilitators and disseminate the tools they learn in their Professional Learning Communities (PLCs), classrooms, parent meetings, and leadership forums. By equipping participants with the skills to teach and share insights, we cultivate a self-reinforcing educational ecosystem where the entire community actively participates in and perpetuates the learning process. This approach not only ensures the longevity of the program but also fosters a culture of continuous learning and collective growth within the school district.

"Dr. Rios and his Scholar System team have provided Napa Valley Unified School District exceptional training on equity, student empowerment and engagement, team building, and classroom strategies. Scholar System has provided our administrators and teachers ongoing, sustainable training and support that is helping us move forward in our work to promote prosperity for all students."

- Dr. Rosanna Mucetti
Superintendent,
Napa Valley Unified School District

Professional Learning for Educators

Scholar System provides administrators and lead teachers with a comprehensive train-the-trainer curriculum that provides a full year of professional learning readings, articles, activities, and powerpoint slides to present to teachers. The curriculum includes a 172 page guidebook for trainers, 87 page workbook for teachers, and 122 presentation slides. Trainers are licensed to utilize this curriculum after completing 12, 1-hour training modules.

Program Overview

From Risk to Promise: A School Leader's Guide to Professional Learning in Prosperity-Based Education.

Our comprehensive, train-the-trainer, 12-module [12-hour] program focuses on training staff, faculty, and administrators on how to create a student-first culture and how to implement student-first practices to enable student enrichment and prosperity. Our program was created using field-tested best practices for educator professional development and will employ the following themes:

- Theory & Mindset: Participants will continually reflect on how their beliefs form their instructional decisions with a particular focus on ELA & Math.
- Professional Support : Everyone (including leadership) will work together as a goal-oriented, solution-focused community of learners.
- Practical Strategies: All sessions employ engaging and rigorous strategies to model how best practices can look. These activities can be taken as is or be modified for use in the classroom across disciplines, with a focus on educational outcomes in ELA & Math.

Included in this package, the client will receive the following materials:

1. Staff Development Guide Handbook, a comprehensive facilitator guide for each of the 12 sessions, including:
   a. Goals and Objectives
   b. Suggested Timing
   c. Materials and Prep
   d. Tips for facilitation
   e. Slide Decks to accompany the sessions
2. Participant handbook for attendees/learners of the 12-part curriculum. Engaging materials including posters, exit tickets, and more.
3. Entire district license to use Dr. Rios's Staff Development Guidebook, Slides, and teacher workbook for a 3 year period.

Scholar System is committed to providing tailored programming and learning. We are happy to expand, edit, or restructure any of the 12 modules at the client's request, to meet their needs, goals, and objectives.

Our Approach

PURPOSE

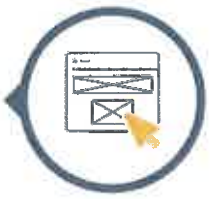
Increasing student participation, developing growth mindsets and establishing well-being and career goals in the K-12 education system is a key component for improving teacher self-efficacy and academic outcomes for students. Scholar System specializes in training teachers on how to propel students into educational engagement and best practices in academic and social-emotional support. Scholar System believes that equitable education opens the door to a new world for "at-promise" students. We are a culturally responsive, engaging, and research-based organization. We have collaborated with school districts, nonprofit organizations, and colleges and universities across the country to promote equity in education, a growth and empowerment mindset in parents and students, and higher education among students who have been affected by the opportunity gap in education. We utilize key frameworks developed by Dr. Victor Rios, and his team of collaborators, to coach educators and students in the school reform process. These frameworks include, ***Educator Projected Self-Actualization, Masbloom, Ecosystems of Cariño, The Educational Trinity, Prosperity-Based Education, From Risk to Promise, Emotion-Informed Approaches, Healing the Healer, and Embracing Familial Culture.***



Discovery & Strategy

We begin by having conversations with educational thought leaders to create an outline of goals, objectives, and long-term learning outcomes

Design & Development



Our team creates a tailored program to meet district's unique challenges and areas of growth.



Implementation and Optimization

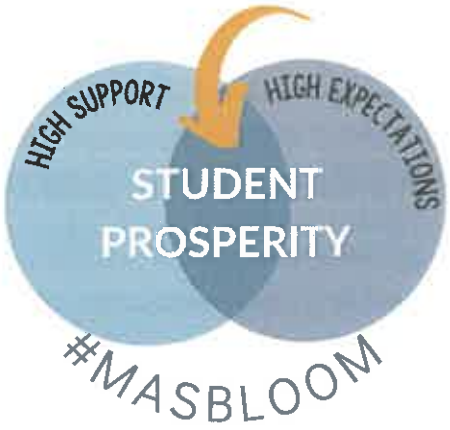
During our implementation process, we collect feedback from participants and adjust our strategy in real time.

Sustainability & Support



We leave school districts with a wealth of practical tools to utilize after our collaboration, to ensure a durable model for continued empowerment and learning.

Core Professional Learning Frameworks:



Masbloom: The social-emotional domain [Maslow] is instrumental in opening up avenues for learning while the Bloom domain is fundamental in academic achievement. Masbloom is the fusing together of the Maslow and Bloom paradigms in everyday teaching practices. The social-emotional domain is instrumental in opening up avenues for learning while the Bloom domain is fundamental in academic achievement. When educators bring these two worlds together, students of all backgrounds are provided opportunities for feeling a sense of belonging, safety, and aring, while also feeling the self-efficacy to master academic material. Masbloom empowers educators to implement high social- emotional support, combined with high rigor/high expectations to achieve prosperity for all students.

Educator Projected-Self Actualization: This term reflects the day-to-day practice of positive affirmation towards students. Projecting a future that students have not even begun to imagine is a critical step in helping them develop a sense of self-efficacy: the belief that they can achieve positive life outcomes in the future. Students that have managed to overcome dire adversity recount how their educators helped them visualize and plan for a better, brighter future. In describing how his teacher, Ms. Russ, saved his life, Dr. Rios states, "My teacher believed in me so much, she tricked me into believing in myself." As such, educators must embrace a day-to-day practice of affirming and demonstrating successful educational, life, and career pathways for their students.



In Spanish, the word Cariño translates directly to "care," but it also means affection, endearment, embrace, and when describing a space as Cariño or Cariñoso, it also means a place where one feels safe, at home, cared for, and happy. An **Ecosystem of Cariño** is a space where students, educators, and families feel safe, cared for, embraced, and happy, and a school with such an Ecosystem is defined by a strong sense of belonging that students feel when they enter the space, across classrooms, offices and hallways. Ecosystems of Cariño are measured by interviewing and surveying students, educators, and families how they feel in various school spaces. Examples of a strong Ecosystem of Cariño are consistently warm and cordial interactions between educators and students, welcoming classrooms and school spaces (complete with symbols of informational and emotional support), and disciplinary practices that label the behavior (not the child),allowing students to learn from their mistakes in a reintegrative manner.

12 of our core learning modules for educators:

Session 1: The Power of Educators
In this session, participants will consider and internalize the profound impact adults have on student lives. This session centers around Dr. Rios's TED Talk: Help for Kids the Education System Ignores. Participants are asked to analyze and reflect upon its core messages: educating beyond deficits, valuing student stories, and providing critical resources to support our at-promise youth.

Session 2: The Damage of Deficit Thinking
In this session, Dr. Rios explains why deficit thinking is damaging to student success and the health of school communities. Participants explore common examples of deficit language in comparison to asset-based/at-promise thinking. Educators will then discuss the direct impact on students and decide on concrete shifts in daily practice to demonstrate a more at-promise mindset.

Session 3: Classrooms of Prosperity and Ecosystems of Carino
This session centers around the voice of students as a call to action for change. Participants will focus on the powerful experiences of at-promise youth and brainstorm how such a school would look and feel for students and staff. The group will reflect upon where they are in the journey as a school community and agree on immediate, systemic changes.

Session 4: Demonstrating Unconditional Belief
In this session, participants explore our responsibility as educators to consistently remind students of their potential. Dr. Rios will explain Educator-Projected Self Actualization and participants will analyze a classroom scenario for at-promise interactions. Each educator will commit to making a 10° shift in their own practice to demonstrate unconditional belief in their students.

Session 5: Practical Strategies for Connecting with Students
This session is a set of station rotation/centers activities. Participants will rotate through a series of engaging, high-level thinking classroom activities that model how to build and strengthen connections with students. These activities can be adapted to any grade level or subject area for use in the classroom, and participants will choose one to implement in the following weeks.

12 of our core learning modules for educators:

Session 6: Masbloom: Fusing Two Paradigms In this session, participants will learn about Dr. Rios' Masbloom framework and understand the importance of keeping high expectations for all students while also attending to the students' emotional health. In sessions 6-8, participants will explore key strategies to incorporate the Masbloom framework into their teaching: effective questioning, active listening, and supporting productive struggle.

Session 7: Unpacking SEL: Why it Matters
In this session, participants will solidify their understanding of Social and Emotional Learning. All activities in this session model effective SEL classroom practices while also expanding educators' understanding of the Masbloom framework. Additionally, participants will understand the importance of actively listening to students rather than only listening for the answer.

Session 8: Challenging Students Through Struggle
In this session, participants will combine their learning of Masbloom with the concept of productive struggle. This session centers around a collaborative activity that allows participants to experience productive struggle through the lens of a learner. Educators will contrast destructive and productive struggle and learn strategies for supporting students to develop perseverance through challenges.

Session 9: Revising for Rigor
This session focuses on understanding the true definition of instructional rigor. Participants will understand that rigor is not simply assigning more work, but a way of teaching and planning that supports students to think critically. Participants will gain techniques for revising traditional classroom strategies to increase rigor, critique lessons, and revise their own lesson plans.

Session 10: Prosperity for All Students
In this session, participants will understand the definition of equity as "all students receiving the support they need." Educators will apply this definition to the Masbloom framework and learn strategies to differentiate for diverse student needs, maintain unconditional belief, and support instructional rigor with higher-level thinking tasks.

12 of our core learning modules for educators:

Session 11: A Prosperity-Based Classroom Culture
In this session, participants will synthesize their learning for the year by considering the multiple components of an at-promise classroom culture. Educators will reflect on their self-assessment, celebrating areas of strength and identifying challenges. Using their results, they will decide upon actions to improve the health of their classroom community.

Session 12: Examining Behavior
In this session, participants will consider prosperity-based strategies for responding to challenging student behavior and consider the impact of punitive behavior management techniques. Educators will reflect on their own reactions to student behavior, identify possible root causes, and practice positive responses when encountering that behavior in the classroom.

FROM RISK TO PROMISE

PRACTICAL AND SUSTAINABLE PROFESSIONAL LEARNING SOLUTIONS

1

A SCHOOL LEADER'S GUIDE



2

SELF-STUDY TOOLKIT

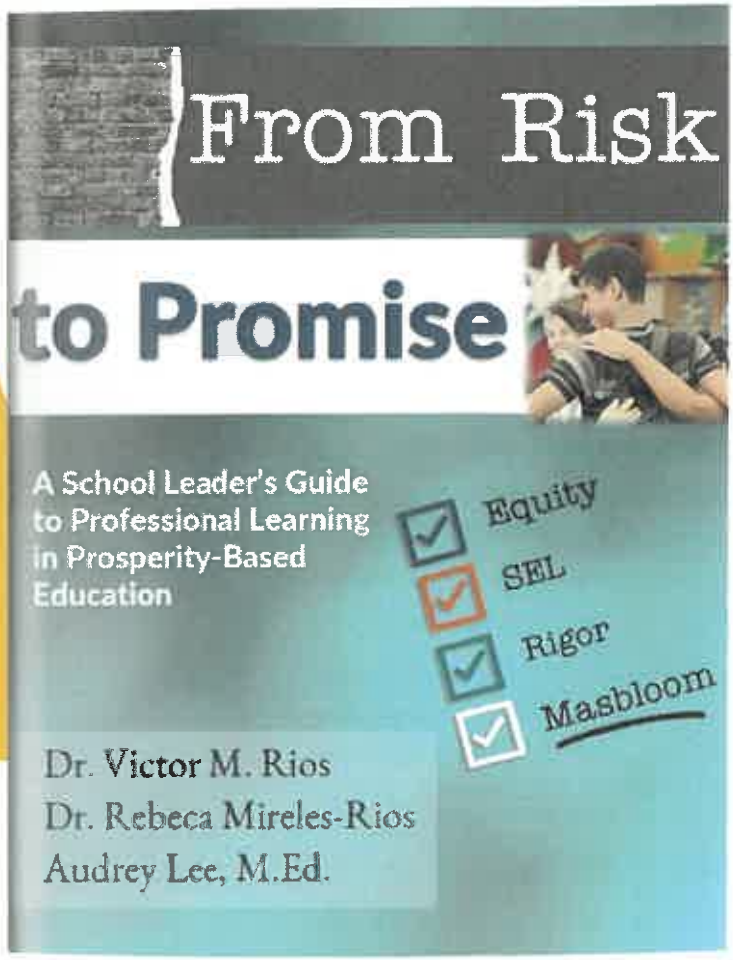


3

CLASSROOM APPLICATION HANDBOOK



A SCHOOL LEADER'S GUIDE TO PROFESSIONAL LEARNING IN PROSPERITY-BASED EDUCATION



About the book

For educational leaders who plan to deliver these modules with their staff, we recommend *A School Leader's Guide to Professional Learning in Prosperity-Based Education*. Our program provides school leaders the necessary tools to deliver a full year (12 total modules) of high-quality professional learning. Each research-based session includes comprehensive lesson plans for leaders to build and sustain an At-Promise mindset across entire school systems. Created using field-tested best practices for educator professional development, educators will collaborate, receive practical classroom strategies, and grapple with the challenges required to create equitable, At-Promise systems for all students.

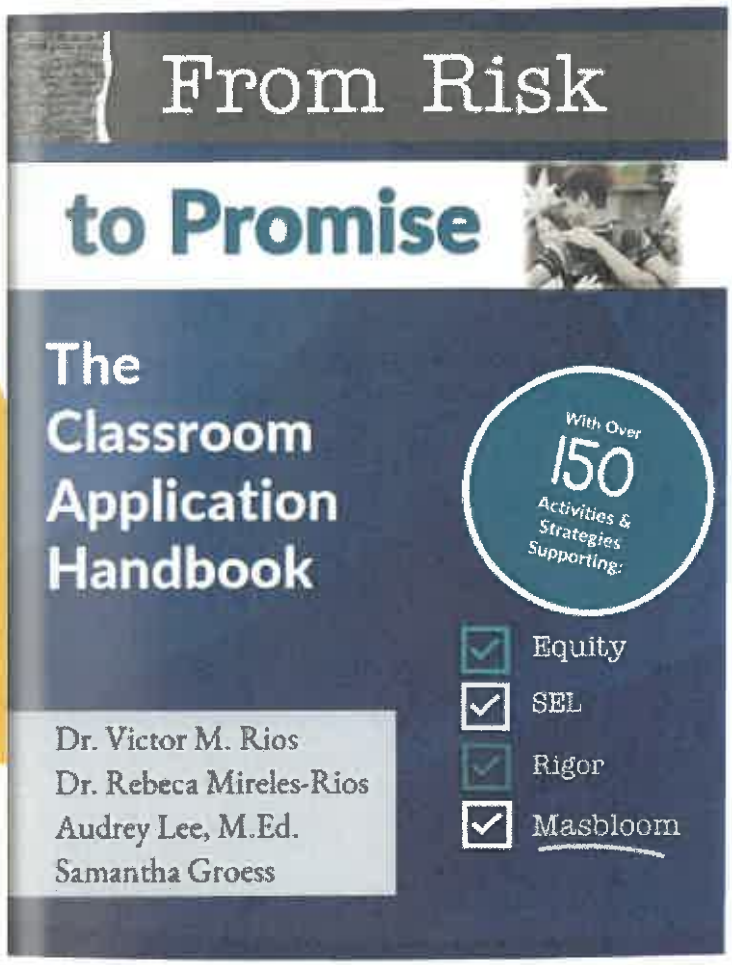
Participants will:

- Examine their own core beliefs and practices, understanding how adult actions and intentions impact student achievement and school culture.
- Internalize the components of a Prosperity-Based Classroom and continually make intentional shifts in practice to incorporate the Masbloom framework.
- Link current research with classroom best practices and receive practical teaching strategies to implement immediately.

Benefits:

- **Access to slide decks, exit tickets, handouts and more.**

THE CLASSROOM APPLICATION HANDBOOK



About the book

This Classroom Application Handbook is a companion volume for practitioners in need of research-based best practices to apply with students. Inside is a wealth of resources created for educators seeking practical, teacher-tested strategies to support the prosperity-based practices in *From Risk to Promise: A School Leader's Guide to Professional Learning in Prosperity-Based Education*. This handbook contains teacher-tested classroom activities, engaging strategies, and instructional tips for each of the twelve modules in From Risk to Promise, all centered around the foundational elements of prosperous classrooms: Student Voice and Choice, Cultures of Prosperity, High Expectations and High Support, Optimistic Interactions, Leveraging Strengths, Adapting to Student Needs, and Relevant, Responsive Instruction.

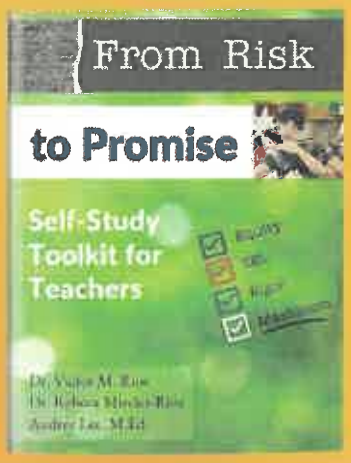
SCHOLAR Framework

S tudent Voice and Choice
C ultures of Prosperity
H igh Expectations and High Support
O ptimistic Interactions
L everaging Strengths
A dapting to Student Needs
R elevant, Responsive Instructions

Benefits:

- Over 150 practical classroom strategies, tasks, teacher resources, and tips.
- Supports educators with classroom-ready tools and strategies to implement prosperity-based practices.

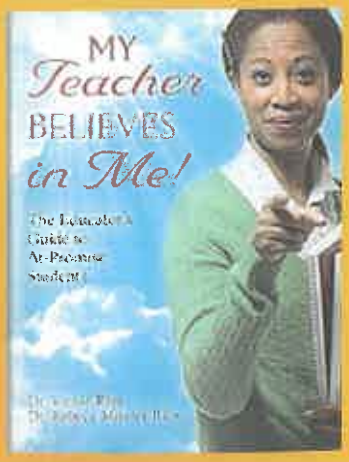
SELF-STUDY TOOLKIT FOR TEACHERS



About the book

For classroom teachers who wish to embark on this work with their PLC teams, we recommend the *Self-Study Toolkit for Teachers*. This guide mirrors our volume for school leaders, but is designed with independent teacher teams in mind. When our book *From Risk to Promise: A School Leader's Guide to Professional Learning in Prosperity-Based Education* was released, we received overwhelming requests from classroom teachers for a version of their own. These educators were passionate about engaging in the work of equity, and eager to begin growing and changing as at-promise educators. As a result, we created this book for our Teacher Rebels: educators who understand the importance of creating classrooms of prosperity and are committed to beginning that journey today. This toolkit is designed for educators who are passionate about engaging in the work of building equitable classrooms.

MY TEACHER BELIEVES IN ME!



About the book

For decades, the education system has faced the complicated task of reaching and retaining "at-risk" students in school. Despite the importance of working with such students, the reality is that educators have countless students to work with and often don't have the amount of time, appropriate training, or enough resources to work with these "at-risk" students. As a consequence, these students are failed by the education system, and subsequently become more vulnerable to violence, as they are left feeling uncared for, given up on, and unattended to.

Rather than labeling students from underprivileged backgrounds as "at-risk" youth who will inevitably fail in the educational system, they should instead be regarded as "at-promise" students that already possess the tools necessary to succeed in school, but just need support and assistance to utilize those tools.

Scholar Series Student Empowerment Program: Tools for Student Prosperity

The Scholar Series Program has distilled over two decades of research in education with marginalized youth into a series of engaging, culturally-responsive lessons to equip students with a sense of empowerment and self-advocacy, the tools to self-regulate emotions and manage conflict, a belief in their unlimited potential, and the ability to "flip the script" and see their adversities as a superpower.

At Scholar System, we don't simply want students to succeed, we want them to prosper. To support this goal, our Scholar Series Program contains eleven student empowerment lessons designed to nurture the traits that will support students to develop their full potential:

Perseverance

Reflection

Optimism

Strength

Passion

Empathy

Resourcefulness

Curriculum for Student Empoweremnt

Available modules:

1. **Strength in Numbers:** Fostering a sense of community and peer-to-peer connection
2. **I Matter:** Discovering what makes each of us special and unique
3. **My History:** Reflecting on where I've come from, and what I've learned from my experiences
4. **Flippin' the Script:** Turning mistakes into growth, and adversity into a superpower
5. **What Matters to Me:** Identifying my values, understanding the values of others, and projecting a vision for my future
6. **I am Contagious:** Managing anger and other negative emotions and understanding how our emotions affect others, creating a self-regulation plan to cope with difficult emotions.
7. **The Platinum Rule:** Discovering your behavioral style and how that style interacts with others, learning to treat others how they want to be treated.
8. **Managing Conflict and Drama:** Exploring your conflict style and creating exploring healthy strategies for addressing conflict
9. **My Future is Bright:** Envisioning the next 5, 10, and 20 years, and creating small steps to achieve those goals. Creating your own personal Mission, Vision, and Values.
10. **We all Need Support:** Realizing that everyone needs a network of supporters and identifying the traits that we want in the people we choose to build relationships with.
11. **Bringing it All Together:** Synthesizing our learning and preparing mini-keynote presentations for a culminating celebration with our families and the wider community.
12. **Celebrating Community:** The culminating event for this program is a Student Showcase. This event can be large and fancy, or as minimalist as you like.

Scholar Series: A Student Empowerment Program



Scholar Series is founded on evidence-based practices; the latest research on cultural proficiency, emotional support, growth mindset, and trauma-informed approaches; Dr. Rios's own, Mind, Body, Soul approach; and the Ganas mindset —a culturally relevant take on growth mindset. This program was developed from three major research projects studying how at-risk youth overcome adversity. The first study was a three-year study in Oakland, California examining how young men that were caught up in the juvenile justice system managed to return to school. From this study, Dr. Victor Rios published a book titled Punished: Policing the Lives of Black and Latino Boys (New York University Press). The second study was a five-year study looking at gang-associated youth and the ways in which they managed to desist from crime and the gang life. Dr. Victor Rios published a book titled Human Targets: Schools, Police, and the Criminalization of Latino Youths (University of Chicago Press). A third study in Watts, California examined how programming based on developing resilience in high school drop outs affected their perceptions and attitudes about school. A book titled Project GRIT: Generating Resilience to Inspire Transformation was published from this study, as well as a TED Talk that has over 1.6 million views. Additionally, the Corporation for Public Broadcasting produced a film, THE PUSHOUTS, featuring this program.

Scholar Series Kick-Off Sample Agenda

8-9AM	Opening Keynote by Dr. Victor Rios: My History Goals: Centering the students around their purpose and how they can use their story as a catalyst for success.
9-10AM	Team Building Activity Goals: Students will strengthen their connections among each other through collaboration and team building.
10AM-10:15AM	Break
10AM - 11:30AM	Workshop #1 - Flippin' the script: from "at-risk" to "at-promise" - By Scholar System Team Member Goals: In this session, students will hear about, and learn from, people who have "flipped the script" in their lives. These individuals have overcome amazing obstacles to achieve some of their goals in life. They will share with you some ideas and provide you some options for how you can do the same in your life. It's never too late to "flip the script" and live your dream life!
11;30-12:30	Lunch
12:30-2PM	Workshop #2 - My Future is Bright - By Scholar System Team Member Goals: This session we will focus on long- term personal and career goals. Today's session will include personal lessons shared by our staff, as well as some activities to get you thinking about what type of education and career might suit you best.
2PM-3PM	Scholar Bash • A closing "convivio" with raffles, prizes, and more!



DR. VICTOR RIOS

FOUNDER

Dr. Victor Rios is MacArthur Foundation Chair and Professor of Sociology at the University of California, Santa Barbara. He received his Ph.D. at the University of California, Berkeley in 2005. Professor Rios has worked with local school districts to develop programs and curricula aimed at improving the quality of interactions between authority figures and youth. Using his personal experience of living on the streets, dropping out of school, and being incarcerated as a juvenile—along with his research findings—he has developed interventions for marginalized students in order to promote personal transformation and civic engagement. These programs have been implemented in Los Angeles, California (Watts); juvenile detention facilities; and alternative high schools. He is also the author of six books, including *My Teacher Believes in Me: The Educator's Guide to At-Promise Students* (2019); *Street Life: Poverty, Gangs, and a Ph.D.* (2011); *Buscando Vida, Encontrando Éxito: La Fuerza de La Cultura Latina en la Educación* (2016); and *Human Targets: Schools, Police, and the Criminalization of Latino Youth* (2017).

Dr. Rios has been featured in the Chronicle of Higher Education, TED Talks, the Oprah Winfrey Network, Primer Impacto, and National Public Radio. He has had the honor of meeting President Obama and advising his administration on gun violence and policing. His TED Talk "Help for kids the education system ignores" has garnered over 1.7 million views. He is the subject of the documentary film *The Pushouts* (thepushouts.com), which aired on national TV (PBS) in 2019 and 2021. He recently provided the keynote address for the California School Board Association.



DR. CASSANDRA VILLA

Areas of Expertise:

- Culturally-responsive teaching and instructional practices
- Ethnic Studies implementation
- Building professional learning community models

Dr. Cassandra Villa grew up in the housing projects of Pacoima, California. Her parents, with their third and tenth-grade education, were her first teachers. They taught her *the value of hard work, resilience, unconditional belief*, and, most importantly, what it would mean to use these lessons to navigate the world. Her road to a doctorate degree from Claremont Graduate University in 2017, with a focus on Education Urban Leadership, **is a testament to the power of a village.**

During her senior year at UC Riverside, Dr. Villa tragically lost her mom to cancer. This was a tremendously difficult time for Dr. Villa, but she remembered the promise she made to her mother: **to never quit.** Dr. Villa will never forget the incredible love her mentor, Dr. Tiffany Ana López, displayed, emailing every single one of Dr. Villa's college professors to let them know of the loss she was experiencing while vision casting her future: **honoring her words to her mother by walking the graduation stage.**

Today, Dr. Villa was most recently the TOSA of Diversity, Equity, and Inclusion for Downey Unified School District (DUSD). At DUSD, Dr. Villa worked with fellow educators to *build collective efficacy and support systems in and outside of the classroom.* She still supports as the lead of the Human Relations Council Steering Committee facilitating workshops and gathering input on the district equity plan.

Dr. Villa serves as an adjunct professor at Pepperdine's Graduate School of Education and Psychology, focusing on supporting new and upcoming teachers in the Master of Arts teaching program. Dr. Villa's coursework teaches instructional design and Educational Foundations, Equity, & Social Justice. Dr. Villa has also served on the union Executive Board as the former high school director for the Downey Education Association.

Dr. Villa continues to walk in the legacy of her parents, her village, and our shared mission via her lifelong career commitment to serving students, creating more equitable spaces for all, and providing young people with the tools to navigate and impact society and the world. ***Her message emphasizes the importance of cultivating belonging for all our students via love, accountability, and ensuring every student is seen, valued, and understood.***



ALVARO VENEGAS

Areas of Expertise:

- Leadership
- Culture building
- Marketing

Alvaro Venegas, affectionately known as Coach Al, has been cultivating hope in his community since 2007. He began by founding a health and wellness organization that provides inspirational training and personal development to students in schools, teachers, families, and military personnel. He continued to explore methods of serving through public speaking and writing and has since partnered with many educators and community leaders to impact hundreds of schools throughout California. Now serving on the Washington Unified School District School Board, he is looking forward to continuing his mission of elevating those who serve in an effort to contribute to a positive and unified culture in this loving community he calls home.



Jesus Vera

Jesus Vera is a Bi-lingual First-Generation Mexican-American Emotional Development Speaker who was raised in Stockton, CA. Even though his social environment was known for drugs and gangs, Jesus modeled the example his parents set forth of hard work and sacrifice and excelled in school graduating with honors and continued his education at a university in Riverside, CA where he became the first in his family to graduate from college during the middle of a pandemic.

Jesus majored in both Business Management and Religious Studies. After graduating college, Jesus moved to Portland, OR where he began his Clinical Pastoral Education and he received 4 units of clinical psychotherapy training. Currently, Jesus works for a local hospital organization in Southern California as a Hospital Chaplain and is working on his Masters in Divinity. Jesus uses his social and cultural experiences paired with his training in psychotherapy to share his story and help people understand and process their emotions in order to heal from pain and trauma and awaken their inner greatness.

Being trained in psychotherapy, Jesus understands how certain emotions can cause someone to feel broken and hurt. In his clinical setting Jesus helps patients process emotions such as grief, depression, anger, anxiety, fear, sorrow, regret, guilt, shame, and sadness. Jesus' goal is to help people understand that they were born to be great and their negative experiences do not define them. Jesus is passionate about speaking because he understands that a lot can stand between someone and their greatness and his goal is to be a voice of change in people's lives. Jesus is also a firm believer in serving your community and for him, sharing his story and the pain points that he is encountered is just one way of doing that.



ALDAIR BALDERAS

Aldair Balderas is a dynamic professional whose journey reflects a deep commitment to education, community engagement, and entrepreneurship. As a recent graduate of the University of California, Santa Barbara, Aldair earned a degree in Sociology, during which he engaged in meaningful community outreach and research within the Santa Barbara community. Aldair's academic and professional path is anything but conventional. As a non-traditional college student, he navigated alternative educational routes before returning to higher education with a renewed sense of purpose. His narrative is one of resilience and determination, drawing from his own experiences in a Pasadena/Palmdale educational system.

Aldair Balderas is an active figure in both education and entrepreneurship, serving as a long-term substitute teacher and mentor at a middle school in his hometown, where he also works to establish support groups for at-promise youth He is dedicated to nurturing an empowering environment for young learners, by sharing his journey as a licensed contractor who has recently ventured into launching his own business in the construction industry. This blend of practical skills and academic insight enables Aldair to offer a unique educational perspective, aiming to inspire students to unlock their potential and embrace educational pursuits. His career, rooted in a belief in education's transformative power, community support, and perseverance, reflects his commitment to equipping youth with the necessary tools for success and prosperity.



DR. LORI GONZALEZ

Lori Gonzalez brings a wealth of experience from past work as a vice principal, associate superintendent, superintendent/principal, and a teacher for Kindergarten and 3rd-grade students. She is committed to ensuring all learners have access to a diverse range of educational opportunities and experiences, with a focus on equity, student achievement, district-wide improvement, and community engagement.

She has been recognized with prestigious awards, including Administrator of the Year by ACSA Merced Region and ACSA Region 9, as well as CALSA Region 3 Superintendent of the Year in 2021. Notably, she received the 2023 University of Southern California Dean's Superintendents Advisory Group (DSAG) Scholarship.

Client Testimonials

Professional Learning

"We've adopted prosperity as the district's vision: creating prosperity through equity, inquiry, and wellness. The important thing about Dr. Rios' message is that it's a place to begin, not reflective of work that's finished. This places us in a better position to do the work we need to do."

- Dr. Tom McCoy
Superintendent, Oxnard Union High School District

Keynotes

"Dr. Rios was innovative, and genuine and showed his caring attitude toward everyone, and how can we as an institution continue to move forward for inclusivity."

- San Bernardino Valley College

Scholar Series

"The Scholar Series program is right on target and is the most culturally relevant curriculum I have seen."

- LORENA BARILLAS

Partnership Onboarding Process



1. **Proposal Review**
   We present our tailored proposal, including pricing and project details.

2. **Project Kickoff**
   Once you approve the proposal, we initiate the project, assigning a dedicated team.

3. **Regular Updates**
   We provide regular progress updates, data, and milestones.

4. **Project Completion**
   Upon project completion, we deliver a case study with an overview of the work completed, deliverables, and final data.

5. **Ongoing Support**
   We offer post-collaboration support and assistance as needed.

Meditation and Yoga for Teachers by Dereck Dodson

For teachers feeling the weight of daily stressors or simply wanting to reconnect with a sense of calm, Dereck Dodson's meditation and yoga techniques offer a transformative path. Drawing on his journey as a high school teacher and certified yoga instructor, Dereck highlights the power of meditation to shift states of mind – turning anxiety into courage, irritability into acceptance, and restlessness into peace. With practices that invite connection to oneself and the present moment, his techniques are a refreshing reminder for grounding and growth. Embrace these practices to find strength and centeredness in every moment.



DERECK DODSON

Areas of Expertise:

- Self-connection: Mindfulness and healing
- Yoga, meditation, and mindful routines
- Self-Regulation exercises
- Student connection/relational capacity

Dereck Dodson earned his bachelor's degree in English at California State University, Fullerton and earned his master's degree in curriculum & instruction at Concordia University. He has a wealth of experience working with diverse groups of students, from serving struggling students at an alternative education high school to serving as a co-teacher in RSP and SDC mainstreamed classrooms. Dereck currently serves as a Language Arts teacher and a TOSA (teacher on special assignment) at Paramount High School (PHS). His role as a TOSA includes supporting the newly founded "Calm Room" and developing an SEL-based elective course, in addition to bringing mindfulness and SEL to students and staff. As an educator, Dereck's philosophy can be summed up in this heartfelt phrase, "I'm not in the student business, I'm in the human business."

Outside of the classroom, Dereck is a certified yoga instructor, offering donation based yoga to friends, family, and the public. He is the founder of The Connect, a professional development program helping teachers to connect with themselves and their students, along with connecting students in their classroom. Mr. Dodson strives to help others rediscover the power within themselves and to reclaim their autonomy – beginning with the mind.

Team Building by Love Jefferson

At Scholar System, we recognize that a truly prosperous school system is built not just on success, but on joy and connection. Love Jefferson's team-building approach emphasizes the importance of cultivating a supportive, inclusive environment where every educator feels respected, valued, and connected. Through our Connection Pillar, educators learn techniques to foster meaningful relationships with students and families while also deepening their bonds with colleagues. This collaborative approach empowers teachers to create a school community where mutual support and appreciation flourish, laying the groundwork for an environment where everyone—students and staff alike—can thrive.



LOVE JEFFERSON

DIRECTOR OF COLLABORATION

Areas of Expertise:

- Connection
- Team-building

Love Jefferson, a Los Angeles native, was in high school when he was told by a counselor that he "couldn't play college football because he wasn't smart enough to attend college." A teacher stepped into his life at the right moment, believed in him, and supported him in applying to college.

This support led him to be awarded an athletic scholarship to Washington State University, one of the top teams in the country. As a first-generation college student, Love earned himself a higher education, a Pac-10 Championship, and a Rose Bowl appearance, before starting his journey in the NFL with the Chicago Bears.

For over fifteen years, his true passion has been in the field of building up individuals and building teams through personal growth learning experiences and workshops. Love has and currently works with organizations such as YouthBuild USA, California Conservation Corp, SpaceX, Netflix, Snap Inc., a number of California Law Enforcement departments, and a wide range of non-profit organizations. His training focus is geared towards supporting young professionals, educators, and parents looking to increase self-worth, sense of belonging, and self belief in achieving success. Love is a husband and father to three children, with a message rooted in Safety, Support, and Sense of Belonging – "Look for it, or create it."

Appendix A - Additional Recommended Solutions

Parent Engagement

Our goal is to create a sustainable parent engagement model, where caregivers can become active participants in their school community and in their children's education. We believe that parental engagement can be a resource that schools can utilize to promote a positive, college-going culture in the home setting. Our sessions are designed to be informative, engaging, and interactive, ensuring that caregivers leave with practical tips



DR. ALMA CASTRO

Areas of Expertise:

- Coaching and mentoring school leadership
- Professional development on serving English Language Learners
- Parent engagement and community empowerment
- Youth empowerment and creating Ecosystems of Cariño
- Strategies for connecting with students
- Social-emotional learning (SEL)

Dr. Castro is an adjunct professor for California State University, Long Beach (CSULB) and the San Diego State University (SDSU) College of Education, teaching master level courses for the teacher preparation programs. Dr. Castro has also taught for the Los Angeles County Office of Education's Teacher Intern Program. Dr. Castro is a National Board Certified teacher in English as a Second Language (ESL). Dr. Castro earned a doctorate degree in Educational Leadership from CSULB. She earned a Bachelor of Arts in sociology and an M.Ed. in Teacher Education from UCLA. She obtained an M.A. in School Administration from California State University, Dominguez Hills. Dr. Castro has published her work on the State Seal of Biliteracy and student achievement. She is a presenter and speaker for Parents, Educators, Administrators, Faculty on topics of: parent engagement, biliteracy and multilingual education, and building teacher capacity at local, national, and international conferences including: CABE, AERA, UCEA, CLSBA, school districts, and the Universidad Nacional de Costa Rica.



DR. HUGO MORENO

Areas of Expertise:

- Parent engagement
- Social-emotional learning (SEL) and mental health
- Student and community resilience, grit, and identity
- English learners and dual-language programs

Dr. Moreno is adjunct professor at California State University, Long Beach (CSULB) and California State University, Los Angeles, teaching and supporting students in attaining their Bilingual Authorization. He is a school principal and the Director of Parent Relations for the California Association for Bilingual Education (CABE). He received his Ph.D. at Claremont Graduate University in 2014. He earned three master's degrees from Cal State LA: Educational Foundations, Educational Administration, and Mexican American Studies.

In 2017, Dr. Moreno was honored by the Los Angeles County Bilingual Directors Association for his leadership in Bilingual Education. He has presented at state, national, and international conferences on access to higher education, the impostor syndrome in education, its impacts on minority leaders and communities, the six-year college plan, social/structural inequities, and student academic resilience. He has over sixty op/ed pieces published in *La Opinion*. Using his personal experience of being an immigrant student that fell through the cracks of education, Dr. Moreno has developed interventions for marginalized and disenfranchised students aimed at promoting personal growth and civic engagement.



DR. MARIO GALICIA

Areas of Expertise:

- School-to-prison pipeline
- Gang and violence intervention

Dr. Mario Galicia Jr. is the youngest of three children born to Mexican immigrants. He transferred from Moreno Valley College to UC Santa Barbara (UCSB) in the fall of 2006. By the summer of 2008, Mario had graduated with a bachelor's degree, with honors, in sociology and Chicana/o studies. Later that fall he began his graduate studies in the Gevirtz Graduate School of Education at UCSB. His research focused on the school-to-prison pipeline and finding solutions to combat school discipline issues, particularly those borne from, or influenced by, zero tolerance policies. Dr. Galicia spent five years observing a gang and violence intervention program in the central coast region of California. Through his research he found positive and constructive ways to relay information between schools, students, and their families.

Dr. Galicia is also an avid keynote and motivational speaker and has delivered three student commencement speeches, at Riverside Community College (2005) and UC Santa Barbara (2008 & 2015). Dr. Galicia was awarded the prestigious UC Santa Barbara Graduate Student Teaching Award in the spring of 2015. Out of hundreds of applicants, only four students are awarded this accolade every year. Later that spring, Dr. Galicia became the first member of his family to graduate with a Ph.D.

Appendix A - Additional Recommended Solutions

Leadership Coaching

At Scholar System, our leadership coaching is designed to empower educators to create lasting, transformative impact within their school communities. Committed to understanding the unique needs of each district, we tailor our sessions to address specific challenges, equipping leaders with practical tools and strategies to inspire and guide their teams. Our mission is to cultivate a foundation of resilience, vision, and adaptability in educational leaders, ensuring that the skills they develop will benefit students and colleagues long after our sessions conclude. Through our partnership, we strive to strengthen the potential of educators to drive meaningful change and foster a thriving learning environment for all.



DR. NATALIE MEJIA

Areas of Expertise:

- Pedagogical strategies and instructional design
- Educational leadership and administration
- Language acquisition and ESL (English as a second language) instruction

Guided by a vision where every student receives equitable access to a culturally and linguistically sustaining education, Dr. Mejia has committed more than eleven years of service to influence the landscape and trajectory of underserved students and families across the country. Her vision is anchored in the belief that all students deserve to access a culturally and linguistically sustaining education that loves them. Dr. Mejia has coached, evaluated, and trained 300+ educators across multiple grade levels, content areas, and school models all over the nation.



DR. JAMAL SPLANE

Areas of Expertise:

- School and staff culture
- Special education
- Professional learning communities
- Teacher wellness
- Parent partnerships

Dr. Splane grew up as a military brat, the last of nine children to a Mexican mother and African-American father, near Fort Ord, California. He obtained a degree in Clinical and Counseling Psychology from San Jose State University, a Masters of Arts in Education from University of California, Berkeley, and remained at Berkeley to complete his Ph.D. in Educational Psychology. After more than twenty years in education, Dr. Splane has served as a school psychologist, Director of Student Services and Special Education, middle school assistant principal, middle school principal, and Director of Curriculum, Instruction & School Culture.

As a leader, Dr. Splane adheres to the following core values: a commitment to educational equity and student achievement, nurturing a healthy school culture, and being focused on student outcomes and being flexible on the journey to get there. He has been awarded the Santa Clara County Office of Education Principal Arts Leadership Award (2019), ACSA Region 8 Middle Grades Principal of the Year (2020), and CALSA Region 1 Site Administrator of the Year (2020).

Appendix A - Additional Recommended Solutions

Professional Learning For Educators

All our professional learning sessions blend inspiration, connection, and application. We model what we want to see in classrooms and encourage continual, ten-degree shifts in educator practice.
Workshop topics include:

- Cultivating Belonging
- Asset-Based Approaches to Negative Behavior

- Link to sample proposal

Parent Scholars Academy

We recognize that parental involvement is a key factor in student success and we aim to empower parents to become active participants in their students' education. Workshop topics include:

- College-going culture
- Financial literacy

- Link to sample proposal

Student Scholar Series

Our Scholar Series aims to equip at-promise student leaders with essential life skills and leadership capabilities to foster personal transformation and positively influence their peers. Workshop topics include:

- Managing conflict
- Vision casting and 10-year planning

- Link to sample proposal

Publications and tools available for purchase now to connect to the mission

Publications: Books and Articles

1. **Street Life: Poverty, Gangs, and A Ph.D.** available now for purchase on Amazon, in both **English and Spanish**. Learn more at drvictorrios.com/streetlifeorder

2.Professional Learning Curriculum, Dr. Victor Rios's Toolkit Trilogy:

- A School Leader's Guide to Professional Learning in Prosperity-Based Education
- Self-study Toolkit for Teachers
- Classroom Application Handbook

To see a full list of publications available, please visit www.scholarsystem.org/pub/ or bulk orders, please contact admin@scholarsystem.org

Online Tools for Student Prosperity and Professional Learning

3. Enroll in Scholar System's full, 40-hour, Train-the-Trainer Virtual Learning Platform: "The Educator of Prosperity Online Certification Program." This online certification program is a self-paced professional learning program designed around content and frameworks in Dr. Rios's From Risk to Promise curriculum.

4.Digital license to the student literacy curriculum for "Street Life: Poverty, Gangs, and a Ph.D. Second Edition" and ship three physical versions. Please see a sample of the curriculum linked here.

For orders, please contact admin@scholarsystem.org

Appendix B - Case Study From Current Partner District

SCHOLAR SYSTEM

BY DR. VICTOR RIOS

IN PARTNERSHIP WITH
LAMONT ELEMENTARY SCHOOL DISTRICT

LAMONT ELEMENTARY SCHOOL DISTRICT

DELIVERABLES

Dr. Rios and our Scholar System team will deliver the following for Lamont Elementary School District:

1

Five full-day professional learning sessions for administrators, 3rd-8th grade teachers, certificated staff (such as counselors and school psychologists), and classified staff.

2

A train-the-trainer Parent University program with a select group of parent leaders. Sessions will focus on facilitation skills for delivering community workshops and continued community empowerment. In addition, Scholar System will deliver four follow-up coaching sessions and four topical parent empowerment workshops from our Parent University program.

3

One kick-off of our Scholar Series: A Student Empowerment Program, with a select group of at-promise students, to be scheduled on a mutually agreed upon date. Additionally, Scholar System will deliver four follow-up workshops for the group of students.

LAMONT ELEMENTARY SCHOOL DISTRICT

CONTENT



PROFESSIONAL LEARNING FOR STAFF

All our professional learning sessions blend inspiration, connection, and application. We model what we want to see in classrooms and encourage continual, ten-degree shifts in educator practice.

- The Power of Educators
- Connection Before Content: The Importance of Building Powerful Relationships for Healthy Systems
- Masbloom: Synchronizing Love and Accountability
- The Damage of Deficit Thinking
- Every Interaction Matters: Interrupting Bias
- Asset-Based Approaches to Negative Behavior
- Practical Strategies for Creating Classrooms of Prosperity

SCHOLAR SERIES: STUDENT EMPOWERMENT

Our Scholar Series aims to equip at-promise student leaders with essential life skills and leadership capabilities to foster personal transformation and positively influence their peers.

Amidst challenges in implementing restorative justice approaches effectively alongside the presence of negative behaviors and racial language among students, the goal is to create a more supportive and understanding school environment through empowered student leadership.

PARENT UNIVERSITY

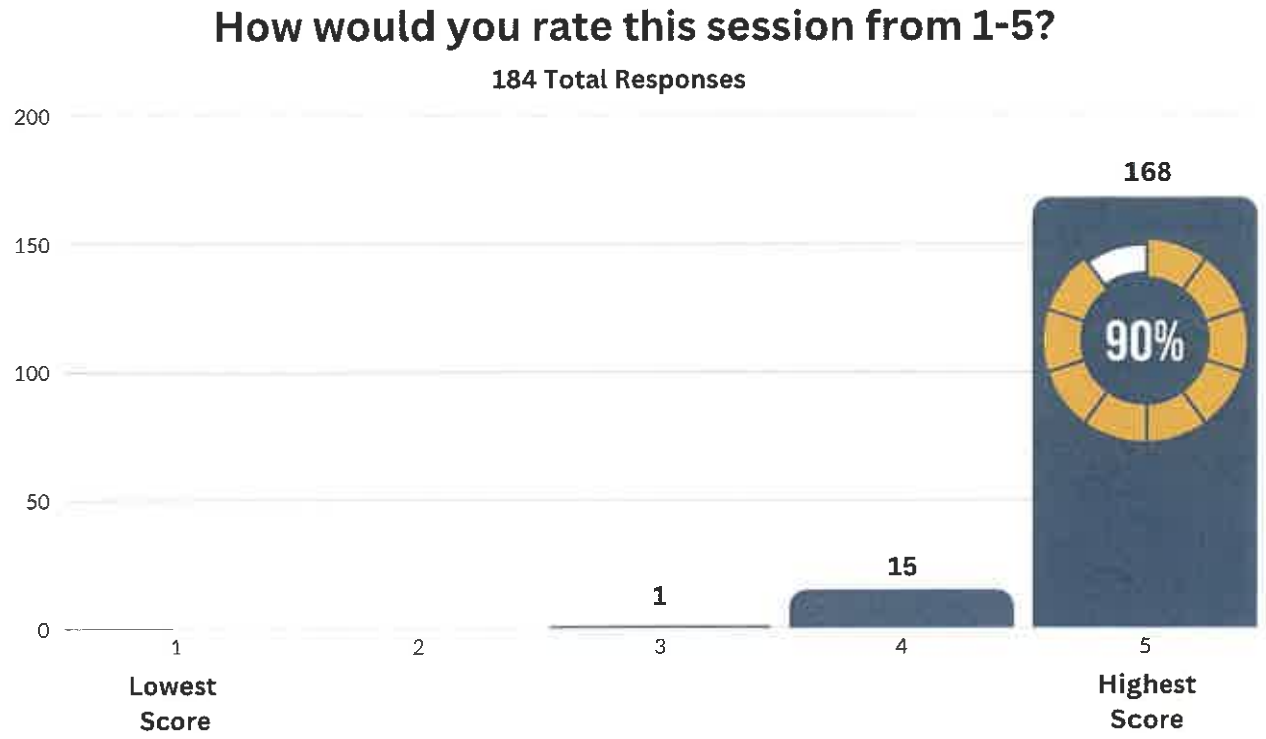
We recognize that parental involvement is a key factor in student success and we aim to empower parents to become active participants in their students' education.

- College-going culture
- Financial literacy
- Social media literacy
- Student-parent conversations
- The significance of positive parental involvement

> **"I learned I am able to be that one person that can make a difference in a student's life."**

EDUCATOR TRAINING PRELIMINARY DATA

STAFF FEEDBACK



FEEDBACK HIGHLIGHTS

"I feel empowered to go inspire my students." - Middle School Teacher

"I enjoyed the tone of comfort that was established. I felt safe to share."
- Train the Trainer Participant

"I am feeling inspired and empowered to make change."

"Everyone was amazing; great information and I stand for everything being taught. Makes me happy to know our district is moving in this direction."
- Classified Staff Member

"Great information, and strategies to connect w/ my students upon returning to my classroom."
- Elementary Teacher

"I enjoyed the information and the interactive activities for reinforcement. The practice was beneficial."
- Administrator

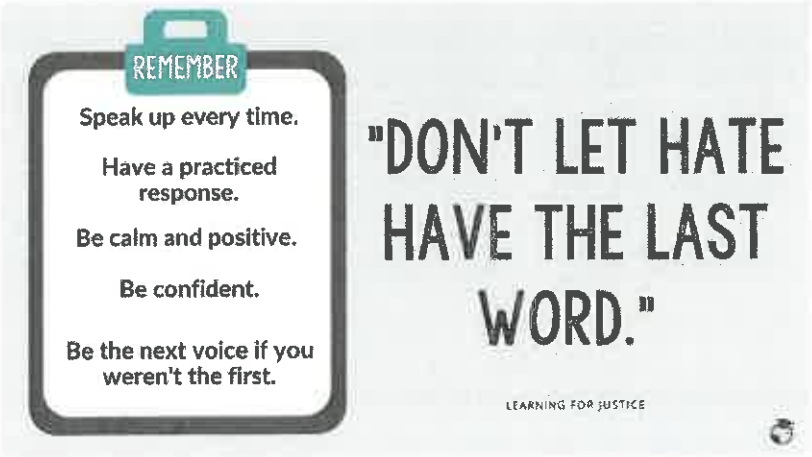
EDUCATOR TRAINING PRELIMINARY DATA

> Left feeling excited to make some changes in my classroom!

Words reflect our beliefs. Beliefs inform our actions.





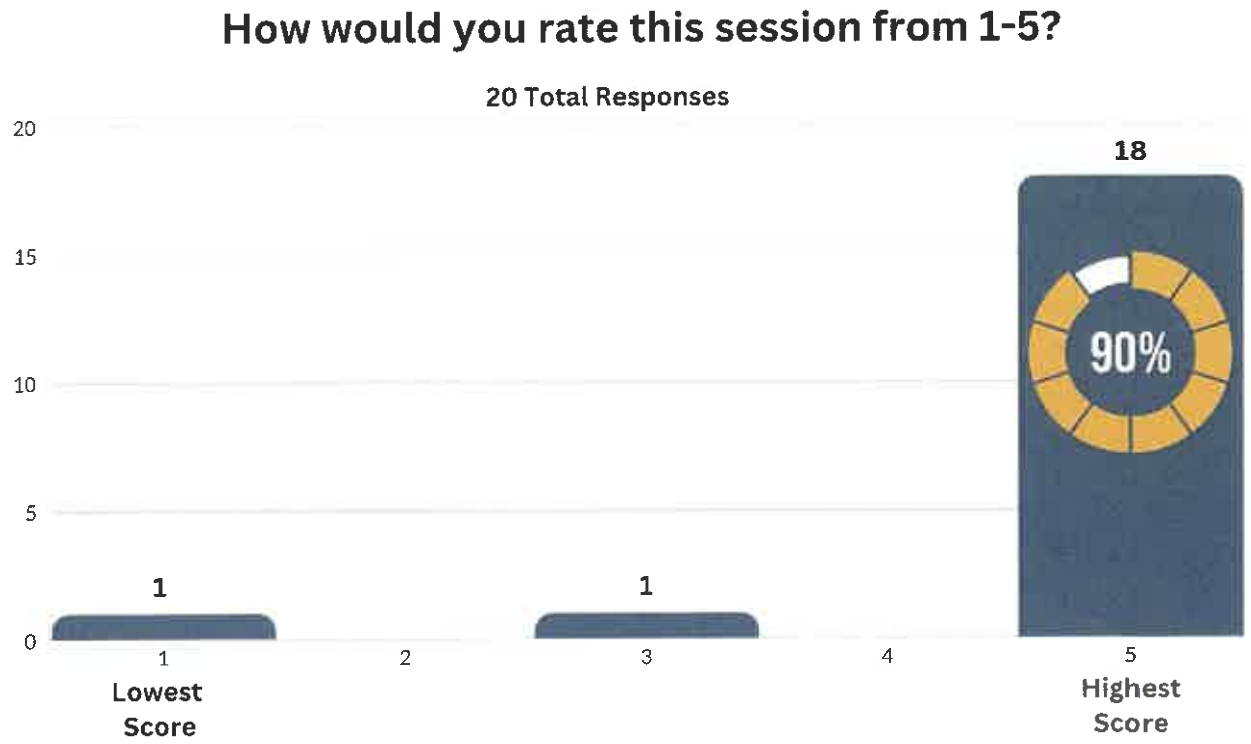


> Very inspiring and great strategies to build a better culture in LESD.

PG. 56

PARENT TRAINING PRELIMINARY DATA

PARENT TRAINING FEEDBACK



FEEDBACK HIGHLIGHTS

"We can reach our goals, if we set our mind to it. Excellent workshop on showing parents how to move forward with the work."

"Listening to everyone's story made you connect in another level. It was a very powerful message. This training was amazing; I wish we had more time."

"Thank you for sharing your stories and for emphasizing that we must all work together as a community for the sake of our children."

"It was very motivational and inspirational. Thank you very much for bringing us the information."

> **The message, the feedback, the speech, everything was something to reflect and to learn from.**

Appendix C - Links to Additional Partner Case Studies

Lathrop Intermediate School

Dr. Victor Rios and his Scholar System team will deliver six (6) parent empowerment community workshops for the parents of Lathrop Intermediate School.

- Link to case study

Santa Maria Bonita School District

One two-hour professional learning session, for educators of El Camino Junior High School and four (4) 60-minute follow up professional learning coaching sessions, focused on best practices for supporting at-promise students

One (1) 90-minute community empowerment keynote, focused on community engagement, parent empowerment, and how to create a community of convio focused on student empowerment.

One kick-off of our Scholar Series: A Student Empowerment Program, with a select group of at-promise students and four 60-minute follow-up workshops for the group of students for continued empowerment

- Link to case study

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE PURCHASE AGREEMENT WITH SOLUTION TREE**

ATTACHMENTS: **SOLUTION TREE OURCHASE AGREEMENT**

FUNDING SOURCE: **LEARNING RECOVERY BLOCK GRANT (LRBG)**

DISCUSSION: Attached for Board approval is a purchase agreement with Solution Tree that will allow the Orosi High School Principal and department leads to participate in multiple Community of Practice (CoP) sessions to strengthen Professional Learning Communities (PLCs). The total amount is $9,000.

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

BOARD GOAL:

- [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 Purchase Agreement with Solution Tree.**

PROPOSED ACTION: **APPROVE**

Item #: 20

Solution Tree

Solution Tree
Purchase Agreement

Effective as of the last date of signature below, Solution Tree Inc. ("Solution Tree"), located at 555 N. Morton St., Bloomington, IN 47404, and Orosi High School ("Customer"), located at 41815 Rd 128, Orosi, CA 93647, agree as follows:

1. **Purchase Summary:** Customer will purchase and Solution Tree will provide the products and services described below. Customer will provide Solution Tree with a purchase order for the full amount due under this Agreement, including any applicable taxes. All payments will be due net 30 days from actual date of invoice with all past due invoices subject to monthly finance charges as allowed by law.

Description	Payment	Expected Invoice Date
2026/27 CAPS Network Registrations: 1 Principals at $4,000.00 per Registration	$4,000	Upon execution of Agreement
2026/27 CAPS Network Registrations: 5 Teachers at $1,000.00 per Registration	$5,000	
Total	$9,000	

2. **CAPS Network Registrations:** Solution Tree will process CAPS Network Registrations upon receipt of a purchase order or full payment. Each CAPS Network Registration includes one book selected by Solution Tree and the CAPS Network presenters, access to 6 CAPS Network Cohort (the "Cohort") professional development to be scheduled throughout the academic year for the Cohort as a whole, and access to personalized feedback in a one-on-one coaching session with a CAPS Network Coach after each day of professional development.

3. **General Terms**

3.1. **Intellectual Property:** Customer acknowledges that all tangible or electronic presentation materials, handouts, and/or program books used in conjunction with services performed under this Agreement are pre-existing and that no materials will be developed specifically for Customer. All previously owned rights will be retained, and Customer may not reproduce any materials not designated reproducible without express written permission. All audio, video, and digital recording of the services by Customer is prohibited.

3.2. **Authorization:** Customer warrants that it has gone through all required approval and procurement processes related to a purchase of this size and that Customer's signatory has the authority to bind Customer to the terms of this Agreement.

3.3. **Force Majeure:** If an event beyond the parties' control makes performance impossible, illegal, or commercially impracticable by preventing services from occurring as scheduled, the parties will use best efforts to reschedule or make substitutions for affected services or products. If performance is prevented entirely, neither party will have any further liability to the other party for the prevented performance. All unaffected obligations will remain in place.

3.4. **Termination:** Solution Tree may terminate this Agreement if Customer does not provide a purchase order at least 30 days before the first scheduled date. If Customer seeks to cancel any services within 90 days of the scheduled date for any reason but Force Majeure and Solution Tree agrees to such cancellation, Customer will reimburse Solution Tree for any reasonable business expenses incurred in anticipation of performance of this Agreement that exceed the amount of the deposit.

3.5. **Contingency:** This Agreement is contingent upon the Cohort reaching 100 participants. If it does not reach 100 participants, Solution Tree may terminate this Agreement.

3.6. **Entire Agreement:** This Agreement, any purchase orders issued pursuant to this Agreement, any RFP in place between the parties, any other written agreement executed by the parties for the same services included in this Agreement, and any exhibits attached hereto constitute the entire agreement of the parties and supersede any prior or contemporaneous written or oral understanding or agreement. No waiver or modification of any of the terms of the Agreement will be effective unless made in writing and signed by both parties, and the unenforceability, invalidity, or illegality of any provision of this Agreement will not render the other provisions unenforceable, invalid, or illegal. Any waiver by either party of any default or breach hereunder will not constitute a waiver of any provision of this Agreement or of any subsequent default or breach of the same or a different kind.

This Agreement is acknowledged and accepted by Customer and Solution Tree:

By:	_____	_____	By:	_____	_____
	Shevonne Swanson	Date		Jessicca Rodgers	Date
	Assistant Superintendent of Curriculum & Instruction			CA State Office Executive Director	
	Cutler-Orosi Joint USD			Solution Tree	

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **CURRICULUM/INSTRUCTION**

AGENDA ITEM: **APPROVE JUNE CURRICULUM AND INSTRUCTION REPORT**

ATTACHMENTS: **DISTRICT ADVISORY COMMITTEE (DA) AND DISTRICT ENGLISH LANGUAGE ADVISORY COMMITTEE (DELAC) MINUTES**

FUNDING SOURCE: **N/A**

DISCUSSION: The Director of Accountability, Student Services, and Categorical Programs will present the Local Indicators. Local Performance Indicators are metrics established by the California Department of Education to help school districts evaluate and report on various aspects of their educational programs and services. These indicators are part of California's accountability system and provide a comprehensive view of school performance beyond standardized test scores.
Also for review are the minutes from the District Advisory Committee (DAC) and the minutes from the District English Language Advisory Committee (DELAC) held during the 2025-2026 school year. The committees meet to provide input on district level programs and expenditures.

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

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the Curriculum and Instruction Report.**

PROPOSED ACTION: **APPROVE**

Item #: 21

Cutler-Orosi Joint Unified School District
District Advisory Committee (DAC)
May 28, 2025
3:30 PM
ZOOM:
https://www.google.com/url?q=https://us02web.zoom.us/j/85457576709?pwd%3DFexDFY3uG5vl9tRahDluBydhiZXWug.1&sa=D&source=calendar&ust=1742310945939836&usg=AOvVaw3C94bxbHoAR85kXpS6pPC7
Meeting ID: 854 5757 6709
Passcode: 831685

DAC: Members:	Site Representing:	In Attendance:
Emmylou Jeffreys	Palm Elementary	--
Jimmy Burciaga	Golden Valley Elementary	X
Cristal Bucio	Cutler Elementary	--
Javier Bobadilla	El Monte Middle School	--
Margarita Olivares	Orosi High School	X
Diana Portillo	Alternative Ed.	--

Others in attendance:
Veronica Raigoza
Sunsie Tumacder
Karina Ramirez
Liliana Torres
Cecilia Andrade

Call to Order
The District Advisory Committee meeting was called to order at 3:30 PM by Mrs. Tumacder, who welcomed the members and guests and asked if there were any questions before beginning the agenda.

Review and Approval of Previous Meeting Minutes
Mrs. Tumacder opened by reviewing the minutes from the previous meeting. Mrs. Tumacder reported that the committee reviewed and approved the updated categorical budgets, reviewed the District's parent involvement policy which outlines programs that are being offered to parents to help build and strengthen parent capacity and reviewed the Family-School compact and the Local Control Accountability Plan. Mr. Jimmy Burciaga gave the motion to approve the minutes from the previous meeting. All were in approval.

Review Title I Parent Survey Results
Mrs. Tumacder then presented the Title I Parent Survey results, explaining that the annual survey provides the district with essential feedback on services funded through Title I, including programs supporting academic improvement in reading, language arts, and mathematics. She reported that overall results indicated strong parent satisfaction. Committee members were

invited to review results for their specific school sites, and no additional questions or comments were shared.

2025-2026 Local Control Accountability Plan (LCAP)
Mrs. Tumacder went over the 2025-2026 LCAP plan. Mrs. Tumacder explained there was no significant change and moved on to explain the LCAP plan. Moving on through the presentation and while explaining the LCAP Mrs. Tumacder explained thoroughly the difference between Federal and State funds and the changes made from last year's plan. She explained how the funds would be used to address learning loss. Mrs. Tumacder informed the members that there would be a public hearing for the school board to approve the plan on June 12th and invited them to attend. Mrs. Tumacder gave examples of how each LCAP goal is utilized. She explained what Minga was and how it met Goal 1. She explained how the teacher induction program meets Goal 2 and how some staff members' salaries are paid out of the budget. She continued to explain all the goals to the members and gave examples of how the money pays for various student programs and staff members. Mrs. Tumacder asked committee members if they had any questions about what had been shared about the LCAP plan. She handed out index cards and encouraged members to write down any question or comment they had for the Superintendent who would answer them in a future date. Mrs. Margarita Olivares gave a motion to approve the Local Control Accountability Plan with a second from Mr. Jimmy Burciaga. All were in approval.

LCAP Addendum
Mrs. Tumacder reviewed the LCAP Addendum and explained -Titles I, II, and III funding and the difference between the LCAP and LCAP Addendum. Jimmy Burciaga gave the first motion to approve the LCAP Addendum seconded by Mrs. Margarita Olivares. All were in approval.

Site Report of Activities and Events
Mrs. Tumacder shared that there was a Ribbon cutting at Palm Elementary for their new kindergarten building. And the secondary schools sites would be having promotions and graduations in the next couple of days.

Public Comments
Mrs. Tumacder opened for public comments at 4:15 PM. There were no public comments.

Adjournment
Mrs. Tumacder thanked members for their participation. The meeting was adjourned at 4:16 PM.

Cutler-Orosi Joint Unified School District
District English Language Advisory Committee (DELAC)
May 28, 2025
3:30 PM
ZOOM:
https://www.google.com/url?q=https://us02web.zoom.us/j/85457576709?pwd%3DFexDFY3uG5vl9tRahDluBydhiZXWug.1&sa=D&source=calendar&ust=1742310945939836&usg=AOvVaw3C94bxbHoAR85kXpS6pPC7
Meeting ID: 854 5757 6709
Passcode: 831685

DELAC: Members:	Site Representing:	In Attendance:
Maria Reyes	Palm Elementary	--
Beatriz Carrate	Golden Valley Elementary	--
Maria Sanchez	Cutler Elementary	--
Liliana Torres	El Monte Middle School	X
Cecilia Andrade	Orosi High School	X
Maria Guzman	Alternative Ed.	--

Others in attendance:
Veronica Raigoza
Sunsie Tumacder
Karina Ramirez
Jimmy Burciaga
Margarita Olivares

Call to Order
The District English Language Advisory Committee meeting was called to order at 3:30 PM by Mrs. Tumacder, who welcomed the members and guests and asked if there were any questions before beginning the agenda.

Review and Approval of Previous Meeting Minutes
Mrs. Tumacder opened by reviewing the minutes from the previous meeting. Mrs. Tumacder reported that the committee reviewed and approved the updated categorical budgets, reviewed the District's parent involvement policy which outlines programs that are being offered to parents to help build and strengthen parent capacity and reviewed the Family-School compact and the Local Control Accountability Plan. Mrs. Liliana Torres gave the motion to approve the minutes from the previous meeting.

Review Title I Parent Survey Results
Mrs. Tumacder then presented the Title I Parent Survey results, explaining that the annual survey provides the district with essential feedback on services funded through Title I, including programs supporting academic improvement in reading, language arts, and mathematics. She reported that overall results indicated strong parent satisfaction. Committee members were

invited to review results for their specific school sites, and no additional questions or comments were shared.

2025-2026 Local Control Accountability Plan (LCAP)
Mrs. Tumacder went over the 2025-2026 LCAP plan. Mrs. Tumacder explained there was no significant change and moved on to explain the LCAP plan. Moving on through the presentation and while explaining the LCAP Mrs. Tumacder explained thoroughly the difference between Federal and State funds and the changes made from last year's plan. She explained how the funds would be used to address learning loss. Mrs. Tumacder informed the members that there would be a public hearing for the school board to approve the plan on June 12th and invited them to attend. Mrs. Tumacder gave examples of how each LCAP goal is utilized. She explained what Minga was and how it met Goal 1. She explained how the teacher induction program meets Goal 2 and how some staff members' salaries are paid out of the budget. She continued to explain all the goals to the members and gave examples of how the money pays for various student programs and staff members. Mrs. Tumacder asked committee members if they had any questions about what had been shared about the LCAP plan. She handed out index cards and encouraged members to write down any question or comment they had for the Superintendent who would answer them in a future date. Mrs. Liliana Torres gave a motion to approve the Local Control Accountability Plan.

LCAP Addendum
Mrs. Tumacder reviewed the LCAP Addendum and explained -Titles I, II, and III funding and the difference between the LCAP and LCAP Addendum. Mrs. Liliana Torres gave the first motion to approve the LCAP Addendum seconded by Mrs. Cecilia Andrade. All were in approval.

Site Report of Activities and Events
Mrs. Tumacder shared that there was a Ribbon cutting at Palm Elementary for their new kindergarten building. And the secondary schools sites would be having promotions and graduations in the next couple of days.

Public Comments
Mrs. Tumacder opened for public comments at 4:15 PM. There were no public comments.

Adjournment
Mrs. Tumacder thanked members for their participation. The meeting was adjourned at 4:16 PM.

Cutler-Orosi Joint Unified School District
District Advisory Committee (DAC)
November 19, 2025
3:30 PM

DAC: Members:	Site Representing:	In Attendance:
Emmylou Jeffreys	Palm Elementary	X
Jimmy Burciaga	Golden Valley Elementary	X
Sara Alvarado	Cutler Elementary	X
Lisa Guillen	El Monte Middle School	--
Martina Buenrostro	Orosi High School	X
Rosa Guzman	Alternative Ed.	--

Others in attendance:
Elisa Arellano
Linda Montemayor

Call to Order:
The meeting was called to order at 3:34 p.m. by Mrs. Linda Montemayor. Ms. Montemayor welcomed committee members for attending the first meeting of the academic school year and asked them to take a moment to introduce themselves to everyone and state the school they are here representing. Introductions were as follows: Linda Montemayor, Administrator of Mental Health Services; Elisa Arellano, Secretary to Student Services & Categorical Programs. Sara Alvarado, representing Cutler Elementary; Emmylou Jeffreys, representing Palm Elementary; Martina Buenrostro, representing Orosi High School and Jimmy Burciaga, representing Golden Valley Elementary. Ms. Montemayor thanked them for their introductions.

Review and Approve: Agenda and Minutes from Previous DAC Meeting:
Ms. Montemayor mentioned to committee members that they have a binder in front of them with the material they will be reviewing during today's meeting. The first item they will be reviewing as a committee is today's agenda as well as the minutes from the May 28th meeting. Ms. Montemayor mentioned that during the May 28th meeting as a committee they reviewed the results from the Title I parent survey which help provide feedback from parents on services and actions of the allocations of Title I funding used at the school sites. As a committee we also reviewed the Local Control Accountability Plan (LCAP), which is a plan used to increase and improve services for students. She mentioned that this plan is developed through the help of various stakeholders; parents, students, staff and community members. Ms. Montemayor asked committee members if they had any questions about what was reviewed, no questions were asked. Mr. Jimmy Burciaga gave the first motion to approve the minutes from the May 28th meeting seconded by Mrs. Sara Alvarado. All were in approval of the minutes.

DAC Training

Ms. Montemayor mentioned that the first item on the agenda is the rationale for establishing a District Advisory Committee. She reviewed a training presentation with committee members, which outlined the functions of a committee. Ms. Montemayor mentioned that there are two types of committees, one at the school level, which helps with the development and the approval of the Single Plan for Student Achievement and a district level committee which helps with the development and approval of the school safety plan. Mrs. Arellano mentioned that meeting agendas need to be posted for public viewing 72 hours in advance letting the public know about the meeting. She mentioned that agendas are posted at the district office and two locations within our community; one in Orosi another in Cutler. Agendas are also posted at every school site as well. Ms. Montemayor also reviewed the roles of the Chairperson, Vice-chairperson and the Secretary. Ms. Montemayor reviewed Robert's Rules of Order and reviewed the bylaws in the binder. She also asked committee members their preference of dates/times for future DAC meetings. Committee members prefer Tuesdays at 4:00 p.m.

DAC Elections

Ms. Montemayor opened up nominations of officers. Mr. Burciaga nominated himself for Chairperson, stating he had been a part of the committee before; committee members approved his nomination. Mrs. Buenrostro gave the first motion for Mr. Burciaga for Chairperson, Mrs. Alvarado seconded the nomination. 4-votes in favor of **Mr. Burciaga for Chairperson**. Mrs. Alvarado nominated herself for Vice-Chairperson committee members were in agreement with Mrs. Alvarado as Vice-Chariperson. Mr. Burciaga gave the first motion seconded by Mrs. Jefferey's. 4-votes in favor of **Mrs. Alvarado for Vice-chairperson**. Mrs. Buenrostro nominated Mrs. Jefferey's for Secretary, Mrs. Jeffery's accepted the nomination. Mr. Burciaga gave the first motion seconded by Mrs. Alvarado. 4-votes in favor of **Mrs. Jeffery's for secretary**. Ms. Montemayor thanked committee members for their nominations and congratulated committee members for their elected positions to the District Advisory Committee.

Review and Advise: District-Wide Evaluation of Program/Program Needs Assessment (Data Analysis)

The next item on the agenda is an analysis of district data. Ms. Montemayor reviewed ELA, Math and Science test scores for the entire district. Ms. Montemayor mentioned that in ELA students in grades 3-11 except for 8th met standards. In Math students in grades 3, 4, 5, 6, 8, and 11th met standards. Mrs. Alvarado asked how we can compare from last year CAASPP results. Mrs. Arellano pulled last year's powerpoint that was shared with committee members last academic year to allow Ms. Montemayor to briefly compare results. Ms. Montemayor mentioned that overall in ELA this year students grew 4.4 % compared to 1.2% last year. Ms. Montemayor asked if they had other questions regarding the data that had been shared. Mrs. Buenrostro asked if it would be possible to provide tutoring on the weekends for students to attend. Ms. Montemayor mentioned that it would be hard to do as it would take staff away from their

families. Mr. Burciaga mentioned that the district wouldn't have the manpower to provide intervention. No further questions were asked.

Review: 2025-2026 Uniform Complaint Procedures

Ms. Montemayor mentioned that the next item on the agenda is the Annual Notification of the Uniform Complaint Procedures (UCP). She stated that parents have a right to voice their concerns and this notice outlines both federal and state laws and regulations. Ms. Montemayor mentioned that Mrs. Tumacder is the director responsible for receiving and investigating the district's UCPs within our district. Ms. Montemayor asked committee members if they had any questions after reviewing the annual notice. There were no questions.

Review, Advise and Approve: Categorical Budgets:

Ms. Montemayor reviewed the following 2025-2026 Categorical budgets.

Title I:

Ms. Montemayor mentioned that if they take a look at the green sheets they can see that through Title I; Cutler-Orosi Joint Unified School District has been allocated $2,276,877 with $130, 591 being carried over from the previous academic year. Ms. Montemayor mentioned that with Title I funding we are able to pay for supplemental programs that go above and beyond such as EdPuzzle. Through Title I Funds we also pay for a few positions such as student/parent advocates and AVID Tutors at the secondary sites.

Title II:

Ms. Montemayor mentioned that Title II funds pay for support for teachers, professional development for continued professional learning. Ms. Montemayor mentioned that these funds are overseen at the district level and school sites do not receive these funds directly.

Title III:

Ms. Montemayor mentioned that both Title III-LEP and Title III-Immigrant are funds that are restricted to two groups of students: students who are English learners (ELs)-to improve their English language skills and Immigrant referring to support students who are newly arrived 3 years or less.

Ms. Montemayor asked if there were any questions regarding the categorical budgets just shared. Mrs. Alvarado mentioned that she would like to see a comparison from previous years. There were no additional questions asked. Mr. Burciaga gave the first motion to approve the categorical budgets seconded by Mrs. Alvarado. All were in favor.

Review and Advise: Parent Engagement Opportunities including Title I Set-Aside

Ms. Montemayor shared that currently the district is offering Parent Institute for Quality Education (PIQE) district-wide with topics geared for elementary, middle and high school; for

example at the Bridge to College for the middle and high school and math at the elementary level. Ms. Montemayor asked committee members for suggestions on what they would like to be offered for parent engagement. Mrs. Buenrostro shared that she believes parents are more hands-on when students are younger, they are more involved and participate more. She stated that as students get older parents become less involved in school.

Site Report of Activities and Events

Ms. Montemayor mentioned that schools will be going on Thanksgiving break this week and Friday will be an early release day for all students.

Public Comments

Ms. Montemayor opened for public comments at 4:50 pm. There were no public comments. Mrs. Jeffrey's did mention that she really likes that the schools offer a Girls on the Run and would like to see something similar done for boys.

Adjourn

Mrs. Buenrostro gave the first motion to adjourn the meeting seconded by Mrs. Alvarado. Meeting was adjourned at 4:50 p.m.

Cutler-Orosi Joint Unified School District
District English Language Advisory Committee (DELAC)
December 3, 2025
3:30 PM
ZOOM: N/A

DELAC: Members:	Site Representing:	In Attendance:
Asusena Aguila	Palm Elementary	X
Beatriz Carrate	Golden Valley Elementary	X
Maria Ramirez Reyes	Cutler Elementary	X
Maria Reyes	El Monte Middle School	-
Liliana Torres	Orosi High School	X
María Guzmán	Alternative Ed.	--

Others in attendance:
Veronica Raigoza

Call to Order
The District English Language Advisory Committee meeting was called to order at 3:37 PM by Mr. Raigoza, who welcomed the members and asked if everyone could introduce themselves, along with sharing how many children they have in our district.

Approval of Agenda
Mrs. Raigoza shared the binder/packets with the team, and we reviewed the agenda. Beatriz Carrate motioned to approve the agenda, and Asusena Aguila seconded the motion.

Review and Approval of Previous Meeting Minutes
Ms. Raigoza opened by reviewing the minutes from the previous meeting. Ms. Raigoza reported the members who attended the last meeting. She also reviewed the discussion topics of Title 1 Parent Survey results, along with the report and approval of the 2025-2026 Local Control Accountability Plan. In addition to the plan, the LCAP Addendum was explained to include the committee's approval. Liliana Torres motioned to approve the minutes for May 28, 2025. Beatriz Carrate seconded the motion.

DELAC Training
Mrs. Raigoza had the team go through all the sections of the binder to commence the training for the committee. The roles and responsibilities slides were discussed as she mentioned the key purpose of the committee. She shared that as they represent their sites, they will also attend ELAC at their site. She also took time to review the importance of using Robert's Rules of Order and their purpose. The bylaws for the committee were also reviewed.

DELAC Elections
Ms. Raigoza shared the roles up for elections. The team discussed questions regarding the roles and responsibilities. Team asked to move the agenda item to the next meeting in January.

Review and Advise: District-Wide Evaluation of Program/Program Needs Assessment
Ms. Raigoza shared the most current update of student academic data, including the progress as a district and by grade for English Language Arts, Mathematics, Science, & Summative ELPAC. The committee asked questions and celebrated when there were gains. The latest CA Dashboard data was reviewed with the team, specifically with our district's progress in the English Learner Progress Indicator. There was also discussion about reclassification criteria and how we can better support our students to meet the criteria.

Review: 2025-2026 Uniform Complaint Procedures
Ms. Raigoza shared the purpose of the procedure and where they can find it on the website. The team also reviewed the written version.

Review, Advise, and Approve: Categorical Budgets
Ms. Raigoza shared all budget totals and funding sources with the team. Along with the amounts shared via the powerpoint the parents also had the budget reports printed with their binders. She shared that our category has tight restrictions connected to the source, such as professional learning, supplies, and materials, along with other services. The team asked clarifying questions and was ready to approve. Asusena Aguila motioned to approve the Categorical Budgets, and Liliana Torres seconded the motion.

Review and Advise: Parent Engagement Opportunities, including Title I Set Aside
Ms. Raigoza shared all the ways the parents could be involved in our district, specifically tied to upcoming parent education and workshops.

Site Report of Activities
Ms. Raigoza shared the Men's Conference opportunity for our families. A few members shared their excitement for the upcoming Men's Conference because of having had attended the Girls Conference.

Public Comments
Ms. Raigoza opened for public comments at 4:22 PM. There were no public comments.

Adjourn
Ms. Raigoza thanked everyone for attending and shared that the next meeting will be on January 28, 2026. Beatriz Carrate motioned to adjourn, and Asusena Aguila seconded the motion at 4:25 pm.

Distrito Escolar Unificado de Cutler-Orosi
Comité Asesor del Distrito para Alumnos Aprendices de Inglés (DELAC)
3 de diciembre de 2025

ZOOM: N/A

DELAC: Miembros:	Sitio Representado:	Asistencia:
Asusena Aguila	Primaria Palm	X
Beatriz Carrate	Primaria Golden Valley	X
Maria Ramirez Reyes	Primaria Cutler	X
Maria Reyes	Escuela Secundaria El Monte	-
Liliana Torres	Escuela Secundaria Orosi	X
María Guzmán	Educación Alternativa	--

Otros asistentes:
Veronica Raigoza

Llamado al Orden
La reunión del Comité Asesor del Distrito para Alumnos Aprendices de Inglés fue llamada al orden a las 3:37 PM por el Sr. Raigoza, quien dio la bienvenida a los miembros y pidió que todos se presentaran, compartiendo además cuántos hijos tienen en nuestro distrito.

Aprobación de la Agenda
La Sra. Raigoza compartió la carpeta/paquetes con el equipo y revisamos la agenda. Beatriz Carrate propuso aprobar la agenda y Asusena Aguila secundó la moción.

Revisión y Aprobación de las Minutas de la Reunión Anterior
La Sra. Raigoza inició revisando las minutas de la reunión anterior. Informó sobre los miembros que asistieron a dicha reunión y revisó los temas de discusión sobre los resultados de la Encuesta para Padres del Título 1, junto con el informe y la aprobación del Plan de Responsabilidad de Control Local (LCAP) 2025-2026. Además del plan, se explicó el Anexo del LCAP para incluir la aprobación del comité. Liliana Torres propuso aprobar las minutas del 28 de mayo de 2025 y Beatriz Carrate secundó la moción.

Capacitación de DELAC
La Sra. Raigoza hizo que el equipo revisara todas las secciones de la carpeta para comenzar la capacitación del comité. Se discutieron las diapositivas sobre funciones y responsabilidades mientras mencionaba el propósito clave del comité. Compartió que, al representar a sus sitios, también asistirán al ELAC en su respectiva escuela. También se tomó el tiempo para revisar la importancia de usar las Reglas de Orden de Robert y su propósito. Asimismo, se revisaron los estatutos del comité.

Elecciones de DELAC
La Sra. Raigoza compartió los cargos disponibles para las elecciones. El equipo discutió preguntas relacionadas con las funciones y responsabilidades. El equipo solicitó trasladar este punto de la agenda a la próxima reunión en enero.

Revisión y Asesoramiento: Evaluación del Programa a Nivel de Distrito/Evaluación de Necesidades del Programa
La Sra. Raigoza compartió la actualización más reciente de los datos académicos de los estudiantes, incluyendo el progreso por distrito y por grado en Artes del Lenguaje en Inglés, Matemáticas, Ciencias y el ELPAC sumativo. El comité hizo preguntas y celebró cuando hubo avances. Se revisaron los últimos datos del Tablero de California (CA Dashboard) con el equipo, específicamente el progreso de nuestro distrito en el Indicador de Progreso de los Aprendices de Inglés. También hubo una discusión sobre los criterios de reclasificación y cómo podemos apoyar mejor a nuestros estudiantes para que cumplan con dichos criterios.

Revisión: Procedimientos Uniformes de Quejas 2025-2026
La Sra. Raigoza compartió el propósito del procedimiento y dónde pueden encontrarlo en el sitio web. El equipo también revisó la versión impresa.

Revisión, Asesoramiento y Aprobación: Presupuestos Categóricos
La Sra. Raigoza compartió todos los totales del presupuesto y las fuentes de financiamiento con el equipo. Junto con los montos compartidos a través de la presentación, los padres también recibieron los informes presupuestarios impresos en sus carpetas. Compartió que nuestra categoría tiene restricciones estrictas vinculadas a la fuente, tales como aprendizaje profesional, suministros y materiales, además de otros servicios. El equipo hizo preguntas aclaratorias y estuvo listo para aprobar. Asusena Aguila propuso aprobar los Presupuestos Categóricos y Liliana Torres secundó la moción.

Revisión y Asesoramiento: Oportunidades de Participación de los Padres, incluyendo la Reserva de Fondos del Título I
La Sra. Raigoza compartió todas las formas en que los padres pueden involucrarse en nuestro distrito, específicamente vinculadas a las próximas capacitaciones y talleres para padres.

Informe de Actividades de los Sitios
La Sra. Raigoza compartió la oportunidad de la Conferencia de Hombres para nuestras familias. Algunos miembros expresaron su entusiasmo por la próxima Conferencia de Hombres debido a que habían asistido a la Conferencia de Niñas.

Comentarios Públicos
La Sra. Raigoza abrió el espacio para comentarios públicos a las 4:22 PM. No hubo comentarios públicos.

Clausura
La Sra. Raigoza agradeció a todos por asistir y comunicó que la próxima reunión será el 28 de enero de 2026. Beatriz Carrate propuso clausurar la sesión y Asusena Aguila secundó la moción a las 4:25 PM.

Cutler-Orosi Joint Unified School District
District Advisory Committee (DAC)
District Office Lobo Room
January 28, 2026
3:30 PM

DAC: Members:	Site Representing:	In Attendance:
Emmylou Jeffreys	Palm Elementary	X
Jimmy Burciaga	Golden Valley Elementary	X
Sara Alvarado	Cutler Elementary	X
Lisa Guillen	El Monte Middle School	X
Martina Buenrostro	Orosi High School	--
Rosa Guzman	Alternative Ed.	--

Others in attendance:
Elisa Arellano

Call to Order
The meeting was called to order at 3:30 p.m. by Mrs. Sunsie Tumacder. Mrs. Tumacder welcomed committee members for attending today's meeting.

Review and Approve: Agenda and Minutes of Previous DAC Meeting
Mrs. Tumacder reviewed the items in today's agenda mentioning that as a committee we will be reviewing the School Demographics, School Accountability Report Cards (SARCs), the 2026-2027 Comprehensive Safe Schools Plan, Uniform Complaint Procedures and the Consolidated Application. Mrs. Tumacder then reviewed the minutes from the November 19th meeting. She mentioned that as a committee they had elected officers for the District Advisory Committee. During the November meeting they also reviewed district data for ELA, Math and Science. As a committee they also reviewed the Uniform Complaint Procedures which is an annual notification to parents which outlines federal and state laws and regulations on everything parents have a voice in. As a committee we also reviewed the Categorical Budgets which supplement and support disadvantaged, low-income students. Mrs. Tumacder asked if there were any questions about the minutes just reviewed, no questions were asked. Mrs. Emmylou Jeffreys gave the first motion to approve the minutes seconded by Mrs. Lisa Guillen. All were in approval of the minutes.

School Demographic Data
Moving to the next agenda item, Mrs. Tumacder presented the School Demographic Data, which is captured annually on the first Wednesday of October. She explained that this snapshot provides a vital understanding of the student population within the Cutler-Orosi Joint Unified School District and helps identify their specific needs. For the 2025-2026 school year, the district recorded a total enrollment of 3,791 students. This total includes 1,328 English Learners, 3,590 socio-economically disadvantaged students, 211 immigrant students, and 74 students

experiencing homelessness.

Mrs. Tumacder noted a year-to-year decline in enrollment, emphasizing that because funding is tied to these numbers, such a decrease can directly impact district positions. She stressed that these demographics are essential for determining how to best support students, ensuring they meet their academic goals and successfully transition to the next phase of their education. When the floor was opened for discussion, no questions were raised regarding the demographic data.

Review: School Accountability Report Card (SARC)
Mrs. Tumacder transitioned to the next agenda item: the 2024-2025 School Accountability Report Cards (SARCs). She explained that these state-mandated annual reports reflect the data from the previous school year, meaning they consistently operate one year behind. She noted that while binders containing reports for every school in the district were provided, the committee was invited to select a specific site for a deeper dive. At the request of Mrs. Sara Alvarado, the committee focused its review on Cutler Elementary.

During the walkthrough, Mrs. Tumacder highlighted that the initial pages provide foundational data, such as school contact information, site descriptions, and enrollment figures. Under the section for teacher preparation and placement, it was noted that one teacher did not currently hold a proper credential. Mrs. Alvarado inquired whether such teachers eventually obtain their full credentials, to which Mrs. Tumacder responded that the district works closely with these individuals to ensure they have the resources needed for success. She further clarified that parents are always notified if a teacher is not fully credentialed. Finally, Mrs. Tumacder informed the committee that all SARCs are available on the district website, with hard copies provided upon request at no charge.

Review, Advise, and Approve: 2026-2027 Comprehensive Safe Schools Plan
Mrs. Tumacder then introduced the 2026-2027 Comprehensive Safe Schools Plan, explaining that California law mandates these plans to ensure emergency preparedness and a secure environment for all students and staff. She noted that the plan is a collaborative effort involving Assistant Principals, Learning Directors, District Nurses, and various district-level directors. A significant update for this year is a new requirement from the California Department of Education mandating that every staff member at each school site receive comprehensive training on the entire contents of the safety binder.

During her review of the plan's specific sections, Mrs. Tumacder highlighted that school sites conduct periodic drills to remain prepared for emergencies. She also drew attention to a new section regarding immigration protocols, which explicitly outlines the district's response to immigration enforcement. Mrs. Tumacder emphasized that the district will not release students to ICE and will consistently seek legal counsel if presented with a warrant. Furthermore, she detailed the specific procedures staff must follow to protect students if ICE is encountered during a field trip. Following the presentation, there were no questions or concerns from the committee. Mrs. Sara Alvarado moved to approve the Comprehensive Safe Schools Plan, seconded by Mrs. Lisa Guillen, and the plan was approved unanimously.

Review: Uniform Complaint Procedures
Mrs. Tumacder transitioned to the next agenda item, noting that while the topic might be familiar from the previous meeting, she was formally presenting Board Policy and Administrative Regulation 1312.3 regarding Uniform Complaint Procedures. She reiterated the district's philosophy of seeking to resolve concerns informally before they escalate into a formal complaint process.

