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### The Brown Act

#### Overview

Every board member needs to know about the Brown Act. Explore the intricacies of the complex act and learn how to apply the law.

#### The Program

The Brown Act: What you need to know in a fact-filled workshop. The principle of open meetings initially seems simple. However, application of the law can prove to be quite complex. The intricacies of the Brown Act provide important, yet often convoluted guidelines for board presidents, superintendents and members of your governance team.

Participate in this informative session and increase your knowledge of:

- The agenda: development, posting, distribution, contents and restrictions
- The meeting: open meeting laws, the Brown Act, Education Code requirements, your board bylaws
- Closed sessions: when to have them, when to not and who gets to decide

#### Cost:

**Registration fee:** Standard Registration \$300 | Late registration: \$325 (starts October 11) | Registration closes October 18, 2023

**Fee includes materials**

#### Who Should Attend?

Board members, superintendents and executive assistants

#### Related Links



- [Board Presidents Workshop](#)
- [Orientation for New Trustees](#)

#### Brown Act Addendum

### The Brown Act (Friday, February 6, 2026 - Virtual)

**Fri Feb 06, 2026 09:00 AM To Fri Feb 06, 2026 12:00 PM**

register

[Register Colleague](#)**The Brown Act (Friday, April 24, 2026 - Virtual)****Fri Apr 24, 2026 09:00 AM To Fri Apr 24, 2026 12:00 PM**[Register](#)[Register Colleague](#)

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# Tunnell Roofing Co., Inc.

*Serving the Central Coast since 1949*

Contractors License No. 245912

Small Business Certification No. 21485

DIR Contractor Registration No. 1000010594

PO Box 369  
715 S. Curryer Street  
Santa Maria, CA 93456

Phone: 805-925-2862

Fax: 805-928-5121

tunnellroofing@comcast.net

Date: 12/30/25

Prevailing wage: Santa Barbara County

To: Cuyama Joint Unified School District

Installed, tax included: yes

Per plans and specs: n/a

Attn: Grace

From: John Tunnell

3 Pages (including cover)

Re: Cuyama Elementary School

**Main Building:**

Remove and dispose of existing roof to plywood deck. Mechanically fasten a new MuleHide 60 mil TPO membrane over 1/4" substrate board. Includes new drip metal, pipe boots, base flashing up to 12", the manufacturer's 20 year No Dollar Limit warranty, and asbestos abatement by an asbestos abatement contractor.

\$977,989.00

**Wood Charges:** Replace rotted plywood, add: \$95.00 per sheet

**Excludes:**

All other sheet metal

Carpentry

HVAC

Electrical

Plumbing

Bonds

Building permits

**Notes:**

Please see attached Standard Provisions document included as part of our bid.

Please see attached sample certificate of insurance for the coverage we can provide. Any additional insurance requirements would be an additional charge.

All invoices to be paid by check or cashier's check.

Prices good through March 31, 2026.

Bonds available at an additional charge.



# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)  
05/30/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER		CONTACT NAME: Ronaldo Cacerez
AssuredPartners of California Ins Services, LLC 196 S. Fir Street P.O. Box 1388 Ventura		PHONE (A/C. No. Ext): (805) 585-6130
		FAX (A/C. No.): (805) 585-6130
		E-MAIL ADDRESS: ronaldo.cacerez@assuredpartners.com
		INSURER(S) AFFORDING COVERAGE
		INSURER A: Crum & Forster Specialty Ins Co
		NAIC # 45520
		INSURER B: Ohio Security Insurance Company
		24082
		INSURER C: State Compensation Ins Fund
		35076
		INSURER D:
		INSURER E:
		INSURER F:
INSURED		Santa Maria CA 93456-0369
Tunnell Roofing Co., Inc. PO Box 369		CA 93002-1388

COVERAGES      CERTIFICATE NUMBER: 25/26 GL/AU/XS/WC      REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSD WVO	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY  CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR		GLO147697	06/01/2025	06/01/2026	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (EA occurrence) \$ 50,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 S
B	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY  ANY AUTO OWNED AUTOS ONLY <input checked="" type="checkbox"/> SCHEDULED AUTOS HIRED AUTOS ONLY <input type="checkbox"/> LOC OTHER		BAS(26)58648427	06/01/2025	06/01/2026	COMBINED SINGLE LIMIT (EA accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ S
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR  <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE		SEO139411	06/01/2025	06/01/2026	EACH OCCURRENCE \$ 1,000,000 AGGREGATE \$ 1,000,000 S
C	<input checked="" type="checkbox"/> WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? <input type="checkbox"/> (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N / A	9381197-2025	05/25/2025	05/25/2026	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Verification of Coverage

CERTIFICATE HOLDER

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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# Tunnell Roofing Co., Inc.

*Serving the Central Coast since 1949*

Contractors License No. 245912  
Small Business Certification No. 21485

PO Box 369  
715 S. Curryer Street  
Santa Maria, CA 93456

Phone: 805-925-2862  
Fax: 805-928-5121  
tunnellroofing@comcast.net

## ADDENDUM TO BID

### STANDARD PROVISIONS

- 1) Upon acceptance of Tunnell Roofing Co., Inc.'s bid (hereafter referred to as TRC), General Contractor approves and accepts these Standard Provisions as part of the subcontract. In the event of any conflict with any other provisions in the contract, TRC's Standard Provisions shall prevail.
- 2) TRC has submitted a copy of our current insurance coverage with our bid. General Contractor accepts TRC's insurance coverage and it shall be deemed to satisfy the insurance requirements of the contract with acceptance of our bid. Any additional coverage required would be at the expense of the General Contractor.
- 3) TRC shall not be bound by a Prime Contract between a General Contract and the Owner of a project.  
General contractor shall provide a copy of the Prime Contract upon request at least ten days prior to start of work. TRC shall have the right to refuse Subcontract for ten days following receipt of Prime Contract.
- 4) Contract shall take effect when signed by authorized persons of both parties.
- 5) Should any problems or difficulties arise out of TRC's work, General Contractor shall notify TRC and give TRC the opportunity to rectify problems or difficulties prior to bringing legal action.
- 6) TRC agrees to indemnify General Contractor only to the extent of damage caused by TRC's work.
- 7) All bids exclude permits, bonds, hazardous materials surveys, hazardous materials testing, and hazardous materials abatement unless specifically included in our bid by name.

# Tunnell Roofing Co., Inc.

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DIR Contractor Registration No. 1000010594

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715 S. Curryer Street  
Santa Maria, CA 93456

Phone: 805-925-2862

Fax: 805-928-5121

tunnellroofing@comcast.net

Date: 12/30/25  
To: Cuyama Joint Unified School District  
Attn: Grace  
From: John Tunnell  
  
Re: Cuyama High School

Prevailing wage: Santa Barbara County  
Installed, tax included: yes  
Per plans and specs: n/a  
3 Pages (including cover)

## **Gymnasium, Shop, Cafeteria & Bldg C:**

Install a new MuleHide 60 mil TPO fleeceback fully-adhered membrane over existing roof. Includes new pipe boots, drip metal, base flashing up to 12", and the manufacturer's 20 year No Dollar Limit warranty.