To clarify the chain of command, she reminded the committee that as a Director, she oversees all student-related concerns, while the Assistant Superintendent of Human Resources manages personnel-related matters. When Mrs. Tumacder opened the floor for discussion, no questions were raised regarding the procedures.

Review & Approve: Consolidated Application (Winter Release)
The final item on the agenda was the **Consolidated Application**, the formal process through which the district applies for federal funding. Mrs. Tumacder specifically reviewed the expenditure reports for **Title III English Learners** and **Title III Immigrant** funds. She reported that for the 2025-2026 school year, Cutler-Orosi was allocated **$180,670** for English Learners and **$16,275** for Immigrant students. She emphasized that these funds are highly restricted and must be used exclusively to support these specific student populations.

Following the report, Mrs. Tumacder asked for questions regarding the application, but none were raised. Mrs. Lisa Guillen then moved to approve the Consolidated Application, which was seconded by Mrs. Sara Alvarado. The motion passed with unanimous approval.

Site Report of Activities and Events
Mrs. Tumacder mentioned that schools would be celebrating 100 days of school this Friday. Orosi High School will host a Future Cardinal Night on February 18th where families can learn about the diverse programs offered at Orosi High School.

Public Comments
Mrs. Tumacder opened for public comments at 4:15 p.m. There were no public comments.

Adjourn
Mrs. Sara Alvarado gave the first motion to close today's meeting at 4:16 p.m. seconded by Mrs. Lisa Guillen. The meeting was closed at 4:16 p.m.

Cutler-Orosi Joint Unified School District
District English Language Advisory Committee (DELAC)
February 4, 2026
3:30 PM

DELAC: Members:	Site Representing:	In Attendance:
Asusena Aguila	Palm Elementary	--
Beatriz Carrate	Golden Valley Elementary	X
Maria Sanchez	Cutler Elementary	--
Liliana Torres	El Monte Middle School	--
Cecilia Andrade	Orosi High School	--
Maria Guzman	Alternative Ed.	--

Others in attendance:
Veronica Raigoza

Call to Order
The District English Language Advisory Committee meeting was called to order at 3:32 PM by Ms. Raigoza, who welcomed the members and guests and asked if there were any questions before beginning the agenda. Our previous meeting was scheduled for 1/28/26, but only Maria Irma Manzo showed up, and items to be voted on need a quorum. The meeting was rescheduled for 2/4/26.

Review and Approval of Previous Meeting Minutes
Ms. Raigoza opened by reviewing the minutes from the previous meeting and shared that the meeting would be only informational and the votes to approve items would be pushed to the next meeting.

DELAC Elections
Ms. Raigoza was asked to push elections to meeting two, but unfortunately, there was only one member present. Elections will be moved to the next meeting agenda.

CALPADS Fall 1 Demographics
Ms. Raigoza reviewed the CALPADS Fall report and shared how we must update every year to ensure data is clean for reporting.

School Accountability Report (SARC)
Ms. Raigoza reviewed that all SARCs are completed and accessible on the school website. The team went through one to show what information is reported from data, teacher assignments, and the facilities report. The reports had been shared at their ELAC and there were no questions.

Winter Consolidated Application

Ms. Raigoza shared information regarding the Winter Consolidated Application for our district. The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various federal programs to county offices, school districts, and direct-funded charter schools throughout California. Due to only one member, we will push the vote to the next meeting.

2025-2026 Comprehensive Safe Schools Plan
Ms. Raigoza reviewed the Comprehensive Safe School Plan along with areas in the plan that have had updates or changes. As a team, we review the immigration section along with the section on students with disabilities updates. Due to only one parent in attendance, we will push the vote to the next meeting.

Site Report of Activities and Events
Ms. Raigoza shared all upcoming events and highlighted each site.

Public Comments
Ms. Raigoza opened for public comments at 3:59 PM. There were no public comments.

Adjournment
Ms. Raigoza thanked our member for her participation. The meeting was adjourned at 4:00 PM.

Cutler-Orosi Joint Unified School District
District Office Lobo Room
March 24, 2026
4:00 PM

DAC: Members:	Site Representing:	In Attendance:
Emmylou Jeffreys	Palm Elementary	X
Jimmy Burciaga	Golden Valley Elementary	X
Sara Alvarado	Cutler Elementary	X
Lisa Guillen	El Monte Middle School	X
Martina Buenrostro	Orosi High School	--
Rosa Guzman	Alternative Ed.	--

Others in attendance:
Elisa Arellano
Sunsie Tumacder

Call to Order:
The District Advisory Committee meeting was called to order at 4 PM by Mrs. Tumacder, who welcomed committee members for attending today's meeting. Mrs. Tumacder asked committee members to take a moment to introduce themselves, introductions went as follows: Sara Alvarado-representing Cutler, Elisa Arellano, Secretary, Jimmy Burciaga- representing Golden Valley, Emmyloy Jeffreys-representing Palm, and Lisa Guillen-representing El Monte.

Review and Approve: Agenda and Minutes of Previous DAC Meeting:
Mrs. Tumacder reviewed the items in today's agenda and reviewed the minutes from the previous meeting held on January 28th. Mrs. Tumacder mentioned that as a committee they had reviewed the School Demographic Data which shows the population of students who we serve in our district. As a committee we also reviewed the SARC report which is a State requirement report which outlines school contact information, enrollment figures, facilities, etc. As a committee we also reviewed and approved the Comprehensive Safe Schools Plan, a plan developed as a guide for administrators in case of an emergency. She reminded committee members that this plan needs to be developed and approved by the Board by March 1st of each year. As a committee we also reviewed the Uniform Complaint Procedures, which outlines federal and state laws and regulations compliance. The final item approved was the winter release of the Consolidated Application, which is the application for federal funding used to supplement programs at the school sites for example, Title I, Title II, Title III, and Title V. Mrs. Tumacder asked committee members if they had any questions about the minutes just reviewed, no questions were asked. Mrs. Sara Alvarado gave the first motion to approve the minutes seconded by Mrs. Emmylou Jeffreys. All were in favor of the motion.

Review, Advise, and Approve: 2025-2026 Updated Categorical Budgets:
The first item on the agenda are the updated categorical budgets. Mrs. Tumacder reminded committee members that these categorical budgets are restricted to specific programs, services, and help enhance instructional opportunities for students. Mrs. Tumacder reviewed the following green sheets:

Title I:
Mrs. Tumacder reminded committee members that these funds are allotted by the federal government and this year Cutler-Orosi Joint Unified was allotted $2,333.068. Funding is used for this academic year. She reviewed the green sheet and mentioned what is currently being paid out of Title I funds. Academic coaches at the various school sites, AVID tutors at the secondary school sites. It was mentioned that coaches are paid different amounts depending on their degrees and years in service.

Lottery:
Lottery funding that is less restricted and is used to improve services, purchase materials and books students use.

Title III-LEP:
Title III-LEP is federal funds for students who are limited English proficient and funds can only be used for students who are English learners. $180,670 has been allotted this school year and these funds pay for bilingual instructional aides who work supporting students either through interventions or pull out sessions.

Title III-Immigrant:
Similar to Title III-LEP are restricted funds that can be used for students who have been in the United States for 3 years or less.

Title II:
Title II are also federal funds that support the quality of teachers and school leaders. Title II funds pay for professional development throughout the district. Lead teachers are paid to help facilitate professional learning in improving student learning and teacher effectiveness.

Mrs. Tumacder asked committee members if they had any questions on the categorical budgets just reviewed. Committee members had no questions. Mrs. Lisa Guillen gave the first motion to approve the updated categorical budgets seconded by Mrs. Sara Alvarado. All were in favor of approving the updated budgets.

Review, Advise and Approve: LEA Parent Involvement Policy:
Mrs. Tumacder mentioned that each year school sites hold a Title I parent meeting to discuss what we are doing to improve communication between parents and school. How we can improve; and to review the types of training opportunities offered throughout the district which help build parent capacity. Some trainings include: Grade level parent meetings, digital literacy, literacy is king, on the road to college academy human trafficking, drug awareness and preventions, etc. Mrs. Tumacder gave committee members time to review the parent involvement policy and asked if they had any questions. Mrs. Sara Alvarado mentioned she would like access to student apps to help her check her students levels and progress. Mrs. Tumacder mentioned she would have Elisa reach out to the administration at Cutler Elementary to see if that was possible. No further questions were asked. Mrs. Lisa Guillen gave the first motion to approve the LEA parent involvement policy seconded by Mrs. Sara Alvarado. All were in approval.

Review and Advise: Family and School Compact:
The next item on the agenda is the family and school compact. Document which outlines Administrator, Teacher, Family, and Student responsibilities for quality education. Mrs. Tumacder reviewed some of the responsibilities outlined in the document such as providing a safe, orderly, and caring classroom environment conducive to learning. Maintain open two-way communication between the home and school. Produce high quality work that meets the high standards of each class. Respect the school, staff, students, and families.

Review, Advise and Approve: Local Control Accountability Plan (LCAP):
Mrs. Tumacder mentioned that the next item on the agenda is the LCAP plan. Mrs. Tumacder explained that the LCAP is our school's 3-year roadmap for success. The LCAP focuses on key areas to make sure our schools are safe and supportive places for students to learn. The plan also shows exactly how we spend our money on programs, services, and extra help for students such as English Learners, low-income and foster youth. And most importantly the voice of the plan, the educational partners, parents, students, and the community who help with the development of the plan. Mrs. Tumacder shared with them the QR code to leave input in helping the district prioritize resources for the 2026-2027 school year. Mrs. Lisa Guillen gave the first motion to approve the LCAP plan seconded by Mrs. Sara Alvarado. All were in approval of the LCAP plan.

Site Report of Activities and Events:
Mrs. Tumacder shared with committee members the COJUSD newsletter which is hot off the press with all the dates and list of events happening across the district.

Public Comments:
Mrs. Tumacder opened for public comments at 5:10 p.m. There were no public comments.

Adjourn:

Mr. Jimmy Burciaga gave the first motion to close today's meeting seconded by Mrs. Sara Alvarado. All were in approval. The meeting was closed at 5:12 p.m.

Cutler-Orosi Joint Unified School District
District English Language Advisory Committee (DELAC)
April 8, 2026
3:30 PM

DELAC: Members:	Site Representing:	In Attendance:
Asusena Aguila	Palm Elementary	X
Beatriz Carrate	Golden Valley Elementary	X
Maria Sanchez	Cutler Elementary	X
Liliana Torres	El Monte Middle School	–
Cecilia Andrade	Orosi High School	–
Maria Guzman	Alternative Ed.	--

Others in attendance:
Veronica Raigoza

Call to Order
The District English Language Advisory Committee meeting was called to order at 3:33 PM by Ms. Raigoza, who welcomed the members and guests and asked if there were any questions before beginning the agenda.

Review and Approval of Previous Meeting Minutes
Ms. Raigoza opened by reviewing the agenda and minutes from the previous meeting. Due to not being a quorum, items from the previous meeting were added to the agenda to be discussed, revised, and approved. Asusena motioned to approve the agenda & minutes. Beatriz seconded the motion.

DELAC Elections
Due to a lack of attendance, the team did not vote for a President or Vice President. Asusena nominated Veronica Raigoza to be secretary. All members voted to approve the nomination. Asusena motioned to approve. Beatriz seconded the motion.

Winter Consolidated Application
Ms. Raigoza reviewed the Winter Consolidated Application. The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various federal programs to county offices, school districts, and direct-funded charter schools throughout California. Asusena motioned to approve. Beatriz seconded the motion.

2025-2026 Comprehensive Safe Schools Plan
Ms. Raigoza reviewed all sections of the plan and shared that it had also been reviewed at their sites. There were comments and questions on the updated section regarding immigration. Asusena motioned to approve. Beatriz seconded the motion.

Updated Categorical Budgets, including Title III funds
Ms. Raigoza discussed and reviewed all budget sheets for all budgets. There were comments regarding the need for more support for Students with Disabilities based on their diagnosis. Ms. Raigoza encouraged parents to share feedback at the site and with the LCAP feedback. There was a question about whether our state assessment progress dictates how much money we will be allocated. This item was only for review and advising

Parent Involvement Policy and Parent Compact
Ms. Raigoza reviewed both the policy and the plan for parent involvement. Asusena motioned to approve both the compact and the policy. Beatriz seconded the motion.

Development of 2025-2026 Local Control Accountability Plan (LCAP)
Ms. Raigoza reviewed the purpose and our goals for the LCAP. We discussed the importance of feedback. Team scanned the QR code and provided feedback.

Site Report of Activities and Events
Ms. Raigoza shared all upcoming events and highlighted each site. She also shared a video of a GV Student performing a bilingual poem at CSU, Fresno, for Peach Blossom.

Public Comments
Ms. Raigoza opened for public comments at 4:28 PM. There were no public comments.

Adjournment
Ms. Raigoza thanked our member for her participation. The meeting was adjourned at 4:30 PM.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: CURRICULUM/INSTRUCTION

AGENDA ITEM: APPROVE PROPOSITION 28 SCHOOL PLAN

ATTACHMENTS: PROPOSITION 28 SCHOOL PLAN

FUNDING SOURCE: N/A

DISCUSSION: On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools Funding Guarantee and Accountability Act. The measure requires the state to establish a new, ongoing program supporting arts instruction in schools beginning in 2023–24. The amount of funding available each fiscal year for the Arts and Music in Schools (AMS) program will be one percent of the K–12 portion of the Proposition 98 funding guarantee provided in the prior fiscal year, excluding funding appropriated for the AMS program. Attached for Board approval are all site plans for the 2026-2027 school year

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 Proposition 28 School Plan.**

PROPOSED ACTION: **APPROVE**

Item #: 22

Prop 28: Arts and Music in Schools Funding Plan
2026-2027 School Year

Premise

On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. The measure required the state to establish a new, ongoing program supporting arts instruction in schools beginning in 2023–24.

The legislation allocates 1 percent of the kindergarten through grade twelve (K–12) portion of the Proposition 98 funding guarantee provided in the prior fiscal year, excluding funding appropriated for the AMS education program. Local educational agencies (LEAs) with 500 or more students are required to ensure that at least 80 percent of AMS funds to be expended are used to employ certificated or classified employees to provide arts education program instruction. The remaining funds must be used for training, supplies and materials, and arts educational partnership programs, with no more than 1 percent of funds received to be used for an LEA's administrative expenses.

Site Plans

Cutler Elementary:

Maintain the expansion of the visual and performing arts (VAPA) program for grades K-5 by maintaining the certificated staff position that allows for regular increased access to the arts. Purchase necessary materials/supplies and/or to provide high-quality professional learning.

Golden Valley Elementary:

Maintain the expansion of the visual and performing arts (VAPA) program for grades K-5 by maintaining the certificated staff position that allows for regular increased access to the arts. Purchase necessary materials/supplies and/or provide high-quality professional learning.

Palm Elementary:

Maintain the expansion of the visual and performing arts (VAPA) program for grades K-5 by maintaining the certificated staff position that allows for regular increased access to the arts. Purchase necessary materials/supplies and/or to provide high-quality professional learning.

El Monte Middle School:

Expand the elective offerings to include dance by co-funding a certificated dance teacher. An afterschool stipend will be funded to offer a competitive dance team. Costs associated with a competitive dance team will be funded through prop 28 including, but not limited to: costumes, props, materials, supplies, entrance fees, travel expenses, and auxiliary pay for supervision. Maintain the expansion of the Arts by hiring an Instructional Aide to support with Arts instruction in the STEAM.

Purchase necessary materials/supplies (including instruments and uniforms) for all disciplines of Art, supplement increased/additional fees associated with competitions (travel, registration, and auxiliary) and/or provide staff with high-quality professional learning.

Orosi High School:
Expand the elective offerings to include dance by co-funding a certificated dance teacher. An afterschool stipend will be funded to offer a competitive dance team. Costs associated with a competitive dance team will be funded through prop 28 including, but not limited to: costumes, props, materials, supplies, entrance fees, travel expenses, and auxiliary pay for supervision. Maintain the expansion of the offering of Arts education by maintaining the certificated teaching position.
Purchase necessary materials/supplies (including instruments and uniforms) for all disciplines of Art, supplement increased/additional fees associated with competitions (travel, registration, and auxiliary) and/or provide staff with high-quality professional learning.

Alternative Education Sites (Lovell, Esperanza, CDS):
Maintain the expansion of the visual and performing arts (VAPA) program for students at the Alternative Education setting by contracting with outside agencies to provide arts instruction.

District:
Maintain the increased hours/days of existing Instruction Coach to support quality implementation of VAPA across the district. Continue to co-fund Prop 28 positions that cannot be sustained through site Prop 28 allocations. Materials/supplies and professional learning expenses for site/district not sustained by site Prop 28 allocations.

Projected Expenditures

Site:	Allocation:	Cost of Staff:	Remaining Balance for materials/supplies/Professional Learning/ Auxiliary pay
Cutler Elementary	*$122,278.00*	*$114,907*	$7,371
Golden Valley Elementary	*$120,688.00*	*$104,706*	$15,982
Palm Elementary	*$116,711.00*	*$116,711*	0
El Monte Middle School	*$173,645.00*	*$138,916*	$34,729

Orosi High School	*$227,021.00*	*$181,617*	$45,404
Lovell High School	*$10,824.00*	$12,788	$3,197
Esperanza High	*$3,704.00*		
Community Day School	*$1,457.00*		
District Office	*$66,161.00*	$52,929	$13,232

Waiver

California Education Code *(EC)* Chapter 5.1, Section 8820, subdivision (h) states that the California Department of Education (CDE) may, for good cause shown, provide a waiver to exempt them from *EC* Chapter 5.1, Section 8820, subdivision (g)(1). A Waiver for COJUSD 2024-25 Prop 28 allocation was approved by CDE on June 3, 2026.

Reporting

Proposition 28: Arts and Music in Schools Funding Annual Report will be approved by Board annual. Once approved, the report will be submitted to the State Board of Education and posted on the District website.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **CURRICULUM/INSTRUCTION**

AGENDA ITEM: **APPROVE DISPOSAL OF OBSOLETE INSTRUCTIONAL MATERIALS AND EQUIPMENT**

ATTACHMENTS: **N/A**

FUNDING SOURCE: **N/A**

DISCUSSION: Per Board Policy 3270: Sale and Disposal of Books: Equipment and Supplies, instructional materials shall be considered obsolete or unusable by the district if they have been replaced by more recent editions or new materials selected by the Board, are not aligned with the district's academic standards or course of study and have no foreseeable value in other instructional areas.

Items: Benchmark Assessment System kits
English kit 1: 73
English kit 2: 56
Spanish kit: 10
EDL: 8

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 disposal of obsolete instructional materials and equipment.**

PROPOSED ACTION: **APPROVE**

Item #: 23

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **CURRICULUM/ INSTRUCTION**

AGENDA ITEM: **APPROVE THE 2026-2027 PARENT AND STUDENT HANDBOOK**

ATTACHMENTS: **2026-2027 PARENT AND STUDENT HANDBOOK**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board approval is the annual Parent and Student Handbook, which contains required notifications and updates policies for the 2026-2027 school year.

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 2026-2027 Parent and Student Handbook.**

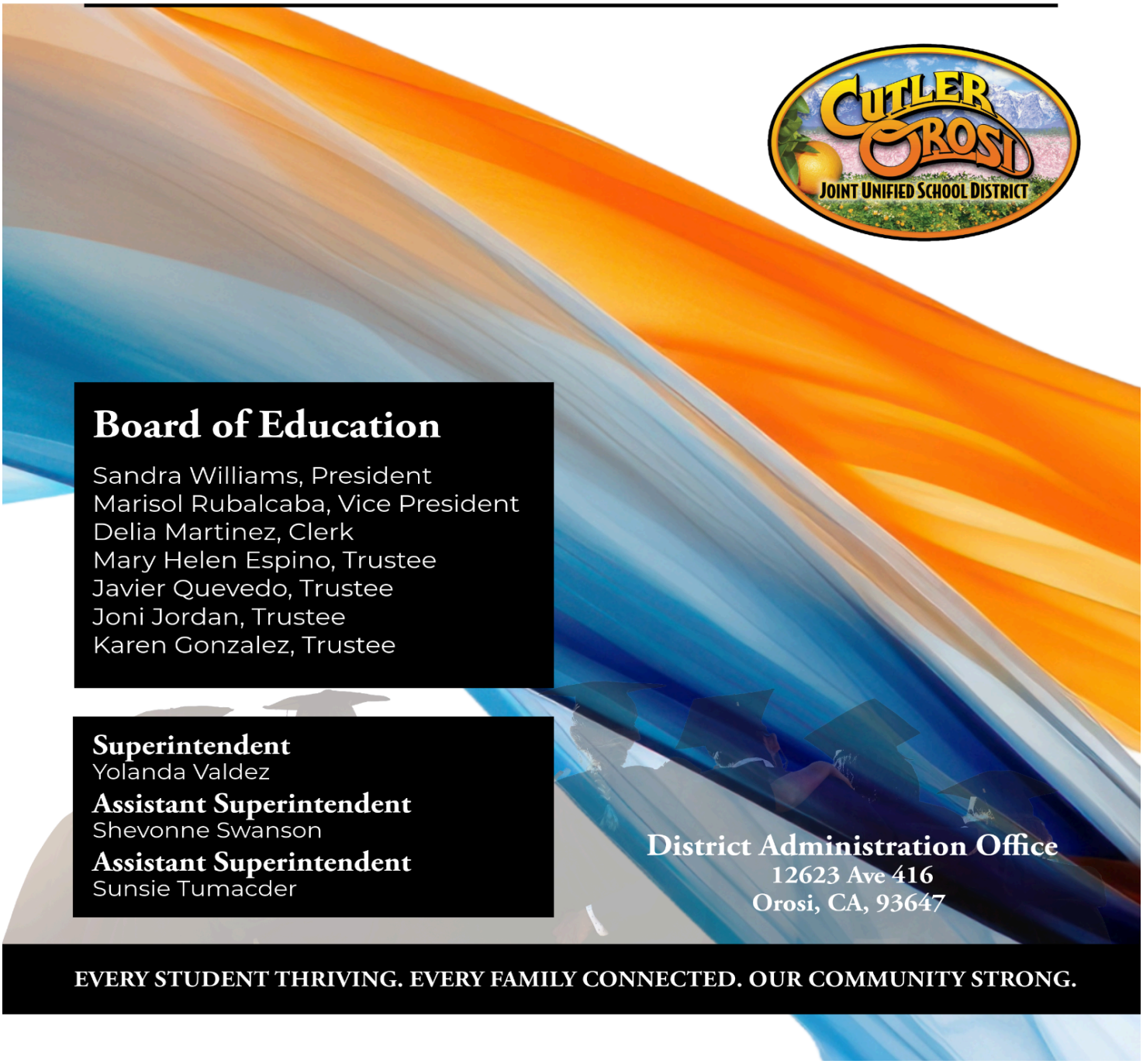
PROPOSED ACTION: **APPROVE**

Item #: 24

2026-2027

COJUSD

PARENT/GUARDIAN AND STUDENT HANDBOOK



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

District Administration Office
12623 Ave 416
Orosi, CA, 93647

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

Cutler-Orosi Joint Unified School District



Parent/Guardian and Student Handbook

2025-2026 2026-2027

Edition

District Administration Office

12623 Avenue 416

Orosi, CA. 93647

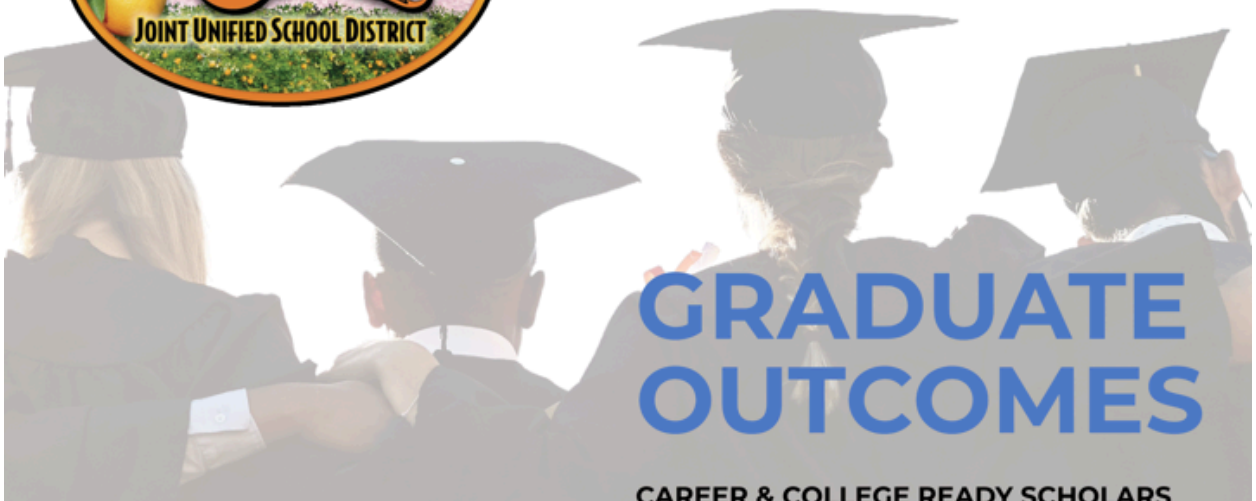
Yolanda Valdez, Superintendent

"Educating Minds,

Inspiring Futures"

Board Approved: June 18, 2025

CUTLER OROSI JOINT UNIFIED SCHOOL DISTRICT



MISSION

Educating Minds, Inspiring Futures

VISION

All students will be college and career ready, committed to engage in civic responsibilities, and prepared to compete in a global economy.

GRADUATE OUTCOMES

CAREER & COLLEGE READY SCHOLARS
Attain proficiency in academics and multiple languages, engage in career exploration and graduate as life-long learners prepared for post-secondary opportunities

POWERFUL COMMUNICATORS
Effectively communicate ideas through speaking and writing using multiple languages and techniques, including technology

CRITICAL THINKERS & COLLABORATIVE PROBLEM SOLVERS
Work collaboratively and apply innovative thinking and technologies to create solutions

PRODUCTIVE CITIZENS
Fulfill personal, professional, and civic responsibilities while giving back to the community

LEADERS & ETHICAL DECISION MAKERS
Demonstrate personal and professional integrity, leadership, ethical decision-making, and respect diversity

CREATIVE & QUALITY PRODUCERS
Create quality performances and products that reflect thought and originality with the highest of standards

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Dear Cutler-Orosi Students and Families,

Welcome back to a new school year! It is with great pride that I welcome each and every one of you to what promises to be another incredible year of learning, growth, and success across the Cutler-Orosi Joint Unified School District.

Our students continue to achieve at record levels, and more of our graduates are being accepted into and attending four-year universities than ever before. In fact, 15 seniors from the Class of 2026 were accepted to the prestigious Cal Poly University, San Luis Obispo, and many more were accepted to CSUs and UCs across the state. We are so proud that more students are completing rigorous career pathways and academies, gaining the skills and experiences that prepare them to thrive in college, career, and community. This progress is not by chance; it is the result of dedicated students, committed educators, and supportive families working together to raise expectations and unlock potential.

At every grade level, from PreK to 12th grade, our students participate in robust and enriching educational experiences. Our schools offer a wide range of programs designed to inspire curiosity and develop the whole child. Students have access to:

- **Music, visual, and performing arts**, as well as robust **STEM programs**
- **After-school tutorials** and targeted academic supports
- **Intersession learning excursions** that bring the curriculum to life
- **Community service opportunities** that instill civic responsibility and pride

These opportunities not only enhance academic achievement but also foster creativity, collaboration, and a deep connection to our Cutler-Orosi community.

To ensure our physical spaces match the high level of academic excellence our students achieve, we are thrilled to announce that we continue to invest in our schools. We are breaking ground on two major new developments designed to elevate our career technical education:

- **State-of-the-Art CTE Building at Orosi High School:** This advanced facility will serve as the new hub for innovation and healthcare education, housing our premier **Engineering/Manufacturing** and **Medical Academies**.
- **A New Agriculture Building:** This modern facility is designed to support and expand our **Agriculture and Green Technologies** pathways and academies, providing students with hands-on, industry-standard experience in sustainable practices.

These upcoming facilities represent a major investment in our students' futures, ensuring they train with modern equipment and environments that mirror the industries they will one day lead.

We continue to value and appreciate our partnership between our schools, families, and community. Together, we are not just preparing students for tests; we are preparing them for life. Together, we are creating a district that reflects the excellence, resilience, and dreams of the Cutler-Orosi community.

Let’s make this another extraordinary year!

Sincerely,
Yolanda Valdez
Superintendent
Cutler-Orosi Joint Unified School District

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT CALENDAR SCHOOL YEAR 2026-2027

"Educating Minds, Inspiring Futures"

July 2026

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3H	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30NT	31NT	

August 2026 (15)

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3NT	4NT	5NT	6T	7T©	8
9	10T	11	12S	13+	14	15
16	17	18	19S	20	21	22
23	24^	25#	26S	27	28	29
30	31	Staff Welcome Back Breakfast: 6 Student First Day of School: 11				

September 2026 (21)

Su	Mo	Tu	We	Th	Fr	Sa
		1	2S	3	4	5
6	7H	8	9S	10+	11	12
13	14	15	16S	17	18	19
20	21^	22#	23S	24	25	26
27	28	29	30S			

October 2026 (21)

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7S	8+	9Q	10
11	12	13	14S	15	16	17
18	19	20	21S	22PD	23	24
25	26	27	28S	29	30TR	31

EMMS Report Card Night: 13 OHS Report Card Night: 14
Alt. Ed. Report Card Night: 15

November 2026 (15)

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4S	5	6	7
8	9P	10P	11H	12P+	13P	14
15	16P^	17	18S	19	20*	21
22	23	24	25	26H	27H	28
29	30					

Elementary Parent/Teacher Conferences: 9-10, 12-13, 16
Minimum Day Grades TK-12: 20

December 2026 (14)

Su	Mo	Tu	We	Th	Fr	Sa
		1	2S	3	4	5
6	7	8#	9S	10	11	12
13	14+	15	16S	17	18*Q	19
20	21	22	23	24H	25H	26
27	28	29	30	31H		

OHS Finals Minimum Days: 15, 17-18 OHS Finals: 16
Minimum Day Grades TK-12: 18

January 2027 (14)

Su	Mo	Tu	We	Th	Fr	Sa
					1H	2
3	4	5	6	7©	8	9
10	11	12	13S	14+	15	16
17	18H	19	20S	21	22	23
24	25^	26#	27S	28	29	30
31						

February 2027 (18)

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3S	4	5	6
7	8H	9	10S	11+	12	13
14	15H	16	17S	18	19	20
21	22^	23#	24S	25	26TR	27
28						

March 2027 (17)

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3S	4	5	6
7	8P	9P	10S	11P+	12P	13
14	15^	16	17S	18	19*Q	20
21	22	23	24	25	26H	27
28	29	30	31S			

Elementary Parent/Teacher Conferences: 8-9, 11-12
Minimum Day Grades TK-12: 19 EMMS Report Card Night: 30
OHS Report Card Night: 31

April 2027 (22)

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7S	8+	9	10
11	12	13	14S	15	16	17
18	19	20#	21S	22+	23	24
25	26	27	28S	29	30	

Alt. Ed. Report Card Night: 1

May 2027 (20)

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5S	6	7	8
9	10	11	12S	13+	14	15
16	17	18	19S	20	21	22
23	24	25	26S	27	28	29
30	31H	OHS Finals Minimum Days: 28				

June 2027 (3)

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3*QTR	4T	5
6	7	8	9	10+	11	12
13	14	15	16	17+	18H	19
20	21	22	23	24	25	26
27	28	29	30			

OHS Finals Minimum Days: 1-3 Minimum Day Grades TK-12: 3

Legend	
	No School
	Regular School Days
NT	New Teacher Institute
H	Holiday
T	Teacher Duty
S	Late Start – TK-8 start at 9:30 OHS/Alt. Ed. start at 9:25
*	Minimum Day
P	TK-5 Parent/Teacher Conferences Minimum Day
+	Board Meetings (*Jan-June Pending Board Approval*)
#	Extended Day PL (TK-5)
^	Extended Day PL (6-12)
©	Classified PD
	Summer Non-Work Days

District Holidays
July 3 - Independence Day Observed
September 7 - Labor Day
November 11 - Veteran's Day
November 26-27 - Thanksgiving
December 24 - Christmas Eve
December 25 - Christmas Day
December 31 - New Year's Eve
January 1 - New Year's Day
January 18 - Martin Luther King Day
February 8 - Lincoln's Birthday Observed
February 15 - President's Day
March 26 – Good Friday
May 31 - Memorial Day
June 18 – Juneteenth Observed

***NOTE:** Early release days will switch to a normal release time, if on foggy day schedule*

Dates to Remember
First Day of School – Aug. 11

TK-5 Parent/Teacher Conferences – *Nov. 9-10, 12-13, 16*
Mar. 8-9, 11-12

EMMS Report Card Nights – Oct. 13, March 30
OHS Report Card Nights – Oct. 14, March 31
Alt. Ed Report Card Nights – Oct.15, April 1

El Monte 8th Grade Promotion – June 1
Alt. Ed Graduation – June 2
OHS Graduation – June 3

TK-5 Trimesters
Tri 1: Aug. 11 – Oct. 30
Tri 2: Nov. 2 – Feb. 26
Tri 3: March 1 – June 3

6-12 Semesters
S1/Q1: Aug. 11 – Oct. 9
S1/Q2: Oct. 12 – Dec. 18
S2/Q3: Jan. 11 – March 19
S2/Q4: March 30 – June 3

Test Dates
OHS Fall Finals: Dec 15-18
OHS Spring Finals: May 28 – June 3

ELPAC Window: Feb. 27 – March 19
CAASPP Window: March 15 – June 3

Student Days: 180

Teacher Days: 185

Extended PL
1 hr. – September, November -December, February - April
1.5 hrs. - August
2 hrs. - January

Summer School Begins:
TK-5: June 9 – July 9
6-8: June 9 - July 9
9-12: June 7 - July 2

Board Approved: 3/12/2026

Revised 2/26/2026

Directory of Administrative Personnel and School Sites:

Cutler-Orosi Joint Unified School District
12623 Avenue 416 Orosi, CA. 93647
Phone: 559-528-4763
Fax: 559-528-3132

Board of Trustees
Sandra Williams, President
Marisol Rubalcaba, Vice President
Delia Martinez, Clerk
Mary Helen Espino, Member
Joni Jordan, Member
Javier Quevedo, Member
Karen Gonzalez, Member

Yolanda Valdez
Superintendent Ext. 1102
Micaela Macareno
Administrative Assistant Ext. 1101
Dr. Brian Zimmerman Sunsie Tumacder
Assistant Superintendent of Administrative Services Ext. 1207
Pabely Rodriguez
Administrative Assistant Ext. 1206
Shevonne Swanson
Assistant Superintendent of Educational Services Ext. 1313
Monica Perez-Sandoval
Administrative Assistant Ext. 1308
Sunsie Tumacder Melissa Delgadillo
Director of Student Services & Categorical Programs Ext. 1407
Elisa Arellano
Secretary Ext. 1404
Antonio Quintanilla
Director of Special Services Ext. 1309
Crystal Mejia
Secretary Ext. 1301
Lisa Castillo
Director of College & Career Ext. 1312
Colette Tamouzian
Secretary Ext. 1304
Laura Gonzalez
Director Grants and Program Development Ext. 1316
Claudia Ortiz
Secretary Ext. 1306
Linda Montemayor
Administrator of Mental Health Ext. 1305
Faith Coleman
Chief Financial Officer Ext. 1208
Erika Guardado
Assistant Business Manager Ext. 1212
Raffi Soghomonian
Director of Maintenance, Operations & Transportation Ext. 1204
Adolfo Hernandez Ext. 1205
Jody Rush
Director of Food Services Ext. 1213
Eliana Perez
Secretary Ext. 1214
Leanne Cerda
Administrator of Early Childhood Education Ext. 1416
Maribel Gallegos
Secretary Ext. 1405
Jayboy Camaquin
Administrator of Instructional Programs Ext. 1406
Veronica Raigoza
Administrator of English Learners & Dual Immersion Ext. 1314
Karina Ramirez
EL Clerk Ext. 1315

Schools:
Mailing address for all Cutler-Orosi Schools is:
12623 Avenue 416 Orosi, CA. 93647

Cutler Elementary, TK-5 528-6931
40532 Road 128 Cutler, CA. 93615
Dr. Diana Vides, Principal
Adriana Ortega, Secretary

Golden Valley Elementary, TK-5 528-9004
41465 Road 127 Orosi, CA. 93647
Melissa DelgadilloMario Rodriguez, Principal
Rosa Mata, Secretary

Palm Elementary, TK-5 528-4751
12915 Avenue 419 Orosi, CA. 93647
Yovana Castillo, Principal
Maria Montes, Secretary

El Monte Middle School, 6-8 528-3017
42111 Road 128 Orosi, CA. 93647
Dr. Larissa Goosev, Principal
Julia Covarrubias, Secretary

Orosi High School, 9-12 528-4731
41815 Road 128 Orosi, CA. 93647
Oscar Villaseñor, Principal
Valeria Quevedo, Secretary

Lovell High School, 10-12 528-4703
12724 Avenue 392 Cutler, CA. 93615
Victoria Guzman, Alternative Education Administrator
Monique Romero, Secretary

Esperanza School 528-4075
12724 Avenue 392 Cutler, CA. 93615
Victoria Guzman, Alternative Education Administrator
Monique Romero, Secretary

Community Day School, K-6/7-12 528-4731
12724 Avenue 392 Cutler, CA. 93615
Victoria Guzman, Alternative Education Administrator
Monique Romero, Secretary

Adult School 528-4703
12724 Avenue 392 Cutler, CA. 93615
Victoria Guzman, Alternative Education Administrator
Margarita Villanueva, Clerk

Trustee Meeting Date: Second Thursday of each month at 5:30 p.m. No meeting in July.

Members of the public are encouraged to attend the Board meeting and to address the Board concerning any item on the agenda or within the Board's jurisdiction. In order to conduct district business in an orderly and efficient manner, the Board requires the public presentations to the Board to comply with certain procedures. Please see the board agenda for the procedures.

Directory

Topic:	Contact Person:	Phone Numbers:
Adult School	Victoria Guzman	528-4703
After School Program	Angela Ruiz-Alvarez	528-4731
Alternative Education	Victoria Guzman	528-4703
American Disability Act	Antonio Quintanilla	528-4075
Bus Schedule	Transportation	528-3831
Business Department	Faith Coleman	528-4763
Categorical Programs (Title I)	Sunsie Tumacder Melissa Delgadillo	528-6949
Classroom Procedures	Student's Teacher	
Community Schools	Laura Gonzalez	528-4075
Dual Enrollment/College Credit	Lisa Castillo	528-4075
Dual Immersion	Veronica Raigoza	528-4075
Eligibility in School Activities	School Site Administrator	
English Learner/Migrant Education	Veronica Raigoza	528-4075
Expanded Learning	Jayboy Camaquin	528-6949
Expulsion from School	Sunsie Tumacder Melissa Delgadillo	528-6949
Family Services	Family Education Center	528-1790
Food Services	Jody Rush	528-4763
Foggy Day Schedule	Transportation	528-3831
Health Problems	Antonio Quintanilla or Bianca Dimas, Nurse	528-5050
Homeless/Foster Youth Liaison	Antonio Quintanilla	528-4075
Local Control Accountability Plan	Sunsie Tumacder Melissa Delgadillo	528-6949
Mental Health	Linda Montemayor	528-4075
Community Outreach and Support	Family Education Center	528-1790
Parental Involvement	Sunsie Tumacder Melissa Delgadillo	528-6949
Preschool	Leanne Cerda	528-6949
Psychological Services	Antonio Quintanilla	528-4075
SARB Questions	Antonio Quintanilla	528-4075
School Problems	School Site Administrator	
School Procedures	School Site Administrator	
School Safety	Sunsie Tumacder Melissa Delgadillo	528-6949
School Transfers	Shevonne Swanson	528-4075
Short-Term Temporary Disability	Antonio Quintanilla	528-4075
Special Education	Antonio Quintanilla	528-4075
Section 504 (Qualified Disabled Students)	Antonio Quintanilla	528-4075
Student Services	Sunsie Tumacder Melissa Delgadillo	528-6949
Title IX Coordinator	Sunsie Tumacder Melissa Delgadillo	528-6949
Uniform Complaint Procedures	Sunsie Tumacder Melissa Delgadillo	528-6949
Volunteer/Fingerprints	District Office	528-4703

Questions or concerns about classroom activities, school routines, procedures or district policies should be discussed immediately with the classroom teacher, principal, or district level administrator in charge of the program.



School Schedules for Students

The following school schedules are subject to change. Proper notification will be made if any changes are made.

Elementary Schools:

Regular Day	8:00 am - 3:00 pm
Late Start	9:30 am - 3:00 pm
Minimum Day	8:00 am - 1:40 pm

Foggy Day Schedule: On extremely foggy mornings, the decision may be made to call a foggy day schedule.

If a foggy day schedule is announced, all buses will be delayed one and one-half hours (1 ½). For the safety of students, please do not send or drive your students to school until the 1 1⁄2 hour delay of starting time.

If a foggy day is called on an early release day, all grades will switch to a normal release time and be dismissed according to the Regular long day schedule.

El Monte Middle School Bell Schedule

Normal Day Bell Schedule 6th Grade MORNING ELA/Math BLOCK		
Warning Bell	7:45	
1st Period	7:50	8:41
Brunch	8:41	8:56
2-3	8:59	10:18
3-4	10:21	11:38
Lunch	11:38	12:08
5th Period	12:11	1:02
6th Period	1:05	1:56
7th Period	1:59	2:50

Normal Day Bell Schedule 6th Grade AFTERNOON ELA/Math BLOCK		
Warning Bell	7:45	
1st Period	7:50	8:41
Brunch	8:41	8:56
2nd Period	8:59	9:50
3rd Period	9:53	10:44
4th Period	10:47	11:38
Lunch	11:38	12:08
5-6	12:11	1:29
6-7	1:32	2:50

Normal Day Bell Schedule 7th & 8th Grade Bell Schedule		
Warning Bell	7:45	
1st Period	7:50	8:41
2nd Period	8:44	9:35
Brunch	9:35	9:50
3rd Period	9:53	10:44
4th Period	10:47	11:38
5th Period	11:41	12:32
Lunch	12:32	1:02
6th Period	1:05	1:56
7th Period	1:59	2:50

Late Start Wednesday & Foggy Day Schedule 6th Grade MORNING ELA/Math BLOCK		
Warning Bell	9:25	
1st Period	9:30	10:09
2-3	10:12	11:12
3-4	11:15	12:15
Lunch	12:15	12:45
5th Period	12:48	1:27
6th Period	1:30	2:09
7th Period	2:12	2:50

Late Start Wednesday & Foggy Day Schedule 6th Grade AFTERNOON ELA/Math BLOCK		
Warning Bell	9:25	
1st Period	9:30	10:09
2nd Period	10:12	10:51
3rd Period	10:54	11:33
4th Period	11:36	12:15
Lunch	12:15	12:45
5-6	12:48	1:48
6-7	1:51	2:50

Late Start Wednesday & Foggy Day Schedule 7th & 8th Grade Bell Schedule		
Warning Bell	9:25	
1st Period	9:30	10:09
2nd Period	10:12	10:51
3rd Period	10:54	11:33
4th Period	11:36	12:15
Lunch	12:15	12:45
5th Period	12:48	1:27
6th Period	1:30	2:09
7th Period	2:12	2:50

Minimum Day 6th Grade MORNING ELA/Math BLOCK		
Warning Bell	7:45	
1st Period	7:50	8:30
Brunch	8:30	8:45
2-3	8:48	9:50
3-4	9:53	10:54
Lunch	10:54	11:24
5th Period	11:27	12:07
6th Period	12:10	12:51
7th Period	12:54	1:35

Minimum Day 6th Grade AFTERNOON ELA/Math BLOCK		
Warning Bell	7:45	
1st Period	7:50	8:30
Brunch	8:30	8:45
2nd Period	8:48	9:28
3rd Period	9:31	10:11
4th Period	10:14	10:54
Lunch	10:54	11:24
5-6	11:27	12:30
6-7	12:33	1:35

Minimum Day 7th & 8th Grade Schedule		
Warning Bell	7:45	
1st Period	7:50	8:30
2nd Period	8:33	9:13
Brunch	9:13	9:28
3rd Period	9:31	10:11
4th Period	10:14	10:54
5th Period	10:57	11:37
Lunch	11:37	12:07
6th Period	12:10	12:51
7th Period	12:54	1:35

Rally Schedule 6th Grade MORNING ELA/Math BLOCK		
Warning Bell	7:45	
1st Period	7:50	8:34
Brunch	8:34	8:49
2-3	8:52	10:00
3-4	10:03	11:10
Lunch	11:10	11:40
5th Period	11:43	12:27
6th Period	12:30	1:14
7th Period	1:17	2:01
Rally	2:01	2:50

Rally Schedule 6th Grade AFTERNOON ELA/Math BLOCK		
Warning Bell	7:45	
1st Period	7:50	8:34
Brunch	8:34	8:49
2nd Period	8:52	9:36
3rd Period	9:39	10:23
4th Period	10:26	11:10
Lunch	11:10	11:40
5-6	11:43	12:50
6-7	12:53	2:01
Rally	2:01	2:50

Rally Schedule 7th & 8th Grade Schedule		
Warning Bell	7:45	
1st Period	7:50	8:34
2nd Period	8:37	9:21
Brunch	9:21	9:36
3rd Period	9:39	10:23
4th Period	10:26	11:10
5th Period	11:13	11:57
Lunch	11:57	12:27
6th Period	12:30	1:14
7th Period	1:17	2:01
Rally	2:01	2:50

Minimum Day Talent Show or Rally 6TH GRADE AM BLOCK SCHEDULE		
Warning Bell	7:45	
1st Period	7:50	8:24
Brunch	8:24	8:39
2/3 Block	8:42	9:35
3/4 Block	9:37	10:30
Lunch	10:30	11:00
5th Period	11:03	11:37
6th Period	11:40	12:14
7th Period	12:17	12:51
Talent Show	12:54	1:35

Minimum Day Talent Show or Rally 6TH GRADE PM BLOCK SCHEDULE		
Warning Bell	7:45	
1st Period	7:50	8:24
Brunch	8:24	8:39
2nd Period	8:42	9:16
3rd Period	9:19	9:53
4th Period	9:56	10:30
Lunch	10:30	11:00
5/6 Block	11:03	11:56
6/7 Block	11:59	12:51
Talent Show	12:54	1:35

Minimum Day Talent Show or Rally 7TH AND 8TH GRADE SCHEDULE		
Warning Bell	7:45	
1st Period	7:50	8:24
2nd Period	8:27	9:01
Brunch	9:01	9:16
3rd Period	9:19	9:53
4th Period	9:56	10:30
5th Period	10:33	11:07
Lunch	11:07	11:37
6th Period	11:40	12:14
7th Period	12:17	12:51
Talent Show	12:54	1:35

Lobos LEAD Schedule 6TH GRADE AM BLOCK SCHEDULE		
Warning Bell	7:45	
(Lobos Lead) Advisory	**7:50**	**8:30**
1st Period	8:33	9:17
Brunch	**9:17**	**9:32**
2–3 Block	9:35	10:44
3–4 Block	10:47	11:56
Lunch	**11:56**	**12:26**
5th Period	12:29	1:14
6th Period	1:17	2:02
7th Period	2:05	2:50

Lobos LEAD Schedule 6TH GRADE PM BLOCK SCHEDULE		
Warning Bell	7:45	
(Lobos Lead) Advisory	**7:50**	**8:30**
1st Period	8:33	9:18
Brunch	**9:18**	**9:33**
2nd Period	9:36	10:21
3rd Period	10:24	11:08
4th Period	11:11	11:56
Lunch	**11:56**	**12:26**
5–6 Block	12:29	1:38
6–7 Block	1:41	2:50

Lobos LEAD Schedule 7TH AND 8TH GRADE SCHEDULE		
Warning Bell	7:45	
(Lobos Lead) Advisory	**7:50**	**8:30**
1st Period	8:33	9:18
2nd Period	9:21	10:06
Brunch	**10:06**	**10:21**
3rd Period	10:24	11:09
4th Period	11:12	11:57
5th Period	12:00	12:45
Lunch	**12:45**	**1:15**
6th Period	1:18	2:03
7th Period	2:06	2:50

Week 1: 8/17 - 8/21 (Monday, Tuesday, Thursday, Friday)
Week 2: 11/30 - 12/4 (Monday, Tuesday, Thursday, Friday)
Week 3: 1/11 - 1/15 (Monday, Tuesday, Thursday, Friday)
Week 4: 3/30 - 4/2 (Tuesday, Thursday, Friday)

Normal Day Bell Schedule 6th Grade MORNING ELA/Math BLOCK		
Warning Bell	7:45	
1st Period	7:50	8:41
Brunch	8:41	8:56
2-3	8:59	10:18
3-4	10:21	11:38
Lunch	11:38	12:08
5th Period	12:11	1:02
6th Period	1:05	1:56
7th Period	1:59	2:50

Normal Day Bell Schedule 6th Grade AFTERNOON ELA/Math BLOCK		
Warning	7:45	
1st Period	7:50	8:41
Brunch	8:41	8:56
2nd Period	8:59	9:50
3rd Period	9:53	10:44
4th Period	10:47	11:38
Lunch	11:38	12:08
5-6	12:11	1:29
6-7	1:32	2:50

Normal Day Bell Schedule 7th & 8th Grade Bell Schedule		
Warning Bell	7:45	
1st Period	7:50	8:41
2nd Period	8:44	9:35
Brunch	9:35	9:50
3rd Period	9:53	10:44
4th Period	10:47	11:38
5th Period	11:41	12:32
Lunch	12:32	1:02
6th Period	1:05	1:56
7th Period	1:59	2:50

Late Start Wednesday 6th Grade MORNING ELA/Math BLOCK		
Warning Bell	9:25	
1st Period	9:30	10:04
2-3	10:07	11:00
3-4	11:03	11:55
Lunch	11:55	12:25
5th Period	12:28	1:02
6th Period	1:05	1:39
7th Period	1:42	2:17
Advisory	2:20	2:50

Late Start Wednesday 6th Grade AFTERNOON ELA/Math BLOCK		
Warning Bell	9:25	
1st Period	9:30	10:04
2nd Period	10:07	10:41
3rd Period	10:44	11:18
4th Period	11:21	11:55
Lunch	11:55	12:25
5-6	12:28	1:20
6-7	1:23	2:17
Advisory	2:20	2:50

Late Start Wednesday 7th & 8th Grade Bell Schedule		
Warning Bell	9:25	
1st Period	9:30	10:04
2nd Period	10:07	10:41
3rd Period	10:44	11:18
4th Period	11:21	11:55
5th Period	11:58	12:32
Lunch	12:32	1:02
6th Period	1:05	1:39
7th Period	1:42	2:17
Advisory	2:20	2:50

Orosi High School Bell Schedule

Orosi High School Bell Schedules

Regular Week Schedule

Monday, Tuesday, Friday	
0 Period	7:00 - 8:00
1st Bell	8:00
1st	8:05 – 9:00
2nd	9:05 – 9:55
Brunch	**9:55 – 10:05**
3rd	10:10 – 11:00
4th	11:05 – 11:55
Lunch	**11:55 – 12:25**
5th	12:30 – 1:20
6th	1:25 – 2:15
7th	2:20 – 3:10
8th	3:15 - 4:15

Wednesday	
1st Bell	9:20
2nd	9:25 - 10:55
Brunch	**10:55 - 11:05**
4th	11:10 - 12:40
Lunch	**12:40 - 1:10**
Homeroom	1:15 - 1:45
6th	1:50 - 3:20
8th	3:25 - 4:25

Thursday	
0 Period	7:00 - 8:00
1st Bell	8:00
1st	8:05 - 9:40
Brunch	**9:40 - 9:50**
3rd	9:55 -11:25
Lunch	**11:25 - 11:55**
5th	12:00 - 1:33
7th	1:38 - 3:10

Minimum Day

Monday, Tuesday, Friday	
0 Period	7:20 - 8:00
1st Bell	8:00
1st	8:05 – 8:45
2nd	8:50 – 9:30
Brunch	**9:30 – 9:40**
3rd	9:45 – 10:25
4th	10:30 – 11:10
5th	11:15 – 11:55
Lunch	**11:55 – 12:25**
6th	12:30 – 1:10
7th	1:15 – 1:55
8th	2:00 - 2:40

Wednesday	
1st Bell	8:00
2nd	8:05 – 9:34
Brunch	9:34 – 9:44
4th	9:49 – 11:17
Homeroom	11:22 – 11:52
Lunch	11:52 – 12:22
6th	12:27 – 1:55
8th	2:00 - 3:00

Thursday	
0 Period	7:00 - 8:00
1st Bell	8:00
1st	8:05 - 9:21
3rd	9:26 - 10:39
Brunch	**10:39 - 10:49**
5th	10:54 - 12:07
Lunch	**12:07 - 12:37**
7th	12:42 - 1:55

Foggy Day

Monday, Tuesday, Friday	
0 Period	9:00 - 9:30
1st Bell	9:30
1st	9:35 – 10:16
Brunch	**10:16 - 10:26**
2nd	10:31 -11:10
3rd	11:15 – 11:54
4th	11:59 – 12:38
Lunch	**12:38 – 1:08**
5th	1:13 – 1:52
6th	1:57 – 2:36
7th	2:41 – 3:20
8th	3:25 - 4:04

Wednesday	
1st Bell	9:30
2nd	9:35 - 11:05
Brunch	**11:05 - 11:15**
4th	11:20 - 12:45
Lunch	**12:45 - 1:15**
Homeroom	1:20 - 1:50
6th	1:55 - 3:20
8th	3:25 - 3:50

Thursday	
0 Period	9:00 - 9:30
1st Bell	9:30
1st	9:35 - 10:47
Brunch	**10:47 - 10:57**
3rd	11:02 - 12:14
Lunch	**12:14 - 12:44**
5th	12:49 – 2:01
7th	2:08 - 3:20

Assembly

Assembly Schedule (a.m.)	
0 Period	7:00 - 8:00
1st Bell	8:00
1st	8:05 – 8:55
2nd	9:00 – 9:45
Brunch	**9:45 – 9:55**
3rd	10:00 – 10:45
4th	10:50 – 11:35
Assembly	*11:40 – 12:10*
Lunch	**12:10 – 12:40**
5th	12:45 – 1:30
6th	1:35 – 2:20
7th	2:25 – 3:10
8th	3:15 - 4:15

Assembly Schedule (p.m.)	
0 Period	7:00 - 8:00
1st Bell	8:00
1st	8:05 – 8:55
2nd	9:00 – 9:45
Brunch	**9:45 – 9:55**
3rd	10:00 – 10:45
4th	10:50 – 11:35
5th	11:40 – 12:25
Lunch	**12:25 – 12:55**
6th	1:00 – 1:45
7th	1:50 – 2:35
Assembly	*2:40 – 3:10*
8th	3:15 - 4:15

Assembly Schedule (Extended)	
0 Period	7:00 - 8:00
1st Bell	8:00
1st	8:05-8:46
2nd	8:51-9:35
Brunch	9:35-9:45
3rd	9:50-10:34
4th	10:39-11:23
5th	11:28-12:12
Lunch	12:12-12:42
6th	12:47-1:31
7th	1:36-2:20
Assembly	2:25-3:10
8th	3:15 - 4:15

Additional Bell Schedules

Back to School Rally	
0 Period	7:00 - 8:00
1st Bell	8:00
1st	8:05 – 8:55
Rally	***9:00 – 9:30***
Brunch	**9:30 – 9:40**
2nd	9:45 – 10:30
3rd	10:35 – 11:20
4th	11:25 – 12:10
Lunch	**12:10 – 12:40**
5th	12:45 – 1:30
6th	1:35 – 2:20
7th	2:25 – 3:10
8th	3:15 - 4:15

Club Fair	
0 Period	7:00 - 8:00
1st Bell	8:00
1st	8:05 – 8:57
2nd	9:02 – 9:50
Brunch	**9:50 – 10:00**
3rd	10:05 – 10:53
4th	10:58 – 11:46
Lunch/ Club Fair	***11:46-12:31 (closed campus)***
5th	12:36 – 1:24
6th	1:29 – 2:17
7th	2:22 – 3:10
8th	3:15 - 4:15

Career Day	
0 Period	7:00 - 8:00
1st Bell	8:00
Advisory	8:05-8:15
Key Note	***8:20-8:50***
1st	8:55-9:30
2nd	9:35-10:10
Brunch	**10:10-10:20**
3rd	10:25-11:00
4th	11:05-11:40
5th	11:45-12:20
Lunch/Career Fair	***12:20-1:20 (closed campus***
6th	1:25-2:00
7th	2:05-2:40
Advisory	2:45-3:10
8th	3:15 - 4:15

Spring Fling	
0 Period	7:00 - 8:00
1st Bell	8:00
1st	8:05 – 8:45
2nd	8:50 - 9:30
Brunch	**9:30 – 9:40**
3rd	9:45 – 10:25
4th	10:30 – 11:10
5th	11:15 – 11:55
Lunch	**11:55 – 12:25**
6th	12:30 – 1:10
7th	1:15 – 1:55
Spring Fling	1:55 - 3:10
8th	3:15 - 4:15

****VROP students will follow VROP schedule**



Lovell Bell Schedule

Regular Day Schedule: Monday, Tuesday, Thursday, Friday	
Bell Rings	7:55
1st Period	8:00 - 8:48
2nd Period	8:50-9:35
Brunch	9:35 - 9:45
3rd Period	9:47- 10:32
4th Period	10:34- 11:19
5th Period	11:21 - 12:06
Lunch	12:06 - 12:36
6th Period	12:38 - 1:23
7th Period	1:25 - 2:10
8th Period	2:12 - 2:57

Regular/Collaboration Day Schedule: Wednesday	
Bell Rings	9:20
1st Period	9:25 - 9:56
2nd Period	9:58 - 10:29
Brunch	10:29 - 10:39
3rd Period	10:41 - 11:12
4th Period	11:14 - 11:45
5th Period	11:47 - 12:18
Lunch	12:18 - 12:48
Advisory	12:50 - 1:21
6th Period	1:23 - 1:54
7th Period	1:56 - 2:27
8th Period	2:29 - 3:00

Minimum Day	
Bell Rings	7:55
1st Period	8:00 – 8:3240
2nd Period	8:34 – 9:0622
Brunch	9:06– 9:1632
3rd Period	9:18 – 9:5010:14
4th Period	9:52 – 10:24
5th Period	10:26 - 10:58
Lunch	10:58 – 11:28
6th Period	11:30 – 12:02
7th Period	12:04-12:36
8th Period	12:36 - 1:08

Foggy Day	
Bell Rings	9:20
1st Period	9:25 – 10:02
2nd Period	10:04 - 10:37
Brunch	10:37 - 10:47
3rd Period	10:49 - 11:22
4th Period	11:24 - 11:57
5th Period	11:59 - 12:32
Lunch	12:32 - 1:02
6th Period	1:04 - 1:37
7th Period	1:39 - 2:12
8th Period	2:14 - 2:47

Assembly Schedule AM	
Bell Rings	7:55
Check-in	8:00 – 8:02
Assembly AM	8:04 - 8:579
1st Period	9:018:59 – 9:379
2nd Period	9:4139 - 10:179
Brunch	10:197 – 10:279
3rd Period	10:29 - 11:07
4th Period	11:09 – 11:47
5th Period	11:49 - 12:27
Lunch	12:27 - 12:57
6th Period	12:59 – 1:37
7th Period	1:39 - 2:17
8th Period	2:19 - 2:57

Assembly PM	
Bell Rings	7:55
1st Period	8:00 - 8:378
2nd Period	8:40 - 9:16 8
3rd Period	9:20 – 9:2658
Brunch	10:00– 10:0510
4th Period	10:12 - 10:4450
5th Period	10:52- 11:2330
6th Period	11:32- 11:5312:10
Lunch	12:10 – 12:3240
7th Period	12:42 - 1:1120
8th Period	1:22 - 2:00
Assembly	2:02 - 2:57

Rally AM	
Bell Rings	7:55
1st Period	8:00 – 8:42
2nd Period	8:44 – 9:26
AM Rally	9:28 - 9:55
Brunch	9:55 – 10:05
3rd Period	10:07 – 10:49
4th Period	10:51 – 11:33
5th Period	11:35 - 12:17
Lunch	12:17– 12:47
6th Period	12:47 – 1:29
7th Period	1:31- 2:13
8th Period	2:15 - 2:57

Rally PM	
Bell Rings	7:55
1st Period	8:00 – 8:42
2nd Period	8:44– 9:26
Brunch	9:26 – 9:36
3rd Period	9:38 – 10:20
4th Period	10:22– 11:04
5th Period	11:06 - 11:48
Lunch	11:48 – 12:18
6th Period	12:20 – 1:02
7th Period	1:04- 1:46
8th Period	1:48-2:30
PM Rally	2:30-2:57



Lovell High School Bell Schedule

Regular Day Schedule		
Monday, Tuesday, Thursday, Friday		
Bell Rings	7:55 AM	
1st Period	8:00 AM	8:48 AM
2nd Period	8:50 AM	9:35 AM
Brunch	9:35 AM	9:45 AM
3rd Period	9:47 AM	10:32 AM
4th Period	10:34 AM	11:19 AM
5th Period	11:21 AM	12:06 PM
Lunch	12:06 PM	12:36 PM
6th Period	12:38 PM	1:23 PM
7th Period	1:25 PM	2:10 PM
8th Period	2:12 PM	2:57 PM

Regular/ Collaboration Day Schedule		
Wednesday		
Bell Rings	9:20 AM	
1st Period	9:25 AM	9:56 AM
2nd Period	9:58 AM	10:29 AM
Brunch	10:29 AM	10:39 AM
3rd Period	10:41 AM	11:12 AM
4th Period	11:14 AM	11:45 AM
5th Period	11:47 AM	12:18 PM
Lunch	12:18 PM	12:48 PM
Advisory	12:50 PM	1:21 PM
6th Period	1:23 PM	1:54 PM
7th Period	1:56 PM	2:27 PM
8th Period	2:29 PM	3:00 PM

Minimum Day		
Bell Rings	7:55 AM	
1st Period	8:00 AM	8:32 AM
2nd Period	8:34 AM	9:06 AM
Brunch	9:06 AM	9:16 AM
3rd Period	9:18 AM	9:50 AM
4th Period	9:52 AM	10:24 AM
5th Period	10:26 AM	10:58 AM
Lunch	10:58 AM	11:28 AM
6th Period	11:30 AM	12:02 PM
7th Period	12:04 PM	12:36 PM
8th Period	12:38 PM	1:10 PM

Assembly Schedule AM		
Bell Rings	7:55 AM	
Check In	8:00 AM	8:02 AM
Assembly AM	8:04 AM	8:57 AM
1st Period	8:59 AM	9:37 AM
2nd Period	9:39 AM	10:17 AM
Brunch	10:17 AM	10:27 AM
3rd Period	10:29 AM	11:07 AM
4th Period	11:09 AM	11:47 AM
5th Period	11:49 AM	12:27 PM
Lunch	12:27 PM	12:57 PM
6th Period	12:59 PM	1:37 PM
7th Period	1:39 PM	2:17 PM
8th Period	2:19 PM	2:57 PM

Assembly PM		
Bell Rings	7:55 AM	
1st Period	8:00 AM	8:38 AM
2nd Period	8:40 AM	9:18 AM
3rd Period	9:20 AM	9:58 AM
Brunch	9:58 AM	10:08 AM
4th Period	10:10 AM	10:48 AM
5th Period	10:50 AM	11:28 AM
6th Period	11:30 AM	12:08 PM
Lunch	12:08 PM	12:38 PM
7th Period	12:40 PM	1:18 PM
8th Period	1:20 PM	1:58 PM
Assembly	2:00 PM	2:55 PM

Career Day		
Bell Rings	7:55 AM	
1st Period Keynote	8:00 AM	8:53 AM
2nd Period	8:55 AM	9:24 AM
3rd Period	9:26 AM	9:55 AM
Brunch	9:55 AM	10:05 AM
4th Period	10:07 AM	10:36 AM
5th Period	10:38 AM	11:07 AM
6th Period	11:09 AM	11:38 AM
Lunch	11:38 AM	12:08 PM
7th Period	12:10 PM	12:39 PM
8th Period	12:41 PM	1:10 PM

Rally AM		
Bell Rings	7:55 AM	
1st Period	8:00 AM	8:42 AM
2nd Period	8:44 AM	9:26 AM
AM Rally	9:28 AM	9:53 AM
Brunch	9:53 AM	10:03 AM
3th Period	10:05 AM	10:47 AM
4th Period	10:49 AM	11:31 AM
5th Period	11:33 AM	12:15 PM
Lunch	12:15 PM	12:45 PM
6th Period	12:47 PM	1:29 PM
7th Period	1:31 PM	2:13 PM
8th Period	2:15 PM	2:57 PM

Rally PM		
Bell Rings	7:55 AM	
1st Period	8:00 AM	8:42 AM
2nd Period	8:44 AM	9:26 AM
Brunch	9:26 AM	9:36 AM
3rd Period	9:38 AM	10:20 AM
4th Period	10:22 AM	11:04 AM
5th Period	11:06 AM	11:48 AM
Lunch	11:48 AM	12:18 PM
6th Period	12:20 PM	1:02 PM
7th Period	1:04 PM	1:46 PM
8th Period	1:48 PM	2:30 PM
PM Rally	2:30 PM	2:57 PM

Foggy Day		
Bell Rings	9:20 AM	
1st Period	9:25 AM	10:01 AM
2nd Period	10:03 AM	10:38 AM
Brunch	10:38 AM	10:48 AM
3rd Period	10:50 AM	11:25 AM
4th Period	11:27 AM	12:02 PM
5th Period	12:04 PM	12:39 PM
Lunch	12:39 PM	1:09 PM
6th Period	1:11 PM	1:46 PM
7th Period	1:48 PM	2:23 PM
8th Period	2:25 PM	3:00 PM



Esperanza/Community Day School

Esperanza Monday-Tuesday & Thursday (In-Person)		Community Day School Regular Day	
1st Period	8:05-8:45	1st Period	7:30-8:15
2nd Period	8:45-9:25	2nd Period	8:15-9:00
Brunch	9:25-9:35	Brunch	9:00-9:10
3rd Period	9:35-10:15	3rd Period	9:10-9:55
4th Period	10:15-10:55	4th Period	9:55-10:40
5th Period	10:55-11:35	5th Period	10:40-11:25
Grab and Go Lunch	11:35	Lunch	11:25-11:55
		6th Period	11:55-12:40
		7th Period	12:40-1:25
		8th Period	1:25-2:10
Esperanza Foggy Day		**Community Day School Foggy Day**	
1st Period	9:25-9:50	1st Period	9:00-9:435
2nd Period	9:50-10:15	2nd Period	9:435-10:2630
Brunch	10:15-10:25	Brunch	10:2630-10:3640
3rd Period	10:25-10:50	3rd Period	10:3640-11:225
4th Period	10:50-11:15	4th Period	11:22-12:0811:25-12:10
5th Period	11:15-11:40	5th Period	12:08-12:5112:10-12:55
Grab and Go Lunch	11:40	Lunch 6th Period	12:51-1:2112:55-1:40
		6th Period Lunch	1:21-2:04 1:40- 2:00
		7th Period	2:04-2:47 2:00-2:45
		8th Period	2:47-3:302:45-3:30

RIGHTS AND RESPONSIBILITIES

STUDENTS' RIGHTS/RESPONSIBILITIES

Equal Educational Opportunity and Nondiscrimination Policy

The Governing Board is committed to equal opportunity for all individuals in education. The Governing Board desires to provide a safe school environment free from harassment and discrimination and that allows all students equal access to and opportunities in the District's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits,discrimination, harassment, intimidation and bullying at school or at school-sponsored or school-related activities, under the jurisdiction of the LEA and all acts of the governing board in enacting policies and procedures that govern the LEA. Sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint, or testifies about, or otherwise supports a complainant in alleging sexual harassment. Title IX is a federal law that was passed in 1972 to ensure that male and female students and employees in educational settings are treated equally and fairly. It protects against discrimination, harassment, intimidation, or bullying based on sex (including sexual harassment). In addition, Title IX protects transgender students and students who do not conform to sex stereotypes. The preamble to Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination, harassment, intimidation, or bullying under any education program or activity receiving Federal financial assistance." The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics. 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. Unlawful discrimination also 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. District programs, activities, and practices shall be free from discrimination, harassment, intimidation, or bullying based on disability (including, but no limited to blindness or severely impaired vision, physical or mental disability or medical condition), race, ethnicity, color, ancestry, nationality, national origin, immigration status, lack of English skills, ethnic group identification, age, religion, or religious creed, pregnant, disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, actual or potential marital status, actual or potential parental status, actual or potential family status, or any other characteristic identified on Education Code 200 or 220, Penal Code 422.55, or Government Code 11135 or based on association with a person or group with one or more of these actual or perceived characteristics.

The District facilitates students' access to the educational program by publicizing the District's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the District posts 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 parents/guardians and students, in accordance with law and the accompanying administrative regulation.

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the District's Title IX Coordinator, or any other available school employee. Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71- Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 Uniform Complaint Procedures, as applicable.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prohibit discrimination against qualified disabled individuals in federally financed education programs or activities. The District does not

discrimination in admission or access to its programs or activities. In the event of a complaint, regarding discrimination based upon an actual or perceived mental or physical disability, please contact Sunsie TumacderAntonio Quintanilla, Director of Special Services Student Services, Accountability and Categorical Programs, via phone (559)528-6949 4075 or email anquintanilla@cojusd.org sutumacder@cojusd.org.

District programs and facilities, viewed in their entirety, and shall be in compliance with Title IX, Title VII, Title VI of the Civil Rights Act, the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program, or meeting.

According to Title IX and the California Sex Equity in Education Act- Pregnant students and those recovering from childbirth related conditions must be provided the same accommodations and support services available to other students with temporary disabilities.

Accommodations are made to a lactating pupil on a school campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding. Reasonable accommodations under this section include, but are not limited to, all of the following:

(1) Access to a private and secure room, other than a restroom, to express breast milk or breast-feed an infant child.
(2) Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk.
(3) Access to a power source for a breast pump or any other equipment used to express breast milk.
(4) Access to a place to store expressed breast milk safely.
(5) Provide reasonable break time from the classroom to accommodate lactation schedule.
(6) Opportunity to make up any missed work to ensure students do not incur any academic penalty.

The Director of Categorical Programs, Melissa Delgadillo, Sunsie Tumacder, is the Title IX and the Uniform Complaint Coordinator for the District. The Director can be reached at 12623 Avenue 416, Orosi, California 93647, (559) 528-6949 email medelgadillo@cojusd.org sutumacder@cojusd.org. For information on grievance process, please refer to Uniform Complaint Procedures in this handbook. [Board Policy 5145.3]

Exercise Free Expression

1. **Freedom of Speech:** Students are entitled to express verbally their opinions as long as they are not disruptive to the educational process or infringe on the personal rights of others. Freedom of speech does not give students the right to use profanity or vulgar language.
2. **Written Expression and Circulation of Petitions:** Students are entitled to express in writing their personal opinions. Students are entitled to use specified bulletin boards for the posting of notices concerning school activities. Students writing for school newspapers have the right to express opinions. These opinions should be signed by the author and meet standards prohibiting libel, pornography, and intentional distortion or reckless disregard of facts. **NOTE:** No form of expression shall interfere with the rights of others to express themselves or with the conduct of school and classroom activities.
3. **Freedom of Assembly:** Students are entitled to hold meetings at a time, place, and in a manner which does not disrupt or disturb the classroom instruction.
4. **Due Process:** Students facing disciplinary action are entitled to fair procedures. Students are entitled to appeal decisions resulting in major disciplinary action, such as suspension, expulsion, exclusion, or transfer to another school. If the Board of Education decides to expel the student, its decision may be appealed to the Tulare County Board of Education.

Student Responsibilities

- Protect the rights of others to study and learn. No one has the right to interfere with the education of others.
- Attend school daily unless ill or legally excused. A student is required by law in California to attend school until the age of 18. Truancy and tardiness lead to the SARB process.

- Be on time for school and for all classes. Students who enter a classroom after a lesson has begun are interfering with the rights of others to learn and study.
- Obey all school rules. Be accountable for behavior and conduct while attending school and school-sponsored activities.
- Follow the directions of teachers and any other member of the school or District staff.
- Help make school a good place to be. Volunteer information and cooperate with school staff in disciplinary cases.
- Practice good sportsmanship.
- Finish school work by completing all in-class and homework assignments on time.
- Take care of school property. Carefully use and return all materials and equipment, including textbooks.
- Come to class with the necessary books and materials.
- See that school correspondence to parents reaches home.
- Report any misuse of internet or on-line services, or any security issue to the teacher or principal.
- Leave any area where illegal activities are taking place. Failure to do so will result in the student being held accountable for the illegal behavior even if he/she is not involved.

FOSTER AND HOMELESS STUDENTS

When it is determined to be in their best interest, foster and homeless students have a right to remain in their school of origin for the duration of the academic year, even if their residence changes out of the area served by the school of origin. All foster and homeless school-aged students may participate in all federal, state, or local programs and extracurricular activities for which they are eligible. The law requires immediate enrollment of foster and homeless students. Lack of school records or immunizations cannot prevent a foster and homeless student from enrolling in school. In-district transportation may be provided under certain circumstances.

PARENTS' RIGHTS/RESPONSIBILITIES

Parent Participation

To ensure that parents/guardians are consulted and participate in the planning, design, implementation and evaluation of Title I programs, each school receiving Title I assistance shall:

1. Invite all parents/guardians of eligible students to attend an annual meeting in order to inform them about the school's participation in Title I and their right to be involved.
2. Offer additional meetings for parents/guardians at convenient times, for which related transportation, childcare and/or home visits may be provided.
3. Involve parents/guardians in an organized, ongoing and timely way in the planning, review and improvement of Title I programs and parental involvement policies.
4. Provide the parents/guardians of participating students all of the following:
    - Timely information about Title I programs.
    - School performance profiles and individual student assessment results, with an interpretation of these results.
    - A description and explanation of the school curriculum, forms of assessment used to measure student.
    - Opportunities to meet regularly with other parents/guardians to formulate suggestions, share experiences and participate in decisions related to their students' education.
    - Timely responses to the suggestions of parents/guardians.
5. Submit to the Superintendent or designee any negative comments by parents/guardians related to the school wide program plan.
6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, staff and students will work as partners and share responsibility for improved student achievement. This compact shall describe:
    - The school's responsibility for high-quality curriculum, instruction and learning environment.
    - Parental responsibilities for supporting their students' learning, such as monitoring attendance and homework completion, volunteering in the classroom and participating in decisions related to their students education and use of extracurricular time.

- Channels of ongoing communication between teachers and parents/guardians, including parent-teacher conferences, progress reports, reasonable access to staff, and opportunities to volunteer and observe classroom activities.

7. Help parents/guardians understand the national education goals, state content standards, state student performance standards, and related state responsibilities. Also help them understand how to participate in decisions related to their students education, monitor student progress, and work with educators to improve their students performance.
8. Provide materials and training that will help parents work with their students to improve their achievement.
9. Educate teachers, principals and other staff in the value of parental involvement and ways to reach and work with parents/guardians as equal partners.
10. Insofar as feasible, coordinate and integrate parental involvement programs and activities with other programs.
11. Encourage community-based organizations and businesses to participate in parent involvement activities and to work with parents/guardians and the schools.
12. Conduct other activities as feasible to help parents/guardians learn about student development.
13. Insofar as possible, provide full opportunities for the participation of parents with limited English proficiency or with disabilities, and provide program-related information and school profiles in the language used in their home.
14. Provide other reasonable support for parental involvement activities as requested by parents/guardians.
15. Parents of immigrant students have the right to a free public education regardless of immigration status or religious belief.

Parent Opt-Out Options and Rights
Cutler-Orosi Joint Unified School District (COJUSD) recognizes the right of parents and guardians to opt their students out of certain mandated or non-mandated programs, assessments, and screenings. We are committed to providing you with clear information regarding these options.

Parents may submit a written request to opt students out of the following:

- **CAASPP Assessment ELA/Math:** Parents can opt students out of the California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) and Mathematics assessments.
- **CAST:** Parents can opt students out of the California Science Test (CAST).
- **Comprehensive Sexual Health Education (Comp Sex Ed):** Parents may request that students be excused from all or part of the comprehensive sexual health education instruction.
- **Dental Screening:** Parents can opt students out of the routine dental screening conducted at the school site.
- **Vision Screening**: Parents can opt students out of the mandated vision screening.
- **Hearing Screening:** Parents can opt students out of the mandated hearing screening.
- **FAFSA/California Dream Act Application (FAFSA):** High school seniors are generally required to complete the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application. Parents may opt students out of this requirement.
- **CCIS Data Sharing:** Parents can opt students out of certain data sharing related to the California College and Career Indicator System (CCIS).
- **Reading Screener:** Parents can opt students out of the district-administered universal reading screeners.

Procedure for Opting Out:
To formally Opt Out, a written request must be provided to the site administration prior to the commencement of the Opt Out activity.

Directory Information Opt Out Procedures:
Except for students identified as a homeless child or foster youth, if you do not want Cutler-Orosi Joint Unified School District to disclose any or all of the types of information designated above as directory information from your child's education records without your prior written consent, you must notify your school principal in writing within two weeks of a student initiating school.

Parent Responsibilities

- Provide the school with current information regarding legal address, phone, medical data and other facts, which may help the school serve the student.
- Provide a manner to receive both written (U.S. mail) and oral communication (telephone, cell) regarding the student.
- Check to see that their student is in school and on time every day. The parent may call the school office between 7:30 a.m.-4:30 p.m.
- Send their student to school prepared for school by making sure they are dressed appropriately, has had proper nutrition, and proper sleep.
- Be responsible for their student's behavior. The parents/guardians of any minor whose willful misconduct results in injury or death to any pupil or any person employed by a school district or private school, or who willfully cuts, defaces or injures in any way any property, real or personal, belonging to a school District or private school, or personal property of any school employee, shall be liable for all damages so caused by the minor. The liability of the parent or guardian for the 2025-20262026-2027 school year shall not exceed $25,10026,000. The parent/guardian shall also be liable for the amount of any reward not exceeding $25,10026,000. The minor's parent/guardian is also liable for any/all property loaned and not returned on demand. The District is not responsible for student property and school property issued to students that is lost or stolen at school, on school buses and/or school activities.
- Teach their student respect for the rights of others and for the law.
- Visit their student's school often and participate in conferences as called.
- Know the District's, the school's, and the classroom's rules and regulations.
- Be supportive of the school.
- Help their student learn self-discipline.
- Notify appropriate school personnel (school nurse or designated employee) if their student has a continuing medical condition which requires a medication regimen for a chronic, long term condition.
- Notify the school regarding the absence of their student and verify all medical appointments.
- Present a written immunization record of each required vaccine, including date and provider, at the time of school entry. (Please refer to Health & Immunization Section)
- Notify the school when their student will miss school for an extended period of time due to hospitalization, a temporary disability, illness or injury.
- Respond without delay to any request from school officials to attend a conference regarding the student's behavior (Ed. Code 48911).
- Adhere to the following Parent Code of Conduct: The purpose of the Parent Code is to develop parental support and positive role models in all extra-curricular activities. In the tradition of excellence, the purpose of extra-curricular activities at all schools in the District is to promote the physical, mental, moral, social, and emotional well-being of each student. Parents/guardians are an integral part of this process.

Parent Code of Conduct: **A parent should:**

- Be a positive role model for his/her student, the school and community.
- Display positive attitude and behavior.
- Show respect for all staff, teachers, participants, officials, judges, advisors, or coaches.
- Assist in providing for student safety and welfare at all times.
- Encourage student to attend school regularly and excel academically.
- Inform student of the dangers of using and discourage the use of any illegal drugs, alcohol, or tobacco.
- Respect the District dress code at all school events (including athletic events) and refrain from wearing gang attire or exhibiting gang-related behaviors.

Parent Involvement

At least one percent of Title I funds received by the district shall be used for parental involvement activities. The parent/guardians of students receiving Title I services shall be involved in deciding how these funds are allotted. In addition to the required activity above, Title I funds may be used to support any of the activities listed below:

1. Involve parents/guardians in the development of training for teachers, principals, and other staff.
2. Provide necessary literacy training when other reasonable available sources of funding for this purpose are exhausted.

3. Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents/guardians to participate in school related meetings and training sessions.
4. Train and support parents/guardians to enhance the involvement of other parents/guardians.
5. Arrange meetings at a variety of times to maximize opportunities for parental participation.
6. Arrange for teachers and other educators who work directly with participating students to conduct in-home conferences with parents/guardians who are unable to attend conferences at school.
7. Adopt and implement model approaches to improving parental involvement.

Parent Involvement Board Policy

The Board of EducationGoverning Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment.

The Superintendent or designee shall work with parents/guardians and family members to jointly develop and implement this policy, and the programs established by this policy, and to propose revisions to this policy, as needed. Additionally, the Superintendent or designee shall meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home. (Education Code 11500-11504, 51101; 20 USC 6318) agree upon policy and strategies to meaningfully involve parents/guardians and family members in District and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so, in accordance with Board Policy/Administrative Regulation 5020- Parent Rights and Responsibilities.

The District's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including District efforts to seek parent/guardian input in District and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Board shall establish and convene a parent advisory committee (PAC), and, as applicable, and English learner parent advisory committee (ELPAC) to review and comment on the LCAP, in accordance Board Policy 0460-Local Control and Accountability Plan, including the use of federal funds and how funds will be allocated for parent/guardian involvement activities as well as activities related to increasing student achievement.

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the District's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of parent/guardian involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing District expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the District will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, The Superintendent or designee shall implement these obligations in accordance with the accompanying administrative regulation. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318) conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the District's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall

distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the District's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

Expenditures of such funds shall be consistent with the activities specified in this board policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members.

2. Support for programs that reach parents/guardians and family members at home, in the community, and at school.

3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members.

4. Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement.

5. Any other activities and strategies that the District determines are appropriate and consistent with this policy.

To coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

If the District also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

The District's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

As required by law, the Superintendent or designee shall annually attend a regular meeting of the PAC or ELPAC, if applicable, to receive input and feedback on topics that support student achievement and programs that reach parent/guardians and family members at home, in the community, and at school. (20 USC 6318)

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the District and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

School Site Council members that are elected on the committee will also serve as members of the LCAP input committee.

On or before February 28 of each year at a regularly scheduled meeting of the Governing Board of the School District, the Superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents. The report shall include both the following: All available midyear outcome data related to metrics identified in the current year's local control and accountability plan; and all available mid year expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

COMMUNITY AND SCHOOL ENGAGEMENT

Please be advised that school events may be photographed or recorded, and images may be shared on the District's website, or official social media platforms. These posts are part of the District's efforts to celebrate student success and promote community engagement.

VISITING THE SCHOOL

Parents are welcomed to visit the school. When coming on the school grounds, parents must report to the main office and state the purpose for being at school, sign in, and wear a visitor's badge. A visitor management system may be used to ensure student safety. If the parent wishes to visit a class, arrangements may be made for a visit at that time or for a more suitable time. The best practice is to call the school in advance to arrange for the visit. Parents may not bring young children and/or infants with them to visit since they may be distracting to the teacher and the students. Parental visits may not interrupt the instructional program. Please be aware that the District is not responsible for any theft or vandalism to a parent's car or belongings while they are visiting the school.

STUDENT PLACEMENT AND CLASSROOM ASSIGNMENTS

Final student placement and classroom assignments are determined by school administrative teams based on a review of student data, academic needs, and balanced learning environments. While parent input is valued and will receive a timely response, specific teacher or classroom requests are not guaranteed.

PARENT KNOW YOUR RIGHTS

Your Child has the Right to a Free Public Education

- All children have a right to equal access to free public education, regardless of their or their parents'/guardians' immigration status.
- All children in California:
    - Have the right to a free public education.
    - Must be enrolled in school if they are between 6 and 18 years old.
    - Have the right to attend safe, secure, and peaceful schools.
    - Have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
    - Have equal opportunity to participate in any program or activity offered by the school without discrimination.

Information Required for School Enrollment

- Schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency and schools are not required to keep a copy of the document used as proof of a child's age.
- Information about citizenship/immigration status is never needed for school enrollment. A Social Security number is never needed for school enrollment.

Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If so, the school district must provide parents/ guardians with written notice of the directory information policy, and provide the option to refuse release of your child's information.

Family Safety Plans if You Are Detained or Deported

- Update your child's emergency contact information, including secondary contacts, to identify a trusted adult guardian who can care for your child if you are detained or deported. https://www.cojusd.org/o/cutler-orosi-usd/page/immigration-and-family-resources
- Complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person to give a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

- Your child has the right to report a hate crime or file a complaint to the school district if he or she is discriminated against, harassed, intimidated or bullied because of his or her actual or perceived nationality, ethnicity, or immigration status.

VOLUNTEERING

Parents are encouraged to volunteer. The District reserves the right to limit the number of volunteers for an event/activity. Your school principal must approve you as a volunteer. All volunteers must be fingerprinted. Fingerprinting is **FREE** for volunteers. Each volunteer is required to complete the District Volunteer Application Form. The completed form must be on file with the District office and fingerprint clearance obtained **prior** to commencement of volunteer service. This form includes a requirement for disclosure of any prior criminal convictions. Failure to provide complete and accurate information will result in immediate removal from the approved list. Criminal convictions that may exclude volunteer services include diversionary offenses, or other offenses that have been plea-bargained, or which you have plead no contest. However, a conviction may not necessarily disqualify you from serving as a volunteer in our District.

Procedure

1. Obtain a Volunteer Application Form from the school or District Office.
2. Complete the Volunteer Application form and have the school principal approve your application. Volunteers will need to submit a copy of their ID and negative TB test result along with their application. (This requirement also applies to renewal applications.)
    - **Please note:** Preschool requires additional immunizations. Please contact the preschool office for a list of immunizations.
3. All volunteers must complete *Child Abuse and Neglect* training.
4. The site secretary will send the completed application to the District Office.
5. The District Office will reach out to volunteer applicants to schedule an appointment. (We must receive the approved application before we are able to schedule the appointment.)
6. Volunteers providing supervision or instruction must provide a negative TB test result.
7. You will be notified when you are cleared to volunteer and issued a District ID badge.
8. Volunteer badge must be worn at all times when on school grounds or at a school activity/event.
9. A new application is required for each school year.

Education Code section 35021 provides that a person who is required to register as a sex offender pursuant to Penal Code section 290 shall not serve as a volunteer. Cutler- Orosi Joint Unified School District policy does not allow persons convicted of a sex offense and serious or violent felonies to serve as volunteers. For any other conviction, the Superintendent or designee has discretion to deny or approve volunteer services depending on the nature of the conviction as it relates to volunteer's suitability and duties.

To attend a field trip as a chaperone, parents must have completed the volunteer procedures listed above and have received their district approved badge before attending the field trip. Parents traveling on their own, such as to an athletic competition, Ag competition or forensics event, may only observe the event and not otherwise participate, unless they have been cleared as a volunteer, including a negative TB test result, and approved by the site administrator. Volunteers at schools and school activities are considered employees of the school District for purposes of workers compensation claims.

PARTICIPATING IN A PARENT/BOOSTER CLUB

Parents/guardians may wish to organize clubs for the purpose of supporting the educational program and/or extracurricular programs such as athletic teams, debate teams and musical groups. We support such activities and welcome parental interest and participation. Parent/guardian clubs shall be especially careful not to seek advantages

for the activities they support if those advantages might be detrimental to the entire school program. The Board requires parent/guardian clubs to have a written statement of purpose and bylaws. The Board recognizes that those organizations are independent of the school or District. Groups desiring to be recognized as school-connected organizations shall request authorization from the Board in accordance with conditions established in administrative regulations. Parent Booster Clubs must provide fundraising efforts that are different from existing school fundraising efforts.

California Law Regarding Safe Storage of Firearms

Cutler-Orosi Unified School District wants to remind parents and legal guardians of their responsibilities for keeping firearms out of the hands of children as required by California law. To help everyone understand their legal responsibilities please evaluate your own personal practices to assure that you and your family are in compliance with California law.

- When very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
    - Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions form possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.
    - Note: Your county or city may have additional restrictions regarding the safe storage of firearms.

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

TEACHERS' RIGHTS/RESPONSIBILITIES

Teacher Rights

- Expect and receive the attention, effort and participation of the students attending their classes.
- Have parental and administrative backing when enforcing rules designed to provide an optimum learning climate.
- Teach with minimal interruptions regardless of the cause or source.
- Enjoy the same respect and courteous treatment afforded to all members of the class, individually and collectively.

Teacher Responsibilities

- Provide learning experiences appropriate for each student.
- Provide intervention to each student as needed for that student's success.
- Apply classroom and district rules and regulations consistently.
- Consider the personal worth of each individual student as a single, unique, important human being.
- Attempt to equip each learner with the knowledge, skills, attitudes and values required for successful living.
- Hold students accountable for their actions at all times.
- Assess divergent ideas, opinions and expression objectively and deal with them in a balanced, unbiased manner.
- Critique their own performance with the objective of continuous, professional growth.

- Communicate on a regular basis with the parents/guardians concerning their student's progress and be available to parents/guardians for conferences.
- Develop the student's enthusiasm for learning through experiences that are interesting and relevant to students.
- Follow the District's grading policies.

ADMINISTRATORS' RIGHTS/RESPONSIBILITIES

Administrators Rights

- Initiate such control measures as needed to establish and maintain an environment in which optimum learning and teaching conditions prevail.
- Make decisions on all issues confronting schools, primarily on the basis of what is best for the students.
- Hold students accountable for their conduct and take prompt and appropriate action toward those guilty of violations.
- Withhold student identification cards, grades, diplomas, and/or transcripts in the event of failure by a minor to return property, or to properly pay for damages after being given due process. Voluntary work shall be provided in lieu of paying for lost or damaged property should the parents or guardians be unable to pay.
- Expect that all school employees recognize and fulfill their role in terms of controlling behavior of students.
- Exclude any student from the promotion celebration of 8th grade or the graduation ceremony of the 12th grade, as well as any related activities for a flagrant infraction or violation of the Parent/Guardian and Student Conduct Code book, regardless of the student's citizenship or academic status.
- Close any campus at any time for any length of time if it is deemed to be necessary for the protection of students and staff and/or if it is deemed to be in the best interest of students and staff.

Administrators Responsibilities

- Inform students and parents about school District discipline standards.
- Provide leadership that will establish, encourage and promote good teaching and effective learning.
- Establish, publicize and enforce school rules that facilitate effective learning and promote attitudes and habits of good citizenship among the students.
- Request assistance from the District in all cases indicating such action.
- Make a determined effort to stay attuned to expressions of student/staff/parent/ community concerns and to react with sensitivity toward them.
- Counsel with students and parents regarding disciplinary matters.
- Provide professional growth experiences, which will assist staff in increasing competencies for student control and discipline.
- Monitor classrooms for implementation of District standards regarding curriculum, instruction, and intervention.
- Evaluate teachers to ensure that all students are successful.
- Make a reasonable effort to contact and inform the parent/guardian when a student is suspended. Unless the student is 18 years or older, he/she will not be sent home during the school day without first notifying the parent, guardian, or emergency contact to come for the student.
- Send a notice to the parent/guardian, or emergency contact, within one school day of a suspension containing: reason for suspension, date/time student will be allowed to return to school, a statement of the parent's/student's right to have access to the student's records, and a request that the parent/guardian attend a conference to discuss the student's behavior.
- Inform the parent/guardian of their right of appeal when a student is suspended or recommended for expulsion.
- Inform students and parents about the students academic growth.

Annual Notifications to Parents/Guardians for 2025-2026 2026-2027 can also be found on www.cojusd.org.

DISTRICT POLICIES

EXCUSED ABSENCES

(Ed. Code 48205)

1. A student pupil shall be excused from school when the absence is:
    - Due to his or her pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health. mental and behavioral health illnesses;
    - Due to quarantine under the direction of a county or city health officer;.
    - For the purposes of having medical, dental, optometrical, or chiropractic services rendered;.
    - For the purposes of attending the funeral services or grieving the death of either a member of his or her the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident;.
    - For the purposes of jury duty in the manner provided for by law;.
    - Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent;, including absences to care for a sick child, for which the school shall not require a note from a doctor;.
    - For justifiable personal reasons, including, but not limited to, an attendance or appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her pupil's religion, attendance at a religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board; of the school district.
    - For the purposes of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code;.
    - For the purposes of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Ssuperintendent of the school Ddistrict;.
    - For the purposes of attending the pupil's naturalization ceremony to become a United States citizen;.
    - Attending cultural ceremonies or events;
    - For purposes of participating in a cultural ceremony or event.
    - (A) For the purposes of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence. (B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one schoolday-long absence per school year. (ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260;.
    - Due to the pupil's participation in military entrance processing.
    - (A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident. (i) To access services from a victim services organization or agency. (ii) To access grief support services. (iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation. (B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260;
    - Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260;
        - For purposes of this section, the following definitions apply:

- A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
- "Cultural" means relating to the practices, habits, beliefs, and traditions of a certain group of people.
- "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
- "Victim services organization or agency" has the same meaning as defined in subdivision (j) of section 12945.8 of the Government Code.

- Participating in military entrance processing.

2. A pupil absent from school under pursuant to this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit thereforefor those assignments and tests. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
3. For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
4. Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
5. Even though these absences are excused for the purpose of completing assignments, these absences still count in calculating the 95% attendance requirement, unless they are made up in Saturday School. If a student cannot make up an absence in Saturday School due to hardship the administration will conduct a review process to determine exemption from Saturday School.
6. "Immediate family," as used in this section, has the same meaning as that set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

A pupil may not have their grade reduced or lose academic credit for any absences excused pursuant to this section when missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. In order to clear absence, all documentation must be submitted to the attendance clerk within 3 days of absence. Ill students must go through the office to be checked and released to a parent by a school official.

CTE ANNUAL PUBLIC NOTIFICATION

The Cutler-Orosi Joint Unified School District does not discriminate on the basis of race, color, national origin, sex, or disability, or any other basis protected by law or regulation in its programs or activities and provides equal access to the Boy Scouts of America and other designated youth groups.

The Cutler-Orosi Joint Unified School District offers a wide array of Career Technical Education (CTE) pathways under its open admissions policy. These programs are designed to provide students with technical skills and real-world experiences in high-demand industry sectors:

Note: A lack of English language proficiency will not be a barrier to admission and participation in any Career Technical Education programs.

Contact Information:

COJUSD District Office: Director of College and Career (559) 528-4763
Orosi High School Counseling Office: (559) 528-4731
Lovell High School: (559) 528-4703

Nondiscrimination & Compliance Coordinators

The following individuals have been designated to handle inquiries regarding nondiscrimination policies and Title IX compliance:

District Compliance Officer/Title IX Coordinator: Melissa Delgadillo, Director of Accountability, Student Services and Categorical Programs (559)528-6949

Title II/ADA/Section 504 Coordinator: Director of Special Education (559) 528-4075

EXCUSED ABSENCES FOR PUPILS OBTAINING CONFIDENTIAL MEDICAL SERVICES WITHOUT CONSENT OF THE PARENT OR GUARDIAN

The governing board of each District shall, each academic year, notify pupils in grades 7 – 12 inclusive (ages 12 and above), and the parents or guardians of all pupils enrolling in the District, that school authorities may excuse any pupil from the school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian in accordance with California Health and Safety Code and Family Code. The student may be required to show verification of the health care visit.

Pursuant with Education Code Section 46010.1, the District notifies students in grades 7 through 12, along with their parents or guardians, that students may be excused from school to obtain confidential medical services without parental consent. As established by Family Code Sections 6920–6929, these services include, but are not limited to, treatment for reproductive health services, infectious diseases (STIs), mental health services, and drug or alcohol counseling. Furthermore, pursuant to Health and Safety Code Sections 123110–123115, a minor's health records regarding these services remain confidential, and healthcare providers may withhold this information from parents to protect the student's privacy. In accordance with CCR, Title 5, Section 421, the school may require verification of the healthcare visit for attendance purposes; the specific nature of the appointment remains protected under state law.

ATTENDANCE

The District's goal is for every student to attend school every day and achieve at least a 95% attendance rate for the school year.

Attendance Recovery

Attendance Recovery is a special program that helps students make up for missed school days. It gives them a chance to attend extra learning time before school, after school, on weekends, or during school breaks (intersessions). The program is optional-students can join if they want to, and it's a great way to catch up on learning. It also helps the school keep funding that depends on student attendance. Lessons in this program are taught by qualified teachers and include the same important subjects students learn during the regular school day. Please note: A student can only make up a maximum of 10 days each school year through Attendance Recovery. We encourage families to participate when possible. It's a helpful way to support your child's education.

ABSENCES FOR RELIGIOUS PURPOSE

Pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises or to receive moral and religious instruction at their respective places of worship or at other suitable places away from school property designated by the religious group, church, or denomination, which shall be in addition and supplementary to the instruction in manners and morals required elsewhere in this code. Such absences shall not be deemed an absence in computing average daily attendance, if all the following conditions are complied with:

(a) The governing board of the district of attendance, in its discretion, shall first adopt a resolution permitting pupils to be absent from school for such exercises or instruction.
(b) The governing board shall adopt regulations governing the attendance of pupils at such exercises or instruction and the reporting thereof.
(c) Each pupil so excused shall attend school at least the minimum school day for his their grade for elementary school, and as provided by the relevant provisions of the rules and regulations of the State Board of Education for secondary schools.
(d) No pupil shall be excused from school for such purpose on more than four days per school month.

ABSENCES FOR STUDENT WALKOUTS

Although the District supports the right of students to express their views and opinions, the District does not endorse mass student walkouts. Students who do not report to school, or leave campus without permission, and return to school without presenting a valid absence excuse, are violating District policies and state law. These students will be counted absent and regular absence consequences will take place. The state requires each parent/guardian to be responsible for making sure that their student attends school for the entire day, in accordance with the state's

compulsory education law (Education Code Section 48200). The District is responsible for supervising and securing the school, but cannot be held liable for the conduct or safety of a student if he or she leaves during school hours without authorization (Education Code Section 44808.5).

EXTENDED ABSENCES

If a student must be absent from school during the school year for more than 3 consecutive school days and less than 15 cumulative school days, the student can be enrolled in short-term Independent Study. For independent study programs scheduled for less than 15 school days, the agreement may be signed at any point during the school year. For independent study programs scheduled for more than 16 school days (long term independent studies), COJUSD will obtain all appropriate signatures for traditional independent study agreements before a student commences independent study.

ABSENCE REPORTING

Student absence to care for a child for whom the student is the custodial parent shall not require a physician's note. (Education Code 48202) For other absences the student shall, upon returning to school following the absence, present a satisfactory explanation, either in person or by written note, verifying the reason for the absence. Absences shall be verified by the student's parent/guardian, other person having charge or control of the students, or student if age 18 or older. (Education Code 46012; 5CCR 306)

When an absence is planned, the principal or designee shall be notified prior to the date of the absence when possible.

The following methods may be used to verify student absences:

1. Written note, fax, email, or voicemail or District approved 2-way communicaiton from parent/guardian or parent.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent. The employee shall subsequently record the following:
    a. Name of student
    b. Name of parent/guardian or parent representative
    c. Name of verifying employee
    d. Date(s) of absence
    e. Reason for absence
3. Visit to the students home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. The employee shall document the verification and include the information specified in item #2.
4. Physician's Verification
    a. When excusing students for confidential medical illness, including an absence for the benefit of the pupil's mental or behavioral health services or verifying such appointments, District staff shall not ask the purpose of such appointments but may request a note from the medical office to confirm the time of the appointment and/or reason for staying home.
    b. If a student shows a pattern of chronic absenteeism due to illness, District staff may require physicians verification of any further student appointments or need to stay home.

STUDENT ATTENDANCE REVIEW BOARD

All schools in the District have the following attendance/tardy/behavior policy, known as the SARB process. The SARB Board provides several organizational structures at the local and county level that create a safety net for students with persistent attendance or behavior problems. Although the goal of SARBs is to keep students in school and provide them with meaningful educational experiences, SARBs do have the power, when necessary, to refer students and their parents or guardians to court.

- **SARB Letter #1:** 3rd unexcused absence for K-5th grade (for 6th-12th grade students this constitutes 21 unexcused period absences).YOU WILL RECEIVE 1st SARB LETTER. Please call the school personnel to discuss this matter.
- **SARB Letter #2:** 5th unexcused absence for K-5th grade (for 6th-12th grade students this constitutes 35 unexcused period absences). YOU WILL RECEIVE 2nd SARB LETTER. A

Student Attendance Review Team (SART) meeting will be held by the school site at this time. The school personnel will be calling to schedule a meeting to discuss this problem.

- **SARB Letter #3:** 7th unexcused absence K-5th grade (for 6th -12th grade students this constitutes 49 unexcused period absences). YOU WILL RECEIVE 3rd SARB LETTER. A formal SARB hearing will be held at this time.

No issued SARB letter may be withdrawn or "worked off" with detention, community service, or Saturday school attendance.

Possible Penalties for Being SARBed:

- Student's attendance/behavior may be monitored for the rest of his/her public education life.
- Parent and student may agree to a contract to monitor attendance/behavior.
- Parent and student may be referred to counseling/parenting classes.
- Student may be referred to an alternative school program.
- Parent may be referred to court.
- A court referral may result in a fine, mandated community service, or jail time.
- The court may monitor student until he/she receives a GED or high school diploma.

ALTERNATIVE SCHOOLS

Notice of Alternative Schools:
California state law authorizes all school districts to provide alternative schools. Section 58500 of the Education Code defines alternative school as a school or separate class group within a school which is operated in a manner designed to:

(a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
(b) Recognize that the best learning takes place when the student desires to learn.
(c) Maintain a learning situation maximizing student self-motivation and encourage the student in his own time to follow their own interests. These interests may be conceived by them totally and independently or may result in whole or in part from a presentation by their teachers of choices of learning projects.
(d) Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
(e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of the District, and the principal's office in each attendance unit have copies of the law available. This law particularly authorizes interested persons to request the governing board of the District to establish alternative school programs in each District.

Further, a copy shall be posted in at least two places normally visible to pupils, teachers, and visiting parents in each attendance unit for the entire month of March in each year.

PUPILS WITH TEMPORARY DISABILITY

A pupil with a temporary disability, which makes attendance in the regular day classes or alternative education program in which the pupil is enrolled in impossible or inadvisable, shall receive individual instruction provided by the District in which the pupil is deemed to reside. The District shall consider provisions for a pupil with a temporary disability, in which it may or may not be advisable to attend a school or an alternative education program. Such pupils shall be provided individual instruction, as deemed necessary, that may include instruction in the pupil's home, hospital, or health facility in the pupil's District of residence. If the hospital or health facility is outside the pupil's District of residence, the District where the hospital or health facility is located shall be the pupil's District of residence. It shall be the responsibility of the parent or guardian of a pupil with a temporary disability to notify the school District in which the pupil is deemed to reside, pursuant to Section 48207 regarding the pupil's presence in a qualifying hospital.

INSTRUCTION FOR STUDENTS WITH TEMPORARY DISABILITY

Pursuant to Education Code Section 48207, a student with a temporary disability is defined as a physical, mental, or emotional condition that makes regular school attendance impossible or inadvisable. Students experiencing such a disability shall receive individual instruction provided by the school district in which the student is deemed to reside for the duration of the medical necessity. The District shall consider provisions for a pupil with a temporary disability, in which it may or may not be advisable to attend a school or an alternative education program. Such pupils shall be provided individual instruction, as deemed necessary, that may include instruction in the pupil's home, hospital, or health facility in the pupil's District of residence.

If the hospital or health facility is outside the pupil's District of residence, the District where the hospital or health facility is located shall be the pupil's District of residence. It is the responsibility of the parent or guardian to notify the school district where the hospital is situated to initiate these services. The District remains committed to ensuring educational continuity and will facilitate the student's timely reentry into their regular program once they are medically cleared to return.

SCHOOL OF ATTENDANCE

The school District has established attendance areas for all schools within the District. Parents should contact the District Office at 12623 Avenue 416, Orosi, telephone (559)528-4763, to determine which school their student should attend.

OPEN ENROLLMENT

Whenever a student is attending a District school on the Open Enrollment List, as identified by the Superintendent of Public Instruction, he or she may apply to transfer to another school within or outside of the District, if the school to which he or she is transferring has a higher Academic Performance Index. Districts with a school on the Open Enrollment List must notify the parents at that school on or before the first day of the school year of their option to transfer to another public school. Information regarding the application process and applicable deadlines can be obtained from the District office.

STUDENT CLASSROOM ASSIGNMENT

The school administration determines student placement and classroom assignments based on a review of student data, academic requirements, and the creation of balanced learning environments. While parental input is appreciated and will be acknowledged promptly, specific requests for teachers or classrooms cannot be guaranteed.

INTRADISTRICT AND INTERDISTRICT TRANSFER POLICIES

Intradistrict transfers- are transfers from one school to another within Cutler-Orosi Joint Unified. Applications must be completed and returned to the school site or District Office between March 1 and April 30, of the previous year. In accordance with law (Board Policy 5116.1), no students currently residing within a school's attendance area shall be displaced by another student. Once enrolled, a student does not need to reapply for readmission annually. However, a student may be subject to displacement due to excessive enrollment. Parents are responsible to provide transportation for students attending schools on an intradistrict transfer permit.

Existing transfers:
If your child received an intradistrict approval letter the last school year, there are two options available for you for the upcoming school year:

1. Your student(s) **may remain at the school site approved on your original intradistrict request.** Transfers are approved for the entirety of their elementary stay (up to 5th grade).

2. Your child may return to his/her school of residence pending space availability. If your child will be returning to his/her school of residence, please notify the office staff at the school of residence.

New transfers:
Students who currently reside within COJUSD may apply for enrollment in any COJUSD school and will be granted a transfer **only if the requested school has space available** for additional students.

Interdistrict transfers- are transfers either leaving or enrolling in Cutler-Orosi Joint Unified School District. Incoming applications will be accepted January 1 – May 1 for the following school year and accepted August 1-May 1 for the current school year. Incoming applications will not be accepted between May 1 and July 31st. All new incoming interdistrict transfers need to apply for an interdistrict agreement from their District of residence first. If approved, the District of residence will then send the interdistrict agreement to COJUSD. Applications for outgoing interdistrict agreements may be picked up at COJUSD District Office or online at http://www.cojusd.org/page/transfers. The Superintendent or designee may approve interdistrict attendance agreements with other Districts on a case-by-case basis to meet individual student needs. Parents are responsible to provide transportation for students attending schools on an interdistrict transfer agreement.

All intradistrict and interdistrict transfers are subject to review of grades, attendance, and behavior prior to approval. Both agreements may be revoked at any time for unsatisfactory attendance, inappropriate behavior and/or inadequate academic progress. Parents who are not satisfied with the resolution of their request may appeal to the County Board of Education within 30 calendar days from the date of the final denial (Education Code 46600.2).

For questions or assistance contact the District Office at (559)528-4763.

AVAILABILITY OF EMPLOYMENT-BASED ATTENDANCE OPTIONS

A person subject to compulsory full-time education shall attend the school in which the residency of either parent or guardian is located. A pupil shall be deemed in compliance with residency requirements if the pupil's parent or legal guardian is employed within the boundaries of the school District if he/she has an approved inter-district attendance agreement.

SEXUAL HARASSMENT

The District's Sexual Harassment Policy
Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.

2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.

3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.

4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity 3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions

2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions

3. Graphic verbal comments about an individual's body or overly personal conversation

4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature

5. Spreading sexual rumors

6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class

7. Massaging, grabbing, fondling, stroking, or brushing the body

8. Touching an individual's body or clothes in a sexual way

9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

10. Displaying sexually suggestive objects

11. Sexual assault, sexual battery, or sexual coercion

12. Electronic communications containing comments, words, or images described above

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee investigate, and/or resolve sexual harassment complaints processed under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Director of Student Services
12623 Ave 416
Orosi, CA 93647
autumnoder@cojusd.org medelgadillo@cojusd.org

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be

referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

3. Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

4. Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6; 34 CFR 106.8)

5. Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

6. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

7. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to students or parents/guardians (34 CFR 106.8)

The Superintendent or designee shall also 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 web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Reporting Complaints

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX Coordinator. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/ guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

Complaint Procedures

All complaints and allegations of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to BP/AR 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

BULLYING

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student. No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyber bully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Bullying is defined as unwanted, aggressive behavior that consists of all of the following:

1. **An intention to harm:** intention suggests that the harm caused by bullying is deliberate, not accidental.
2. **Repetition:** bullying is persistent; it happens more than once or has the potential to occur multiple times.
3. **Power inequity:** definitions of bullying often state that bullying includes a real or perceived imbalance of power between the bully and the victim.

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. Students may self-refer to request support. In addition, students may report threats or incidents confidentially and anonymously through the Sandy Hook Promise ***"Say Something".***

Sandy Hook Promise, "Say Something" is an anonymous reporting hotline to report any kind of crime or other community or school concern. This is a safe way to report bullying, safety or drug concerns. When a person really needs help we hope you will make a call to report it. All reports are anonymous and can be made 24 hours a day.

The following are ways to make an anonymous report:

- Submit a Tip at http://www.p3campus.com/tipform.aspx?ID=3000
- Call the Hotline 1-844-5-SAYNOW, (1-844-572-9669).
- Get the App **"Say Something SHP"** On Google Play and/or the Apple Store.

The following is a list of safety concerns that can be reported:

- Bullying, harassment or intimidation at school or outside of school.
- Cyberbullying: Facebook, You Tube, Text Messages, Instant Messaging, WHATSAPP, Snapchat, Twitter, Instagram, KIK.
- Fights, drugs, alcohol or weapons at school.
- Someone who talks about hurting themselves or others.

You can also file a complaint regarding bullying, harassment, or intimidation (Uniform Complaint Procedures) at the District Office. Please refer to the Uniform Complaint Procedures section of this parent/student handbook.

For more information on Bully Prevention, please visit the California Department of Education website at:

- https://www.cde.ca.gov/ls/ss/se/bullyres.asp

STUDENT DISTRICT INTERNET AND TECHNOLOGY USE POLICY

Before using the District's technology, internet and other on-line resources, each student and his or her parent/guardian must sign and return the parent signature form regarding District technology and internet use which specifies user obligations and responsibilities and indemnifies the district for any damages. The parent/guardian shall agree not to hold the district responsible for materials acquired by the student, for violations of copyright restrictions, users' mistakes or negligence or any costs incurred by users.

- The student to whom a username and I.D. number is issued is solely responsible for its proper use at all times. Users shall keep personal I.D. numbers, passwords, home addresses, and telephone numbers private. They shall use the system only under their own account number.
- The District reserves the right to monitor any on-line communications for improper use including personal devices connected to the District network. All internet provided by District, use can be monitored by the District and the user does not have an expectation of privacy. The use of the District's system is a privilege, not a right, and inappropriate use shall result in a cancellation of the privilege.

Inappropriate use of District technology includes, but is not limited to, the following:

- Any use of the District's technological resources for illegal and/or unauthorized purpose is prohibited.
- Using District technology to access or view pornography.
- Disclosing any student's personally identifiable information.

  "Personally identifiable information" includes, but is not limited to, the following:
    - Student's name.
    - Student's photograph.
    - A video featuring a student.
    - Name of the student's parent or other family member.
    - The address of the student or student's family.
    - A personal identifier such as the student's social security number, student number, or biometric record.
    - Indirect identifiers such as the student's date of birth, place of birth, and mother's maiden name.
    - Other information that alone or in combination, is linked or linkable to a specific student which would allow a reasonable person to identify the student with reasonable certainty.
- Using District technology to gain or attempt to gain unauthorized access to any computer technology, or gaining or attempting to gain unauthorized access to District technology is prohibited.
- Connecting unauthorized equipment to the District technology, including the unauthorized installation of any software (including shareware and freeware), is prohibited.
- Unauthorized attempts to circumvent data protection schemes or uncover security loopholes within or outside of District technology are prohibited. This includes creating and/or running programs that are designed to identify security loopholes and/or decrypt intentionally secure data.
- Knowingly or carelessly performing an act that will interfere with or disrupt the normal operation of computers, terminals, peripherals, or networks, whether within or outside of District technology (e.g., deleting programs or changing icon names) is prohibited.
- Knowingly or carelessly accessing, transmitting, downloading, tampering, vandalizing, running or installing on any District technology, or giving to another user, a program or file intended to damage or to place excessive load on a computer technology or network, files or data is prohibited. This includes, but is not limited to, programs known as computer viruses, Trojan Horses, worms, or any type of pyramid schemes. Deliberate attempts to degrade or disrupt technology performance of the network or any other computer technology or network on the internet by spreading computer viruses is considered criminal activity under state and federal law.
- Violating terms of applicable software licensing agreements or copyright laws on District technology is prohibited. Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited.
- Forging the identity of other users' names, emails, files, data or machine in an electronic communication via District technology in any way, including, but not limited to, disguising one's identity, impersonating other users, or sending anonymous email is prohibited. Impersonation and pseudonyms are not allowed.

- Knowingly or recklessly posting, transmitting or reproducing materials that are false, slanderous or defamatory about a person or organization, or that otherwise violates existing laws or regulations by using District technology is prohibited.
- Attempting to monitor or tamper with another user's electronic communications, or reading, copying, changing, or deleting another user's files or software via District technology, without the explicit agreement of the owner, is prohibited.
- Pirating of computer software via District technology is prohibited.
- Selling, purchasing or encouraging the use of drugs, alcohol or tobacco or other illegal items or substances is prohibited.
- Intentionally accessing, creating, storing, posting, submitting, displaying, transmitting, using or downloading material, images or language that may be deemed hate mail, profane, lewd, vulgar, rude, inflammatory, disrespectful, abusive, impolite, threatening, harassing, discriminatory, racist, offensive, indecent, obscene, or intimidating is prohibited.
- Malicious use of any District computer/network to develop programs that harass other users or infiltrate a computer or computing technology and/or damage software components of a computer or computing technology, and/or "hacking" internal or external to the District, or attempting to access information protected by privacy laws, is prohibited.
- Use for non-academic related bandwidth intensive activities, such as network gaming, is prohibited.
- Hardware and/or software shall not be destroyed, modified, or abused in any way.
- The District technology may not be used for downloading entertainment software (or other files not related to the mission and objectives of the District) for transfer to a user's home computer, personal computer, or other device.
- Establishing a network of internet connections to live communications, including voice and/or video (relay chat), unless specifically authorized by a system administrator, is prohibited.
- Engaging in personal attacks, including prejudicial or discriminatory attacks such as "cyberbullying" is prohibited.
- Violation of any criminal laws, federal, state or municipal laws or ordinances, as well as board policy is prohibited.
- Any use of the District technology to send or receive a message that is inconsistent with the school's code of conduct is prohibited.
- Creation of websites, blogs or other internet forums that purport to be or hold themselves out to be District-sponsored without prior written permission from the Superintendent or designee.
- Use of Artificial Intelligence (AI) Tools in violation of teacher direction or District academic integrity expectations is prohibited.

  This includes, but is not limited to:
  - Submitting work generated in whole or in part by artificial intelligence tools as the student's own work without permission.
  - Using AI tools to complete assignments, assessments, or exams when not expressly authorized by the teacher.
  - Entering or uploading personally identifiable information, confidential student data, or District information into AI systems.
  - Using AI tools to generate content that is false, misleading, harmful, or otherwise in violation of this policy.
  - Use of unapproved District AI tools. Only authorized District AI tools that are listed on the District AI Hub website may be used.
  - AI tools may be used for educational purposes only when expressly permitted by a teacher and in a manner consistent with District guidelines and academic integrity expectations.

I. Disclaimer

The District cannot be held accountable for the information that is retrieved via the network or District technology. The District will not be responsible for any damages you may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by the District technology, system administrator or your own errors or omissions. Use of any information obtained via District technology is at your own risk.

The District makes no warranties (expressed or implied) with respect to: (a) the content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information; or (b) any costs, liability, or damages caused by the way the user chooses to use his or her access to the District technology.

II. Email

All students must adhere to the District's rules and regulations, as outlined in this policy, regarding email.

The District owns any communication sent via email or that is stored on District equipment. Specifically, students should have no expectation of privacy when using the District's email system or technology.

III. Password Policy

Passwords must not be shared with anyone and must be treated as confidential information.

IV. Consent to Search and Seizure of District Technology

The undersigned consents to the search and seizure of any District technology in the undersigned's possession by the District, the District's authorized representative, a system administrator, or any peace officer at any time of the day or night and by any means. This consent is unlimited and shall apply to any District technology that is in the possession of the undersigned, whenever the possession occurs, and regardless of whether the possession is authorized.

V. Distance Learning

Users must adhere to all internet and technology policies while in District Distance Learning. The District also reserves the right to monitor any on-line communications/traffic on non-District devices while connected to a District provided network/internet. This includes the following types of connections:

A. District wireless/wired network.
B. District provided MiFi device.
C. District provided LTE network.
D. Any other District provided network/internet device not listed.

AVAILABILITY OF FREE MEALS

We are pleased to inform you that ALL students enrolled in Cutler-Orosi Joint Unified School District can receive Breakfast, Lunch, Supper & After School Snack at no charge during the academic year.

FOOD FUNDRAISING

All food fundraisers need to be approved by the District Food Service Director and need to meet the Smart Snack Food Guidelines.

CLASSROOM CELEBRATIONS

No homemade food shall be brought for parties. Only store bought prepackaged items will be allowed.

CELL PHONE POLICY

In accordance with California Education Code Section 48901.7 and the Phone-Free School Act (Assembly Bill 3216), Cutler-Orosi Joint Unified School District restricts the use of smartphones and personal electronic devices by students during the school day. The district has implemented an updated cell phone policy for the 2025-2026 2026-2027 school year for all school sites to support a safe, respectful, and focused learning environment. This policy was created in response to growing concerns from staff, parents, and students regarding the negative impact of frequent cell phone use on academic performance, social interaction, and student safety. The goal is to minimize distractions during instructional time, reduce instances of cyberbullying and inappropriate content sharing, and promote positive engagement among students. Recognizing that safety remains a top priority, students will be permitted to access their phones during emergencies when staff determines it is safe to do so. Additionally, students with an approved medical plan that requires the use of a cell phone will be allowed to use their devices as needed, provided proper documentation is submitted to school administration and any school guidelines are followed:

- Students in elementary and middle school may not use cell phones on campus during school hours. Students in high school may use their cell phones during brunch and lunch times only.
- Devices must be turned off and stored away during class and passing periods.

- Applies to devices that provide similar smartphone functionality such as a smart watch, earbuds and smart glasses.
- Other cellular devices that do not have "smart" capability must be turned off and stored for the entire instruction day (e.g., devices that can only send/receive phone calls and text messages).

Consequences

- **1st Offense:** Verbal warning and documentation.
- **2nd Offense:** Cell phone is taken to the office and the student can pick it up from the office at the end of the school day.
- **3rd Offense:** Cell phone is taken to the office and the student's parent/guardian is required to pick it up from the office at the end of the day. A copy of the cell phone policy can be provided to the parents upon the return of the cell phone.
- **4th Offense:** Cell phone is taken and kept until a parent meeting is scheduled and a plan is agreed upon how to proceed for the rest of the year.

Parent/Guardian/Student Communication

If parent/guardian/student need to communicate during the school day, a phone will be available in the main office. In addition, every classroom has a phone that is accessible to the teacher to use to communicate.

STUDENT INFORMATION

STUDENT INSURANCE

Cutler-Orosi Joint Unified School District has partnered with The California Student Accident Insurance Program to provide student accident insurance for the 2025-2026 school year. Insurance coverage is available for enrolled students that are participating in school sponsored and supervised activities. Forms for a claim are available at each school site's office.

Interscholastic school athletic teams have accidental injury insurance that covers medical and hospital expenses.

STUDENT RECORDS

Parents/Guardians have the right to review and challenge the contents of their student's records. Pupil records (cum folders) consist of personal identifying information, subjects taken, grades received, standardized test results, attendance records, and health records, and are maintained at the school the pupil attends. The school principal or designee is responsible for maintaining each type of pupil record and the information contained therein. Additional records, such as psychological and special education reports, are maintained separately and are under the responsibility of the Director of Special Education, Antonio Quintanilla.

A student's citizenship status, immigration status, place of birth, or any other information indicating national origin will not be released without parental consent or a court order.

Pupil records are accessible to parents/legal guardians, a pupil 16 years or older who has completed the 10th grade, 14 years or older who are homeless and are unaccompanied minors, people who complete a caregiver's authorization affidavit, caseworkers/other agency representatives legally responsible for the care and protection of a student, and school District personnel who have legitimate educational interest in the student. Parents/guardians wishing to examine their student's records must contact the principal or designee of the school at which the pupil attends. Your consent is required for disclosure of personally identifiable information contained in your student's records, except to the extent disclosure without consent is permitted by law (e.g., court order). Copies of pupil records may be obtained by the parents/guardians. The school District will charge for reproducing copies of pupil records requested by parents/guardians, and the cost will be charged to the parent for such reproduction at the time copies are made. The location of the log required to be kept pursuant to Education Code 49064 is at the school at which the pupil attends.

Parents may challenge the content of a student record if there is an inaccuracy, an unsubstantiated personal conclusion or inference, a conclusion or inference outside of the observer's area of competence, a comment not based on the personal observation of a named person with the time and place of the observation noted, or if the student record includes misleading information or violates the student's privacy or other rights. The Superintendent or designee will meet with the parent and the certificated employee who recorded the information in question, if any, and presently employed by the District, within 30 days. The Superintendent will determine whether to sustain or deny the allegations. If the challenge is sustained, the changes will be made. If the challenge is denied, the parent may appeal the decision in writing to the District's governing board within 30 days of the refusal. The District's governing board will determine whether to sustain or deny the allegations within 30 days of the receipt of an appeal. The decision of the District's governing board is final. The Superintendent and the District's governing board cannot order a student's grade to be changed unless the teacher who determined the grade is given an opportunity to state the reasons for which the grade was given and is included in all discussions relating to changing the grade.

Parents have the right to file a complaint with the United States Department of Health, Education, and Welfare concerning alleged failure by the District to comply with the provisions of 438 of the General Education Provisions Act (20 U.S.C. 1232G). [Board Policy 5125]

Destruction of Special Education Records
Special education records are considered mandatory interim records and must be maintained until their usefulness ceases. COJUSD has determined "usefulness" ceases three five years after a Special Education student graduates, completes their program, or permanently withdraws from the District. After this five-year retention window, these records are no longer deemed educationally necessary and are scheduled for destruction to protect student privacy. This statement serves as notification that records of any child in special education may be destroyed as per this definition. If you wish to maintain a copy of your child's historical Special Education files for your personal records, please submit a written request to the Special Education Department before the end of the final retention year. student's 22nd 25th birthday. Special Education records will only be kept for a period of time equal to 25 years prior to the current date. This statement serves as notification that records of any child in special education may be destroyed as per this definition.

DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures.

However, no directory information of a student identified as a homeless child or youth as defined in 42 USC 11434a shall be released, unless the parent/guardian, or the student if he/she is 18 years or older, has provided written consent that directory information may be released.

Directory information includes information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook; classroom photo;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include those identified Board Policy 5125, and companies that manufacture class rings or publish yearbooks.

Two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide colleges and prospective employers, including military recruiters, upon request, with the following information- names, addresses and telephone listing- unless

parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

In addition, students and parents/guardians have the opportunity to opt out for the following:

Cal Grant: Students will automatically be deemed Cal Grant applicants unless the parent, or the student, if the student is 18 years or older opts out "within 30 days of receipt of this notice" or during the student's eleventh grade year. Eleventh graders who are 18 years or older and parents of minor eleventh graders may contact school principal at their attending high school if they do not want their grade point averages reported to the California Student Aid Commission (CSAC) for purposes of the Cal Grant program. The District high school students will submit senior grade point averages to CSAC on October 1 of each year.

California Colleges Guidance Initiative (CCGI) manages CaliforniaColleges.edu, the State of California's comprehensive college and career planning platform, which offers resources for students, educators, and parents/guardians.

COJUSD has partnered with the California College Guidance Initiative (CCGI), which works to ensure that all 6th-12th grade students in California have access to a systematic baseline of guidance and support as they plan, prepare, and pay for post-secondary education and training. CCGI has two overarching objectives: 1. All high school seniors graduate with a post-secondary plan. 2. Students' academic transcript, unique identifier, and college and career planning data follow them in a manner that reduces information gaps that hinder student success. Yearly, students will each have an account on CaliforniaColleges.edu to access curricular lessons on career exploration, soft skills in the workforce, college research and planning, and so much more! The CCGI Network has partnerships with the California public colleges and the California Student Aid Commission (CSAC) as well as with school districts college and career planning resources, providing students with one place where students can document their college and career planning journey from exploration to application and financial aid tracking, by all post-secondary systems.

In high school, students can access their portal as a tool to track their grades along with UC/CSU A-G Eligibility Status, submission of all College Applications, Free Application for Federal Student Aid (FAFSA), and more. The district's partnership agreement with CCGI allows key information to transfer when your child chooses from their account to college applications, making the entire process faster and easier. It also allows your child's course information to be shared directly with community colleges, UC's and CSUs of your choice, helping those colleges make faster and better decisions about admission, placement, and financial aid. Students can also launch FAFSA (Financial Aid Application) from their CCGI account, potentially smoothing the process of determining financial aid eligibility**. If you choose to opt-out of this data sharing feature, please visit** https://bit.ly/42NwqUk **.**

The District has designated the following information as directory information: Student's name, address, telephone listing, electronic email address, photograph, date birth, major field of study, dates of attendance, grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, and awards received, and the most recent educational agency or institution attended. Directory information does not include a student's student ID number. However, for the purpose of accessing or communicating in electronic systems, directory information may include a student ID number, user ID. Or other unique personal identifiers used by the student, provided that the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

Directory information also does not include a student's social security number, citizenship status, immigration status, place of birth, or any other information indicating national origin.

Other entities may also have access to student records which they may have legitimate educational interest in while acting as school officials. This includes but is not limited to, UC Merced, College of the Sequoias, School Resource Officer, and distance learning platforms.

STUDENT ABUSE PRIMARY PREVENTION PROGRAM

Parents have the right to refuse to allow their students to participate in a student abuse primary prevention program. (Welfare & Inst Code 18976.5)

The Human Trafficking Prevention Education and Training Act requires instruction about sexual harassment, sexual assault, sexual abuse and human trafficking. Information on human trafficking shall include both of the following:

A. Information on the prevalence, nature and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries and how to safely seek assistance.
B. Information on how social media and mobile device applications are used for human trafficking.

CHILD FIND SYSTEM

The District in cooperation with the Special Education Local Plan Area (SELPA) of the Tulare County Office of Education (TCOE) has established written policies and procedures for a continuous Child Find System, which addresses the relationships among identification, screening, referral, assessment, planning, implementation, and review of the triennial assessment of students with special needs.

1. Each special education local plan area shall establish written policies and procedures pursuant to Section 56205 for use by its constituent local agencies for a continuous child find system that addresses the relationships among identification, screening, referral, assessment, planning, implementation, review and triennial assessment. The policies and procedures shall include, but need not be limited to, written notification of all parents of their rights under this chapter, and the procedure for initiating a referral for assessment to identify individuals with exceptional needs.

2. In accordance with Section 1415(d)(1)(A) of Title 20 of the United States Code and Section 300.504(a) of Title 34 of the Code of Federal Regulations, parents shall be given a copy of their rights and procedural safeguards only one time a school year, except that a copy also shall be given to the parents: (A) Upon initial referral or parental request for assessment. (B) Upon receipt of the first state complaint under Section 56500.2 in a school year. (C) Upon receipt of the first due process hearing request under Section 56502 in a school year. (D) When a decision is made to make a removal that constitutes a change of placement of an individual with exceptional needs because of a violation of a code of pupil conduct in accordance with Section 300.53(h) if Title 34 of the Code of Federal Regulations. (E) Upon request by a parent.

INSTRUCTIONAL POLICIES

EDUCATIONAL OFFERINGS

- **In-Person Instruction:** Instruction offered in the traditional educational setting where the student is under immediate physical supervision of a certificated teacher.
- **Independent Studies:** The Board of Education authorizes independent study as an optional alternative instructional strategy for eligible students whose needs may be best met through study outside of the regular classroom setting. If a student must be absent from school during the school year for 3 consecutive school days but no more than 15 cumulative days, when applicable, so that the student can be enrolled in short term Independent Study. A student's participation in independent study shall be voluntary and is subject to review by site administration. Students in Independent Study have the right, at any time, to return to the regular classroom mode of instruction. Parents/guardians of students who are interested in Independent Study shall contact the school principal. The District shall ensure that a written Independent Study agreement, as prescribed by law, exists for each participating student.
    - For Independent Study programs scheduled **for more than 16 school days,** COJUSD will obtain all applicable signatures for traditional Independent Study agreements before a student commences Independent Study.
    - The Superintendent or designee shall ensure that all students participating in Independent Study for 16 school days or more in a school year receive the following throughout the school year: (Education Code 51747)

1. For students in grades transitional kindergarten (TK)-3, opportunities for daily synchronous instruction.
2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction.
3. For students in grades 9-12, opportunities for at least weekly synchronous instruction.

- **School Closures:** In an effort to ensure that if the District should close schools, students will be provided course work online and/or via instructional packets.

KINDERGARTEN READINESS ACT

SB 1381 advances the date by which a child must turn age five before enrolling in kindergarten and age six before enrolling in first grade. To enroll in kindergarten, a child must be five years old on or before September 1.

UNIVERSAL TRANSITIONAL KINDERGARTEN

Children who turn four (4) by September 1st are eligible for transitional kindergarten (TK). In 2021, legislation was passed that requires any local educational agency (LEA) operating a Kindergarten to also provide a TK program for all 4-year-old children by 2025-26, UTK means that by 2025-26, regardless of background, race, zip code, immigration status, or income level, every child will have access to TK as a quality learning experience the year before Kindergarten.

- Transitional kindergarten is an additional year of high-quality early learning to better prepare students.
  - In the 2025-26 school year, and in each school year thereafter, children who will turn four years old by September 1st are eligible for TK.

AVAILABILITY OF CURRICULUM PROSPECTUS

The curriculum, including titles, descriptions, and instructional aims of every course offered by a public school, shall be compiled at least once annually in a prospectus. Each school site shall make its prospectus available for review upon request. When requested, the prospectus shall be reproduced and made available. School officials may charge for the prospectus an amount not to exceed the cost of duplication (Education Code 49091.14). The District has developed grade-level curricula and adopted standards for each grade level that meet state standards and are aligned with the State Frameworks for Instruction.

HARMFUL OR DESTRUCTIVE USE OF ANIMALS

Students may notify the teacher of their objection, substantiated by a note from the parent/guardian, and their desire to refrain from the harmful or destructive use of animals. If the teacher believes an adequate alternative education project is possible, the teacher may work with the student to develop and agree upon an alternative project which would provide the knowledge, information, or experience required by the course of study. The alternative project shall involve time and effort comparable to that required by the original project. A teacher's decision in determining if a student may pursue an alternative project or be excused from the project must not be arbitrary or capricious. Students who choose alternative projects shall pass all examinations in order to receive course credit. This student may seek alternative tests for any tests requiring the harmful or destructive use of animals.

POSITIVE BEHAVIORAL INTERVENTION SUPPORT (PBIS)

Positive Behavioral Intervention Support (PBIS) programs exists for grades PreK-12th. PBIS is a decision-making framework that teaches behavioral expectations in the same manner as any core curriculum subject. The school focuses on three to five behavioral expectations that are positively stated and easy to remember. Rather than telling students what not to do, the school will focus on the school-wide preferred behavioral expectations.

Some of the evidence-based curriculums used to reinforce this approach across primary and secondary populations include: Second Step and School Connect. Both curricula primarily focus on the following social and emotional learning competencies identified by researchers as critical to success in school, career, and life in general. These domains include: social awareness, self-awareness, self-management, relationship skills, and responsible decision making.

COLLEGE ADMISSION REQUIREMENT

Each school year, as part of the annual notification required pursuant to Section 48980, a school District offering any of grades 9 to 12, inclusive, shall provide the parent or guardian of each minor pupil enrolled in any of those grades in the District with written notification that, to the extent possible, shall not exceed one page in length and that includes all of the following:

1. A brief explanation of the college admission requirements.
2. A list of the current University of California and California State University web sites that help pupils and their families learn about the college admission requirements and that list high school courses that have been verified by the University of California as satisfying the requirements for admission to the University of California and the California State University.
3. A brief description of what career technical education is, as defined by the department.
4. The internet address for the portion of the web site of the department where pupils can learn more about career technical education.
5. Information about how the pupils may meet with school counselors to help them choose courses at their school that will meet college admission requirements or enroll in career technical education courses, or both.

For Purposes of this section,"college admissions requirements" means the list of courses that satisfy the subject requirements for admission to the California State University and the University of California.

The high schools in the District publish guidebooks that meet this requirement. Every student and parent in grades 9-12 are provided a copy of their school's guidebook. The guidebooks are also available online at www.cojusd.org. Orosi High School publishes "Course of Study Guidebook" and the Alternative High Schools publish "Alternative School Course Guidebook."

Dual Enrollment
In accordance with California Education Code Section 48980.6, the District offers Dual Enrollment Courses for advanced academic opportunities for students in grades 9 through 12: These courses allow students to enroll in college-level classes while still in high school, earning credits that may be applied towards both high school and college graduation requirements.

Career Technical Education (CTE) Programs and Data Collection
The District is committed to providing high-quality educational opportunities for all students. As part of this commitment, our school participates in the K-14 Strong Workforce Program (SWP), which offers students pathways to gain valuable skills and certifications in various career fields. In alignment with Assembly Bill 1929, the District is enhancing our data collection practices to better understand and address disparities in CTE participation and outcomes. Specifically, the District will collect and report data on student enrollment and achievement in CTE programs, disaggregated by race and gender. This information will help us identify areas for improvement and ensure that all students have access to the resources and support they need to succeed.

COURSE OF STUDY-SEXUAL BIAS

Elementary and secondary (high) schools shall offer classes and courses, including non-academic and elective classes and courses, without regard to the sex of the pupil enrolled in these classes and courses. A school District may not prohibit a pupil from enrolling and may not require a pupil of one sex to enroll in any class or course on the basis of the sex of the pupil. A school counselor, teacher, instructor, administrator, or aide may not, on the basis of the sex of a pupil, offer vocational or school program guidance to a pupil of one sex that is different from that offered to a pupil of the opposite sex or, in counseling a pupil, differentiate career, vocational, or higher education opportunities on the basis of the sex of the pupil counseled. The parents or legal guardians of a pupil shall be notified in a general manner at least once in the manner prescribed by Section 48980, in advance of career counseling and course selection commencing with course selection for grade 7 so that they may participate in the counseling sessions and decisions. Participation in a particular physical education activity or sport, if required of pupils of one sex, shall be available to pupils of each sex.

ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS OF CALIFORNIA

In California, students take the English Language Proficiency Assessment, known as the ELPAC. The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate English Language Proficiency (ELP) assessments: one for the initial identification of students as English learners and the other for the annual summative assessment to identify students' English language proficiency level and to measure their progress in learning English.

Assessment Requirements for English Learner (EL)
Students E.C. 52164.1; A.R. 6174
The California Education Code requires that schools identify the language(s) spoken at home by each student. This information is collected through the Home Language Survey, which is completed by a parent/guardian for each new enrolling student. The Home Language Survey is only filled out **one** time. In accordance with California State Regulations, the District must assess English Learners using the English Language Proficiency Exam of California (ELPAC). A new student identified as an English Learner shall be assessed within thirty calendar days after the student is enrolled. Parents/guardians shall be informed in writing of the results and program placement options. The District must also assess the English language proficiency for all students whose home language is other than English. (C.C.R., Title 5, Chap. 11, Sub Chap. 7.5, Sec. 11511.5; E.C. 48985) The progress of English Learners is assessed by COJUSD as required by state and federal law. The progress of English Learners in acquiring English is measured annually through the English Language Proficiency Assessment of California (ELPAC).
Parents/Guardians receive a Notification Letter informing them when their child is classified as an EL. This letter also notifies parents/guardians that English Learners will be placed in the Structured English Immersion Program as mandated by state law. In this program, students are taught overwhelmingly in English. Parents/guardians may choose to have their students participate in a Dual Immersion program. E.C. 310

Long-Term English Learners
Parental notification also require the following additional information:

1. Whether the child is a long-term English learner or at risk of becoming a long-term English learner;
2. The manner in which the English language development instruction will meet the educational needs of long-term English learners or those at risk of becoming long-term English learners; and
3. The manner in which the program for English language development instruction will help long-term English learners or those at risk of becoming long-term English learners develop English proficiency and meet age-appropriate academic standards.

Requesting a Language Acquisition Program
Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English Learners based on state-adopted academic content standards, including English Language Development (ELD) standards. (*EC* Section 306[c])

Description of Program Options and Goals for English Learners
A description of the language acquisition programs provided in the Cutler-Orosi Unified School District is listed below. Please select the program that best suits your child. (20 U.S.C. Section 6312[e][3][A][iii],[v])

- **Structured English Immersion (SEI) Program:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.
- **Dual-Language Immersion (DLI) Program:** Also referred to as **Two-Way Immersion.** A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program is available for Transitional Kindergarten through Fifth Grade.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (EC Section 310[a][3]

Parents of English Learners have a right to decline or opt their children out of the school District's language acquisition program or opt out of particular English Learner service(s) within a language acquisition program. (20 U.S.C Section 631[c][A][vii]) However, LEAs remain obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

Reclassification of English Language Learners C.C.R., Title 5, Sec. 11303
The reclassification procedures used to determine when an EL student is a Fluent English Proficient-Redesignated (R- FEP) shall follow the guidelines established by the California State Department of Education (E.C. 313(d)). The requirement for reclassification shall consist of the following criteria:

1. Assessment of English language proficiency using the ELPAC scoring a 4 overall;
2. Comparison of performance in basic skills as indicated by the California Assessment of Student Performance and Progress (CAASPP) and local assessments.
3. Participation of the pupil's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil; and
4. Parental involvement through:
    a. Notice to parent(s)/guardian(s) of language reclassification and placement, including a description of the reclassification process and the parent's/guardian's opportunity to participate; and
    b. Encouragement of the participation of parent(s)/guardian(s) in the school District's reclassification procedure, including seeking their opinion and consultation during the reclassification process.

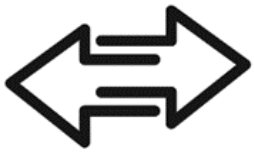
If a special education student needs reclassification, procedures developed by the California Board of Education (CBE) require Districts to utilize multiple criteria in determining whether to reclassify a pupil as proficient in English.

English Learner Advisory Committee (ELAC) Participation
One important way for parents to participate in schools is to join the English Learner Advisory Committee (ELAC). This committee is designed to increase the participation of parents of English Learner students. The purpose of ELAC is to advise the principal and staff of the school's program for English Learners. ELAC is also responsible for assisting in the development of the school needs assessment, language census, and ways to make parents aware of the importance of regular school attendance. It is not necessary to be a parent of an English Learner to join ELAC. Members of ELAC can also serve as the school representative to the District English Learner Advisory Committee (DELAC). The purpose of DELAC is to advise the school district's governing board on district programs, goals and objectives for programs, services for English Learners, and the reclassification process.

Dual Immersion Program 50/50
The Cutler-Orosi Joint Unified School District offers a 50/50 Dual Language Immersion Program in grades TK-5. Instruction in English and Spanish is divided evenly at each of the grade levels. Students are taught literacy simultaneously in both languages. This balance is attained through a daily division, where the morning is spent working in one language and the afternoon is spent working in the other.

The Dual Immersion program is a "choice" program and any incoming TK or Kindergarten students meeting enrollment criteria may apply to participate. Applications will only be taken during a designated time period from families residing within the district's attendance boundaries. Students will be selected first come first serve then a lottery process if there is more demand than available spaces. Students who are newcomers can enter upon registration and their primary language is Spanish.

Classes will be filled with 3 equal groups of students; English-only students (native English speakers), English Learners (native Spanish speakers), and English-Spanish speakers. The chart below explains the academic program outline for parents and staff.

Grade	50/50 Model English	Metalinguistic Awareness	50/50 Model Spanish
Transitional Kindergarten Through Fifth Grade	English Language Arts (ELA) with Integrated Science Guided Reading Mathematics English Language Development (ELD)	Cross-Linguistic Bridge Academic Vocabulary Development Language Journal 	Spanish Language Arts (SLA) including Guided Reading Integrated Social Studies Science

* PE and electives are in English

GIFTED AND TALENTED EDUCATION (G.A.T.E.)

Cutler-Orosi Joint Unified identifies students for the GATE program by intellectual ability, creative ability, academic ability, leadership ability, and high achievement. Decisions for placement into the GATE program are based on student abilities, test data and referrals. For more detailed information, please contact the Director of Special Services.

GRADING POLICIES

Elementary:

Grades for achievement at the elementary level shall be reported for each marking period based on the District's adopted rubric on the California State Standards. K–5 teachers give their students four different types of grades. Students receive Progress toward Standards number scores for each Content Strand in English-Language Arts and Mathematics.

1 Not Met Standard
2 Nearly Met Standard
3 Met Standard
4 Exceeded Standard
X Specific Area of Concern

El Monte Middle School and Orosi High School:

Grades at the secondary level are reported for each quarter marking period as follows; report cards will be mailed home at the end of each quarter:

Letter Grade and Achievement	Grade Points Earned	Grade Points if in Academy, AP, Dual Enrollment
A- Outstanding	4.0 grade points	5.0 grade points
B- Above Average	3.0 grade points	4.0 grade points
C- Average	2.0 grade points	3.0 grade points
D- Below Average	1.0 grade points	1.0 grade points
F- Little or No Achievement	0 grade points	0 grade points
P- Pass	0 grade points	0 grade points
NP-No Pass	0 grade points	0 grade points
"I" Incomplete		

An Incomplete is given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F. Some courses designated by the school are eligible for Pass or No Pass in lieu of a grade. The teacher of each course shall determine the student's grade. The grade assigned by the teacher shall not be changed by the Board or the site administrator except as provided by law.

- When it becomes evident to a teacher that a student is in danger of failing a course, the teacher must arrange a conference with the student's parent/guardian or send the parent/guardian a written report a minimum of 2 weeks prior to the end of each grading period/mark. (Education Code 49067)
- Student performance in high school physical education courses shall be based upon evaluation of the student's individual progress, attainment of goals in each instructional area, tests designed to determine skill and knowledge, and physical performance tests.
- No grade or citizenship mark of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel. (Education Code 49066)

For students in grades Kinder-5th, students will receive a 1- 4 citizenship grade from each of their classroom teachers at the end of each grading period. The grade will be based on the citizenship displayed by the student in each teacher's classroom.

For students in grades 6-12 students may receive a grade of "Outstanding," "Satisfactory," or "Unsatisfactory". Cheating is the practice of fraudulent or deceptive acts for the purpose of improving a grade or obtaining course credit. Cheating may result in a lower citizenship grade, suspension, or loss of school privileges.

Grading Policies for Alternative Schools:
Students in alternative schools receive credit for productive seat work only and with a grade of "C" or better. Students may receive a "D" or better on an online curriculum. Students may receive partial credit for classes and work completed. Extra credit work may be assigned to students only when credit recovery is needed as long as the student is completing classroom work or Cyber High/Acellus and has good citizenship/discipline and good attendance. All extra credit as well as books shall be returned to the teacher in a timely manner.

STUDENT ACADEMIC RECOGNITIONS

Students earn a variety of pins, certificates, and medals for outstanding academic achievement that can be worn during graduation/promotion ceremony.

Orosi High School:
Honor Roll Pin: Students who earn a cumulative GPA of 3.5-3.75.
High Honors Honor Roll Pin: Students who earn a cumulative GPA of 3.76-3.99.
Principal's Award Pin: Students who earn a cumulative GPA of 4.00 and above.
➢Students may also earn other recognitions, please refer to Orosi High School's Student Handbook for a complete list.

El Monte Middle School:
The following groups of students will receive honors throughout the year for their academic achievement on their report cards.
Honor Roll: Students who earn a cumulative GPA of 3.5-3.75.
Academic Merit: Students who earn a cumulative GPA of 3.76-3.99.
Principal's List: Students who earn a cumulative GPA of 4.00.

Lovell High School:
Honor Roll: Students who earn a semester GPA of 3.0-3.5.
Academic Merit: Students who earn a semester GPA of 3.51-3.99.
Principal's List: Students who earn a semester GPA of 4.00.
➢Students may also earn other recognitions, please refer to the Alternative Education Handbook for a complete list.

GRADUATION REQUIREMENTS

AB167/216, AB 1806, AB 2121, AB181; may allow foster care, homeless, juvenile court, military family students, migratory students, and newly arrived immigrant students, and students on an individualized education program (IEP) who meet certain criteria to be exempt from having to meet additional district graduation requirements and

instead, can earn a diploma by meeting California state minimum graduation requirements. Please see Academic Counselors for further information regarding these exemptions.

2025-2026 2026-2027Orosi High School Diploma Requirements

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 for a total of 60 community service hours)

Subject Requirements:	**Credits:**
English	40
Math	30
Science (Required: Integrated Science/Biology)	20
Social Science (Required: World History, U.S. History, Civics, Economics)	30
Foreign Language/Fine Arts	10
Physical Education	20
Electives (Required: Ethnic Studies beginning with graduating class of 2029-30)	110
Total	**260**

Graduation Ceremony Requirements

1. Credit/Subject Requirement
   Students must meet the entire subject and credit requirements set by the Governing Board.
2. Senior Exit Interview and Portfolio Presentation
   Students must complete all elements of the Advisory Senior Portfolio Checklist. Students must successfully complete the Senior Exit Interview and Portfolio Presentation with a score of 75% or higher.
3. Community Service Hours
   Students must complete 15 hours of community service hours each academic year (**due May 1415th**) for a total of 60 hours.
4. Grade Point Average (GPA)
   Students must maintain an overall/cumulative GPA of 2.0. (an average of **all semester grades** earned in 9th – 12th).
5. 95% Attendance Requirement
   Students must maintain a 95% attendance rate **throughout their four years** at Orosi High School.
   Students must have **an average attendance rate of at least 95% over all four years of high school**. Attendance is calculated **cumulatively** across all years, not just senior year.
   This includes both excused and unexcused absences. Students should attend Saturday School to make-up all absences. Absences which occurred during the 1st semester must be made up by the last Saturday in January. Absences which occurred during the 2nd semester must be made up by the last Saturday in May. Students must have no more than 35 total tardies over the course of each year.
6. Behavior
   Students must meet behavioral guidelines. This means no 5-day suspensions or two separate suspensions in a 9 week period (**45 school days/March 24, 2026**) prior to graduation.
7. Debts must be paid in full
   Students must pay all debts owed to Orosi High School one week prior to graduation date.
   Payment options are available and must be paid in full to Orosi High School one week prior to graduation date.

Orosi High School Early Graduation Process

Orosi High School acknowledges that some students seek to pursue educational goals that include graduating from high school at an earlier date than their designated graduating class. A student who completes the requirements for early high school graduation may participate in the graduation ceremonies in the year in which they complete Orosi

High School's requirements for graduation. *Early graduates forfeit participation in any senior activities of their designated class that take place after the date of graduation.*

Procedures:
Students wishing to graduate early must submit an **Early Graduation Request** form to their counselor no later than the last day of the first semester of their sophomore year. If the student is approved for early high school graduation, the student, parent, and counselor will work together to complete an acceleration plan. The student's counselor will be assigned to oversee the implementation of the plan and to monitor the adjustment of the student's plan to meet the accelerated setting or to refer for removal of the accelerated agreement.

Once deemed that the student is on track and making progress towards graduation requirements, an **Early Graduation Petition** must be submitted to the counselor and the principal must verify the student is meeting the requirements.

Anticipated Graduation	Application Deadline due to School Counselor	Application Deadline due to Student Services Department
2nd Semester of Junior Yr.	Last Friday in February	Second Friday in March
1st Semester of Senior Yr.	Last Friday in September	Second Friday in October

Acknowledgements:
The student understands that they will not be counted towards the running for Valedictorian status in the class which they have selected to graduate with if different than their designated class. Students must also complete all district graduation requirements in the class they wish to graduate with.

Alternative Education Early Graduation Process
Alternative Education Schools acknowledge that some students seek to pursue educational goals that include graduating from high school at an earlier date than their designated graduating class. A student who completes the requirements for early high school graduation may participate in the graduation ceremonies in the year in which they complete Alternative Education School's requirements for graduation. Early graduates forfeit participation in any senior activities after the date of their early graduation.

Procedures:
Students wishing to graduate early must submit an **Early Graduation Request** form to their counselor or learning director. Before a student is evaluated for early high school graduation, the principal must receive the completed application from the student signed by their parent/guardian by the date listed below (see table). If the student is approved for early high school graduation, the student, parent, and counselor/learning director will work together to complete the acceleration plan. The student's counselor/learning director will be assigned to oversee the implementation of the plan and to monitor the adjustment of the student's plan to meet the accelerated setting or to refer for removal of the accelerated agreement. Upon referral, the principal shall convene an Acceleration Evaluation Committee to determine the appropriateness of early high school graduation for the student. The committee shall include the counselor, the principal, and one teacher.

Anticipated Graduation	Application Deadline to Principal	Application due to Student Services Department
2nd Semester of Junior Year.	Last Friday in February	Second Friday in March
1st Quarter of Senior Year.	Last Friday in August	Second Friday in September
1st Semester of Senior Year.	Last Friday in September	Second Friday in October
3rd Quarter of Senior Year.	Last Friday in December	Third Friday in January

Behavior

Students at Orosi High School and Alternative Education requesting to graduate early must meet behavioral guidelines. This means no five (5) day suspensions or two (2) separate suspensions in a week period (45 days) prior to anticipated early graduation date.

2025-2026 2026-2027 Alternative Education Diploma Requirements

EARNING A DIPLOMA FROM ALTERNATIVE EDUCATION SCHOOL REQUIRES THE FOLLOWING:

1. Successful completion of at least 220 credits.
2. Successful completion of Senior Exit Interview and Portfolio Presentation
3. **Community Service Hours (5 hours minimum per school year enrolled).**
4. **90% Attendance Requirement-** Students must maintain a 90%+ attendance at Alternative Education.
5. Behavior-Students must meet behavioral guidelines. This means no 5-day suspensions or two separate suspensions in a 9 week period **(45 school days/March 20, 202631, 2027)** prior to graduation.
6. Debts must be paid in full-Students must pay all debt owed to Alternative Ed one week prior to graduation date.

Subject		**Credits**
English		40
Math	Required: Math 1	30
Science	Required: Physical (10) Life/Biology (10)	20
Social Science	Required: World History (10) US History (10) Civics (5) Economics (5)	30
Foreign Lang./Fine Arts		10
Physical Education		20
Electives	Required: Ethnic Studies % 2030	70
Total		**220**

INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT (IDEIA)

Every individual with exceptional needs, who is assessed and determined eligible to receive specialized academic instruction, related services, or both under this part, shall receive such Special Education services at no cost to his or her parents as determined appropriate to him or her by the Individualized Education Program (IEP) team. Federal law also requires a free and appropriate education (FAPE) in the least restrictive environment (LRE) be offered to handicapped pupils. Individuals with exceptional needs are considered "handicapped students." The handicapping conditions covered by IDEIA are Autism, Deaf-blindness, Deafness, Emotional Disability, and Hard of Hearing/Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, or Visual Impairment including Blindness.

INSTRUCTION IN HEALTH, FAMILY LIFE EDUCATION, COMPREHENSIVE SEX EDUCATION, AND SEXUALLY TRANSMITTED INFECTION PREVENTION EDUCATION

Students in grades 4 –5 may receive “hygiene”, puberty and/or growth and development instruction. Comprehensive sexual health education and HIV/AIDS prevention instruction is State mandated, in accordance with the *California Healthy Youth Act,* to be given once in Junior High/Middle School and once in High School. Parents/guardians will

be notified in writing prior to commencement of the above stated instruction and if it is to be taught by school District personnel or outside consultants. Parents/guardians have the right to exempt their student from instruction in health, family life education, comprehensive sex education, and sexually transmitted infections prevention education (including HIV/AIDS), whenever any part of that instruction conflicts with their personal, moral or religious beliefs with a written request submitted to their student's school site. This request is only valid for the current school year. Parents/guardians have the right to inspect the course material. A pupil shall not be subject to disciplinary action, academic penalty, or other sanction if the parent/guardian does not permit the pupil to receive the instruction. While the instruction is being delivered, alternative education activity shall be made available to those pupils whose parent/guardian has requested that they not receive the instruction. Notice will not be given if a description or illustration of the human reproductive organs appears in a text in science or health course when the texts have been adopted pursuant to law (Education Code 59130-59139).
Students in the 5th grade may receive foundational education regarding hygiene, puberty, and human growth and development. In accordance with the California Healthy Youth Act, students in middle and high school participate in more comprehensive health and HIV/AIDS prevention education. This mandated curriculum is provided once at the middle school level and once during high school. Parents and guardians will receive written notice before instruction begins, including the topics to be covered, dates, and indicating whether the curriculum will be delivered by district staff or external consultants. In accordance with EC Sections 51930–51939, parents and guardians maintain the right to inspect the instructional materials related to growth and development, comprehensive sexual health, and HIV prevention education. These materials will be available for review at the District Office prior to the start of instruction.

Parents/guardians have the right to exempt their student from instruction in health, family life education, comprehensive sex education, and sexually transmitted infections prevention education (including HIV/AIDS). If any part of this curriculum conflicts with your personal, moral, or religious beliefs, you may opt your child out of the instruction by submitting a written request to the school office.

Please note that under provision section 51938, the District operates under a "passive consent" model. Therefore, students will participate in these lessons by default unless a formal written objection is received. This exemption is valid only for the current school year and must be renewed annually. Students who are exempted will be provided with an alternative educational activity and will not face any disciplinary or academic penalties. While specific notice is provided for sexual health units, separate notification is not required for the use of legal science or health textbooks that contain descriptions or illustrations of human reproductive organs

EVERY STUDENT SUCCEEDS ACT

The Every Student Succeeds Act (ESSA) aims to ensure that all students have access to a fair, equitable, and high-quality education, and to close achievement gaps. ESSA includes provisions that will help to ensure success for students and schools. Below are just a few of the provision for the new law:

- Advance equity by upholding critical protections for disadvantaged and high-need students.
- Requires all students be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Districts are responsible for improving the quality and effectiveness of teachers, principals, and other school leaders in increasing student academic achievement.
- Provide ongoing opportunities for meaningful parent engagement allows parents to be involved in their child's education.

Teacher Qualifications:

According to federal law, at the beginning of each school year, the District shall notify the parents of each student that parents have the right to request information regarding the professional qualifications of their student's teacher, including:

- Whether the teacher has met state qualification and licensing criteria for grade levels and subject areas in which the teacher provides instruction.

- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.
- Parents must also be provided information on the level of achievement of the parent's child in each of the state's academic assessments and must be notified if their child is taught by a teacher who is not "highly qualified" for four consecutive weeks.

RETENTION

Parents will be notified, as early in the school year as practicable, when a pupil is identified as being at risk of retention. The parent/guardian has the right to have a conference scheduled when a teacher has determined and informed the parent that the student is in danger of failing a course. A teacher who retains a student shall meet with the principal and parent/guardian to prepare a plan of action for the student's educational program the following year. Any retention of a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan, as applicable.

SCHOOL ACCOUNTABILITY REPORT CARD

The District annually issues a School Accountability Report Card for each school in the District and publicizes such reports on the web site. A copy will be provided upon request free of charge.

SCHOOL TRANSFERS

- **Alternative School Placement:** Students who are over 16 and who are behind in credits, or have poor attendance or behavior, may be transferred involuntarily to a continuation school in the district by the Student Attendance Review Board (SARB) process, or to the Community Day School (in cases of extreme misbehavior). Students who are under 16 may be voluntarily transferred when it is deemed to be in the best interest of the student and when the parent agrees. Community service hours should not be used for transfer to Alternative Education.
- **Esperanza (Independent Study) Placement:** Independent Study is designed for independent learners in grades 6-12. Even though parents may request Independent Study, it is the school District's authority to determine whether or not Independent Study is an appropriate placement for the student. Any student who is transferred to Esperanza, who does not follow the rules of their Independent Study master agreement will be referred back to his/her home school or to another school in the District.
- **Community Day School Placement:** The Community Day School is a school where students may be placed if they are expelled from the District or placed there by an administrative panel. The Community Day School may operate a longer day and students are in a single classroom the entire day except for a class period of Physical Education.
- **Transfers Between Schools:** An administrative panel determines placement prior to transfer. Books and fees must be collected from the current school site before the student is transferred to another school site.
  Between El Monte, OHS, and Alternative Schools: Administrators must complete the transfer form with the parents before a transfer may be made.
  Between Alternative Schools and OHS: Before a student may transfer from Alternative Schools to OHS, certain requirements must be met:
    - Sufficient credits;
    - Behavior: A student must have good attendance and good behavior;
    - Number of transfer opportunities: If a student has transferred to Alternative Schools or Esperanza (either voluntarily or involuntary) for two times, he/she will remain at the Alternative School or at Esperanza until he/she graduates.

  Between Elementary Schools: A request for an intradistrict transfer must be filed at the District Office and approved by the Superintendent or Superintendents's designee. Students that are approved for a transfer between schools may have transfer revoked if attendance and discipline issues arise. Transportation is not offered on an approved intradistrict.
- **Involuntary Transfers:** A student may be transferred to another district school if the student is convicted of a violent felony, as defined in Penal Code 667.5(c), or a misdemeanor listed in Penal Code 29805 and is

enrolled at the same school as the victim of the crime for which the students was convicted. However, before recommending such a transfer, the Superintendent, the principal, or other designee shall notify the student and the student's parent(s)/guardian(s) of the right to request a meeting with the principal or designee and shall attempt to resolve the conflict using restorative justice, counseling, or other such services. Participation of the victim in any conflict resolution program shall be voluntary, and the victim shall not be subjected to any disciplinary action for refusing to participate. (Education Code 48929)

SUPPLEMENTAL INSTRUCTION

The District shall offer supplemental instruction based on retention or academic deficiencies. Supplemental instruction programs may be offered during the school day or outside the regular school day. Such programs may be offered during the summer, before school, after school, on Saturday, and/or during interessions.

STATE TESTING PROGRAM

California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes and will be made available on the parent portal.

California Assessment of Students Performance and Progress

- **Smarter Balanced Assessment Consortium Assessments**

The California Assessment of Student Performance and Progress (CAASPP) computer adaptive assessments are aligned with the Common Core State Standards (CCSS). English language arts/literacy (ELA) and mathematics tests are administered in grades three through eight and grade eleven to measure whether students are on track to college and career readiness. In grade eleven, results from the ELA and math assessments can be used as an indicator of college readiness.

- **California Science Tests (CAST)**

The computer-based CAST measures student acquisition of the California Next Generation Science Standards. It is administered in grades five, eight, and once in high school.

- **California Alternative Assessments (CAA)**

The computer-based CAA for ELA and CAA for mathematics is administered to students with the most significant cognitive disabilities in grades three through eight and grade eleven. Test items are aligned with the CCSS and are based on the Core Content Connectors. The instructionally embedded CAA for Science is administered in grades five and eight, and once in high school.

- **California Spanish Assessment (CSA)**

The California Spanish Assessment (CSA) is a component of the California Assessment of Student Performance and Progress (CAASPP) System. This optional assessment, presented in Spanish, is available to serve students who speak Spanish as their primary language, as well as those who are learning Spanish as an additional language.

Pursuant to California Education Code Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments.

English Language Proficiency Assessments for California (ELPAC)

The English Language Proficiency Assessments for California (ELPAC) is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. State and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten through grade twelve. It consists of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

The Alternative ELPAC is administered to students with the most significant cognitive disabilities in grades kindergarten through twelfth.

Physical Fitness Test

The Physical Fitness Test (PFT) for students in California schools is the FitnessGram®. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades five, seven, and nine take the fitness test.

Our District is required to administer the state-designated physical fitness test on all students in grades 5, 7, and 9 during the months of March, April, or May. Education Code Section 60800 allows, upon request, for the California Department of Education (CDE) to collect and report statewide results at least once every two years.

Students are provided with their individual results upon completion of the testing. These results may be shared either in writing or orally at the time of the completion. Furthermore, these results must be included in each student's cumulative record, and a copy of the results must be provided to the parents or guardians.

ADVANCED PLACEMENT EXAM

The district will offset the examination fee for economically disadvantaged students to the extent possible with available funds. Students who register for an AP exam paid for by the District, and fail to take the exam, may be charged for the exam.

CALIFORNIA HEALTHY KIDS SURVEY:

The **California Healthy Kids Survey (CHKS)** is administered to students in grades 5, 6, 7, 9 and 11. This survey assesses key indicators linked to success in school, career, and life, and is used as Local Control and Accountability Plan indicators by most districts in California. The CHKS data supports Cutler-Orosi Joint Unified School District in data-based decision making and includes five important areas that guide school and student improvement:

- student connectedness, learning engagement/motivation, and attendance;
- school climate, culture, and conditions;
- school safety, including violence perpetration and victimization/bullying;
- physical and mental well-being and social-emotional learning; and
- student supports, including resilience-promoting developmental factors (caring relationships, high expectations, and meaningful participation).

Supplementary modules that cover a wide variety of areas in more detail may be administered to students, including:

- school climate;
- social-emotional and physical health;
- behavioral health and substance use; and
- other risk behaviors.

Parents of students in grades 5 and 6 need to sign a consent form indicating that they give or do not give permission for their student to participate in the CHKS (active consent). Parents of students in grades 7, 9, and 11 who do not want their student to participate in the CHKS must notify the school principal in writing to request that their student(s) be excluded from participating in the survey (passive consent).

ANNUAL READING DIFFICULTIES RISK SCREENING (K-2):

In accordance with California Education Code Section 53008, the District will annually screen all students in kindergarten, first grade, and second grade for risks associated with reading difficulties, including Dyslexia. This screening is a tool to help educators identify students who may need additional literacy support and is not a formal medical diagnosis.

Parental Rights and Opt-Out Process:

Parents and guardians will receive a specific notification at least 15 calendar days before the screening is administered. This notice will include the screening dates and the name of the approved instrument being used. You have the right to opt your child out of this screening. To do so, you must submit a written request to your child's school principal before the scheduled screening date. Students with an existing IEP or 504 plan related to reading difficulties may also be exempted with prior written parent consent. Screening results will be shared with parents within 45 calendar days of the assessment, including information on how to interpret the results and any proposed next steps for instructional support.

CO-CURRICULAR AND EXTRA CURRICULAR ACTIVITIES

Extracurricular activities are defined as those activities which are not the components of academic curriculum but an integral part of the educational environment. Extracurricular activities comprise of athlete participation, clubs, cheer, drama, lunch privileges, and attending school activities (i.e., athletic events, dance and field trips).

Co-curricular refers to activities, programs and learning experiences that extend to all students in a course. Co-curricular activities are under the direction of a course instructor. It is expected that all students attending co-curricular activities are in positive academic standing. If a student has more than 2 1 F grades they might be given an alternative assignment in lieu of the co-curricular activity.

- **The exception-**10th grade Be Future Ready Student Mentor Conference.

Students and guests must obey the school rules, abide by dress code, and show a valid ID card prior to entry to any event. All students K- 8th grade must have a parent/guardian with them to be allowed to enter any athletic event at Orosi High School. Students attending home games at El Monte, must have a parent/guardian present after 5 p.m. Any student without a parent, will be required to leave the game. Students must be present at school the day of the school sponsored event in order to attend.

NOTICE OF POTENTIAL SEARCHES

To ensure the safety, health, and welfare of all participants, all students, as well as their personal belongings (including but not limited to backpacks, bags, luggage, jackets, and pockets), may be subject to a search prior to boarding transportation or at any time during a school-sponsored trip, including overnight trips.

For school-sponsored events where guests are allowed, only one guest per student is allowed. Guests need clearance from school administration and guest passes must be cleared two days prior to the event. Guests and students must enter at the same time. Once a student/guest has entered the event he or she must remain in the building. Students/guests will not be allowed to return once they have left the building. Eligible students who have permission from Alternative School may attend Winter Formal and Prom.

ELIGIBILITY

Elementary: Grades 4-5

To be eligible to participate in extra-curricular activities, students in grades 4-5 must demonstrate educational progress and have no major discipline referral or suspension. See suspension schedule below for ineligibility days.

Secondary: Grades 6-12

To be eligible to participate in extracurricular activities, including attending athletics events, students in middle, high school and alternative high school must demonstrate satisfactory educational progress in the previous weekly grade eligibility check, including but not limited to:

Based on the Weekly Eligibility Report

1. Maintain a minimum of a 2.0 grade point average
2. Students cannot have more than 1 F.
3. 95% attendance throughout the school year (Alternative Education 90% attendance)
4. No major discipline referrals or suspensions.
5. Up to date with Community Service Hours (Grades 9-12)
    a. 9th grade: minimum of 7.5 hours by end of semester 1
    b. 10th grade: minimum of 15 hours by beginning of year
    c. 11th grade: minimum of 30 hours by beginning of year
    d. 12 grade: minimum of 45 hours by beginning of year

1. Maintenance of a minimum of a 2.0 grade point average on a 4.0 scale in all enrolled classes, based on weekly eligibility report
    a. Students cannot have more than 2 F's.
2. 95% attendance throughout the school year including tardies.
3. No major discipline referrals or suspensions.

Eligibility Process:

1. School administrators download eligibility list every Monday at 3:15 p.m.
2. Students are notified on Tuesdays Monday(i.e., personal note and/or school bulletin or email) and an automated call message will be sent to parents/guardians in the evening.
3. Ineligibility week starts Wednesday Monday morning and ends following TuesdayFriday at 11:59 pm.

OHS Athletics:

1. Athletic Director will communicate eligibility with all students.
2. Student-athletes that do not meet eligibility for the first time, will not be able to participate in athletic competitions but may travel with the team. If ineligible for a second week the student athletes will not participate and will not travel with the team. If a student-athlete is ineligible again for the third consecutive week the student will be dropped from the team.

Suspensions for students in grades 4-12:

If a student is suspended for an offense that results in a suspension, the student will be ineligible for extracurricular activities. The following ineligibility schedule applies:

- 1 suspension day (or 1+ suspended class periods) = 5 days of ineligibility
- 2 suspension days = 10 days of ineligibility
- 3 suspension days = 15 days of ineligibility
- 4 suspension days = 20 days of ineligibility
- A five (5)-day suspension results in forty-five (45) school days of ineligibility.
- 5 suspension days = 25 days of ineligibility

If a five-day suspension occurs within the last five (5) school days, students may be determined ineligible for promotion or graduation ceremonies, pending written notice and an opportunity to appeal. If the offense occurs within the last ten (10) school days of the semester, school administrators may use their discretion to extend the ineligibility period into the following semester.

Ethics:

The Central Section of California Interscholastic Federation (CIF) is committed to the exhibition of sportsmanlike and ethical behaviors in and around all athletic contests. All contests must be safe, courteous, fair, controlled, and orderly for all athletes and fans alike. It is the intent of the CIF that violence in any form not be tolerated. In order to enforce this policy, the CIF has established rules and regulations which set forth the manner of enforcement of this policy and the penalties incurred when violation of the policy occurs. The rules and regulations shall focus upon the responsibility of the school administrator, athletic director and coach to teach and demand high standards of conduct and to enforce the rules and regulations set forth by CIF. These same standards apply to the sports program at Alternative Schools even though those schools are not governed by CIF rules.

ALTERNATIVE EDUCATION WORK PERMIT REQUIREMENTS

In order to obtain a work permit, students (Age 14+) must meet the following requirements:

- Have a 2.0 minimum GPA with no F's
- Have a "Satisfactory Grades" with no F's
- Be on track for both the graduation ceremony and the diploma
- Be on track with Community Volunteer Service Learning Hours
- Have satisfactory behavior
- Have satisfactory attendance

AFTERSCHOOL PROGRAM

Students are not allowed to attend the after-school program activities or the Step Up Youth Center during their suspension or expulsion.

Cutler Orosi Joint Unified School District (COJUSD) has enrolled all current COJUSD High School Students (currently attending Orosi High School) in the after school program for the 2025-2026 2026-2027 school year. The after school program provides free academic tutoring services and fun enrichment clubs and activities. There is no

minimum participation required, therefore students are able to attend at any time during our operating days and hours. For advertisement purposes, students may be asked if they will allow the tutor to photograph them during club meetings and events, provided that their parents/guardians have authorized COJUSD to take their photos.

Parents may choose to opt out from allowing their child(ren) to utilize the free services of the after school program. Additionally, students who are age 18 or older may choose to opt out of the opportunity to utilize these services. To opt out the parent/guardian or student age 18 or older must request an opt out form form the Step Up Youth Center or email it to anruiz-alvarez@cojusd.org. Please complete one per child. Alternative Education students may attend Step Up if permission is granted by Orosi High School administration.

IDENTIFICATION CARDS

Identification cards (student IDs) for all students in grades 6-12 are required for entry to all school-related events, including sports' events. At Orosi High School eligible juniors and seniors need to have a valid student ID in order to leave campus during lunch. Students without a valid student ID will not be allowed to leave campus for lunch.

BEHAVIOR AND DISCIPLINE

RULES AND PROCEDURES ON SCHOOL DISCIPLINE

District and school rules pertaining to student discipline are available to parents or guardians of District students in the school office. In particular, Board Policy (BP) and Administrative Regulation (AR) 5144 addresses student discipline, generally, and BP/AR 5144.1 and 5144.2 describe the procedures for suspension and expulsions. Written notice of these discipline rules and procedures will be sent at the beginning of the school year to continuing students and be given to transfer students and their parents/guardians at the time of their enrollment. Teachers may require parent/guardian to attend their student's class if the student is suspended for an act of obscenity, profanity, or vulgarity, a disruption of school activities, or willful defiance.

- All schools are gang free zones. Gang-related affiliation, behavior, and activities will not be tolerated. All schools are gang-free zones. Such behavior will result in a warning, suspension, expulsion, referral to SARB, or transfer to alternative or Community Day schools. Students may be referred to the Tulare County Sheriff's Gang Task Force. A letter will be sent to parents detailing the concerns of the schools regarding the student's suspected gang behavior.
- Hate-motivated behavior will not be tolerated and is subject to disciplinary action, including suspension, expulsion, and school transfer.
- Inappropriate display of affection will not be tolerated and is subject to parent notification. Continued inappropriate behavior may result in suspension.
- Sexting is sending, receiving, or forwarding sexually explicit messages, photos, or images via cell phone, computer, or other digital device. It can be considered child pornography and the offender, student or adult, can be charged with a state or federal felony and would have to register as a sex offender. Electronic devices may be confiscated by law enforcement and may not be returned.
- The school assumes no responsibility or liability for theft, loss, or damage to a device brought onto school grounds by a student, or for the unauthorized use of any such device, including, but not limited to devices left in locker rooms, buses, or classrooms. Students bring these devices to school at their own risk.

BRINGING THINGS TO SCHOOL

There are some things which a student must not bring to school because they are dangerous or do not meet our wellness policy to the student and to others and may result in disciplinary action. In addition, there are things which interfere with the rights of others to learn and must not be brought to school. Some of these things include:

Dangerous Items:		**Drugs/Drug Paraphernalia:**	**Food Items:**	**Distracting Items:**
Fireworks /Firecrackers	Pepper spray	Tobacco products-cigarettes	Sunflower seeds	Permanent markers
Pocket Knives	Laser Pointers	Vapor pens	Chips	Pets
Stink bombs	Guns/Look alike guns/Water guns	Paraphernalia	Gum	Speakers
Lighters/Matches		Prescriptions	Soda	Electronic Devices,

				Airpods, Meta Glasses
Chains		Over the counter pills	Candy	Toys
Handcuffs		Medicine	Energy Drinks	Games (including cards, marbles, water balloons and dice)
Live ammunition		Natural Supplements		

Dangerous, illegal items will not be allowed. Students may not bring items to sell at school. **The District is not responsible for the loss/theft of personal items brought to school.** The school administrator will not conduct a search for the lost or stolen items.

STUDENT DRESS CODE

The Education Code states that student apparel must not interfere with the education process or cause a safety hazard. All clothing should be worn in good taste and should be clean. The District dress code applies to all school activities anywhere in the District, including games and dances, before, during, and after school. **The following clothing is not allowed. Judgment is determined by school officials.**

1. Miniskirts or shorts that are, too short;
    - When standing straight with hands at your sides and your shoulders relaxed, skirts or shorts should not be shorter than the tip of your middle finger.
2. See-through shirts or blouses, large mesh shirts, half shirts, spaghetti straps, oversize or undergarment tee shirts, ragged tee shirts, torn jeans that expose thighs, tube tops; halter tops, or revealing tank tops.
    - When standing straight with hands at your sides and your shoulders relaxed, shirts must be no longer than your fists.
3. Shirts or blouses revealing bare midriffs (crop tops);
4. Shirts or blouses that are low cut and/or revealing;
    - Tank top straps must be two inches wide. One shirt by itself must have 2" shoulder straps, not a combination of shirts.
    - Any shirt or blouse where cleavage is visible will be considered low cut.
5. Students are allowed to wear hats or beanies with an official school logo only and must be worn with bill facing forward. For health reasons, full-brimmed hats are allowed for school-approved activities. No hats, caps or beanies of any kind are allowed to be worn indoors, unless approved by site administration.
6. Clothing, merchandise or accessories with profane or inappropriate sayings or pictures with alcohol, drugs, or tobacco promotions, Old English writing, or weapons, or shirts that depict racism or sexism.
    - "In memory" shirts shall not be worn.
7. Inappropriate footwear. **The District advises that it is dangerous to wear shoes that can cause harm to the individual; the district is not liable to injuries due to unsafe shoes.**
8. Gang-type clothing, haircuts/fashion, solid red, blue, brown hats/beanies and accessories including, but not limited to gang colors, shaved lines through eyebrows, baggy pants, baggy shorts with long socks, gang-type belts/buckles, or jewelry, may not be worn by identified gang members or associates. No sagging pants where undergarments are visible.
    - Excessively baggy or oversized pants or shorts are not allowed. Oversized clothing that presents a safety concern or reflects gang-style images are not acceptable. Shirts that hang below fists will be considered oversized.
    - Excess pant material cannot exceed 5 inches when measured at the kneecap of the straightened leg.
    - Pants must fit and be worn at the natural waist.
    - Solid red or blue shirts are not allowed. Red and blue shirts with logos smaller than a hand fist will not be allowed.
        - For Alternative Schools: Red and blue shirts are not permitted regardless of logos.
    - Facial protective gear (masks): Red, blue, and brown bandanas are not allowed as masks. Masks must adhere to all dress code policies
    - No professional sports team apparel allowed. Only permitted on dress-up or spirit days.
9. PJs/sleepwear are only permitted on dress-up or spirit days.
10. Full-length bodysuits/catsuits are not permitted.

If school officials have concerns about the student's suspected gang behavior, a letter will be sent home notifying parents of the concern and additional restrictions may be enforced.

CLOTHING CHANGE

Students wearing inappropriate clothing to school will either be given an appropriate item of clothing to wear (if available) for the day, or the parent may be called to bring a change of clothing. The decision is at the discretion of the site administrator. Refusal by the student to wear the provided clothing may result in disciplinary action.

CONSEQUENCES

DISCIPLINE

The District's Governing Board has adopted rules and regulations pertaining to student discipline, including Board Policy 5144, 5144.1 and Administrative Regulation 5144, 5144.2 and 5144.2 and 5144.1. Parents may request a copy of such rules and regulations.