## **Administration Bldg:**

Mechanically fasten a new MuleHide 60 mil TPO membrane over fire-retardant slip sheet over existing roof. Includes new pipe boots, drip metal, base flashing up to 12" and the manufacturer's 20 year No Dollar Limit warranty.

\$361,187.00

\*Requires adhesion test for fully-adhered roof system.

## **Excludes:**

All other sheet metal  
Carpentry  
Gypsum  
HVAC  
Electrical  
Plumbing  
Bonds  
Building permits

## **Notes:**

Please see attached Standard Provisions document included as part of our bid.

Please see attached sample certificate of insurance for the coverage we can provide. Any additional insurance requirements would be an additional charge.

All invoices to be paid by check or cashier's check.

Prices good through March 31, 2026.

Bonds available at an additional charge.



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PRODUCER  AssuredPartners of California Ins Services, LLC  196 S. Fir Street  P.O. Box 1388  Ventura	CONTACT NAME:	Ronaldo Cacerez		
	PHONE (A/C. No. Ext.):	(805) 585-6130	FAX (A/C. No.):	(805) 585-6130
	E-MAIL ADDRESS:	ronaldo.cacerez@assuredpartners.com		
	INSURER(S) AFFORDING COVERAGE	NAIC #		
	INSURER A: Crum & Forster Specialty Ins Co	45520		
	INSURER B: Ohio Security Insurance Company	24082		
	INSURER C: State Compensation Ins Fund	35076		
	INSURER D:			
	INSURER E:			
	INSURER F:			

COVERAGES      CERTIFICATE NUMBER: 25/26 GL/AU/XS/WC      REVISION NUMBER:

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B	AUTOMOBILE LIABILITY  ANY AUTO OWNED AUTOS ONLY <input checked="" type="checkbox"/> SCHEDULED AUTOS Hired AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY <input type="checkbox"/>		BAS(26)58648427	06/01/2025	06/01/2026	COMBINED SINGLE LIMIT (EA accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ S
A	UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input checked="" type="checkbox"/> CLAIMS-MADE <input type="checkbox"/>		SEO139411	06/01/2025	06/01/2026	EACH OCCURRENCE \$ 1,000,000 AGGREGATE \$ 1,000,000 S
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y/N ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? <input type="checkbox"/> (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below:	N/A	9381197-2025	05/25/2025	05/25/2026	<input checked="" type="checkbox"/> PER STATUTE      OTHER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Verification of Coverage

CERTIFICATE HOLDER	CANCELLATION	
	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.	
Verification of Coverage	AUTHORIZED REPRESENTATIVE	

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Phone: 805-925-2862  
Fax: 805-928-5121  
tunnellroofing@comcast.net

## ADDENDUM TO BID

### STANDARD PROVISIONS

- 1) Upon acceptance of Tunnell Roofing Co., Inc.'s bid (hereafter referred to as TRC), General Contractor approves and accepts these Standard Provisions as part of the subcontract. In the event of any conflict with any other provisions in the contract, TRC's Standard Provisions shall prevail.
- 2) TRC has submitted a copy of our current insurance coverage with our bid. General Contractor accepts TRC's insurance coverage and it shall be deemed to satisfy the insurance requirements of the contract with acceptance of our bid. Any additional coverage required would be at the expense of the General Contractor.
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- 6) TRC agrees to indemnify General Contractor only to the extent of damage caused by TRC's work.
- 7) All bids exclude permits, bonds, hazardous materials surveys, hazardous materials testing, and hazardous materials abatement unless specifically included in our bid by name.

**CUYAMA JOINT UNIFIED SCHOOL DISTRICT  
REGULAR BOARD MEETING  
THURSDAY, December 11, 2025, 6:00 P.M.  
BOARD ROOM, CUYAMA ELEMENTARY SCHOOL  
2300 Hwy 166, New Cuyama CA 93254**

Join Zoom Meeting

<https://us06web.zoom.us/j/83400302599?pwd=v9XTbEecRFJHmsJF6Ww5GfJdvrViq8.1>

Meeting ID: 834 0030 2599

Passcode: 5m2zRH

- I. The meeting will be called to order by Superintendent, Alfonso Gamino, at 6:00 P.M.

Roll Call Vote:

Elaine Johnson **A**b      Jeffrey Mitchell **P**      Jeanette Rosales **P**

Danielle Reynolds **P**      Michael Fuller **P**

Alfonso Gamino **P** Superintendent

FLAG SALUTE: Led by **Jeffrey Mitchell**

- II. PUBLIC FORUM:

The Board wishes to recognize all speakers. The board expects that all speech will be polite, courteous, and respectful by all. Following recognition by the President, members of the public shall have an opportunity to address the Board of Trustees either before or during the Board's consideration of each item of business to be discussed. In order to efficiently manage the business of the Board, the Board President may limit the amount of time allocated for each individual speaker to 3 minutes and limit the total time allocated on a particular issue to 15 minutes, pursuant to board policy. Items not appearing on the agenda cannot, by law, be the subject of Board action. Such items may be placed on future agendas for full discussion and/or action.

**None**

- III. Action Items:

a. Annual Organizational Meeting. Nomination and Election of Officers.

Nomination and Election of President of the Board for the 2026 calendar year (Board President then presides over the meeting). Pg. 1

Moved By: **Danielle Reynolds**

2nd By: **Michael Fuller**

Roll Call Vote:

Elaine Johnson **Ab**

Jeffrey Mitchell **Y**

Jeanette Rosales **Y**

Danielle Reynolds **Y**

Michael Fuller **Y**

**Danielle Reynolds moved to nominate Mr. Jeffrey Mitchell to be the Board President and Michael Fuller seconded the motion. No other nominations.**

**Board approved 4-0 to elect Mr. Jeffrey Mitchell as the Board President for the 2026 calendar year. Mr. Jeffrey Mitchell will now preside over the meeting at this time.**

b. Nomination and Election of Clerk of the Board for the 2026 calendar year. Pg. 1

Moved By: **Jeffrey Mitchell**

2nd By: **Jeanette Rosales**

Roll Call Vote:

Elaine Johnson **Ab**

Jeffrey Mitchell **Y**

Jeanette Rosales **Y**

Danielle Reynolds **Y**

Michael Fuller **Y**

**Jeffrey Mitchell moved to nominate Elaine Johnson as the board clerk for the 2026 calendar year. Jeanette Rosales seconded the motion.**