GROUNDS FOR SUSPENSION AND EXPULSION

Student conduct-whether occurring on school grounds, during lunch on or off campus, while going to or from school, at a school function, or off campus if it is reasonably likely to cause or causes a substantial disruption of a school activity or attendance – may result in suspension and/or expulsion when:

- Other means of correction have failed to bring about proper conduct;
- The student's presence causes a danger to themselves or others; and/or
- As required or permitted by law. Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

Suspension means removal of a pupil from ongoing instruction for adjustment purposes. Suspensions may be made by a teacher, principal or a school administrator, the Superintendent, or the Board. A suspension which removes a student from campus will be for one to five days, after which time the student may return, unless the suspension is extended. A suspended student is expected to be under the supervision of a parent during school hours when serving suspension days at home. (7:00 a.m. – 4:30 p.m.) Additionally, during the suspension contract, the student is not to attend any school District event or be on any school District property unless directed by the site/District administrator.

For grades 6-12, an in-school suspension may be available to some students who have committed a suspendable offense that is not violent in nature. The site administrator will determine if the in-school suspension is an adequate disciplinary action. Parents will be notified of the suspension and a written suspension form will be completed. In-school suspension is located at Orosi High School and/or El Monte Middle School. Students will report to Orosi High School or El Monte Middle School's office and wait to be escorted to the in-school suspension room.

School staff have the discretion to offer alternatives to suspension, which may be counseling and/or community service. In school support at the secondary level is an alternative to in school suspension or out of school suspension. In school support students will be provided curriculum education with social-emotional supportive measures, are completely separated from the student body for the specified days, and may not participate in any extracurricular activities. The class climate will be strictly business and students will be required to work the entire time they are in, in school support. The rules are simple: students will do assigned work without talking, sleeping, or leaving desks. Lunch and breaks will be controlled and supervised. Failure to comply with the rules may result in an out-of-school suspension.

Expulsion by contrast, is a formal process, which entails a suspension and a hearing at the District Office to determine if a student will be expelled from his/her current educational setting. Students who have been expelled by the District may not attend any regular comprehensive school or program operated by the Cutler-Orosi Joint Unified School District until the expulsion term has ended. Expulsions can be extended if the student's rehabilitation plan has not been satisfied or the student still poses a danger to the school, staff, and other students.

The following is a guide for disciplinary action. School administrators have the discretion to determine the adequate disciplinary action.

1. Mandatory Expulsion {E.C. 48915(c)}	**Alternative to Suspension**	**Suspension**	**Expulsion**
(1) Possession, selling, or otherwise furnishing a firearm. However, possession of an imitation firearm, as defined in Education Code 48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion.			●
(2) Brandishing a knife.			●
(3) Unlawfully selling a controlled substance.			●
(4) Committing or attempting to commit a sexual assault or battery.			●
(5) Possession of an explosive.			●
2. Mandatory Recommendation for Expulsion {E.C. 48915(a)(1)} Unless the Superintendent, Superintendent's designee, principal or principal's designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.	**Alternative to Suspension**	**Suspension**	**Expulsion**
(1) Causing serious physical injury to another person except in self-defense.		●	●
(2) Possession of any knife, or other dangerous object of no reasonable use to the pupil.		●	●
(3) Unlawful possession of any drug except for (1) the first offense of possession of not more than one ounce of marijuana, or (2) for the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician.		●	●
(4) Robbery or extortion.		●	●
5) Assault or battery upon a school employee.		●	●
3. Acts of Violence {E.C. 48900(a)}	**Alternative to Suspension**	**Suspension**	**Expulsion**
(1) Caused, attempted to cause, or threatened to cause physical injury to another person.	●	●	●
(2) Willfully used force or violence upon another person.		●	●
4. Weapons and Dangerous Objects {E.C. 48900(b)} ****Law enforcement MUST be notified**	**Alternative to Suspension**	**Suspension**	**Expulsion**
(1) Possession, sale, or furnishing of weapons (knife, gun, sharp object, club, or an object that could inflict injury) or explosive.		●	●
(2) Explosives, use or possession.		●	●
5. Drugs and Alcohol {E.C. 48900(c)} ****Law enforcement MUST be notified**	**Alternative to Suspension**	**Suspension**	**Expulsion**
(1) Possession, use, sale, or furnishing, or otherwise being under the influence of alcohol, controlled substances, or an intoxicant.		●	●
6. Sale of "Look-Alike" Controlled Substance or Alcohol {E.C. 48900(d)} ****Law enforcement MUST be notified**	**Alternative to Suspension**	**Suspension**	**Expulsion**
Offering, arranging, or negotiating to sell drugs, alcohol or any intoxicant and then substituting a look-alike substance intended to represent drugs, alcohol, or an intoxicant.		●	●
7. Robbery or Extortion {E.C. 48900(e)}	**Alternative to Suspension**	**Suspension**	**Expulsion**
Committed or attempted to commit robbery or extortion.		●	●
8. Damage to Property {E.C. 48900(f)}	**Alternative to Suspension**	**Suspension**	**Expulsion**
Caused, or attempted to cause damage to school or private property.	●	●	●
9. Theft or Stealing {E.C. 48900(g)}	**Alternative to Suspension**	**Suspension**	**Expulsion**

Stealing, or attempting to steal school or private property.	●	●	●
10. Tobacco {E.C. 48900(h)}	**Alternative to Suspension**	**Suspension**	**Expulsion**
Possessed or used tobacco or nicotine products.	●	●	
11. Profanity, Obscene Acts, Vulgarity {E.C. 48900(i)}	**Alternative to Suspension**	**Suspension**	**Expulsion**
(1) Directed at peers.	●	●	●
(2) Directed at school personnel.	●	●	●
12. Drug Paraphernalia {E.C. 48900(j)}	**Alternative to Suspension**	**Suspension**	**Expulsion**
Possessed, offered, arranged, or negotiated to sell any drug paraphernalia.	●	●	●
13. Willful Defiance or Disruption of School Activities {E.C. 48900(k)(1)}** Note: With the exception of classroom suspensions imposed by a teacher under Education Code 48910, no student enrolled in kindergarten through grade eight may be suspended for violation of Education Code 48900(k)(1). Additionally, no student enrolled in kindergarten through grade twelve, regardless of age, may be recommended for expulsion for violation of Education Code 48900(k)(1). [E.C. 48900(k)(2)] Willful defiance is defined as: when a student's conduct, presence or actions disrupts or threatens to disrupt normal district or school operations, threatens the health or safety of anyone on district or school property, or causes or threatens to cause damage to district property or to any property on school grounds. Examples include, but are not limited to: Classroom behavior that impedes a teacher's ability to teach and other students' ability to learn, such as a student talking loudly or making other distracting noises or gestures while a teacher is speaking to and instructing the class and when students are expected to be silent and attentive; or the intentional activation of the fire alarm causing the temporary evacuation of the school and/or causing emergency personnel to respond. Willful disruptions is defined as: when a student defies the valid authority of a district or school official or district or school staff in a manner that has an impact on the effective or safe functioning of district or school operations, such as continuing to remain at the scene of a fight or to instigate a disturbance after being told to stop the subject behavior; repeated disobedience to or defiance of school personnel when other interventions have not been successful in modifying the misbehavior; or in the proper instance one-time or first-time disobedience to or defiance of school personnel that has an impact on the effective or safe functioning of district or school operations. Examples include, but are not limited to: continuing to remain at the scene of a fight or other violent disturbance despite specific directions to leave the area by administrators or other school staff attempting to break up the fight or mitigate the disturbance caused by the fight; or Repeated episodes of misbehavior, despite multiple efforts and/or directives by a classroom teacher or other district staff intended to change and correct the student's misbehavior.			
(1) Disrupting school activities.	●	●	
(2) Refusing to follow the valid authority of school personnel, including supervisors, teachers, school officials or other school staff performing their duties.	●	●	
(3) Failure to follow school rules.	●	●	
(4) Failure to follow directive or instruction of staff or teachers.	●	●	
(5) Failure to follow conduct code for school bus passengers.	●	●	
14. Possession of Stolen Property {E.C. 48900(l)}	**Alternative to Suspension**	**Suspension**	**Expulsion**
Knowingly received stolen school property or private property.	●	●	●
15. Imitation Firearm {E.C. 48900(m)}	**Alternative to Suspension**	**Suspension**	**Expulsion**
Possession of an imitation firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm.		●	●

16. Sexual Assault or Sexual Battery {E.C. 48900(n)} **Law enforcement MUST be notified	**Alternative to Suspension**	**Suspension**	**Expulsion**
Committed or attempted to commit a sexual assault or battery.		●	●
17. Harassment of a Student Witness {E.C. 48900(o)}	**Alternative to Suspension**	**Suspension**	**Expulsion**
Harassed, threatened, or intimidated a pupil who is a witness in a school disciplinary proceeding for the purpose of intimidation or retaliation.	●	●	●
18. Prescription Drug Soma {E.C. 48900(p)} **Law enforcement MUST be notified	**Alternative to Suspension**	**Suspension**	**Expulsion**
Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.	●	●	●
19. Hazing {E.C. 48900(q)}	**Alternative to Suspension**	**Suspension**	**Expulsion**
Engaged or attempted to engage in hazing.	●	●	●
20. Bullying and Bullying by Electronic Act {E.C. 48900(r)}	**Alternative to Suspension**	**Suspension**	**Expulsion**
Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically toward a pupil.	●	●	●
21. Aided or Abetted to Inflict Physical Injury {E.C. 48900(t)}	**Alternative to Suspension**	**Suspension**	**Expulsion**
Aided or abetted in the infliction or attempted infliction of physical injury to another student.	●	●	●
22. Sexual Harassment {E.C. 48900.2}	**Alternative to Suspension**	**Suspension**	**Expulsion**
Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature. Applies to grades 4-12.	●	●	●
23. Acts of Hate Violence {E.C. 48900.3}	**Alternative to Suspension**	**Suspension**	**Expulsion**
Students in grades 4-12 may be suspended or recommended for expulsion for causing, threatening, or attempting to cause, or participating in an act of hate violence defined as willfully interfering with or threatening another person's person or property rights because of race, ethnicity, national origin, religion, disability, or sexual orientation. Speech that threatens violence, when the perpetrator has the apparent ability to carry out the threat, may be considered an act of hate violence.	●	●	●
24. Other Harassment {E.C. 48900.4}	**Alternative to Suspension**	**Suspension**	**Expulsion**
Students in grades 4-12 may be suspended or recommended for expulsion for intentionally engaging in harassment, threats, or intimidation against a student or group of students when the harassment is severe and pervasive and disrupts classes or creates disorder or an intimidating or hostile educational environment.	●	●	●
25. Terrorist Threats {E.C. 48900.7}	**Alternative to Suspension**	**Suspension**	**Expulsion**
Making terrorist threats against school officials and/or property.	●	●	●
26a. Attendance – Truant {E.C. 48260}	**Alternative to Suspension**	**Suspension**	**Expulsion**
Absent from school without a valid excuse.	●		
26b. Attendance – Repeat Truant {E.C. 48261}	**Alternative to Suspension**	**Suspension**	**Expulsion**
Absent from school more than one day without a valid excuse.	●		
26c. Attendance – Habitual Truant {E.C. 48262}	**Alternative to Suspension**	**Suspension**	**Expulsion**
Any student truant three or more times per school year. Students who are habitually truant may be referred to the School Attendance Review Board.	●		

IMPACT OF DISCIPLINE ON EXTRACURRICULAR ACTIVITIES

If a student is suspended for an offense that results in a suspension, the student will be ineligible for extracurricular activities. The following ineligibility schedule applies:

- 1 suspension day (or 1+ suspended class periods) = 5 days of ineligibility
- 2 suspension days = 10 days of ineligibility
- 3 suspension days = 15 days of ineligibility
- 4 suspension days = 20 days of ineligibility
- A five (5)-day suspension results in forty-five (45) school days of ineligibility.

If a five-day suspension occurs within the last five (5) school days, students may be determined ineligible for promotion or graduation ceremonies, pending written notice and an opportunity to appeal. If the offense occurs within the last ten (10) school days of the semester, school administrators may use their discretion to extend the ineligibility period into the following semester.

Impact of Discipline on Afterschool Program: No student may attend any after-school program, activity or the Step Up Youth Center when they are suspended from school or expelled.

LOSS OF PRIVILEGES

The loss of privileges may include the following extracurricular activities: (1) school clubs; (2) student government or committees; (3) public performances of music, dance, drama and speech; (4) leadership class activities (not as part of a class grade); (5) special field trips that are not co-curricular (6) school dances and assemblies; (7) athletics; (8) 8th-grade promotion ceremony and 12th grade graduation ceremony; (9) spirit/rally performances, assemblies; (10) Spring Fling; (11) school dances, including Prom and Winter Formal; (12) senior trips; (13) enrollment in a Leadership Class; (14) school events as a spectator; (15) Homecoming activities; (16) off-campus privileges at lunchtime; (17) other extra-curricular activities not related to grades (Wild Water Adventure, Magic Mountain, etc.,) (18) Powder Puff football.

PENALTY FOR BEING IN THE VICINITY

Student in the vicinity (part of an identified group) when an illegal activity takes place, will be held accountable. Students suspected of being under the influence of a controlled substance may be subject to further evaluation and/or searched.

8th GRADE PROMOTION CEREMONY REQUIREMENTS

To participate:

- Student will need to have all fees paid and textbooks returned to the library.
- Student must have a GPA of a 2.0.
- Student must pass Math and English with a C or better in both semesters.
- Student must have 95% attendance.
- Student must meet behavioral guidelines. This means no 5-day suspensions or two separate suspensions in a 9-week period prior to promotion **(45 school days, March 23, 2026March 30, 2027)**
- Student will adhere to school dress code on the day of the promotion.

Students who are at-risk of not meeting promotion requirements will be invited to attend intervention to improve attendance and grades.

8th grade students that do not meet the promotion participation requirements will be required to attend summer school.

OROSI HIGH SCHOOL GRADUATION CEREMONY EXPECTATIONS

To participate in the graduation ceremony, students must meet the diploma and ceremony requirements. Students participating in the graduation ceremony must adhere to the following rules:

- Diploma will be issued from the last school attended.
- Participation in the practice session is mandatory unless there are extenuating circumstances that have been cleared with administration or counselor.
- Good citizenship must be maintained during the ceremony. Gum is not allowed. Anyone under the influence of alcohol or drugs before or during the ceremony will be removed from the ceremony. Students are checked for firecrackers, lighters, beach balls, balloons, noise makers, liquid string, laser pointers, and other contraband items when they arrive at check-in stations and the staging area.
- Safe, appropriate footwear is required (only flats, wedges, wide heel); no tennis shoes, no thin heels, no sunglasses; no flowers or other adornments, including bling of the cap or gown, are allowed. The tassel is worn over the right eye until the end of the ceremony.
- Students shall be permitted to wear tribal regalia or recognized objects or religious or cultural significance as adornment to the customary ceremonial attire, as long as the adornment does not cause substantial disruption of, or material interference with, the graduation ceremony. Students who desire to wear such

adornments shall seek permission from the Superintendent or designee at least 14 days before the graduation ceremony.
- A photographer will be present to take a picture of each graduate. No one else will be allowed into the staging area for the graduates.
- Balloons will not be allowed in the stadium. Please leave these in your vehicles.

ALTERNATIVE SCHOOLS GRADUATION CEREMONY EXPECTATIONS

- Diploma will be issued from the last school attended.
- Participation in the practice session is mandatory unless there are extenuating circumstances that have been cleared with administration or counselor.
- Students must have earned 10 credits from the District's alternative schools in the semester preceding graduation in which they intend to graduate.
- Each graduating senior will receive 10 tickets for the ceremony and each person who attends must have a ticket to enter. Parents can make a request if more tickets are needed and will be granted based on availability.
- Credit/Subject Requirement
  Students must meet the entire subject and credit requirements set by the Governing Board.
- Students must have earned 220 Credits from Lovell, Esperanza or 130 Credits from the Adult School in addition to all local diploma requirements by the last Friday before the graduation ceremony.
- Senior Exit Interview and Portfolio Presentation
  Students must complete all elements of the Advisory Senior Portfolio Checklist. Students must successfully complete the Senior Exit Interview and Portfolio Presentation with a score of 75% or higher.
- Community Service Hours
  Students must complete their personalized prorated community service hours (**due May 15th**).
- Behavior
  Students must meet behavioral guidelines. This means no 5-day suspensions or two separate suspensions in a 9 week period (**45 school days/March 30, 2027**) prior to graduation. Early graduates are subject to the 45 school day rule based on their expected graduation date.
- Debts must be paid in full
  Students must pay all debts owed to one week prior to graduation date.
- Students participating in the graduation ceremony must adhere to the following rules:
  - Good citizenship must be maintained during the ceremony. Gum is not allowed. Anyone under the influence of alcohol or drugs before or during the ceremony will be removed from the ceremony. Students are checked for firecrackers, lighters, beach balls, balloons, noise makers, liquid string, laser pointers, and other contraband items when they arrive at check-in stations and the staging area.
  - Safe, appropriate footwear is required (only flats, wedges, wide heel); no white tennis shoes, no thin heels, no sunglasses; no flowers or other adornments, including bling of the cap or gown, are allowed. The tassel is worn over the right side until the end of the ceremony.
  - Students shall be permitted to wear tribal regalia or recognized objects or religious or cultural significance as adornment to the customary ceremonial attire, as long as the adornment does not cause substantial disruption of, or material interference with, the graduation ceremony. Students who desire to wear such adornments shall seek permission from the Superintendent or designee at least 14 days before the graduation ceremony.
  - A photographer will be present to take a picture of each graduate. No one else will be allowed into the staging area for the graduates.
  - Balloons will not be allowed in the stadium. Please leave these in your vehicles.

INTERVENTIONS (K-12)

SATURDAY SCHOOL

Saturday School is used:

1. To make up absences/tardies;
2. As other means of correction for repeated minor infractions;
3. As discipline for classroom or campus disturbances;
4. For other reasons as determined by school administrators.

Parents and students will be notified 48 hours in advance. It is the student's responsibility to have work to do. If the student does not work or is disruptive, he/she will receive no credit for the day and will be assigned another day or suspended from school. Students must provide their own transportation. A snack/lunch is provided.

Alternative Education students are not allowed to attend Saturday School. They can make up absences and tardies for eligibility purposes only during lunch or after school interventions.

COMMUNITY SERVICE

Under the authority of the Education Code (Chapter 225) school officials, with written permission from the parents, may require a student to perform community service as an Alternative to Suspensions.

SCHOOL-BASED MENTAL HEALTH SERVICES

The Cutler-Orosi Joint Unified School District is dedicated to fostering the holistic development of every child within our community. Our District operates on the foundation of a universal Multi-Tiered, Multi-Domain System of Supports (MTMDSS), designed to ensure that each student and family receives the comprehensive assistance they need.

Embedded within our approach are the District's domains of excellence, which encompass social-emotional and behavioral well-being (including attendance and Positive Behavioral Interventions and Supports), academic achievement, and college and career readiness. This holistic framework serves as a data-based and data-driven system, empowering students, staff, and the community to nurture mentally resilient, academically proficient, and prepared individuals.

Counseling and behavioral services are available for Preschool-12 grade students. The sessions and services address student needs, such as academic, attendance, college and career, behavioral and social emotional development. For social-emotional counseling, a referral needs to be completed by parent, teacher, school staff member, or the student can self-refer. If it is a crisis, students do not need referrals. A counseling team member will address the crisis with the student and may refer to an outside agency. At any time, a parent or student can decline counseling services. Counseling services will be delivered to meet the needs of all students and may include: individual, small group, phone calls, email, and/or other online platforms. Counseling services are voluntary.

IN-SCHOOL SUPPORT

In-school support is a temporary in-school alternative placement that may include other means of correction. Other means of correction may include:

- A conference between school personnel, the student's parent or guardian, and the student
- Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support services personnel for case management and counseling
- Study team, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the student and his or her parents
- Referral for a comprehensive psychosocial or psychoeducational assessment
- Enrollment in a program for teaching prosocial behavior or anger management
- Participation in a restorative justice program
- A positive behavior support approach, with tiered interventions that occur during the school day on campus
- After-school programs that address specific behavioral issues
- Community service

SAFETY POLICIES

SUPERVISION

Supervision of students is available at schools 90 minutes before school starts in the Before School programs, at K–8 schools. All students arriving early MUST immediately report to the school's cafeteria. At Orosi High School, supervision of students begins at 7:30 AM.

COMPREHENSIVE SAFETY PLAN

The Board and the administration is fully committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others. School Site Council, review and revise a comprehensive school safety plan, relevant to the needs and resources of that particular school. The school safety plan takes into account the school's staffing, available resources and building design, as well as other factors unique to the site. Safety practice drills are regularly conducted.

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. A disaster preparedness plan which details provisions for handling emergencies and disasters is included in the district's/school's comprehensive school safety plan.

STUDENT DROP OFF AND PICK-UP

To provide proper supervision and safety, schools have established drop-off and pick-up policies for students. Parents/Guardians and/or visitors will not be allowed on campus during morning drop-off or afternoon pick-up. Anyone who needs to come onto campus to attend to school business or volunteer must first check into the office to sign-in and obtain a visitor badge. All visitors must display the badge provided while on campus.

SCHOOL RESOURCE OFFICER

The School Resource Officers (SRO) is a sworn law enforcement officer responsible for safety and crime prevention in schools. The School Resource Officers works closely with school administrators in an effort to create a safer environment for both students and staff. The School Resource Officers have the ability to make arrests, respond to calls for service, and document incidents. SROs typically have additional duties, including mentoring and conducting presentations on youth-related issues.

VIDEO SURVEILLANCE

Notice to Parents/Staff

The Cutler-Orosi Joint Unified School District Board recognizes its responsibility to promote and foster school safety and to help create a safe and effective learning environment. After having carefully considered and balanced the rights of privacy with the District's duty to promote discipline, health, welfare and safety of staff and students, as well as that of the general public who has occasion to use school facilities, the Board supports the use of surveillance cameras in its schools, its buses and on school grounds. Any footage captured by video surveillance can be used for disciplinary purposes.

District surveillance cameras will be used in areas deemed appropriate by the Superintendent but will not be used in locations where confidential or private activities/functions are routinely carried out (e.g., bathrooms, locker rooms, changing rooms). Audio and video recordings will be used in District school buses. Audio recordings in other settings shall not be utilized by District officials for surveillance purposes, except that law enforcement officials may use audio recordings in accordance with their official duties and/or as otherwise authorized by law. The equipment and/or recordings may or may not be monitored at any time.

Any recordings taken in school buildings, school buses and on school property, shall be the sole property of the District. All recordings will be secured to avoid tampering and ensure confidentiality in accordance with applicable laws and regulations. Release of such recordings will be made only as permissible pursuant to applicable law.

Appropriate signage will be posted at entrances to the school campus and/or at major entrances into school buildings notifying students, staff and the general public of the District's use of the surveillance cameras. Students and staff will receive additional notification, as appropriate, regarding the use of surveillance cameras in the schools, school buses and on school grounds. Such notifications may include, but is not limited to, publication in the employee, site, and student handbook.

CLOSED CAMPUS

TK-10 and Alternative Schools All students are prohibited from leaving the schools without a parent or guardian checking them out of school.

OPEN CAMPUS RULES FOR ELIGIBLE JUNIORS AND SENIORS DURING LUNCH

The governing board of a school district may permit the 11th and 12th grade pupils enrolled at Orosi High School to leave the school grounds during the lunch period. Neither the school district nor any officer or employee thereof shall be liable for the conduct or safety of any pupil during such time as the pupil has left the school grounds pursuant to this section.

The governing board of the Cutler-Orosi Joint Unified School District, pursuant to Section 44808.5 of the Education Code, has decided to permit the 11th and 12th grade pupils enrolled at Orosi High School to leave the school grounds during the lunch period. Section 44808.5 of the Education Code further states. Neither the school district nor any officer or employee thereof shall be liable for the conduct or safety of any pupil during such time as the pupil has left the school grounds pursuant to this section.

LEAVING CAMPUS

Eligible students enrolled as Juniors and Seniors at Orosi High School with a school ID, may leave the school grounds during the lunch period if they maintain a 2.0 GPA for each grade reporting period and meet 95% attendance requirement, unless the school administration has determined that the campus must be closed for special events, security, safety, or health issues. Juniors and Seniors may lose their off-campus privileges or have them revoked due to tardiness, poor attendance, behavior, or academic standing.

Students (including 18 yr. olds and those non-scheduled) who need to leave school during the day **MUST** check out from campus at the front desk. Students who leave campus ANY TIME during the school day without checking out cannot receive an excused absence and will be considered a cut. A form of discipline will be issued. Students 18 years of age cannot check out of school during lunchtime.

LUNCH ELIGIBILITY

Eligible students enrolled as Juniors and Seniors at Orosi High School with a school ID, may leave the school grounds during the lunch period if they meet the following:

1. Maintain a minimum of a 2.0 grade point average
2. Students cannot have more than 1 F.
3. 95% attendance throughout the school year
4. Up to date with Community Service Hours
    i. 11th grade: minimum of 30 hours by beginning of year
    ii. 12th grade: minimum of 45 hours by beginning of year
5. No major discipline referrals or suspensions.
6. All students must have a signed parent permission form on file prior to having off-campus lunch privileges.

Unless the school administration has determined that the campus must be closed for special events, security, safety, or health issues. Juniors and Seniors may lose their off-campus privileges or have them revoked due to tardiness, poor attendance, behavior, or academic standing.

Students (including 18 yr. olds and those non-scheduled) who need to leave school during the day **MUST** check out from campus at the front desk. Students who leave campus ANY TIME during the school day without checking out cannot receive an excused absence and will be considered a cut. A form of discipline will be issued. Students 18 years of age cannot check out of school during lunchtime.

METAL DETECTORS AT SCHOOL

Schools must be a safe place for students, parents, visitors and all faculty and staff members. In an effort to ensure safe schools, the School Board may authorize the use of metal detectors in identifying weapons and other dangerous objects at school or District sponsored events. Students found at school or at school activities with weapons or other dangerous objects may be expelled, and law enforcement will be contacted. Parents are encouraged to frequently discuss this matter with their student and not allow their student to attend school with a weapon or other dangerous objects in their possession.

SEARCH BY DETECTION CANINES

Professionally-trained, detection canines will be used on a random and unannounced basis to alert to the presence of substances prohibited by law and/or District policy. When a search is conducted, students will be escorted from the classroom or facility. The detection canine will then be permitted to enter the classroom with the trainer and a school official to conduct the search. Detection canines may also be used to search school facilities unoccupied by students, the parking lots, and student vehicles. Under no circumstance will the detection canines be permitted to search students. Canines may be contracted from professional private detection services or from law enforcement agencies.

DRIVING POLICY

All students driving to school must present a driver 's license and proof of insurance to the school secretary before being allowed to drive to school. Students attending CTE courses cannot drive to their CTE course if traveling is required. Students must ride the van/school bus to the CTE course. Students will not be permitted to leave campus with a driver unless advance parent permission is given to school office staff.

MINGA

Students in grades 6-12 will be required to have their student ID cards at all times. The District utilizes MINGA to account for students at school and school sponsored events. MINGA allows administrators to scan a student's school identification card to track students entering and/or exiting school sponsored activities such as athletic games, off campus lunches and school dances. MINGA will allow school staff to communicate with parents/guardians via text message once a student's identification card has been scanned to inform them of the time the student is leaving the event. If you do not want your student's directory information to be released to the outside organization, you must notify your school principal in writing within 2 weeks from the start of the school year.

SCHOOL BUS SAFETY RULES

All pupils in pre-kindergarten, kindergarten, and grades 1-12 inclusive, in public school who are transported in a school bus shall receive instruction in school bus emergency procedures and passenger safety. (Education Code 39831.5.) Parents are to review the following school bus/van procedures and bus/van conduct rules with their student(s).

1. **Passenger Loading-Escorted Across a Roadway:**
    - Students are to wait for the bus/van by standing on the sidewalk or if there is no sidewalk, off the roadway.
    - Students are not to run around, fight or horseplay at the bus/van stop.
    - Students are to face the bus/van but are not to run or walk toward the bus/van as it arrives to pick up students.
    - Students are to **WAIT** until the driver **TELLS** the students to cross the roadway.
    - Students are to **WALK NOT RUN** across the roadway.
    - Students shall cross the roadway between the front of the bus/van and the driver. At no time shall students cross behind the bus/van.
    - Students shall immediately board the bus/van and take their seats.

2. **Passenger Loading-No Escort, No Crossing the Roadway:**
    - Students are to wait for the bus/van by standing on the sidewalk or if there is no sidewalk, off the roadway.
    - Students are not to run around, fight or horseplay at the bus/van stop.
    - Students are to face the bus/van but are not to run or walk toward the bus/van as it arrives to pick up students.
    - Students shall wait for the driver to open the door before proceeding to the bus/van.
    - When the driver opens the door, students shall immediately board the bus/van and take their seats.

3. **Passenger Unloading-Escorted Across a Roadway:**
    - Students shall remain seated until the bus/van comes to a complete **STOP**.
    - Students shall wait in their seats until the driver instructs those students who are unloading at the stop to come forward.
    - Students who are unloading at the stop shall wait at the front of the bus until the driver instructs the students to exit the bus/van.
    - The driver will **TELL** the students when it is safe for them to cross the street. Students are to wait until the driver verbally tells the students to cross.
    - Students shall **WALK, NOT RUN**, across the street.

4. **Passenger Unloading-No Escort, No Crossing the Roadway:**
    - Students shall remain seated until the bus/van comes to a complete **STOP**.
    - Students shall wait in their seats until the driver instructs those students who are unloading at the stop to come forward.
    - Students who are unloading at the stop shall wait at the front of the bus/van until the driver instructs the students to exit the bus/van.
    - Students shall exit the bus/van and walk away from the bus/van on the sidewalk; or if there is no sidewalk, off the roadway towards home.
    - <u>At no time shall students cross behind the bus/van or behind the driver.</u>

<u>Loading and Unloading at School Sites</u>

1. **Loading:**
    - Students are to wait for the bus/van by standing on the sidewalk.
    - Students are not to run around, fight or horseplay at the bus/van stop.
    - Students are to face the bus/van but are not to run or walk toward the bus/van as it arrives to pick up students.
    - Students shall wait for the driver to open the door before proceeding to the bus/van.
    - When the driver opens the door, students shall immediately board the bus/van and take their seats.

2. **Unloading:**
    - Students shall remain seated until the bus/van comes to a complete **STOP**.
    - Students shall wait in their seats until the driver instructs those students who are unloading at the stop to come forward.
    - Students who are unloading at the stop shall wait at the front of the bus/van until the driver instructs the students to exit the bus/van.
    - Students shall exit the bus/van in an orderly manner.
    - Students shall immediately walk away from the bus/van towards school grounds.
    - <u>Under no circumstances shall students walk in front or behind the bus/van.</u>



Children should ask the driver for help if they drop something near the bus.

Because school bus/van passengers' behavior can directly affect their safety and the safety of others, the following regulations apply at all times when students are riding a school bus/van, including field trips and other special or athletic trips. School personnel, parents/guardians and the students themselves all must see that these regulations are followed.

Parents are to review these regulations as well as the loading and unloading procedures above with their student(s).

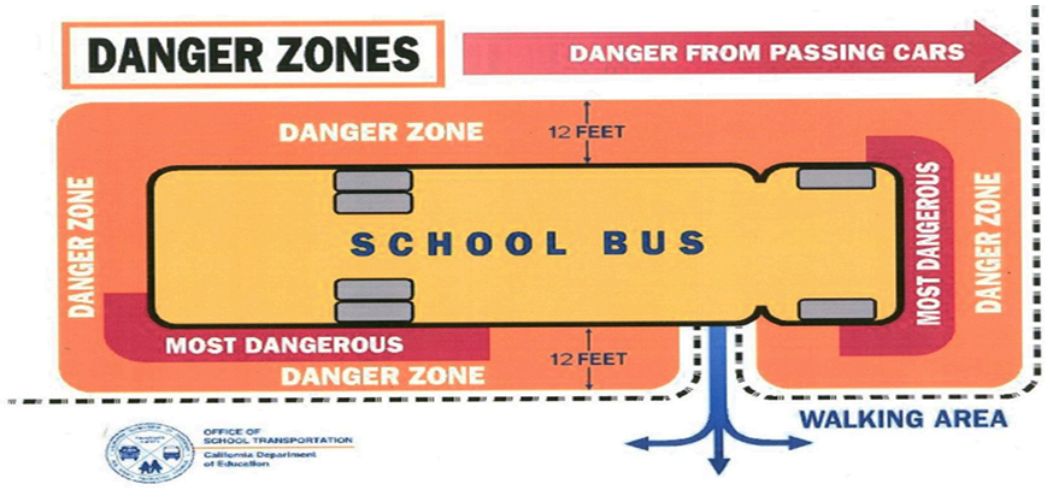
Violation of these regulations and/or procedures may result in the loss of bus/van riding privileges.

1. Riders shall follow the instructions of the bus/van driver at all times.
2. Riders should arrive at the bus/van stop on time and stand in a safe place to wait quietly for the bus/van.
3. Riders shall enter the bus/van in an orderly manner and go directly to their seats.
4. Riders shall remain seated while the bus/van is in motion and shall not obstruct the aisle with their legs, feet, or other objects.
5. When reaching their destination, riders shall remain seated until the bus/van comes to a complete stop and then enter the aisle and proceed to the exit as instructed by the driver.
6. Riders should be courteous to the driver and fellow passengers.
7. Serious safety hazards can result from noise or behavior that distracts the driver. Loud talking, laughing, yelling, singing, whistling, scuffling, throwing objects, smoking, eating, drinking, standing and changing seats are prohibited actions.
8. No part of the riders' hands, arms, head, legs, feet or body may be extended out of the bus window.
9. Nothing may be thrown out of the window.
10. Riders shall keep the bus/van and the area around the bus/van stop clean, and show respect for the property of other people.
11. Animals or items made of glass are NOT allowed on the bus/van.
12. Riders shall be alert for traffic when leaving the bus/van.

Consequences: The rider will receive the following disciplinary action for violations of the above regulations and/or procedures:

Bus/Van Conduct Report No. 1: Conference with the Principal, notice to parents, and/or other consequences.
Bus/Van Conduct Report No. 2: Suspension from riding the bus/van for up to five (5) days and SARB letter.
Bus/Van Conduct Report No. 3: Bus riding privileges removed for up to ten (10) days and SARB letter.
Bus/Van Conduct Report No. 4: Bus/Van riding privileges removed for up to the remainder of the school year depending on the severity of the misconduct and SARB letter.

School Bus/Van Danger Zones:
The picture below shows the Danger Zones around a school bus/van. Students are to use extreme caution when near or in a bus/van danger zone. Parents are to instruct their student(s) about staying out of the danger zones and following the direction of the driver at all times.



Crisis situations may result in immediate removal of riding privilege.

ASBESTOS REMOVAL

The District has eradicated, or is in the process of eradicating all asbestos containing material in school buildings. The asbestos management plan for each school shall be available for inspection in District and school offices during

normal business hours. Parent/guardian, teacher, and employee organizations shall be annually informed of the availability of these plans. In addition, staff, students, and parents/guardians shall be informed at least once each school year about any inspections, response actions and post-response actions including periodic re-inspection and surveillance activities, that are planned or in progress.

PESTICIDES

The District uses pesticides to control pest infestations in the District. These products are applied by trained individuals working for commercial companies. The products and their active ingredients normally used are: (1) Tempo Ultra WP Insecticide- Active Ingredients: beta-Cyfluthrin, Quartz (Silica, Crystalline), Sodium Lignosulphonate; (2) Demo Max- Active Ingredient: Cypermethrin Technical. Parents/guardians may access information on pesticides and pesticide use reduction on the Department of Pesticide Regulation website at https://www.cdpr.ca.gov/. The District provides 24 hour advance notice of pesticide application at each school site. Interested individuals may register to receive 72 hour notification of the application of an individual pesticide by contacting Raffi Soghomonian, Director of Maintenance, Operations and Transportation, 12623 Avenue 416; Orosi, CA 93647; phone (559) 528-4763.

Pest Management

Periodically throughout the year it becomes necessary to treat various areas within the school District with pesticides to control pests and provide staff and students with a clean environment.

During the upcoming year we expect to use the following products: Essentria IC3 (FIFRA 25(b))

Interested individuals may register to receive notification in advance of individual pesticide application at a school site or department by making a written request to Raffi Soghomonian, Director of Maintenance, Operations and Transportation, 12623 Avenue 416, Orosi, CA, 93647. The notice will include the product name, the active ingredient(s) in the product, and the intended date of application. For more information on pesticides and pesticide use reduction, go to: www.cdpr.ca.gov/.

HEALTH INFORMATION

HEALTH AND IMMUNIZATION

Every student entering a California school must be immunized against diphtheria, Hepatitis B, measles, mumps, pertussis, poliomyelitis, rubella, tetanus and varicella (chicken pox.) In addition, preschool/Child Care pupils greater than 15 months of age shall be required to have one Haemophilus flu type B vaccine after the age of one prior to enrollment. A written immunization record of each required vaccine, including date and provider must be presented at school entry. All incoming 7th through 12th graders will need proof of a Tdap booster shot before starting school. This requirement can be met by receiving one dose of Tdap or Dpt on or after the 7th birthday. Students can receive these immunizations through their healthcare provider or at the County Health Department.

Conditional Enrollment

Appropriate immunization records must be submitted to the school District prior to school attendance. In limited circumstances, some children who have not received one or more of the required immunizations may attend school while they catch up on these immunizations, if the next doses are not due yet. This is called “Conditional Enrollment”. California Code of Regulations (CCR), Section 6070(f) states that, the governing authority shall see that the immunization record of each pupil admitted conditionally is reviewed every 30 days until that pupil has received all the required immunizations. Any immunization received subsequent to conditional admission shall be entered in the pupil’s immunization record.

7th-12th Grade Immunization Requirements

All incoming 7th through 12th graders will need proof of a Tdap booster shot before starting school. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the 7th birthday. One

or two doses of Td vaccine given on or after the 7th birthday count towards the requirement. Students can receive these immunizations through their healthcare provider or at the County Health Department.

Immunization Exclusions:
The county office of education or the governing board of the school district of attendance shall exclude any pupil who has not been immunized properly pursuant to Chapter 1 (commencing with section 120325) of Part 2 of Division 105 of the Health and Safety Code. The parent/guardians will be issued a written notice indicating any outstanding immunization requirements. This letter will include the final date by which these must be completed for a student to remain in compliance with state law. Documented evidence of immunization must be submitted within 10 school days of the established deadline. Per state mandate, failure to provide this documentation will result in the student's exclusion from school attendance until all requirements are met.

Medical exemptions:
Immunization exemptions based on personal beliefs for children in child care and public and private schools will no longer be allowed. If your child has a medical condition that prevents them from receiving vaccines, your child will need an exemption to attend school or childcare. To obtain an exemption, you can begin the process by registering for a CAIR-ME account. The site will walk you through the quick and easy process. Please refer to your school nurse and CAIR-ME website (https://cair-me.cdph.ca.gov/home).

TUBERCULOSIS TESTING

All students new to Tulare County schools must present documentation which shows they are free of communicable tuberculosis. The required tests are the Tuberculosis Skin Test TST) or the quantiferon gold test. TST results must include written evidence of a tuberculosis skin test, including the date it was administered and the date it was read. If these tests are positive, an X-ray is required within 20 school days. (Education Code 41301-41329) If students entering school for the first time at any grade level, from another country, must provide documentation of a negative TB test within the last year. Students leaving to another country for longer than 1 month may be required to have a repeated TB test or quantiferon gold test (IGRA) upon return to school. A student who has not been tested for tuberculosis, shows symptoms, or may have been exposed must be immediately reported by the school authority to the Health and Human Service Agency. The Health Officer may exclude the student from school until cleared of communicable TB.

TUBERCULOSIS (TB) TESTING REQUIREMENTS

To keep our schools and community safe, all new students must show they are free from active tuberculosis (TB). Tulare County uses a special screening process to check for TB risk. Before starting school, a doctor must complete a TB Risk Assessment Questionnaire for every student. If the doctor finds no risk factors on the form, the student is cleared to attend school. However, if the doctor identifies any risks, the student must then take a TB medical test. The preferred test is an IGRA blood test, though the skin test (TST) is also an option.

Students moving to Tulare County from another country, or those who travel outside of the United States for 30 days or more, the child must undergo testing. If a student's test result is positive, they must have a physical exam and a chest X-ray within 20 school days to prove they are healthy. Documentation for a clear X-ray must be from within the last 12 months.

Students will not be kept out of school while waiting for these forms unless they show signs of being sick. If a student shows symptoms of TB or has been exposed to the illness, the school must report it to the Health and Human Services Agency immediately. In these cases, the Health Officer may require the student to stay home until a doctor provides official proof that they are healthy and safe to return to class.

SYNTHETIC DRUGS NOTIFICATION

Effective January 1, 2024, AB 889 requires that local educational agencies notify parents and guardians about the dangers associated with using unprescribed synthetic drugs, such as fentanyl. According to the U.S. Drug Enforcement Administration website, deadly doses of fentanyl have been found in fake/counterfeit versions of Adderall, Xanax, Oxycodone, among other medications. You may find more information at www.cojusd.org or http://www.cdc.gov/stop-overdose/caring/fentanyl-facts.html.

EMERGENCY EPINEPHRINE AUTO-INJECTOR/NALOXONE (NARCAN) ADMINISTRATION

In accordance with Section 49414(a) of the Education Code: School districts, county offices of education, and charter schools shall provide emergency epinephrine auto-injectors to school nurses or trained personnel who have volunteered pursuant to subdivision (d), and school nurses or trained personnel may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an anaphylactic reaction and/or asthma. This includes a call to 911 if the Emergency Epinephrine Auto-Injector becomes in use.

In accordance with Education Code 49414.3, The Superintendent or designee shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering from an opioid overdose. An opioid antagonist means naloxone hydrochloride or another drug approved by the federal Food and Drug Administration that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body and that has been approved for the treatment of an opioid overdose.

OPIOID ANTAGONIST AND FENTANYL TEST STRIPS

An opioid overdose is a life-threatening medical emergency that happens when a person takes too much of an opioid such as fentanyl. Adderall, or Oxycodone- causing their breathing to slow down or stop entirely. Because overdoses can happen accidentally (including from counterfeit versions of common medications), schools are now authorized to keep Naloxone Hydrochloride (Narcan), an opioid antagonist, on hand to provide immediate medical aid to anyone suspected of suffering from an overdose. An opioid antagonist is a drug that reverses or neutralizes the effects of an opioid overdose.

Pursuant to California EC 49414.3, the Superintendent or designee may make Nalozone Hydrochloride (Narcan) or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering from an opioid overdose. Also, in accordance with California EC 41414.6 and the recently passed Senate Bill 997, the school shall not prohibit pupils in middle school, high school, or adult schools from carrying fentanyl test strips or federally approved,over-the-counter opioid antagonists, such as Narcan, while on a school site or participating in school-sponsored activities. These items are permitted for the emergency treatment of individuals suffering, or reasonably suspected to be suffering, from an opioid overdose. Under AB 2998, students who administer an opioid antagonist at school or during school activities are protected from civil and criminal liability for their actions.

EMERGENCY TREATMENT FOR ANAPHYLAXIS

Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex, or exercise. Symptoms of anaphylaxis may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Recognizing and treating it quickly can save lives.

Pursuant to Section 49414(a) of the Education Code: School districts, county offices of education, and charter schools shall provide emergency epinephrine auto-injectors to school nurses or trained personnel who have volunteered pursuant to subdivision (d), and school nurses or trained personnel may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an anaphylactic reaction and/or asthma. This includes a call to 911 if the Emergency Epinephrine Auto-Injector is used.

SUDDEN CARDIAC ARREST PREVENTION ACT

Each school year, before a pupil participates in an athletic activity governed by CIF, the school shall collect and retain a copy of the sudden cardiac arrest information sheet required by CIF for that student, with the parent's signature.

A pupil that passes out or faints while participating in or immediately following an athletic activity, or who has passed out or fainted while participating in or immediately following an athletic event or who exhibits any other

symptoms of sudden cardiac arrest shall by removed from participation at that time by a coach, trainer, athletic director or authorized person.

Schools that offer an interscholastic athletic program shall acquire a sufficient number of AED's to be available to render emergency care or treatment within 3-5 minutes of sudden cardiac arrest to pupils, spectators, and any other individuals in attendance at the athletic activity or event.

SUDDEN CARDIAC ARREST PREVENTION ACT AND PROTOCOL

Sudden Cardiac Arrest (SCA) is a critical medical emergency that occurs when the heart suddenly and unexpectedly stops beating, causing blood flow to the brain and other vital organs to stop. SCA is a malfunction in the heart's electrical system, often from a congenital or genetic structural defect. While it is rare, SCA is a leading cause of death in California schools and is more likely to occur during physical exertion, placing student-athletes at a higher risk. Warning signs such as fainting, chest pain, shortness of breath, or extreme dizziness are often subtle and can easily be mistaken for normal physical exhaustion. Early intervention is critical, as the survival rate for SCA drops significantly without immediate treatment; approximately 92% of cases are fatal if medical aid is not provided within minutes.

To ensure student safety and maintain compliance with California Education Code Section 33479 (AB 1639) and AB 2887, COJUSD has implemented safety protocols. On an annual basis, both the pupil and their parent or guardian must sign and return an acknowledgement of receipt of SCA information before the student may participate in any athletic activities governed by the California Interscholastic Federation (CIF). Any student who faints or exhibits symptoms consistent with SCA during or immediately following an athletic activity must be removed from participation by a coach, trainer, or authorized school official. Once removed, the student may not return to play until they have been evaluated and cleared in writing by a licensed healthcare provider or surgeon.

Pursuant to AB 2887, COJUSD implemented a comprehensive Cardiac Emergency Response Plan (CERP). This safety protocol was designed to provide a coordinated, life-saving response to SCA or similar life-threatening emergencies. Key components of this plan include mandatory CPR training for designated staff and the strategic placement of Automated External Defibrillators (AEDs) throughout the district. By following these guidelines, our school aims to achieve a target response time of 3 to 5 minutes for accessing an AED during any incident involving students, staff, or spectators on school grounds.

DIABETES INFORMATION

Type 1 Diabetes:

Type 1 diabetes is an autoimmune disease in which the immune system destroys the insulin-producing beta cells of the pancreas that regulate blood glucose. Type 1 diabetes has an acute onset, with children and adolescents usually able to pinpoint when symptoms began. Onset can occur at any age, but it most often occurs in children and young adults. If you would like to inquire more about Type 1 Diabetes, contact your school site health department. Type 1 diabetes can be fatal if left untreated.

Type 2 Diabetes:

The school district shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade pupils. The information sheet may be provided to the parent or guardian of incoming 7th graders with the annual parent rights notification, or it may be provided separately.

Description:

Type 2 diabetes is the most common form of diabetes in adults;

- Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens.
- According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.

- The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.

- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.
- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.
- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

Risk Factors Associated with Type 1 and 2 Diabetes:
It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.

Researchers do not completely understand why some people develop type 1 or 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

- **Being overweight.** The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- **Family history of diabetes.** Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.
- **Inactivity.** Being inactive further reduces the body's ability to respond to insulin.
- **Specific racial/ethnic groups.** Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- **Puberty.** Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.
- Other factors may play a role in developing type 1 diabetes, including environmental triggers such as viruses. Type 1 diabetes is not caused by diet or lifestyle choices.

Warning Signs and Symptoms Associated with Type 2 Diabetes:
Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes.

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fat levels.

Type 2 Diabetes Prevention Methods and Treatments
Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

- **Eat healthy foods.** Make wise food choices. Eat foods low in fat and calories.
- **Get more physical activity.** Increase physical activity to at least 60 minutes every day.
- **Take medication.** If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

Types of Diabetes Screening Test That Are Available

- **Glycated hemoglobin (A1C) test.** A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.

- **Random (non-fasting) blood sugar test.** A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- **Fasting blood sugar test.** A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- **Oral glucose tolerance test.** A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease. **Contact your student's school nurse, school administrator, or health care provider if you have questions.**

DIABETES INFORMATION AND NOTIFICATION

Pursuant to California Education Code Sections 49452.6 and 49452.7, the District provides the following information regarding Type 1 and Type 2 diabetes to parents and guardians of all incoming elementary and 7th-grade students.

Type 1 Diabetes Overview

Type 1 diabetes is an autoimmune disease where the body's immune system destroys insulin-producing cells in the pancreas. Unlike Type 2, it is not caused by diet or lifestyle and often has an acute onset in children. Key warning signs include increased thirst, frequent urination, unexplained weight loss, blurred vision, and extreme fatigue. Because Type 1 diabetes can be fatal if untreated, parents should contact a healthcare provider immediately if these symptoms appear. Diagnosis is typically confirmed via blood tests such as the A1C or fasting glucose test.

Type 2 Diabetes Overview and Risk Factors

Type 2 diabetes affects how the body uses insulin to process glucose for energy. While once rare in children, it is increasingly common, particularly among teens. Primary risk factors include being overweight, physical inactivity, family history, and puberty. Specific ethnic groups, including Native Americans, African Americans, Hispanics/Latinos, and Asian/Pacific Islanders, also face a higher statistical risk. Symptoms develop slowly and may include increased hunger, slow-healing sores, or dark, velvety skin patches (acanthosis nigricans).

Prevention, Screening, and Management

Type 2 diabetes is often preventable through healthy lifestyle choices, such as a balanced diet and at least 60 minutes of daily physical activity. Screening is recommended for students displaying multiple risk factors and can be performed by a provider using glucose tolerance or A1C tests. For any student diagnosed with diabetes, the school will coordinate with the family to implement a Diabetes Action Care Plan.

We encourage parents to reach out to their school site nurse or the District Health Services Department with any questions. Additionally, the California Department of Education provides extensive details and resources regarding Type 1 and Type 2 Diabetes management. http://www.cde.ca.gov/ls/he/hn/type1diabetes.asp

ADMINISTRATION OF PRESCRIBED MEDICATION FOR PUPILS AT SCHOOL

If, during the regular school day or any school sponsored activity, a pupil is required to take medication prescribed by a prescribing healthcare provider, the pupil may be assisted by the school nurse or other designated school personnel if the school receives both (a) a written statement from the pupil's prescribing healthcare provider detailing the method, amount, time schedules and reason for/by which the medication is to be taken, and (b) a written statement from the parent/guardian of the pupil indicating the desire that the school district assist the pupil in the matters set forth in the healthcare provider statement, a release of information between the school district and the prescribing healthcare provider and a release of school district and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering. All written statements specified in this subdivision shall be valid for the current school year and additionally if the medication, dosage, frequency of administration or reason for administration changes. The medication must be brought to the school's office in the original prescription container or unopened over the counter packaging. Parents/guardians must notify appropriate

school personnel (e.g., school nurse or designated employee) of the student's continuing medication regimen for a chronic, long term condition and consent to school district communication with the student's prescribing healthcare provider and appropriate school personnel regarding possible desired and adverse side effects on the student's physical, mental, and social behavior and student response to medication. Consequences of omission or overdose and procedures for action and documentation shall be available to designated school personnel. A pupil may be subject to disciplinary action pursuant to Section 48900 if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine and rescue inhaler for asthma treatment (EC 49423.1) pursuant to subdivision (a), the school District shall obtain both a written statement from the prescribing healthcare provider and the parent/guardian as detailed above. The credentialed school nurse may evaluate students for readiness to carry and use self-administered prescription auto-injectable epinephrine and rescue inhaler for asthma.

ADMINISTRATION OF PRESCRIBED MEDICATION FOR PUPILS AT SCHOOL

Pursuant to California Education Code Section 49423, any student required to take medication during the regular school day may be assisted by the school nurse or other designated personnel. To ensure student safety and regulatory compliance, the District requires both a written statement from a licensed physician detailing the method, dosage, and specific time schedule for the medication, as well as a written statement from the parent or guardian requesting District assistance. The Medication in School Authorization Form must be completed and submitted for all medications; if a licensed healthcare provider issues a separate authorization, it must be attached to the District's form and include the parent or guardian's signature and initials.

No medication will be administered without all required signatures on file. To ensure student safety, completed authorization forms must be delivered to the school nurse at the time the medication is brought to campus, where both the medication and medical orders will be reviewed for compliance. These authorizations must be renewed at the start of each school year or immediately whenever there is a change in medication type, dosage, or instructions.

Any medication to be administered at school MUST be:

- Clearly labeled with the student's name (label must match the written orders)
- Must have the following: medication name, dose, route, time, reason/diagnosis, side effects.
- In the original prescription-labeled container.
- Over-the-counter medication must be in its original, unused sealed container with the stated order.
- A signed written statement is mandatory for any non-parent/guardian to administer medication to a student at school.

All medications will be **disposed of by June 15,** unless the student is attending summer school, then medication will be disposed of one week after summer school ends. You may terminate consent for such administration of medication at any time, in writing.

Parents/Guardians agree to release the COJUSD and its employees from any legal responsibility for side effects or negative outcomes that may occur from the administration of medication at school. In the event that a school nurse is not available, the district may use a trained designee to administer the student's medication.

SELF-ADMINISTERED MEDICATION

AR Regulations 5141.21 In order for a pupil to carry and self-administer prescription auto-injectable epinephrine and rescue inhaler for asthma treatment (EC 49423.1,2) pursuant to subdivision (a), the school district shall obtain both a written statement from the prescribing healthcare provider and the parent/guardian as detailed above.

In order for a student to be allowed to carry and use their own self-administered emergency medication at school, both the student and their parents must understand and agree to these rules:

- The student may utilize the prescribed self-administered medication as needed and directed by their physician.
- The physician's signature indicates the student has been instructed on the proper use of the prescribed

medication.
- The medication must be properly labeled with the student's name.
- Both the MEDICATION IN SCHOOL AUTHORIZATION FORM and AUTHORIZATION AND PROTOCOL FOR SELF-ADMINISTERED MEDICATION must be signed by the parent/guardian and placed on file at the school prior to your student carrying a self-administered medication on their person.
- This form must be renewed at the beginning of each school year or whenever there is a change in medication or instructions.

Self-administered **INHALER: NO DIRECT MONITORING** will be provided by the school staff. The student is responsible for self-administration of the inhaler. If the student continues to have difficulty breathing, they should report to the school staff and go to the health office, and the appropriate school staff will notify the parents.

Self-Administer **EMERGENCY EPINEPHRINE:** N**O DIRECT MONITORING** will be provided by the school staff. The student is responsible for notifying the school staff in the event they have the need to self-administer the emergency medication.

Pursuant to California Education Code Section 49423.2, COJUSD assumes no liability for risks associated with the improper handling or management of self-administered medication, including but not limited to: overuse, improper use, breakage, theft, loss, sharing, playing with, or careless storage of the medication. Re-evaluation of the present protocol may be needed if the student is found to display behavior that increases the safety risks to themselves or the students on campus. A pupil may be subject to disciplinary action pursuant to EC Section 48900, if that pupil uses a medical device in a manner other than as prescribed.

PHYSICAL EXAMINATION

As of July 1, 2024, the CHDP physical examination is not required for first grade students.
When there is good reason to believe that a student is suffering from a recognized contagious or infectious disease, the student will be sent home and will not be permitted to return until school authorities are satisfied that any contagious or infectious disease does not exist.

In accordance with AB367, A public school maintaining any combination of classes from grade 6 to grade 12, inclusive, that meets the 40% pupil poverty threshold, shall stock 50% of their restrooms with feminine hygiene products at all times. These products are free of charge and include tampons and sanitary napkins.
Under Senate Bill (SB) 184, school entry physicals are no longer required. However, the district continues to require proof of immunization and a completed Oral Health Assessment for all students entering school for the first time.

Routine health assessments by a school nurse or authorized personnel, such as first aid or illness triage, are provided to support student health and safety unless a written opt-out is on file.

Pursuant to California Education Code Section 49451, parents or guardians may exempt their child from routine school-administered physical examinations and health screenings, such as vision and hearing assessments, by submitting a written statement of objection to the school principal or learning director. This exemption must be renewed annually at the commencement of each school year to remain valid. Upon receipt of the signed statement, the student shall be excused from these specific evaluations; however, please note that the District maintains the authority to exclude a student from attendance if there is reasonable cause to believe the student is suffering from a recognized contagious or infectious disease.

MENSTRUAL EQUITY FOR ALL ACT (AB 367)

Pursuant with the Menstrual Equity Act of 2021 (AB 367), the District is committed to ensuring menstrual products are accessible to all students to support their health and education.

Menstrual products (sanitary napkins/pads and tampons) are provided free of charge and are available to students through the health office at every campus. The goal of this legislation is to eliminate "period poverty" and ensure that no student misses instructional time due to a lack of access to basic hygiene necessities.

VISION SCREENING

Pursuant to California Education Code Sections 49452 and 49455, the District conducts mandatory vision screenings to support student health and academic success. These assessments are performed by the District School Nurse or other authorized personnel and may include the use of scientifically validated photo screening tests. Vision screenings are conducted during the kindergarten year (or upon a student's initial enrollment in a California elementary school) and again in grades 2, 5, and 8. The scope of the screening includes tests for visual acuity, encompassing both near and far vision, as well as a color vision assessment, which is conducted once for male students, typically in the first grade.

Beyond formal screenings, classroom teachers and school nurses maintain continuous observation of each student's visual appearance and performance to identify any emerging difficulties. Parents or guardians may waive the school-site screening by providing documentation of a valid vision evaluation recently conducted by a licensed physician or optometrist.

A pupil's vision may be appraised by using an eye chart or any other scientifically-validated photoscreening test. During the kindergarten year or upon first enrollment or entry in a California school District at an elementary school, and in grades 2, 5 and 8, the pupil's vision shall be appraised by the school nurse or other authorized persons. The appraisal shall include tests for visual acuity, including near and far vision and color vision; with the color vision appraisal to be done only once for males in first grade. Vision appraisals can be waived by parents with documentation of a valid vision appraisal from a physician or optometrist. Vision screening may be waived by parents, due to religious beliefs, with a written statement and declaration of belief from a well-recognized religious sect, denomination or organization. Continual and regular observation of a pupil's eyes appearance, behavior, visual performance, and perception that may indicate vision difficulties shall be done by the school nurse and the classroom teacher.

HEARING SCREENING

Pursuant to California Code of Regulations (CCR), Title 17, Section 2952, the district conducts mandatory hearing screenings to ensure the health and academic well-being of all students. Each pupil shall be administered a hearing test during the kindergarten or first-grade year, and subsequently in grades 2, 5, 8, and 10 or 11. Additionally, screenings are required for all students upon their initial entry into the California public school system.

Beyond these mandated intervals, the district provides hearing evaluations for students referred by teachers, parents, or school staff who observe behaviors or performance indicators that may suggest a hearing impairment. All screenings are performed by the District School Nurse or other qualified personnel utilizing state-approved audiometric equipment and protocols.

In accordance with California Code of Regulations (CCR), Title 17, Section 2952 (c) (1), each pupil shall be given a hearing test in kindergarten or first grade and in second, fifth, eighth and tenth or eleventh grade and upon first entry into the California Public School System.

DENTAL HEALTH SCREENING AND ORAL HEALTH ASSESSMENT

Per Education Code Section 49452.8, students are required to provide proof of an oral health assessment by a licensed dentist or other licensed or registered dental health professional upon their initial enrollment in public school (specifically in TK, Kindergarten, or First Grade). The oral health assessment must have been performed no earlier than 12 months prior to enrollment and must be submitted to the school no later than May 31 of the student's first school year.

Pursuant with Education Code Section 49452, the District may provide for the screening of pupils' teeth by a licensed dentist or a dental hygienist. These screenings are conducted to ensure that dental health concerns do not interfere with a student's ability to learn and succeed in the classroom.

You may opt your child out of the provided screening by submitting a written request to the school office. Please note that the District operates under a "passive consent" model. Therefore, students will participate in these screenings by default unless a formal written objection is received.

LICE

California Department of Public Health recommends that children should not be excluded from the classroom based on finding head lice or nits. If lice are seen on a child at school, or if an infestation is suspected, parents/caregivers will be notified and provided education on the proper treatment and control of head lice. The child should be admitted to class regardless of treatment or infestation status.

Children are more likely to acquire head lice during sleepovers, play dates, and family gatherings where head-to-head contact frequently occurs rather than in the classroom. The use of nonconventional treatment or natural products to prevent or ward-off head lice should be highly discouraged.
Pursuant with School Board Policy 5141.33 and CDPH health guidelines, the District recognizes that while head lice are a nuisance, they do not pose a health risk or transmit disease. To minimize instructional disruption, students identified with active head lice are permitted to remain in the classroom until the conclusion of the school day. Parents or guardians are encouraged to begin treatment immediately so the student may return to school the following day.

Clinical Clearance: Upon returning, the student must be cleared by the school nurse or a designated staff member. In alignment with CDPH "No-Nit" recommendations, students who are free of active, adult lice may remain in school; the presence of nits (eggs) alone does not require exclusion from the classroom.

If active lice are still present, the school nurse will contact the parent/guardian to discuss further treatment steps and resources. The school nurse will perform weekly private checks for 4 weeks to ensure progress and to confirm that no new active head lice are present. If a student is consistently found to be infested with head lice, he/she may be referred to a multidisciplinary team and other appropriate individuals to determine the best approach for identifying and resolving barriers contributing to the student's head lice infestations. In accordance with CCR, Title 17, Section 202, the district may temporarily exclude the student from school attendance if the student exhibits a chronic active lice infestation.

CONJUNCTIVITIS

Pink eye (i.e., conjunctivitis) is inflammation of a layer that covers much of the eyeball. It is most often caused by a virus, and children with viral pink eye typically get better after 5-6 days without antibiotics. Staying home from school is not necessary but frequent hand washing is encouraged. Eye irritation can also result from allergies or chemical exposures. This guidance is limited to evaluation of symptoms suspected to be from infection.
Conjunctivitis, commonly known as "pink eye," is an inflammation of the transparent layer covering the eyeball and inner eyelid. While often viral in nature and resolving without antibiotics within five to six days, the District follows California Department of Public Health (CDPH) protocols to balance student health with consistent attendance.

Students presenting with mild eye irritation or redness are generally permitted to remain in school, provided they can participate meaningfully in routine activities. If symptoms are observed during the school day, parents or guardians will be notified. However, immediate exclusion is not required unless the student meets specific clinical criteria.

Based on CDPH guidelines, for infectious conjunctivitis, students may return as soon as appropriate treatment has begun. If the pink eye is caused by allergies or irritants rather than an infection, the child does not need to be excluded.

Pursuant with California Code of Regulations (CCR), Title 17, Section 202, the district may temporarily exclude the student from school attendance if they exhibit significant purulent (pus-filled) eye discharge, changes in vision, are unable to participate in classroom instruction, or experience persistent pain. In such instances, it is recommended that the student be examined by a healthcare provider to ensure proper diagnosis and treatment. Students excluded under these criteria may typically return to school once symptoms show significant improvement or appropriate medical treatment has commenced, as advised by a licensed healthcare professional.

MEDICAL AND HOSPITAL SERVICES NOT AVAILABLE FOR PUPILS

The District does not provide for the cost of medical or hospital services (nor insurance) for pupils of the District injured while participating in school or athletic activities. Parents or guardians are responsible for providing medical and hospital services (or insurance) for their students. A Voluntary Student and Athletic Accident Insurance

Program is available for parents/guardians to purchase. Students with financial hardship should talk to their school principal.

CANCER PREVENTION ACT CALIFORNIA LAW AB 659

Human Papilloma Virus is an infection that can lead to cancer in one's life. Cervical cancer, one of the cancers, caused by HPV, can be detected with a Pap test. Other cancers caused by HPV (throat, genital, or anal) may not be detected until they are more serious. HPV vaccination can prevent over 90 percent of cancers caused by human papillomavirus (HPV). HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks. Pupils are advised to adhere to current HPV immunization guidelines before admission or advancement to the 8th grade level.

The vaccine is more effective when given at younger ages. Two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Children, older than 12 years of age, may need three doses of the HPV vaccine.
Pursuant with the California Cancer Prevention Act (Assembly Bill 659), the District is committed to promoting the health and safety of our students by providing information on the prevention of cancers caused by the Human Papillomavirus (HPV). Per Health and Safety Code Section 120395, students are recommended to be fully immunized against HPV before admission or advancement to the 8th grade.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks. It is most effective when administered at younger ages, with the CDC and the California Department of Public Health (CDPH) typically recommending the series begin between the ages of 9 and 12. While the vaccine is NOT currently a mandatory requirement for school attendance in the same manner as other childhood immunizations, the state of California strongly advises all students to adhere to current HPV immunization guidelines to ensure long-term protection against preventable cancers.

DO NOT RESUSCITATE (DNR) ORDERS IN EDUCATIONAL SETTINGS

Thanks to advancements in medicine and technology, students with serious or life-threatening medical conditions are able to attend school and learn right alongside their peers in a regular classroom setting. In certain instances, a student's family and attending physician may establish specific medical directives, such as a 'Do Not Resuscitate' (DNR) order or a 'Physician's Orders for Life-Sustaining Treatment' (POLST).

Because a school environment is very different from a hospital, our main priority is to handle these situations with the utmost care, legality, and respect. If these specific medical orders are submitted to the school, our administration will immediately work closely with district leadership and legal counsel. This ensures we follow proper district policies and legal protocols to best support the student's health, safety, and right to an education.

Emergency Medical Services (EMS) & 9-1-1 Response

- COJUSD operates under different legal and operational frameworks than a hospital or prehospital clinical environment.
- Pursuant to California Education Code Section 49407, school districts and their employees are shielded from liability when providing reasonable emergency medical treatment, such as First Aid or Cardiopulmonary Resuscitation (CPR) and calling 9-1-1, without prior parental consent during a crisis. Existing DNR or POLST documentation kept on file will be provided directly to responding paramedics immediately upon their arrival at the campus.
- A DNR or POLST order does not mean a student is abandoned from medical care. Staff will utilize Emergency Medical Services (EMS) to safely transport a medically fragile student to an appropriate medical facility where a physician can legally evaluate and determine the student's clinical status.

Palliative Care and Student Support

- A DNR order is strictly restricted to withholding specific resuscitative efforts (such as chest compressions or external defibrillation) during a full arrest. It does not cancel standard obligations to provide quality comfort and palliative care, which includes the administration of oxygen, airway suctioning, and the provision of prescribed pain medications.

COMPLAINTS

There are four types of complaints:

A. **General Complaints:** The process is used for initiating the formal complaint procedures regarding alleged misapplication of District policies, regulations, rules, procedures and alleged gross mismanagement, a significant waste of funds, an abuse of authority or a specific danger of public health or safety.
B. **Complaints against Employees:** This process is to be used for complaints concerning District personnel and/or District procedures.
C. **Williams Complaint Procedures:** This process is used for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or missed assignment. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, you must provide the contact information.
D. **Uniform Complaint Procedures:** This process is used when addressing complaint violations of federal and state laws including those related to discrimination, bullying, and harassment.

FILING A COMPLAINT

Different procedures exist for the different types of complaints (school, employee, categorical program, facilities, instructional materials sufficiency, teacher vacancy or misassignment, etc.). Every effort is made to resolve a complaint at the earliest possible stage. Whenever possible, the complainant should communicate directly to the employee in order to resolve concerns. Parents have the right to file a complaint with the United States Department of Health, Education, and Welfare concerning alleged failure by the District to comply with the provisions of section 438 of the General Education Provisions Act (20 U.S.C. 1232g).

GRIEVANCE PROCEDURE

It is the District's policy that grievances should not be addressed during or immediately following any practice or activity. If a situation arises where a parent/guardian wishes to meet with a teacher, a staff member, an advisor/coach, or address a specific issue or complaint, the following steps should be followed:

1. A meeting at the school with the teacher, staff member, advisor, or coach.
2. If your problem is unresolved, arrange an appointment with the school administrator who is in charge of the specific program.
3. If your problem is still unresolved, the appeal process outlined in the District Policy will apply.

APPEALING A DECISION

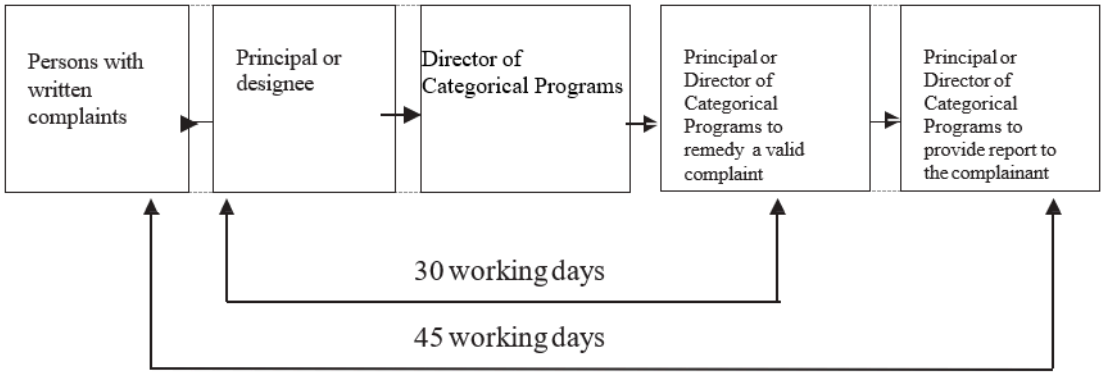
Parents who are not satisfied with the resolution of any problem at the school site may appeal to the Board of Trustees by filing a letter of appeal with the District Office at 12623 Avenue 416, Orosi, CA. The telephone number is 559-528-4763.

- When a student has been suspended or recommended for expulsion, if the parent/guardian desires a further review of the case, the school shall arrange for a committee review at the District level. The parent may request a final review from the Superintendent and Board of Education.
- Students and parents have the right to appeal citizenship grades which they feel are in error or unjustified. The first appeal should be to the classroom teacher who gave the grade. If the question is not resolved, a meeting with the principal may be requested.
- A student who has lost privileges remains in that status pending resolution of the appeal.

WILLIAMS COMPLAINT PROCEDURES

The District uses the complaint process it has adopted as required by Chapter 5.1 (commencing with Section 4600) of Title 5 of California Code of Regulations, with modifications, as necessary, to help identify and resolve any

deficiencies related to instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils or staff, and teacher vacancy or misassignment. The following is the formal line of communication for a person with a complaint regarding teacher vacancies or mis-assignments, school facilities in need of cleaning or repair, and deficiencies in instructional materials. The person with a complaint needs to complete the complaint form but may remain anonymous if he/she so wishes. Complaint forms are available at the school site offices and District office. [Board Policy 1312.4]



There is no appeal to the California Department of Education for Williams'- related complaints unless the complaint involves a facility problem which poses an emergency or urgent threat. The complainant may present the complaint to the Governing Board at a regularly scheduled board hearing. The Governing Board has designated the following compliance office to track all Williams- related complaints and make a presentation to the Board and the County Office of Education quarterly:

Title or Position: Sunsie TumacderMelissa Delgadillo, Director of Accountability, Student Services & Categorical Programs
Address: 12623 Avenue 416; Orosi, CA. 93647
Telephone: (559)528-6949 ext. 1407

UNIFORM COMPLAINT PROCEDURES

Cutler-Orosi Joint Unified School District
Annual Notification of the Uniform Complaint Procedures (UCP)
2025-20262026-2027

The Cutler-Orosi Joint Unified School District annually notifies our students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of our Uniform Complaint Procedures (UCP) process.

The UCP Annual Notice is available on our website (www.cojusd.org).

The Cutler-Orosi Joint Unified School District is primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities Subject to the UCP

- Accommodations for Pregnant and Parenting Students
- Adult Education Programs
- After School Education and Safety
- Agricultural Career Technical Education
- Career technical and technical education and career technical and technical training programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs

- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, physical or mental disability, medical condition, or genetic information; any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55; or based on the person's association with a person or group with one or more of these actual or perceived characteristics
- Discrimination related to the refusal to approve the use or prohibit 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 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 sections 51204.5 and 60040, unless the study of the role and contributions violates Education Code section 51501 or 60044.
- Educational and graduation requirements for pupils in foster care, students experiencing homelessness, students from military families, students formerly in Juvenile Court now enrolled in a school district, students who are migratory, and students participating in a newcomer program.
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Student Fees
- Reasonable Accommodations to a Lactating Student
- Regional Occupational Centers and Programs
- School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding
- School site councils as required for the consolidated application for specified federal and/or state categorical funding
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing

- Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate.

Filing a UCP Complaint

A UCP complaint, except a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed no later than one year from the date the alleged violation occurred.

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be filed no later than six months from the date the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by our agency.

A student enrolled in any of our public schools shall not be required to pay a student fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.

A student fee or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

Contact Information

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints: Melissa Delgadillo, Director of Student Services, Categorical Programs, and Accountability

12623 Ave 416, Orosi, CA 93647 (559) 528-6949 medelgadillo@cojusd.org

The above contact is knowledgeable about the laws and programs that they are assigned to investigate in the Cutler-Orosi Joint Unified School District.

Responsibilities of the Cutler-Orosi Joint Unified School District

The district shall post a standardized notice of the educational and graduation requirements for foster youth, students experiencing homelessness, children of military families and former juvenile court students now enrolled in a school district, students who are migratory, and newcomer students as specified in Ed Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2. The notice shall include complaint process information, as applicable.

Complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant.

The complainant has a right to appeal the district's investigation report to the California Department of Education (CDE) by filing a written appeal, including a copy of the original complaint and the district's decision, within 30 calendar days of receiving the district's decision.

We advise complainants of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal laws prohibiting discrimination, harassment, intimidation or bullying, if applicable.

Copies of our UCP procedures shall be available free of charge.

For UCP Complaints Regarding State Preschool Health and Safety Issues

In order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the California Health and Safety Code (HSC) a notice shall be posted in each California state preschool program classroom in each school in our agency.

The notice is in addition to this UCP annual notice and addresses parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the California Code of Regulations (5 CCR) that apply to California state preschool programs pursuant to HSC Section 1596.7925, and (2) the location at which to obtain a form to file a complaint.

For students, employees, parents/guardians, school and District Advisory Committee members, private school officials, and other interested parties.

The Cutler-Orosi Joint Unified School District annually notifies our students, employees, parents or guardians of its students, the District Advisory Committee, school advisory committee, appropriate private school officials, and other interested parties of the Uniform Complaint Procedures (UCP) process.

The Culter-Orosi Joint Unified School District has the primary responsibility for compliance with federal and state laws and regulations including those related to unlawful discrimination, harassment, intimidation, or bullying against any protected group, and all programs and activities that are subject to the UCP in:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development
- Compensatory Education
- Consolidated Categorical Aid Program
- Course Periods without Education Content
- Discrimination, harassment, intimidation, or bullying against any protected group
- Every Student Succeeds Act
- Local Control and Accountability Plan (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Center and Programs
- School Plans for Student Achievement
- School Site Councils
- State Preschool

- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district
- State Preschool Health and Safety Issues in LEAs Exempt From Licensing
- Discriminatory Instructional Materials and Curricula

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or our Superintendent or his/her designee.
A pupil fees and/or LCAP complaint may be filed anonymously; however, the complainant must provide evidence or information leading to evidence to support the complaint.

A pupil enrolled in a school in our District shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint shall be filed no later than1 year from the date the alleged violation occurred.

We shall post a standardized notice of the educational rights of pupil in foster care, pupils who are homeless, or former juvenile court pupils now enrolled in a school district and pupils in military families as specified in EC Sections 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

We shall post a notice to identify appropriate subjects of state preschool health and safety issues in each California state preschool program classroom in each school notifying parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the *California Code of Regulations* that apply to California state preschool programs pursuant to *HSC* section 1596.7925 and (2) where to get a form for a state preschool health and safety issues complaint.

The staff member, position, or unit responsible to receive UCP complaints in our agency is:
Name: **Sunsie Tumacder** Title of Compliance Officer: **Director of Categorical Programs** Office:**Student Service Building**
Address: **12623 Ave 416 Orosi, Ca. 93647** Telephone Number: **(559)528-6949** E-mail Address: sutumacder@cojusd.org

School personnel are required to take immediate steps to intervene when safe to do so when he or she witnesses an act of discrimination, harassment, intimidation, or bullying. Complaints will be investigated and a written report with a decision will be sent to the complainant within sixty (60) days from the receipt of the complaint. The time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with our UCP policies and procedures.

The complainant has a right to appeal our decision of complaints regarding specific programs and activities subject to the UCP, pupil fees and the LCAP to the California Department of Education (CDE) by filing a written appeal within 30 days of receiving our decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our decision.

The complainant is advised of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of our Uniform Complaint Procedures process shall be available free of charge.

FAMILY EDUCATIONAL RIGHT AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's educational records. They are:

1. The right to inspect and review the student's educational records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's educational records that the parent or eligible student believes are inaccurate or misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students may ask the District to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, therapist or law enforcement personnel); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Upon request, the District discloses educational records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

    Family Policy Compliance Officer
    U.S. Department of Education 600 Independence Avenue
    Washington, DC 20202-4605

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- **Consent before students are required to submit a survey that concerns one or more of the following protected areas ("protected information survey"):**
    1. Political affiliations or beliefs of the student's parent
    2. Mental or psychological problems of the student or student's family
    3. Sex behavior or attitudes
    4. Illegal, anti-social, self-incriminating, or demeaning behavior
    5. Critical appraisal of others with whom respondents have close family relationships
    6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers
    7. Religious practices, affiliations, or beliefs of the student or parents
    8. Income, other than as required by law to determine program eligibility

- **Receive notice and an opportunity to opt a student out of:**
    1. Any other protected information survey, regardless of funding
    2. Any non-emergency, invasive physical exam or screening required as a condition of attendance administered by the school or its agents, and not necessary to protect the immediate health and

safety of a student, except for hearing, vision, or scoliosis screening,or physical exam or screening permitted or required under State law
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others

- **Inspect, upon request and before administration or use:**
    1. Protected informational surveys of students
    2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purpose
    3. Instructional materials used as part of the educational curriculum

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law. The District has arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. For surveys and activities scheduled, parents will be provided reasonable notification of the planned activities and surveys and be provided an opportunity to opt their student out. Parents will also be provided an opportunity to review any pertinent surveys. Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue
SW Washington, D.C. 20202-5920

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **CURRICULUM/INSTRUCTION**

AGENDA ITEM: **APPROVE OROSI HIGH SCHOOL STUDENT HANDBOOK FOR 2026-2027**

ATTACHMENTS: **2026-2027 OROSI HIGH SCHOOL STUDENT HANDBOOK**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for approval is Orosi High School's Handbook for 2026-2027.

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

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the 2026-2027 Orosi High School Student Handbook.**

PROPOSED ACTION: **APPROVE**

Item #: 25

This handbook belongs to: _____
This handbook is to be kept in your binder for the entire school year.

Dream Big - Work Hard - Give Back

Student Handbook

2026-2027

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT

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Orosi High School

41815 Road 128 Orosi, CA 93647
(559) 528-4731 Office
(559) 528-4930 Fax

Dear OHS Cardinal,

Welcome OHS Cardinals to an exciting 2026-2027 school year! We are extremely grateful to see you on campus at Orosi High School with our new auditorium and aquatics complex. The staff has been working extremely hard to make your time at Orosi High School time filled with rigorous learning, positive interactions and lasting memories. We are committed to providing state of the art facilities and increasing rigor so students are ***college, career, community ready and prepared to compete in a global economy.***

Our school motto is **Dream Big – Work Hard – Give Back**! We will continue to invest in 15 Career Pathways, 3 Distinguished Career Pathway Academies and an AVID National Demonstration Program that will prepare you for your next steps in life. Remember, you can be anything you want to be, but must work hard and apply your talents in everything you do. The saddest thing in life is wasted talent, and we at Orosi High School are committed to shining the talents of ALL students. We hope you will take advantage of all the many opportunities we have to offer at Orosi High School. This year, our focus remains on building a strong, inclusive school culture that empowers every student to reach their full potential. As a Cardinal, we encourage you to participate in school activities, advocate for yourself, embrace the values of respect, responsibility, and resilience and make the most of your four years. Arrive to school prepared every day, on time and eager to learn, be respectful, responsible, and get involved in clubs, sports, and activities. College – Career – Citizenship means being in school every day, on time, and earning grades of "C" and above.

High school is also a time to grow, mature and build friendships that will last a lifetime. We hope that while you are in high school you will look for opportunities to "give back" by serving as mentors to younger students and helping in the community; for YOU are the COMMUNITY of CUTLER-OROSI!

This handbook contains valuable information for your success at Orosi High School. Please read it carefully and keep it in your binder for reference.
We are here to serve you, encourage you and support you each and every day!

Orosi High School Administration

CUTLER-OROSI UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
Sandra Williams – President
Marisol Rubalcaba – Vice President
Delia Martinez – Board Clerk
Mary Helen Espino – Trustee
Joni Jordan – Trustee
Javier Quevedo – Trustee
Karen Gonzalez – Trustee
DISTRICT OFFICE ADMINISTRATION
Yolanda Valdez – Superintendent
Sunsie Tumacder – Assistant Superintendent
Shevonne Swanson – Assistant Superintendent

Orosi High School Staff

Administration

Principal: Oscar Villasenor
Assistant Principals: Daniel Rocha, Vacant
Counselors: Yaimar Deleon, AnaKaren Gonzalez, Tabitha Plascencia, Erika de la Cruz, and Cesar Barajas

Certificated Staff:

Science
Abel Ibarra
Daljit Singh
Diedra Atondo
Keisha Garcia

Special Education
Brenda Loera
David Sanchez
Benjamin Prado

School Psychologists
Gary Sanchez

Social Worker
Lorena Quezada

CTE
Ariana Araujo
Paul Ermie
Madison Galvez
Susana Garza
Karson Kalashian
Jacob Unger
Monse Barciaga

Custodians and Grounds
Alfredo Quezada
Eulogio Sanchez
Guadalupe Mejia
Ferdinand Pascua
Kobe Gonzalez
Claudia Marroquin

English
Kathleen Giannandrea
Andrew Baza
Rachel Cepeda
Manuela Delgadillo
Brian Ely
Vanessa Esquibel
Astrid Guerrero

Athletic Director
Jesus Medina

Activities Director
Renee Gonzalez

School Nurse
Cinthia Guzman

Community Schools Program Coordinator
Marisol Rodriguez

Aides
Jaqueline Diaz Espino
Jaqueline Ramirez-Cornejo
Jessica Monroy-Carreon
Jaqueline Santibanez

Library Technician
Rebecca Rodriguez

Campus Security
Ana Gonzalez
Fernando Mendoza
Connie Martinez
Victor Marquez
Israel Villarreal

Social Science
Isaak Gomez
Eliana Banuelos
David Kears
Gary Roldan
Glenn Webb
Eric Lentz

Math
Marla Olson
Susan Ang
Virgilio Ang
Sinoel Garcia
Ramanjit Kaur
Venise Ostrea
Destiny Rubalcaba
Rajneet Sihota

Visual/Performing Arts
Jonathan Gaspar, John Loewen, Eliana Saucedo, & Dr. Suzanne Scherr

Physical Education
Kyle Fraley, Isabella Jimenez, Ben White, Paul Ermie

Academy Leads
Virgilio Ang, AEGT
AOHS

Spanish
Carlos Casillas, Angelica Velasquez, Yanet Parra

Office Staff
Michelle Cortes
Chasity Agbulos
Erica Quevedo
Valeria Quevedo
Joanna Ruiz
Ana Solano
Laura Solorzano
Gabriela Baeza

Cafeteria Staff
Sandra Estrada
Norma Cerda
Anaisia Garcia
Lucila Cervantes
Patricia Vega
Elvia Ruiz
Diane Davis
Anna Alejandro
Julia Acosta
Miriam Diaz
Yessenia Morales

OROSI HIGH SCHOOL

SCHOOL and DISTRICT MISSION STATEMENT:
"Educating Minds, Inspiring Futures."

SCHOOL and DISTRICT VISION STATEMENT:
All students will be college, career and community ready and prepared to compete in a global economy.

School Mascot: **Cardinal** School Colors: **Maroon and Black**

School Fight Song:
Come join our band and give a cheer for Orosi High
Throughout the land with banners waving in the sky
Orosi, for you, each loyal comrade brave and true;
with might and main sing this refrain
forever and forever Orosi High

Orosi High School Calendar 2026-2027

Fall 2026 Semester ****All dates are tentative****	
Date	**Event**
Aug 5	OHS Registration
Aug 11	First Day of School
Sept 4	Back to School Night
Sept 4	1st Progress Report
Sept 7	Labor Day Holiday-No Classes
Sept 12	Saturday School
TBD	All Day SOS
Sept 26	Saturday School
	Academic Awards Night
	Counseling Parent Night
Oct 9	End of 1st Quarter
Oct 10	Saturday School
Oct 14	Report Card Night
Oct 17	Saturday School
Oct 22	Staff Development- No Classes
Oct 24	Saturday School
Nov 6	2nd Progress Report
Nov 7	Saturday School
Nov 11	Veteran's Day Holiday- No Classes
Nov 14	Saturday School
Nov 21	Saturday School
Nov 23-27	Thanksgiving Break- No classes
Dec 5	Saturday School
Dec 15 - 18	Fall Finals Week
Dec 18	End of Semester 1
Dec 21 - Jan 8	Winter Break- No Classes

Spring 2027 Semester **All dates are tentative**	
Date	**Event**
Jan 11	Second Semester Begins
Jan 16	Saturday School
Jan 18	Martin Luther King Day- No Classes
Jan 23	Saturday School
Jan TBD	Winter Formal
Feb 8	Lincoln's Birthday- No Classes
	9th Grade Pre-Registration for 2027-2028 begins
Feb 12	3rd Progress Report
Feb 15	President's Day- No Classes
Feb 13	Saturday School
Feb 20	Saturday School
Mar 6	Saturday School
Mar 13	Saturday School
Mar 19	End of 3rd Quarter
Mar 20	Saturday School
Mar 31	Report Card Night
Mar 22-29	Spring Break- No Classes
TBD	National College Signing Day
April 3	Saturday School
Apr 10	Saturday School
TBD	Senior Exit Interviews
Apr 17	Saturday School
April 30	4th Progress Report
April TBD	Prom
Apr 24	Saturday School
May 1	Saturday School
May 8	Saturday School
May 15	Final Saturday School
May 31	Memorial Day- No Classes
TBD	Senior Scholarship Awards Night
May 28 - June 3	Spring Finals Week
June 3	End of Second Semester/Last Day of School
June 3	OHS Graduation Ceremony
June 7	Summer School Begins

Orosi High School Bell Schedules

Regular Week Schedule

Monday, Tuesday, Friday	
0 Period	7:00 - 8:00
1st Bell	8:00
1st	8:05 – 9:00
2nd	9:05 – 9:55
Brunch	**9:55 – 10:05**
3rd	10:10 – 11:00
4th	11:05 – 11:55
Lunch	**11:55 – 12:25**
5th	12:30 – 1:20
6th	1:25 – 2:15
7th	2:20 – 3:10
8th	3:15 - 4:15

Wednesday	
1st Bell	9:20
2nd	9:25 - 10:55
Brunch	**10:55 - 11:05**
4th	11:10 - 12:40
Lunch	**12:40 - 1:10**
Homeroom	1:15 - 1:45
6th	1:50 - 3:20
8th	3:25 - 4:25

Thursday	
0 Period	7:00 - 8:00
1st Bell	8:00
1st	8:05 - 9:40
Brunch	**9:40 - 9:50**
3rd	9:55 -11:25
Lunch	**11:25 - 11:55**
5th	12:00 - 1:33
7th	1:38 - 3:10

Minimum Day

Monday, Tuesday, Friday	
0 Period	7:20 - 8:00
1st Bell	8:00
1st	8:05 – 8:45
2nd	8:50 – 9:30
Brunch	**9:30 – 9:40**
3rd	9:45 – 10:25
4th	10:30 – 11:10
5th	11:15 – 11:55
Lunch	**11:55 – 12:25**
6th	12:30 – 1:10
7th	1:15 – 1:55
8th	2:00 - 2:40

Wednesday	
1st Bell	8:00
2nd	8:05 – 9:34
Brunch	9:34 – 9:44
4th	9:49 – 11:17
Homeroom	11:22 – 11:52
Lunch	11:52 – 12:22
6th	12:27 – 1:55
8th	2:00 - 3:00

Thursday	
0 Period	7:00 - 8:00
1st Bell	8:00
1st	8:05 - 9:21
3rd	9:26 - 10:39
Brunch	**10:39 - 10:49**
5th	10:54 - 12:07
Lunch	**12:07 - 12:37**
7th	12:42 - 1:55

Foggy Day

Monday, Tuesday, Friday	
0 Period	9:00 - 9:30
1st Bell	9:30
1st	9:35 – 10:16
Brunch	**10:16 - 10:26**
2nd	10:31 -11:10
3rd	11:15 – 11:54
4th	11:59 – 12:38
Lunch	**12:38 – 1:08**
5th	1:13 – 1:52
6th	1:57 – 2:36
7th	2:41 – 3:20
8th	3:25 - 4:04

Wednesday	
1st Bell	9:30
2nd	9:35 - 11:05
Brunch	**11:05 - 11:15**
4th	11:20 - 12:45
Lunch	**12:45 - 1:15**
Homeroom	1:20 - 1:50
6th	1:55 - 3:20
8th	3:25 - 3:50

Thursday	
0 Period	9:00 - 9:30
1st Bell	9:30
1st	9:35 - 10:47
Brunch	**10:47 - 10:57**
3rd	11:02 - 12:14
Lunch	**12:14 - 12:44**
5th	12:49 – 2:01
7th	2:08 - 3:20

Assembly

Assembly Schedule (a.m.)	
0 Period	7:00 - 8:00
1st Bell	8:00
1st	8:05 – 8:55
2nd	9:00 – 9:45
Brunch	**9:45 – 9:55**
3rd	10:00 – 10:45
4th	10:50 – 11:35
Assembly	*11:40 – 12:10*
Lunch	**12:10 – 12:40**
5th	12:45 – 1:30
6th	1:35 – 2:20
7th	2:25 – 3:10
8th	3:15 - 4:15

Assembly Schedule (p.m.)	
0 Period	7:00 - 8:00
1st Bell	8:00
1st	8:05 – 8:55
2nd	9:00 – 9:45
Brunch	**9:45 – 9:55**
3rd	10:00 – 10:45
4th	10:50 – 11:35
5th	11:40 – 12:25
Lunch	**12:25 – 12:55**
6th	1:00 – 1:45
7th	1:50 – 2:35
Assembly	*2:40 – 3:10*
8th	3:15 - 4:15

Assembly Schedule (Extended)	
0 Period	7:00 - 8:00
1st Bell	8:00
1st	8:05-8:46
2nd	8:51-9:35
Brunch	9:35-9:45
3rd	9:50-10:34
4th	10:39-11:23
5th	11:28-12:12
Lunch	12:12-12:42
6th	12:47-1:31
7th	1:36-2:20
Assembly	2:25-3:10
8th	3:15 - 4:15

Additional Bell Schedules

Back to School Rally	
0 Period	7:00 - 8:00
1st Bell	8:00
1st	8:05 – 8:55
Rally	***9:00 – 9:30***
Brunch	**9:30 – 9:40**
2nd	9:45 – 10:30
3rd	10:35 – 11:20
4th	11:25 – 12:10
Lunch	**12:10 – 12:40**
5th	12:45 – 1:30
6th	1:35 – 2:20
7th	2:25 – 3:10
8th	3:15 - 4:15

Club Fair	
0 Period	7:00 - 8:00
1st Bell	8:00
1st	8:05 – 8:57
2nd	9:02 – 9:50
Brunch	**9:50 – 10:00**
3rd	10:05 – 10:53
4th	10:58 – 11:46
Lunch/ Club Fair	***11:46-12:31 (closed campus)***
5th	12:36 – 1:24
6th	1:29 – 2:17
7th	2:22 – 3:10
8th	3:15 - 4:15

Career Day	
0 Period	7:00 - 8:00
1st Bell	8:00
Advisory	8:05-8:15
Key Note	***8:20-8:50***
1st	8:55-9:30
2nd	9:35-10:10
Brunch	**10:10-10:20**
3rd	10:25-11:00
4th	11:05-11:40
5th	11:45-12:20
Lunch/Career Fair	***12:20-1:20 (closed campus***
6th	1:25-2:00
7th	2:05-2:40
Advisory	2:45-3:10
8th	3:15 - 4:15

Spring Fling	
0 Period	7:00 - 8:00
1st Bell	8:00
1st	8:05 – 8:45
2nd	8:50 - 9:30
Brunch	**9:30 – 9:40**
3rd	9:45 – 10:25
4th	10:30 – 11:10
5th	11:15 – 11:55
Lunch	**11:55 – 12:25**
6th	12:30 – 1:10
7th	1:15 – 1:55
Spring Fling	1:55 - 3:10
8th	3:15 - 4:15

****VROP students will follow VROP schedule**

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
OHS FALL 2026-2027 FINALS SCHEDULE

Tuesday December 21, 2026	Wednesday December 22, 2026	Thursday December 23, 2026	Friday December 24, 2026
Period 3 8:05-8:35 (30 min)	Period 1 9:25-9:50 (25 min)	Period 5 8:05-8:35 (30 min)	Advisory 8:05-8:30 (25 min)
Brunch 8:35-8:45 (10 min)	Brunch 9:50-10:00 (10 min)	Brunch 8:35-8:45 (10 min)	Brunch 8:30-8:40 (10 min)
Period 1 FINAL 8:50-10:30 (100 min)	Period 2 10:05-10:25 (20 min) Period 3 10:30-10:50 (20 min)	Period 3 FINAL 8:50-10:30 (100 min)	Period 7 FINAL 8:45-10:25 (100 min)
Period 4 10:35-11:05 (30 min)	Period 5 Final 10:55-12:35 (100 min)	Period 6 10:35-11:05 (30 min)	Period 1 10:30-10:55 (25 min)
Period 5 11:10-11:40 (30 min)		Period 7 11:10-11:40 (30 min)	Period 2 11:00-11:25 (25 min)
Lunch 11:40-12:10 (30 min)	Lunch 12:35-1:05 (30 min)	Lunch 11:40-12:10 (30 min)	Lunch 11:25-11:55 (30 min)
Period 2 FINAL 12:15-1:55 (100 min)	Period 7 1:10-1:35 (25 min) Period 6 FINAL 1:40-3:20 (100 min)	Period 4 FINAL 12:15-1:55 (100 min)	Period 3 12:00-12:25 (25 min) Period 4 12:30-12:55 (25 min) Period 5 1:00-1:25 (25 min) Period 6 1:30-1:55 (25 min)

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
OHS SPRING 2026-2027 FINALS SCHEDULE

Friday May 28, 2027	Tuesday June 1, 2027	Wednesday June 2, 2027	Thursday June 3, 2027
Period 3 8:05-8:35 (30 min)	Period 5 8:05-8:35 (30 min)	Period 1 8:05-8:35 (30 min)	Advisory 8:05-8:30 (25 min)
Brunch 8:35-8:45 (10 min)	Brunch 8:35-8:45 (10 min)	Brunch 8:35-8:45 (10 min)	Brunch 8:30-8:40 (10 min)
Period 1 FINAL 8:50-10:30 (100 min)	Period 3 FINAL 8:50-10:30 (100 min)	Period 5 FINAL 8:50-10:30 (100 min)	Period 7 FINAL 8:45-10:25 (100 min)
Period 4 10:35-11:05 (30 min)	Period 6 10:35-11:05 (30 min)	Period 2 10:35-11:05 (30 min)	Period 1 10:30-10:55 (25 min)
Period 5 11:10-11:40 (30 min)	Period 7 11:10-11:40 (30 min)	Period 7 11:10-11:40 (30 min)	Period 2 11:00-11:25 (25 min)
Lunch 11:40-12:10 (30 min)	Lunch 11:40-12:10 (30 min)	Lunch 11:40-12:10 (30 min)	Lunch 11:25-11:55 (30 min)
Period 2 FINAL 12:15-1:55 (100 min)	Period 4 FINAL 12:15-1:55 (100 min)	Period 6 FINAL 12:15-1:55 (100 min)	Period 3 12:00-12:25 (25 min)
			Period 4 12:30-12:55 (25 min)
			Period 5 1:00-1:25 (25 min)
			Period 6 1:30-1:55 (25 min)

Cutler Orosi Joint Unified School District

GRADUATE OUTCOMES



CAREER & COLLEGE READY SCHOLARS

Attain proficiency in academics and multiple languages, engage in career exploration and graduate as life-long learners prepared for post-secondary opportunities



PRODUCTIVE CITIZENS

Fulfill personal, professional, and civic responsibilities while giving back to the community



LEADERS & ETHICAL DECISION MAKERS

Demonstrate personal and professional integrity, leadership, ethical decision-making, and respect diversity



POWERFUL COMMUNICATORS

Effectively communicate ideas through speaking and writing using multiple languages and techniques, including technology



CRITICAL THINKERS & COLLABORATIVE PROBLEM SOLVERS

Work collaboratively and apply innovative thinking and technologies to create solutions



CREATIVE & QUALITY PRODUCERS

Create quality performances and products that reflect thought and originality with the highest of standards

MISSION

Educating Minds, Inspiring Futures

VISION

All students will be college and career ready, committed to engage in civic responsibilities, and prepared to compete in a global economy.

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

ATTENDANCE POLICIES

Cutler-Orosi Joint Unified School District has an attendance expectation of 96% or higher attendance across all school sites.

ATTENDANCE INCENTIVES

- Students with a 95% or better will receive an award/certificate
- The site will also provide incentives throughout the school for those students that meet the 95% or above requirement. (Card's C.A.R.E Incentives)

ATTENDANCE ACHIEVEMENT

It is well established that promptness and regular attendance in school is related to student progress and achievement. In order for you to do your very best, it is important that you be in school **every day and on time**. Maintaining good attendance is important. There are times when it may be necessary for you to miss school. For example, we do not recommend that you come to school if you are ill, have a fever or you may spread your illness to others. **When this occurs, your best next step is to attend the following Saturday school session.** When scheduling appointments, select times after school or at the end of the day. If your appointment is in the morning, we expect you to come to school after, unless you are ill. **The entire day is not excused unless specified by your doctor's note.**

Students must maintain an average of 95% attendance each year (freshman, sophomore, junior, and senior years) at Orosi High School in order to be eligible to participate in graduation ceremonies and participate in other school functions unless directed otherwise by administration. Students cannot be absent **more than 9 days each school year or have more than 63 period absences.** This includes a combination of both excused (excused/verified ab/illness) and unexcused (unverified/suspensions/incomplete independent studies) absences. Students are expected to attend Saturday school to make up all absences with the exception of incomplete Independent Studies or Suspensions.

ABSENCES MUST BE CLEARED WITHIN THREE DAYS

Please note that **parents are required to clear absences within three days by calling the front office or providing a doctor's note**. **Doctor's notes must have time of visit on note and will only excuse student absences for the duration of the doctor's visit. Doctor's notes are due no later than 3 days after the visit.** Under the law, schools must continue to track all absences and report them to the state. It is the responsibility of the student/parent to clear all absences through the attendance office. If an absence is not cleared through the attendance office within THREE days of the absence, it shall be recorded as unexcused. Excessive absences will trigger a legal proceeding against the student and the parents before the School Attendance Review Board (SARB). In cases of a documented persistent medical condition, the administrative team will conduct a review process to determine the student's status and next steps.

WHEN ABSENT FROM SCHOOL

1. Parents or guardians must call the school between 7:30 a.m. and 4:30 p.m. at 559-528-4731. The parent or guardian must give the reason and length of absence. It is important to remind your parents to call each day you are absent. "Ill" absences may only be accepted by a phone call or a note from the parent or guardian of the student absent.
    a. **The note should include student's name, ID #, reason, and parent/guardian signature. If your child has a doctor's note, this must be submitted within 3 days to convert the absence to "excused."**
2. The attendance office is open from 7:30 a.m. to 4:30 p.m.
3. A truancy (cut) will result in disciplinary action by the school administrator. Students who are truant or who cut may **not** make up missed classwork/homework.
4. Absences for illness longer than three (3) days need a doctor's note to be considered excused.
5. **It is the student's responsibility to request makeup work** after returning from an excused or unexcused verified absence. **THIS MUST BE DONE UPON RETURNING TO SCHOOL**. Teachers will allow students the same amount of time as a student's absence (if absent 1 day, then 1 extra day) to complete assignments after this type of absence.

The manner in which a student's absence is cleared is of great importance and will determine whether the student is allowed to make up missed class work and/or be disciplined. Therefore, the administrator in charge of the Attendance Office will be responsible for determining if the cause of absence is excused and will indicate the type of clearance for each absence**. The following absences should be cleared through Saturday school to ensure percentage is above 95% in order to graduate on stage:**

DETERMINATION/REASONS

UNEXCUSED ABSENCE (makeup work only permitted for unexcused-verified absences)
An absence with the knowledge of parents, but not within the definition of the State Department of Education for excused absences, must be verified through the attendance office within three days of absence. A student is allowed one day to make up missed work for each day of an unexcused-verified absence. Note: When a student has been absent for a legitimate reason but the parent/guardian fails to report the absence within the three day period, the absence must still be reported as "unexcused."

EXCESSIVE ABSENCES
A letter will be mailed out to parents due to excessive absences every 25 instruction days or sooner. Please see the chart listed below:

Letter	Tardies
Excessive Absence Notification Letter 1	5 days of Excused Absences/35 periods of Excused Absences
Excessive Absence Notification Letter 2	9 Excused Absences/63 periods of Excused Absences
Excessive Absence Notification Letter 3	15 Excused Absences/105 periods of Excused Absences

EXCUSED ABSENCE
An absence is excused when the school is notified of the student's absence with a legal reason (i.e. illness, a doctor's or dental appointment or funeral for **immediate family**). An absence may be cleared by parents calling or by sending a note. A student is allowed one day to make up missed work for each day of excused or unexcused-verified absence. Future absences require doctor's notes to be excused. **Students must attend Saturday School to maintain the 95% attendance requirement even with "excused" absences.**

Please note: Participation in Saturday School may help a student meet eligibility requirements for participation in the graduation ceremony; however, it **does not** replace or alter the district's attendance policies and procedures related to truancy. The information below outlines truancy requirements and the district's School Attendance Review Board (SARB) process.

TRUANCY/CUT ABSENCE/EXCESSIVE ABSENCES
An absence is truant/cut when a student was absent from school without parent knowledge. The penalty for a truant/cut absence is the loss of privilege to make up work missed during absence and some form of disciplinary action. Note: When a student arrives to any class late by 30 minutes or more without a note, this is considered a cut. If reoccurring truancy/cuts are noted; further disciplinary action will occur. The behavioral consequences policy for truancy will hold students accountable for unexcused absences and truancy. Students will be subject to SARB procedures. As legal and responsible guardians, parents are expected to monitor student attendance and are expected to participate in the SARB process should their student demonstrate poor attendance patterns. The site administrator has the discretion to assign detention and or hold a parent meeting for excessive absences/cuts and tardiness.

SARB (School Attendance Review Board)
If a student's attendance is poor, resources and support to address attendance barriers will be provided and documented for progress monitoring. If attendance does not improve, parents/guardians will be requested to appear before the School Attendance Review Team (SART) as an additional site level intervention. After all site level interventions have been attempted, a SARB hearing at the district level will be scheduled. The purpose of the SARB hearing is to find solutions to unresolved student attendance and discipline problems by bringing together representatives of Children Services, Probation, Law Enforcement, Community representatives and others to serve on the board. SARB will work with the parents in an attempt to understand why students are experiencing attendance and/or behavior problems, and serve as a vehicle to attempt to find a solution to the problem. When solutions are determined, the student and parent(s) will agree to an attendance contract that will be evaluated regularly.

All schools in the district have the following attendance/behavior policy, known as the SARB process. The SARB Board provides several organizational structures at the local and county level that create a safety net for students with persistent attendance or behavior problems. Although the goal of the SARB process is to keep students in school and provide them with meaningful educational experiences, the SARB panel does have the power, when necessary, to refer students and their parents or guardians to court.

SARB letters are typically run weekly by the site attendance clerk. If you receive a SARB letter and would like to provide documentation for an absence that may be impacting your student's attendance, please contact the attendance office.

- SARB Letter #1: YOU WILL RECEIVE SARB LETTER 1 after 3 unexcused absences (for 6^{th}-12^{th} grade students this constitutes for 21 unexcused period absences). Please call the school personnel to discuss this matter.

- SARB Letter #2: YOU WILL RECEIVE SARB LETTER 2 after 5 unexcused absences for K-5th grade: (for 6th-12th grade students this constitutes for 35 unexcused period absences). In addition, a Student Attendance Review Team (SART) meeting will be held by the school site at this time. The school personnel will be calling to schedule a meeting to discuss this problem.

- SARB Letter #3: YOU WILL RECEIVE SARB LETTER 3 after 7 unexcused absences K-5th grade: (for 6th -12th grade students this constitutes for 49 unexcused period absences). In addition, a formal SARB referral will be sent to the district office for a hearing to be scheduled.

No issued SARB letter may be withdrawn or "worked off" with detention, community service, or Saturday school attendance.

Possible Penalties for Being SARBed:

- Student's attendance/behavior may be monitored until thresholds have been met to either exit from the contract or referred to the Court Attendance Review Board (CARB)
- Parents and students may agree to a contract to monitor attendance/behavior.
- Parents and students may be referred to counseling/parenting classes.
- Students may be referred to an alternative school program.
- Parents may be referred to court.
- A CARB hearing may result in a fine, mandated community service, or jail time.
- CARB may monitor students until he/she receives a GED or high school diploma.

Short-Term Independent Studies

If your child needs to miss more than three (3) school days in a row, they may be able to join a Short-Term Independent Study program. This program allows your child to do schoolwork at home when they are away from school for a short time. If the absence is 15 school days or less, the agreement can be signed any time during the school year. If the absence is more than 15 school days, all necessary signatures must be completed before your child starts Independent Study. If your child is dually enrolled, it is the responsibility of the student to communicate with his/her college professors regarding an absence.

What Parents and Students Need to Know:

Your child will receive schoolwork from the Independent Study teacher based on your agreed upon Independent Study Contract and must return all completed work to that teacher. Students must turn in all work as required to receive credit for schoolwork and attendance.

If the work is not finished or not turned in on time:

The missed days will count as unexcused absences. These absences will lower your child's attendance percentage, which must stay at 95% or higher to participate in the graduation ceremony. Your child's grades may be impacted. Saturday School will not count to make up missed Independent Study work. When your child returns to school, they must go to the front office right away to give their completed work to the Independent Study teacher.

If a student does not complete all the work, is failing classes or has poor attendance, they may not be allowed to do Independent Study. **In addition, students will not be granted a Short-Term Independent Studies contract the following year, if they did not fulfill the requirements from the previous year or if the student is failing classes or has poor attendance. Short-Term Independent Studies is highly discouraged as extended vacation since it has a negative impact on academics. Students CANNOT make up incomplete Independent Studies through Saturday School.**

ATTENDANCE & ACTIVITIES

Students must attend at least half of the school day in order to participate in an co/extracurricular activities, unless the period or absence is verified, participating in a curricular activity, or the student and parent have received administrative approval.

Any student who has 4 or more unexcused/unverified period absence the day of the event will not be allowed to participate in any co/extracurricular activities (i.e., games, dances, field trips, etc.) unless the school periods of absence are verified by a parent, doctor or court, the student is participating in a curricular activity (i.e., band events, speech and debate) or the student and parent have received administrative approval. Any note from a doctor/court must indicate the time of which the visit occurred. The visit must take place during the periods of which the student was absent

LEAVING SCHOOL

A parent consent needs to be provided which will allow the student to leave the school premises. Attendance clerk is to login parent contact in Aeries. Students (including 18 yr. olds and those non-scheduled) who need to leave school during the day **MUST** check out from campus at the front desk. Students who leave campus ANY TIME during the school day without checking out cannot receive an excused absence and will be considered a cut. A form of discipline will be issued.

HALL PASSES

Students are **required** to use the schools MINGA platform for ALL passes (hall/bathroom/nurse/career center). Students may download the MINGA app on their cellphones or login on their school chromebooks. Students out of class without the appropriate digital pass will be sent back to class by campus security. A form of discipline will be issued to any student who is ditching class or does not follow security's directives.

TARDY POLICY

Orosi High School expects all students to be in class when the bell rings. Habitual tardiness will be considered defiance and will be subject to **disciplinary action**. Students who habitually arrive tardy to class will be issued warnings on Minga and may be referred to the office for disciplinary actions if the behavior continues. Students with 14 or more period absences will be taken off the eligibility list for off-campus lunch. Students will remain INELIGIBILE for off-campus lunch until their tardies are cleared through Saturday School. Tardies must be made up after school or by attending Saturday School. The administration has the right to take further disciplinary action. One tardy may be cleared by **attending 30 minutes** of after school tutorials in an academic setting or 8 tardies may be cleared by attending Saturday School. **Students CANNOT make-up hours by attending Step-up or the weight room nor count community services as makeup tardies**. Students **cannot** have more than 35 tardies over the course of the year. Leaving 30 minutes early from class will result in an unexcused tardy.

TARDY SWEEPS

Tardy Sweeps will be conducted randomly in an effort to reinforce the value of being on time. Students who are tardy will be issued lunch detention and/or assist with campus beautification supervised by security staff and Administration.

MAKE-UP ATTENDANCE:

- **SATURDAY SCHOOL:** Students may be assigned Saturday School to make up absences/tardies. Saturday school will clear absences for the full day. **After-school tutorials ONLY CLEAR tardies**. **Students are expected to bring class work and study materials to Saturday School, be in dress code, and remain on task or students will be asked to leave.** Parents/Guardians will receive a call, as well as a text message indicating that their child must attend Saturday School when they fall below the 95% attendance rate. Students are still encouraged to attend to make up absences regardless of the reason (except incomplete Independent Studies and suspensions). Saturday School is offered **22 Saturdays this year from 8:00 a.m. to 12:00 p.m**. in the cafeteria or other designated classroom. The dates are as follows (unless distance learning occurs or due to other circumstances out of our control):

Quarter	Dates 2026-2027:
1	Sept. 12, Sept. 26
2	Oct. 10, Oct. 17, Oct. 24, Nov. 7, Nov. 14, Nov. 21, Dec. 5
3	Jan. 16, Jan. 23, Feb. 13, Feb. 20
4	Mar. 6, Mar. 13, Mar. 20, Apr. 3, Apr. 10, Apr. 17, Apr. 24, May 1, May 8, May 15

During the school year, students participate in academic field trips or events tied to their course grade that may merit double-Saturday school credit. To receive double-Saturday school credit, the event must be at least 8 hours long and must be closely connected to student outcomes.

Academic events which occur on a scheduled Saturday school session, such as band performances or speech and debate competitions, are subject to receive Saturday School credit when the teacher submits a sign-in sheet and receives Administration approval.

- **AFTER-SCHOOL TUTORIALS AT OHS:** Students can participate in an after school academic tutorial within the OHS campus to make-up tardies. If a student accumulates 14 period tardies, off-campus privileges will be suspended as stated above.

ACADEMIC POLICIES

READY TO LEARN

The goal of Orosi High School's Binder and Planner program is to increase student achievement by teaching organizational skills for managing materials and maintaining assignments and due dates. Binders ensure that students come to class prepared with the needed materials. Student Planners, provided by Orosi High School, will enable students and their parents to keep up-to-date with daily assignments.

To accomplish this goal, **we expect all students to have**:

- A binder
- Student Planner (agenda)
- Subject dividers for each class
- 3-hole college-ruled filler paper
- Pencil pouch with pens, pencils, and a highlighter

HOMEWORK and CLASSWORK POLICY

Homework is an essential component of the Orosi High School curriculum. Students benefit from doing their homework because they are able to: practice specific skills, prepare for future class discussions/activities, review and reinforce learning, and prepare for upcoming tests and overall success in the class. Students should expect to have at least one hour of homework each night. Students who fail to complete assignments on time demonstrate a lack of responsibility and readiness for college and career. All assignments must be turned in on or before the due date. If a student anticipates missing a due date, it is the student's responsibility to make arrangements before the due date and not after. Students who miss **more than five deadlines and/or are in danger of failing will be referred by their teachers for intervention.**

HOMEROOM PERIOD

To encourage academic excellence and individual accountability, students are enrolled in a weekly College-Career-Citizenship Ready Homeroom period. Teachers and students will have dedicated time each week to ensure that information about College and Career Readiness is shared, progress is monitored, and organization and study skills are maintained. Each year, work assigned during the Homeroom period will be used towards the completion of the Senior Portfolio and Exit Interview. **Each year, students are required to complete the necessary components of their Senior Portfolio otherwise they will be deemed ineligible until tasks are completed. All students must maintain progress towards completion of their Senior Portfolio and Exit interview throughout their four years at OHS. Students can refer to their checklist for assignments required to maintain progress.**

AFTER SCHOOL ACADEMIC TUTORIALS AND SUMMER SCHOOL

In an effort to catch students before they fail, teachers can assign After School Academic Tutorials from 3:10 p.m. to 4:30 p.m. for students who do not complete class work, homework assignments and/or are in danger of failing. Completion is defined to be at least 70% completed with a significant amount of effort evident or as defined by the teacher. Teachers will inform parents when a student is at-risk and must attend. Parents must ensure students attend for the support since the school cannot mandate it. **Students can also make up tardies in tutorials or the library. Students who do not pass a class(s) will be enrolled in Summer School to recoup credits not earned due to failing a class(s).**

SCHOLASTIC INFORMATION

DIPLOMA REQUIREMENTS

EARNING A DIPLOMA FROM OROSI HIGH SCHOOL REQUIRES THE FOLLOWING:

Successful completion of at least 260 credits.
Successful completion of required subject/courses.
Successful completion of Senior Exit Interview and Portfolio Presentation.
Community Service Hours (15 hours minimum per year for a total of 60 community service hours).

Subject Requirements	Credits
English	40
Math	30 (Required: Math 1. All students will be enrolled in 4 years of mathematics)
Science	20 (Required: Integrated Science/Chemistry, Biology)
Social Science	30 (Required: World History, U.S. History, Civics, Economics)
Foreign Language/Fine Arts	10
Physical Education	20
Electives	110 (Required: Ethnic Studies)
Total	***260 credits***

GRADUATION CEREMONY REQUIREMENTS

In order to participate in the graduation ceremony, students must meet the DIPLOMA and CEREMONY requirements. Students must meet the following requirements for CEREMONY:

1) Credit/Subject Requirement
   Students must meet the entire subject and credit requirements set by the Governing Board.
2) Senior Exit Interview and Portfolio Presentation
   Students must complete all elements of the Advisory Senior Portfolio Checklist. Students must successfully complete the Senior Exit Interview and Portfolio Presentation with a score of 75% or higher.
3) Community Service Hours
   Students must complete 15 hours of community service hours each academic year (**due May 13th**) for a total of 60 hours.
4) Grade Point Average (GPA)
   Students must maintain an overall/cumulative GPA of 2.0. (an average of **all semester grades** earned in 9th – 12th).
5) 95% Attendance Requirement
   Students must have **an average attendance rate of at least 95% over all four years of high school**. Attendance is calculated **cumulatively** across all years, not just senior year.
   This includes both excused and unexcused absences. Students should attend Saturday School to make-up absences. Absences which occurred during the 1st semester must be made up by the last Saturday in January. Absences which occurred during the 2nd semester must be made up by the last Saturday in May. Students must have no more than 35 total tardies over the course of each year.
6) Behavior
   Students must meet behavioral guidelines. This means no 5-day suspensions or two separate suspensions in a 9 week period (**45 school days/March 31, 2027**) prior to graduation.
7) Debts should be paid in full
   Payment options are available and should be paid in full to Orosi High School one week prior to graduation date.

Orosi High School Early Graduation Petition:
Orosi High School acknowledges that some students seek to pursue educational goals that include graduating from high school at an earlier date than their designated graduating class. A student who completes the requirements for early high school graduation may participate in the graduation ceremonies in the year in which they complete Orosi High School's requirements for graduation. Early graduates forfeit participation in senior activities of their designated class after there students date of early graduation.

Procedures:
Before a student is evaluated for early high school graduation, the principal must receive a completed application from the student signed by their parent/guardian by the date listed below. The early graduation petition cannot be submitted earlier than the second semester of the student's freshman year.

Anticipated Graduation	Application Deadline
2nd Semester of Junior Yr.	Last Friday in February
1st Semester of Senior Yr.	Last Friday in September

Upon referral, the principal shall convene an Acceleration Evaluation Committee to determine the appropriateness of early high school graduation for the students. The committee shall include the counselor, the principal, and one teacher.

The Acceleration Evaluation Committee shall be responsible for conducting a fair and thorough evaluation of the student. Part of the evaluation will include an interview with the student answering the following questions:

1. What are your goals after high school?
2. How does an early graduation date support your goals?
3. What preparations have you made to meet your goals?
4. What strategies will you use to meet the high school graduation requirements, college and career indicators/pathway completion?

The principal shall share the outcome of the evaluation process with the student and his/her parent/guardian. If the student is approved for early high school graduation, the acceleration evaluation committee will develop an accelerated plan designed to allow the student to complete high school graduation requirements early and **meet the CCI requirements**.

The student's counselor will be assigned to oversee the implementation of the plan and to monitor the adjustment of the student's plan to meet the accelerated setting or to refer for removal of the accelerated agreement.

Acknowledgements:
The student understands that they will not be counted towards the running for Valedictorian status in the class which they have selected to graduate with, if different than their designated class.
Students must also complete all District graduation requirements in the class they wish to graduate with.

SENIOR GRADES
Teachers will submit final grades no later than 5/29/2026. Students and parents will be notified by his/her counselor on Monday, 6/1/2026, if they will not graduate or participate in the ceremony for any reason noted above.

CAPS & GOWNS
All students are required to wear a cap and gown in the school colors. No "bling" or decorations of any kind can be added to the graduation regalia. The standard tassel must be worn at the graduation ceremony. Cap and Gowns are available for purchase during the Spring Semester. If you do not wish to purchase a cap and gown, a loaner set can be provided, but must be returned before disbursement of the diploma. Requests must be made on the ordering date. See a counselor in the college and career center for details regarding loaner sets.

GRADUATION CEREMONY RULES

- The diploma will be issued from the last school attended.
- Participation in the practice session is mandatory unless there are extenuating circumstances that have been cleared with administration or a counselor.
- Good citizenship must be maintained during the ceremony. No gum is allowed. Anyone under the influence of alcohol or drugs before or during the ceremony will be removed from the ceremony. Students are checked for firecrackers, lighters,

beach balls, balloons, noisemakers, liquid string, laser pointers, and other contraband items when they arrive at check-in stations and the staging area.

- Dress code: Safe, appropriate footwear is required (only flats, wedges, wide heel); no tennis shoes, no thin heels, no sunglasses; no flowers or other adornments, including bling of the cap or gown, are allowed. The tassel is worn over the right eye until the end of the ceremony.
- Students shall be permitted to wear tribal regalia or recognized objects or religious or cultural significance as adornment to the customary ceremonial attire, as long as the adornment does not cause substantial disruption of, or material interference with, the graduation ceremony. Students who desire to wear such adornments shall seek permission from the superintendent or designee at least 14 days before the graduation ceremony.
- Photographer: A photographer will be present to take a picture of each graduate. No one else will be allowed into the staging area for the graduates.
- Balloons: Balloons will not be allowed in the stadium. Please leave in your vehicles.

GRADUATION CEREMONY REGALIA

*The regalia is not a requirement for the graduation ceremony and is not guaranteed to be available after a student's senior year. Alternate means of recognition may be used to recognize students.

Program	Regalia Item	Eligibility Criteria	Program Name
Academy	**Custom Stole**	4-year sequence, Internship/Capstone, Maintain a 2.5+ Overall GPA; however, must pass with a "C" or better Capstone - Must pass with a "C" or better to receive a stole. *Criteria to be included in the class syllabus.	Health Sciences, Sustainable Agriculture, Engineering, AVID
CTE Pathway	**Cord**	2-course CTE sequence or block completion, Industry Cert earned. Capstone grade of "C" or better.	Public Service, Business/Finance
VAPA	**Custom Stole**	4-year Arts sequence, Senior Performance/Gallery, 3.0+ VAPA GPA. *Criteria to be included in the class syllabus.	Choir, Band, Drama,

GRADUATION HONORS

The following groups of students will receive honors at their graduation and will have their names noted in the graduation program:

- **Valedictorians** are students who earn a cumulative weighted grade point average of 4.0 or above. The top two students with the highest grade point average will have the opportunity to give a speech. All high school classes, including summer school beginning with the 9th grade will be included in the calculation. **College courses** will not be included in the calculation.
- **Salutatorians** are students who earn a cumulative weighted grade point average of 3.95 -3.99.
- **California Scholarship Federation (CSF) Life Members** will wear their gold cords at the graduation ceremony. Life membership is attained by qualifying for, and enrolling in, CSF 4 out of 6 semesters. One semester must be during the student's senior year.
- **Class Historian** will have the opportunity to give a speech

State Seal of Bi-literacy: Eligibility criteria for a student whose primary language is English

Each of these three academic requirements shall be fulfilled:

1. Students must have completed all English–language arts (ELA) requirements for graduation with an overall grade point average (GPA) of 3.0 or above in those classes.
2. Students must have an achievement level of "Standard Met" for the high school Smarter Balanced Summative Assessment
3. Students must demonstrate proficiency in one or more languages other than English through one of the following methods:

Pass a foreign language Advanced Placement (AP) exam, including American Sign Language, with a score of three or higher.
Successfully complete a four-year high school course of study in a foreign language and attain an overall grade point average of 3.0 or above in that course of study.

Eligibility Criteria for a Student Whose Primary Language is not English

If the primary language of a student in grades nine to twelve, inclusive, is other than English, the student shall also meet the following two academic requirements:

1. Achieve level 3 or better on the English Language Proficiency Assessments for California (ELPAC).
2. Meet the requirements above as stated in 1, 2, and 3.

Golden State Seal Merit Diploma: To be eligible for the GSSMD, students must be eligible to receive a high school diploma and have demonstrated the mastery of the curriculum in at least six subject matter areas as follows:
English-language Arts: Students must have earned one of any of the following:

1. A grade of B+ or above in a single course completed in grade nine, ten, or eleven
   An achievement level of "Standard Met" for the high school Smarter Balanced Summative Assessment (CAASPP)
2. Mathematics: Students must have earned one of any of the following:
   A grade of B+ or above in a single course completed in grade nine, ten, or eleven
   An achievement level of "Standard Met" for the high school Smarter Balanced Summative Assessment
3. Science: Students must have earned one of any of the following:
   A grade of B+ or above in a single course completed in grade nine, ten, or eleven
4. U.S. History: Students must have earned one of any of the following:
   A grade of B (or numerical equivalent) or above upon completion of the required U.S. History course
5. Two additional subject matter areas: Students may choose from any of the following:
   Any additional qualifying grade or score listed above earned for the subjects of ELA, mathematics, science, or U.S. history not already used to meet eligibility
   A grade of B or above upon the completion of high school courses in other subjects

Channel 30 Scholars: Students with the top two GPA ranking will be invited to the Channel 30 recognition.

Grade Point Averages
Averages are to be calculated on the basis of the following scale: A grade of "A", 4 points; a grade of "B", 3 points; a grade of "C", 2 points; "D", 1 point; "F", 0. Grade points awarded to Honors, AP and Dual Enrollment classes are weighted and carry an additional grade point when the student receives a grade of "A", "B" or "C". In order to receive an additional grade point in an AP course, students must maintain a grade of "C" or higher (4th progress) and must take the AP Exam in May. Grades for Student Assistant and Academic Success are recorded as Pass "P" or No Pass/F "NP/F" only and Sports P.E. as Pass/Credit only.

Letter Grade and Achievement	Grade Points Calculated Into GPA	Grade Points if in Academy, AP, Dual Enrollment
A- Outstanding	4.0 grade points	5.0 grade points
B- Above Average	3.0 grade points	4.0 grade points
C- Average	2.0 grade points	3.0 grade points
D- Below Average	1.0 grade points	1.0 grade points
F- Little or No Achievement	0 grade points	0 grade points
P- Pass	0 grade points	0 grade points
NC- No Credit	0 grade points	0 grade points
"I" Incomplete		

An incomplete grade "I" earns no grade points and is treated like an "F" in calculating a G.P.A. The student given an "Incomplete" will have two weeks to complete the required work and earn a passing grade. An incomplete grade not resolved by that time will be changed to an "F".

Academic Recognition

High Honors Honor Roll Pin	3.76 -3.99 GPA
Principal's Award Pin	4.00 and above

Students earn a variety of pins, certificates, and medals for outstanding academic achievement. Pins are to be collected throughout the years of study and may be proudly worn on a lanyard during the graduation ceremony at the end of the senior year.

Honor Roll

Perfect Attendance Pin	Perfect Attendance
Gold Torches w/wreath Pin	Score of 4 or 5 AP Tests

Honor Roll is computed on report card grades for the first semester and second semester. Students who earn a 3.50 and above grade point average and have satisfactory citizenship are placed on the Honor Roll. A grade of "D" or "F" will disqualify a student. Students who earn High Honors or Principal's Award will receive an Academic letter - the block "O" award as the first award; subsequent awards will be the pins as noted above.

Other Recognitions

Honor Roll Pin	3.50 – 3.75 GPA
High Honors Honor Roll Pin	3.76 -3.99 GPA
Principal's Award Pin	4.00 and above

Students are also awarded medals and pins for the following:

California Scholarship Federation (CSF)
The CSF is the local chapter of the California Scholarship Federation which recognizes high scholastic achievement on the part of the student. Membership is based on grades earned in grades 10-12 each term. The student must apply for membership during the first three weeks of a term. Membership is not possible with letter grades of "D" or "F" or a citizenship grade of "U" meaning unsatisfactory per semester grading period (will not be eligible for that semester). To be a life time member and be recognized at graduation, a student must join CSF 4 of the last 6 semesters. One semester must be during the senior year.

Parent Notification, conferences and interventions
If a student does not demonstrate sufficient progress towards mastery of basic skills at any level of instruction, the school will notify parents according to the guidelines of the California Education Code, sections 51215-51217.5. Students in this situation will be required to attend intervention tutorials and/or summer school as per state guidelines.

Report Cards/Progress Reports
Report cards are mailed home at the end of each semester. Quarterly progress reports are sent home with students at the 8th and 24th week of each term and are for parents and students to monitor achievement. More frequent progress reports may be requested by parents from their student's counselor. Both parents and students may also check progress online via the parent/student portal. Computers are available in the College and Career Center for parents to check student progress online via the parent/student portal. If a student receives a D or F on his/her report, the student **must** attend an after-school tutorial.

Progress Towards Graduation Requirements
The following number of accumulated credits towards high school graduation will be the standard for minimum achievement:

Freshman	Beginning of Spring Semester	35 Credits
Sophomore	Beginning of Fall Semester	65 Credits
Sophomore	Beginning of Spring Semester	95 Credits
Junior	Beginning of Fall Semester	120 Credits
Junior	Beginning of Spring Semester	155 Credits
Senior	Beginning of Fall Semester	190 Credits
Senior	Beginning of Spring Semester	225 Credits
Required for Graduation		260 Credits

Community Service Hours
The following number of community service hours will be the standard for minimum achievement:

9th grade by the end of S1= 8	9th grade by end of S2= 15
10th grade by the end of S1= 23	10th grade by end of S2= 30
11th grade by the end of S1= 38	11th grade by end of S2= 45
12th grade by the end of S1= 53	12th grade by end of S2= 60

A student who does not accumulate the required number of credits towards high school graduation will be placed on an academic contract for the current semester. Students may be required to enroll in an online credit recovery program during the school day or after school to make up credits and will be required to attend Summer School. A student who does not achieve the necessary number of credits by the end of the probationary semester shall not be allowed to participate in extracurricular activities the following semester.

AB 167/216, AB 1806, AB 2121; may allow foster care, homeless, juvenile court, military family students, migratory students, and newly arrived immigrant students to be exempt from having to meet additional district graduation requirements and instead, can earn a diploma by meeting California state minimum graduation requirements. Please see Academic Counselors for further information regarding these exemptions.

California High School Proficiency Exam (CHSPE)
The California High School Proficiency Examination (CHSPE) is a program established by California law (Education Code Section 48412). If eligible to take the test, you can earn the legal equivalent of a high school diploma by passing the CHSPE. The CHSPE consists of two sections: an English-language Arts section and a Mathematics section. If you pass both sections of the CHSPE, the California State Board of Education will award you a Certificate of Proficiency, which by state law is equivalent to a high school diploma (although not equivalent to completing all coursework required for regular graduation from high school). You may take the CHSPE only if you meet one of the following requirements on the test date:
You are at least 16 years old
You have completed at least one academic year of the tenth grade, or you are enrolled in the second semester of tenth grade.
For additional information about the CHSPE and when it is offered go to the following website: www.cde.ca.gov/statetests/chspe

ACADEMIC COUNSELING

Upon entering high school, each student is assigned a school counselor to help with all aspects of academic, career and personal planning. To see the assigned counselor, scan the QR code or click on the counseling page link for the Connect with a Counselor Form. The counselor will call the student in as soon as possible. School counselors are trained to help with academic planning, career decisions, interpretation of test scores, and personal concerns. Information of a personal nature shared with a counselor is confidential and not provided to anyone without the student's permission. Some exceptions to this are that a counselor must report (1) child abuse; (2) child neglect; (3) sexual molestation; (4) planned, attempted or perpetrated criminal activity; or (5) situations involving a clear and present danger. Be assured that California law generally requires the counselor to keep certain information confidential, unless one of the legal exceptions applies or the student gives written permission for the counselor to reveal such information.

Auxiliary Counseling Services
Personnel who specialize in the areas of substance abuse, child abuse, and other problems of a psychological and/or emotional nature are available on a referral basis. Orosi High School has a full-time social worker and psychologist. This service is provided as part of our School Improvement program. If a student is in need of this kind of service, he/she should contact their school counselor. confidentiality is maintained in these cases except in those instances outlined above. Administration may assign students to such programs as other means of correction as well.

Student Assistance Program
Orosi High School believes that it is in the best interest of the community to take steps to promote a drug-free student body. Assistance and support for students at OHS includes CAST Groups, drug/alcohol awareness and recovery programs, and Student Voice. Contact the counselor for more information about these programs. Administration may assign students to such programs as other means of correction as well.

Unscheduled Students
Students in grade 12 may be unscheduled for one period. To be unscheduled, students must have the appropriate number of credits towards graduation, and have a total GPA of 2.75 or higher. Hardship cases will be monitored individually and at the administrative level. Students that are unscheduled are to leave campus at the end of their last scheduled class. If unscheduled students wish to be on campus when they are unscheduled, they are to sign in to the library and remain in the library during periods. Unscheduled students must enter and exit campus via the front office.

School districts may not assign students in grades 9-12 to "course periods without educational content for more than one week in any semester, without written parent consent and related documentation. Similar requirements apply before a school district may assign students in grades 9-10 to take certain courses for the second time. "Course period without educational content" are defined to include course periods where 1) a student is released early from school, 2) a student is assigned to a service, instructional work experience or to a course to assist a certificated employee, but is not expected to complete curricular assignments, or 3) where the student is not assigned to any course during the class period. AB 1020

Course Placement
Students are enrolled in courses if they have met the prerequisites and/or are following the course sequences listed in the Course of Study Guide Book. Teachers and counselors can also make recommendations for course placement. When a student and parent disagree with the recommendation/placement, a parent waiver must be signed, and a parent conference held before a student can be enrolled in a class out of sequence and /or for which they are not recommended.

Repeating a Course
Per Education Code section 51228.2 school districts cannot, without written parent consent and related documentation, enroll students in classes they have previously completed and received a satisfactory grade for a high school diploma and to attend California public institutions of postsecondary education. There is an exception for courses that have been designed to be taken more than once because students are exposed to a new curriculum year to year and, therefore, are expected to receive educational value from taking the course again. A student can repeat a core academic or college admission requirement for credit only if they have received a D or F as a grade. Subject requirements are given for the higher grade and elective credit is given to the lower grade. Some vocational courses that teach different skills each year may be repeated for credit as well.

Student Assistant/TUTOR
A student can be a student assistant, AVID, English or Math Tutor for a teacher or for the office during grades 11 or 12. Students requesting to be an assistant must have a minimum GPA of 2.75 and be on track to graduate. If placed in the office, the student may be asked to be a student secretary during their senior year if he/she demonstrates exceptional skills. All student assistants are required to have a hall pass when walking on campus. Written parent consent and related documentation is needed per AB 1012.

EXTRACURRICULAR PARTICIPATION REQUIREMENTS

Secondary: Grades 6-12
To be eligible to participate in extracurricular activities, including attending athletic events, students in middle, high school, and alternative high school must demonstrate satisfactory educational progress in the previous weekly eligibility check, including but not limited to:

Based on the Weekly Eligibility Report

1. Maintain a minimum of a 2.0 grade point average
2. Students cannot have more than 1 F.
3. 95% attendance throughout the school year
4. Up to date with Community Service Hours
    a. 9th grade: minimum of 7.5 hours by end of semester 1
    b. 10th grade: minimum of 15 hours by beginning of year
    c. 11th grade: minimum of 30 hours by beginning of year
    d. 12th grade: minimum of 45 hours by beginning of year
5. No major discipline referrals or suspensions.

Eligibility Process:

1. School administrators download the eligibility list every Monday at 3:15 pm
2. Students are notified on Monday evening (i.e., personal note, and/or school bulletin or email), and an automated message will be sent to parents/guardians.

<u>OHS Athletics</u>

The Athletic Director will communicate eligibility with all students. Student-athletes that do not meet eligibility for the first time will be placed on an academic tutorial contract. Athletes who are on Academic Tutorial Contracts will be monitored by Athletic Director and Counselors If a student-athlete does not fulfill the terms and conditions of the Academic Tutorial Contract, they will be ineligible and not be allowed to participate in athletic competitions or travel with the team.

Extracurricular activities are defined as those activities which are not the components of academic curriculum but an integral part of the educational environment. Extracurricular activities consist of athlete participation, clubs, cheer, drama, lunch privileges, and attending school activities (i.e. athletic events, dances and field trips).

Co-curricular refers to activities, programs and learning experiences that extend to all students in a course. Co-curricular activities are under the direction of a course instructor. It is expected that all students attending co-curricular activities are in positive academic standing.

Events
Students and guests must obey the school rules, abide by dress code, and show a valid ID card prior to entry to any event. All students in K- 8th grade must have a parent/guardian with them to be allowed to enter any athletic event at Orosi High School. Orosi High

students will must be eligible to enter to athletic events this includes (grades, attendance, community service and discipline).Students must be present at school the day of the school sponsored event in order to attend.

For school-sponsored events where guests are allowed, only one guest per student is allowed. Guests need clearance from the school administration and guest passes must be cleared two days prior to the event. Guests and students must enter at the same time. Once a student/guest has entered the event he or she must remain in the building. Students/guests will not be allowed to return once they have left the building. Eligible students who have permission from Alternative School may attend Winter Formal and Prom.

SCHOOL DANCES
Students and guests must obey the school rules and dress code. The following requirements are in effect:

- A valid ID card must be shown prior to entry.
- Students in grade 9 through 12 must be academically eligible with a current 2.0 GPA and be behaviorally eligible and not on the ineligible list.
- All guests need clearance from school administration. All guest passes must be cleared two days prior to the event. Only one guest per student is allowed. Guests and students must enter at the same time.
- Once a student/guest has entered the dance, he or she must remain in the building. Students/guests will not be allowed to return once they have left the building.
- Eligible students who have permission from Alternative School may attend Orosi High School events with one Alt. Ed administrator present at the event.

LOSS OF PRIVILEGES DUE TO SUSPENSION
A student will lose extra-curricular, athletic, and lunch privileges when he/she is suspended (in or out of school), or placed in, In School Support for one or more day(s). Students **will lose their privileges for 5 school days following 1 day of suspension/in school support, 10 school days for 2 days of suspension/in school support, 15 school days for 3, 20 school days for 4 days of suspension/in school support and 45 school days for 5 days of suspension/in school support.**

A student will lose extra-curricular/athletic privileges and be placed on a confidential list for any of the following:

- Suspended for five (5) consecutive days
- Suspended twice within a 9 week period (45 school days)

All students who lose their privilege from an athletic team will **NOT** receive credit. All privileges will be withdrawn until the next regular reporting period.

CONFIDENTIAL LIST
The loss of privileges for students who are placed on the confidential list may include, but are not limited to the following:

- After-school recreation
- Attendance at sporting events
- Athletics
- Graduation ceremony
- Student government
- Spring Fling
- Public performances of music, dance, drama, speech
- Homecoming Activities
- School clubs
- Leadership class activities
- Special field trips not part of regular classroom work
- School dances including prom
- Assemblies/rallies

TRAVEL
When participating in extracurricular/athletic activities, all participants must travel to and from the activity away from Orosi in school-provided transportation. The exceptions are:

- Injury or illness to the student which would require alternate transportation.
- Participants may be released to their parent(s)/guardian(s) for special circumstances only with the approval of a coach or advisor.

GENERAL STUDENT INFORMATION AND PROCEDURES

BUSES
Students must obey state transportation rules and cooperate with the bus driver at all times. The school district is not compelled by law to furnish transportation. The privilege of riding the bus may be denied to anyone at any time. The student has the privilege of riding as long as his/her behavior warrants it.

BICYCLES AND SKATEBOARDS
Orosi High School has a bicycle rack at the end of the 400 wing. Students are not allowed to ride skateboards on campus **at any time.** If students ride skateboards to school, they are to check in their skateboards to the attendance clerk in the office every morning. Students who ride bikes/skateboards on campus will have them confiscated and the same guidelines as electronic devices will apply. Students must use bike racks to secure bicycles. **OHS is not responsible for lost or stolen items.**

DAILY BULLETIN
The Daily Bulletin will be read during 1st period and sent to all students and staff via their COJUSD email account. The Bulletin is also sent via students and staff COJUSD email account.

DISTRICT INTERNET AND E-MAIL RULES
All students will be required to sign a "positive use" permission slip to use the Internet at Orosi High School. This permission slip is included in the registration materials. Students are responsible for appropriate behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply.
The district reserves the right to monitor any on-line communication for improper use. The use of the district's system is a privilege, not a right, and inappropriate use shall result in a suspension or cancellation of the privilege or other disciplinary measure.

- Students are prohibited from accessing, posting, submitting, publishing, or displaying harmful matter or material that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, regional or political beliefs.
- Any vandalism, including intentional uploading, downloading, or creating computer viruses and/or any malicious attempt to harm or destroy district equipment, or materials, or the data of any other user.
- Users shall not read other users' mail or files; they shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall they attempt to delete, copy, modify, or forge other users' mail or files.

STUDENT PARKING LOT USE
Student parking areas are located on the north side of the campus adjacent to the multi-purpose building. Vehicles must be parked in the designated parking area only. Cars are not to be used as "lockers" for the storage of books, etc. Students are **not permitted** to loiter around or in their vehicles during school hours. Cars are not to be operated between classes; however, exceptions are given to seniors who are unscheduled and have walked out through the front office.

The student parking lot at Orosi High School is reserved for **students who have legally registered automobiles, automobile insurance, drivers' license,** and who obtain a parking permit through the established process. Parking permits can be obtained from the school's main office. Student vehicles may be subject to search if parked on school property.

These safety tips can help with a safe arrival and dismissal:
•Parking is not permitted in the fire lanes, disabled person's parking stalls (unless a student has a valid disabled person's parking permit), or in open and unmarked areas, including fence lines.
•Speed on school campus is to be kept at or below 10 mph and drivers must operate their vehicles with care and caution at all times.
•All drivers will follow the direction of school staff, campus security, and/or police directing traffic.
•While walking to and from your car, students should always check both ways before crossing the parking lot
•Check adjacent parking spots when pulling into a spot.
•Reverse slowly and check surroundings when backing up your vehicle. Watch for other students walking, bicycling or any distracted pedestrians.

ISSUES REGARDING THEFT
Orosi High School is not responsible for the loss or theft of any items (i.e. skateboards, colognes, clothing, shoes or cell phones). Items of value **should not** be brought to school. Students bring such items at their own risk. The school will not be responsible for the damage or loss of electronic communication devices brought on campus or to school sponsored activities, regardless of whether the device is in the possession of a student or a school official. PE students **are required** to lock their belongings in their assigned locker to avoid theft. Students are advised never to leave their belongings unattended for any amount of time.

TEXTBOOKS/TECHNOLOGY
Students must check out textbooks and technology in the library. A school ID is required to check out textbooks. Students are responsible for textbooks and technology which are issued. If a student loses a book or piece of technology, the school assesses the replacement price. Students should protect the books issued to them and not loan books to friends. Books that are stolen are the responsibility of the student. Another book should be issued when the book is either paid for or a payment plan is agreed upon. Any damage or removal of bar codes in textbooks will incur a $5 fine. All books and or fees must be cleared by the Fall registration date. **Students with outstanding books or fees will not be allowed to participate in extracurricular activities including off campus privileges.** See District Handbook for more information regarding Foster Youth.

LOST AND FOUND
A lost and found department is maintained in the front office for those who lose or find any article about the campus. Any articles found in or about the school must be turned into the office. Items not claimed by the end of school will be turned over to a charitable organization.

MESSAGES, BALLOONS, AND FLOWER DELIVERIES
Due to the disruptions in the learning environment the following are not permitted:

1. No personal messages between friends will be taken (e.g., boyfriend/girlfriend, non-OHS student, etc.).
2. Lunches or lunch money must be delivered **to the student parking lot upon lunch dismissal**.
3. Emergency messages from parents or guardians will be delivered, but these should be restricted to genuine emergencies.
4. Balloons, flowers, and gifts will not be delivered to students during school hours and/or such deliveries from vendors will not be accepted by the school. Additionally, COJUSD Transportation Department policies preclude the carrying of balloons or other large items on school buses.

NURSE'S OFFICE
Each student is expected to have on file in the nurse's office a current Emergency Contact Card signed by either his/her parent or guardian. Parents/guardians will be contacted for injuries of a serious nature or if a student is too ill to remain at school. Students must get a pass from their teacher in order to go to the nurse's office or the absence will be counted as unexcused. **Check into class first!**

PATRIOTIC OBSERVANCE
The Pledge of Allegiance to the United States flag will be observed school wide during first period classes. Students, while not required to participate, but must refrain from disrupting or detracting from this observance.

STUDENT BODY TRANSACTIONS
Students may come to the main office to process their transactions prior to the first bell in the morning, during lunch and after school until 4:30 pm. They may not come in during class time or during passing time for any reason. The main office does not cash checks for students. Checks written to the school must be made out for the exact amount of purchase. The student's name must be on the check, or it will not be accepted. Students should keep all transaction receipts.

STUDENT IDENTIFICATION
Students **must have current** I.D. cards in their possession at all times, including co-curricular activities (dances, games, etc). This is an important school safety precaution. Students are expected to present their I.D. cards when requested by a school employee and school functions. Students in grades 11 and 12 must provide their **current** I.D. cards to exit school grounds during lunch. Students will not be allowed to sign out in the front office for lunch if they do not have their **current** I.D. If a student loses his/her I.D. card, he/she should report to the College and Career Center for a replacement within two days. The fee will be $5.00 for a new I.D. card.

CLASSROOM TELEPHONES
The classroom telephones are for business only. Except in an emergency, students will not be permitted to use the classroom phones.

WORK PERMIT REQUIREMENTS
In order to obtain a work permit, students (Age 14+) must meet the following requirements:

- Have a 2.0 minimum GPA
- Have "Satisfactory Grades" with no F's
- Be on track for **both** graduation ceremony and diploma
- Be on track with Community Volunteer Service Learning Hours
- Have satisfactory behavior
- Have satisfactory attendance

If a student does not satisfy the requirements stated above while possessing a work permit, the work permit will be revoked. Students can acquire a work permit with the Workforce Development Specialist and or District Director of College and Career.

WORK PERMIT REQUIREMENTS CHART

SUMMARY CHART

	Ages 16 and 17 Must have completed 7th grade to work while school in session. (EC 49112)	**Ages 14 and 15** Must have completed 7th grade to work while school in session (EC49112)	**Ages 12 and 13**
SCHOOL IN SESSION*	4 hours per day on any schoolday** [EC 49112, 49116, LC 1391(a)(4)] 8 hours on any non-schoolday or on any day preceding a non-schoolday. [EC 49112, LC 1391(a)(3)] 48 hours per week [LC 1391(a)(3)] WEE students and personal attendants*** may work more than 4 hours on a schoolday, but never more than 8. [EC 49116, LC 1391(a)(4)(A)	3 hours per schoolday outside of school hours [EC 49112, 49116; LC 1391(a)(2)] 8 hours on any non-schoolday [LC 1391(a)(1)] 18 hours per week [EC 49116, LC 1391(a)(2)] WEE students may work during school hours and up to 23 hours per week. [EC 49116, LC 1391(a)(2)]	May be employed only during school holidays and vacations (usually construed to include weekends). May never be employed on any schoolday, either before, during, or after school. [EC 49111] Daily and weekly work hour maximums while school is in session are not specified in statute, but may not exceed the maximum allowed when school is not in session or the maximum stated on permit. [LC 1391] Not eligible for WEE programs. [EC 49113]
SCHOOL NOT IN SESSION	8 hours per day [LC 1391(a)(3)] 48 hours per week [LC 1391(a)(3)]	8 hours per day [LC 1391(a)(1)] 40 hours per week [LC 1391(a)(1)]	8 hours per day [LC 1391(a)(1)] 40 hours per week [LC 1391(a)(1)]
SPREAD OF HOURS	5 a.m. – 10 p.m. However, until 12:30 a.m. on any evening preceding a nonschoolday [LC 1391(a)(3)] WEE students, with permission, until 12:30 a.m. on any day [LC 1391.1] Messengers: 6 a.m. – 9 p.m. [LC 1297]	7 a.m. – 7 p.m., except that from June 1 through Labor Day, until 9 p.m. [LC 1391(a)(1)]	7 a.m. – 7 p.m., except that from June 1 through Labor Day, until 9 p.m. [LC 1391(a)(1)]

How to Apply for a Work Permit
Students must have a job offer before they can get a work permit. After a student has been offered a job, they need to get a B1-1 form (Statement of Intent to Employ Minor and Request for Work Permit - Certificate of Age) filled out. That form must have the complete Social Security Number, the new job information, employer's, parent's and student's signatures.
B1-1 Request for Work Permit
If school is out for Thanksgiving, Winter, Spring or Summer break, contact the district office to turn in the Request for Work permit in order to get the permit or wait until school is in session again. The district office cannot generate work permits, when the High School Work Experience offices are open.

AGES: 16 – 17
When school is in session: Daily maximum 4 hours, Monday through Thursday. Students may work up to 8 hours on any non-school day or on any day that precedes a non-school day. May be permitted to work up to 24 hours per week.
Work Experience Education program students may be permitted to work a maximum of 8 hours on a school day. Students may be permitted to work up to 40 hours per week.

When school is not in session: (Summer, Spring and Winter Break) Daily maximum 8 hours and weekly maximum 40 hours. Work must be performed between 5:00 a.m. and 10:00 p.m. Students in Work Experience Education programs may be authorized to work until 12:30 a.m.

AGES: 14 – 15
When school is in session: Daily maximum 3 hours, Monday through Thursday. Weekly maximum 18 hours.
May work 8 hours on Saturday and Sunday. When school is not in session: (Summer, Spring and Winter Break) Daily maximum 8 hours and weekly maximum 40 hours. May work from 7:00 a.m. to 7:00 p.m. any day of the week. May work from 7:00 a.m. to 9:00 p.m. when school is not in session. Younger than 14: Labor laws generally prohibit non-farm employment of children younger than 14. Special rules apply to agricultural work, domestic work, and the entertainment industry.

General Summary of Minors' Work Regulations

State child labor laws and the child labor provisions of the federal Fair Labor Standards Act (FLSA) govern most California employers. If federal laws, state laws, and school district policies conflict, the more restrictive law (that which is most protective of the employee) prevails. Generally, minors must attend school until age 18 unless they are 16 years or older and have graduated from high school or received a state Certificate of Proficiency.

Minors under the age of 18 may not work in occupations declared hazardous for young workers as listed below.

1. Power-driven food slicing/processing
2. Explosives
3. Motor vehicle driving/outside helper
4. Power baking/dough making machines
5. Power-driven paper products/paper bailing
6. Logging and saw-milling
7. Power-driven woodworking machines
8. Manufacturing brick, tile products
9. Power-driven hoists/forklifts
10. Excavation operations
11. Power-driven metal forming, punching, & shearing machines
12. Feed box crusher
13. Radiation exposure
14. Coal mining
15. Human Directional Sign
16. Power saws and shears
17. Wrecking, demolition
18. Roofing
19. Other mining

For more information about hazardous occupations, contact the U.S. Department of Labor (Child Labor Bulletins 101 and 102) and the California Department of Industrial Relations, Division of Labor Standards Enforcement. Regional offices are located in several California cities. They are listed in the "Government Listings" sections of telephone directories.

Labor laws set the basic minimum age of 16 years for general employment. Persons younger than 16 years are allowed to work only in limited, specified occupations that exclude baking, manufacturing, processing, construction, warehouse, and transportation occupations.

Labor laws applicable to adult employees are also generally applicable to minor employees, including workers' compensation insurance requirements.

Child labor laws do not generally apply to minors who deliver newspapers or work at odd jobs, such as yard work and baby-sitting, or in private homes where the minor is not regularly employed.

Employers of minors required to attend school must complete a "Statement of Intent to Employ Minor and Request for Work Permit Certificate of Age" (form B1-1) for the school district of attendance for each such minor.

Employers must themselves have on file for each such minor a "Permit to Employ and Work" (form B1-4). Work permits (B1-4) must be open at all times for inspection by sanctioned authorities.

A work permit (B1-4) must be revoked whenever the issuing authority determines the employment is illegal or is impairing the health or education of the minor.

A day of rest from work is required if the total hours worked per week exceeds 30 or if more than 6 hours are worked on any one-day during the week.

STUDENT ACTIVITIES

SPIRIT DAY

- Every Friday is OHS Spirit Day. Show your Cardinal pride by wearing your school spirit shirt, student of the month shirt, class or club shirts. Be proud – you are a Cardinal!
- Every Thursday is College T-shirt day!

"INVOLVEMENT" is a key word at Orosi High School. Every possible opportunity is provided for students to become involved in co-curricular activities. This section of the handbook will provide you with the information necessary to take advantage of our

varied activity and athletic programs. Activities at Orosi High School include opportunities such as: club programs, class competitions, dances, student government, drama productions, athletics, music, traditional festivities such as Homecoming dress-up days and lunchtime competitions, school assemblies and rallies.

REASONS TO PARTICIPATE IN STUDENT GOVERNMENT & SCHOOL ACTIVITIES

1. Connect kids to school
2. Create lifetime memories
3. Develop understanding of various student backgrounds—Know the Story. Know the Person.
4. Learn how to Dream Big, Work Hard and Give Back
5. Become an advocate for students
6. Gain integral leadership characteristics such as; commitment, integrity, kindness, humility, and respect.
7. Be a servant leader. The work we do is far more important than ourselves.

STUDENT GOVERNMENT AND LEADERSHIP PROGRAM

The student government (also known as the Leadership Program) of the Orosi High School student body consists of a Student Council, consisting of elected Associated Student Body officers and appointed student leaders known as commissioners. The ASB officers meet regularly to discuss school-wide business including but not limited to activities and financial affairs of the current school year. Class officers and commissioners act as liaisons to the student body, and regularly hold meetings where they can get the input from their peers. The Class officers may report back to the Student Council and make decisions based on the input from those attending class meetings.

Student body officers serve for the entire school year. To become a candidate for office, a student must file an appropriate petition; satisfy the citizenship and academic requirement. A plurality of votes cast is necessary for election. Students may request a copy of the Student Body Constitution or By-Laws from a member of Student Council or obtain copies from the Student Activities Director.

The advisor and authority derived from the OHS Administration of student government is the Activities Director. All meetings, work, and business of the Student Council are under his/her direction. Any student or organization with questions about student government, election procedure, or similar items may see the advisor or contact the Student Activities Director.

Associated Student Body (ASB) Officers	
Yesenia Reyna- President Madison Gil - Vice President Maite Cirilo Santos - Treasurer Krystyn Zamora - Secretary/Spirit Officer Sandra Valencia Rubio- Secretary/Spirit Officer Emilie Rodriguez- Technology Officer Sofia Valdez - Master of Ceremonies Alexa Limon Barajas - Board Representative Daisy Sanchez - Publicity Chair	
Senior Officers - Class of 2027	**Junior Officers – Class for 2028**
Giselle Organes- President Arlene Ambriz- Vice President Analee Padilla- Treasurer Maria Gomez- Secretary Milena Cabello- Technology Officer Kaelob Chavez - Master of Ceremonies Amayrani Mercado- Spirit Officer Kyli Sahagun- Board Representative Emma Coronado - Publicity Chair	Katelyn Ledbetter- President Sofia Caraig- Vice President Brianna Justiniano- Secretary Wilccelia Domingo- Spirit Officer Kaylin Partida- Treasurer Genesis Cazares- Technology Officer Yarely Davila- Technology Officer Martin Arellano- Master of Ceremonies
Sophomore Officers – Class of 2029	**Freshman Officers – Class of 2030 (TBD)**
Eric Rubior- President Danicah Aguilar- Vice President Khaylene Leano- Vice President Ezrah Bulosan- Secretary Francisco Chavez- Secretary Eileen Padilla- Spirit Officer Micah Martinez - Spiriti Officer Sofia Caraig-Treasurer Alixon Chavez-Treasurer Jaime Iglesisa- Technology Officer Monserrath Lopez Diaz- Publicity Chair Yuliana Perez Reyna- Master of Ceremony	President: Vice-President: Secretary/Treasurer: Tech Officer: Spirit Officer: Emcee Officer: Board Representative:

Jaquelin Herrera- Board Representative	

CO-CURRICULAR ASSIGNMENTS

Academic Decathlon……..Susan Ang
Activities Director……..Renee Gonzalez
Athletic Director…….....Jesus Medina
AVID Coordinator……..Kathleen Giannandrea
Band Director……..Jonathan Gaspar
HOSA…… ……Keisha Garcia
MESA (Math, Engineering, Science Achievement)...……....Virgilio Ang
Mock Trial……..Glenn Webb
Pep & Cheer Director ……
Science Olympiad……...Virgilio & Susan Ang
Student Government……...Renee Gonzalez
Yearbook…….....Manuela Delgadillo

CLUBS AND ORGANIZATION

Students may join a variety of clubs and organizations in which they will have fun, and make a difference. Below is a list of a few clubs. If you don't see something you are interested in, take the initiative to create a club. Mrs. Gonzalez if you are interested in starting a new club.

- Art Club
- CSF (California Scholarship Federation)
- Math Club
- NAMI (National Alliance on Mental Illness)
- FFA (Future Farmers of America)
- Cardinal Partners
- Young Life
- Creative Writing Club
- College and Career Club
- Big Brothers, Big Sisters
- Nuevo Comienzo

POLICY ON STUDENT FUNDRAISING ACTIVITIES and EVENTS

To ensure all student fundraising activities are ethical, compliant with district policies, and consistent with California Education Code and CASBO best practices, Orosi High School has established the following rules and expectations:

1. Approval Requirements

- All fundraising activities must be pre-approved by the school principal and the Associated Student Body (ASB) advisor.
- A **Fundraising Approval Form** must be completed and submitted at least **four (4) weeks** in advance.
- No fundraising may occur without prior written approval.

2. Purpose and Use of Funds

- All funds raised must directly benefit the students or student programs.
- Fundraisers must have a clearly stated purpose (e.g., event expenses, club trips, uniforms).
- Funds must be deposited into the appropriate ASB clerk within **24 hours** of collection.

3. Supervision and Oversight

- A certificated staff member or ASB advisor must supervise all fundraising events and money collection.
- Students may not store cash at home or carry large amounts of money unsupervised.

4. Cash Handling and Deposits

- All money collected must be counted by two individuals (preferably an advisor and student treasurer).
- Cash boxes or bags must be turned in to the student store or ASB clerk **on the same day**.
- No cash is to be left unattended or taken off campus.

5. Prohibited Fundraising Practices

- **Use of personal online payment accounts (e.g., Venmo, PayPal) is prohibited. Unless approved by District Administration**

- Fundraising that promotes commercial businesses or products not aligned with school values is not permitted.

6. Financial Reporting

- A final report summarizing the total amount raised, expenses, and net profit must be submitted to the ASB bookkeeper within **10 school days** after the event.
- Any unsold inventory must be accounted for and stored securely.

HOMECOMING POLICIES

The Senior class and all clubs may nominate a senior boy and girl to run for Homecoming King and Queen. The Junior, Sophomore, and Freshmen classes nominate a boy and girl from their respective classes to run for Homecoming Prince and Princess. All students nominated must be on track for progress towards graduation requirements. The winners are crowned based on the following criteria:

20% Voting

- 30 points possible
- The number of points earned by each candidate will be based on their individual percentage of the vote.
- For example, if you earn 60% of votes → $(0.6)(30) = 18$ pts

40% Interview

- The interview is conducted by members of the faculty and OHS Administration.
- After the scores have been added from the interview, there will be various rankings. The following points will be awarded based on the scores earned for the interview.

Overall King/Queen		Overall Prince/Princess	
1st	12 points	1st	12 points
2nd	9 points	2nd	10 points
3rd	6 points	3rd	8 points
4th	3 points		

25% Dress-up Days

- For each day of costumes, students will be judged and earn a placement and points based on that placement (1st, 2nd, 3rd, 4th, and 5th place). Judges are members of the faculty/staff.
- The points will be totaled on the last dress-up day. The following points will be awarded based on the points earned for the individual days.

Overall King/Queen		Overall Prince/Princess	
1st	10 points	1st	10 points
2nd	7 points	2nd	8 points
3rd	5 points	3rd	6 points
4th	3 points		

15% Activities

- For each day of activities, candidates will receive points based on their place in the activity.
- On the last day of activities, all the points will be totaled. The following points will be awarded based on the points earned for the activities.

Overall King/Queen		Overall Prince/Princess	
1st	7 points	1st	7 points
2nd	5 points	2nd	5 points
3rd	3 points	3rd	3 points

STUDENT COUNCIL ELECTIONS

All Student Body Officers for the following year shall be elected by a regular election arranged by the President, prior to the End of the School year.

Nominations: Candidates for all offices shall qualify by means of a petition signed by 15% of the student body. Either the candidate or his/her peers may circulate the petitions, and the Student Council shall decide as to its validity. Petitions must be circulated and handed to the president no later than two weeks prior to the annual election.

Election Week: The President will declare the week prior to the election "Election Week." All candidates will participate in all activities set by the Student Council. In addition to those, each candidate can display posters, address the Student

Body by giving a speech, or debate with an opponent, all of which are optional. A candidate's failure to comply with the set guidelines will result in removal from the election ballot. The President will oversee all activities and regulations. Juniors are eligible for ASB office effective election week April 23-26, 2025.

Declared Election: A student shall be declared elected President and Vice President based upon three metrics: Presidential/ Vice Presidential Debate, Interview and Popular Vote. The interview and debate each account for 40% respectively, while popular vote counts for the remaining 20%.

Attendance: Any Student Body officer who is absent from meetings of the Student Council twice during the semester without a satisfactory excuse for the faculty advisory shall be dealt with at the discretion of the Activities Director and OHS Administration.

Grades: All student body officers must maintain a 3.0 GPA to maintain title.

Removal of Officers: If any officer fails to uphold the duties of his/her office as specified in the constitution, he/she is subject to removal from office. In addition, if a student fails to abide by the student conduct Code he/she will be subject to removal from office. Removal of office will be at the discretion of the Activities Director and OHS Administration. Student body officers shall follow and be examples of good moral character.

ASB CARD

Students may purchase an ASB Card for $20.00. This sticker/card allows students free admission to all home games (excluding playoffs), and other discounts to ASB sponsored events, dances, and activities throughout the year. ASB stickers are available on registration day and in the Assistant Principals office during the school year. If students lose their ID Card with ASB sticker, a $5.00 replacement fee will be charged for each.

ATHLETICS

Orosi High School takes great pride in its athletic program. We strive for excellence and participation in all our athletic teams. We have an excellent group of highly trained coaches who are excited about working with all student athletes at Orosi High School. The following sports are offered at Orosi High School:

FALL	WINTER	SPRING
Girls Volleyball	Girls Basketball	Boys Tennis
Football	Boys Basketball	Baseball
Boys Cross Country	Girls Soccer	Boys Track and Field
Girls Cross Country	Boys Soccer	Girls Track & Field
Girls Tennis	Boys Wrestling	Softball
Sideline Cheer	Girls Wrestling	Swim

Quitting the Team:

Any athlete going out for any team will have 3 weeks or until the 1st practice game to notify their coach that he/she is quitting. After the 3rd week/1st practice game grace period, any athlete quitting a sport without a written release from a coach will result in the athlete being ineligible to participate in the next sport they participate in for a period of nine weeks, beginning with the 1st day of official practice for that sport. Any athlete quitting a sport must meet with the coach & athletic director prior to being reinstated for the next sport that they participate in.

All equipment and/or uniforms must be turned in at the conclusion of the season. An athlete will not be allowed to participate in their next season of sport until all equipment/uniforms are turned in. Equipment cards must be signed by the coach to show the athlete is cleared.

All athletes must maintain 95% attendance during their season of sport, this includes absences, tardies and "old hours. If they fall below 95% they will be ineligible to participate until the 95% is achieved. Absences can be made up in Saturday School and tardies can be made up during lunch in room 304, after school in the library or an academic class (not weight lifting). ***It is the student's responsibility to keep and turn in a "Make up Hours log" for tardies and absences from a previous school year***. They may continue to practice with the team but they may not participate in any CIF sanctioned contests. All varsity athletes must maintain eligibility throughout the playoffs.

ATHLETIC ELIGIBILITY AND SCHOLAR-ATHLETE TUTORIALS

OHS Athletics:

- The Athletic Director will communicate eligibility with all students.
- Students must meet eligibility requirements.
- Every Monday, the Athletic Director will provide each Coach a grade report of all student athletes. Any student athlete who falls below academic expectations is required to follow the above Terms of Ineligibility.
- The Athletic Director will meet with the athlete and inform them of their (a) ineligibility status for the following week and requirement to attend an intervention class.

- The athlete will obtain an Academic Tutorial Contract from the Athletic Director and attend intervention from 3:30 – 4:30p.m. Athletes are required to have the tutorial teacher sign the Academic Tutorial Contract each day, along with the date and sign in/out time. The Academic Tutorial Contract must be shown to the Coach prior to the start of each practice.
- Coaches are responsible to review and monitor Academic Tutorial Contract each day and ensure students are complying with their Terms of Ineligibility. Coaches will report to the Athletic Director the list of students who fail to comply, thus resulting in consequences which include loss of playing time and participation in sports.

ATHLETES WILL CONTINUE TO BE INELIGIBLE TO PLAY IN GAMES UNTIL ACADEMIC EXPECTATIONS ARE MET ON A WEEK TO WEEK BASIS. STUDENTS THAT DO NOT MEET ACADEMIC EXPECTATONS FOR 3 CONSECUTIVE WEEKS WILL BE DISMISSED FROM THE TEAM AND SUSPENDED FROM PARTICIPATING IN ATHLETICS FOR THE REMAINDER OF THAT SPORT'S SEASON.

P.E. CREDIT OPTIONS

All 9th grade students must be enrolled in and pass a Physical Education course (10 credits) and do not earn additional P.E. credits for sports participation. The second year of P.E. may be completed in grades 10-12 by taking a regular course or by participating in a school sponsored CIF interscholastic athletic program. Students must have passed the California Physical Fitness Test in any high school academic year prior to the school year in which the PE Credit/Athletic credit will be used.

Students must begin participation the first day of the season and successfully complete the season in order to receive credit. This must be verified by the Athletic Director. Any one of the items listed below will make the student *ineligible* to receive credit in this program.

- A student who is absent at practice or games more than 10% of the time will not be eligible for credit.
- A student who displays unsportsmanlike conduct will not be eligible for credit.
- Any violation of the OHS Athletic Code of Conduct will make the student ineligible for credit.
- Students must be academically eligible for the *entire* season to be eligible for credit.

Credit will be recorded as P (Pass). A-F letter grades will not be issued. A total of 5 credits may be earned each season and a maximum of 10 credits each year. A maximum of 30 credits is allowed in P.E. through participation in athletics. P.E./Athletic contracts may be obtained from the College and Career Center.

ROOTER BUS

Riding to games on a rooter bus is a privilege. All regular transportation regulations apply. Buses leave promptly at the announced time from a campus parking lot. Parental Consent Slips must be picked up, signed by parents/guardians, and returned before a student's name will be placed on the rooter's bus roster. These slips may be obtained from the Activities Office. Rooter bus tickets may be purchased after the permission slips are returned to the office. If students do not show up to ride on the rooter bus, money will not be refunded.

STUDENT CO-CURRICULAR CODE OF CONDUCT

The conduct of an Orosi High School student involved in a co-curricular activity is closely observed by many people. Each student that participates in any co-curricular activity is a representative of their activity, school, and community. With this in mind, it is important for every co-curricular student to maintain the highest standards in all aspects of young adult life.

PARENT/GUARDIAN CODE OF CONDUCT & EXPECTATIONS

The purpose of the Parent/Guardian Code is to develop support and positive role models in all co-curricular activities. In the tradition of excellence, the purpose of all co-curricular activities at Orosi High School is to promote the physical, mental, moral, social and emotional well-being of each student. **Parents/guardians are an integral part of this process.**

EXPECTATIONS OF THE PARENT CODE OF CONDUCT:

As an Orosi High School parent/guardian, I agree to:

•be a positive role model for my student, the school, and community;
•display a positive attitude and behavior;
•show respect for all participants, officials/judges and advisors/coaches;
•assist in providing for student safety and welfare at all times;
•encourage my student to attend school regularly and excel academically;
•inform my student of the dangers of using and discourage the use of any illegal drugs, alcohol, or tobacco;
•abide by the COJUSD regulations regarding tobacco, drugs and alcohol;
•encourage involvement and partnerships from the community.

GRIEVANCE PROCEDURE

It is Orosi High School's policy that grievances should not be addressed during or immediately following any practice or activity. If a situation arises where a parent/guardian wishes to meet with an advisor/coach, or address a specific issue or complaint, the following steps should be followed:

1. Request a meeting at school with the advisor/coach.
2. If your problem is unresolved, arrange an appointment with the Athletic Director that is in charge of the specific program.
3. If your problem is still unresolved, the appeal process outlined in District Policy will apply (see the COJUSD: Student and Parent Rights and Responsibilities for policies and procedures).

PROCESSING SERIOUS VIOLATIONS OF COJUSD'S ATHLETICS/ACTIVITIES CODE OF CONDUCT

1. "SUSPENDABLE / EXPELLABLE" OFFENSES WITHIN EDUCATION CODE JURISDICTION

When a student engages in conduct for which a student may be subject to suspension or expulsion from school under the applicable provisions of the Education Code (see 48900, et seq.), any such conduct shall also constitute a separate violation of the District's Athletic/Activities Code of Ethics. Accordingly, in addition to such discipline, if any, as may be imposed on the student pursuant to the Education Code (e.g., suspension from school), such conduct also may be the basis for imposition on the student of separate discipline, may include the placement of restrictions on the student's involvement in co-curricular activities, up to and including exclusion of the student from participation in athletics and other co-curricular activities, for a period of up to one (1) year.

2. "SUSPENSION / EXPELLABLE" OFFENSES OCCURRING OUTSIDE OF EDUCATION CODE JURISDICTION

When a student engages in conduct for which a student may have been subject to suspension or expulsion, if not for the fact that such conduct occurs outside the jurisdiction of the Education Code (e.g., on a weekend and not at a school-related or school-sponsored function), then any such conduct shall nevertheless be deemed to constitute unacceptable behavior within the meaning of the District's Athletic/Activities Code of Conduct. Accordingly, such conduct may be the basis for imposition on the student of appropriate discipline for engaging in such behavior in violation of the Code of Conduct. Such discipline may include the placement of restrictions on the student's involvement in co-curricular activities, up to and including exclusion of the student from participation in athletics and other co-curricular activities, for a period of up to one (1) year.

3. ACTION OF ATHLETIC/CO-CURRICULAR BOARD

Alleged violations of the District's Athletic/Activities Code of Conduct, which arise under either of the immediately preceding two paragraphs, shall be processed as follows:

3.1 The Athletic Director or Co-Curricular Board (hereinafter "Board") may suspend the student from participation in athletics and other co-curricular activities. The parent/guardian has the right to appeal the board's decision.

POLICY ON CONFLICTING SCHOOL ACTIVITIES

Student participation in activities is recognized to be an integral part of the total educational program. Occasionally a conflict in schedules may arise. In such cases, the following policy shall apply:

Responsibility of the Students:

1. To inform the coaches/advisors involved of any potential conflict as soon as possible.
2. The student should request that the coaches/advisors meet to rectify the conflict.

Responsibility of the Coaches and Advisors:

1. Coaches/advisors shall make the schedule of activities known to the students involved as soon as possible.
2. Involvement in both activities shall be encouraged.
3. Coaches/advisors shall make students fully aware of obligations to themselves and to other students involved and will make every attempt to resolve potential conflicts.

Note: Any conflicts unresolved will be decided by the appropriate administrator.

EAST SEQUOIA LEAGUE CODE OF CONDUCT

STATEMENT OF PURPOSE

To achieve the proper goals of athletics, the school and the public must be informed concerning the role of athletic education. School athletics are part of the education of each student, whether students are participants or spectators. We, in the East Sierra

League (ESL), are in a position to utilize athletics as a part of the educational program by continuing to develop responsibilities which belong to the league, the school, and the public. We encourage all students in each member school to learn the fundamentals of each game and to participate in each sport to the limit of their abilities. We further encourage all students to learn and understand the rules of fair play and good sportsmanship, as well as the rules of the games so that they may enjoy athletics in the future, as well as the present, as good spectators. There is every reason to believe that interschool athletics can aid in all efforts to stimulate and motivate the establishment of sound policies and wholesome practices for the member schools of ESL.

SPECTATOR CODE OF CONDUCT

The following is designed to help achieve our goals of athletics:

1. Spectators are an important part of the game and should at all times conform to accepted standards of good sportsmanship and good behavior.
2. Spectators should at all times respect officials, coaches and players as guests in the community and extend all courtesies to them.
3. Enthusiastic and wholesome cheering is encouraged.
4. Booing, stamping of feet and disrespectful remarks should be avoided at all times.
5. Bells, whistles or noisemakers of any kind are not acceptable for athletic events.
6. As adult behavior affects student behavior, spectators should encourage all people to observe the LEAGUE'S CODE OF CONDUCT. Those who do not respond should be reported to the proper school authorities immediately.

ATTENDING EVENTS

The Orosi High Student Body attending athletic activities and co-curricular events are expected to support teams representing our school and to provide a positive expression of our school spirit and enthusiasm. Orosi High School students are expected to comply with the following behavioral expectations:

1. All cheers, signs, etc. are to be positive in nature and supportive of our teams. Our expressions should not degrade the opposing school, players, or Pep/Cheer.
2. Attire in school colors is encouraged. Acceptable spirit items are those sold through the school or recognized school organizations. Students must be within the dress code unless pre-approved special spirit attire is granted e.g. painted face and hair color.
3. No items are to be thrown within the stands or toward the field.
4. Any sign must be cleared through the student activities director in advance or administration on duty.
5. We expect Orosi High students to demonstrate positive sportsmanship and behavior at all times.
6. Violation of any of the above provisions may result in the violator being removed from the activity. The violator will be referred to the office for appropriate disciplinary action (which may include losing the privilege of attending school-related activities).

STUDENT CONDUCT

GENERAL INFORMATION

Orosi High School is committed to giving our students the best possible educational experience, therefore we fully implement the PBIS framework designed to promote a safe and thriving learning environment where students can achieve academic success. PBIS takes the guess work out of the equation and provides clear behavior expectations at every location on campus.



Each location has an outline of behavior expectations.



Here is a closer look at the classroom expectations.

It is the goal of the administration at Orosi High School to provide each student on the campus with a safe and positive learning environment, shaping each student to encompass our school core values of being committed, accountable, respectful and empathetic. It is with this aim in mind that we align ourselves to our district vision of all students becoming “college and career ready, committed to fulfilling civic duties, and prepared to compete in a global economy.”

To ensure the safety of the learning environment, a number of procedures have been put into place such as but not limited to: active supervision by school staff; an efficient communication system; occasional use of video cameras at key locations on campus; occasional use of hand-held camcorders used by the campus supervisors; and an effective relationship with campus police, fire and emergency services in the communities of Cutler & Orosi. **The learning of self-discipline and taking responsibility for one's actions** are among the most important goals of education, and all students will be held accountable for their behavior, with appropriate conduct expected at all times. Misconduct that interferes with the educational process **will not** be tolerated. Students are expected to cooperate and be respectful of each other and of all members of the school staff, which includes administrators, security personnel, teachers, secretaries, cafeteria staff, custodians, grounds personnel, instructional aides, and campus supervisors. Every effort will be made to afford the student, parent, and staff member "due process" at all times. Students and parents have the right to appeal any disciplinary action to the principal or designee. Students will:

A) Respect the rights and property of others.
B) Follow directions of all staff.
C) Remain in designated areas.
D) Observe the dress code policy.
E) Be in class on time and ready to learn.
F) Have ID cards in possession and present them to staff when requested.

Consequences for disregarding these rules will be a referral to the Assistant Principal for disciplinary action, which may include after school detention, lunch detention, campus beautification, community service, in-school suspension, suspension at home, placement in an alternative educational program, or expulsion from the school district.

CLASSROOM DISCIPLINE
All students have a right to learn and all teachers have a right to teach. Each teacher will abide by the classroom code of conduct based upon the above classroom rules/expectations. Any violation of the classroom expectations will result in consequences described on the "step form." Major infractions of the education code will result in immediate temporary removal from the classroom and be dealt with by the Principal or Assistant Principal.

STUDENT CODE OF DRESS
The purpose of dress regulations is to help each student set a standard for his/her personal appearance that is appropriate within the accepted standards of Cutler-Orosi Joint Unified School District. The high school student is expected to demonstrate pride in his/her personal appearance, because it reflects individually on him/her and collectively on the school he/she attends. Daily attire need not be expensive to be attractive and entirely acceptable. Dress code apparel allows us to distinguish between OHS students and non-OHS students, helping us to promote school safety. All apparel must comply with COJUSD Dress Code. **The dress code shall be in effect at all school-related activities both on and off campus.**

The Governing Board recognizes that students' mode of dress and grooming is a manifestation of their personal style and individual preference. The board will not interfere with the right of students and their parents to make decisions regarding appearance except when choices affect the educational program of the schools. It is recognized that any apparel that draws **undue attention to the wearer** tends to detract from the educational process and is, therefore, inappropriate.

Good taste and good grooming are a part of learning for both boys and girls. It is a mark of maturity when students can freely choose apparel that demonstrates individuality without deviating from the standard of appropriateness. The Governing Board authorizes regulations that prohibit student dress or grooming practices which:

1. Present a hazard to the health or safety of the student himself or others in the school.
2. Prevent the student from achieving his/her own educational objectives because of blocked vision or restricted movement.
3. Used to identify groups or gangs whose purpose is to intimidate or harass.
4. Distract because of their extreme style or that is too revealing.

STUDENT DRESS CODE
The Education Code states that student apparel must not interfere with the education process or cause a safety hazard. All clothing should be worn in good taste and should be clean. The District dress code applies to all school activities anywhere in the District, including games and dances, before, during, and after school.
The following clothing is not allowed. Judgment is determined by school officials.

1. Miniskirts or shorts that are, too short;
   - When standing straight with hands at your sides and your shoulders relaxed, skirts or shorts should not be shorter than the tip of your middle finger.
2. See-through shirts or blouses, large mesh shirts, half shirts, spaghetti straps, oversize or undergarment tee shirts, ragged tee shirts, torn jeans that expose thighs, tube tops; halter tops, or revealing tank tops.
   - When standing straight with hands at your sides and your shoulders relaxed, shirts must be no longer than your fists.
3. Shirts or blouses revealing bare midriffs (crop tops);
4. Shirts or blouses that are low cut and/or revealing;
   - Tank top straps must be two inches wide. One shirt by itself must have 2" shoulder straps, not a combination of shirts.
   - Any shirt or blouse where cleavage is visible will be considered low cut.
5. Students are allowed to wear hats or beanies with an official school logo only and must be worn with bill facing forward. For health reasons, full-brimmed hats are allowed for school-approved activities. No hats, caps or beanies of any kind are allowed to be worn indoors, unless approved by site administration.
6. Clothing, merchandise or accessories with profane or inappropriate sayings or pictures with alcohol, drugs, or tobacco promotions, Old English writing, or weapons, or shirts that depict racism or sexism.
   - "In memory" shirts shall not be worn.
7. Inappropriate footwear. **The District advises that it is dangerous to wear shoes that can cause harm to the individual; the district is not liable to injuries due to unsafe shoes.**
8. Gang-type clothing, haircuts/fashion, solid red, blue, brown hats/beanies and accessories including, but not limited to gang colors, shaved lines through eyebrows, baggy pants, baggy shorts with long socks, gang-type belts/buckles, or jewelry, may not be worn by identified gang members or associates. No sagging pants where undergarments are visible.