**Board approved 4-0 to elect Mrs. Elaine Johnson to be the Board Clerk for the 2026 calendar year.**

c. Appointment of Superintendent as Board Secretary for the 2026 calendar year. Pg. 1

Moved By: **Danielle Reynolds**

2nd By: **Michael Fuller**

Roll Call Vote:

Elaine Johnson **Ab**

Jeffrey Mitchell **Y**

Jeanette Rosales **Y**

Danielle Reynolds **Y**

Michael Fuller **Y**

**Board approved the superintendent as the Board Secretary for the 2026 calendar year. Approved 4-0**

d. It is recommended that the board discuss and approve the Governing Board Authorized Signatures of board members for the 2026 calendar year. Pg. 1

Moved By: **Danielle Reynolds**

2nd By: **Michael Fuller**

Roll Call Vote:

Elaine Johnson **Ab**

Jeffrey Mitchell **Y**

Jeanette Rosales **Y**

Danielle Reynolds **Y**

Michael Fuller **Y**

**Approved 4-0**

e. It is recommended that the Board approve the Authorized Certification of Signatures and delegation of authority form and the resolution of the Governing Board Delegation of Governing Board Powers/Duties to give the Superintendent and the Chief Business Official the authority to make cash and budget transfers between and within district funds, approve Payroll Warrants, approve Commercial Warrants, authority to sign contracts, purchase order, quotes, and enter agreements, and authority to accept resignation letters. Mrs. Rachel Leyland will be able to sign payroll and payments and warrants as needed by the district. This authority is for the 2026 calendar year. Pg. 1-3

Moved By: **Danielle Reynolds**

2nd By: **Jeanette Rosales**

Roll Call Vote:

Elaine Johnson **Ab**

Jeffrey Mitchell **Y**

Jeanette Rosales **Y**

Danielle Reynolds **Y**

Michael Fuller **Y**

**Approved 4-0**

f. It is recommended that the Board approve the Governing Board Regular Meeting Schedule for 2026. Pg. 4

Moved By: **Michael Fuller**

2nd By: **Danielle Reynolds**

Roll Call Vote:

Elaine Johnson **Ab**

Jeffrey Mitchell **Y**

Jeanette Rosales **Y**

Danielle Reynolds **Y**

Michael Fuller **Y**

**Approved 4-0**

g. Appointment of School Board Representative to the Santa Barbara Committee on School District Organization for the 2026 calendar year. **Pg. 5-6**

Moved By: **Michael Fuller**

2nd By: **Danielle Reynolds**

Roll Call Vote:

Elaine Johnson **Ab**

Jeffrey Mitchell **Y**

Jeanette Rosales **Y**

Danielle Reynolds **Y**

Michael Fuller **Y**

**Mr. Fuller was appointed to the Cuyama School Board Representative to the Santa Barbara Committee on School District Organization for the 2026 calendar year.**  
**Approved 4-0**

h. It is recommended that the board discuss and decide whether to act to either select a board member as a representative of the district to attend the Santa Barbara County School Boards Association (SBCSBA) Executive Committee meetings or to not select a representative to the SBCSBA for the 2026 calendar year.

Moved By: **Jeffrey Mitchell**

2nd By: **Michael Fuller**

Roll Call Vote:

Elaine Johnson **Ab**

Jeffrey Mitchell **Y**

Jeanette Rosales **Y**

Danielle Reynolds **Y**

Michael Fuller **Y**

**Approved to not have a board member as a representative to the Santa Barbara County School Boards Association (SBCSBA) Executive Committee for the 2026 calendar year. This motion to not have a board representative passed 4-0.**

i. It is recommended that the Board approve the Statement of Facts Roster of Public Agencies Filing and file it with the Secretary of State within (10) days. **Pg. 7-9**

Moved By: **Jeffrey Mitchell**

2nd By: **Danielle Reynolds**

Roll Call Vote:

Elaine Johnson **Ab**

Jeffrey Mitchell **Y**

Jeanette Rosales **Y**

Danielle Reynolds **Y**

Michael Fuller **Y**

**Approved 4-0**

j. It is recommended that the board discuss and approve the SB SIPE Joint Powers Self Insurance district personnel for SB SIPE Board representative, and Safety and Health Committee Member and Alternate for the 2026 calendar year. **Pg. 10-11**

Moved By: **Jeffrey Mitchell**

2nd By: **Danielle Reynolds**

Roll Call Vote:

Elaine Johnson **Ab**

Jeffrey Mitchell **Y**

Jeanette Rosales **Y**

Danielle Reynolds **Y**

Michael Fuller **Y**

**Superintendent will be the approved the representative to SIPE as the Board representative and the Safe and Health committee member. Business Manager Grace Griego will be the alternate for each of the committees. Approved 4-0**

**IV. Presentation of the following:**

A. Cuyama Joint Unified School District Annual Financial Statements with report of Independent Certified Public Accountant Jeanette L. Garcia from Jeanette L. Garcia & Associates. This report was through June 30, 2025.

**Jeanette L. Garcia presented the District Annual Financial Statements for the 2024-2025 school year. The district had No findings.**

B. Cuyama Joint Unified School District Annual Financial and Performance Audit 2016 Election Measure Q General Obligation Bond – Building fund. This report was through June 30, 2025. This report presented by Jeanette L. Garcia from Jeanette L. Garcia & Associates.

**Jeanette L. Garcia presented the Cuyama Joint Unified School District Annual Financial and Performance Audit 2026 Election Measure Q General Obligation Bond. Only a couple of transactions and No findings.**

**V. Presentation of the ELA/Mathematics CAASPP, California Science (CAST), ELPAC & Dashboard district data for Cuyama Joint Unified School District for the 2024-**

2025. The district performance overview data will be reviewed. - Alfonso Gamo  
Pg. 12-16 & 221-226

**Mr. Gamo present the ELA/Math CAASPP, the CAST, ELPAC and Dashboard district data to the board. District data shows that 32.14% of students met or exceeded standard in ELA and 11.90% met standard in math. ELPAC data shows that 31.03% were proficient in the ELPAC assessment. CAST data shows that 17.50% of students met or exceeded the science standards.**

**Chronic absence has continued to decline from an all-time high of 35.8% in 2021-2022, 19% in 2024-2025. The district suspension rate remains in the Blue which means we are doing exceptionally well, the district is in the blue for science, and the district dashboard has no indicators in the Red.**

VI. CVHS FFA report: Advisor Mrs. Cannon and CVHS FFA Officers - **None**

VII. ASB Elementary School & ASB Jr. High School report – Mrs. Furstenfeld - **None**

VIII. ASB CVHS – Mrs. Laura Price - **None**

IX. Board Reports –  
**Mr. Mitchell – The BBQ food was great. We had a few less sales but it was a good fundraiser.**  
**Danielle Reynolds- mentioned that dance for the 5<sup>th</sup> -8 grade went well and that Nicole Furstenfeld and Laura Price, and parents brought lots of food for the successful event.**  
**Jeanette Fonseca: Reported that the top 4 students on the Creed contest came from Cuyama Valley High School.**  
**\*Mr. Michael Fuller had to leave at 7:05 p.m. due to a personal situation he had to tend to.**

X. CONSENT AGENDA:  
The Board will consider the following consent calendar items. All items listed are considered to be routine and noncontroversial. Consent items will be considered first and may be approved by one motion if no member of the CJUSD Board wishes to comment or discuss. If comment or discussion is desired, the item will be removed from the consent agenda and considered in the listed sequence with an opportunity for any member of the public to address the CJUSD Board concerning the item before action is taken.