- Excessively baggy or oversized pants or shorts are not allowed. Oversized clothing that presents a safety concern or reflects gang-style images are not acceptable. Shirts that hang below fists will be considered oversized.
- Excess pant material cannot exceed 5 inches when measured at the kneecap of the straightened leg.
- Pants must fit and be worn at the natural waist.
- Solid red or blue shirts are not allowed. Red and blue shirts with logos smaller than a hand fist will not be allowed.
    - For Alternative Schools: Red and blue shirts are not permitted regardless of logos.
- Facial protective gear (masks): Red, blue, and brown bandanas are not allowed as masks. Masks must adhere to all dress code policies
- No professional sports team apparel allowed. Only permitted on dress-up or spirit days.

9. PJs are only permitted on dress-up or spirit days.
10. Full-length bodysuits/catsuits are not permitted.
11. Hair Nets are not permitted
12. Spandex shorts are not permitted

Consequences			
1st: Change of clothing/ warning	2nd: Change of clothing/ parent contact/ detention	3rd: Change of clothing/ parent contact/ detention	4th: Change of clothing/ parent meeting/ detention
5 or more dress code violations will result in consequences from the Discipline Matrix			

ATHLETIC DRESS CODE: Uniforms or team apparel, with the exception of headwear, may only be worn on game days and only by the athlete.

Items not allowed on campus, or items being used improperly that are confiscated by the school personnel will be returned to the student at the discretion of administration and/or may require a parent to pick up the item(s). **The school assumes no responsibility for the confiscated item(s).** Confiscated items will be discarded at the end of the last day of school.

IN-SCHOOL SUPPORT

Certain violations of behavior policies may result in students being assigned to the on-campus In-School Support, our alternative learning environment. Other violations (such as fighting or use of alcohol or drugs) may require mandatory removal from school. Students assigned to In-School Support will work on class assignments, an additional assignment may be given during their stay and may receive counseling to modify negative behavior patterns. Students who are disruptive in the In-School Support will receive an out of school suspension.

JUNIOR/SENIOR PRIVILEGES

Juniors and Seniors may lose their off-campus privileges or have them revoked based on problems related to tardiness, poor attendance, behavior, or academic standing. This same criteria can be applied to senior activities such as the Prom, Grad Nite, etc. Students who leave campus without an ID card will face disciplinary action up to suspension. Students who are 18 years of age cannot check themselves out of school during lunch if they are ineligible or during "closed campus."

LUNCH ELIGIBILITY

Eligible students enrolled as Juniors and Seniors at Orosi High School with a school ID, may leave the school grounds during the lunch period if they meet the following:

1. Maintain a minimum of a 2.0 grade point average
2. Students cannot have more than 1 F.
3. 95% attendance throughout the school year
    a. No more than 14 tardies
4. Up to date with Community Service Hours
    a. 11th grade: minimum of 30 hours by beginning of year
    b. 12th grade: minimum of 45 hours by beginning of year
5. No major discipline referrals or suspensions.
6. All students must have a signed parent permission form on file prior to having off-campus lunch privileges.

Supervising team will alert administration of students who don't return on time. Students who return after the tardy bell has rung will lose their off-campus privilege as follows:

1st offense- 1 day
2nd offense- 3 days
3rd offense- remainder of semester

NON-JUNIORS/SENIORS AND OFF CAMPUS

Any underclassmen (Grades 9 – 10) who are off campus at lunch may be considered truant and in violation of Governing Board Policy. Non-Juniors/Seniors caught off campus at lunch will be assigned detention or other form of discipline. Habitual or repeat offenders could lose their own future junior/senior off-campus privileges, as well as face suspension. Please see discipline guidelines for more details.

BRUNCH

Students are not allowed to leave campus during brunch. Students caught leaving or returning will face disciplinary action.

TRASH/LITTER

All students are responsible for keeping the campus clean and free of litter. Please ensure that you throw your trash in the trash cans. **This is your responsibility.**

Students must keep food and drink in the following areas:

1. Cafeteria
2. North Snack Bar Area and Big Top
3. South Snack Bar Area and Small Top
4. Other areas as determined by administration

Students that have meetings during lunch are allowed to take their food to the classroom where the meeting is being held, however they must wait to eat their food until they arrive at the classroom where the meeting is being held. Failure to do so may result in disciplinary action.

Students that have food outside the designated areas will have the following consequences:

1st offense- Lunch detention
2nd offense- Lunch detention and parent phone call
3rd offense- Remainder of the day in school suspension
4th offense- Full day suspension

Students who go off campus during lunch must eat their food in a designated area before the final bell rings for the next class. Absolutely, **NO food or drink is allowed inside classrooms.** All food and drink containers must be disposed of in outside trash containers. No food is allowed in the gym during school hours.

RESTRICTED AREAS

Some specific areas of campus are restricted to student access.
Students are not permitted:

1. In the 500 wing hallway during brunch and lunch.
2. Behind the Performing Arts Building
3. Near the old career center on the south east corner of the campus.
4. To loiter around, in front of, and near all restrooms.
5. To walk through the office without a hall pass.
6. In the Faculty Lounge and Work Room without administrator permission.
7. To pass through the Cutler-Orosi Elementary/Middle School grounds.
8. To loiter in the parking lots.
9. To loiter in the area around the stadium or around baseball diamonds or tennis courts.
10. To loiter in the area behind the band and choir rooms.
11. To walk through the Ag Farm.
12. To loiter behind the 600 and 900 wings.
13. To loiter in front of the school and administration office.

PHYSICAL EDUCATION DRESS CODE POLICY

PE EXPECTATIONS

The Cutler-Orosi Way: DRESS UP PARTICIPATE AND PLAY TO GET AN "A"

Physical Education is a class which emphasizes physical participation. Students are required to wear appropriate clothes and shoes for the exercises and activities. Athletic shoes are required for participation. The approved PE uniform is required for participation and consists of a grey t-shirt with the cardinal logo and black shorts with the cardinal logo. The sweats are black with white lettering. PE uniforms will be provided to all students. Replacement uniforms can be purchased at the front office with the following prices:

- T-shirt - $10
- Shorts – $10

If you are unable to purchase the uniform, you may bring athletic shorts, sweats, and a plain t-shirt with no writing on it. The colors of the shorts, sweats, and t-shirt must be black, grey, or white. This exception must be cleared by P.E. teacher.

P.E. MEDICAL EXCUSES - SHORT TERM PROCEDURES

A) Parent notes are accepted for up to 2 days per semester.
B) Any medical excuse that will exceed 2 days must require a doctor's note.
C) Students will be required to dress out with the excuse unless otherwise stipulated. Instructors will use common sense with weather conditions and/or severity of the problem.
D) Under no circumstances are students to go to the Nurse's Office for short-term excuses.
E) Daily and/or test points may be made up. See your instructor.

P.E. LOCKERS

To ensure the security of the personal possessions of Orosi High School students and to protect school property, the following rules will be strictly enforced:

1. Students are provided with lockers to be used during their P.E. period only. Lockers are not to be used as storage for other classes or personal items. **The school is not responsible for lost or stolen articles: LOCK YOUR LOCKER!**
2. Students are warned:
    a) Not to leave their possessions unsecured at any time.
    b) Not to let their combinations be known to anyone.
    c) To be careful that they are not observed while using their combination.
    d) Not to leave money or other valuables in the locker.
    e) Any theft that occurs in P.E. must be reported to their teacher and the office immediately.
3. Students are not allowed in the locker room at any time unless they are under the direct supervision of a teacher.
4. Disciplinary action will be taken against any student:
    a) Found unattended inside the locker room
    b) Vandalizing school or personal property in the locker room area.

DRESSING OUT FOR P.E.

Students must change during the few minutes of class. Students arriving late to class will not be allowed to change after the teacher has left the locker room. **All students must remain under the big top or locker room until the passing period bell rings.**

PERSONAL STUDENT CONDUCT

During the time students are in school, they should use good judgment in their relationships with other students. Holding hands is permitted, but the following behavior is not permitted:

1. Prolonged embrace
2. Kissing
3. Lying or sitting together in an inappropriate manner
4. Any other act that is not in good taste

ELECTRONIC DEVICES

Cell Phone Policy

- Students in high school may use their cell phones during brunch and lunch times only.
- Devices must be turned off and stored away during class and passing periods.
- Applies to devices that provide similar smartphone functionality such as a smart watch, earbud and smart glasses.
- Other cellular devices that do not have "smart" capability must be turned off and stored for the entire instruction day (e.g., devices that can only send/receive phone calls and text messages)

Emergencies

- During an emergency, students will be able to access their cell phones when staff determines that it is safe to do so

Students with an approved medical plan that requires the use of a cell phone will be permitted to use their phone as needed. Proper documentation must be provided to the school administration, and the student must follow any guidelines set by the school to ensure minimal disruption to the learning environment.

Consequences

- 1st Offense: Verbal warning and documentation
- 2nd Offense: Cell phone is taken to the office and the student can pick it up from the office at the end of the school day.
- 3rd Offense: Cell phone is taken to the office and the student's parent/guardian is required to pick it up from the office at the end of the day. A copy of the cell phone policy can be provided to the parents upon the return of the cell phone.
- 4th Offense: Cell phone is taken and kept until a parent meeting is scheduled and a plan is agreed upon how to proceed for the rest of the year.

Parent/Guardian/Student Communication

If parent/guardian/student need to communicate during the school day, a phone will be available in the main office. In addition, every classroom has a phone that is accessible to the teacher to use to communicate.

Orosi High School's cell phone use will be restricted as follows: cell phones/electronic devices shall not be used in the classroom. The use of cell phones/electronic devices will continue to be in accordance with COJUSD board policy, which states that such devices shall not cause a distraction and/or disruption. Please note that if a student violates the cell phone/electronic device policy, such violation will result in disciplinary action. The Orosi High School policy continues to be that the school is not responsible for the theft or loss of cell phones or electronic devices. Orosi High School will not conduct investigations for lost, stolen or damaged cell phones or electronic devices.

Orosi High School will provide all students with a lesson on cell phone expectations at the start of the school year. Parents and students are required to sign a cell phone expectations agreement following the lesson.

Speakers

1. The use of speakers in or out of class **are not permitted** by students.
2. When listening to music on campus (out of class), students **must always** use earbuds/headphones.

The school assumes no responsibility or liability for theft, loss, or damage to a device or for the unauthorized use of any such device or devices on school grounds, including, but not limited to devices left on school property including locker rooms or items in automobiles. **Students bring these devices to OHS at their own risk.**

Unauthorized use of any electronic device will result in the item being confiscated by teachers, campus supervisors, or administrators. **Confiscated items must be picked up in the office by the parent at the end of the school day unless otherwise stated by administration**. Refusal to relinquish an electronic device after a violation will be deemed as defiance and will be subject to further disciplinary actions which include but may not be limited to a suspension. Please see discipline guidelines for more details.

DISCIPLINARY GUIDELINES

District and school rules pertaining to student discipline are available to parents or guardians of District students in the school office. In particular, Board Policy (BP) and Administrative Regulation (AR) 5144 addresses student discipline, generally, and BP/AR 5144.1 and 5144.2 describe the procedures for suspension and expulsions. Written notice of these discipline rules and procedures will be sent at the beginning of the school year to continuing students and be given to transfer students and their parents/guardians at the time of their enrollment. Teachers may require parent/guardian to attend their student's class if the student is suspended for an act of obscenity, profanity, or vulgarity, a disruption of school activities, or willful defiance.

- Gang-related affiliation, behavior, and activities will not be tolerated. All schools are gang-free zones. Such behavior will result in a warning, suspension, expulsion, referral to SARB, or transfer to alternative or Community Day schools. Students may be referred to the Tulare County Sheriff's Gang Task Force. A letter will be sent to parents detailing the concerns of the schools regarding the student's suspected gang behavior.
- Hate-motivated behavior will not be tolerated and is subject to disciplinary action, including suspension, expulsion, and school transfer.

- Inappropriate display of affection will not be tolerated and is subject to parent notification. Continued inappropriate behavior may result in suspension.
- Sexting is sending, receiving, or forwarding sexually explicit messages, photos, or images via cell phone, computer, or other digital device. It can be considered child pornography and the offender, student or adult, can be charged with a state or federal felony and would have to register as a sex offender. Electronic devices may be confiscated by law enforcement and may not be returned.
- Consistent with Education Code section 48901.7, the District has determined that, with the exception of those circumstances listed below, use of cell phones on any school site is prohibited. Students are not permitted to use their cell phone in a manner that causes disruption to the educational environment and such violations may result in limited confiscation of the device to address the disruption. Students' use of cell phones on any school site must be limited to the following circumstances:
- In the case of an emergency, or in response to a perceived threat of danger;
- When a District teacher or administrator grants permission to possess and use a cell phone, subject to any reasonable limitation imposed by that teacher or administrator;
- When a licensed physician and surgeon determines that the possession or use of a cell phone is necessary for the health or well-being of the student; or
- When the possession or use of the cell phone is required by the student's individualized education plan (IEP)

- The school assumes no responsibility or liability for theft, loss, or damage to a device brought onto school grounds by a student, or for the unauthorized use of any such device including, but not limited to devices left in locker rooms, buses, or classrooms or items in automobiles. Students bring these devices to school at their own risk.

Bullying:

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student. No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyber bully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Bullying is defined as unwanted, aggressive behavior that consists of the following:

1. An intention to harm: intention suggests that the harm caused by bullying is deliberate, not accidental. suspension
2. Repetition: bullying is persistent; it happens more than once or has the potential to occur multiple times.
3. Power inequity: definitions of bullying often state that bullying includes a real or perceived imbalance of power between the bully and the victim.

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, students may report threats or incidents confidentially and anonymously through the Sandy Hook Promise "Say Something"

Sandy Hook Promise "Say Something" is an anonymous reporting hotline to report any kind of crime or other community or school concern. This is a safe way to report bullying, safety or drug concerns. When a person really needs help we hope you will step up and make a call to report it. All reports are anonymous and can be made 24 hours a day in English or Spanish.

The following are ways to make an anonymous report:

- Submit a Tip at http://www.p3campus.com/tipform.aspx?ID=3000
- Call the Hotline 1-844-5-SAYNOW
- Get the App "Say Something SHP" On Google Play and/or the Apple Store
- QR Code:

The following is a list of safety concerns that may be reported:

- Bullying, harassment or intimidation at school
- Bullying, harassment or intimidation outside of school
- Cyberbullying: Facebook, You Tube, Text Messages, Instant Messaging, Snapchat, Twitter, Instagram, KIK
- Fights, drugs, alcohol or weapons at school
- Friends who talk about hurting themselves

For more information on Bully Prevention, please visit the California Department of Education website at;

- https://www.cde.ca.gov/ls/ss/se/bullyres.asp

Consequences:

Grounds for Suspension and Expulsion:

Student conduct-whether occurring on school grounds, during lunch on or off campus, while going to or from school, at a school function, or off campus if it is reasonably likely to cause or causes a substantial disruption of a school activity or attendance – may result in suspension and/or expulsion when: (1) other means of correction have failed to bring about proper conduct; (2) the student's presence causes a danger to themselves or others; and/or (3) as required or permitted by law. Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

Suspension means removal of a pupil from ongoing instruction for adjustment purposes. Suspensions may be made by a teacher, principal or a school administrator, the Superintendent, or the Board. A suspension which removes a student from campus will be for one to five days, after which time the student may return, unless the suspension is extended. A suspended student is expected to be under the supervision of a parent during school hours when serving suspension days at home. (7:00 a.m. – 4:30 p.m.) Additionally, during this time, the student is not to attend any school event or be on any school campus during suspension.

An in-school suspension may be available to some students who have committed a suspendable offense that is not violent in nature. The site administrator will determine if the in-school suspension is an adequate disciplinary action. Parents will be notified of the suspension and a written suspension form will be completed. "In-school" suspension is located at Orosi High School. Students will report to the Orosi High School office and wait to be escorted to the in-school suspension room.

School staff have the discretion to offer alternatives to suspension, which may be counseling and/or community service. In School Support at the secondary level is an alternative to out of school suspension. In School Support students will be provided curriculum education with social-emotional supportive measures, are completely separated from the student body for the specified days, and may not participate in any extracurricular activities. The class climate will be strictly business and students will be required to work the entire time they are in School Support. The rules are simple: students will do assigned work without talking, sleeping, or leaving desks. Lunch and breaks will be controlled and supervised. Failure to comply with the rules may result in an out-of-school suspension.

Expulsion by contrast, is a formal process, which entails a suspension and a hearing at the District Office to determine if a student will be expelled from his/her current educational setting. Students who have been expelled by the District may not attend any regular comprehensive school or program operated by the Cutler-Orosi Joint Unified School District until the expulsion term has ended. Expulsions can be extended if the student's rehabilitation plan has not been satisfied or the student still poses a danger to the school, staff, and other students.

The following are some of the GENERAL grounds for suspension or expulsion of students from school for acts committed at school or at a school activity off grounds (dances, football games, open houses, or any school sponsored event according to the law). As an alternative to suspensions, the administrator or designee may utilize one or more of the following measures:

1. Reteach the expected behavior with multiple examples, teach where the problems are occurring, give frequent practice opportunities through counseling services.
2. Provide positive feedback when behavior expectations are met.
3. Prevent problem behavior by increasing supervision and restricting student privileges.
4. Parent/caregiver contact.
5. Allow students to restore the environment and relationships which were affected by his or her behavior in the form of Restorative Practices and detention/campus beautification.
6. Refer students for a Student Success Team (SST) meeting at the site.

If a student fails to comply with an alternative, a new incident will be recorded and the original consequence will be assigned. *The principal/designee is responsible for implementing the penalties suggested below according to state law. The seriousness of the offense, conditions under which it occurred, and the student's past record are factors that will be considered in each case. The school site administration reserves the right to decide what course of action will be taken and may increase or decrease the disciplinary consequences as deemed necessary. In some cases, law enforcement agencies will be involved. If a student commits a crime on campus, school discipline and the involvement of law enforcement will apply.

A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.
(3) During lunch period whether on or off the campus.
(4) During, or while going to or coming from, a school sponsored activity. (E.D. 48900.Q)

Loss of Privileges
The loss of privileges may include the following extracurricular activities: school clubs, student government or committees, public performances of music, dance, drama and speech, leadership class activities (not as part of a class grade), special field trips not part of regular classroom work, school dances and assemblies, athletics, 12th grade graduation ceremony, Grad Nite, spirit/rally performances, assemblies, Spring Fling, school dances, including Prom and Winter Formal, senior trips, enrollment in a Leadership Class, enrollment in AVID class, school events as spectator, Homecoming activities, off-campus privileges at lunch time, other extra-curricular activities not related to grades and Powder Puff football.

Penalty for Being in the Vicinity:
Students in the vicinity (part of an identified group) when an illegal activity takes place, will be held accountable. Students suspected of being under the influence of a controlled substance may be subject to further evaluation and/or searched. Students suspected of consuming alcohol may have their breath analyzed. Students may be searched.

INTERVENTIONS (K-12):
Saturday School is used:
1. To make up absences/tardiness;
2. In lieu of suspension for minor infractions;
3. As discipline for classroom or campus disturbances;
4. For other reasons as determined by school administrators.

Parents and students will be notified 48 hours in advance. It is the student's responsibility to have work to do.
If the student does not work or is disruptive, he/she will receive no credit for the day and will be assigned another day or suspended from school. Students must provide their own transportation. A snack/lunch is provided.

PARENT/GUARDIAN APPEAL PROCESS
Each parent/guardian has the right to appeal any discipline action taken by the school against their son or daughter. The appeal process is outlined below and must be followed. Following a suspension, the parent/guardian may request a meeting with the Principal or Assistant Principal and staff regarding the infraction. The parent/guardian will be advised of the appeal process if they feel the punishment is not justified. The district administration, including the school board, will require that either party follow the appeal process at the high school prior to any action on their part. The appeal process is outlined below and will try to accommodate the needs of the parent/guardian and what is best for the students of Orosi High School. As part of the process, a written folder of documentation will accompany each step of the appeal. This is done to ensure that, at each level of the appeal, all parties are informed of the rationale for the prior decisions.

Step 1: Appeal to the Disciplinary Appeals Panel
If the parent/guardian and student wish to appeal the decision of the Assistant Principal, the parent/guardian will request a meeting with the Principal through the Assistant Principal. The meeting with the Principal will consist of the Assistant Principal, the parent/guardian, and the student. The meeting will convene within two school days of the notification of the appeal. The Assistant Principal who administered the discipline will present the information regarding the action. After hearing the circumstances surrounding the disciplinary action, the Principal will make the effort to resolve the issue and accommodate the students of Orosi High School. The Principal will:
A) Deny the appeal or
B) Reduce the penalty or assign an alternate penalty or
C) Approve the appeal and remove the penalty

Step 2: Appeal to the Superintendent of Cutler-Orosi Unified School District
If the appeal process at the high school level has been exhausted and the parent/guardian is still not satisfied with the results, they may appeal to the COJUSD Superintendent. All documentation will be forwarded to the COJUSD Superintendent for review.

Orosi High School Four-Year Planner 2026-2027

NAME: _____ **ID #** _____ **GRADE:** _____

CAREER GOAL: _____ **COLLEGE:** (4-Year University) (2-Year) (Vocational)

Orosi High School Graduation Requirements
1 year =10 credits

English.....4 Years (40)
Math.....3 Years (30)
Science.....2 Years (20)
Social Science.....3 Years (30)
Fine Arts/Foreign Language.....1 Year (10)
Physical Education .....2 Years (20)
Electives
.....(110)
Total Credits.....(260)

California State University and University of California
A-G Requirements

(A) History Social Science.....2 Years Required
(B) English.....4 Years Required
(C) Mathematics.....3 Years Required
*Including Algebra 1, Geometry, and Algebra 2
*4 Years Recommended
(D) Laboratory Science.....2 Years Required
*Including CP Biology and Chemistry
*3 Years Recommended
(E) Foreign Language.....2 Years Required
*3 Years Recommended
(F) Visual and Performing Art.....1 Year Required
(G) College Prep Electives.....1 Year Required
All A-G classes must be completed with a grade of C or better.

9th Grade – Freshman Year

Courses	Grades		Credits
English 1			
Math 1			
Co-Ed PE 1			
Freshmen Requirements			
Science (Conceptual Physics/Princ of Bio)			
Elective: Ethnic Studies			
Elective:			

10th Grade – Sophomore Year

Courses	Grades		Credits
English 2			
Math 2			
World History			
Biology			
Co-Ed PE 2 (if not playing sports)			
Elective:			
Elective:			

11th Grade – Junior Year

Courses	Grades		Credits
English 3/AP English Language			
Math 3			
US History/AP US History			
Elective:			
Elective:			
Elective:			
Elective:			

12th Grade – Senior Year

Courses	Grades		Credits
ERWC/AP English Literature			
Economics/Civics or AP Government			
Elective: Math recommended			
Elective:			
Elective:			
Elective:			

Dream Big
Work Hard
Give Back

Complete the QR Code or click on the link to get **20 Minga points!**

Successful people not only have dreams, but they also have plans to realize their dreams. They set goals that guide them to making decisions and choosing courses of action that support these plans. →click here for the digital version or use the QR code for 20 Minga Points!

DREAM BIG = *GOALS (what do you want to accomplish?)*

My three favorite activities are _____
I really want to get good at _____
I want to learn more about _____
I would like to work as _____
I would like to live in _____
I would like to drive _____
I would like to own _____
I would like to travel to _____
I would like to help _____
I would like to (anything else) _____

WORK HARD = *PLAN and ACTION*

To achieve my goals, I'll need to _____
I'll learn to cope with failure by _____
I'll work on having more self-discipline by _____
To gain confidence, I'll have to _____
To stay focused, I'll need to _____

GIVE BACK = *CITIZENSHIP and CHARACTER*

How can I help:
family and friends?_____
my school? _____
How can I use my Abilities:
to volunteer at/with _____
to raise money to help others with _____

Name: _____ Grade: _____ Date: _____

Student Handbook

Policies and Procedures

I have received a copy of the OHS Student Handbook for 2026-2027. I have reviewed the policies and procedures and will abide by all of them. I understand that the policies and procedures have been implemented to create a learning environment that will help me maximize my high school experience. There are consequences if I do not follow school behavior expectations.

Student Responsibilities:

- Be on time and prepared to work every day.
- Be prepared for each class with appropriate materials (binder, pen, paper, and agenda) and assignments.
- Pay attention. Stay in your seat and follow instructions the first time they are given.
- Exhibit Cardinals C.A.R.E. (Committed, Accountable, Respectful, Empathetic)
- Dispose of trash in the trash cans not in the desks or school grounds.
- Clean your work space and push in your chair before the bell rings for the next student.
- Wait for the teacher to dismiss the class, not the bell**. Do not gather around the door** or you will not be allowed to leave.
- Respect the school's and fellow students' property.
- Follow school rules at all times.
- Follow the **No Cell Phone** policy during instructional time.
- Earbud(s), headphones, smart glasses/camera glasses are not allowed during the school day.
- Follow the schoolwide Honesty Policy- No copying, cheating, or plagiarism on homework, class assignments, or tests.
- Use courteous and respectful language towards yourself and others. Do Not use foul or threatening language such as cursing or aggressive tones.
- Do not bring food or drinks onto campus (they will be thrown away) at the front office.
- Do not eat, drink, or chew gum in class.
- Do not put on make-up or engage in grooming behaviors that are distracting to the instruction during class.
- Follow the school dress code policy

I have read and understand the Course Syllabus for each of my classes and the Student Handbook. I understand that I am responsible for my education and for my behavior. I will endeavor to contribute to a positive learning environment by showing respect, making responsible decisions, and solving problems in a constructive manner.

Student Name (Printed): _____ ID# _____ _Grade:_____

Student
Signature:_____Date:_____

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **CURRICULUM/ INSTRUCTION**

AGENDA ITEM: **APPROVE ALTERNATIVE EDUCATION STUDENT HANDBOOK FOR 2026-2027**

ATTACHMENTS: **2026-2027 ALTERNATIVE EDUCATION STUDENT HANDBOOK**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for approval is the Alternative Schools' Handbook for 2026-2027.

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

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the 2026-2027 Alternative Schools' Student Handbook.**

PROPOSED ACTION: **APPROVE**

Item #: 26

Alternative Education Schools

Lovell, Esperanza, Community Day School



Parent-Student Handbook

2026-2027

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Additional information is available in the front office and in the registration packet:

- Uniform Complaint Procedure
- Williams's Settlement Complaint Procedures
- Cell Phone Policy
- Sexual Orientation Harassment Policy
- Non- Discrimination Policy
- Dress-Code Examples

Directory of Administrative Personnel and School Sites:

Cutler-Orosi Joint Unified School District
12623 Avenue 416 Orosi, CA. 93647
Phone: 559-528-4763
Fax: 559-528-3132

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

Yolanda Valdez
Superintendent Ext. 1102
Micaela Macareno
Administrative Assistant Ext. 1101
Dr. Brian Zimmerman
Sunsie Tumacder
Assistant Superintendent of Administrative Services Ext. 1207
Pabley Rodriguez
Administrative Assistant Ext. 1206
Shevonne Swanson
Assistant Superintendent of Educational Services Ext. 1313
Monica Perez
Administrative Assistant Ext. 1308
Sunsie Tumacder
Melissa Delgadillo
Director of Student Services & Categorical Programs Ext. 1407
Elisa Arellano
Secretary Ext. 1404
Antonio Quintanilla
Director of Special Services Ext. 1309
Crystal Mejia
Secretary Ext. 1301
Lisa Castillo
Director of College & Career Ext. 1312
Colette Tamouzian
Secretary Ext. 1304
Laura Gonzalez
Director Grants and Program Development Ext. 1316
Claudia Ortiz
Secretary Ext. 1306
Linda Montemayor
Administrator of Mental Health Ext. 1305
Faith Price
Chief Financial Officer Ext. 1208
Erika Guardado
Assistant Business Manager Ext. 1212
Raffi Soghomonian
Director of Maintenance, Operations & Transportation Ext. 1204
Adolfo Hernandez Ext. 1205
Jody Rush
Director of Food Services Ext. 1213
Eliana Perez
Secretary Ext. 1214
Leanne Cerda
Administrator of Early Childhood Education Ext. 1416
Maribel Gallegos
Secretary Ext. 1405
Jayboy Camaquin
Administrator of Instructional Programs Ext. 1406
Olga Lopez
Secretary Ext. 1401
Veronica Raigoza
Administrator of English Learners & Dual Immersion Ext. 1314
Karina Ramirez
EL Clerk Ext. 1413

Schools:
Mailing address for all Cutler-Orosi Schools is:
12623 Avenue 416 Orosi, CA. 93647

Cutler Elementary, TK-5 528-6931
40532 Road 128 Cutler, CA. 93615
Dr. Diana Vides, Principal
Adriana Ortega, Secretary

Golden Valley Elementary, TK-5 528-9004
41465 Road 127 Orosi, CA. 93647
Melissa Delgadillo, Principal
Mario Rodriguez, Principal
Rosa Mata, Secretary

Palm Elementary, TK-5 528-4751
12915 Avenue 419 Orosi, CA. 93647
Yovana Castillo, Principal
Maria Montes, Secretary

El Monte Middle School, 6-8 528-3017
42111 Road 128 Orosi, CA. 93647
Larissa Goosev, Principal
Julia Covarrubias, Secretary

Orosi High School, 9-12 528-4731
41815 Road 128 Orosi, CA. 93647
Oscar Villaseñor, Principal
Valeria Quevedo, Secretary

Lovell High School, 10-12 528-4703
12724 Avenue 392 Cutler, CA. 93615
Victoria Guzman, Alternative Education Administrator
Monique Romero, Secretary

Esperanza School 528-4075
12724 Avenue 392 Cutler, CA. 93615
Victoria Guzman, Alternative Education Administrator
Monique Romero, Secretary

Community Day School, K-6/7-12 528-4731
12724 Avenue 392 Cutler, CA. 93615
Victoria Guzman, Alternative Education Administrator
Monique Romero, Secretary

Adult School 528-4703
12724 Avenue 392 Cutler, CA. 93615
Victoria Guzman, Alternative Education Administrator
Margarita Villanueva, Clerk

Trustee Meeting Date: Second Thursday of each month at 5:30 p.m. No meeting in July.

Members of the public are encouraged to attend the Board meeting and to address the Board concerning any item on the agenda or within the Board's jurisdiction. In order to conduct district business in an orderly and efficient manner, the Board requires the public presentations to the Board to comply with certain procedures. Please see the board agenda for the procedures.

Alternative Education School Staff

Site Administration and Office Staff

Name	Position	E-mail
Victoria Guzman	Alternative Ed. Administrator	viguzman@cojusd.org
Josefina Rangel Trevino	Learning Director	jrtrevino@cojusd.org
	School Psychologist	
Isamar Hernandez Ramos	School Counselor	isamarh@cojusd.org
Lorena Quezada	Social Worker	loquezada@cojusd.org
Monique Romero	Secretary - Lovell	moromero@cojusd.org
Margarita Villanueva	Esperanza and Adult School Clerk	mavillanueva@cojusd.org
Claudia Hernandez-Avila	Adult School Outreach Aide	chavila@cojusd.org

Lovell High School Staff

Name	Position	Email
Antonio Diaz	Leadership/PE/Acellus	antonio@cojusd.org
Tom Hosler	Science/Electives/PE	tehoslerlhs@cojusd.org
Dave Lucero	VROP Construction Trades	dalucero@cojusd.org
	Special Education Teacher	
Stacy Phillips	Social Science Teacher	stphillips@cojusd.org
Julia Robles	English/ELD	jumedina@cojusd.org
Sonia Williams	Math/Cyber/Acellus	swilliamslhs@cojusd.org
Angelica Contreras	Bilingual Instructional Aide	ancontreras@cojusd.org

Esperanza High School Staff

Name	Position	Email
Karen Stuart	Teacher	karenlhs@cojusd.org
	SPED Teacher	
Margarita Villanueva	Esperanza and Adult School Clerk	mavillanueva@cojusd.org
Luz Rosales	Bilingual Instructional Aide	lmrosales@cojusd.org

Community Day School Staff

Name	Position	Email
	All Subjects grades 7^{th} -12^{th}	
Jeannette Pena	Bilingual Instructional Aide	japena@cojusd.org

Custodial Staff

Name	Position	Email
Juan Garcilazo Mendoza	Lead Custodian	jugarcilazo@cojusd.org
Martha Evert	Night Custodian	

Directory

Victoria Guzman, Alternative Education Administrator……. (559) 528-4703, ext. 6001

Josefina Trevino, Learning Director……..…….…. (559) 528-4703, ext. 6103

Isamar Hernandez Ramos, School Counselor…….…….... (559) 528-4703, ext. 6204

Monique Romero, Secretary.……...…(559) 528-4703, ext. 6002

Margarita Villanueva…….……...……..……. (559) 528-6006, ext. 6003

Family Education Center……..(559) 528-1790

Evette Lopez, Cutler-Orosi Adult School Navigator……. 559-280-9420 www.sequoiasadulted.com

Tulare Sheriff Substation……..…….…. (559) 591-3939

Cutler-Orosi Transportation …….……... (559) 528-3831

TCAP Tulare County Auto Transit …….…… (800) 431-9711

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT CALENDAR SCHOOL YEAR 2026-2027

"Educating Minds, Inspiring Futures"

July 2026

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3H	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30NT	31NT	

August 2026 (15)

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3NT	4NT	5NT	6T	7T©	8
9	10T	11	12S	13+	14	15
16	17	18	19S	20	21	22
23	24^	25#	26S	27	28	29
30	31	Staff Welcome Back Breakfast: 6 Student First Day of School: 11				

September 2026 (21)

Su	Mo	Tu	We	Th	Fr	Sa
		1	2S	3	4	5
6	7H	8	9S	10+	11	12
13	14	15	16S	17	18	19
20	21^	22#	23S	24	25	26
27	28	29	30S			

October 2026 (21)

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7S	8+	9Q	10
11	12	13	14S	15	16	17
18	19	20	21S	22PD	23	24
25	26	27	28S	29	30TR	31

EMMS Report Card Night: 13 OHS Report Card Night: 14
Alt. Ed. Report Card Night: 15

November 2026 (15)

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4S	5	6	7
8	9P	10P	11H	12P+	13P	14
15	16P^	17	18S	19	20*	21
22	23	24	25	26H	27H	28
29	30					

Elementary Parent/Teacher Conferences: 9-10, 12-13, 16
Minimum Day Grades TK-12: 20

December 2026 (14)

Su	Mo	Tu	We	Th	Fr	Sa
		1	2S	3	4	5
6	7	8#	9S	10	11	12
13	14+	15	16S	17	18*Q	19
20	21	22	23	24H	25H	26
27	28	29	30	31H		

OHS Finals Minimum Days: 15, 17-18 OHS Finals: 16
Minimum Day Grades TK-12: 18

January 2027 (14)

Su	Mo	Tu	We	Th	Fr	Sa
					1H	2
3	4	5	6	7©	8	9
10	11	12	13S	14+	15	16
17	18H	19	20S	21	22	23
24	25^	26#	27S	28	29	30
31						

February 2027 (18)

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3S	4	5	6
7	8H	9	10S	11+	12	13
14	15H	16	17S	18	19	20
21	22^	23#	24S	25	26TR	27
28						

March 2027 (17)

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3S	4	5	6
7	8P	9P	10S	11P+	12P	13
14	15^	16	17S	18	19*Q	20
21	22	23	24	25	26H	27
28	29	30	31S			

Elementary Parent/Teacher Conferences: 8-9, 11-12
Minimum Day Grades TK-12: 19 EMMS Report Card Night: 30
OHS Report Card Night: 31

April 2027 (22)

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7S	8+	9	10
11	12	13	14S	15	16	17
18	19	20#	21S	22+	23	24
25	26	27	28S	29	30	

Alt. Ed. Report Card Night: 1

May 2027 (20)

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5S	6	7	8
9	10	11	12S	13+	14	15
16	17	18	19S	20	21	22
23	24	25	26S	27	28	29
30	31H	OHS Finals Minimum Days: 28				

June 2027 (3)

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3*QTR	4T	5
6	7	8	9	10+	11	12
13	14	15	16	17+	18H	19
20	21	22	23	24	25	26
27	28	29	30			

OHS Finals Minimum Days: 1-3 Minimum Day Grades TK-12: 3

Legend

	No School
	Regular School Days
NT	New Teacher Institute
H	Holiday
T	Teacher Duty
S	Late Start – TK-8 start at 9:30 OHS/Alt. Ed. start at 9:25
*	Minimum Day
P	TK-5 Parent/Teacher Conferences Minimum Day
+	Board Meetings (*Jan-June Pending Board Approval*)
#	Extended Day PL (TK-5)
^	Extended Day PL (6-12)
©	Classified PD
	Summer Non-Work Days

District Holidays
July 3 - Independence Day Observed
September 7 - Labor Day
November 11 - Veteran's Day
November 26-27 - Thanksgiving
December 24 - Christmas Eve
December 25 - Christmas Day
December 31 - New Year's Eve
January 1 - New Year's Day
January 18 - Martin Luther King Day
February 8 - Lincoln's Birthday Observed
February 15 - President's Day
March 26 – Good Friday
May 31 - Memorial Day
June 18 – Juneteenth Observed

***NOTE:** Early release days will switch to a normal release time, if on foggy day schedule*

Dates to Remember
First Day of School – Aug. 11

TK-5 Parent/Teacher Conferences – *Nov. 9-10, 12-13, 16*
Mar. 8-9, 11-12

EMMS Report Card Nights – Oct. 13, March 30
OHS Report Card Nights – Oct. 14, March 31
Alt. Ed Report Card Nights – Oct.15, April 1

El Monte 8th Grade Promotion – June 1
Alt. Ed Graduation – June 2
OHS Graduation – June 3

TK-5 Trimesters
Tri 1: Aug. 11 – Oct. 30
Tri 2: Nov. 2 – Feb. 26
Tri 3: March 1 – June 3

6-12 Semesters
S1/Q1: Aug. 11 – Oct. 9
S1/Q2: Oct. 12 – Dec. 18
S2/Q3: Jan. 11 – March 19
S2/Q4: March 30 – June 3

Test Dates
OHS Fall Finals: Dec 15-18
OHS Spring Finals: May 28 – June 3

ELPAC Window: Feb. 27 – March 19
CAASPP Window: March 15 – June 3

Student Days: 180

Teacher Days: 185

Extended PL
1 hr. – September, November -December, February - April
1.5 hrs. - August
2 hrs. - January

Summer School Begins:
TK-5: June 9 – July 9
6-8: June 9 - July 9
9-12: June 7 - July 2

Board Approved: 3/12/2026

26-27 Lovell High School Bell Schedule

Regular Day Schedule		
Bell Rings	7:55 AM	
1st Period	8:00 AM	8:48 AM
2nd Period	8:50 AM	9:35 AM
Brunch	9:35 AM	9:45 AM
3rd Period	9:47 AM	10:32 AM
4th Period	10:34 AM	11:19 AM
5th Period	11:21 AM	12:06 PM
Lunch	12:06 PM	12:36 PM
6th Period	12:38 PM	1:23 PM
7th Period	1:25 PM	2:10 PM
8th Period	2:12 PM	2:57 PM

Late Start Wednesday		
Bell Rings	9:20 AM	
1st Period	9:25 AM	9:56 AM
2nd Period	9:58 AM	10:29 AM
Brunch	10:29 AM	10:39 AM
3rd Period	10:41 AM	11:12 AM
4th Period	11:14 AM	11:45 AM
5th Period	11:47 AM	12:18 PM
Lunch	12:18 PM	12:48 PM
Advisory	12:50 PM	1:21 PM
6th Period	1:23 PM	1:54 PM
7th Period	1:56 PM	2:27 PM
8th Period	2:29 PM	3:00 PM

Minimum Day		
1st Period	8:00 AM	8:32 AM
2nd Period	8:34 AM	9:06 AM
Brunch	9:06 AM	9:16 AM
3rd Period	9:18 AM	9:50 AM
4th Period	9:52 AM	10:24 AM
5th Period	10:26 AM	10:58 AM
Lunch	10:58 AM	11:28 AM
6th Period	11:30 AM	12:02 PM
7th Period	12:04 PM	12:36 PM
8th Period	12:38 PM	1:10 PM

Assembly Schedule AM		
Bell Rings	7:55 AM	
Check In	8:00 AM	8:02 AM
Assembly AM	8:04 AM	8:57 AM
1st Period	8:59 AM	9:37 AM
2nd Period	9:39 AM	10:17 AM
Brunch	10:17 AM	10:27 AM
3rd Period	10:29 AM	11:07 AM
4th Period	11:09 AM	11:47 AM
5th Period	11:49 AM	12:27 PM
Lunch	12:27 PM	12:57 PM
6th Period	12:59 PM	1:37 PM
7th Period	1:39 PM	2:17 PM
8th Period	2:19 PM	2:57 PM

Assembly PM		
Bell Rings	7:55 AM	
1st Period	8:00 AM	8:38 AM
2nd Period	8:40 AM	9:18 AM
3rd Period	9:20 AM	9:58 AM
Brunch	9:58 AM	10:08 AM
4th Period	10:10 AM	10:48 AM
5th Period	10:50 AM	11:28 AM
6th Period	11:30 AM	12:08 PM
Lunch	12:08 PM	12:38 PM
7th Period	12:40 PM	1:18 PM
8th Period	1:20 PM	1:58 PM
Assembly	2:00 PM	2:55 PM

Career Day		
Bell Rings	7:55 AM	
1st Period Keynote	8:00 AM	8:53 AM
2nd Period	8:55 AM	9:24 AM
3rd Period	9:26 AM	9:55 AM
Brunch	9:55 AM	10:05 AM
4th Period	10:07 AM	10:36 AM
5th Period	10:38 AM	11:07 AM
6th Period	11:09 AM	11:38 AM
Lunch	11:38 AM	12:08 PM
7th Period	12:10 PM	12:39 PM
8th Period	12:41 PM	1:10 PM

Rally AM		
Bell Rings	7:55 AM	
1st Period	8:00 AM	8:42 AM
2nd Period	8:44 AM	9:26 AM
AM Rally	9:28 AM	9:53 AM
Brunch	9:53 AM	10:03 AM
3th Period	10:05 AM	10:47 AM
4th Period	10:49 AM	11:31 AM
5th Period	11:33 AM	12:15 PM
Lunch	12:15 PM	12:45 PM
6th Period	12:47 PM	1:29 PM
7th Period	1:31 PM	2:13 PM
8th Period	2:15 PM	2:57 PM

Rally PM		
Bell Rings	7:55 AM	
1st Period	8:00 AM	8:42 AM
2nd Period	8:44 AM	9:26 AM
Brunch	9:26 AM	9:36 AM
3rd Period	9:38 AM	10:20 AM
4th Period	10:22 AM	11:04 AM
5th Period	11:06 AM	11:48 AM
Lunch	11:48 AM	12:18 PM
6th Period	12:20 PM	1:02 PM
7th Period	1:04 PM	1:46 PM
8th Period	1:48 PM	2:30 PM
PM Rally	2:30 PM	2:57 PM

Foggy Day		
Bell Rings	9:20 AM	
1st Period	9:25 AM	10:01 AM
2nd Period	10:03 AM	10:38 AM
Brunch	10:38 AM	10:48 AM
3rd Period	10:50 AM	11:25 AM
4th Period	11:27 AM	12:02 PM
5th Period	12:04 PM	12:39 PM
Lunch	12:39 PM	1:09 PM
6th Period	1:11 PM	1:46 PM
7th Period	1:48 PM	2:23 PM
8th Period	2:25 PM	3:00 PM

V. 5/15/26

26-27 Esperanza High School

Monday-Tuesday & Thursday (In-Person)	
1st Period	8:05-8:45
2nd Period	8:45-9:25
Brunch	9:25-9:35
3rd Period	9:35-10:15
4th Period	10:15-10:55
5th Period	10:55-11:35
Grab and Go Lunch	11:35
Foggy Day	
1st Period	9:25-9:50
2nd Period	9:50-10:15
Brunch	10:15-10:25
3rd Period	10:25-10:50
4th Period	10:50-11:15
5th Period	11:15-11:40
Grab and Go Lunch	11:40

Community Day School Schedule

Regular Day		Foggy Day
7:30 am - 2:10 pm Brunch: 9:00 am -9:10 am Lunch: 11:25 am -11:45 am		9:00 am - 3:30 pm Brunch: 10:30 am -10:40 am Lunch: 12:00 pm - 12:20 pm

*Community Day School does not have a late start or minimum days.



Principal's Message

Welcome to the beginning of a new school year! I am delighted to welcome your student to our Alternative Education site. Rest assured, they will engage with challenging material within our small class sizes. Our students flourish at our alternative sites, guided by goals that pave their path towards graduation and readiness for college, career, and community.
The ball is now in your student's court. This year's theme is:

The Training Wheels Are Off!

Our dedicated staff, though few, are a great force. At Alternative Education, we embrace the philosophy of serving the whole child. We offer Social-Emotional Support all the while supporting their academics and attendance requirements. Your student should start this year with the mentality that there is no longer room for the comfort zone. It's time to get to work to either graduate at one of our Alternative Education Schools or successfully transfer back to Orosi High School.

I eagerly anticipate the opportunity to serve you and your child as their school principal. Should you have any questions, please do not hesitate to reach out.

Warm regards,

Victoria Guzmán

Victoria Guzmán
Alternative Education Administrator



Mensaje de la directora

¡Bienvenidos al inicio de un nuevo año escolar! Estoy muy contenta de dar la bienvenida a su estudiante a nuestro centro de Educación Alternativa. Pueden estar seguros de que se enfrentarán a material desafiante en nuestras clases pequeñas. Nuestros estudiantes brillan en nuestras escuelas alternativas, guiados por objetivos que los preparan para graduarse y para la universidad, la vida laboral y la comunidad.

Ahora la pelota está en el campo de tus estudiantes. El tema de este año es:

¡Las ruedas de apoyo se han ido!

Nuestro comprometido equipo, aunque pequeño, es una gran fuerza. En Educación Alternativa, abrazamos la idea de atender al niño en su totalidad. Brindamos apoyo socioemocional, mientras también atendemos sus necesidades académicas y de asistencia. Su estudiante debe comenzar este año con la mentalidad de que ya no hay lugar para la zona de confort. Es momento de ponerse a trabajar para graduarse en una de nuestras escuelas de Educación Alternativa o hacer una transición exitosa a la Escuela Preparatoria Orosi.

Estoy muy emocionada por la oportunidad de ayudarle a usted y a su hijo como directora de la escuela. Si tiene alguna pregunta, no dude en contactarme.

Un saludo muy cordial,

Victoria Guzmán

Victoria Guzmán
Administradora de Educación Alternativa

Cutler Orosi Joint Unified School District

GRADUATE OUTCOMES



CAREER & COLLEGE READY SCHOLARS

Attain proficiency in academics and multiple languages, engage in career exploration and graduate as life-long learners prepared for post-secondary opportunities



PRODUCTIVE CITIZENS

Fulfill personal, professional, and civic responsibilities while giving back to the community



LEADERS & ETHICAL DECISION MAKERS

Demonstrate personal and professional integrity, leadership, ethical decision-making, and respect diversity



POWERFUL COMMUNICATORS

Effectively communicate ideas through speaking and writing using multiple languages and techniques, including technology



CRITICAL THINKERS & COLLABORATIVE PROBLEM SOLVERS

Work collaboratively and apply innovative thinking and technologies to create solutions



CREATIVE & QUALITY PRODUCERS

Create quality performances and products that reflect thought and originality with the highest of standards

MISSION

Educating Minds, Inspiring Futures

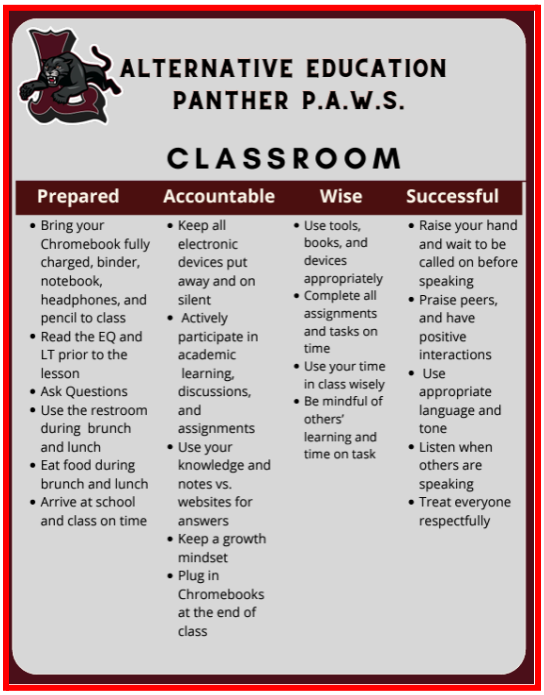
VISION

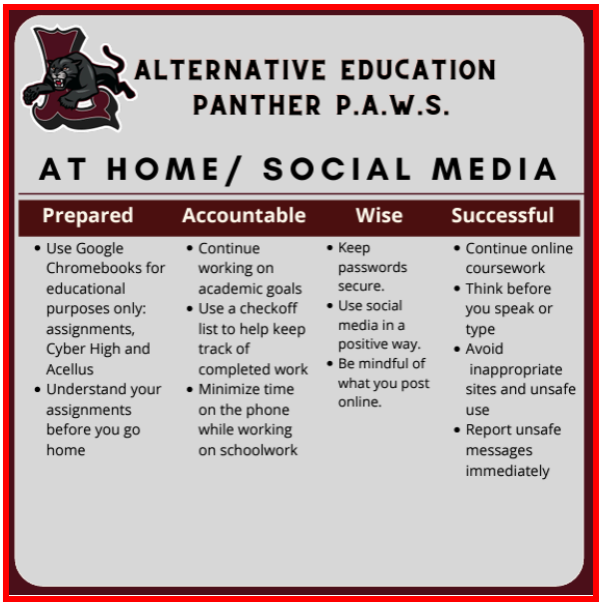
All students will be college and career ready, committed to engage in civic responsibilities, and prepared to compete in a global economy.

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

PBIS Expectations: In order to be successful, Alternative Education teaches and models ways students can show their **P.A.W.S.** (**P**~Prepared, **A**~Accountable, **W**~Wise, **S**~Successful) in all areas on campus. Below is a chart displayed in each classroom:
Expectativas de PBIS: *Para alcanzar el éxito, Educación Alternativa enseña y modela cómo los estudiantes pueden demostrar su P.A.W.S. (**P**~Preparado, A~Responsable, W~Sabio, S~Exitoso) en todas las áreas del campus. A continuación, se muestra una tabla en cada aula:*

PBIS Expectations: Students' academic and social-emotional well-being extends into their homes. Here are the expectations we ask you to encourage in partnership with the Alternative Education staff.
Expectativas de PBIS: *El bienestar académico y socioemocional de los estudiantes se extiende a sus hogares. Estas son las expectativas que les pedimos que fomenten en colaboración con el personal de Educación Alternativa.*





Posters received a facelift. New posters have not yet arrived

Eligibility: This section will be changed to match the district handbook. To be eligible to participate in extracurricular activities, including athletics, students must demonstrate satisfactory educational progress in the previous weekly grade check, including but not limited to:

1. Maintenance of a minimum of a 2.0 grade point average on a 4.0 scale in all enrolled classes, based on weekly eligibility report
    a. Students cannot have more than 2 F's.
2. 95% attendance throughout the school year including tardies.
3. No major discipline referrals or suspensions.

Elegibilidad: *Para participar en actividades extracurriculares, incluyendo deportes, los estudiantes deben demostrar un progreso académico satisfactorio en la revisión semanal de calificaciones anterior, incluyendo, entre otros:*

1. Mantener un promedio mínimo de 2.0 en una escala de 4.0 en todas las clases matriculadas, según el informe semanal de elegibilidad.
    a. Los estudiantes no pueden tener más de 2 calificaciones reprobatorias.
2. Asistencia del 95% durante el año escolar, incluyendo tardanzas.
3. No tener reportes disciplinarios ni suspensiones importantes.

Eligibility Process:

1. School administrators download the eligibility list every Monday by 3:15 p.m.
2. Students are notified on Tuesdays (i.e. personal note and/or school bulletin) and an automated call will be sent to parents/guardians in the evening.
3. Ineligibility week starts Wednesday morning and ends the following Tuesday at 11:59 pm.

Proceso de Elegibilidad:

1. Los administradores escolares descargan la lista de elegibilidad todos los lunes a las 3:15 p.m.
2. Los estudiantes reciben una notificación los martes (mediante una nota personal o el boletín escolar) y se envía una llamada automática a los padres/tutores por la tarde.
3. La semana de inelegibilidad comienza el miércoles por la mañana y termina el martes siguiente a las 11:59 p.m.

SCHOOL, PARENT AND STUDENT PARTNERSHIP/ ***ASOCIACIÓN ENTRE LA ESCUELA, PADRES Y ESTUDIANTES***

The school staff is committed to providing your child with a safe learning environment where they can fully participate in school activities that promote college and career readiness. We are committed to supporting each student. We ask you and your child to commit to this partnership. Below you will find ways we can support one another to successfully support your child in graduating high school and pursuing their college and career goals.

El personal escolar se compromete a brindarle a su hijo/a un entorno de aprendizaje seguro donde pueda participar plenamente en las actividades escolares que promueven su preparación para la universidad y la vida profesional. Nos comprometemos a apoyar a cada estudiante. Les pedimos a usted y a su hijo/a que se comprometan con esta colaboración. A continuación, encontrará maneras en las que podemos apoyarnos mutuamente para que su hijo/a se gradúe de la preparatoria y alcance sus metas universitarias y profesionales.

Staff Responsibilities: Staff will provide engaging instruction following the Great Instruction the First Time (GIFT) framework, and a safe and supportive environment.

Responsabilidades del personal: *El personal brindará una instrucción atractiva siguiendo el marco de Gran instrucción la primera vez (GIFT) y un entorno seguro y de apoyo.*

School Responsibilities: The school will provide wrap around services outlined in the Model of Excellence and actively participate in the PLC process to support your child.

Responsabilidades de la escuela: *La escuela brindará servicios integrales descritos en el Modelo de Excelencia y participará activamente en el proceso PLC para apoyar a su hijo.*

Parent Responsibilities: Parents will support their student's learning such as monitoring attendance and homework, volunteering in the classroom, participating in other related activities, and communicating with school; completing surveys, notifying school regarding absences including anything that may affect student school and home life, downloading school messenger, and attending school meetings and events.

Responsabilidades de los padres: *Los padres apoyarán el aprendizaje de sus estudiantes, por ejemplo, supervisando la asistencia y las tareas, haciendo voluntariado en el aula, participando en otras actividades relacionadas y comunicándose con la escuela; completando encuestas, notificando a la escuela sobre ausencias, incluido cualquier cosa que pueda afectar la vida escolar y familiar del estudiante, descargando el mensajero escolar y asistiendo a reuniones y eventos escolares.*

Student Responsibilities/ Responsabilidades del Estudiante:

-Follow PAWS expectations on and off campus./ *Siga las expectativas de PAWS dentro y fuera del campus.*
-Protect the rights of others to study and learn./ *Proteger el derecho de los demás a estudiar y aprender.*
-Attend school daily unless ill or legally excused. Truancy and tardiness lead to the SARB process. *Asistir a la escuela diariamente, salvo enfermedad o justificación legal. El ausentismo y las tardanzas conlleva el proceso de la SARB.*
-Help make school a good place to be./ *Ayude a hacer de la escuela un buen lugar donde estar.*
-Respect school property./ *Respetar la propiedad escolar.*
-Report any misuse of the internet, online services, or any security issue to the teacher or principal./ *Informe al maestro o director sobre cualquier uso indebido de Internet, de servicios en línea o cualquier problema de seguridad.*
-Leave any area where illegal activities are taking place and report to the administration. Failure to do so will result in being held accountable for the illegal behavior even if not involved./ *Abandone cualquier área donde se realicen actividades ilegales e informe a la administración. De no hacerlo, será responsable de la conducta ilegal, incluso si no está involucrado.*

This section will be changed to match the district handbook.PROCEDURES FOR CLEARING STUDENT ABSENCES/ *PROCEDIMIENTOS PARA COMPENSAR LAS AUSENCIAS DE LOS ESTUDIANTES/*

Attendance is an important part of student academic success. When a student must miss a day or more of school, please follow these procedures: *La asistencia es fundamental para el éxito académico del estudiante. Si un estudiante debe faltar un día o más a clases, siga estos procedimientos:*

Parents/ *Padres de Familia*

Please call our school office at (559) 528-4703

- To verify the absence on the day of the absence
- To secure permission for a student to leave campus for an appointment
- If you have questions concerning your student's absence or academic progress

Por favor, llame a la oficina de nuestra escuela al (559) 528-4703

- *Para verificar la ausencia el mismo día.*
- *Para obtener permiso para que un estudiante salga del campus para una cita.*
- *Si tiene preguntas sobre la ausencia o el progreso académico de su estudiante.*

Make-up work: It is the student's responsibility to request makeup work after returning from an excused or unexcused verified absence. This must be done without delay to avoid penalty. Teachers will allow students one day for each day missed to complete assignments after an excused absence so the grade will not be lowered as a result of incomplete work.
Trabajo de recuperación: *Es responsabilidad del estudiante solicitar el trabajo de recuperación después de regresar de una ausencia justificada o injustificada. Esto debe hacerse sin demora para evitar sanciones. Los profesores concederán a los estudiantes un día por cada día perdido para completar las tareas después de una ausencia justificada, de modo que la calificación no baje por trabajo incompleto.*

EXTENDED ABSENCES/ AUSENCIAS PROLONGADAS
If a student must be absent from school during the school year for more than 3 consecutive school days & less than 15 cumulative school days the student can be enrolled in short-term Independent Study. For independent study programs scheduled for less than 15 school days, the agreement may be signed at any point during the school year. For independent study programs scheduled for more than 16 school days, COJUSD will obtain all appropriate signatures for traditional independent study agreements before a student commences independent study. *Si un estudiante debe ausentarse de la escuela durante el año escolar por más de 3 días lectivos consecutivos y menos de 15 días lectivos acumulados, podrá inscribirse en un programa de Estudio Independiente a corto plazo. Para programas de estudio independiente con una duración inferior a 15 días lectivos, el acuerdo podrá firmarse en cualquier momento durante el año escolar. Para programas de estudio independiente con una duración superior a 16 días lectivos, el COJUSD obtendrá todas las firmas correspondientes para los acuerdos de estudio independiente, tanto tradicionales antes de que el estudiante comience el programa.*

STUDENT ATTENDANCE REVIEW BOARD
All schools in the District have the following attendance/tardy/behavior policy, known as the SARB process. The SARB Board provides several organizational structures at the local and county level that create a safety net for students with persistent attendance or behavior problems. Although the goal of SARBs is to keep students in school and provide them with meaningful educational experiences, SARBs do have the power, when necessary, to refer students and their parents or guardians to court. **To learn more about the SARB Process,refer to COJUSD Student/Parent Handbook.**

JUNTA DE REVISIÓN DE ASISTENCIA ESTUDIANTIL
Todas las escuelas del Distrito cuentan con la siguiente política de asistencia, tardanzas y comportamiento, conocida como el proceso SARB. La Junta de la SARB ofrece diversas estructuras organizativas a nivel local y del condado que brindan protección a los estudiantes con problemas persistentes de asistencia o comportamiento. Si bien el objetivo de las SARB es asegurar la permanencia de los estudiantes en la escuela y brindarles experiencias educativas significativas, estas juntas tienen la facultad, cuando sea necesario, de remitir a los estudiantes y a sus padres o tutores a los tribunales. ***Para obtener más información sobre el proceso SARB, consulte el Manual para Estudiantes/Padres del COJUSD.***

Student Activities:

Spirit Day/Día de Espíritu Escolar

- Every Friday is Alt Ed Spirit Day. Show your Panther pride by wearing your school spirit shirt.
- Every Thursday is College T-shirt Day!

- *Todos los viernes es Día de Espíritu Escolar de la Educación Alternativa. Demuestra tu orgullo por las Panteras con tu camiseta de apoyo escolar.*
- *¡Todos los jueves es el Día de la Camiseta Universitaria!*

Student Government and Leadership Program/ *Programa de Gobierno y Liderazgo Estudiantil*

- The student government (also known as the Leadership Program) of the Alternative Education student body is comprised of a student council, consisting of elected Associated Student Body officers and appointed student leaders known as commissioners.
- The ASB officers meet regularly to discuss school-wide business including but not limited to activities and financial affairs of the current school year.
- At the Alternative Education site, the leadership teacher and administrators oversee all aspects of the ASB account and consider all leadership and student council input.
    - *El gobierno estudiantil (también conocido como el Programa de Liderazgo) del alumnado de Educación Alternativa está compuesto por un consejo estudiantil, compuesto por directivos electos del Cuerpo Estudiantil Asociado (ASB) y líderes estudiantiles designados, conocidos como comisionados.*
    - *Los directivos del ASB se reúnen periódicamente para tratar asuntos de la escuela, incluyendo, entre otros, las actividades y los asuntos financieros del año escolar en curso.*
    - *En el centro de Educación Alternativa, el profesor de liderazgo y los administradores supervisan todos los aspectos de la cuenta del ASB y consideran todas las aportaciones del liderazgo y del consejo estudiantil.*

Work Permit Requirements/ *Requisitos del Permiso de Trabajo*

In order to obtain a work permit, students (Age 14+) must meet the following requirements:

- Have a 2.0 minimum GPA
- Have “Satisfactory Grades” with no F’s
- Be on track for both the graduation ceremony and the diploma
- Be on track with Community Volunteer Service Learning Hours
- Have satisfactory behavior
- Have satisfactory attendance

Para obtener un permiso de trabajo, los estudiantes (mayores de 14 años) deben cumplir con los siguientes requisitos:

- Tener un promedio general (GPA) mínimo de 2.0
- Tener calificaciones satisfactorias sin ninguna reprobatoria
- Estar al día con la ceremonia de graduación y la entrega del diploma
- Estar al día con las horas de aprendizaje de servicio voluntario comunitario
- Tener un comportamiento satisfactorio
- Tener una asistencia satisfactoria

If a student does not satisfy the requirements stated above while possessing a work permit, the work permit will be revoked. Students can acquire a work permit with the Work Based Learning Facilitator, School Counselor and or District Director of College and Career Lisa Castillo.

Si un estudiante no cumple con los requisitos mencionados anteriormente y posee un permiso de trabajo, este será revocado. Los estudiantes pueden obtener un permiso de trabajo con la facilitadora de aprendizaje basado en el trabajo, la consejera escolar o la directora distrital de Universidades y Carreras Profesionales, Lisa Castillo.

How to Apply for a Work Permit/ Cómo Solicitar Un Permiso de Trabajo

Students must have a job offer before they can get a work permit. After a student has been offered a job, they need to get a B1-1 form (Statement of Intent to Employ Minor and Request for Work Permit - Certificate of Age) filled out. That form must have the complete Social Security Number, the new job information, employer's, parent's, and student's signatures.

Los estudiantes deben tener una oferta de trabajo antes de obtener un permiso de trabajo. Una vez que se les ofrece un trabajo, deben completar el formulario B1-1 (Declaración de Intención de Emplear a un Menor y Solicitud de Permiso de Trabajo - Certificado de Edad). Este formulario debe incluir el Número de Seguro Social completo, la información del nuevo trabajo y las firmas del empleador, los padres y el estudiante.

B1-1 Request for Work Permit/ B1-1 Solicitud de Permiso de Trabajo

If school is out for Thanksgiving, Winter, Spring, or Summer break, contact the district office to turn in the Request for Work permit in order to get the permit, or wait until school is in session again. The district office cannot generate work permits when the High School Work Experience offices are open.

Si hay vacaciones escolares por Acción de Gracias, invierno, primavera o verano, comuníquese con la oficina del distrito para entregar la Solicitud de Permiso de Trabajo y obtenerlo, o espere hasta que se reanuden las clases. La oficina del distrito no puede generar permisos de trabajo cuando las oficinas de Experiencia Laboral en la Escuela Secundaria están abiertas.

SUMMARY CHART

	Ages 16 & 17 Must have completed 7th grade to work while school in session. (EC 49112)	Ages 14 & 15 Must have completed 7th grade to work while school in session (EC 49112)	Ages 12 & 13
SCHOOL IN SESSION*	4 hours per day on any schoolday** [EC 49112; 49116; LC 1391] 8 hours on any non-schoolday or on any day preceding a non-schoolday. [EC 49112; 49116; LC 1391] 48 hours per week [LC 1391] WEE students & personal attendants*** may work more than 4 hours on a schoolday, but never more than 8. See text. [EC 49116; LC 1391, 1392]	3 hours per schoolday outside of school hours [EC 49112, 49116; LC 1391] 8 hours on any non-schoolday 18 hours per week [EC 49116; LC 1391] WEE students may work during school hours & up to 23 hours per week. See text. [EC 49116; LC 1391]	May be employed only during school holidays and vacations (usually construed to include weekends). May never be employed on any schoolday, either before or after school. [EC 49111] See text. Daily and weekly work hour maximums while school is in session are not specified in statute, but may not exceed the maximum allowed when school is not in session or the maximum stated on permit. [EC 49111; LC 1391, 1392] See text. Not eligible for WEE programs. [EC 49113]
SCHOOL NOT IN SESSION	8 hours per day [LC 1391, 1392] 48 hours per week [LC 1391]	8 hours per day [LC 1391, 1392] 40 hours per week [LC 1391]	8 hours per day [LC 1391, 1392] 40 hours per week [LC 1391]
SPREAD OF HOURS	5 a.m. – 10 p m. However, until 12:30 a.m. on any evening preceding a nonschoolday [LC 1391] WEE students, with permission, until 12:30 a m. on any day [LC 1391.1] Messengers: 6 a.m. – 9 p m.	7 a.m. – 7 p.m., except that from June 1 through Labor Day, until 9 p.m. [LC 1391]	7 a.m. – 7 p.m., except that from June 1 through Labor Day, until 9 p m. [LC 1391]

General Summary of Minors' Work Regulations

State child labor laws and the child labor provisions of the federal Fair Labor Standards Act (FLSA) govern most California employers. If federal laws, state laws, and school district policies conflict, the more restrictive law (that which is most protective of the employee) prevails. Generally, minors must attend school until age 18 unless they are 16 years or older and have graduated from high school or received a state Certificate of Proficiency.

Minors under the age of 18 may not work in occupations declared hazardous for young workers as listed below.

1. Power-driven food slicing/processing
2. Explosives
3. Motor vehicle driving/outside helper
4. Power baking/dough-making machines
5. Power-driven paper products/paper bailing
6. Logging and saw-milling
7. Power-driven woodworking machines
8. Manufacturing brick, tile products
9. Power-driven hoists/forklifts
10. Excavation operations
11. Power-driven metal forming, punching, & shearing machines
12. Feed box crusher
13. Radiation exposure
14. Coal mining
15. Human Directional Sign
16. Power saws and shears
17. Wrecking, demolition
18. Roofing
19. Other mining

For more information about hazardous occupations, contact the U.S. Department of Labor (Child Labor Bulletins 101 and 102) and the California Department of Industrial Relations, Division of Labor Standards Enforcement. Regional offices are located in several California cities. They are listed in the "Government Listings" sections of telephone directories.

Labor laws set the basic minimum age of 16 years for general employment. Persons younger than 16 years are allowed to work only in limited, specified occupations that exclude baking, manufacturing, processing, construction, warehouse, and transportation occupations.

Labor laws applicable to adult employees are also generally applicable to minor employees, including workers' compensation insurance requirements.

Child labor laws do not generally apply to minors who deliver newspapers or work at odd jobs, such as yard work and babysitting, or in private homes where the minor is not regularly employed.

Employers of minors required to attend school must complete a "Statement of Intent to Employ Minor and Request for Work Permit Certificate of Age" (form B1-1) for the school district of attendance for each such minor.

Employers must themselves have on file for each such minor a "Permit to Employ and Work" (form B1-4). Work permits (B1-4) must be open at all times for inspection by sanctioned authorities.

A work permit (B1-4) must be revoked whenever the issuing authority determines the employment is illegal or is impairing the health or education of the minor.

A day of rest from work is required if the total hours worked per week exceeds 30 or if more than 6 hours are worked on any one day during the week.

Resumen General de la Normativa Laboral de Menores

Las leyes estatales sobre trabajo infantil y las disposiciones sobre trabajo infantil de la Ley de Normas Laborales Justas (FLSA) rigen para la mayoría de los empleadores de California. En caso de conflicto entre las leyes federales, estatales y las políticas del distrito escolar, prevalece la ley más restrictiva (la que más protege al empleado). Por lo general, los menores deben asistir a la escuela hasta los 18 años, a menos que tengan 16 años o más y se hayan graduado de la escuela secundaria o hayan obtenido un Certificado de Competencia estatal.

Los menores de 18 años no pueden trabajar en ocupaciones declaradas peligrosas para jóvenes, como se indica a continuación.

1. *Rebanado/procesamiento de alimentos a motor*
2. *Explosivos*
3. *Conducción de vehículos a motor/ayudante externo*
4. *Máquinas a motor para hornear/hacer masa*
5. *Productos de papel a motor/enfardado de papel a motor*
6. *Explotación forestal y aserradero*
7. *Máquinas a motor para trabajar la madera*
8. *Fabricación de ladrillos y tejas*
9. *Montacargas/montacargas a motor*
10. *Operaciones de excavación*
11. *Máquinas a motor para conformado, punzonado y cizallado de metales*
12. *Trituradora de cajas de alimentación*
13. *Exposición a la radiación*
14. *Minería de carbón*
15. *Señal de dirección humana*
16. *Sierras y cizallas a motor*
17. *Demolición*
18. *Techado*
19. *Otros trabajos de minería*

Para obtener más información sobre ocupaciones peligrosas, comuníquese con el Departamento de Trabajo de EE. UU. (Boletines sobre Trabajo Infantil 101 y 102) y con el Departamento de Relaciones Industriales de California, División de Cumplimiento de Normas Laborales. Hay oficinas regionales en varias ciudades de California. Se encuentran en la sección "Listados Gubernamentales" de las guías telefónicas.

La legislación laboral establece la edad mínima básica de 16 años para el empleo general. Los menores de 16 años solo pueden trabajar en ocupaciones limitadas y específicas, que excluyen las de panadería, manufactura, procesamiento, construcción, almacén y transporte.

Las leyes laborales aplicables a empleados adultos también suelen aplicarse a empleados menores de edad, incluyendo los requisitos del seguro de compensación laboral.

Las leyes laborales infantiles no suelen aplicarse a menores que reparten periódicos o realizan trabajos ocasionales, como jardinería o cuidado de niños, ni en domicilios particulares donde no tienen un empleo regular.

Los empleadores de menores que deben asistir a la escuela deben completar una "Declaración de Intención de Emplear a un Menor y Solicitud de Certificado de Edad para el Permiso de Trabajo" (formulario B1-1) para el distrito escolar de asistencia para cada menor.

Los empleadores deben tener archivado para cada menor un "Permiso para Emplear y Trabajar" (formulario B1-4). Los permisos de trabajo (B1-4) deben estar disponibles en todo momento para su inspección por parte de las autoridades competentes.

Un permiso de trabajo (B1-4) debe revocarse cuando la autoridad emisora determine que el empleo es ilegal o perjudica la salud o la educación del menor.

Se requiere un día de descanso del trabajo si el total de horas trabajadas por semana excede de 30 o si se trabajan más de 6 horas en un día durante la semana.

BEHAVIOR, DISCIPLINE AND CONSEQUENCES:

To learn more about this section: Please refer to the COJUSD Student/Parent Handbook.

LOVELL HIGH SCHOOL

Discipline Process

Prepared. Accountable. Wise. Successful

For Major Behavior that warrants immediate threat to self and or others, please contact administration immediately to assist you. Click Here for Major and Minor Breakdown.

This process is according to overall behavior counts per student, **NOT** by teacher

Prevention:

- Make connections with students with 1:1 conversations
- Teach, model and practice behavior expectations
- Use Behavior Specific Praise with Minga
- Verbal warnings on specific behaviors
- Educate students on next steps if behavior continues

1st Offense:

Next Steps:
- Student Conference regarding behavior expectations
- Make parent phone call
- Document actions in SWIS-Mark Complete (no reviewer needed-Teacher Managed)

2nd Offense:

After 3 failed contact attempts, refer to Parent-Student Advocate for home visit.

Next Steps:
- Conference with parent, counselor, student for other means of correction in class
- Make parent phone call to notify of behavior
- Document actions in SWIS-Mark Complete (no reviewer needed-Teacher Managed)

3rd Offense:

Next Steps:
- Radio for push in support from Parent Student Advocate (Teacher Discretion)
- Make parent phone call to notify of behavior (Teacher and Counselor)
- Document actions in SWIS-Mark Review (Refer to Office Clerk for Review)

4th & 5th Offenses:

Next Steps:
- Send to School Counselor/Administration for Other Means of Correction
- Make parent phone call to notify of behavior (Teacher and Administrator)
- Document actions in SWIS-Send to Administration for Review
- SST to be Scheduled for Behavior

6th or More Offenses:

Next Steps:
- Send to Administration
- Make parent phone call to notify of behavior (Teacher and Administrator)
- Document actions in SWIS-Send to Administration for Review
- BCBA to be Notified of Behavior for Consultation

Victoria Guzman
Principal

Josefina Trevino
Learning Director

Isamar Hernandez
School Counselor

COMPORTAMIENTO, DISCIPLINA Y CONSECUENCIAS:

Para obtener más información sobre esta sección: consulte el Manual para Estudiantes y Padres de COJUSD.

ESCUELA SECUNDARIA LOVELL

Proceso de disciplina

Preparados. Responsables. Sabios. Exitosos.

Este proceso se basa en el recuento general de comportamiento por estudiante, **NO** por maestros.

Prevención:

- Establezca conexiones con los estudiantes con conversaciones individuales
- Enseñar, modelar y practicar las expectativas de comportamiento
- Utilice elogios específicos del comportamiento con Minga
- Advertencias verbales sobre comportamientos específicos
- Educar a los estudiantes sobre los próximos pasos si el comportamiento continúa.

1ª infracción:

Próximos pasos:
- Conferencia de estudiantes sobre las expectativas de comportamiento
- Hacer una llamada telefónica a los padres
- Acciones de documentos en SWIS-Mark Complete (no se necesita revisor, gestionado por el profesor)

2da infracción:

Después de 3 intentos fallidos de contacto, remita al Defensor de Padres y Estudiantes para una visita domiciliaria.

Próximos pasos:
- Conferencia con padre, consejero, estudiante para otros medios de corrección en clase
- Realizar una llamada telefónica a los padres para notificar sobre el comportamiento.
- Acciones de documentos en SWIS-Mark Complete (no se necesita revisor, gestionado por el profesor)

3ª infracción:

Próximos pasos:
- Radio para impulsar el apoyo del Defensor del Estudiante y Padres (Discreción del Maestro)
- Realizar una llamada telefónica a los padres para notificar sobre el comportamiento (maestro y consejero)
- Acciones del documento en la revisión de SWIS-Mark (Consultar al empleado de la oficina para su revisión)

4ª y 5ª infracción:

Próximos pasos:
- Enviar al consejero escolar/administración para otros medios de corrección
- Realizar una llamada telefónica a los padres para notificar sobre el comportamiento (maestro y administrador)
- Acciones de documentos en SWIS: Enviar a la administración para su revisión
- Se programará SST para el comportamiento

6.ª o más infracciones:

Próximos pasos:
- Enviar a Administración
- Realizar una llamada telefónica a los padres para notificar sobre el comportamiento (maestro y administrador)
- Acciones de documentos en SWIS: Enviar a la administración para su revisión
- Se notificará al BCBA sobre su comportamiento para consulta

Victoria Guzmán
Directora

Josefina Treviño
Directora de Aprendizaje

Isamar Hernández
Consejera Escolar

CELL PHONE POLICY

The district has implemented an updated cell phone policy for the 2025-2026 school year for all school sites to support a safe, respectful, and focused learning environment. This policy was created in response to growing concerns from staff, parents, and students regarding the negative impact of frequent cell phone use on academic performance, social interaction, and student safety. The goal is to minimize distractions during instructional time, reduce instances of cyberbullying and inappropriate content sharing, and promote positive engagement among students. Recognizing that safety remains a top priority, students will be permitted to access their phones during emergencies when staff determines it is safe to do so. Additionally, students with an approved medical plan that requires the use of a cell phone will be allowed to use their devices as needed, provided proper documentation is submitted to school administration and any school guidelines are followed:

- Students in elementary and middle school may not use cell phones on campus during school hours.
- Students in high school may use their cell phones during brunch and lunch times only.
- Devices must be turned off and stored away during class and passing periods.
- Applies to devices that provide similar smartphone functionality such as a smart watch, earbuds and smart glasses.
- Other cellular devices that do not have “smart” capability must be turned off and stored for the entire instruction day (e.g., devices that can only send/receive phone calls and text messages).

Consequences

- **1st Offense:** Verbal warning and documentation.
- **2nd Offense:** Cell phone is taken to the office and the student can pick it up from the office at the end of the school day.
- **3rd Offense:** Cell phone is taken to the office and the student’s parent/guardian is required to pick it up from the office at the end of the day. A copy of the cell phone policy can be provided to the parents upon the return of the cell phone.
- **4th Offense:** Cell phone is taken and kept until a parent meeting is scheduled and a plan is agreed upon how to proceed for the rest of the year.

Parent/Guardian/Student Communication

If parent/guardian/student need to communicate during the school day, a phone will be available in the main office. In addition, every classroom has a phone that is accessible to the teacher to use to communicate.

POLÍTICA DE TELÉFONOS CELULARES

El distrito ha implementado una política actualizada de teléfonos celulares para el año escolar 2025-2026 en todas las escuelas con el fin de promover un ambiente de aprendizaje seguro, respetuoso y centrado. Esta política se creó en respuesta a la creciente preocupación del personal, los padres y los estudiantes sobre el impacto negativo del uso frecuente de teléfonos celulares en el rendimiento académico, la interacción social y la seguridad estudiantil. El objetivo es minimizar las distracciones durante el horario lectivo, reducir los casos de ciberacoso y el intercambio de contenido inapropiado, y promover la participación positiva entre los estudiantes. El objetivo es minimizar las distracciones durante el horario lectivo, reducir los casos de ciberacoso y el intercambio de contenido inapropiado, y promover la participación positiva entre los estudiantes. Reconociendo que la seguridad sigue siendo una prioridad absoluta, se permitirá a los estudiantes acceder a sus teléfonos durante emergencias cuando el personal determine que es seguro hacerlo. Además, los estudiantes con un plan médico aprobado que requiera el uso de un teléfono celular podrán usarlos según sea necesario, siempre que presenten la documentación correspondiente a la administración escolar y sigan las directrices escolares:

- *Los estudiantes de primaria y secundaria no pueden usar teléfonos celulares en el campus durante el horario escolar.*

- *Los estudiantes de preparatoria solo pueden usar sus teléfonos celulares durante el almuerzo y el desayuno.*
- *Los dispositivos deben estar apagados y guardados durante las clases y los descansos.*
- *Se aplica a dispositivos que ofrecen funciones similares a las de un teléfono inteligente, como relojes inteligentes, auriculares y gafas inteligentes.*
- *Los demás dispositivos celulares que no tengan la función "inteligente" deben estar apagados y guardados durante toda la jornada escolar (por ejemplo, dispositivos que solo pueden enviar y recibir llamadas y mensajes de texto).*

Consecuencias
1.ª Infracción: Advertencia verbal y documentación.
2.ª Infracción: El teléfono celular se llevará a la oficina y el estudiante podrá recogerlo allí al final de la jornada escolar.
3.ª Infracción: El teléfono celular se llevará a la oficina y el padre/tutor del estudiante deberá recogerlo allí al final de la jornada escolar. Se les entregará una copia de la política de teléfonos celulares a los padres al devolver el teléfono.
4.ª Infracción: El teléfono celular se confiscará y se conservará hasta que se programe una reunión de padres y se acuerde un plan para el resto del año.

Comunicación Entre Padres/Guardianes y Estudiantes
Si el padre/tutor o el estudiante necesitan comunicarse durante la jornada escolar, habrá un teléfono disponible en la oficina principal. Además, cada aula tiene un teléfono accesible para el maestro.

Speakers/ Altavoces
- The use of speakers in or out of class is not permitted by students.
- When listening to music on campus (out of class), students must always use earbuds/headphones.
    - *No se permite el uso de altavoces dentro ni fuera de clase.*
    - *Al escuchar música en el campus (fuera de clase), los estudiantes deben usar siempre auriculares.*

Issues Regarding Theft: The school personnel is not responsible for the loss or theft of any items (i.e., skateboards or cell phones). Items of value should not be brought to school. Students bring such items at their own risk. The school will not be responsible for the damage or loss of electronic communication devices brought on campus or to school-sponsored activities, regardless of whether the device is in the possession of a student or a school official. Students are advised never to leave their belongings unattended for any amount of time.

Problemas con el Robo: *El personal escolar no se responsabiliza por la pérdida o el robo de ningún artículo (por ejemplo, patinetas o celulares). No se deben traer artículos de valor a la escuela. Los estudiantes los traen bajo su propio riesgo. La escuela no se responsabiliza por daños o pérdidas de dispositivos electrónicos de comunicación que se traigan al campus o a actividades escolares, independientemente de si el dispositivo está en posesión de un estudiante o de un funcionario escolar. Se recomienda a los estudiantes que nunca dejen sus pertenencias desatendidas por ningún tiempo.*

Restricted Areas: Some specific areas of campus are restricted to student access. Students are not permitted:
- Behind or on the side of Room 10 during brunch and lunch.
- Around the Adult School Building.
- Near the CDS gates.
- In front of the restrooms.

- Next to the sports equipment C-Train.
- In front of Rooms 7 and 8.

Zonas restringidas: *Algunas zonas específicas del campus tienen acceso restringido para estudiantes. No se permite el acceso a los estudiantes:*

- *Detrás ni a los lados del aula 10 durante el brunch y el almuerzo.*
- *En los alrededores del edificio de la Escuela de Adultos.*
- *Cerca de las puertas del CDS.*
- *Frente a los baños.*
- *Junto al C-Train de equipamiento deportivo.*
- *Frente a las aulas 7 y 8.*

Bullying: To learn more about this section: Please refer to the COJUSD Student/Parent Handbook.
Intimidación: *Para obtener más información sobre esta sección: consulte el Manual para Estudiantes y Padres de COJUSD.*

STUDENT DRESS CODE/ *CÓDIGO DE VESTIMENTA ESTUDIANTIL:*

Show your P.A.W.S.: Be a Successful dresser

Examples of items of clothes that are NOT ALLOWED at Alternative Education Sites

spaghetti straps, off-the shoulder, torns over thigh of jeans





midriff



racerback





short shorts



North or South California or any abbreviation of it





clothes/merchandise with inappropriate pictures (i.e. guns, alcohol... drugs, etc.)







oversized t-shirts cannot be longer than fists







pants hanging below waist or saggy/ baggy pants

No solid

No Blue/Red Shirts/ Hats with or without logos.

No bandanas.
No Sport Teams Clothing





Only Official School Hats. Solid hats other than blue/red are allowed.







Yes

No Examples

No PJs Or Bodysuits





Please note: Dress code is subject to change due to trends or administrative judgment. These images are examples of what IS NOT allowed but there are many more examples not represented on this page. Show you P.A.W.S. and make Wise choices when choosing your outfit. Thank you!

Consequences			
1st: Change of clothing/ warning	2nd: Change of clothing/ parent contact/ detention	3rd: Change of clothing/ parent contact/ detention	4th: Change of clothing/ parent meeting/ detention

STUDENT DRESS CODE Any changes made to the district handbook will be made here

The Education Code states that student apparel must not interfere with the education process or cause a safety hazard. All clothing should be worn in good taste and should be clean. The District dress code applies to all school activities anywhere in the District, including games and dances, before, during, and after school. **The following clothing is not allowed. Judgment is determined by school officials.**

1. Miniskirts or shorts that are, too short;
    - When standing straight with hands at your sides and your shoulders relaxed, skirts or shorts should not be shorter than the tip of your middle finger.
2. See-through shirts or blouses, large mesh shirts, half shirts, spaghetti straps, oversize or undergarment tee shirts, ragged tee shirts, torn jeans that expose thighs, tube tops; halter tops, or revealing tank tops.
    - When standing straight with hands at your sides and your shoulders relaxed, shirts must be no longer than your fists.
3. Shirts or blouses revealing bare midriffs (crop tops);
4. Shirts or blouses that are low cut and/or revealing;
    - Tank top straps must be two inches wide. One shirt by itself must have 2" shoulder straps, not a combination of shirts.
    - Any shirt or blouse where cleavage is visible will be considered low cut.
5. Students are allowed to wear hats or beanies with an official school logo or any color except red, brown or blue and must be worn with a bill facing forward. For health reasons, full-brimmed hats are allowed for school-approved activities. No hats, caps or beanies of any kind are allowed to be worn indoors, unless approved by site administration.
6. Clothing, merchandise or accessories with profane or inappropriate sayings or pictures with alcohol, drugs, or tobacco promotions, Old English writing, or weapons, or shirts that depict racism or sexism.
    - "In memory" shirts shall not be worn.
7. Inappropriate footwear. **The District advises that it is dangerous to wear shoes that can cause harm to the individual; the district is not liable to injuries due to unsafe shoes.**
8. Gang-type clothing, haircuts/fashion, solid red, blue, brown hats/beanies and accessories including, but not limited to gang colors, shaved lines through eyebrows, baggy pants, baggy shorts with long socks, gang-type belts/buckles, or jewelry, may not be worn by identified gang members or associates. No sagging pants where undergarments are visible.
    - Excessively baggy or oversized pants or shorts are not allowed. Oversized clothing that presents a safety concern or reflects gang-style images are not acceptable. Shirts that hang below fists will be considered oversized.
    - Excess pant material cannot exceed 5 inches when measured at the kneecap of the straightened leg.
    - Pants must fit and be worn at the natural waist.
    - Solid red or blue shirts are not allowed. Red and blue shirts with logos smaller than a hand fist will not be allowed.
        - **For Alternative Schools: Red and blue shirts are not permitted regardless of logos.**
    - Facial protective gear (masks): Red, blue, and brown bandanas are not allowed as masks. Masks must adhere to all dress code policies
    - No professional sports team apparel allowed. Only permitted on dress-up or spirit days.
9. PJs are only permitted on dress-up or spirit days.
10. Full-length bodysuits/catsuits are not permitted.

If school officials have concerns about the student's suspected gang behavior, a letter will be sent home or a phone call notifying parents of the concern and additional restrictions may be enforced.

CLOTHING CHANGE

Students wearing inappropriate clothing to school will either be given an appropriate item of clothing to wear (if available) for the day, or the parent may be called to bring a change of clothing. The decision is at the discretion of the site administrator. Refusal by the student to wear the provided clothing may result in disciplinary action.

CÓDIGO DE VESTIMENTA ESTUDIANTIL

El Código de Educación establece que la vestimenta estudiantil no debe interferir con el proceso educativo ni representar un riesgo para la seguridad. Toda la ropa debe ser de buen gusto y estar limpia. El código de vestimenta del Distrito se aplica a todas las actividades escolares en cualquier lugar del Distrito, incluyendo juegos y bailes, antes, durante y después de clases. ***La siguiente ropa no está permitida. El criterio de las autoridades escolares es el siguiente:***

1. *Minifaldas o pantalones cortos demasiado cortos*
    a. *Al estar de pie, con las manos a los costados y los hombros relajados, las faldas o pantalones cortos no deben ser más cortos que la punta del dedo medio.*
2. *Camisas o blusas transparentes, camisas de malla anchas, camisetas cortas, camisetas de tirantes finos, camisetas holgadas o de talla grande, camisetas harapientas, jeans rotos que dejen al descubierto los muslos, tops de tubo, tops halter o camisetas sin mangas reveladoras*
    a. *Al estar de pie, con las manos a los costados y los hombros relajados, las camisas no deben ser más largas que los puños.*
    b. *Camisas o blusas que dejen al descubierto el abdomen (tops cortos);*
3. *Camisas o blusas decotadas o reveladoras;*
    a. *Los tirantes de las camisetas sin mangas deben tener 5 cm de ancho.*
    b. *Una sola camisa debe tener tirantes de 5 cm, no varias camisas juntas.*
4. *Cualquier camisa o blusa con escote visible se considerará escotada.*
5. *Los estudiantes solo pueden usar* ***gorras o gorros con el logotipo oficial de la escuela o cualquier color excepto rojo, café o azul*** *y deben llevarlos con la visera hacia adelante. Por razones de salud, se permiten sombreros de ala ancha para las actividades aprobadas por la escuela. No se permite el uso de gorras, sombreros y gorros de ningún tipo en espacios cerrados, a menos que lo apruebe la administración del centro.*
6. *Ropa, mercancía o accesorios con frases o imágenes profanas o inapropiadas que promuevan alcohol, drogas o tabaco, texto en inglés antiguo o armas, ni camisetas que representen racismo o sexismo.*
    a. *No se permiten camisetas con la inscripción "En memoria".*
7. *Calzado inapropiado.* ***El Distrito advierte que es peligroso usar zapatos que puedan causar lesiones; el Distrito no se responsabiliza por lesiones causadas por zapatos inseguros.***
8. *Ropa, cortes de pelo o moda pandillera, sombreros/gorros y accesorios de color rojo, azul o café, incluyendo, entre otros, colores de pandillas, líneas afeitadas en las cejas, pantalones holgados, shorts holgados con calcetines largos, cinturones/hebillas pandilleras o joyas, no pueden ser usados por pandilleros o asociados identificados. No se permiten pantalones holgados donde se vea la ropa interior.*
    a. *No se permiten pantalones o shorts excesivamente holgados o demasiado grandes. No se acepta ropa de talla grande que represente un riesgo de seguridad o que refleje imágenes de pandillas. Las camisas que cuelgan por debajo del puño se considerarán demasiado grandes.*
    b. *El exceso de tela de los pantalones no puede exceder 5 pulgadas (12,7 cm) cuando se mide a la altura de la rótula de la pierna estirada.*
    c. *Los pantalones deben quedar ajustados y usarse a la cintura.*
    d. *No se permiten camisas de color rojo o azul liso. No se permiten camisas rojas o azules con logotipos más pequeños que el puño de una mano.*
        i. ***Para Escuelas Alternativas: No se permiten camisetas rojas ni azules, independientemente de los logotipos.***

ii. *Equipo de protección facial (mascarillas): No se permiten pañuelos rojos, azules ni café como mascarillas. Las mascarillas deben cumplir con todas las políticas del código de vestimenta.*
iii. *No se permite ropa de equipos deportivos profesionales. Solo se permite en días de disfraces o días de espíritu escolar.*

e. *Las pijamas solo se permiten en días de disfraces o días de espíritu escolar.*
f. *No se permiten leotardos ni trajes de cuerpo entero.*

Si las autoridades escolares tienen inquietudes sobre la sospecha de comportamiento pandillero del estudiante, se enviará una carta o llamada a casa notificando a los padres y se podrían aplicar restricciones adicionales.

CAMBIO DE ROPA

A los estudiantes que lleven ropa inapropiada a la escuela se les entregará una prenda apropiada (si está disponible) para usar durante el día, o se les podrá llamar a los padres para que traigan una muda de ropa. La decisión queda a discreción del administrador del centro. La negativa del estudiante a usar la ropa proporcionada puede resultar en una acción disciplinaria.

DRIVING POLICY/ POLÍTICA DE CONDUCCIÓN

All students driving to school must present a driver 's license and proof of insurance to the school secretary before being allowed to drive to school. Students attending CTE courses cannot drive to their CTE course if traveling is required. Student must ride the van/school bus to the CTE course. Students will not be permitted to leave campus with a driver unless advance parent permission is given to school office staff. *Todos los estudiantes que conduzcan a la escuela deben presentar su licencia de conducir y comprobante de seguro a la secretaría antes de poder conducir. No se permitirá que los estudiantes salgan del campus con un conductor a menos que el personal de la secretaría lo autorice con antelación.*

Grading Policies for Alternative Schools/ Políticas de Calificación para Escuelas Alternativas:

Students in alternative schools receive credit for productive seat work only and with a grade of "C" or better. Students may receive a "D" or better on an online curriculum. Students may receive partial credit for classes and work completed. Extra credit work may be assigned to students only when credit recovery is needed as long as the student is completing classroom work or Cyber High/Acellus and has good citizenship/discipline and good attendance. All extra credit as well as books shall be returned to the teacher in a timely manner. *Los estudiantes de escuelas alternativas reciben crédito únicamente por trabajo presencial productivo y con una calificación de "C" o superior. Los estudiantes pueden obtener una "D" o superior en un programa de estudios en línea. Se les puede asignar trabajo con crédito adicional sólo cuando sea necesario recuperar créditos, siempre que el estudiante esté completando el trabajo en clase o Cyber High/Acellus y tenga buena conducta, disciplina y buena asistencia. Todo el crédito adicional, así como los libros, deberán devolverse al profesor/a oportunamente.*

Interventions: Students are provided the opportunity for credit recovery during the day and after-school intervention including enrichment, sports, and academic support. ***Intervenciones:*** *A los estudiantes se les brinda la oportunidad de recuperar créditos durante el día y una intervención después de la escuela que incluye enriquecimiento, deportes y apoyo académico.*

After-School (1 hour after school) and Friday Late Interventions (2:55 PM-6:55 PM) are used/ Se utilizan las intervenciones extraescolares (1 hora después de la escuela) y los viernes tardíos (de 2:55 PM a 6:55 PM):

1. To request additional support; *Para solicitar apoyo adicional;*
2. To recuperate credits and late assignments; *Para recuperar créditos y trabajos atrasados;*

3. To make up absences/tardes; *Para recuperar ausencias/tardanzas;*For other reasons as determined by school administrators. *Por otras razones según lo determinen los administradores de la escuela.*

Report Card/Progress Reports: Report cards are mailed home at the end of each term. Progress Reports and Parent Report Card Nights are held twice a year. Parents and/or guardians may request more updated reports as needed. ***Boletín de calificaciones/Informes de progreso:*** *Los boletines de calificaciones se envían por correo al final de cada trimestre. Los informes de progreso y las reuniones para padres se realizan dos veces al año. Los padres o tutores pueden solicitar informes más actualizados según sea necesario.*

Cyber High/Acellus: Students will be provided an account for Cyber High and Acellus, which are computer-based programs available online. Students may work on assigned courses during a scheduled class, during lunch, before and/or after school, in addition to working at home on their assigned Chromebook. ***Cyber High/Acellus****: Se proporcionará a los estudiantes una cuenta de Cyber High y Acellus, programas informáticos disponibles en línea. Podrán trabajar en los cursos asignados durante una clase programada, durante el almuerzo, antes o después de la escuela, además de trabajar en casa en su Chromebook asignado.*

COUNSELING AND GUIDANCE/ *ASESORAMIENTO Y ORIENTACIÓN*

The site Alternative Education Administrator, Learning Director, and/or counselor routinely meet with all students to ensure their academic, career and personal planning goals are being met. There is also mental health counseling and drug and alcohol prevention and counseling. *El administrador de Educación Alternativa, la directora de aprendizaje o la consejera se reúnen periódicamente con todos los estudiantes para garantizar que se alcancen sus metas académicas, profesionales y de planificación personal. También se ofrece consejería de salud mental y prevención y consejería sobre drogas y alcohol.*

Scholarships: Scholarship information is available through our Advisory class teachers, the site counselor, and the administration. **Becas:** La información sobre becas está disponible a través de nuestros profesores de clase, la consejera del sitio y la administración.

GRADUATION REQUIREMENTS

2025-2026 2026-2027 Alternative Education Diploma Requirements

EARNING A DIPLOMA FROM ALTERNATIVE EDUCATION SCHOOL REQUIRES THE FOLLOWING:

1. Successful completion of at least 220 credits.
2. Successful completion of Senior Exit Interview and Portfolio Presentation
3. **Community Service Hours (5 hours minimum per school year enrolled).**
4. **90% Attendance Requirement-** Students must maintain a 90%+ attendance at Alternative Education.
5. Behavior-Students must meet behavioral guidelines. This means no 5-day suspensions or two separate suspensions in a 9 week period **(45 school days/March 20, 2026)** prior to graduation.
6. Debts must be paid in full. Students must pay all debt owed to Alternative Ed one week prior to graduation date.

Subject		**Credits**
English		40
Math	Required: Math 1	30
Science	Required: Physical (10) Life/Biology (10)	20
Social Science	Required: World History (10) US History (10)	30

	Civics (5) Economics (5)	
Foreign Lang./Fine Arts		10
Physical Education		20
Electives	Required: Ethnic Studies % 2030	70
Total		**220**

Requisitos para el Diploma de Educación Alternativa 2025-2026 2026-2027

OBTENER UN DIPLOMA DE UNA ESCUELA DE EDUCACIÓN ALTERNATIVA REQUIERE LO SIGUIENTE:

1. *Completar satisfactoriamente al menos 130 créditos de la Escuela de Adultos.*
    a. *Los estudiantes deben haber obtenido 10 créditos de las escuelas alternativas del distrito durante el semestre anterior a la graduación.*
2. *Aprobar la Entrevista de Egreso y la Presentación del Portafolio.*
3. *Horas de Servicio Comunitario (mínimo 5 horas por año escolar matriculado).*
4. *Requisito de asistencia del 90%: Los estudiantes deben mantener una asistencia superior al 90% en Educación Alternativa.*
5. *Comportamiento: Los estudiantes deben cumplir con las normas de comportamiento. Esto significa que no se permitirán suspensiones de 5 días ni dos suspensiones separadas en un período de 9 semanas (45 días lectivos/ 20 de marzo de 2026) antes de la graduación.*
6. *Las deudas deben pagarse en su totalidad. Los estudiantes deben pagar todas sus deudas con Alternative Ed una semana antes de la fecha de graduación.*

Anticipated Graduation	Application Deadline to Principal	Application Due to Student Services Department
2nd Semester of Junior Year	Last Friday in February	Second Friday in March
1st Qtr of Senior Year	Last Friday in August	Second Friday in September
1st Semester of Senior Year	Last Friday in September	Second Friday in October
3rd Qtr of Senior Year	Last Friday in December	Third Friday in January

Alternative Education Early Graduation Petition/ Petición de Graduación Anticipada de Educación Alternativa: Alternative Education Schools acknowledge that some students seek to pursue educational goals that include graduating from high school at an earlier date than their designated graduating class. A student who completes the requirements for early high school graduation may participate in the graduation ceremonies in the year in which they complete Alternative Education School 's requirements for graduation. Early graduates forfeit participation in any senior activities after the date of their early graduation./ *Las Escuelas de Educación Alternativa reconocen que algunos estudiantes buscan alcanzar metas educativas que incluyen graduarse de la preparatoria antes de la fecha asignada para su generación. Un estudiante que complete los requisitos para graduarse anticipadamente de la preparatoria puede participar en las ceremonias de graduación del año en que cumpla con los requisitos de la Escuela de Educación Alternativa. Quienes se gradúen anticipadamente*

pierden el derecho a participar en cualquier actividad de último año después de la fecha de su graduación anticipada. Los graduados anticipados están sujetos a la norma de los 45 días lectivos (así como a las pautas de suspensión de 1 a 4 días) con base en su fecha prevista de graduación.

Procedures/ *Procedimientos:*

Before a student is evaluated for early high school graduation, the principal must receive a completed application from the student signed by their parent/guardian by the date listed below. *Antes de que un estudiante sea evaluado para la graduación anticipada de la escuela secundaria, el director debe recibir una solicitud completa del estudiante firmada por su padre/tutor antes de la fecha que se indica a continuación.*

Anticipated Graduation Graduación Anticipada	Application Deadline Fecha Límite de Solicitud	Application Deadline due to Student Services Department
2nd Semester of Junior Year 2do Semestre del Tercer Año	Last Friday in February Último viernes en febrero	Second Friday in March
1st Qtr of Senior Year 1er Trimestre del Último Año	Last Friday in August Último viernes en agosto	Second Friday in September
1st Semester of Senior Year 1er Semestre del Último Año	Last Friday in September Último viernes en septiembre	Second Friday in October
3rd Qtr of Senior Year 3er Trimestre del Último Año	Last Friday in December Último viernes en diciembre	Third Friday in January

Upon referral, the principal shall convene an Acceleration Evaluation Committee to determine the appropriateness of early high school graduation for the student. The committee shall include the counselor, the principal, and one teacher. *Tras la remisión, el director convocará un Comité de Evaluación de Aceleración para determinar si es adecuado que el estudiante se gradúe anticipadamente de la preparatoria. El comité estará integrado por el consejero, el director y un docente.*

The Acceleration Evaluation Committee shall be responsible for conducting a fair and thorough evaluation of the student. Part of the evaluation will include an interview with the student answering the following questions: *El Comité de Evaluación de Aceleración será responsable de realizar una evaluación justa y exhaustiva del estudiante. Parte de la evaluación incluirá una entrevista con el estudiante para responder las siguientes preguntas:*

1) What are your goals after high school?/ *¿Cuáles son tus metas después de la escuela secundaria?*
2) How does an early graduation date support your goals? *¿Cómo puede favorecer tus objetivos una fecha de graduación temprana?*
3) What preparations have you made to meet your goals? *¿Qué preparativos has realizado para alcanzar tus objetivos?*
4) What strategies will you use to meet the high school graduation requirements, college and career indicators/pathway completion? *¿Qué estrategias utilizará para cumplir con los requisitos de*

graduación de la escuela secundaria, los indicadores universitarios y profesionales/finalización del camino?

The principal shall share the outcome of the evaluation process with the student and his/her parent/guardian. If the student is approved for early high school graduation, the Acceleration Evaluation Committee will develop an accelerated plan designed to allow the student to complete high school graduation requirements early and **meet the CCI requirements**. *La directora compartirá los resultados del proceso de evaluación con el estudiante y sus padres/tutores. Si se aprueba la graduación anticipada de la preparatoria, el Comité de Evaluación de Aceleración desarrollará un plan acelerado diseñado para permitirle completar los requisitos de graduación anticipadamente y* ***cumplir con los requisitos de la CCI.***

The student's counselor will be assigned to oversee the implementation of the plan and to monitor the adjustment of the student's plan to meet the accelerated setting or to refer for removal of the accelerated agreement. *La consejera del estudiante será asignada para supervisar la implementación del plan y monitorear el ajuste del plan del estudiante para cumplir con el entorno acelerado o para referir para la eliminación del acuerdo acelerado.*

Acknowledgments: Students must also complete all district graduation requirements in the class they wish to graduate with. ***Reconocer:*** *Los estudiantes también deben completar todos los requisitos de graduación del distrito en la clase en la que desean graduarse.*

ALTERNATIVE EDUCATION OFFERINGS

- **In-Person Instruction:** Instruction offered in the traditional educational setting where the student is under immediate physical supervision of a certificated teacher. ***Instrucción en persona:*** *Instrucción ofrecida en el entorno educativo tradicional donde el estudiante está bajo la supervisión física inmediata de un maestro certificado.*
- **Independent Studies:** For Independent Study programs scheduled **for more than 16 school days,** COJUSD will obtain all applicable signatures for traditional Independent Study agreements before a student commences Independent Study. ***Estudios Independientes:*** *Para los programas de estudios independientes programados para más de 16 días escolares, COJUSD obtendrá todas las firmas correspondientes para los acuerdos de estudios independientes tradicionales antes de que un estudiante comience los estudios independientes.*
    - The Superintendent or designee shall ensure that all students participating in Independent Study for 16 school days or more in a school year receive the following throughout the school year: (Education Code 51747)/ *El Superintendente o su designado se asegurará de que todos los estudiantes que participen en el Estudio Independiente durante 16 días escolares o más en un año escolar reciban lo siguiente durante todo el año escolar: (Código de Educación 51747)*
        1. For students in grades transitional kindergarten (TK)-3, opportunities for daily synchronous instruction. *Para los estudiantes de jardín de infantes de transición (TK) a 3.er grado, oportunidades de instrucción sincrónica diaria.*
        2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction. *Para los estudiantes de 4.º a 8.º grado, oportunidades tanto de interacción diaria en vivo como de instrucción sincrónica al menos una vez por semana.*

3. For students in grades 9-12, opportunities for at least weekly synchronous instruction. *Para los estudiantes de 9.º a 12.º grado, oportunidades de instrucción sincrónica al menos una vez por semana.*

School Transfers/ *Transferencias Escolares:*

1. **Alternative School Placement:** Students who are over 16 and who are behind in credits, or have poor attendance or behavior, may be transferred involuntarily to a continuation school in the district by the Student Attendance Review Board (SARB) process, or to the Community Day School (in cases of extreme misbehavior). Students who are under 16 may be voluntarily transferred when it is deemed to be in the best interest of the student and when the parent agrees.
   Colocación en Escuela Alternativa: *Los estudiantes mayores de 16 años con atraso en créditos, mala asistencia o mala conducta, pueden ser transferidos involuntariamente a una escuela de continuación del distrito mediante el proceso de la Junta de Revisión de Asistencia Estudiantil (SARB), o a la Escuela Comunitaria Diurna (en casos de mala conducta extrema). Los estudiantes menores de 16 años pueden ser transferidos voluntariamente cuando se considere que sea lo mejor para el estudiante y con el consentimiento de sus padres.*
2. **Esperanza (Independent Study) Placement:** Independent Study is designed for independent learners in grades 6-12. Even though parents may request Independent Study, it is the school District's authority to determine whether or not Independent Study is an appropriate placement for the student. Any student who is transferred to Esperanza, who does not follow the rules of their Independent Study master agreement will be referred back to his/her home school or to another school in the District.
   Colocación en Esperanza (Estudio Independiente): *El Estudio Independiente está diseñado para estudiantes independientes de 6.º a 12.º grado. Si bien los padres pueden solicitar el Estudio Independiente, el Distrito Escolar es responsable de determinar si el Estudio Independiente es la colocación adecuada para el estudiante. Cualquier estudiante transferido a Esperanza que no cumpla con las normas de su convenio marco de Estudio Independiente será remitido de regreso a su escuela de origen o a otra escuela del Distrito.*

   a. Student Expectations/ *Expectativas de los estudiantes:*
      i. Students will complete course notes for each class./ *Los estudiantes completarán los apuntes de cada clase.*
      ii. All midterms and finals will be taken in the classroom with the teacher. *Todos los exámenes parciales y finales se realizan en el aula con el profesor.*

   b. Absences/ *Ausencias:*
      i. It is the responsibility of the parent to report any time a student will be absent or tardy. *Es responsabilidad de los padres informar sobre cualquier ausencia o tardanza de un estudiante.*
      ii. Failure to adhere to scheduled times and days can lead to a breach of contract and termination of Esperanza 's enrollment. *El incumplimiento de los horarios y días programados puede resultar en el incumplimiento del contrato y la cancelación de la matrícula de Esperanza.*

   c. Esperanza Cell Phone Policy/ *Política de celulares de Esperanza:*
      i. Students will turn in their cell phones upon entering the classroom. Devices must be turned off and stored away during class and passing periods.They may use them during brunch/lunch but will turn them back in store them until release time./ *Los estudiantes entregarán sus celulares al entrar al aula. Podrán usarlos durante el almuerzo, pero los devolverán hasta la hora de salida.*

3. **Community Day School Placement:** The Community Day School is a school where students may be placed if they are expelled from the district or placed there by an administrative panel. The Community Day School may operate a longer day and students are in a single classroom the entire day except for a class period of Physical Education.
   Colocación en la Escuela Comunitaria: *La Escuela Comunitaria es una escuela donde los estudiantes pueden ser ubicados si son expulsados del distrito o asignados por un panel administrativo. La Escuela Comunitaria Diurna puede operar con una jornada más larga y los estudiantes permanecen en un solo aula durante todo el día, excepto durante la clase de Educación Física.*
4. **Transfers Between Schools:** An administrative panel determines placement prior to transfer. Books and fees must be collected from the current school site before the student is transferred to another school site. ***Traslados entre escuelas:*** *Un panel administrativo determina la ubicación antes del traslado. Los libros y las cuotas deben cobrarse en la escuela actual antes de ser transferido.*

   Between El Monte, OHS, and Alternative Schools: Administrators must complete the transfer form with the parents before a transfer may be made.
   Entre El Monte, OHS y escuelas alternativas: *Los administradores deben completar el formulario de transferencia con los padres antes de que se pueda realizar una transferencia.*
   Between Alternative Schools and OHS: Students who have met the required credits may petition to return to the comprehensive high school prior to the end of the first semester (January), at the end of the school year, or at the end of summer school.
   Before a student may transfer from Alternative Schools to OHS, certain requirements must be met.
   Entre Escuelas Alternativas y OHS: *Los estudiantes que hayan completado los créditos requeridos pueden solicitar su regreso a la escuela preparatoria integral antes del final del primer semestre (enero), al final del año escolar o al finalizar la escuela de verano.*
   Antes de que un estudiante pueda transferirse de Escuelas Alternativas a OHS, debe cumplir con ciertos requisitos:

   - Sufficient credits; *Créditos suficientes;*
   - Behavior: A student must have good attendance and good behavior; Comportamiento: *El estudiante debe tener buena asistencia y buen comportamiento;*
   - Number of transfer opportunities: If a student has transferred to Alternative Schools or Esperanza (either voluntarily or involuntarily) two times, he/she will remain at the Alternative School or at Esperanza until he/she graduates./ *Número de oportunidades de transferencia: Si un estudiante se ha transferido a Escuelas Alternativas o a Esperanza (ya sea voluntaria o involuntariamente) dos veces, permanecerá en la Escuela Alternativa o en Esperanza hasta que se gradúe.*

Orosi High School Credit Transfer Requirements: Any changes made to the district handbook will be made here

Orosi High School- 2.0 cumulative GPA and 95% Attendance (for graduation ceremony)

Fall Semester

Incoming 10th – 65 Credits/ Core: 10 Engl/ 10 Math
Incoming 11th – 120 Credits/ Core: 20 Engl/ 20 Math
Incoming 12th – 190 Credits/Core: 30 Engl/ 30 Math*

Spring Semester

Incoming 9th – 35 Credits/Core: 5 Engl/ 5 Math

Incoming 10th – 95 Credits/Core: 15 Engl/ 15 Math
Incoming 11th – 155 Credits/Core: 25 Engl/ 25 Math
Incoming 12th – 225 Credits/Core: 35 Engl/ Math*
*All transfers must take English and Math classes in their Senior Year

Requisitos de Transferencia de Créditos de la Preparatoria Orosi:

Preparatoria Orosi: Promedio general acumulado de 2.0 y 95% de asistencia (para participar en la ceremonia).

Semestre de otoño

- *Ingresando a 10.º grado: 65 créditos/Cursos básicos: 10 de inglés/10 de matemáticas*
- *Ingresando a 11.º grado: 120 créditos/Cursos básicos: 20 de inglés/20 de matemáticas*
- *Ingresando a 12.º grado: 190 créditos/Cursos básicos: 30 de inglés/30 de matemáticas**

Semestre de primavera

Ingresando a 10.º grado: 95 créditos/Cursos básicos: 15 de inglés/15 de matemáticas
Ingresando a 11.º grado: 155 créditos/Cursos básicos: 25 de inglés/25 de matemáticas
*Ingresando a 12.º grado: 225 créditos/Cursos básicos: 35 Inglés/Matemáticas**
*Todos los estudiantes transferidos deben tomar clases de inglés y matemáticas en su último año.

Alternative Education On-Track Status:

2.0 cumulative GPA/ 90% Attendance (to walk)

Fall Semester

Incoming 10th – 56 Credits
Incoming 11th – 112 Credits
Incoming 12th – 168 Credits

Spring Semester

Incoming 9th – 28 Credits
Incoming 10th – 84 Credits
Incoming 11th – 140 Credits
Incoming 12th – 196 Credits

Educación Alternativa en Camino:

Promedio general acumulado de 2.0/90% de asistencia (para participar en la ceremonia)

Semestre de otoño

- *Ingresando a 10.º grado: 56 créditos*
- *Ingresando a 11.º grado: 112 créditos*
- *Ingresando a 12.º grado: 168 créditos*

Semestre de primavera

- *Ingresando a 10.º grado: 84 créditos*
- *Ingresando a 11.º grado: 140 créditos*
- *Ingresando a 12.º grado: 196 créditos*

CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES/
ACTIVIDADES CO-CURRICULARES Y EXTRACURRICULARES:

Student Academic Recognitions/ Reconocimientos Académicos Estudiantiles:

Honor Roll: Students who earn a semester GPA of 3.0-3.5
Cuadro de Honor: Estudiantes con un promedio académico (GPA) semestral de 3.0 a 3.5
Academic Merit: Students who earn a semester GPA of 3.51-3.99
Mérito Académico: Estudiantes con un GPA semestral de 3.51 a 3.99
Principal's List: Students who earn a semester GPA of 4.00
Lista del Director: Estudiantes con un GPA semestral de 4.00

Please note a 5-day suspension will lead to 45-day ineligibility.
Tenga en cuenta que una suspensión de 5 días dará lugar a una inelegibilidad de 45 días.

Athletics:
1. The Athletic Director/Coach will communicate eligibility with all students.

Atletismo:
1. *El director/entrenador atlético comunicará la elegibilidad a todos los estudiantes.*

Extracurricular activities are defined as those activities which are not the components of academic curriculum but an integral part of the educational environment. Extracurricular activities consist of athlete participation, clubs, cheer, drama, lunch privileges, and attending school activities (i.e. athletic events, dance, and field trips).
Las actividades extracurriculares *se definen como aquellas que no forman parte del currículo académico, sino que forman parte integral del entorno educativo. Consisten en la participación en deportes, clubes, porristas, teatro, el derecho a almorzar y la asistencia a actividades escolares (como eventos deportivos, baile y excursiones).*

Co-curricular refers to activities, programs, and learning experiences that extend to all students in a course. Co-curricular activities are under the direction of a course instructor. It is expected that all students attending co-curricular activities are in positive academic standing. If a student has more than 2 F's grades they might be given an alternative assignment in place of the co-curricular activity.
Las actividades cocurriculares *se refieren a actividades, programas y experiencias de aprendizaje que se extienden a todos los estudiantes de un curso. Estas actividades están bajo la dirección de un instructor. Se espera que todos los estudiantes que asisten a ellas tengan un buen rendimiento académico. Si un estudiante tiene más de dos calificaciones de F, se le podría asignar una tarea alternativa en lugar de la actividad cocurricular.*

- **The exception-**10th grade Be Future Ready Student Mentor Conference.
- **La excepción:** Conferencia de mentores estudiantiles Be Future Ready de décimo grado.

Students and guests must obey the school rules, abide by the dress code, and show a valid ID card before entry to any event. Students must be present at school the day of the school-sponsored event to attend.

For school-sponsored events where guests are allowed such as prom, only one guest per student is allowed. Guests need clearance from school administration and guest passes must be cleared two days before the event. Guests and students must enter at the same time. Once a student/guest has entered the event he or she must remain in the building. Students/guests will not be allowed to return once they have left the building. Eligible students who have permission from Alternative School may attend Winter Formal and Prom.

Los estudiantes e invitados deben obedecer las reglas de la escuela, cumplir con el código de vestimenta y mostrar una identificación válida antes de ingresar a cualquier evento. Los estudiantes deben estar presentes en la escuela el día del evento patrocinado por la escuela para asistir.

Para eventos patrocinados por la escuela donde se permiten invitados, como el baile de graduación, solo se permite un invitado por estudiante. Los invitados necesitan autorización de la administración de la escuela y los pases de invitado deben obtenerse dos días antes del evento. Los invitados y los estudiantes deben ingresar al mismo tiempo. Una vez que un estudiante/invitado haya ingresado al evento, deberá permanecer en el edificio. No se permitirá que los estudiantes/invitados regresen una vez que hayan salido del edificio. Los estudiantes elegibles que cuenten con permiso de la Escuela Alternativa pueden asistir al Baile de Invierno y al Baile de Graduación.

Final Message: Students, please remember that our job is to assist you in graduating and help you meet the Graduate Outcomes and be college, career, community community-ready, and prepared to compete in a global economy. We are here to serve you. Please come to school ready to learn, recover credits promptly, and show respect to one another and the staff.

Parents, it is our pleasure to be in this partnership with you.

Have a wonderful school year!

Mensaje final: Estudiantes, recuerden que nuestro trabajo es ayudarles a graduarse y a cumplir con los objetivos de posgrado, así como a estar preparados para la universidad, la vida profesional y la comunidad, y para competir en una economía global. Estamos aquí para servirles. Por favor, vengan a la escuela con ganas de aprender, recuperen sus créditos con prontitud y muestren respeto mutuo y hacia el personal.

Padres, es un placer colaborar con ustedes.

¡Que tengan un excelente año escolar!

Victoria Guzman

Victoria Guzman,
Alternative Education Administrator

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **ADOPTION OF THE 2026-2027 LOCAL CONTROL ACCOUNTABILITY PLAN**

ATTACHMENTS: **2026-2027 LOCAL CONTROL ACCOUNTABILITY PLAN (FINAL PLAN WILL BE PRESENTED AT THE MEETING)**

FUNDING SOURCE: **N/A**

DISCUSSION: The 2026-2027 Local Control Accountability Plan (LCAP) is presented to the Board for adoption. A public hearing was held Thursday, June 11, 2026

Click the following link to view the LCAP Report.

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

RECOMMENDATION: **The Superintendent recommends the Board approve the 2026-2027 Local Control Accountability Plan.**

PROPOSED ACTION: **APPROVE**

Item #: 27

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION:	**ADMINISTRATIVE / ORGANIZATIONAL**
AGENDA ITEM:	**ADOPTION OF THE 2026-27 DISTRICT BUDGET & BUDGET ATTACHMENT**
ATTACHMENTS:	**2026-27 BUDGET & BUDGET ATTACHMENT PRESENTED AT THE MEETING**
FUNDING SOURCE:	**N/A**

DISCUSSION: The 2026-27 Budget & Budget Attachment have been presented to the Board for adoption. The Budget Attachment is a substantiation of need for Assigned & Unassigned Ending Fund
Balances in Excess of the Minimum Recommended Reserves. The 2026-27 Budget & Budget Attachment were posted on the District website for viewing (cojusd.org) on Thursday, June 4, 2026 and presented to the Board June 11, 2026.

Click the following link to view the 26-27 Budget and Budget Attachment.

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 for 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 that the Board adopt the 2026-27 Budget & Budget Attachment.**

PROPOSED ACTION: **ADOPT**

Item #: 28

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **APPROVE THE 2026-2027 LCAP CONTROL ACCOUNTABILITY ADDENDUM**

ATTACHMENTS: **2026-2027 LOCAL CONTROL ACCOUNTABILITY ADDENDUM**

FUNDING SOURCE: **N/A**

DISCUSSION: The LCAP Federal Addendum was approved by the California Department of Education in 2019. The LCAP Federal Addendum is updated annually to supplement the LCAP to ensure that the Local Educational Agency (LEAs) meets the provisions of the Every Student Succeeds Act (ESSA). Attached for Board approval is the updated LCAP Addendum for the 2026-2027 school year.

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

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board adopt the 2026-2027 Local Control Accountability Addendum.**

PROPOSED ACTION: **APPROVE**

Item #: 29

2025-2026 Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA name:

Cutler-Orosi Joint Unified School District

CDS code:

54718600000000

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I: Improving Academic Achievement
Title II: Improving Teacher and Principal Quality
Title III: English Learners
Title III: Immigrant
Title IV: Part A Student Support
Title V: Rural and Low-Income Schools (RLIS)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This guide is a compilation of the Addendum template and CDE's guidance information.

https://www.cde.ca.gov/re/lc/addendumguidance.asp

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This **shall include** describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Cutler-Orosi Joint Unified School District (COJUSD) strategically uses federal funds to supplement and goals and actions outlined in the Local Control and Accountability Plan (LCAP), aligning with the district's mission of "Educating Minds and Inspiring Futures." The district's broader strategy, as reflected in the LCAP, focuses on three overarching goals: (1) achieving academic excellence and meeting the needs of all students in a safe and supportive environment; (2) building human capacity through ongoing training, coaching, and collaboration with students, families, staff, and the Board; and (3) creating effective and innovative systems that support 21st-century learning.

Federal funds are used to strengthen these priorities by providing additional support in areas identified through data analysis and educational partner feedback. Federal Title I funds are used to provide targeted intervention and extended learning opportunities for students who are not meeting grade-level standards, particularly those from low-income backgrounds. Title II funds enhance teacher quality through professional development and instructional coaching aligned to district priorities such as "Great Instruction the First Time" (GIFT). Title III funds support English Learners through supplemental language acquisition programs and staff development. Title IV funds are used to expand access to a well-rounded education, improve school climate, and increase the effective use of technology.

The rationale for the use of federal funds is grounded in the district's continuous improvement process and needs assessments, which identify opportunity gaps and target services for student groups who require additional support. The LCAP Addendum reflects how these funds enhance core services, allowing COJUSD to provide equitable opportunities and ensure all students graduate college, career, and community ready.

Alignment

Describe the efforts that the LEA will take to **align use of federal funds** with activities funded by state and local funds and, as applicable, across different federal grant programs.

Cutler-Orosi Joint Unified School District (COJUSD) ensures that the use of federal funds is intentionally aligned with activities funded by state and local sources, particularly those outlined in the Local Control and Accountability Plan (LCAP). All school site goals are aligned to districtwide LCAP priorities, creating coherence across funding sources and initiatives.

Federal funds are used to enhance and extend LCAP initiatives, with a focus on increasing academic achievement and supporting the whole child. The district conducts ongoing needs assessments and data analysis to identify high-impact actions and services that support underserved student groups. These include targeted intervention programs, professional development, social-emotional support, and expanded learning opportunities.

Efforts are also made to coordinate across different federal funding sources—such as Title I, Title II, Title III, and Title IV—to maximize impact and avoid duplication. For example, Title I funds are used to provide supplemental academic support, while Title II funds support educator effectiveness through coaching and training aligned with district instructional priorities. Title III supports language development for English Learners, and Title IV enhances well-rounded educational experiences and school safety.

Actions and services listed in the LCAP Addendum are designed to complement and expand existing supports, ensuring all funds work together to meet student needs and achieve the district's vision of preparing every student to be college, career, and community ready.

Below is a chart with the 2025-2026 LCAP Addendum actions and services that enhance and supplement the LCFF action and services.

Goal 1: Achieve academic excellence and meet the needs of all students in a safe and supportive environment so that all students will be college, career, and community ready and prepared to compete in a global economy. **State Priorities: 1,2,3,4,6,7,8**		
Actions	**LCFF State Funded Actions and Services**	**LCAP ADDENDUM Services (Supplemental to LCFF State Funds)**

Continue to provide additional staff to support positive behavior on campus (PBIS) and to ensure students are learning in a safe environment and engaged in school.	Maintain 7 Campus Security positions and ActVnet Safety program. (1101) Maintain a second Assistant Principal at El Monte Middle School. - (1102) Maintain school site safety measures (drug detection dog, Minga) (1104) PBIS/SEL Materials and Supplies and Incentives (1105)	N/A N/A N/A N/A
Purchase supplemental instructional materials to ensure full implementation of the academic content and performance standards, including supplemental materials for English learners to gain academic content knowledge and English language proficiency.	Maintain site instructional budget allocations for materials & supplies. (1201) Classroom and library materials Professional Learning and supplemental materials (1203)	Supplement site instructional budget for extra materials & supplies. Enhance classroom library books to promote reading and literacy for students at various reading levels Build capacity of LEA staff and supplemental materials to enhance learning of students.

Actions	**LCAP Services**	**LCAP ADDENDUM Services (Supplemental to LCAP)**
Provide early education support for children 0-5 years of age to enable them to enter school ready to learn, including English Learners.	Provide early education support for children 0-5 years of age to enable them to enter school ready to learn, including English Learners. (1204) Early Education Materials and Supplies	N/A

Provide interventions for students NOT YET AT STANDARD, including interventions for Low Income, English Learners, Unduplicated students, SWD, & Foster Youth	(1401) Maintain 4 Learning Directors to identify, coordinate, and provide service (1402) Intervention services (during and after school) (1403) Intervention services (summer school) (1404) Materials for interventions summer school (1405) Maintain two additional teachers at El Monte to increase instructional minutes and provide English Learners with embedded interventions to increase achievement on ELA CAASPP assessments. (1406) 1 teacher (Physical Education) at middle school to increase instructional day for interventions and enrichment in 6th grade (1407) Transportation for students attending interventions (1103) Maintain 1 additional custodian/bus driver (1408) Maintain 1 Resource Specialist Teacher at OHS to help increase achievement with curriculum offering specific to broad course of study for SWD (1419) Elementary Field Trips to enhance and support content standards	N/A Supplement intervention services after-school and/or weekends Enhance intervention services through extending summer school opportunities Enhance materials for summer school intervention Enhance additional instructional support for students below grade level by adding 1 FTE in ELA and/or Math at the secondary level N/A N/A N/A N/A
Provide access to library resources and promote reading. Provide individualized support to English learners to enable students to achieve standards.	(1409) Maintain elementary school Library Aides (1411) Maintain Bilingual Instructional aides for ELs	N/A Enhance the number of Instructional Aides to promote reading and provide individualized support to student below grade level

		Enhance the number of Instructional Aides to promote reading and provide individualized support to English learners
Provide college and career experiences for students to prepare them for a variety of post-secondary options	(1412) Maintain Director of College and Career Readiness, Work-based Learning Facilitator and Office Assistant II and Secretary and maintain 7 sections of CTE courses and Academic Incentives (1413) Instructional Materials for CTE and College and Career activities (1414) Transportation costs including 2 drivers for CTE	Enhance college-going culture through AVID program, including AVID tutors. Provide additional supplemental instructional materials (materials/supplies, technology, books or on-line services) for CTE and College and Career activities N/A

Provide individualized support to underachieving males and females to enable students to achieve standards and to reduce the dropout rate.	(1416) Instructional Materials and Services for At-Promise Students	Provide additional support to students in alternative education to further address barriers to achievement (contracts & services)
Provide intervention and acceleration services to students in K-2 that are reading below grade level	(1418) Maintain 3 Reading Specialists and extend work day and calendar days	N/A
Support measures to maintain or improve daily pupil attendance and promote positive behavior on campus.	Maintain 2 Responsibility Center Teachers (1501)	N/A
Provide social-emotional development, mental health, and health support so students are able to focus on learning	(1601) Maintain 4 Psychologists & 2 Intern Stipends (1602) Maintain 5 LVNs (1603) Maintain 2 Speech Therapists and 1 Speech Language Pathology Assistant (1604) Maintain 2 Counselors (1605) Maintain 3 elementary school Counselors	N/A N/A N/A Enhance counseling services through Student- Parent Advocates that will provide additional counseling and intervention support to students at-risk of not graduating.

		N/A
Provide a broad course of study that expands visual and performing arts access	(1701) Maintain 1 Choir Teacher and 1 Band Teacher (1702) Choir, materials and supplies (1703) Music equipment, materials and supplies	N/A N/A N.A N/A

Provide enrichment for students identified as Gifted and Talented (GATE)	(1705) Auxiliary hours for GATE program (1706) Materials and supplies	N/A N/A
Provide opportunities for co-curricular programs to enhance health, fitness, and athletic/academic competitiveness	(1801) Maintain 1 Elementary PE Teacher and 3 P.E. Technicians to expand elementary school day (1802) Maintain athletic program support to build quality (1803) Maintain elementary intramural sports program (1804) Academic competitions and registrations (1805) Student insurance	N/A N/A N/A Promote college going culture and provide recognition to students demonstrating academic improvement and/or academic achievement N/A
Provide additional support to Family Education Services to ensure parents and students have the support needed to overcome obstacles to fully participate in school.	(1806) Provide bilingual clerk and Outreach Aide at Family Education Center and maintain babysitters and Digital Literacy class	Provide services to Homeless students

Goal 2: Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement. Related State and/or Local Priorities: 1, 2, 3		
Actions	**LCAP Services**	**LCAP ADDENDUM Services (Supplemental to LCAP)**
Provide support to teachers through mentoring to ensure highly qualified teachers	(2101) Teacher induction TIPS (2102) Teacher Induction Mentors	N/A Grade level/Department Leads will ensure teachers are supported.
Provide ongoing training and professional learning to all staff (certificated, classified, and management) to improve efficacy in meeting the needs of all of our students and maintaining exemplary schools and programs to classified and certificated staff to support goals and outcomes.	(2103) Training and Professional Learning (2104) Supplies and Services (2105) Dual Immersion Stipends	Enhance professional development of teachers, administrators, counselors, and support staff (contracts, travel and conference, auxiliary time, and services) Provide additional supplies and services for professional developments. Provide professional development and auxiliary time for Dual Immersion teachers to analyze data, plan lessons and assessment.
Provide professional learning and instructional coaching support to build teacher capacity to teach to the new State Standards and increase student learning, including English learners and Students with Disabilities.	(2201) Maintain 6.0 FTE of Instructional Coach (2202) Maintain 3 STEM Teachers to extend elementary school day (2204) Maintain Curriculum Program staff	Enhance Instructional Coaches by providing additional coaches at the various levels. N/A
Provide categorical programs department staff to coordinate supplemental services, English Learner, and parent education programs to improve student learning, including parents of students with disabilities	(2203) Maintain Support Staff salaries)	Categorical Department salaries
Provide opportunities for meaningful parent education and training, including parents of English learners and students with disabilities	(2301) Maintain Parent Education program staff (2302) Maintain Parent Education materials	Enhance parent engagement programs through personnel salaries and program services Provide additional materials and services for parent education programs districtwide

Goal 3: Create efficient and effective systems that are innovative, accountable and proactive to support 21st century learning. **State Priorities: 1,5**		
Actions	**LCAP Services**	**LCAP ADDENDUM Services (Supplemental to LCAP)**
Provide instructional and operational technology for all students. Maintain and support technology systems to ensure students and employees access to effective technology to support the District's goals.	(3101) Maintain 3 Tech Support (3102) Enhance and/upgrade infrastructure (3103) Technology Site Allocations and Teacher Laptop Upgrades (3110) Student Technology Upgrades	N/A Provide additional or replace technology at sites to ensure students and employees have access to effective technology to supplement students learning and parent/community outreach and building of capacity N/A Provide additional technology to enhance student's 21st century skills
Continue to provide adequate facilities as per Williams Settlement and to enhance facilities to support 21st century learning	(3104) Maintain 5 additional custodians to maintain, clean and sanitize learning facilities (3105) Provide facility repairs per Williams Settlement (3106) Maintain Site Supplies for improvements (3107) Equipment to maintain fields & facilities (3109) Upgrade and maintain facilities	N/A N/A N/A N/A N/A
Support the implementation of technology for learning and the collection and analysis of student achievement data.	Maintain 2 Data Specialists (3401)	Enhance data systems to ensure all data is centralized and the system is effective for data analysis.
Provide additional support staff to enable English learners to achieve English proficiency (progress monitoring and reclassification)	Maintain English learner clerk and administrator of English Learner Services (3402)	Provide Bilingual Instructional Aides/Instructional Aides to support English Learners.

Provide additional funding to enhance district/parent communication and engage parents in decision-making, including parents of unduplicated count students, and parents of students with exceptional needs	Printing and mailing (3301)	Enhance communications with parents/guardians

Goal 4: Utilizing Concentration funds to increase staff and provide direct services to Foster Youth, English Learners, and Low Income students. **State Priorities: 1,5**		
Actions	**LCAP Services**	**LCAP ADDENDUM Services (Supplemental to LCAP)**
Increase FTE to improve services to Foster Youth, English Learners, and Low Income Students.	Additional Concentration Add-On funds will increase FTE to provide direct services to Unduplicated students.	N/A

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

No action necessary under this section.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

No action necessary under this section.

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. [(N/A if your LEA is a charter school or COE, or your district's educator equity data does not demonstrate disparities)]

THIS ESSA PROVISION IS ADDRESSED BELOW:

Cutler-Orosi Joint Unified School District (COJUSD) serves a predominantly low-income and minority student population. Based on the District's 2025-2026CALPADS data, the percentage of low-income students ranges from 90% to 100% across all sites, with minimal variance (5%) between schools. Similarly, minority student representation is consistently high across the district, with school site percentages ranging from 98% to 100%. This demographic consistency provides a unique context in which disparities in teacher assignments are less likely to be driven by differences in student populations.

To monitor and ensure equitable access to effective educators, COJUSD conducts an annual analysis of teacher experience, effectiveness, and credential alignment. Findings indicate:

- **Inexperienced Teachers:** At the elementary level, the percentage of inexperienced teachers ranges from 6% to 13%, with a difference of only 4 teachers (FTE) between sites. At the middle school level (the only one in the district), 20% of teachers are inexperienced. The comprehensive high school has 10% inexperienced teachers, while all three alternative high schools report 0%. Given the small staff sizes at alternative sites (1–4 teachers), comparisons to the 50-member staff at the comprehensive high school are statistically unreliable. All first- and second-year teachers are provided with a mentor to build capacity and instructional effectiveness.

- **Ineffective Teachers:** Elementary sites report between 3% and 20% ineffective teachers, with the highest percentage attributed to a dual immersion program where teachers are in the process of earning specialized credentials. The middle school reports 22%, and the comprehensive high school reports 13% ineffective teachers. The alternative high schools report 0%. Again, due to differing program offerings and staff sizes, direct comparisons are not appropriate. However, no identifiable patterns suggest that low-income or minority students are disproportionately taught by ineffective teachers.
- **Out-of-Field Teachers:** No elementary or middle school teachers are teaching outside of their credentialed area. At the high school level, there are no reports of out-of-field assignments. The alternative high schools report no out-of-field assignments.

Overall, because of the minimal variance in student demographics and the district's small size, no significant disparities were identified in the assignment of ineffective, inexperienced, or out-of-field teachers to schools serving low-income or minority students. Nonetheless, COJUSD remains committed to equity and continues to prioritize the recruitment, retention, and development of qualified educators across all school sites.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

N/A

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Cutler-Orosi Joint Unified School District (COJUSD) has implemented a comprehensive, multi-tiered strategy to promote effective parent and family engagement, as outlined in Section 1116. The district prioritizes building parent capacity and fostering meaningful collaboration between families and schools to support student achievement.

At both the elementary and secondary levels, COJUSD offers structured Parent Engagement Opportunities, partnering with PIQE institute. These sessions are designed to build skills progressively, including digital literacy workshops that guide parents in accessing key tools like the Aeries Parent Portal for monitoring attendance, grades, and school communication. Individualized workshops throughout the year address relevant topics such as anti-bullying, cyber safety, mental health awareness, substance abuse prevention, human trafficking, and college readiness.

The district also partners with preschool and migrant education programs to build literacy awareness and provide parents with essential information about standards and student achievement. The

Parenting Partners program, a nine-week series, empowers families to engage more actively in their children's academic and social success.

To strengthen the school-home connection, COJUSD provides professional development for teachers, staff, and administrators on the value of family engagement and strategies for building supportive, inclusive partnerships. Monthly grade-level parent meetings at the high school and topic-specific workshops at the middle school enhance family understanding of graduation requirements, A-G readiness, career pathways, and community safety topics.

The district ensures equitable access to engagement opportunities through multiple communication methods—including letters, newsletters, phone calls, and digital tools like Remind, ClassDojo, Seesaw, and ParentSquare. Efforts are made to include families of students with disabilities, migrant backgrounds, and other underserved groups through translation, accessibility supports, and flexible meeting formats.

Ongoing feedback is gathered through annual Title I Parent Surveys, and input is reviewed by parent committees, including the District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC). Parent involvement policies and compacts are distributed annually, reinforcing a shared responsibility for student success.

Overall, COJUSD's approach to family engagement is intentional, inclusive, and aligned with federal guidelines, creating a strong foundation for families to be informed advocates and active participants in their children's education.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part. N/A

THIS ESSA PROVISION IS ADDRESSED BELOW:

Cutler-Orosi Joint Unified School District (COJUSD) implements **Schoolwide Programs (SWP)** under **Section 1114** of the Elementary and Secondary Education Act (ESEA) at all Title I school sites. This model allows the district to use Title I funds flexibly to improve the entire educational program and meet the needs of **all students**, particularly those at risk of not meeting state academic standards.

The district's instructional strategy is guided by the *Great Instruction the First Time (G.I.F.T.)* framework, which focuses on delivering high-quality, first-time instruction. This approach minimizes the need for reteaching and ensures all students receive standards-aligned, engaging lessons that support academic growth and success.

To implement this model, each school site is staffed with an Instructional Coach who supports real-time professional learning, lesson planning, data analysis, and the integration of research-based instructional strategies. Coaches play a key role in building teacher capacity and improving student outcomes.

Targeted support services are provided through both in-school and extended learning time. At the elementary level, students in grades K–5 who are reading below grade level receive after-school intervention. At the secondary level, intervention is embedded within the school day to support mastery of content and increase graduation rates, with additional after-school options available to all students.

The district also emphasizes meaningful parent and family engagement. Through parent academies, workshops, and individualized outreach, COJUSD empowers families to participate actively in their children's education and promotes strong home-school partnerships.

In alignment with Section 1115, COJUSD also operates a Community Day School program designed to meet the needs of students who are placed outside the comprehensive school setting due to behavioral, attendance, or disciplinary issues. These students receive targeted academic instruction, social-emotional support, and credit recovery opportunities in a structured, supportive environment. Services are designed to ensure that these students remain on track to meet grade-level standards and successfully transition back to comprehensive schools.

Currently, no schools in the district operate under a Targeted Assistance School (TAS) model, and there are no programs for institutionalized Neglected or Delinquent (N or D) youth within COJUSD.

This comprehensive, districtwide approach reflects COJUSD's commitment to ensuring equitable access to high-quality education and support for all students, including those in alternative settings.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Cutler-Orosi Joint Unified School District (COJUSD) is committed to supporting the enrollment, attendance, and academic success of homeless children and youth, in full alignment with the McKinney-Vento Homeless Assistance Act and Section 1113(c)(3)(A) of the Elementary and Secondary Education Act. The district ensures that homeless students are identified, supported, and provided equitable access to educational opportunities and services.

All school sites enroll students regardless of housing status, and those identified as homeless are referred to the district's Family Education Center (FEC) for additional wraparound support. Homeless students are automatically eligible for Title I services, and the district reserves a portion of its Title I funds specifically to assist homeless students in overcoming barriers to learning. These reserved funds, overseen by the Director of Categorical Programs, are used to provide essential supports such as school supplies, clothing, hygiene items, and transportation to and from school, including when students are temporarily housed outside their school of origin.

To ensure continuity in education, the district's Homeless Liaison works closely with school staff, families, and other district departments to minimize school transfers, expedite enrollment, and coordinate services. This includes participation in Individualized Education Program (IEP) meetings, Student Support Team (SST) meetings, School Attendance Review Team (SART) meetings, and multidisciplinary team (MDT) meetings, where student-specific needs are discussed and support plans are developed.

COJUSD has implemented proactive strategies to identify homeless students, including a housing survey embedded in all enrollment forms and a tagging system in the district's student information system (Aeries) for monitoring and follow-up. Coordination with the Director of Early Education ensures that young children experiencing homelessness are connected with preschool programs and early learning opportunities.

A dedicated Outreach Aide serves as a family advocate, attending school meetings with parents, assisting with navigation of district and community services, and ensuring that families are aware of and can access all available supports. Collaboration with neighboring districts further supports seamless enrollment, transportation coordination, and ensures the best interests of the student are prioritized.

Through these comprehensive, coordinated efforts, COJUSD provides a safe, stable, and supportive educational experience for homeless children and youth, with the goal of eliminating barriers and promoting academic and social-emotional success

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) coordination with institutions of higher education, employers, and other local partners; and

(B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Early Childhood Education and Transition to Elementary School

Cutler-Orosi Joint Unified School District (COJUSD) recognizes the vital role of early childhood education in promoting school readiness and long-term academic success. The district is committed to supporting, coordinating, and integrating services with early childhood education programs at both the LEA and school levels to ensure a seamless transition into the TK-5 system.

To promote equitable access, COJUSD offers a variety of preschool options, including part-day, school-day, extended-day, and specialized services. The district implements Preschool For All (PFA), ensuring that all children who turn three by December 1—or upon turning three—have the opportunity to attend preschool regardless of family income. In addition, a four-week summer preschool program is provided for children who did not attend preschool during the regular year.

COJUSD extends its Transitional Kindergarten (TK) eligibility to students who turn five by April 15, ensuring more students benefit from a full day of instruction aligned with California Preschool Learning Foundations and Kindergarten Common Core State Standards. TK programs are staffed with highly qualified certificated teachers, supported by ongoing professional development.

For students with special needs, the district offers Bright Beginnings, a specialized preschool program that serves children as young as 2.5 years old. This inclusive setting, led by a preschool teacher and supported by Education Specialists and speech therapists, maintains a low student-to-staff ratio (3:1) to ensure personalized support.

COJUSD facilitates transition meetings that involve early learning providers, teachers, administrators, and parents to ensure continuity of services and appropriate educational planning for students, especially those with IEPs or other identified needs.

Transitions from Middle School to High School and High School to Postsecondary Education

COJUSD is equally committed to supporting students through critical transitions in secondary education. The district implements coordinated strategies to assist students as they move from middle grades to high school and from high school to college or career pathways.

Transition meetings, including IEP and 504 plan reviews, are conducted to ensure academic and support services are aligned with each student's needs. Summer school and after-school programs provide academic reinforcement and credit recovery to support on-time promotion and graduation.

Student/Parent Advocates serve grades 6–12, working closely with at-promise students and their families to address barriers to engagement and school success. These efforts are further supported by school counselors, Educational Social Workers, and a Board Certified Behavior Analyst, all of whom contribute to individualized student success planning.

To prepare students for life beyond high school, COJUSD maintains strong partnerships with postsecondary institutions, industry partners, and community-based organizations. The district offers expanded opportunities for dual enrollment, early college credit, career exploration, and workforce readiness, coordinated by the Director of College and Career Readiness and Work-Based Learning Coordinators.

These initiatives ensure that all students—regardless of background—are equipped with the skills, knowledge, and support needed to transition smoothly through each educational milestone and succeed in college, career, and beyond.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

COJUSD remains committed to using both LCFF and federal funds to meet the purposes of this part, particularly in supporting the identification and service of Gifted and Talented Education (GATE) students and in enhancing school library programs to promote digital literacy and academic achievement.

The district allocates LCFF funding to identify and serve GATE students across all school sites. Funding is used to provide enrichment opportunities, differentiated instruction, and access to advanced learning experiences. GATE students are supported with specialized instructional materials and opportunities that extend beyond the standard curriculum to ensure their academic growth and engagement. School sites also receive support through staff development and district-level coordination to ensure equitable identification and service of gifted learners.

Through the districtwirde "Literacy is King!" initiative, COJUSD outlines specific actions in the LCAP to improve literacy access and digital literacy skills. Title I funds are strategically used to procure online learning programs such as Lexia and Learning A-Z, which provide targeted reading intervention and digital tools to strengthen foundational literacy skills. Additionally, Title I funds are used to build and sustain classroom libraries with diverse, leveled books—including Spanish-language titles—to support biliteracy and student engagement.

Each school site determines Title I expenditures based on its School Plan for Student Achievement (SPSA), ensuring alignment with site-specific goals and student needs. This site-based planning model ensures that resources are directed where they are most needed to support reading achievement and digital skill development.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Goal 2 of COJUSD's LCAP prioritizes the development of human capacity by investing in high-quality professional learning, coaching, and leadership development for all educational partners. The district's comprehensive system of professional growth and improvement is aligned with California's Quality Professional Learning Standards and is designed to support educators at all levels—teachers, principals, and support staff—in enhancing student achievement.

Newly hired teachers participate in a five-day New Teacher Institute facilitated by district instructional coaches, data specialists, and administrators. This institute introduces new staff to the district's mission, vision, instructional goals, and expectations. Teachers receive targeted support in lesson design, classroom management, and research-based instructional practices. Additional training on district systems and educational technology is provided by data specialists, while site administrators lead school-specific orientations. Ongoing support is ensured through follow-up sessions and individualized coaching coordinated by the Assistant Superintendent of Educational Services.

Through negotiated agreements, teachers receive one additional professional learning day per year and ongoing monthly collaboration. These opportunities focus on topics such as instructional delivery, student engagement, differentiation, data analysis, and intervention strategies. Classified employees engage in professional development aligned to their roles, based on input from evaluations, surveys, and supervisors, with a shared goal of improving student outcomes.

School and district leaders participate in monthly Curriculum & Instruction (C&I) meetings, led by the Assistant Superintendent of Educational Services, where they engage in leadership development and instructional planning. Additionally, monthly Administrative Team Meetings (ATM) are used for operational updates, site collaboration, and shared leadership planning to ensure effective school management and alignment across departments.

Professional Learning Communities (PLCs) serve as the foundation for collaborative planning and instructional improvement. Late Start Wednesdays are dedicated to PLC time, during which teacher teams analyze student data, share strategies, and co-develop lesson plans. Instructional coaches and grade-level leads facilitate this work, promoting teacher leadership and the dissemination of best practices across classrooms.

Every school site is supported by an Instructional Coach who works side-by-side with teachers to improve instructional practice through modeling, observation, feedback, and co-teaching. Coaches also lead instructional rounds, enabling teachers to observe peers, reflect collaboratively, and identify site-wide instructional strengths and growth areas. These efforts are designed to promote continuous professional improvement and distributed leadership within school teams.

At the secondary level, COJUSD collaborates with postsecondary institutions and community partners to support teacher growth in areas such as data analysis, goal-setting, and academic

progress monitoring. These partnerships help align professional learning with college and career readiness goals and strengthen the systems needed to drive student success in grades 6–12.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

COJUSD does not have schools under CSI for the 2026-2027 school year.

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

COJUSD uses Title III funds to provide effective professional development for classroom teachers, principals, administrators, instructional support staff, and community-based personnel to improve

instruction and support for English Learners (ELs). This professional development aligns with state ELD standards and research-based strategies for EL success.

In collaboration with the Tulare County Office of Education, COJUSD delivers training for both certificated and classified staff focused on implementing standards-aligned curriculum, technology tools, and instructional strategies that address the academic and linguistic needs of ELs across all proficiency levels. Topics include integrated and designated ELD, the use of the EL Toolkit, and instructional practices aligned with the district's "Great Instruction the First Time" (GIFT) framework. Instructional coaches and administrators receive ongoing training to reinforce implementation and build site-level capacity.

Professional learning is informed by student data and includes regular PLC meetings where staff analyze common formative and summative assessments and adjust instruction to meet the needs of ELs and ELs with disabilities. Teachers in grades 6–12, including CTE educators, participate in interdisciplinary collaboration to align instruction and build academic language. COJUSD conducts three Data Review Cycles annually, supported by a county-level EL coach, to identify strengths, address areas of need, and refine site-based professional learning plans.

The district prioritizes targeted support for Newcomer students, including professional development for teachers and support staff on instructional scaffolds and language acquisition strategies. Accountability templates are used to monitor the implementation of site-level training, and leadership teams are responsible for delivering professional development aligned with district goals.

COJUSD's "Model for Excellence" outlines expectations for daily designated ELD instruction in grades PreK–8 and integrated support in grades 9–12. Instruction is delivered through content-based language development, particularly for Newcomer and Level 1–2 students, ensuring full access to the core curriculum while building language proficiency.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

COJUSD is committed to providing enhanced instructional opportunities that meet the academic, linguistic, and social-emotional needs of immigrant children and youth. Title III Immigrant funds are used to supplement and expand services that accelerate language acquisition, support cultural integration, and increase academic achievement.

COJUSD offers after-school and summer programs that integrate research-based technology tools and language development resources to support both in-school and at-home learning.

Targeted academic support is also provided through the district's Multi-Tiered System of Supports (MTSS), which includes tiered interventions delivered by paraprofessionals and credentialed teachers. Immigrant students performing below grade level receive individualized instructional support in core content areas and English Language Development (ELD).

To support early language development and bilingualism, COJUSD offers Dual Immersion classes for students in Transitional Kindergarten through grade 5 whose primary language is Spanish. These programs provide both linguistic scaffolding and content instruction that supports English acquisition while valuing students' home language and culture.

The district ensures that the social and basic needs of immigrant families are addressed by connecting them to the Family Education Center (FEC). Immigrant families are provided referrals for essential services including housing, food, clothing, and medical support. FEC also offers digital literacy classes, English classes, and immigration-specific workshops, including those on U.S. citizenship and immigrant rights.

Parents of immigrant students are invited and encouraged to participate in School Site Councils (SSC), English Learner Advisory Committees (ELAC), the District English Learner Advisory Committee (DELAC), and LCAP Community Forums, where they contribute feedback and help shape educational services that reflect the needs of immigrant families.

District administrators responsible for overseeing Title III funds work collaboratively with school site leadership to analyze immigrant student data and determine how to best allocate supplemental resources. This process includes reviewing disaggregated student performance data and engaging in meaningful consultation with staff and stakeholders to ensure that immigrant students receive appropriate materials, instruction, and support services.

Through these coordinated efforts, COJUSD provides comprehensive and culturally responsive programs that promote academic success and full integration for immigrant children and youth.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Cutler-Orosi Joint Unified School District (COJUSD) implements a comprehensive system of supports designed to increase English Learners' (ELs) proficiency in English and help them meet California's challenging academic standards. The district's programs focus on integrated and designated English

Language Development (ELD), academic language, and mastery of all four language domains: listening, speaking, reading, and writing.

COJUSD emphasizes academic conversations as a key instructional strategy to support oral language development and content understanding. Expectations for academic conversations are set annually by each school site, monitored through classroom observations, and integrated into school goals. Every school annually identifies a "problem of practice" related to language instruction, which is monitored through leadership walk-throughs and classroom visits. Instruction is framed within the district's "Great Instruction the First Time" (GIFT) initiative, ensuring EL strategies are embedded in daily teaching. The district utilizes evidence-based programs such as LEXIA, Istation (Spanish), Read 180, and AVID Excel to build language proficiency. Technology-based programs provide adaptive instruction and assess students' current language levels to guide targeted supports. Long-Term English Learner (LTEL) Academies, after-school tutoring, Saturday instruction, and individualized LTEL Intervention Plans are funded through Title III to accelerate progress for students not meeting reclassification criteria.

COJUSD promotes parent engagement through Back to School Nights, Parent Education Nights, Literacy Nights, Report Card Conferences, and Parent-Teacher Conferences. These events are used to share academic expectations and strategies to support language development at home.T he district actively involves parents in decision-making through English Learner Advisory Committees (ELAC), the District English Learner Advisory Committee (DELAC), and LCAP forums.

Title III funds are used to provide targeted professional development in collaboration with the Tulare County Office of Education.Training topics include implementation of ELD Standards, integrated and designated ELD, and strategies to support Newcomers and LTELs. The Assistant Superintendent of Educational Services oversees professional learning planning, with additional coaching and support provided to administrators, instructional coaches, and classroom teachers.

Through these comprehensive efforts, COJUSD ensures English Learners receive high-quality instruction, meaningful support, and equitable opportunities to achieve English proficiency and academic success.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

COJUSD uses Title III funds to implement targeted, data-driven strategies to ensure English Learners make progress toward English language proficiency and meet California's challenging academic standards. The District aligns its EL supports with California's long-term goals for English Learner progress and reclassification. Title III funds are used to employ bilingual instructional assistants at multiple sites and a dedicated high school teacher focused on EL support. These staff provide language scaffolds and research-based instructional strategies to help ELs access core curriculum and improve in all language domains (listening, speaking, reading, and writing).

The district holds quarterly data chats at each school where educators review ELPAC (English Language Proficiency Assessments for California) scores and other academic data. Teachers collaborate to identify language proficiency levels, develop support strategies, and monitor individual progress. Students not yet achieving grade-level benchmarks are provided with literacy plans, and families are notified with home support resources.

COJUSD is actively implementing California's English Learner Roadmap, using the Self-Reflection Rubric to evaluate practices and set site-level goals. This includes an action plan aligned with the district's Model for Excellence and a strong PreK–12 alignment. The District administrators leads efforts to build early language skills through the rollout of SEAL and Heggerty ELD lessons for preschool-aged children.

To support ELs in meeting state academic standards, COJUSD provides supplemental after-school programs at all school sites and supports innovative instructional partnerships with classroom teachers. Teachers receive monthly extended professional development that integrates ELD strategies into content instruction. Topics focus on effective implementation of designated and integrated ELD and alignment with essential standards.

Weekly Professional Learning Communities (PLCs) at each site enable teachers to analyze common assessments, disaggregate EL data, and refine instruction. Best practices identified through data analysis and walkthroughs are shared and used to guide future professional learning. Each site's leadership team tracks implementation and impact using accountability templates.

There are also K–3 Designated ELD lessons at the elementary level, developed collaboratively by school teams. These lessons will be rolled out districtwide in the upcoming school year. At the secondary level, COJUSD is expanding its focus on Long-Term English Learners (LTELs) with targeted academic supports and the launch of a Newcomer Academy at the middle school level. Integrated ELD strategies will be embedded into content-area instruction to ensure students build language proficiency while engaging in rigorous academic content.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

COJUSD conducts a comprehensive needs assessment to determine its next steps, actively seeking input from all relevant educational partners through multiple LCAP Forums held throughout the year. During these forums, metric data and current actions are shared with parent advisory groups at both school and district levels. Input forms are provided in both English and Spanish during each forum, and they are also accessible via the District Website for educational partners unable to attend in person. These partners include administrators, teachers, parents, community members, bargaining units, and parent advisory committees.

The provisions of Title IV are diligently monitored to ensure compliance with its requirements through other funding sources. Twenty percent of Title IV funds is allocated to support a well-rounded education program and activities coordinated with other schools and community-based services. COJUSD enriches its well-rounded education program by offering an extensive early education program accessible to all students from the community, regardless of income. Additional staffing has been assigned to preschool services to support this initiative. Elementary students (K-5) benefit from specialized staff including physical education teachers, classroom music teachers, and STEM instructors. They also have opportunities to participate in county STEM activities and events such as Expanding Your Horizons, STEAM Expo, Poetry and Pros, and TechRodeo. At the secondary level, students have access to a diverse array of elective programs, including Career Technical Education, Engineering Pathways, Health Academies, Foreign Language, Music, Arts, and Leadership, offered at various times to ensure accessibility for all students. These programs encourage participation in academic competitions at the county level, fostering student engagement and achievement.

COJUSD is committed to providing leadership development opportunities to all students through participation in local, regional, and statewide competitions in FFA, HOSA, SkillsUSA, MESA, and Upward Bound. Additionally, the district is proud to offer the Rural Education for Americans Project (REAP), focusing on supplemental activities and workshops to enhance students' knowledge and awareness of educational college and career post-secondary opportunities. COJUSD dedicates over $1,000,000 from other funds to ensure a comprehensive well-rounded education program and activities for its students.

Another provision of Title IV allocates twenty percent of funds ($40,997) to support a safe and healthy student environment. COJUSD ensures compliance with this provision by allocating over $1,000,000 from other district funds toward maintaining a safe and healthy student environment. Safety measures include the implementation of the MINGA system at the secondary level, enabling staff to track student entry and exit during campus and school-sponsored activities. Each elementary school site is assigned a school counselor or Educational Social Worker to address social and emotional needs, providing intervention through Social Emotional Learning curriculum and small group sessions. Additional support services include hiring additional psychologists and drug and alcohol prevention specialists to address substance abuse issues. Parent Student Advocates and the Family Education Center (FEC) provide crucial support and referrals to wrap-around services, ensuring the overall well-being of students.

Although Title IV allows for up to fifteen percent of funds to improve hardware technology, COJUSD utilizes other funding sources for technology purchases. The district invests from other district funds in various online programs such as Seesaw, MyOn, Reflex, IStation, Lexia, Cyber High, Fuel Education, Newsela, and Rocket Math to supplement instruction and enhance academic achievement.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **ADMINISTRATIVE / ORGANIZATIONAL**

AGENDA ITEM: **APPROVAL OF RESOLUTION NO. 2025-2026-23 AUTHORIZING PARTICIPATION IN PARS IRREVOCABLE TRUST TO PREFUND OBLIGATIONS**

ATTACHMENTS: **RESOLUTION 2025-2026-23**

FUNDING SOURCE: **N/A**

DISCUSSION:
The district is requesting the approval to participate in a program with Public Agencies Post-Employment Benefits Trust (PARS). This program would allow the district to set up a trust to prefund future unfunded liabilities; Retirement Benefits (PERS & STRS) and Other Post Employer Benefits (OPEB). As these required benefits continue to increase each year, the IRS developed an option to assist agencies in managing these costs under IRS Section 115 Trust Account. COJUSD can establish an irrevocable trust in which funds are set aside in this trust, would then accrue interest and can only be used for these specific purposes of future unfunded pension & OPEB liabilities.

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 that the Board approve the Resolution to participate in an irrevocable trust.**

PROPOSED ACTION: **APPROVE**

Item #: 30

RESOLUTION NO. 2025-2026-23

RESOLUTION OF THE GOVERNING BOARD OF TRUSTEES
OF THE CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
APPROVING THE ADOPTION OF THE
PUBLIC AGENCIES POST-EMPLOYMENT BENEFITS TRUST
ADMINISTERED BY PUBLIC AGENCY RETIREMENT SERVICES (PARS)

WHEREAS, PARS has made available the PARS Public Agencies Post-Employment Benefits Trust (the "Program") for the purpose of pre-funding pension obligations and/or OPEB obligations; and

WHEREAS, the Cutler-Orosi Joint Unified School District ("District") is eligible to participate in the Program, a tax-exempt trust performing an essential governmental function within the meaning of Section 115 of the Internal Revenue Code, as amended, and the Regulations issued there under, and is a tax-exempt trust under the relevant statutory provisions of the State of California; and

WHEREAS, the District's adoption and operation of the Program has no effect on any current or former employee's entitlement to post-employment benefits; and

WHEREAS, the terms and conditions of post-employment benefit entitlement, if any, are governed by contracts separate from and independent of the Program; and

WHEREAS, the District's funding of the Program does not, and is not intended to, create any new vested right to any benefit nor strengthen any existing vested right; and

WHEREAS, the District reserves the right to make contributions, if any, to the Program.

NOW THEREFORE, BE IT RESOLVED THAT:

1. The Governing Board of Trustees hereby adopts the PARS Public Agencies Post-Employment Benefits Trust; and

2. The Governing Board hereby appoints the ***Superintendent, Yolanda Valdez***, or his/her successor or his/her designee as the District's Plan Administrator for the Program; and

3. The District's Plan Administrator is hereby authorized to execute the PARS legal and administrative documents on behalf of the District and to take whatever additional actions are necessary to maintain the District's participation in the Program and to maintain compliance of any relevant regulation issued or as may be issued; therefore, authorizing him/her to take whatever additional actions are required to administer the District's Program.

AYES: NOES: ABSENT: ABSTAIN:

STATE OF CALIFORNIA
COUNTY OF TULARE

Delia Martinez, the Clerk of the Governing Board of Trustees of the Cutler-Orosi Joint Unified School District, State of California, hereby certifies that the above foregoing resolution was duly and regularly adopted by said District at a regular meeting thereof held on the 18th day of June and passed by a _____ vote of said Board.

IN WITNESS WHEREOF I have hereunto set my hand and seal this _____, 2026.

_____
Clerk of the Governing Board

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **ADMINISTRATIVE / ORGANIZATIONAL**

AGENDA ITEM: **ADOPT RESOLUTION NO. 2025-2026-24 AUTHORIZING SPENDING FOR FISCAL YEAR 2026-27 EPA FUNDING**

ATTACHMENTS: **RESOLUTION NO. 2025-2026-24 & PROGRAM REPORT**

FUNDING SOURCE: **N/A**

DISCUSSION:
Proposition 30, approved by the voters on November 6, 2012, created the Educational Protection Account (EPA) to receive and disburse revenues generated by the temporary tax increase. The spending plan of these funds must be approved by the Governing Board. This resolution will give the Board the authority to determine a spending plan for the 2026-27 EPA funds. To accomplish this and comply with this requirement, $10,026,662 of the District LCFF funds will be taken and are returned in a separate EPA resource with specific requirements. The money in the EPA can be used for educational purposes but it shall not be used for salaries and benefits of administrators or administrative cost. The passage of Proposition 30 and the creation of the EPA did not bring new or additional funds to the District, it prevented further cuts.

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 for 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 that the Board adopt the Resolution authorizing the spending plan for the 2026-27 EPA funds.**

PROPOSED ACTION: **ADOPT**

Item #: 31

2026-2027 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

CUTLER-OROSI JOINT UNIFED SCHOOL DISTRICT
Expenditures through: June 30, 2027
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
LCFF	8010-8099	10,026,662.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		10,026,662.00
EXPENDITURES AND OTHER FINANCING USES	Function Codes	
(Objects 1000-7999)		
Instruction	1000-1999	10,026,662.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		10,026,662.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

BEFORE THE BOARD OF TRUSTEES
OF THE CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
TULARE COUNTY, STATE OF CALIFORNIA

In the Matter of the Spending Determination for Funds Received from the Education Protection Account pursuant to Article XIII, Section 36 of the California Constitution **2026-2027** Fiscal Year

RESOLUTION No. 2025-2026-24

RECITALS

1. The voters approved Proposition 30 on November 6, 2012;

2. Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

3. The provisions of Article XIII, Section 36(e) create in the state General Fund an Educational Protection Account to receive and disburse the revenues derived from the incremental increases in taxes by Article XIII, Section 36(f);

4. Before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

5. If the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

6. All monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

7. Monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

8. A community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

THE FOREGOING RESOLUTION was adopted upon motion by Trustee _____, seconded by Trustee _____, at a regular meeting held on June 18, 2026, by the following vote:

AYES:

NOES:

ABSENT:

I, Delia Martinez, secretary of the governing board of the Cutler-Orosi Joint Unified School District, do hereby certify that the foregoing Resolution was duly passed and adopted by said Board, at an official and public meeting thereof, this 18th day of June 2026.

Date: _____

_____
Secretary, Board of Trustees

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **ADMINISTRATIVE ORGANIZATIONAL**

AGENDA ITEM: **ADOPT RESOLUTION NO. 2025-2026-25 FOR 2026-2027 INTER-FUND TRANSFERS IN ACCORDANCE WITH THE BUDGET**

ATTACHMENTS: **RESOLUTION NO. 2025-2026-25**

FUNDING SOURCE: **N/A**

DISCUSSION:

By adopting the Resolution before the Board, this will authorize District Administration to transfer funds between the various funds of the District. This is an annual Resolution.

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 that the Board adopt the Resolution for 2026-2027 Inter-fund transfers in Accordance with the Budget.**

PROPOSED ACTION: **ADOPT**

Item #: 32

RESOLUTION OF THE GOVERNING BOARD OF
CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT

In the matter of Authorizing Inter-fund Transfers)
In Accordance with the Budget) RESOLUTION NO. 2025-2026-25

WHEREAS, the Governing Board of the District adopted its Annual Budget for the Fiscal Year 2026-27; and,

WHEREAS, the Governing Board of the District approved Inter-fund Transfers between the various funds of the District as recorded in the budget document in accordance with Education Code;

THEREFORE, BE IT RESOLVED that the Governing Board authorizes District Administration to make inter-fund transfers in accordance with the budget, not to exceed the amount of appropriation.

THE FOREGOING RESOLUTION WAS ADOPTED upon the motion of _____, seconded by _____, at a regular meeting of the Governing Board on the 18th day of June, 2026 by the following vote.

Ayes:
Noes:
Abstentions:
Absent:

_____
Secretary/Clerk of said District Board

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **ADMINISTRATIVE ORGANIZATIONAL**

AGENDA ITEM: **ADOPT RESOLUTION NO. 2025-2026-26 FOR 2026-2027 INTER-FUND LOANS FOR CASH FLOW PURPOSES**

ATTACHMENTS: **RESOLUTION NO. 2025-2026-26**

FUNDING SOURCE: **N/A**

DISCUSSION:

By adopting the Resolution before the Board, this will authorize District Administration to transfer funds as needed for cash flow purposes and to repay those transfers as funds become available. This is an annual Resolution.

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 for 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 that the Board adopt the Resolution for 2026-27 Inter-fund loans for cash flow purposes.**

PROPOSED ACTION: **ADOPT**

Item #: 33

202RESOLUTION OF THE GOVERNING BOARD OF CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT

In the Matter of Authorizing Inter-fund Loan for)
Cash Flow Purposes) RESOLUTION NO. 2025-2026-26

WHEREAS, the Cutler-Orosi Joint Unified School District administers various funds; and,

WHEREAS, the school district occasionally has cash shortages in it's segregated funds at the county treasury; and,

WHEREAS, Education Code Section 42603 authorizes inter-fund loans to cover such temporary cash shortages;

THEREFORE, BE IT RESOLVED that the Governing Board of the Cutler-Orosi Joint Unified School District authorizes the District Administration to transfer funds as needed for cash-flow purposes and to repay those transfers as funds become available for the 2026-27 school year.

THE FOREGOING RESOLUTION WAS ADOPTED upon the motion of _____, seconded by _____, at a regular meeting of the Governing Board on the 18th day of June 2026 by the following vote.

Ayes:
Noes:
Abstentions:
Absent:

Secretary/Clerk of said District Board

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2024

AGENDA SECTION: **ADMINISTRATIVE / ORGANIZATIONAL**

AGENDA ITEM: **ADOPT RESOLUTION NO. 2025-2026-27 FOR 2026-2027 BUDGET TRANSFERS BY COUNTY SUPERINTENDENT OF SCHOOLS**

ATTACHMENTS: **RESOLUTION NO. 2025-2026-27**

FUNDING SOURCE: **N/A**

DISCUSSION:

By adopting the Resolution before the Board, this will authorize the County Superintendent of Schools to transfer funds between unappropriated fund balances and/or any expenditures classifications of the budget as are necessary to permit the payment of obligations of the school district incurred during the fiscal year. This is an annual Resolution.

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 for 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 that the Board adopt the Resolution for 2026-2027 for budget transfers by the County Superintendent of Schools.**

PROPOSED ACTION: **ADOPT**

Item #: 34

RESOLUTION OF THE GOVERNING BOARD OF
CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT

In the Matter of Authorization for County)
Superintendent of Schools to make year-end) RESOLUTION NUMBER. 2025-2026-27

Budget Transfers)

WHEREAS, at the close of any school year the County Superintendent of schools may, with the consent of the Governing Board of a school district previously given, make such transfers between the undistributed reserve and any expenditure classification or classifications or balance any expenditure classifications of the budget of the district for such school year as are necessary to permit the payment of obligations of the district incurred during such school year; and,

WHEREAS, the total amount budgeted as the proposed expenditure of the school district for each major classification of school district expenditures listed in the school district budget forms prescribed by the Superintendent of Public Instruction shall be the maximum amount which may be expended for that classification of expenditures for the school year; and,

WHEREAS, the district wishes to ensure that all expenditures of the school district during the _____ fiscal year have been appropriately budgeted for.

THEREFORE, BE IT RESOLVED that, at the close of the 2026-27 Fiscal year the County Superintendent of Schools be authorized in accordance with Education Code Section 42601 to make such transfers between the unappropriated fund balance and/or any expenditures classifications of the budget as are necessary to permit the payment of obligations of the school district incurred during the fiscal year.

THE FOREGOING RESOLUTION WAS ADOPTED upon the motion of _____, seconded by _____, at a regular meeting of the Governing Board on the 18TH day of June, 2026 by the following vote.

Ayes:
Noes:
Abstentions:
Absent:

_____
Secretary/Clerk of said District Board

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **ADMINISTRATIVE / ORGANIZATIONAL**

AGENDA ITEM: **ADOPT RESOLUTION NO. 2025-2026-28 ADJUSTING DESIGNATION OF FUNDS FOR THE FISCAL YEAR 2026-2027 AS COMMITTED FUND BALANCE**

ATTACHMENTS: **RESOLUTION NO. 2025-2026-28**

FUNDING SOURCE: **N/A**

DISCUSSION:

On March 9, 2026, the California Department of Education issued a "Notification of School District Reserve Cap Requirement". This requirement affirms that there be 10% cap on local reserves effective for the 2026-27 fiscal year. This reserve is measured as a percentage of total General Fund expenditures. Excluded from this calculation are committed components of the fund balance. Under statute, the district is allowed to reclassify any assigned / unassigned components of the fund balance to the committed category. This option is allowed in BP 3100 Business and Non-instructional Operations Fund Balance and gives the Board authority to designate committed funds for specific purposes. At budget adoption the Board is committing $23,861,940.

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 for 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 that the Board adopt the Resolution No. 2025-2026-28 Designating Funds for 2026-2027 as Committed Fund Balance**

PROPOSED ACTION: **ADOPT**

Item #: 35

CUTLER-OROSI JOINT UNIFIED BOARD RESOLUTION COMMITTING FUNDS

RESOLUTION # 2025-2026-28 OF THE BOARD OF EDUCATION OF THE CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT DESIGNATING CERTAIN GENERAL FUNDS AS COMMITTED FUND BALANCE

WHEREAS, the Governmental Standards Accounting Board (GASB) has issued Statement No. 54, establishing a hierarchy clarifying constraints that govern how a government entity can use amounts reported as fund balance; and

WHEREAS, the Cutler-Orosi Joint Unified School District Board of Education has previously adopted Board Policy 3100 acknowledging its authority to commit, assign, or evaluate existing fund-balance classifications and identify the intended uses of committed or assigned funds; and

WHEREAS, the committed fund balance classification reflects amounts subject to specific internal constraints self-imposed by the Board; and

WHEREAS, once the committed fund-balance constraints are imposed, it requires the constraint to be revised, removed or redirected for other purposes by the Board in the same manner as the Board originally approved the commitment; and

WHEREAS, the Board has determined it has specific needs that it elects to fund with portions of its General Fund ending fund balance.

NOW, THEREFORE, BE IT RESOLVED, that the Cutler-Orosi Joint Unified School District Board of Education, hereby commits to utilizing portions of its general fund ending balance, as indicated by the committed fund classification in its financial statements, for the following purposes:

Purpose	Justification	Estimated Amount
1.4% COLA	Until State Budget Adoption	$901,803
Declining enrollment mitigation	As COJUSD continues to decline to assist with continued costs and reduced revenue	$5,000,000
Technology Sustainability	Ongoing Technology Upgrades	$ 2,000,000
OPEB	To support retiree health insurance costs	$2,000,000
Increased Costs	Supplies, Transportation & Utilities	$2,974,462
Maintain Facilities	Fire Alarm, HVAC Upgrade / Educational Program Restructure	$4,000,000
Board Policy	Allows up to 17% Reserve	$6,985,675

BE IT FURTHER RESOLVED, that such funds cannot be used for any purposes other than directed above, unless the Board adopts a successor resolution to revise or remove the constraint, or otherwise redirect the funds for other purposes; and

BE IT FURTHER RESOLVED, that the district's Superintendent, or their designee, is hereby authorized and directed to finalize the amounts to be committed for the purposes directed above based the unaudited actual financial report for fiscal year 2026-2027 no later than September 15, 2027.

Approved, passed and adopted by the Board of Education of the Cutler-Orosi School District on the 18h day of June 2026:

AYES: _____

NOTES: _____

ABSETENTIONS: _____

_____

President of the Governing Board of the Cutler Orosi Joint Unified School District

Attested to: _____

Clerk of the Governing Board of the Cutler-Orosi Joint Unified School District

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **ADMINISTRATIVE / ORGANIZATIONAL**

AGENDA ITEM: **APPROVAL OF COPIER EQUIPMENT LEASE USING SOURCEWELL COOPERATIVE PURCHASING**

ATTACHMENTS: **COPIER PROPOSAL & LEASE AGREEMENT**

FUNDING SOURCE: **N/A**

DISCUSSION:

Presented to the Board for approval is the agreement with Cline's Business Equipment for a new five-year lease of copy machines throughout the District. This agreement will be using Sourcewell Cooperative Purchasing Contract # 112124-KON. The cooperative purchasing contract process allows the District to utilize competitively bid pricing through an approved national cooperative purchasing agency without conducting a separate formal bid process. The total lease over the five-year period is $ 308,206.20.