1. Minutes of the Thursday, November 13, 2025, Regular Board Meeting. **Pg. 17-28**
2. Checks Board Report and Warrants November 1-30, 2025. **Pg. 29-53**
3. Field Trip request to take the Perfect Attendance/Honor Roll students (Elem/Jr. High) to Taft for movie trip on 12/17/25, from 9 a.m. to 1 p.m. on a bus. Expected about 45 students. **P. 219-220**

Moved By: **Jeffrey Mitchell**

2nd By: **Danielle Reynolds**

Elaine Johnson **Ab**

Jeffrey Mitchell **Y**

Jeanette Rosales **Y**

Danielle Reynolds **Y**

Michael Fuller **Ab**

**Approved 3-0**

XI. Action Items (continued):

- k. It is recommended that the board discuss and approve the purchase of two district vans with use of Community Schools Grant. CDE has approved such a purchase as these vehicles are needed to transport students at CVHS and Cuyama Elem/Jr. High School to events and activities throughout the year. **Pg. 54-69**

Moved By: **Danielle Reynolds**

2nd By: **Jeanette Rosales**

Roll Call Vote:

Elaine Johnson **Ab**

Jeffrey Mitchell **Y**

Jeanette Rosales **Y**

Danielle Reynolds **Y**

Michael Fuller **Ab**

**Approved 3-0**

- l. It is recommended that the board discuss and approve to accept the books donated by Mr. John Hancock and discard any books that may not go well with our library as appropriate. It is also recommended to accept the three books and two dolls donated by Mr. Robert Morgan Fishe. **Pg. 70-76**

Moved By: **Danielle Reynolds**

2nd By: **Jeffrey Mitchell**

Roll Call Vote:

Elaine Johnson **Ab**

Jeffrey Mitchell **Y**

Jeanette Rosales **Y**

Danielle Reynolds **Y**

Michael Fuller **Ab**

### **Approved 3-0**

m. It is recommended that the board discuss and approve to declare obsolete and to dispose of the elementary/jr. high salad bar. The district is working with Blue Sky on a grant that would buy the school a new salad bar. In addition, the district will apply for the Kitchen Infrastructure Grant that would also serve to buy a salad bar and other kitchen items. **Pg. 77**

Moved By: **Jeffrey Mitchell**

2nd By: **Danielle Reynolds**

Roll Call Vote:

Elaine Johnson **Ab**

Jeffrey Mitchell **Y**

Jeanette Rosales **Y**

Danielle Reynolds **Y**

Michael Fuller **Ab**

**Approved 3-0. The board approved to declare the elementary salad bar and CVHS bar if needed as well once the district has received funds to order a new one. The district will keep the current salad bar until a replacement has been bought.**

n. It is recommended that the board discuss and approve the November 2025 updated board policies as a first reading. The November policies will be available in the district office for board members, staff, and public to review through January 8, 2026. **Pg. 78-85**

November 2025 CSBA Policy updates:

1. BP1000 – Concepts and Roles
2. BP and AR 1114 – District Sponsored Social Media
3. BP 2120 – Superintendent Recruitment and Selection
4. AR 3311.3 – Design-Build Contracts
5. BP 3470 – Debt Issuance and Management
6. BP 4000- Concepts and Roles
7. BP 5000 – Concepts and Roles
8. BP and AR 5020 – Parent Rights and Responsibilities
9. BP and AR 5117 – Interdistrict Transfer
10. BP 5138 – Conflict Resolution/Peer Mediation
11. BP and AR 6020 – Parent Involvement
12. BP and AR 6143 – Courses of Study
13. BP, AR and E (1) 6142.2 – Certificate of Proficiency/High School Equivalency
14. BP 7000 – Concepts and Roles
15. BP 7131 – Relations with Local Agencies
16. BB 9310 – Board Policies
17. CC 9321 and E (1) and E (2) – Closed Session

Moved By: **Jeffrey Mitchell**

2nd By: **Danielle Reynolds**

Roll Call Vote:

Elaine Johnson **Ab**

Jeffrey Mitchell **Y**

Jeanette Rosales **Y**

Danielle Reynolds **Y**

Michael Fuller **Ab**

**The board approved the November 2025 board policies as a first reading. The policies are available, at the district office, to the board, to the staff, and to the community to review until the January 8, 2026, board meeting.**

**Approved 3-0**

o. It is recommended that the board discuss and approve the updated Wellness Plan. Pg. **86-95**

Moved By: **Danielle Reynolds**

2nd By: **Jeanette Rosales**

Roll Call Vote:

Elaine Johnson **Ab**

Jeffrey Mitchell **Y**

Jeanette Rosales **Y**

Danielle Reynolds **Y**

Michael Fuller **Ab**

**Approved 3-0**

p. It is recommended that the board review and acknowledge the First Interim report for the 2025-2026 school year. Business Manager worked with SBCEO personnel to complete this report. Mr. Gamino will present the First Interim report. Pg. **96-209 & 213-118 (friendly budget)**

**Mr. Gamino presented the First Interim report. Reviewed Necessary Small School Funding: Expectation vs. Reality, the Budget process including timeline for adopted budget, First Interim Report, and Second Interim Report. The district First Interim report has the district not deficit spending for the first time in years and is in the positive by \$62,588 as the projected ending balance.**

**The board took action to review and acknowledge the First Interim Report for 2025-2026. Approved 3-0**

Moved By: **Danielle Reynolds**

2nd By: **Jeanette Rosales**

Roll Call Vote:

Elaine Johnson **Ab**

Jeffrey Mitchell **Y**

Jeanette Rosales **Y**

Danielle Reynolds **Y**

Michael Fuller **Ab**

**Approved 3-0**

XII. ITEM(S) PULLED FROM CONSENT AGENDA: **NONE**

1.

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Moved By: \_\_\_\_\_

2nd By: \_\_\_\_\_

Roll Call Vote:

Elaine Johnson \_\_\_\_\_

Jeffrey Mitchell \_\_\_\_\_

Jeanette Rosales \_\_\_\_\_

Danielle Reynolds \_\_\_\_\_

Michael Fuller \_\_\_\_\_

2.

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Moved By: \_\_\_\_\_

2nd By: \_\_\_\_\_

Roll Call Vote:

Elaine Johnson \_\_\_\_\_

Jeffrey Mitchell \_\_\_\_\_

Jeanette Rosales \_\_\_\_\_

Danielle Reynolds \_\_\_\_\_

Michael Fuller \_\_\_\_\_

3.

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Moved By: \_\_\_\_\_

2nd By: \_\_\_\_\_

Roll Call Vote:

Elaine Johnson \_\_\_\_\_

Jeffrey Mitchell \_\_\_\_\_

Jeanette Rosales \_\_\_\_\_

Danielle Reynolds \_\_\_\_\_

Michael Fuller \_\_\_\_\_

XIII. Superintendent's Report

- a. Jr. High playground will be used for our very own soccer game vs. Maricopa on Monday, December 15, 2025, at 3 p.m. Everyone is invited to attend.  
**Mr. Gamino informed the board that there will be a soccer game at the Jr. High play area vs Maricopa. It will be a Co-ed team.**
- b. Duplex water fixed, line and septic tank installed  
**Water leak fixed and a new septic tank installed at the elementary school duplex.**
- c. CVHS trees trimmed  
**Trees have been trimmed over Thanksgiving holiday at CVHS.**
- d. Maintenance truck (fixed and available for maintenance staff use) Pg. 210-212  
**Maintenance truck fixed and now available to the maintenance staff.**
- e. Computer labs update  
**Computer labs are now ready for use. The computer labs have all new 2025 computers and computer screens, and each computer lab has an interactive screen.**
- f. Western Association of Schools and Colleges (WASC): CVHS will have a mid-cycle visit in March of 2026. The whole CVHS staff including the counselor and myself are the leadership team. We are holding meetings to discuss our progress based on the WASC review from three years ago.  
**CVHS team will expect to have the WASC draft completed by January 2026 as we prepare for our WASC visit.**
- g. District success over the last few years highlights  
**Here is the message I sent to all district staff on Friday, December 12, 2025:**

**Friday, December 12, 2025**

**Cuyama Joint Unified School District journey over the last 7 years**

**Hello, board members, teachers, classified staff, students, parents and community members:**

**Today, I am writing to share my decision that I will honor the current superintendent contract that ends June 30, 2026. I cannot begin to express my gratitude to all of you for entrusting me to lead this beautiful Cuyama Valley educational community. Being the superintendent of the Cuyama Joint Unified School District family and working alongside dedicated board members, dedicated teachers, and dedicated staff over the last seven years has been a true honor.**

**My decision has been influenced by my family over the last couple of years. I would like to express pride in the districts' collective (all of us working together) accomplishments which include but are not limited to the following:**

**2019-2020: Covid and school closures. We were able to provide students' academic work through weekly packets delivered and, in some cases, students would pick up.**

**2020-2021: providing 1:1 Laptops to all students prior to start of school year with T-Mobile WIFI hot spots. Offered a rigorous distance learning education program.**

**21-22: Adopted and implemented protocol procedures for Covid and approved a CDPH protocols on testing.**

**22-23: Successfully received a 6-year WASC accreditation plan (Maximum number of years allowed)**

**23-24: Continue to make progress**

**24-25: Implemented a plan to reduce and eliminate general fund deficits including making the TK/K-8<sup>th</sup> grade elementary school a small and necessary school TK/K-6<sup>th</sup> grade elementary school and creating a new Cuyama Valley Jr. High School (7<sup>th</sup>-8<sup>th</sup> grade). No audit findings for the 24-25 school year.**

**2025-2026: Due to our fiscal plan, this year the district has no deficits in the ongoing funding (the plan worked successfully).**

**Our Academic scores have improved since the 2020-2021 school year and our chronic absenteeism has declined each year after Covid from a high of 35%, to 25 percent to 19% in 24-25.**

**The district received grants such as the community schools, A-G grant, First Five grant, reading grant, SBHIP grant and other grants totaling over \$2 million dollars.**

**In 2025-2026: Have new computer lab at Elem/Jr. High and a new computer lab at CVHS. All computers are new as of November 2025. This is exciting for our staff, students, and community.**

**Transportation: District struggles to send two groups of students on events or field trips due to only having two new vans plus an Ag van (for ag events). The district (with grant funding approved by CCSPP and CDE approval) is buying two additional new vans to be able to have two different away events on the same day with sufficient vehicles for transportation.**

**FFA program has grown by leaps and bounds, and many students have been recognized at the regional and state level. This year, we have an ag student teacher from Cal Poly. In addition, our Athletic program continues to thrive. Our teachers are providing a top caliber education to our students.**

**\*I will always be here for you to support in any way. The board members (over the years), our teachers, classified staff, the parents, the community, the students and the families have all been very good to me and I thank you for your unwavering support.**

**Since arriving to Cuyama, I have received four contracts. A temporary contract to start during the 2019-2020 school year, then a two-year contract from July 1, 2020, thru June 30,**

2022. Then my contract was extended on September 9, 2021, to last through June 30, 2024. Then on April 20, 2023, the board terminated the extension and gave me a new three-year contract from July 1, 2023, through June 30, 2026. I plan to complete and honor this 4<sup>th</sup> contract just like I honored the previous three contracts.

It is an honor to work in Cuyama. I want to thank everyone in the district and in the Cuyama Valley.

\*I would like for the board to have ample of opportunity to look for and find a great individual to continue to move the district forward in a positive direction. I will support every step of the way, and my work ethic, energy, and performance will continue at the optimum level every day I work in beautiful Cuyama.

In the future, I do look forward to coming to Cuyama and seeing everyone and all the students. The board also knows that I will support the district in in which way the board may need. Cuyama community is unique and very special to me. I will see everyone on Monday ready for another exciting week with our students.

### **Once a Cuyama Bear, always a Cuyama Bear**

Sincerely,

**Alfonso Gamino, Superintendent  
Cuyama Joint Unified School District**

- h. Staffing for 26-27 update  
**The district will monitor the district enrollment at all sites and bring any recommendation to the board for consideration.**
- i. Other

#### **XIV. CLOSED SESSION:**

NOTE: The Brown Act permits the Board to consider certain matters in closed session, in limited circumstances. The Board will consider and may act upon any of the items described below in closed session. The Brown Act requires that the Board report out certain actions taken in closed session, which will be announced following the closed session. **WITH LIMITED EXCEPTIONS, THE LAW REQUIRES THAT INFORMATION DISCLOSED IN CLOSED SESSION REMAIN CONFIDENTIAL.**

- A. Under California Government Code 54957 Certificated and Classified Personnel changes. The Board will be asked to review and approve a number of transfers, reassignments, promotions, evaluations, terminations, resignations and hirings reported by the Superintendent.
- B. Negotiations as it relates to CUE/CTA – Consult with District negotiators Mr. Tim Salazar and/or Mr. Alfonso Gamino, authorized by Government Code section 3549.1
- C. Negotiations as it relates to CSEA Cuyama Chapter #288 – Consult with District negotiators Mr. Tim Salazar and/or Mr. Alfonso Gamino, authorized by Government Code section 3549.1

The Board will adjourn into closed session at **8:15** p.m.