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 that the Board approve the Proposal & Lease Agreement.**

PROPOSED ACTION: **APPROVE**

Item #: 36

Cline's
BUSINESS EQUIPMENT, INC
Digital Full Color and B/W Office Solutions

COJUSD Copier Proposal MAY 2026 "SOURCEWELL Awarded Contract #112124-KON"

** Every unit - Network Printing and Scanning is standard

Location	Model	Proposed Copier-Configuration	COJUSD Cost
Print Shop	AccurioPrint 2100	**AccuriPrint 2100 - 100 PPM B/W**	$13,000.00
12631 Ave 419	FS532M	100 Page Stapling Finisher w/ SD & PK	$4,160.00
Orosi, CA	LU-414	Large 6,000 Sheet Paper Deck	$1,822.29
			$18,982.29
Palm Office	Bizhub C651i	**Bizhub C651i - 65ppm Color**	$7,800.00
12915 Ave 419	DF714	Dual Scan Document Feeder	Inc
Orosi, CA	FS539-RU513	Stapling Finisher	$736.53
528-4751	PC417	Large 2,500 Sheet Paper Cabinet	$650.00
	FK514	Fax Kit	$435.50
			$9,622.03
Palm - Learning Center	Bizhub 361i	**Bizhub 361i - 36ppm B/W**	$2,990.00
12915 Ave 419	DF714	Dual Scan Document Feeder	Inc
Orosi, CA	DK516	Bottom Storage Cabinet	$97.50
528-4751	FS542	Stapling Finisher	$585.00
			$3,672.50
Palm - Staff Room	Bizhub 651i	**Bizhub 651i - 65ppm B/W**	$5,850.00
	DF714	Dual Scan Document Feeder	Inc
12915 Ave 419	PC417	Large 2,500 Paper Cabinet	$650.00
Orosi, CA	FS539-RU513	Stapling Finisher	$736.53
528-4751			**$7,236.53**
Palm - Staff Room #1	Bizhub 361i	**Bizhub 361i - 36ppm B/W**	$2,990.00
12915 Ave 419	DF714	Dual Scan Document Feeder	Inc
Orosi, CA	DK516	Bottom Storage Cabinet	$97.50
528-4751	FS542	Stapling Finisher	$585.00
			$3,672.50
Palm - Staff Room #2	Bizhub 361i	**Bizhub 361i - 36ppm B/W**	$2,990.00
12915 Ave 419	DF714	Dual Scan Document Feeder	Inc
Orosi, CA	DK516	Bottom Storage Cabinet	$97.50
528-4751	FS542	Stapling Finisher	$585.00
			$3,672.50
OHS - Career Center	Bizhub 361i	**Bizhub 361i - 36ppm B/W**	$2,990.00
41815 Rd. 128	DF714	Dual Scan Document Feeder	Inc
Orosi, CA	PC417	Large 2,500 Sheet Paper Cabinet	$650.00
528-4731	FS539-RU513	Stapling Finisher	$736.53
	FK514	Fax Kit	$435.50
			$4,812.03
OHS - Ag Dept.	Bizhub 301i	**Bizhub 301i - 30ppm B/W (Faster)**	$2,730.00
41815 Rd. 128	DF714	Dual Scan Document Feeder	Inc
Orosi, CA	PC416	Large 2,500 Sheet Paper Cabinet	$520.00
528-4731			**$3,250.00**

OHS - Faculty 41815 Rd. 128 Orosi, CA 528-4731	Bizhub 651i DF714 PC417 FS539-RU513	**Bizhub 651i - 65ppm B/W** Dual Scan Document Feeder Large 2,500 Sheet Paper Cabinet Stapling Finisher	$5,850.00 Inc $650.00 $736.53 **$7,236.53**
OHS - Science 41815 Rd. 128 Orosi, CA 528-4731	Bizhub 361i DF714 DK516	**Bizhub 361i - 36ppm B/W** Dual Scan Document Feeder Bottom Storage Cabinet	$2,990.00 Inc $97.50 **$3,087.50**
OHS - Library 41815 Rd. 128 Orosi, CA 528-4731	Bizhub 651i DF714 PC417 FS539-RU513	**Bizhub 651i - 65ppm B/W** Dual Scan Document Feeder Large 2,500 Sheet Paper Cabinet Stapling Finisher	$5,850.00 Inc $650.00 $736.53 **$7,236.53**
OHS - Library 41815 Rd. 128 Orosi, CA 528-4731	Bizhub 361i DF714 DK516 FS542	**Bizhub 361i - 36ppm B/W** Dual Scan Document Feeder Bottom Storage Cabinet Stapling Finisher	$2,990.00 Inc $97.50 $585.00 **$3,672.50**
OHS - Office 41815 Rd. 128 Orosi, CA 528-4731	Bizhub C651i DF714 PC417 FS539+RU513 PK524 FK514	**Bizhub C651i - 65ppm Color** Dual Scan Document Feeder Large 2,500 Sheet Paper Cabinet Stapling Finisher Punch Kit Fax Kit	$7,800.00 Inc $650.00 $736.53 $325.00 $435.50 **$9,947.03**
OHS - Youth Center 41815 Rd. 128 Orosi, CA 528-4731	Bizhub C361i DF714 PC417 FS542	**Bizhub C361i - 36ppm Color** Dual Scan Document Feeder Large 2,500 Paper Cabinet Stapling Finisher	$3,770.00 Inc $650.00 $585.00 **$5,005.00**
OHS - RM 406 41815 Rd. 128 Orosi, CA 528-4731	Bizhub 361i DF714 DK516 FS542	**Bizhub 361i - 36ppm B/W** Dual Scan Document Feeder Bottom Storage Cabinet Stapling Finisher	$2,990.00 Inc $97.50 $585.00 **$3,672.50**
GVS - Office 41465 Rd. 127 Orosi, CA 528-4087	Bizhub C651i DF714 FS539-RU513 PC417 FK514	**Bizhub C651i - 65ppm Color** Dual Scan Document Feeder Stapling Finisher Large 2,500 Sheet Paper Cabinet Fax Kit	$7,800.00 Inc $736.53 $650.00 $435.50 **$9,622.03**
GVS - Office B/W 41465 Rd. 127 Orosi, CA 528-4087	Bizhub 361i DF714 DK516 FS542	**Bizhub 361i - 36ppm B/W** Dual Scan Document Feeder Bottom Storage Cabinet Stapling Finisher	$2,990.00 Inc $97.50 $585.00 **$3,672.50**
GVS - Pre School 41465 Rd. 127 Orosi, CA 528-4087	Bizhub 361i DF714 DK516	**Bizhub 361i - 36ppm B/W** Dual Scan Document Feeder Bottom Storage Cabinet	$2,990.00 Inc $97.50 **$3,087.50**
GVS - Wkrm #3 41465 Rd. 127 Orosi, CA 528-4087	Bizhub 651i DF714 PC417 FS539-RU513	**Bizhub 651i - 65ppm B/W** Dual Scan Document Feeder Large 2,500 Sheet Paper Cabinet Stapling Finisher	$5,850.00 Inc $650.00 $736.53 **$7,236.53**

GVS - Wkrm #1 Rm 401 41465 Rd. 127 Orosi, CA 528-4087	Bizhub 361i DF714 DK516 FS542	**Bizhub 361i - 36ppm B/W** Dual Scan Document Feeder Bottom Storage Cabinet Stapling Finisher	$2,990.00 Inc $97.50 $585.00 **$3,672.50**
GVS - Wkrm #2 Rm 401 41465 Rd. 127 Orosi, CA 528-4087	Bizhub 361i DF714 DK516 FS542	**Bizhub 361i - 36ppm B/W** Dual Scan Document Feeder Bottom Storage Cabinet Stapling Finisher	$2,990.00 Inc $97.50 $585.00 **$3,672.50**
Lovell- Esporanza ISP 14190 Ave 384 Yettem, CA	Bizhub 361i DF714 DK-516 FS542 FK514	**Bizhub 361i - 36ppm B/W** Dual Scan Document Feeder Bottom Storage Cabinet Stapling Finisher Fax Kit	$2,990.00 Inc $97.50 $585.00 $435.50 **$4,108.00**
Lovell - Office 12724 Ave 392 Cutler, CA 528-4703	Bizhub C361i DF714 PC417 FS539+RU513 FK514	**Bizhub C361i - 36ppm Color** Dual Scan Document Feeder Large 2,500 Sheet Paper Cabinet Stapling Finisher Fax Kit	$3,770.00 Inc $650.00 $736.53 $435.50 **$5,156.53**
Lovell - Conf. Room 12724 Ave 392 Cutler, CA 528-4703	Bizhub 651i DF714 PC417 FS539+RU513 PK524 FK514	**Bizhub 651i - 65ppm** Dual Scan Document Feeder Large 2,500 Sheet Paper Cabinet Stapling Finisher Punch Kit Fax Kit	$5,850.00 Inc $650.00 $736.53 $325.00 **$7,561.53**
Dist. Off. Transport 12623 Ave 46 Orosi, CA 528-4763	Bizhub C361i DF714 PC417 FS539+RU513 FK514	**Bizhub C361i - 36ppm Color** Dual Scan Document Feeder Large 2,500 Sheet Paper Cabinet Stapling Finisher Fax Kit	$3,770.00 Inc $650.00 $736.53 $435.50 **$5,592.03**
Family Education 12623 Ave 46 Orosi, CA 528-4763	Bizhub C361i DF714 PC417 FS539+RU513 FK514	**Bizhub C361i - 36ppm Color** Dual Scan Document Feeder Large 2,500 Sheet Paper Cabinet Stapling Finisher Fax Kit	$3,770.00 Inc $650.00 $736.53 **$5,156.53**
Dist. Off. Student Serv. East 12623 Ave 46 Orosi, CA 528-4763	Bizhub C651i DF714 FS539-RU513 PC417	**Bizhub C651i - 65ppm Color** Dual Scan Document Feeder Stapling Finisher Large 2,500 Sheet Paper Cabinet	$7,800.00 Inc $736.53 $650.00 **$9,186.53**
Dist Off Stdnt Serv. West 12623 Ave 46 Orosi, CA 528-4763	Bizhub C361i DF714 PC417 FS539+RU513 FK514	**Bizhub C361i - 36ppm Color** Dual Scan Document Feeder Large 2,500 Sheet Paper Cabinet Stapling Finisher Fax Kit	$3,770.00 Inc $650.00 $736.53 $435.50 **$5,592.03**
Dist. Off. Superintendant 12623 Ave 46 Orosi, CA 528-4763	Bizhub C651i DF714 PC417 FS539+RU513 PK524 FK514	**Bizhub C651i - 65ppm Color** Dual Scan Document Feeder Large 2,500 Sheet Paper Cabinet Stapling Finisher Punch Kit Fax Kit	$7,800.00 Inc $650.00 $736.53 $325.00 **$9,511.53**

Dist. Off. HR 12623 Ave 46 Orosi, CA 528-4763	Bizhub C651i	**Bizhub C651i - 65ppm Color**	$7,800.00
	DF714	Dual Scan Document Feeder	Inc
	PC417	Large 2,500 Sheet Paper Cabinet	$650.00
	FS539+RU513	Stapling Finisher	$736.53
	PK524	Punch Kit	$325.00
	FK514	Fax Kit	**$9,511.53**
Dist. Off. Business Dept. 12623 Ave 46 Orosi, CA 528-4763	Bizhub C651i	**Bizhub C651i - 65ppm Color**	$7,800.00
	DF714	Dual Scan Document Feeder	Inc
	PC417	Large 2,500 Sheet Paper Cabinet	$650.00
	FS539+RU513	Stapling Finisher	$736.53
	PK524	Punch Kit	$325.00
	FK514	Fax Kit	**$9,511.53**
Dist. Off. Comm Serv/Student Serv 12623 Ave 46 Orosi, CA 528-4763	Bizhub C651i	**Bizhub C651i - 65ppm Color**	$7,800.00
	DF714	Dual Scan Document Feeder	Inc
	PC417	Large 2,500 Sheet Paper Cabinet	$650.00
	FS539+RU513	Stapling Finisher	$736.53
	PK524	Punch Kit	$325.00
	FK514	Fax Kit	**$9,511.53**
Dist. Off. Comm Serv/Rm 4002 12623 Ave 46 Orosi, CA 528-4763	Bizhub C651i	**Bizhub C651i - 65ppm Color**	$7,800.00
	DF714	Dual Scan Document Feeder	Inc
	PC417	Large 2,500 Sheet Paper Cabinet	$650.00
	FS539+RU513	Stapling Finisher	$736.53
	PK524	Punch Kit	$325.00
	FK514	Fax Kit	**$9,511.53**
Dist. Off. Food Services 12623 Ave 46 Orosi, CA 528-4763	Bizhub C361i	**Bizhub C361i - 36ppm Color**	$3,770.00
	DF714	Dual Scan Document Feeder	Inc
	PC417	Large 2,500 Sheet Paper Cabinet	$650.00
	FS539+RU513	Stapling Finisher	$736.53
	FK514	Fax Kit	$435.50
			$5,592.03
Cutler - Office 40532 Rd 128 Cutler, CA 528-6931	Bizhub C651i	**Bizhub C651i - 65ppm Color**	$7,800.00
	DF714	Dual Scan Document Feeder	Inc
	FS539-RU513	Stapling Finisher	$736.53
	PC417	Large 2,500 Sheet Paper Cabinet	$650.00
	FK514	Fax Kit	$435.50
			$9,622.03
Cutler - Resource RM 40532 Rd 128 Cutler, CA 528-6931	Bizhub 361i	**Bizhub 361i - 36ppm B/W**	$2,990.00
	DF714	Dual Scan Document Feeder	Inc
	DK516	Bottom Storage Cabinet	$97.50
	FS542	Stapling Finisher	$585.00
			$3,672.50
Cutler - Tech Prep #1 40532 Rd 128 Cutler, CA 528-6931	Bizhub 651i	**Bizhub 651i - 65ppm B/W**	$5,850.00
	DF714	Dual Scan Document Feeder	Inc
	PC417	Large 2,500 Sheet Paper Cabinet	$650.00
	FS539-RU513	Stapling Finisher	$736.53
			$7,236.53
Cutler - Tech Prep #2 40532 Rd 128 Cutler, CA 528-6931	Bizhub 361i	**Bizhub 361i - 36ppm B/W**	$2,990.00
	DF714	Dual Scan Document Feeder	$0.00
	DK516	Bottom Storage Cabinet	$97.50
	FS542	Stapling Finisher	$585.00
			$3,672.50
Cutler - Tech Prep #3 40532 Rd 128 Cutler, CA 528-6931	Bizhub 361i	**Bizhub 361i - 36ppm B/W**	$2,990.00
	DF714	Dual Scan Document Feeder	Inc
	DK516	Bottom Storage Cabinet	$97.50
	FS542	Stapling Finisher	$585.00
			$3,672.50

Cutler - Pre School 40532 Rd 128 Cutler, CA 528-6931	Bizhub 301i DF714 PC416	**Bizhub 301i - 30ppm B/W (Faster)** Dual Scan Document Feede Large 2,500 Sheet Paper Cabinet	$2,730.00 Inc $520.00 **$3,250.00**
El Monte - Office 42111 Rd 128 Orosi, CA 528-3017	Bizhub C361i DF714 PC417 FS539+RU513 FK514	**Bizhub C361i - 36ppm Color** Dual Scan Document Feeder Large 2,500 Sheet Paper Cabinet Stapling Finisher Fax Kit	$3,770.00 Inc $650.00 $736.53 $435.50 **$5,592.03**
El Monte - RM 24 #1 42111 Rd 128 Orosi, CA 528-3017	Bizhub 651i DF714 PC216 FS539-RU513	**Bizhub 651i - 65ppm B/W** Dual Scan Document Feeder 2 Extra 550 Sheet Universal Size Paper Tray Stapling Finisher	$5,850.00 Inc $490.75 $736.53 **$7,077.28**
El Monte -RM 24 #2 40802 Rd 128 Orosi, CA 528-1790	Bizhub 651i DF714 PC216 FS539-RU513	**Bizhub 651i - 65ppm B/W** Dual Scan Document Feeder 2 Extra 550 Sheet Universal Size Paper Tray Stapling Finisher	$5,850.00 Inc $490.75 $736.53 **$7,077.28**
El Monte -RM 5 40802 Rd 128 Orosi, CA 528-1790	Bizhub 301i DF714 PC416	**Bizhub 301i - 30ppm B/W (Faster)** Dual Scan Document Feeder Large 2,500 Sheet Paper Cabinet	$2,730.00 Inc $520.00 **$3,250.00**
(REQUIRED per Contract)	Surge Protectors X 46	Cline's cost	**$6,100.12**

Equipment Total: **$281,467.11**

***Includes July lease payoff & return of all current copiers.
May/June Payments to be made by COJUSD.

Proposed Lease Payment 2026 - 2031 $5,136.77

Maintenance rates B/W .0059 and Color .053 ~Guaranteed '5' Years

This maintenance rate reduction locked in 5 years will save on average $1,000 a month to offset lease increase.

LEAF

LEASE AGREEMENT

1720A Crete Street, Moberly, MO 65270
Phone: 800-662-3759, Fax: 800-426-2626

LESSEE INFORMATION

Lessee Legal Name			Address	
Cutler-Orosi Unified School District			12623 Avenue 416	
City	**County**	**State**	**Zip**	**Phone**
OROSI	TULARE	CA	93647	5595284763

EQUIPMENT DESCRIPTION

Unit Quantity	Description of Equipment: (indicate new or used and include make, model, serial # and all attachments – see below and/or attached Schedule A)
	* PLEASE REFER TO SCHEDULE A

Equipment Location: Same ( ) Other ( )	Address	City	State	Zip

BASE TERM AND PAYMENT SCHEDULE

Base Term in Months	Lease Payments: (X) Monthly ( ) Quarterly ( ) Other
60	60 Lease Payments at $3,136.77 (Plus applicable taxes)

(a) Total Advance Lease Payment: 0 Months = $0.00;**

(b) A Security Deposit in the amount of: $0.00;

(c) A Documentation Fee in the amount of: $95.00.

Due upon Lease signing: a + b + c = $95.00.

**If more than one month's Lease Payment is required as an Advance Lease Payment, the additional amount will be applied on the lease commencement date to Lease Payments in inverse order, starting with the last Lease Payment.

Upon Lease expiration and 90 days prior notice to us, if you are not in default, you have the option to purchase not less than all the Equipment for the amount indicated below, plus applicable taxes:

X FAIR MARKET VALUE ___10% of original Equipment cost ___$1.00

End of lease purchase option shall be Fair Market Value unless another option is selected.

If you are tax exempt please attach certificate and write your tax-exempt number below:

#_____

LESSEE SIGNATURE

Lessee Legal Name
Cutler-Orosi Unified School District

Authorized Signature (Lessee agrees to the terms on page one and two of this Lease.)

X

Print Authorized Signer Name: _____

Authorized Signer Title: _____

E-Mail Address: _____

Tax ID Number: ********* Date: _____

PERSONAL GUARANTY: The undersigned guarantees that the Lessee will make all payments and perform all other obligations under the Lease when due. Undersigned agrees that this is a guaranty of payment and not of collection, and that we can proceed directly against undersigned without first proceeding against the Lessee, the Equipment or other collateral. The undersigned also waives all suretyship defenses and any notification if the Lessee is in default and consents to any extensions or modifications granted to the Lessee. In the event of a default, the undersigned will immediately pay any and all sums due in accordance with the default provisions of the Lease. Undersigned will pay to us all expenses (including attorneys' fees) incurred by us in enforcing our rights against undersigned or the Lessee. If more than one person has signed this personal guaranty, each of the undersigned agrees that his/her liability is joint and several. Undersigned authorizes us or any of our affiliates to obtain credit bureau reports and make credit inquiries regarding undersigned's personal credit. **You consent to jurisdiction in the State or Federal courts in Pennsylvania and expressly waive any right to a trial by jury.**

SIGNED X _____ SIGNED X _____

PRINT NAME: _____ (Do not print title) PRINT NAME: _____ (Do not print title)

E-Mail Address: _____ E-Mail Address: _____

Date of Birth: _____ Date of Birth: _____

LEAF CAPITAL FUNDING, LLC By: _____ Title: _____ Date: _____

TERMS AND CONDITIONS

Throughout this agreement the words "We," "Our," and "Us" refer to the Lessor, LEAF Capital Funding, LLC. The words "You" and "Your" refer to the Lessee indicated above. You agree to lease the Equipment described above or in a schedule attached hereto ("Equipment") and agree to the terms and conditions of this Lease Agreement ("Lease").

1. LEASE PAYMENTS AND TERM: You agree to pay us the Lease Payments in advance of each month (or other payment period) during the Term. The Lease Payments stated above reflect our spread over like-term Treasury constant maturities for the Base Term as of May 11, 2026 (as referenced via the Federal Reserve website: http://www.federalreserve.gov/releases/h15/update/default.htm ("Reference Yield")). Any increase in the Reference Yield prior to commencement shall cause the Lease Payments to be adjusted accordingly. The Lease Payments will be fixed upon the Lease Commencement Date (as defined below). We may adjust the Lease Payments upward or downward by no more than 15% if the invoiced costs of the Equipment are different than the estimated amount we used to calculate the Lease Payments shown above. In the event the United States tax laws change prior to, or during, the Base Term, we have the right to increase the remaining Lease Payments to achieve our originally anticipated economic return. Your obligation to pay the Lease Payments and all other obligations herein are absolute, unconditional and non-cancellable and are not subject to any abatement, set-off, defense or counterclaim for any reason whatsoever. The Lease shall be binding and enforceable on you upon your execution thereof. The term of the Lease shall commence on the date the Equipment is delivered to you ("Lease Commencement Date"). The first Lease Payment shall be due on the date we specify in the month following the Lease Commencement Date, as set forth in our invoice and the remaining Lease Payments will be due on the same day of each subsequent month (each, a "Payment Date") until paid in full. The Base Term shall commence on the date one month prior to the first Payment Date.We may charge you a portion of one Lease Payment for the period from the Lease Commencement Date until the day preceding the first day of Base Term ("Interim Rent"). Interim Rent shall be due and payable as invoiced. **On an annual basis, the Monthly Payment may be increased by a maximum of 15% of the amount previously then in effect.**

2. DELIVERY, INSTALLATION AND ACCEPTANCE: You are responsible for arranging delivery and installation of the Equipment. You unconditionally accept the Equipment upon the earlier of (a) your oral or written acceptance of the Equipment, or (b) 10 days after delivery of the Equipment. We may require you to provide us a signed delivery and acceptance certificate. You authorize us to fill in the Lease Commencement Date, due dates, serial numbers, VIN numbers and other information which becomes available to us during the term of the Lease. We are not responsible for the Equipment or vendor failures.

3. EQUIPMENT LOCATION USE AND REPAIR: You will maintain and use the Equipment only at the location shown above. You agree that the Equipment cannot be moved from that location without our advance written approval. You are responsible for maintaining the Equipment in good repair, condition, and in proper working order, except for normal wear and tear.

4. INDEMNIFICATION: As between you and us, you are responsible for and agree to indemnify, defend and hold us harmless from and against any losses, damages, penalties, claims, suits, including attorneys fees and expenses, and actions, whether based on a theory of strict liability or otherwise caused by or related to the ordering, manufacture, installation, ownership, condition, use, lease, possession, delivery or return of the Equipment or any defects in the Equipment.

5. LEASE EXPIRATION AND RENEWAL: Unless you notify us in writing at least 90 days prior to the expiration of the Lease, or any renewal term, of your intention to return the Equipment to us or to exercise the purchase option indicated above, this Lease will automatically renew on a month-to-month basis at the same monthly Lease Payment amount until you either exercise the purchase option or provide us with the required notice and return the Equipment to us. If you exercise a purchase option we will convey all of our right, title and interest in such Equipment to you on an AS-IS WHERE IS basis without representation or warranty. If you elect to return the Equipment to us, (i) it must be to the location we designate and you are responsible for all return costs and we may charge a Restocking Fee equal to one Lease Payment, and (ii) you must securely remove all data from any and all disk drives or magnetic media prior to returning the Equipment (and you are solely responsible for selecting an appropriate removal standard that meets your business needs and complies with applicable laws). You will pay us for any loss in value resulting from failure to maintain the Equipment in accordance with the Lease or the damages incurred in shipping and handling. Your obligation to pay rent will continue until the Equipment is returned to our designated return location.

6. LATE FEES AND COLLECTION CHARGES: If any amount payable to us is not paid within three (3) days of when due, you agree to pay us a late charge equal to the lesser of: (a) the greater of 10% of the amount which is late or $10.00, or (b) the maximum legal amount. You agree to pay us $25.00 for each check by phone payment and $35.00 for each returned check. Amounts which are not paid within 30 days of when due shall accrue interest at 1.5% per month (or such lesser rate as is the maximum rate allowable under applicable law) from such 30th day until paid in full.

7. NO WARRANTY: The Equipment is being leased to you "as is". You acknowledge that we do not manufacture the Equipment and that you have selected the Equipment and the supplier based on your own judgment. **WE MAKE NO WARRANTIES, EXPRESS OR IMPLIED, INCLUDING WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE IN CONNECTION WITH THE EQUIPMENT. WE ARE NOT RESPONSIBLE FOR ANY CONSEQUENTIAL OR INCIDENTAL DAMAGES. WE ARE NOT LIABLE FOR ANY LOSS OR INJURY TO YOU OR TO ANY THIRD PERSON OR PROPERTY, INCLUDING DIRECT, INDIRECT, CONSEQUENTIAL, INCIDENTAL AND SPECIAL DAMAGES CAUSED BY THE USE, OWNERSHIP, LEASE OR POSSESSION OF THE EQUIPMENT.** You agree to continue making Lease Payments to us, regardless of any claims you may have against the manufacturer or supplier. We transfer to you for the term of this Lease any warranties made by the manufacturer or the supplier. No representation or warranty by the manufacturer or supplier is binding on us nor shall breach of such warranty relieve you of your obligation to us as provided herein.

8. INSURANCE RISK OF LOSS: From the time the Equipment is ordered until it is returned in the required condition or purchased by you ("Risk Period"), you are responsible for all risk of loss or damage to the Equipment. During the Risk Period, you will procure and maintain at your expense, property insurance for the full replacement value of the Equipment, and public liability insurance in an amount acceptable to us, covering any personal injury, death or third-party property damage arising out of or relating to the use or operation of the Equipment. You will provide us evidence of such insurance when requested, naming us as loss payee and as an additional insured. If you do not provide us with proof of such insurance, we may secure insurance on the Equipment to cover our interests (and only our interests). If we obtain such insurance, you will pay us an additional amount for the cost of such insurance and an administrative fee, the cost of which may be more than the cost to obtain your own insurance and on which we may make a profit. We reserve the right to increase such monthly charge in the event that our costs for providing such services increase. If we purchase such insurance on your behalf, it shall not relieve you of any obligations under this Lease or release you from any claims we may have against you.

9. OWNERSHIP, TAXES AND UCC's: We are the owner of the Equipment and hold title to the Equipment (excluding items of Equipment which are licensed software and products). Notwithstanding the foregoing, if you are deemed to own the Equipment, you hereby grant us a security interest in the Equipment. You will pay, when due, all taxes, fines and penalties relating to the purchase, use, leasing and/or ownership of the Equipment under this Lease. The Lease Payments shown above do not include any applicable taxes. We will include any applicable taxes and fees in our invoice to you. You agree to pay the tax and fees in addition to your Lease Payments. If we pay any taxes (including personal property tax), fees or penalties on your behalf, you will pay us on demand the amount we have paid on your behalf plus an administrative fee. You authorize us to sign and record UCC financing statements and other documents we deem necessary to confirm our interest in the Equipment. You agree to pay us a documentation fee equal to the amount specified on page one of this Lease, or if not so specified, the greater of either $250.00 or 0.5% of the total of Equipment invoices, which amount shall be paid together with your first Lease Payment, to cover our expense in processing this Lease and perfecting our interest in the Equipment. If we require a site inspection to verify the condition and/or existence of the Equipment, or you request administrative services (i.e., property tax research), you agree to reimburse our costs as invoiced.

10. DEFAULT: If you or any guarantor do not pay the monthly Lease Payment or any other amount payable to us within ten (10) days of its due date, or breach any of the terms or conditions of this Lease, any guaranty of license relating to the Equipment, you will be in default of this Lease and any other agreement you may have entered into with us or any of our affiliates. If you default, we may require you to do any combination of the following: (a) immediately pay all amounts then due, plus the present value of the remaining Lease Payments, Interim Rent and residual value of the Equipment, as determined by us, discounted at an annual rate of 3%; (b) promptly return all of the Equipment; (c) allow us to peaceably repossess the Equipment; or (d) use any and all remedies available to us under the Uniform Commercial Code or any other applicable law. You agree to pay the cost of repossession and our reasonable attorney's fees and costs associated with any legal action we may take in the event of your default. In addition to all other charges and as reimbursement for the expenses incurred and not as a penalty, we may require you to reimburse us for the phone calls, letters and any additional expense incurred in the collection and servicing of this Lease to you. If we take possession of the Equipment, we may sell or otherwise dispose of it with or without notice, at a public or private sale, and apply the net proceeds (after we have deducted all costs related to the sale or disposition of the Equipment) to the amounts that you owe us. You agree that if notice of sale is required by law, 10 days' notice shall constitute reasonable notice. You remain responsible for any amounts that are due after we have applied such net proceeds. We may apply any security deposits to your obligations under this Lease. Upon termination, if you are not in default, any security deposit will be refunded without interest.

11. ASSIGNMENT: YOU HAVE NO RIGHT TO SELL, TRANSFER, ASSIGN OR SUBLEASE THE EQUIPMENT OR THIS LEASE. We may sell, assign or transfer this Lease or our rights in the Equipment without notice to you. If we sell, assign or transfer this Lease, the new owner will have the same rights and benefits we have now, but the new owner will not be subject to any claim, defense or setoff that you may have against us.

12. ARTICLE 2A RIGHTS AND REMEDIES: You agree that this Lease is a "finance lease" as that term is defined in Article 2A of the Uniform Commercial Code ("UCC"). You hereby agree to waive any and all rights and remedies granted to you by sections 2A-508 through 2A-522 of the UCC. By signing this Lease, you agree that either (a) you have reviewed, approved, and received, a copy of the Supply Contract or (b) that we have informed you of the identity of the Supplier, that you may have rights under the Supply Contract, and that you may contact the Supplier for a description of those rights.

13. CHOICE OF LAW: THIS LEASE WILL BE GOVERNED BY, ENFORCED IN AND INTERPRETED ACCORDING TO THE LAWS OF THE COMMONWEALTH OF PENNSYLVANIA. YOU CONSENT TO JURISDICTION IN THE STATE OR FEDERAL COURTS OF PENNSYLVANIA. YOU EXPRESSLY WAIVE ANY RIGHT TO A TRIAL BY JURY.

14. ABSOLUTE OBLIGATION: YOUR OBLIGATION TO PAY THE LEASE PAYMENTS AND OTHER AMOUNTS AND PERFORM ALL OTHER OBLIGATIONS HEREUNDER IS NONCANCELLABLE, ABSOLUTE AND UNCONDITIONAL AND NOT SUBJECT TO ABATEMENT, SET-OFF, DEFENSE OR COUNTERCLAIM. You agree that the terms and conditions contained in this Lease make up the entire agreement between you and us regarding the lease of the Equipment. You agree that any delay or failure to enforce our rights under this Lease does not prevent us from enforcing any such rights at a later time. All of our rights and indemnities will survive the termination of this Lease.

15. MISCELLANEOUS: This Lease constitutes the entire agreement between the parties concerning the subject matter hereof and incorporates all representations made in connection therewith. The terms hereof may not be terminated, amended, supplemented or modified orally, but only in writing signed by you and us. This Lease may be executed in counterparts (manually or by electronic means) and, when transmitted to us shall be binding upon you for all purposes. This Lease is not binding on us until we sign it. You agree not to raise as a defense to the enforcement of this Lease that it was executed or transmitted to us by electronic means. You will use the Equipment only for business purposes and not for personal, family or household use. The USA PATRIOT Act requires us to obtain, verify, and record information that identifies you thus we ask for your name, address and other information or documents that substantiate your identity.

16. CREDIT INFORMATION. You authorize us or any of our affiliates to obtain credit bureau reports, and make other credit inquiries that we determine are necessary. On your written request, we will inform you whether we have requested a consumer credit report and the name and address of any consumer credit reporting agency that furnished a report. You acknowledge that without further notice we may use or request additional credit bureau reports to update our information so long as your obligations to us are outstanding.

LEAF

SCHEDULE A TO LEASE AGREEMENT
(EQUIPMENT DESCRIPTION)

Lease Application No.: **1129060**

QNT	Equipment Description	New/Used	Make	Model	Serial Number
Location: 12623 Avenue 416, OROSI, CA 93647					
1	Konica Minolta AccurioPrint 2100	New	Konica Minolta	AccruioPrint 2100	
10	Konica Minolta bizhub C361i	New	Konica Minolta	bizhub C361i	
15	Konica Minolta bizhub 361i	New	Konica Minolta	bizhub 361i	
9	Konica Minolta bizhub 651i	New	Konica Minolta	bizhub 651i	
3	Konica Minolta bizhub 301i	New	Konica Minolta	bizhub 301i	
7	Konica Minolta bizhub C651i	New	Konica Minolta	bizhub C651i	

LESSEE: Cutler-Orosi Unified School District

BY: _____

PRINT NAME: _____

TITLE: _____

DATE: _____

LEAF CAPITAL FUNDING, LLC

BY: _____

PRINT NAME: _____

TITLE: _____

DATE: _____

LEAF

DELIVERY AND ACCEPTANCE CERTIFICATE

Date of Equipment Delivery: _____

Application No.: 1129060

Cutler-Orosi Unified School District (**"Customer"**) hereby certifies that all of the equipment, software and other property (collectively, **"Equipment"**) referred to in that certain Agreement related to the above referenced application number (the **"Agreement"**) by and between Customer and **LEAF Capital Funding, LLC** (**"LEAF"**) has been delivered to and been received by Customer at the location(s) set forth in the Agreement, that all installation or other work necessary prior to the use thereof has been completed, that the Equipment has been examined by the Customer and is in good operating order and condition and is in all respects satisfactory to Customer, and that the Equipment is accepted by the Customer for all purposes under the Agreement. Customer represents and warrants that the Date of Equipment Delivery set forth above and the Billing Address and the Equipment Location set forth in the Agreement are correct. By its execution and delivery of this Acceptance Certificate, Customer hereby reaffirms all of the representations, warranties and covenants contained in the Agreement as of the date hereof, and further represents and warrants to LEAF that no Event of Default, and no event or condition which with notice or the passage of time or both would constitute an Event of Default, has occurred and is continuing as of the date hereof. Customer further certifies to LEAF that Customer has selected the Equipment (and to the extent applicable, the vendor of the Equipment) and has received and approved the purchase order, purchase agreement or supply contract under which the Equipment will be acquired for all purposes of the Agreement.

ACCORDINGLY, CUSTOMER AUTHORIZES LEAF TO PURCHASE THE EQUIPMENT FROM THE APPLICABLE SUPPLIER(S).

DO NOT SIGN THIS DELIVERY AND ACCEPTANCE CERTIFICATE UNTIL YOU HAVE RECEIVED ALL OF THE EQUIPMENT.

CUSTOMER: Cutler-Orosi Unified School District

By: _____

Print Name: _____

Title: _____

E-Mail Address: _____

Date: _____

THE ABOVE SIGNATORY AFFIRMS THAT HE/SHE IS A DULY AUTHORIZED CORPORATE OFFICER OR OFFICIAL, MEMBER, PARTNER OR PROPRIETOR OF THE ABOVE NAMED CUSTOMER.

LEAF

Request For Insurance Certificate

(PLEASE FORWARD THIS TO YOUR INSURANCE AGENT)

Re: Agreement No. 1129060

To Insurance Agent: _____ Phone (____) _____-_____

Agency: _____ Fax (____) _____-_____

Address: _____ Email _____

_____

Your Customer listed below is financing / leasing equipment through us.

WE MUST HAVE INSURANCE COVERAGE in place that: (i) names "**LEAF Capital Funding, LLC and/or Its Assigns**" ("LEAF") as a Loss Payee and Additional Insured, and there is a lender's loss payable endorsement in favor of LEAF as loss payee on all property damage policies; (ii) each policy has been endorsed to provide that, as respects LEAF, the insurance shall not be invalidated by any action or inaction of Customer or any other person other than LEAF, and shall insure LEAF regardless of any breach or violation of any warranty, declaration, term or condition contained in such policy by Customer or any person other than LEAF; (iii) each policy has been endorsed to provide LEAF with 30 days' advance written notice of any material change or cancellation or non-renewal of such policy; and (iv) each policy contains a waiver releasing any rights of subrogation against LEAF for any and all claims, losses or damages covered under the above required insurance.

Property Damage/Contents Coverage: All-risk insurance is to be provided for fire, theft, extended coverage, vandalism and malicious mischief for the full replacement value of the equipment; and

Comprehensive General Liability: Coverage should be written with minimum limits of $1,000,000/$2,000,000 for bodily injury and $1,000,000/$2,000,000 for property damage.

Please provide us with a certificate of insurance as follows:

YOUR CUSTOMER:	LOSS PAYEE/ ADDITIONAL INSURED
Cutler-Orosi Unified School District 12623 Avenue 416 OROSI, CA 93647 Phone: 5595284763 Fax: Attention:	**LEAF Capital Funding, LLC and/or Its Assigns** PO Box 202124 Florence, SC 29502 Phone: 877-248-5574 Fax: 305-964-2690 Attention: Commercial Tracking

EQUIPMENT TO BE INSURED:

** PLEASE REFER TO SCHEDULE A(s) **

EQUIPMENT LOCATION:

** PLEASE REFER TO SCHEDULE A(s) **

INSURABLE VALUE $281,467.11

EFFECTIVE DATE OF INSURANCE: Upon Lease Commencement

LEAF

State and Local Government Addendum

Reference: **Application No. 1129060**

This State and Local Government Addendum (this "Addendum") is made part of the Agreement related to the above referenced application number ("Agreement") between **LEAF Capital Funding, LLC** ("we" "us" and "ours") and Cutler-Orosi Unified School District ("you" and "your"). Capitalized terms used but not defined will have the meaning given to them in the Agreement. If there is any conflict between the terms of this Addendum and the terms of the Agreement, the terms of this Addendum will control and prevail. The parties hereby agree as follows:

1. Funding Intent. You reasonably believe that funds can be obtained sufficient to make all Payments set forth in the Agreement and any other amounts owed during the term of the Agreement. You agree that your chief executive or administrative officer (or your administrative office that has the responsibility of preparing the budget submitted to your governing body, as applicable) will provide for funding for such payments in your annual budget request submitted to your governing body. You covenant that you will do all things lawfully within your power to obtain, maintain and properly request and pursue funds from which the Payments may be made, including making provisions for such payments to the extent necessary in each budget submitted for the purpose of obtaining funding, using your best efforts to have such portion of the budget approved and exhausting all available administrative reviews and appeals in the event such portion of the budget is not approved. If your governing body chooses not to appropriate funds for such payments, you agree that your governing body will evidence such nonappropriation by omitting funds for such payments due during the applicable fiscal period from the budget that it adopts. You and we agree that your obligation to make payments under the Agreement will be your current expense and will not be interpreted to be a debt in violation of applicable law or constitutional limitations or requirements. Nothing contained in the Agreement will be interpreted as a pledge of your general tax revenues, funds or moneys.

2. Nonappropriation of Funds. If (a) sufficient funds are not appropriated and budgeted by your governing body in any fiscal period for Payments set forth in the Agreement or any other amounts owed to us and (b) you have exhausted all funds legally available for such payments due under the Agreement (together, a "Non-Appropriation Event"), then you will give us not less than ninety (90) days written notice (a "Termination Notice") and the Agreement will terminate as of the last day of your fiscal period for which funds for such payments are available ("Termination Date"). Such termination is without any expense or penalty, except for the portions of such payments and those expenses associated with your return of the Equipment in accordance with the Agreement for which funds have been budgeted or appropriated or are otherwise legally available. You agree that, to the extent permitted by law, you will not terminate the Agreement if any funds are appropriated by you or to you for the acquisition or use of equipment or services performing functions similar to the Equipment during your fiscal period in which such termination would occur. You shall (i) on or before the Termination Date, return the Equipment in accordance with the return requirements set forth in the Agreement, (ii) provide in the Termination Notice a certification of a responsible official that a Non-Appropriation Event has occurred, (iii) deliver to us, upon our request, an opinion of your counsel (addressed to us) verifying that the Non-Appropriation Event as set forth in the Termination Notice has occurred, and (iv) pay us all sums payable to us under the Agreement up to and including the Termination Date. You acknowledge and agree that, in the event of the termination of the Agreement and the return of the Equipment as provided for herein, you shall have no interest whatsoever in the Equipment or proceeds thereof and we shall be entitled to retain for our own account the proceeds resulting from any disposition or re-leasing of the Equipment along with any advance rentals, security deposits or other sums previously paid by you pursuant to the terms of the Agreement.

3. Authority and Authorization. You represent and agree that: (a) you are a state or a political subdivision or agency of a state; (b) the entering into and performance of the Agreement is authorized under your state laws and Constitution and does not violate or contradict any judgment, law, order, or regulation, or cause any default under any agreement to which you are party; (c) you have complied with all bidding requirements and, where necessary, have properly presented the Agreement for approval and adoption as a valid obligation on your part; and (d) you have sufficient appropriated funds or other moneys available to pay all amounts due under the Agreement for your current fiscal period. Upon our request, you agree to provide us with an opinion of counsel as to clauses (a) through (d) above, an incumbency certificate, and other documents that we request, with all such documents being in a form satisfactory to us.

4. Government Use. You agree that (a) you will comply with all information reporting requirements of the Internal Revenue Code of 1986, as amended, including but not limited to the execution and delivery to us of information statements requested by us, and (b) the use of the Equipment is essential for your proper, efficient and economic operation, you will be the only entity to use the Equipment during the term of the Agreement and you will use the Equipment only for your governmental purposes. Upon our request you will provide us with an essential use letter in a form satisfactory to us as to clause (b) above.

5. Insurance. You agree to provide and maintain at your own expense (a) property insurance against the loss, theft, destruction of, or damage to, the Equipment for its full replacement value, naming us as loss payee, and (b) public liability and third party property insurance, naming us as an additional insured. You will give us certificates or other evidence of such insurance on the Equipment at such times as we request. All insurance obtained from a third party insurer will be in a form, amount and with companies acceptable to us, and will provide that we will be given 30 days' advance notice of any cancellation or material change of such insurance. If you do not provide us with proof of such insurance, we may secure insurance on the Equipment to cover our interests (and only our interests). If we obtain such insurance, you will pay us an additional amount for the cost of such insurance and an administrative fee, the cost of which may be more than the cost to obtain your own insurance and on which we may make a profit.

6. Indemnification. With respect to any claims, actions, or suits that are made against us as a result of your actions, omissions, negligence or willful misconduct ("Claims"), to the extent permitted by law, you agree to reimburse us for, and if we request, defend us against, any such Claims.

7. Choice of Law. Regardless of any conflicting provision in the Agreement, **THE AGREEMENT WILL BE GOVERNED BY THE LAWS OF THE STATE IN WHICH YOU ARE LOCATED.**

8. This Addendum supplements and amends the Agreement only to the extent and in the manner set forth, and in all other respects, the Agreement will remain in full force and effect.

IN WITNESS WHEREOF the parties hereto, by their authorized signatories, have executed this Addendum at the date set forth below their respective signatures.

CUSTOMER: **Cutler-Orosi Unified School District**	**LEAF CAPITAL FUNDING, LLC**
By: _____	By: _____
Print Name: _____	Print Name: _____
Title: _____	Title: _____
Date: _____	Date: _____

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **APPROVAL OF A VARIABLE TERM WAIVER FOR GABRIELA LESSO VASQUEZ**

ATTACHMENTS: **NONE**

FUNDING SOURCE: **N/A**

DISCUSSION:

It is recommended that the Board approve the Variable Term Waiver Request (WV1 Form) for Gabriela Lesso Vasquez. Ms. Lesso Vasquez is being recommended for the position of Reading Instruction Specialist for the 2026-2027 school year at Palm Elementary School and is currently pursuing her Reading Specialist/Literacy Credential. Approval of this waiver will allow her to serve in this role and provide support to students in accordance with Education Code 44265 while she completes the requirements necessary to obtain her Reading Specialist/Literacy Credential.

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

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the variable term waiver for Gabriela Lesso Vasquez.**

PROPOSED ACTION: **APPROVE**

Item #: 37

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **APPROVAL OF A VARIABLE TERM WAIVER FOR KARINA MOYA**

ATTACHMENTS: **NONE**

FUNDING SOURCE: **N/A**

DISCUSSION:

It is recommended that the Board approve the Variable Term Waiver Request (WV1 Form) for Karina Moya. Mrs. Moya is being recommended for the position of Learning Director for the 2026-2027 school year at Golden Valley Elementary School and is currently pursuing her Preliminary Administrative Services Credential. Approval of this waiver will allow her to serve in this role and provide administrative services and support to students in accordance with Education Code 44270 while she completes the requirements necessary to obtain her Preliminary Administrative Services Credential.

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

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the variable term waiver for Karina Moya.**

PROPOSED ACTION: **APPROVE**

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **ADMINISTRATIVE ORGANIZATIONAL**

AGENDA ITEM: **APPROVAL OF (1) DANCE TEACHER POSITION AND PUBLIC INFORMATION LIASION POSITION**

ATTACHMENTS: **N/A**

FUNDING SOURCE: **PROPOSITION 28/ STUDENT SUPPORT SERVICES**

DISCUSSION:
The District requests Board approval to add the following new positions:

- **(1) Dance Teacher** – 7.5 hours per day / 185 days
  This position is needed to support the expansion of the visual and performing arts (VAPA) program.
- **(1) Public Information Liaison** – 8 hours per day / 12 months
  This position was previously eliminated due to a lack of funding. The District has since received grant funding to support the position and is requesting Board approval to reinstate it. The Public Information Liaison will enhance communication efforts by ensuring community members, families, employees, and students receive timely and accurate information regarding District programs, services, and initiatives.

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

RECOMMENDATION: **The Superintendent recommends the Board approve the new positions.**

PROPOSED ACTION: **APPROVE**

Item #: 39

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **PUBLIC HEARING OF 2026-27 COUTA COLLECTIVE BARGAINING TENTATIVE AGREEMENT**

ATTACHMENTS: **AGREEMENT/SALARY SCHEDULE/ SETTLEMENT**

FUNDING SOURCE: **VARIOUS GENERAL FUND SOURCES**

DISCUSSION:
A Public Hearing is now conducted to allow for public comments regarding the Certificated Salary Schedule and Settlement Disclosure:

Hearing Opened at:_____ p.m.
Hearing Closed at:_____ p.m.

The District and COUTA have agreed to the following contract changes for the 2026-2027 school year. This agreement shall be in effect from July 1, 2026 through and including June 30, 2027:
Article 9: 9.2.1- Added language for Kindergarten first day of instruction and Kindergarten orientation.
Article 19 and 20: Fully paid 80-J, $30:RX9-35 plan, increase salary schedule of 4%, language modification on salary advancement, additional stipends added to Extra Duty Pay Schedule, added steps to Speech and Language Pathologist Salary Schedule to retain SLP's.

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

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends that the Board conduct a hearing for public comments.**

PROPOSED ACTION: **HOLD HEARING**

Item #: 40

Cutler-Orosi Joint Unified School District to Cutler Orosi Unified Teachers Association (COUTA)	**Final Tentative Agreement Pending Board Approval and Ratification** Date: 6/1/2026 Time: 4:30 PM

ARTICLE IX: Hours of Employment

9.2 ADJUNCT DUTIES

TA 9.2.1 The District and the Association recognize that teachers participate in adjunct duties. Adjunct duties are those duties beyond the work day, which require supervising and providing leadership in pupil organizations and activities or parent-teacher partnership such as, but not limited to: field trips, back-to-school night, graduation, promotion, outdoor education, open house, parent club, teacher conferences,
progress report card night, supervision of dances, sponsorship of clubs, homecoming activities, and supervision of athletic events. These duties must be student supervision oriented. Attendance at Back to School Night, Open House, Progress Report Night, Teacher Conferences is required unless specific prior approval is given to miss the meeting/event.
Kindergarten orientation activities are to be included during Back to School. Kindergarten-12th grades will commence a full day of instruction on the first day of school.

Side letter for 26-27 SY for TK

ARTICLE XIX: TEACHER BENEFITS

TA 19.1 The District shall contribute no more than the amount per month per full-time bargaining unit member toward the payment of premiums for health, dental, and vision insurance as specified by a side letter of agreement. The plan shall be that plan which is identified for the benefit year in the side letter of agreement and posted on the District website.

Fully paid 80-J, $30: RX9-35 equates to 1.64% salary increase

ARTICLE XX: SALARY

TA 20.1 The Salary Schedule shall be as agreed to in Appendix A.

Status quo For the 2026-2027 school year, the District offers a 4% ongoing salary increase to the 2025-2026 certificated salary schedule, effective July 1, 2026, contingent upon reaching an agreement on all contract language.

TA APPENDIX B:
RULES FOR PLACEMENT AND ADVANCEMENT ON THE CERTIFICATED SALARY SCHEDULE

II. Salary Schedule Advancement

C. Before enrolling in coursework, employees must ensure the college or university is an accredited educational institution. Institutional accreditation can be verified via the Database of Accredited Postsecondary Institutions and Programs (DAPIP), https://ope.ed.gov/dapip/#/home or via contacting the Personnel Department with course information.
Degrees and coursework must be completed while the institution is regionally accredited to be recognized by the Commission on Teacher Credentialing (CTC). Regional accreditation can be checked via the CTC-approved Regional Accrediting Bodies website, https://www.ctc.ca.gov/aspiring-educators/regional-accreditation/.

I. **Effective July 1, 2026, a maximum of 30 approved professional development/extension/continuing education semester units may be applied over the course of your career.**
II. **All lower-division classes taken after BA completion must be pre-approved in order to receive salary schedule advancement credit.**
    a. **Relationship to professional role**

TA Appendix C–Extra Duty Assignment Pay Schedule
Mariachi Stipend, one at .035 (year)
OHS add Dance Stipend .07 (year 1) .075 (year 2)
EM add Dance Stipend .03 (year 1) .035 (year 2)
EM add an additional Math Bowl Stipend .03 (year 1) .035 (year 2)
EM add an additional Speech and Debate Stipend, a total of 2 .03 (year 1) .035 (year 2)

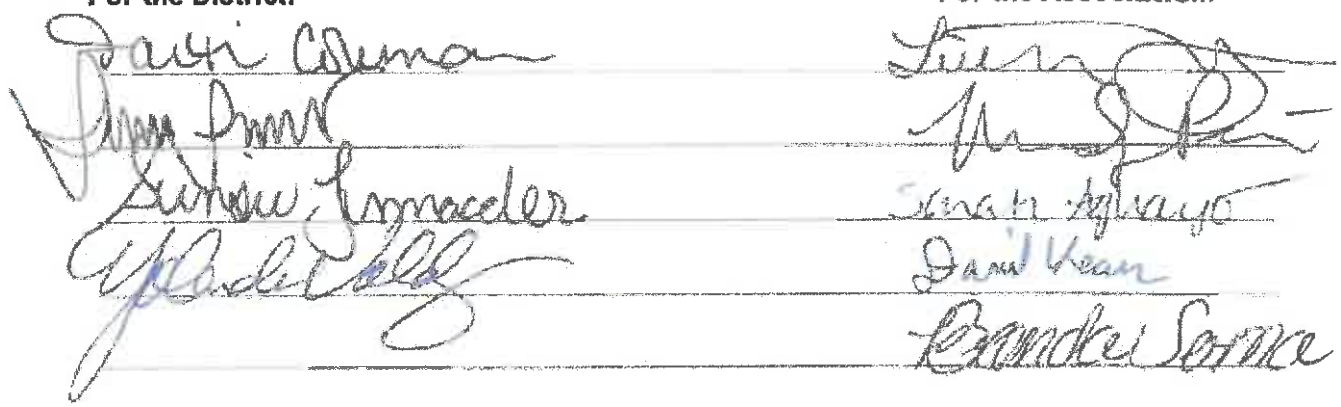
TA Restructuring Speech and Language Pathologist Salary Schedule

The salary offer in this agreement is contingent upon the 2026-27 state budget being adopted based on funding 4.31% COLA.

Agreed on this 1st June, 2026

For the District:

For the Association:



CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
2026-2027
CERTIFICATED SALARY SCHEDULE

Prior Step 1 Column 1: 63,791 | Percent Raise: 4.00% | 4.00%

Class	I	II	III	IV	V
	BA<30	BA + 30	BA+45 or	BA+60 or	BA+75 or
Step			MA	MA+15	MA+30
1	66,343	70,707	74,200	77,864	85,750
2	67,983	72,452	76,029	79,781	87,865
3	69,658	74,239	77,904	81,755	90,038
4	71,375	76,071	79,835	83,775	92,266
5	73,137	77,951	81,800	85,846	94,549
6		79,875	83,824	87,968	96,890
7		81,848	85,895	90,143	99,288
8		83,873	88,020	92,376	101,748
9			90,195	94,660	104,267
10			92,428	97,004	106,850
11			94,716	99,406	109,499
12			97,061	101,865	112,214
13			99,463	104,388	114,997
14				106,976	117,848
15					120,769
18			101,221	108,744	122,569
20			101,927	109,628	123,766
25			104,454	112,347	126,839

Class

I Bachelor's Degree with less than 30 units of upper division semester credits of approved college work.

II General Elementary or Special Secondary Credential requiring five years of work **or** Bachelor's Degree plus 30 units of upper division or graduate credits of approved college work.

III Master's Degree or Bachelor's Degree plus 45 units of upper division or graduate of approved college work.

IV Master's Degree plus 15 units of graduate work, or Bachelor's Degree plus 60 units of approved college work.

V Master's Degree plus 30 units of graduate work, or Bachelor's Degree plus 75 units of approved college work.

- ► Teachers with a BCLAD certificate will receive a $500.00 stipend.
- ► Teachers designated by the District to teach in an RSP classroom and have the appropriate credentials will receive a $1,500.00 stipend.
- ► Teachers with a Master's Degree (MA) will receive a stipend of 1.5% of the employee's base salary.
- ► Teachers in the Dual Immersion Program will receive a $1,500.00 stipend.
- ► Hourly Rate (Class III, Step 6 / 185 / 7.5) = $60.41
- ► Extra Duty Base (Class II, Step 1 X .85) = $60,101
- ► SCICON = $225/night

NOTE: Teachers who teach a regular class during their designated preparation time (secondary school staff only) shall be paid their per diem/per period pay.

Effective July 1, 2026
Board Approved June 18, 2026

COJUSD Notice of Nondiscimination
(Please click on the link for more information)

PROPOSED Cutler-Orosi Joint Unified School District
Speech/Language Pathologist Salary Schedule
2025-2026

Prior Step 1, Column 3: 92,243 Percent Raise: 1.00%

	Column 1	Column 2	Column 3	Column 4
	BA Intern/Waiver	MA and Enrolled in CTC Program	MA and SLP Preliminary Credential	MA and SLP Clear Credential
Step 1	$65,216	$74,532	$ 93,165	$ 104,798
Step 2			$ 96,147	$ 108,152
Step 3			$ 99,224	$ 111,613
Step 4			$102,399	$ 115,185
Step 5			$105,676	$ 118,871
Step 6			$109,058	$ 122,675
Step 7				$126,601
Step 8				$130,652
Step 9				$134,833
Step 10				$139,148

Additional Factors:

Masters Stipend of 1.5% of the employees base salary schedule.

BCLAD Stipend = $500 per year additional.

Employee must be enrolled in an acceptable speech program (to CTC) in order to move to Column 2 on the schedule.

Salary Schedule movement across the schedule is based solely on credential held.

SLP = Speech-Language Pathologist

190 work days / 8 hours per day

Base rate = Step 1 Column 3;

MEMORANDUM OF UNDERSTANDING / SIDE LETTER OF AGREEMENT
Between Cutler-Orosi Joint Unified School District and the
Cutler-Orosi Joint Unified Teacher Association (COUTA)
Transitional Kindergarten (TK) Start Date and Orientation for the 2026–2027 School Year
June 1, 2026

This Side Letter of Agreement clarifies the scheduling, orientation, and data collection metrics for the Transitional Kindergarten (TK) program for the upcoming 2026–2027 school year. Both the District and the Association share the goal of maximizing early childhood instructional time while ensuring a smooth transition for our youngest learners.

First Day of School Commencement:

- For the 2026–2027 school year, Transitional Kindergarten (TK) students will officially begin instruction, alongside grades K-12, with a regularly scheduled instructional day on the first day of school, August 11, 2026.

TK Orientation Schedule:

- To support families and staff, the formal TK Orientation will be integrated into the District's scheduled Back-to-School event on August 10, 2026.

Data Collection & Program Evaluation:

- To evaluate the impact and operational success of aligning the TK start date with the rest of the student body, the District will collect and analyze specific metrics. This data will inform future scheduling decisions and resource allocation.

The primary metrics will include:

- Completion rates of required enrollment paperwork/apps by the first week of school.
- The number of parents that attend orientation and the number of parents that require follow up calls.

This Side Letter is a non-precedent-setting agreement applicable solely to the 2026–2027 school year. It does not alter any other terms of the current COUTA Collective Bargaining Agreement unless explicitly stated herein.

For the District:
By: Sunsie Tumacder
Sunsie Tumacder
Assistant Superintendent, Administrative Services

For the Association:
By:
Lindsay Mendoza
Association President

Cutler-Orosi Joint Unified School District
Speech/Language Pathologist Salary Schedule
2026-2027

Prior Step 1, Column 3: 93,165 Percent Raise: 4.00%

	Column 1	Column 2	Column 3	Column 4
	BA Intern/Waiver	MA and Enrolled in CTC Program	MA and SLP Preliminary Credential	MA and SLP Clear Credential
Step 1	$ 67,824	$ 77,513	$ 96,892	$ 108,989
Step 2			$ 99,992	$ 112,477
Step 3			$ 103,192	$ 116,076
Step 4			$ 106,494	$ 119,790
Step 5			$ 109,902	$ 123,623
Step 6			$ 113,419	$ 127,579
Step 7				$ 131,662
Step 8				$ 135,875
Step 9				$ 140,223
Step 10				$ 144,710

Additional Factors:

- Masters Stipend of 1.5% of the employees base salary schedule.
- BCLAD Stipend = $500 per year additional.
- Employee must be enrolled in an acceptable speech program (to CTC) in order to move to Column 2 on the schedule.
- Salary Schedule movement across the schedule is based solely on credential held.
- SLP = Speech-Language Pathologist
- 190 work days / 8 hours per day

Base rate = Step 1 Column 3;

Effective July 1, 2026
Board Approved June 18, 2026

COJUSD Notice of Nondiscimination

(Please click on the link for more information)

Extra Duty Assignment Pay Schedule 2026-2027

Extra-curricular

Activity	Position	Season	Funded	Year 1	Year 2+
High School					
Athletic Director		Y	1	0.120	0.13
Athletic Trainer		Y	0	0.092	0.092
Baseball	Varsity Head	S	1	0.090	0.1
	Varsity Assistant	S	1	0.075	0.085
	JV Head	S	1	0.070	0.08
	JV Assistant	S	1	0.065	0.075
Basketball - Boys	Varsity Head	W	1	0.090	0.1
	Varsity Assistant	W	1	0.075	0.085
	JV Head	W	1	0.070	0.08
	JV Assistant	W	0	0.065	0.075
Basketball - Girls	Varsity Head	W	1	0.090	0.1
	Varsity Assistant	W	1	0.075	0.085
	JV Head	W	1	0.070	0.08
	JV Assistant	W	0	0.065	0.075
Cheer	Varsity Head	Y	1	0.095	0.1
	Varsity Assistant	Y	1	0.070	0.075
Cross Country	Varsity Head	F	1	0.090	0.1
	Varsity Assistant	F	1	0.075	0.085
	JV Head	W	0	0.070	0.08
	JV Assistant	W	0	0.065	0.075
Football	Varsity Head	F	1	0.100	0.11
	Varsity Assistant (4)	F	4	0.080	0.09
	JV Head	F	1	0.085	0.095
	JV Assistant (3)	F	3	0.065	0.075
Soccer - Boys	Varsity Head	W	1	0.090	0.1
	Varsity Assistant	W	1	0.075	0.085
	JV Head	W	1	0.070	0.08
	JV Assistant	W	0	0.065	0.075
Soccer - Girls	Varsity Head	W	1	0.090	0.1
	Varsity Assistant	W	1	0.075	0.085
	JV Head	W	1	0.070	0.08
	JV Assistant	W	0	0.065	0.075
Softball	Varsity Head	S	1	0.090	0.1
	Varsity Assistant	S	1	0.075	0.085
	JV Head	S	1	0.070	0.08
	JV Assistant	S	1	0.065	0.075
Tennis - Boys	Varsity Head	S	1	0.080	0.085
	Varsity Assistant	S	1	0.070	0.075
Tennis - Girls	Varsity Head	F	1	0.080	0.085
	Varsity Assistant	F	1	0.070	0.075
Track & Field	Varsity Head	S	1	0.080	0.085
	Varsity Assistant (3)	S	3	0.070	0.075
Volleyball	Varsity Head	F	1	0.090	0.1
	Varsity Assistant	F	1	0.075	0.085
	JV Head	F	1	0.070	0.08
	JV Assistant	F	1	0.065	0.075
Wrestling - Boys	Varsity Head		1	0.080	0.085
	Varsity Assistant		1	0.070	0.075
Wrestling - Girls	Varsity Head		1	0.080	0.085
	Varsity Assistant		1	0.070	0.075
Middle School					
Athletic Director		Y	1	0.090	0.10
Youth Football Director		F	1	0.060	0.065
Baseball	Varsity Head	S	1	0.040	0.05
	Varsity Assistant	S	1	0.035	0.04
	JV Head	S	1	0.040	0.05
Basketball-Boys	Varsity Head	W	1	0.040	0.05
	JV Head	W	1	0.040	0.05
Basketball - Girls	Varsity Head	W	1	0.040	0.05
	JV Head	W	1	0.040	0.05
Cheer	Varsity Head	Y	1	0.040	0.05
Cross Country	Varsity Head	F	1	0.040	0.05
Football	Varsity Head	F	1	0.040	0.05
	Varsity Assistant	F	1	0.035	0.04
Soccer - Boys	Varsity Head	F	1	0.040	0.05
	JV Head	F	1	0.040	0.05
Soccer - Girls	Varsity Head	F	1	0.040	0.05
	JV Head	F	1	0.040	0.05
Softball	Varsity Head	S	1	0.040	0.05
	Varsity Assistant	S	1	0.035	0.04
	JV Head	S	1	0.040	0.05
Tennis Boys & Girls	Varsity Head	F	1	0.040	0.05
Tennis Girls	Varsity Head	F	1	0.040	0.05
Track & Field	Varsity Head	S	1	0.040	0.05
	Varsity Assistant	S	1	0.035	0.04
Volleyball	Varsity Head	F	1	0.040	0.05
	JV Head	F	1	0.040	0.05

Extra-curricular (continued)

Activity	Position	Season	Funded	Year 1	Year 2+
Alt. Ed.					
4 Sports 1 per Quarter	Varsity Head		1	0.04	0.05
Elementary (Two positions per site)					
Intramural	Gr. 4-5 Fall (2 Site)	F	2	0.01	0.01
Intramural	Gr. 4-5 Winter (2 site)	S	2	0.01	0.01
Intramural	Gr. 4-5 Spring (2 Site)	S	2	0.01	0.01

Co-curricular

Activity	Season	Funded	Year 1	Year 2+
All Elementary Sites (Funded positions are per site)				
GATE	Y	1	Hourly	Hourly
History Day	W	1	0.03	0.03
Science Olympiad	S	2	0.03	0.03
Spelling Bee	W	1	0.01	0.01
Yearbook	Y	1	0.01	0.01
El Monte				
Activities/Leadership	Y	1	0.07	0.075
Band Director	Y	1	0.07	0.075
Percussion - Techs	S	1	0.05	0.06
Choir Director	Y	1	0.055	0.06
Color Guard	Y	1	0.05	0.06
Dance	Y	1	0.03	0.035
Drama	Y	1	0.03	0.035
FFA	Y	1	0.03	0.035
History Day	W	1	0.03	0.035
HOSA - Jump	Y	0	0.03	0.035
Math Bowl	W	1	0.03	0.035
MESA	Y	1	0.045	0.055
Science Bowl	Y	2	0.03	0.035
Science Olympiad	S	2	0.055	0.065
Speech/Debate	Y	2	0.03	0.035
Spelling Bee	W	1	0.01	0.01
Yearbook	Y	1	0.03	0.035
OHS				
Academic Decathlon	Y	1	0.055	0.065
Activities/Leadership	Y	1	0.12	0.13
Band Director	Y	1	0.120	0.13
Caption Heads	F & S	2	0.050	0.06
Band - Techs	F & S	3	0.045	0.05
Choir Director	Y	1	0.055	0.06
Dance	Y	1	0.07	0.075
Drama	Y	1	0.07	0.075
FBLA	Y	1	0.055	0.065
FFA	Y	2	0.055	0.065
HOSA	Y	2	0.055	0.065
Link Crew	Y	2	0.055	0.065
Mariachi	Y	1	0.035	0.035
MESA	Y	1	0.055	0.065
Science Bowl	Y	1	0.055	0.065
Science Olympiad	Y	1	0.055	0.065
Speech/Debate	Y	1	0.055	0.065
Speech/Debate Assistant	Y	1	0.045	0.055
Yearbook	Y	1	0.07	0.075
Lovell				
HOSA	Y	1	0.055	0.065
Yearbook	Y	1	0.015	0.015

Curricular

Site(s)	Allocation	Pay Rate
Cutler - Golden Valley - Palm		
ELA Lead (Gr. 4-5)		
Grade Level Leads (Gr. TK-5)*	1 per grade level if no coach	Contract 9.11.7
GATE	1 per site	Hourly
Technology Lead	up to 1 per site if no coach	Contract 9.11.8
El Monte		
Department Leads *	Core curr. up to 7 total if no coach	Contract 9.11.6
Technology Lead	Not currently funded	
OHS		
Department Leads *	4 for Core, plus 2 if no coach	Contract 9.11.5
Technology Lead	Not currently funded	
Ag. Teachers	Up to 40 days extra	Daily Rate
Alt. Ed.		
Department Leads *	UP to 2 if no coach	Contract 9.11.5
Other		
Instructional Support Providers (TIPS)		Contract 9.10.2

*** = Funded only if no Instructional Coach**

Important Note: All Stipend positions are limited to the numbers shown in the charts. NO OTHER STIPEND POSITIONS ARE ALLOWED EVEN IF PAID BY THE SITE. Any other position must be approved by the Superintendent in writing in advance.

Each position must be submitted on a Supplemental Contract. The contract must include: 1) a complete description of the duties and expectations for the position. This includes the number of completive events expected; 2) the proper budget coding. For athletics/sports positions, the contracts are due to Personnel with a list of coaches 45 days prior to the start of the season for **Board Approval**.

Individuals must serve the "Stipend Season" or complete the co-curricular assignment to receive the full amount indicated. Any single position may be "split" between two or more employees only if individual duties are specified and it is agreed to in advance in writing.
For any stipend to be paid, the principal must submit a payment request form (Supplemental Contract Payment Authorization form) which certifies that the work has been completed, that the season is over and that all other obligations have been met (e.g.: uniforms have been turned in).

Which positions and the number of positions funded may change from year to year at the discretion of the administration

Effective July 1, 2026
Board Approved June 18, 2026

COJUSD Notice of Nondiscimination
(Please click on the link for more information)

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
June 18, 2026

AGENDA SECTION: ADMINISTRATIVE/ORGANIZATIONAL

AGENDA ITEM: APPROVAL OF 2026-27 COUTA COLLECTIVE BARGAINING TENTATIVE AGREEMENT

ATTACHMENTS: AGREEMENT/SALARY SCHEDULE/ SETTLEMENT

FUNDING SOURCE: VARIOUS GENERAL FUND SOURCES

DISCUSSION:
The District and COUTA have agreed to the following contract changes for the 2026-2027 school year. This agreement shall be in effect from July 1, 2026 through and including June 30, 2027:

Article 9: 9.2.1- Added language for Kindergarten first day of instruction and Kindergarten orientation.
Article 19 and 20: Fully paid 80-J, $30:RX9-35 plan, increase salary schedule of 4%, language modification on salary advancement, additional stipends added to Extra Duty Pay Schedule, added steps to Speech and Language Pathologist Salary Schedule to retain SLP's.

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

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the COUTA Bargaining Agreement.**

PROPOSED ACTION: **APPROVE**

Item #: 41

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **PUBLIC HEARING OF THE 2026-2027 MANAGEMENT/CONFIDENTIAL SALARY SCHEDULE**

ATTACHMENTS: **2026-2027 MANAGEMENT/CONFIDENTIAL SALARY SCHEDULE**

FUNDING SOURCE: **VARIOUS GENERAL FUND SOURCES**

DISCUSSION:
A Public Hearing is now conducted to allow for public comments regarding the Management/Confidential Salary Schedule:
Hearing Opened at:_____p.m.
Hearing Closed at:_____p.m.

The Superintendent has conferred with members of the Management/Confidential Team and has agreed to the following salary schedule increase. This group includes all employees on the Management/Confidential employee salary schedule and the Assistant Superintendents and Superintendent.

- Provide a 4% increase pay on the salary schedule to the 2026-2027 salary schedule.
- Fully paid 80-J, $30:RX9-35 Health and Welfare plan
- Reclassification of the Director of Maintenance, Operations, and Transportation position from Ratio 1.12 to Ratio 1.18 to reflect the position's actual annual compensation.

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

BOARD GOAL:

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

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

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

RECOMMENDATION: **The Superintendent recommends that the Board conduct a hearing for public comments.**

PROPOSED ACTION: **HOLD HEARING**

Item #: 42

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **APPROVAL OF THE 2026-2027 MANAGEMENT/CONFIDENTIAL SALARY SCHEDULE**

ATTACHMENTS: **2026-2027 MANAGEMENT/CONFIDENTIAL SALARY SCHEDULE**

FUNDING SOURCE: **VARIOUS GENERAL FUND SOURCES**

DISCUSSION:

The Superintendent has conferred with members of the Management/Confidential Team and has agreed to the following salary schedule increase. This group includes all employees on the Management/Confidential employee salary schedule and the Assistant Superintendents and Superintendent.

- Provide a 4% increase pay on the salary schedule to the 2026-2027 salary schedule.
- Fully paid 80-J, $30:RX9-35 Health and Welfare plan
- Reclassification of the Director of Maintenance, Operations, and Transportation position from Ratio 1.12 to Ratio 1.18 to reflect the position's actual annual compensation.

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

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the Management/Confidential Salary Schedule.**

PROPOSED ACTION: **APPROVE**

Item #: 43

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
2026-2027 Management/Confidential Salary Schedule

Percent Raise= **4.00%**
Old Base = $116,495

New Base $121,155 124,789 128,533 132,389 136,361 140,452

Ratio	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
0.460	$55,731	$57,403	$59,125	$60,899	$62,726	$64,608
0.480	58,154	59,899	61,696	63,547	65,453	67,417
0.500	60,577	62,395	64,267	66,195	68,180	70,226
0.520	63,000	64,891	66,837	68,842	70,908	73,035
0.540	65,424	67,386	69,408	71,490	73,635	75,844
0.560	67,847	69,882	71,979	74,138	76,362	78,653
0.580	70,270	72,378	74,549	76,786	79,089	81,462
0.600	72,693	74,874	77,120	79,433	81,816	84,271
0.620	75,116	77,369	79,691	82,081	84,544	87,080
0.640	77,539	79,865	82,261	84,729	87,271	89,889
0.660	79,962	82,361	84,832	87,377	89,998	92,698
0.680	82,385	84,857	87,403	90,025	92,725	95,507
0.700	84,808	87,353	89,973	92,672	95,453	98,316
0.720	87,231	89,848	92,544	95,320	98,180	101,125
0.740	89,655	92,344	95,115	97,968	100,907	103,934
0.760	92,078	94,840	97,685	100,616	103,634	106,743
0.780	94,501	97,336	100,256	103,264	106,361	109,552
0.800	96,924	99,832	102,827	105,911	109,089	112,361
0.820	99,347	102,327	105,397	108,559	111,816	115,170
0.840	101,770	104,823	107,968	111,207	114,543	117,979
0.860	104,193	107,319	110,538	113,855	117,270	120,788
0.880	106,616	109,815	113,109	116,502	119,997	123,597
0.900	109,039	112,310	115,680	119,150	122,725	126,406
1.000	121,155	124,789	128,533	132,389	136,361	140,452
1.020	123,578	127,285	131,104	135,037	139,088	143,261
1.040	126,001	129,781	133,674	137,685	141,815	146,070
1.060	128,424	132,277	136,245	140,332	144,542	148,879
1.080	130,847	134,773	138,816	142,980	147,270	151,688
1.100	133,270	137,268	141,386	145,628	149,997	154,497
1.120	135,693	139,764	143,957	148,276	152,724	157,306
1.140	138,116	142,260	146,528	150,924	155,451	160,115
1.160	140,540	144,756	149,098	153,571	158,179	162,924
1.180	142,963	147,252	151,669	156,219	160,906	165,733
1.200	145,386	149,747	154,240	158,867	163,633	168,542
1.220	147,809	152,243	156,810	161,515	166,360	171,351
1.240	150,232	154,739	159,381	164,163	169,087	174,160
1.260	152,655	157,235	161,952	166,810	171,815	176,969
1.280	155,078	159,730	164,522	169,458	174,542	179,778
1.300	157,501	162,226	167,093	172,106	177,269	182,587
1.320	159,924	164,722	169,664	174,754	179,996	185,396
1.340	162,347	167,218	172,234	177,401	182,723	188,205
1.360	164,771	169,714	174,805	180,049	185,451	191,014
1.380	167,194	172,209	177,376	182,697	188,178	193,823
1.400	169,617	174,705	179,946	185,345	190,905	196,632
1.420	172,040	177,201	182,517	187,993	193,632	199,441
1.440	174,463	179,697	185,088	190,640	196,360	202,250
1.460	176,886	182,193	187,658	193,288	199,087	205,059
1.480	179,309	184,688	190,229	195,936	201,814	207,868
1.500	181,732	187,184	192,800	198,584	204,541	210,677
1.620	196,271	202,159	208,224	214,470	220,904	227,532
2.025	245,338	252,699	260,280	268,088	276,131	284,415

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
2026-2027 Management/Confidential
Ratio Factors and Longevity Schedule

Paid Days	PD Days On Sal. Sch.	Total Work Days	Certificated	Ratio
195	1	**196**	Counselor I	0.860
195	1	**196**	Board Certified Behavior Analyst (BCBA)	0.860
195	1	**196**	District Nurse	0.900
195	1	**196**	Educational Social Worker (with PPS)	0.900
195	1	**196**	Counselor II	1.020
200	1	**201**	Learning Director	1.040
200	1	**201**	PBIS Coordinator	1.040
200	1	**201**	Psychologist	1.080
200	1	**201**	Middle School Assistant Principal	1.080
205	1	**206**	High School Assistant Principal	1.120
205	1	**206**	Special Education Program Specialist	1.120
205	1	**206**	Lead Psychologist	1.120
210	1	**211**	Elementary Principal	1.200
210	1	**211**	Alternative School Principal/Administrator	1.200
210	1	**211**	Middle School Principal	1.220
210	1	**211**	Administrator of Mental Health Sevices	1.220
210	1	**211**	Administrator Of Early Childhood Education	1.220
210	1	**211**	Administrator of Dual Immersion and Biliteracy	1.220
210	1	**211**	Administrator of Instructional Programs	1.220
222	1	**223**	Director of Grants and Program Development	1.360
222	1	**223**	Director of Student Serv., Categoricals & Accountability	1.360
222	1	**223**	Director of College & Career Readiness	1.360
222	1	**223**	Director of Special Services	1.360
222	1	**223**	High School Principal	1.360
222	1	**223**	Assistant Superintendent - Educational Services	1.620
222	1	**223**	Assistant Superintendent - Administrative Services	1.620
222	1	**223**	Superintendent	2.025

Paid Days	PD Days On Sal. Sch.	Total Work Days	Classified	Ratio
260	1 less vac.	**260**	Food Services Technician	0.460
260	1 less vac.	**260**	Administrative Assistant I	0.520
260	1 less vac.	**260**	Administrative Assistant II	0.600
260	1 less vac.	**260**	Business Services Technician	0.600
260	1 less vac.	**260**	Personnel Services Technician	0.600
260	1 less vac.	**260**	Program Coordinator	0.660
260	1 less vac.	**260**	Public Information Liaison	0.680
260	1 less vac.	**260**	Administrative Assistant III	0.680
260	1 less vac.	**260**	Personnel Coordinator	0.720
260	1 less vac.	**260**	Executive Assistant to the Superintendent	0.780
260	1 less vac.	**260**	Network Systems Technician	0.780
260	1 less vac.	**260**	Assistant Director of Transportation	0.780
260	1 less vac.	**260**	Program Manager	0.800
260	1 less vac.	**260**	Assistant Business Manager	0.800
260	1 less vac.	**260**	Director of Food Services	0.900
260	1 less vac.	**260**	Director of Information Technology	0.900
260	1 less vac.	**260**	Director of Maintenance, Operations & Transportation	1.180
260	1 less vac.	**260**	Chief Financial Officer	1.300

Effective July 1, 2026
Board Approved June 18, 2026

LONGEVITY		CERTIFICATED		CLASSIFIED	
Service Years	Amount	Stipend	Amount	Stipend	Amount
10	$ 1,300	MA Degree	$1,000 annually	AA Degree	$100 per month
15	$ 2,600			BA Degree	$125 per month
20	$ 3,900			MA Degree	$150 per month
25	$ 5,200				
30	$ 6,500				

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CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **ADMINISTRATIVE / ORGANIZATIONAL**

AGENDA ITEM: **APPROVAL OF THE AGREEMENT WITH SUPERINTENDENT YOLANDA VALDEZ**

ATTACHMENTS: **AGREEMENT**

FUNDING SOURCE: **GENERAL FUND**

DISCUSSION:

Presented to the Board for approval is an agreement between the District and the Superintendent, Yolanda Valdez. August 9, 2018, the board amended the Superintendent's employment contract adding a 3.13 Business Expense Allowance, "The Superintendent shall receive $500 per month expense allowance to assist the Superintendent with expenses that are naturally incurred as the Superintendent conducts the District's Business. This allowance shall not be considered creditable compensation for CalSTRS purposes, unless otherwise permitted by law". The Business Department did not receive this amended contract therefore it was not paid. The attached agreement allows the District to retro pay for the 2018-19 & 2019-20 fiscal years $6,000 per year for a total of $12,000.

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 that the Board approve the Agreement.**

PROPOSED ACTION: **APPROVE**

Item #: 44

SETTLEMENT AGREEMENT AND RELEASE

This Settlement Agreement and General Release ("Agreement") is made between the Cutler-Orosi Joint Unified School District ("District") and Yolanda Valdez ("Ms. Valdez") (collectively referenced herein as the "Parties").

RECITALS

1. At all relevant times herein, Ms. Valdez has been employed as the Superintendent of the District.

2. In 2018, Ms. Valdez entered into an amended employment contract with the District ("Contract"). The Contract was approved by the Board on August 9, 2018.

3. The Contract included the addition of the following provision: "Add 3.13 Business Expense Allowance ["Business Expense Allowance"] – The Superintendent shall receive a $500 per month expense allowance to assist the Superintendent with expenses that are naturally incurred as the Superintendent conducts the District's Business. This allowance shall not be considered creditable compensation for CalSTRS purposes, unless otherwise permitted by law."

4. Due to a clerical error by the District, the District did not pay, and Ms. Valdez did not receive the Business Expense Allowance set forth in the Contract until June of 2025.

5. In June of 2025, the District issued backpay to Ms. Valdez for the Business Expense Allowance for the 2020-2021, 2021-2022, 2022-2023, 2023-2024, school years, at a rate of Six Thousand Dollars and Zero Cents ($6,000.00) per year, for a total payment of Twenty-Four Thousand Dollars and Zero Cents ($24,000.00). In January of 2026 the District issued pay to Ms. Valdez for the 2024-25 school year.

6. The District now intends to issue backpay to Ms. Valdez for the Business Expense Allowance for the 2018-2019 and 2019-20 school years, at a rate of Six Thousand Dollars and Zero Cents ($6,000.00) per year, for a total payment of Twelve Thousand Dollars and Zero Cents ($12,000.00).

7. The Parties desire to avoid the time and expense attendant upon a hearing, administrative action, and/or civil litigation and to settle, once and forever, all disputes arising out of, related to, or in any manner connected with the payment of the Business Expense Allowance provision contained in the Contract to Ms. Valdez. All matters related to the Business Expense Allowance in the Contract, including but not limited to any and all amounts owed and/or paid regarding the Business Expense Allowance and any and all disputes arising out of, related to, or in any manner connected with the with the Business Expense Allowance in the Contract are collectively referred to as the "Disputes."

AGREEMENT

NOW, THEREFORE, in consideration of the mutual promises, assurances and covenants

set forth below, the Parties hereby agree as follows:

1. **Recitals**. The recitals set forth above are true.

2. **Lump Sum Payment**. In exchange for the promises and releases set forth herein, the District agrees to pay Ms. Valdez a one-time lump sum payment of Twelve Thousand Dollars and Zero Cents ($12,000.00) on or before August 1, 2026. The Parties agree that this amount represents all remaining backpay owed to Ms. Valdez for the Business Expense Allowance in the Contract.

3. **Release**. Except for the obligations of the Parties set forth herein, Ms. Valdez irrevocably and unconditionally releases the District and its agents, assigns, attorneys, executives, managers, officers, Board of Trustees, individual Trustees, and successors-in-interest from all charges, complaints, claims, allegations, actions, causes of action, or liabilities of any nature whatsoever arising out of, related to, or in any manner connected with, the Disputes. This includes, but is not limited to, claims under the Education Code, Labor Code, Fair Labor Standards Act, and other state and/or federal employment laws. Ms. Valdez will have no right whatsoever to file any administrative complaints or charges, civil complaints, lawsuits, or legal proceedings of any type whatsoever related to, arising out of, or in any way connected to, the Disputes. This is a full and final accord and satisfaction and release of each and every dispute or potential dispute between Ms. Valdez and the District regarding the Disputes.

   Ms. Valdez expressly waives and releases all rights and benefits afforded by section 1542 of the Civil Code of the State of California and does so understanding and acknowledging the significance and consequence of such specific waiver of section 1542. Section 1542 of the California Civil Code states as follows:

   > **A general release does not extend to claims that the creditor or releasing party does not know or suspect to exist in his or her favor at the time of executing the release and that, if known by him or her, would have materially affected his or her settlement with the debtor or released party.**

   Ms. Valdez hereby expressly waives the provisions of California Civil Code section 1542 and further expressly waives any right to invoke said provisions now or at any time in the future related to the Disputes.

4. **Voluntary Agreement**. Ms. Valdez represents that she has read this Agreement in full and understands and voluntarily agrees to all such provisions. Ms. Valdez further declares that, prior to signing this Agreement, she availed herself of relevant data, through sources of her own selection, in deciding whether to execute this Agreement. Ms. Valdez further represents that she has, as of the date of execution of this Agreement, the legal capacity to understand, agree to, and sign this Agreement.

5. **Tax and Retirement Consequences**. The District shall not be liable for any state, federal

or employment tax consequences or any retirement consequences of any nature as a result of this Agreement. Ms. Valdez assumes sole liability for all state, federal, and employment tax consequences and all retirement consequences of any nature occurring at any time as a result of this Agreement. Ms. Valdez declares that, prior to signing this Agreement, she reviewed, or had reasonable opportunity to review, relevant data and received, or had reasonable opportunity to receive, independent advice and counsel regarding the state and federal, and employment tax consequences and the retirement consequences of this Agreement.

6. **No Admission of Liability**. This Agreement is entered into by the Parties for the purpose of compromising and settling any disputes arising or related to the Disputes. It does not constitute, nor shall it be construed as, an admission of liability by any party for any purpose.

7. **Attorneys' Fees and Costs.** Each of the Parties to this Agreement shall bear their own costs, expenses and attorneys' fees related to the negotiation and drafting of this Agreement.

8. **Authority.** The Parties represent and warrant that each has the full right, power, legal capacity, and authority to enter into and perform its obligations under this Agreement, and no other approvals or consents of any other persons are necessary to make this Agreement enforceable.

9. **Amendments.** Any modification of this Agreement must be in writing and signed by the Parties. No oral modifications shall be effective to vary or alter the terms of this Agreement.

10. **Severability**. If any provision of this Agreement is held to be void, voidable or unenforceable, the remaining portions of the Agreement shall remain in full force and effect.

11. **Governing Laws/Venue**. This Agreement is executed in Tulare County, California, and shall be governed by the laws of the State of California. Venue for any action brought pursuant to this Agreement shall be in the superior courts of Tulare County, California.

12. **District Defined**. The term "District" includes the Cutler-Orosi Joint Unified School District, current and former members of its Board of Trustees, its current or former officers, agents, attorneys, directors, successors, predecessors and insurers.

13. **Board Approval**. This Agreement is contingent upon approval by District's Board of Trustees.

WHEREFORE, the Parties hereto have read all of the foregoing, understand the same, agree to all of the provisions contained herein, and have executed the Agreement on the dates set forth below.

[SIGNATURES CONTAINED ON FOLLOWING PAGE]

For the District and Ms. Valdez:

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT

Sandra Williams, Board President

Date: _____

EMPLOYEE

Yolanda Valdez, Superintendent

Date: _____

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **SUPERINTENDENT'S CONTRACT ADDENDUM**

ATTACHMENTS: **SUPERINTENDENT'S CONTRACT ADDENDUM**

FUNDING SOURCE: **GENERAL FUND**

DISCUSSION:

The Superintendent received a satisfactory evaluation for the 2025-2026 school year. The Superintendent's contract has been updated to reflect an extension of one more year in her contract extending it through June 30, 2030.

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

RECOMMENDATION: **The Superintendent recommends the Board approve the Superintendent's Contract Addendum**

PROPOSED ACTION: **APPROVE**

Item #: 45

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT

EMPLOYMENT AGREEMENT ADDENDUM

YOLANDA VALDEZ, SUPERINTENDENT

This Employment Agreement Addendum is made and entered into between the Cutler-Orosi Joint Unified School District and Yolanda Valdez collectively referenced herein as "the Parties".

A. The Superintendent's employment relationship with the District is governed by a Superintendent Employment Agreement dated June 19, 2014.

B. The Superintendent received a satisfactory written evaluation for the 2025-2026 school year.

C. This document will serve as an Addendum to the Agreement.

Accordingly, the parties agree as follows:

1. **Recitals.** The recitals set forth above are true.

2. **Term.** Pursuant to the Agreement, the term of employment may be extended by one
(1) Additional year effective July 1 of the next succeeding school year, provided that at no time shall the term of the Agreement exceed four (4) years. The extension shall be based upon the Superintendent's receipt of a satisfactory written evaluation. The extension shall not be considered automatic and must be approved by the Board in open session at a regularly scheduled Board meeting.

   The term of the Superintendent's employment is currently ending on June 30, 2029. Based upon the Superintendent's satisfactory evaluation for the 2025-2026 school year, the term of the Agreement will be extended to June 30, 2030.

   The Agreement and Addendum may be terminated earlier by the terms of the Agreement or as required by law.

3. **Other Terms and Conditions.** All other terms and conditions of the Agreement are unchanged and unaffected by this Addendum and shall remain in full force and effect.

4. **Entire Agreement.** The Employment Agreement, as modified by this Addendum, constitutes the entire understanding between the Parties, and no addition to, or modification of, any term or provision of the Employment Agreement, as modified by the Addendum, shall be effective unless set forth in writing and signed by the Parties.

Approved by the Governing Board on this 18th day of June, 2026 by the following vote:

Ayes:

Nays:

Absent:

DISTRICT	**SUPERINTENDENT**
Sandra Williams President, Governing Board Cutler-Orosi Joint Unified School District	Yolanda Valdez Superintendent Cutler-Orosi Joint Unified School District

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **APPROVAL OF FACILITIES MASTER PLAN (FMP)**

ATTACHMENTS: **FACILITIES MASTER PLAN AVAILABLE UPON REQUEST OR ONLINE**

FUNDING SOURCE: **N/A**

DISCUSSION:
The District has developed a comprehensive Facilities Master Plan (FMP) to guide long-term facilities planning, modernization, and future construction based on enrollment projections, facility assessments, and community input.
The plan evaluates current site conditions, capacity, and program needs, and establishes priorities to support safe, equitable, and effective learning environments across all schools.
The finalized Facilities Master Plan will be available on the District's website for Board and community review.
Approval of the FMP establishes a framework for future facility decisions and supports eligibility for state funding opportunities.

Use the following link to view the Facilities Master Plan.

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

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the facilities master plan.**

PROPOSED ACTION: **APPROVE**

Item #:

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
June 18, 2026

AGENDA SECTION: **CLOSED**

AGENDA ITEM: **PERSONNEL**

ATTACHMENTS: **PERSONNEL LETTER**

FUNDING SOURCE: **N/A**

DISCUSSION:

Employment/Additional Positions/Hours, Promotions/Assignments, Leaves, Resignations/Retirements, Employee Discipline/Dismissal/Release. (Personnel Letter will be presented at the meeting during closed session.)

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

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the Personnel Letter**

PROPOSED ACTION: **APPROVE**

Item #: A, B

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

Administration
Yolanda Valdez
Superintendent
Sherianne Swanson
Assistant Superintendent
Educational Services
Sunsie Tumacder
Assistant Superintendent
Administrative Services

Cutler-Orosi
Joint Unified
School District
12621 Avenue 416
Orosi Ca. 93647
Phone (559) 528-4769
Fax (559) 528-3152
www.cousd.org

TO: Board of Trustees

FROM: Sunsie Tumacder, Assistant Superintendent of Administrative Services

RE: Personnel Recommendations

DATE: June 18, 2026

EMPLOYMENT/ADDITIONAL POSITIONS/HOURS:

1. Speech and Language Pathologist for the 2026-2027 school year, pending verification and clearances.
2. Approval of Administrative Contracts for the 2026-2027 school year as per attached list.

PROMOTIONS/REASSIGNMENTS:

3. from Preschool Aide to Preschool Teacher, effective August 5, 2026.
4. from Counselor I to PBIS Coordinator, effective July 1, 2026.

RESIGNATIONS/RETIREMENTS:

5. Assistant Cheer Coach at Orosi High School, resigned effective May 26, 2026.
6. Girls Soccer Coach at Orosi High School, resigned effective May 29, 2026.
7. JV Assistant Volleyball Coach at Orosi High School, resigned effective June 1, 2026.
8. Bilingual Instructional Aide at Orosi High School, resigned effective June 4, 2026.
9. JV Boys Head Basketball Coach at Orosi High School, resigned effective June 5, 2026.
10. Varsity Girls Assistant Volleyball Coach at Orosi High School, resigned effective June 5, 2026.
11. LVN at Golden Valley Elementary School, resigned effective July 10, 2026.
12. Groundskeeper Bus Driver at Golden Valley Elementary School, retired effective July 31, 2026.
13. Teacher at El Monte Middle School resigned effective June 5, 2026.
14. Teacher at El Monte Middle School resigning, effective July 6, 2026.

LEAVES: (Statutory – For Informational Purposes):

15. Personnel Coordinator at District Office, on Maternity Leave approximately on July 27, 2026 through 6-8 weeks post-partum.