The Board returned to open session at: **9:10** p.m.

Report out from closed session

**Nothing to report**

**XV. ADJOURNMENT:**

Roll Call Vote:

Moved By: **Danielle Reynolds**

2nd By: **Jeanette Rosales**

Elaine Johnson **Ab**

Jeffrey Mitchell **Y**

Jeanette Rosales **Y**

Danielle Reynolds **Y**      Michael Fuller **Ab**

**Approved to adjourn 3-0. Meeting adjourned at 9:11 p.m.**

Materials prepared in connection with an item on the regular session agenda may be reviewed in the Superintendent's office 72 hours in advance of the meeting and will be available for public inspection at the meeting. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee. (Government Code 54954.2)

**The next regularly scheduled School Board Meeting will be on  
Thursday, January 8, 2025; 6:00 p.m., Elementary School Board Room**

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the district office and at: <http://www.cuyamaunified.org/board-material-2025-2026> using the "Click Here" links next to the date: 01/8/2026.

## Checks Dated 12/01/2025 through 12/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-875352	12/05/2025	Amazon Capital Services	01-4300		3,108.94
01-875353	12/05/2025	Applied Technology Group, Inc.	01-5900		250.00
01-875354	12/05/2025	Bakersfield Heating & Cooling	01-5800		270.00
01-875355	12/05/2025	Brunick McElhaney & Kennedy	01-5820		438.77
01-875356	12/05/2025	Frontier Communications	01-5910		584.63
01-875357	12/05/2025	Gerardo Medina	01-5800		4,390.00
01-875358	12/05/2025	Jim Burke Ford	01-6400		119,966.22
01-875359	12/05/2025	Jordano's Food Service	13-4710		4,377.05
01-875360	12/05/2025	Macknair Donis	01-5800		6,670.00
01-875361	12/05/2025	Midway Laboratory, Inc	01-5800		180.00
01-875362	12/05/2025	Old Cuyama Do It Best	01-4300		617.61
01-875363	12/05/2025	Pacific Gas & Electric	01-5520		664.23
01-875364	12/05/2025	Pitney Bowes	01-5600		160.49
01-875365	12/05/2025	Procare Janitorial Supply	01-4300		89.50
01-875366	12/05/2025	Quill Corporation	01-4300		921.99
01-875367	12/05/2025	Southern California Gas Co.	01-5510		2,636.67
01-875368	12/05/2025	True Value Hardware	01-4300	133.57	
			13-4300	41.76	175.33
01-875369	12/05/2025	Vestis	01-5550		335.12
01-876910	12/12/2025	Bakersfield Heating & Cooling	01-5800		540.00
01-876911	12/12/2025	Brown & Reich Petroleum, Inc.	01-4300		2,684.23
01-876912	12/12/2025	Country Auto & Truck	01-4300		245.10
01-876913	12/12/2025	Danielle Murillo	01-5800		4,000.00
01-876914	12/12/2025	Entourage Yearbooks	01-4300		115.21
01-876915	12/12/2025	Jordano's Food Service	13-4710		577.43
01-876916	12/12/2025	Jostens	01-4300		132.48
01-876917	12/12/2025	Kern County Supt. Of Schools	01-5640		383.64
01-876918	12/12/2025	Kern Machinery	01-4300		76.06
01-876919	12/12/2025	Old Cuyama Do It Best	01-4300		13.19
01-876920	12/12/2025	Pacific Gas & Electric	01-5520		2.04
01-876921	12/12/2025	True Value Hardware	01-4300	4.60	
			13-4300	1.44	6.04
01-876922	12/12/2025	Waldrop's Auto Parts	01-4300	146.58	
			01-4380	149.58	296.16
01-876923	12/12/2025	Will Price Backhoe	01-5800		3,500.00
01-878735	12/19/2025	Brunelle, Noelle	01-5200		11.48
01-878736	12/19/2025	Griego, Grace H	01-5200		365.40
01-878737	12/19/2025	API Plumbing Supplies	01-4300		213.26
01-878738	12/19/2025	CANON FINANCIAL SERVICES, INC.	01-5600		1,314.01
01-878739	12/19/2025	Carla Benchoff	01-5800		10,175.00
01-878740	12/19/2025	CollegeBoard	01-5800		218.88
01-878741	12/19/2025	Country Auto & Truck	01-4300		319.21
01-878742	12/19/2025	Cuyama Community Services Dist	01-5530		578.77
01-878743	12/19/2025	EA Eletric LLC	01-5800		2,097.64
01-878744	12/19/2025	Gerardo Medina	01-5800		3,937.00
01-878745	12/19/2025	Jordano's Food Service	13-4710		4,755.21

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE  
Page 1 of 2

## Checks Dated 12/01/2025 through 12/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-878746	12/19/2025	Marborg Disposal	01-5570		842.16
01-878747	12/19/2025	Old Cuyama Do It Best	01-4300		118.52
01-878748	12/19/2025	Pacific Gas & Electric	01-5520		1,028.83
01-878749	12/19/2025	Purchase Power	01-5900		77.90
01-878750	12/19/2025	Santa Barbara County Environmental Health Svcs	13-5800		3,531.00
01-878751	12/19/2025	Sprague Pest Solutions	01-5800		1,127.50
01-878752	12/19/2025	TAFT UNION HIGH SCHOOL	01-5800		500.00
01-878753	12/19/2025	Verizon Business	01-5910		46.21
01-878754	12/19/2025	VISA	01-4300	2,105.66	
01-878755	12/19/2025	Ward's Science	01-4400	5,322.55	7,428.21
			01-4300		152.99
Total Number of Checks				53	<u><b>197,247.31</b></u>

## Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	49	183,963.42
13	Cafeteria Spec Rev Fund	6	13,283.89
Total Number of Checks		53	197,247.31
Less Unpaid Tax Liability			.00
Net (Check Amount)			<u><b>197,247.31</b></u>

## ReqPay05e

### Payment Register by Check #

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Bank Account COUNTY - County-AP				
					Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax
<b>Check # 01-875352, Dated 12/05/2025, Cleared (000450), PO# ,BatchId AP12052025</b>									
2025/26	1/1/2025		Amazon Capital Services (00020111) PO Box 035184 Seattle, WA 98124-5184	A-G Funds	13JK-MMDC-1LN4	12/02/25	Paid	Cleared	79.15
2025/26	2026	01-7412-0-1110-1000-4300-070-0000-0000	Books	16MP-H1TW-3WWX	12/02/25	Paid	Cleared	39.86	39.86
2025/26	10/15/25	2026 01-0066-0-0000-2420-4300-000-0000-0000	Ases Supplies	1CGQ-GWML-PFN1	12/02/25	Paid	Cleared	21.54	21.54
2025/26	11/26/25	2026 01-6010-0-1110-1000-4300-030-0000-0000	A-G Funds	1DKK-V6IN-133P	12/02/25	Paid	Cleared	449.35	449.35
2025/26	11/12/25	2026 01-7412-0-1110-1000-4300-070-0000-0000	A-G	1GHN-CM1T-PML9	12/02/25	Paid	Cleared	187.22	187.22
2025/26	2026	01-7412-0-1110-1000-4300-070-0000-0000	Office Supplies	1K64-61VP-Q4QL	12/02/25	Paid	Cleared	94.26	94.26
2025/26	11/26/25	2026 01-0000-0-0000-2700-4300-000-0000-0000	Books A-G	1MCQ-H17V-Q3NH	12/02/25	Paid	Cleared	198.36	198.36
2025/26	11/26/25	2026 01-7413-0-1110-1000-4300-070-0000-0000	A-G Funds	1RDP-WDN1-PXFP	12/02/25	Paid	Cleared	579.20	579.20
2025/26	2026	01-7412-0-1110-1000-4300-070-0000-0000	Books	1RDP-WDN1-Q3DL	12/02/25	Paid	Cleared	8.51	8.51
2025/26	11/26/25	2026 01-0066-0-0000-2420-4300-000-0000-0000	Books	1T6X-VQNC-PXDG	12/02/25	Paid	Cleared	394.06	394.06
2025/26	11/12/25	2026 01-2600-0-1110-1000-4300-030-0000-0000	Supplies for ELOP	1T6P-HGNV-14JY	12/02/25	Paid	Cleared	394.06	394.06
2025/26	11/26/25	2026 01-2600-0-1110-1000-4300-030-0000-0000	ELOP Supplies	1X1D-FJ6L-1L1F	12/02/25	Paid	Cleared	127.07	127.07
2025/26	11/12/25	2026 01-0066-0-0000-2420-4300-000-0000-0000	Books	1X1D-FJ6L-1L1F	12/02/25	Paid	Cleared	43.09	43.09
2025/26	2026	01-0066-0-0000-2420-4300-000-0000-0000	Books	1XCK-CGYH-PDQQ	12/02/25	Paid	Cleared	225.74	225.74
2025/26	11/26/25	2026 01-6010-0-1110-1000-4300-030-0000-0000	Ases Class	1XYD-6PK1-QMHH1	12/02/25	Paid	Cleared	242.04	242.04
2025/26	2026	01-7412-0-1110-1000-4300-070-0000-0000	A-G Funds	1XYD-6PK1-QMHH1	12/02/25	Paid	Cleared	419.49	419.49
2025/26	11/26/25	2026 01-7801-0-3800-1000-4300-070-0000-0000	CTEIG Supplies	KLJ-HJW4-PTR3	12/02/25	Paid	Cleared	419.49	419.49

## ReqPay05e

### Payment Register by Check #

Fiscal Year	Invoice Date	Req#	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Bank Account COUNTY - County-AP Invoice Amount	Unpaid Sales Tax	Expense Amount
								Check Amount for 01-875352	3,108.94	

#### Check # 01-875353, Dated 12/05/2025, Cleared (000450), PO# PO26-00002, BatchId AP12052025

Applied Technology Group, Inc. (000419/1)

4440 Easton Drive

Bakersfield, CA 93309

2025/26	12/01/25	R26-0002	UHF Radio Service	REC0112863	12/01/25	Paid	Cleared	250.00	250.00
2026	01-0000-	0-0000-3600-	5900-000-0000-	7230					

#### Check # 01-875354, Dated 12/05/2025, Cleared (000450), PO# PO26-00039, BatchId AP12052025

Bakersfield Heating & Cooling (000363/1)

104 Acapulco Dr

Bakersfield, CA 93314

2025/26	12/01/25		ELE Office and HS Cafe	457740	12/02/25	Paid	Cleared	270.00	270.00
2026	01-0000-	0-0000-8100-	5800-000-0000-	0000					

Check Amount for 01-875353

250.00

#### Check # 01-875359, Dated 12/05/2025, Cleared (000450), PO# PO26-00039, BatchId AP12052025

Jordan's Food Service (001095/1)

550 South Patterson Ave.

Santa Barbara, CA 93111

2025/26	11/17/25	R26-00041	Food Supplies	7293038	12/02/25	Paid	Cleared	1,501.71	1,501.71
2026	13-5310-0-0000-	3700-4710-070-0000-	0000						

2025/26	11/17/25	R26-00041	Food Supplies	7293039	12/02/25	Paid	Cleared	696.34	696.34
2026	13-5310-0-0000-	3700-4710-070-0000-	0000						

2025/26	12/01/25	R26-00042	Food Supplies	7299892	12/02/25	Paid	Cleared	1,780.91	1,780.91
2026	13-5310-0-0000-	3700-4710-070-0000-	0000						

2025/26	12/01/25	R26-00042	Food Supplies	7299893	12/02/25	Paid	Cleared	276.25	276.25
2026	13-5310-0-0000-	3700-4710-070-0000-	0000						

2026	13-5310-0-0000-	3700-4710-030-0000-	0000						
2026	13-5310-0-0000-	3700-4710-030-SUMR-0000							

1,780.91

276.25

See last page for selection criteria

ReqPay05e

## Payment Register by Check #

ReqPay05e

## Payment Register by Check #

ReqPay05e

## Payment Register by Check #

29

**Symptom** See last page for selection criteria

## ReqPay05e

### Payment Register by Check #

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid	Expense	Sales Tax	Expense Amount
Check # 01-875362, Dated 12/05/2025, Cleared (000450), PO# PO26-00022, BatchId AP12052025 (continued)			Old Cuyama Do It Best (0002171)	(continued)								
2025/26 12/02/25 R26-00096			Supplies	B365677 (continued)	12/02/25	Paid	Cleared	(continued)				
2026 13-5310-0-0000-3700-4790-070-0000-0000												(continued)

Total Invoice Amount for Payee (0002171)

446.53

**Check # 01-875364, Dated 12/05/2025, Cleared (000450), PO# PO26-00022, BatchId AP12052025**

Pitney Bowes (0002001)

PO BOX 981039

Boston, MA 02298-1039

Check Amount for 01-875362

617.61

**Check # 01-875366, Dated 12/05/2025, Cleared (000450), PO#, BatchId AP12052025**

Quill Corporation (0007341)

PO BOX 37600

Philadelphia, PA 19101-0600

Check Amount for 01-875364

160.49

**Check # 01-875367, Dated 12/05/2025, Cleared (000450), PO#, BatchId AP12052025**

Southern California Gas Co (0000911)

PO BOX C

Monterey Park, CA 91756-5111

Check Amount for 01-875366

921.99

2025/26 11/14/25	TK/K Supplies	46633115	12/02/25	Paid	Cleared	286.98	286.98
2025/26 11/14/25	TK/K Supplies	46654708	12/02/25	Paid	Cleared	319.96	319.96
2026 01-9015-0-1110-1000-4300-030-0000-0000	TK/K Supplies	46657117	12/02/25	Paid	Cleared	315.05	315.05
2025/26 11/14/25	TK/K Supplies	46657117	12/02/25	Paid	Cleared	315.05	315.05
2026 01-9015-0-1110-1000-4300-030-0000-0000							

30

2025/26 11/25/25	4814 Morales St- November	251125MORSCG	12/01/25	Paid	Cleared	27.45	27.45
2026 01-0035-0-0000-8100-5510-000-RENT-0000							
2025/26 11/25/25 R26-00031	10/21/25-11/12/25	251125SCG	12/01/25	Paid	Cleared	1,702.22	1,702.22
2026 01-0000-0-0000-8100-5510-030-0000-0000							
2025/26 11/25/25 R26-00032	10/22/25-11/12/25	251125SCGHS	12/01/25	Paid	Cleared	907.00	907.00
2026 01-0000-0-0000-8100-5510-070-0000-0000							

See last page for selection criteria

ReqPay05e

## Payment Register by Check #

**Bank Account COUNTY - County-A**

Check # 01-875367, Dated 12/05/2025, Cleared (000450), PO# PO26-00061, BatchId AP12052025 (continued)  
Southern California Gas Co (0000911) (continued)

(continued)

Check # 01-876910, Dated 12/11/2025, Cleared (000451), PO#,BatchId AP12122025

Check Amount for 01-875367 2,636.00

2025/26	12/03/25	HS Cafe & Room 11	545312	12/03/25	Paid	540.00
2026	01-0000-0-0000-8100-5800-000-0000-0000	Bakersfield, CA 93314	104 Acapulco Dr		Cleared	

540.00

Check #01-876911, Dated 12/12/2025, Cleared (000451), PO# PO26-00104, Batchid AP121220211  
Brown & Raich Patrulau Inc (002798/1)

Check Amount for 01-5/0910

2025/26	11/30/25	R26-00104	Diesel and Fuel	58198	12/06/25	Paid	Cleared	498.34
	2026	01-0000-0-0000-8100-4300-000-0000-0000						
2025/26	12/05/25	R26-00104	Diesel and Fuel	58453	12/09/25	Paid	Cleared	2,185.89
	2026	01-0000-0-0000-8100-4300-000-0000-0000						2,185.89

Check Amount for 01-876911  
2,684.21

Check #01-876912, Dated 12/12/2025, Printed (000451), PO# Batchid AP12122025  
Country Auto & Truck (0027011)

卷之三

Buttonwillow, CA 93220						
Period	Date	Description	Amount	Entered	Paid	Printed
2025/26	12/03/25	Mower Parts	629421	12/08/25	Paid	Printed
	2026	01- 0000- 0- 0000- 8100- 4300- 000- 0000- 0000				20.57
2025/26	12/05/25	Parts	629451	12/08/25	Paid	Printed
	2026	01- 0000- 0- 0000- 8100- 4300- 000- 0000- 0000				197.48
2025/26	12/05/25	Parts	629453	12/08/25	Paid	Printed
	2026	01- 0000- 0- 0000- 8100- 4300- 000- 0000- 0000				197.48
						27.05
						27.05

197.48  
20.57  
27.05

Check # 01-876913, Dated 12/12/2025, Cleared (000451), PO#,BatchId AP12122025

Danielle Murillo (000326/1)

4056 Shelley Court  
Santa Maria, CA 93455

**Solution** See last page for selection criteria

043 - Cuyama Joint Unified School District

## ReqPay05e

### Payment Register by Check #

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	County-AP Sales Tax
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Check # 01-876913, Dated 12/12/2025, Cleared (000451), PO#, BatchId AP12122025

Danielle Murillo (000326/1) (continued)

2025/26	12/09/25	Justin's Bus Training	251209DM		12/09/25	Paid	Cleared	4,000.00	4,000.00	
2026	01-0000-0-0000-8100-5800-0000-0000-0000									

Check # 01-876914, Dated 12/12/2025, Cleared (000451), PO#, BatchId AP12122025

Entourage Yearbooks (000134/1)

39 Everett Drive

Princeton Junction, NJ 08550

2025/26	11/01/25	Balance on ELE yearbook	1094597001X2		12/03/25	Paid	Cleared	38.97	38.97	
2026	01-0900-0-1110-1000-4300-000-0000-0000									
2025/26	12/01/25	Balance HS Yearbook	1097038001X2		12/03/25	Paid	Cleared	76.24	76.24	

2026 01-0900-0-1110-1000-4300-000-0000-0000

Check Amount for 01-876914

115.21

Check # 01-876915, Dated 12/12/2025, Cleared (000451), PO# PO26-00040, BatchId AP12122025

Jordan's Food Service (001095/1)

550 South Patterson Ave.

Santa Barbara, CA 93111

2025/26	12/01/25	R26-00042 Food Supplies	7299896		12/10/25	Paid	Cleared	577.43	577.43	
		2025-26 ES								
2026	13-5310-0-0000-3700-4300-030-SUNR-0000									
2026	13-5310-0-0000-3700-4710-030-0000-0000									
2026	13-5310-0-0000-3700-4710-030-SUMR-0000									

577.43

Check Amount for 01-876915

577.43

Check # 01-876916, Dated 12/12/2025, Cleared (000451), PO#, BatchId AP12122025

Jostens (001541/1)

21336 Network Place

Chicago, IL 60673-1213

2025/26	11/18/25	2025 Diploma	38059719		12/03/25	Paid	Cleared	132.48	132.48	
2026	01-7412-0-1110-1000-4300-070-0000-0000									

Check Amount for 01-876916

132.48

Check # 01-876917, Dated 12/12/2025, Printed (000451), PO# PO26-00034, BatchId AP12122025

See last page for selection criteria

## ReqPay05e

### Payment Register by Check #

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Bank Account COUNTY - County-AP			
						Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax
<b>Check # 01-876917, Dated 12/12/2025, Printed (00451), PO# PO26-00034, BatchId AP12122025</b>									
2025/26	12/01/25	R26-00037	Bus Repairs	601164	2025/26	Paid	Printed	115.36	115.36
2026	01-0000-0-0000-3600-4380-000-0000-7230								
2026	01-0000-0-0000-3600-5640-000-0000-7230								30.97
2026	01-0000-0-0000-3600-5640-000-BUS1-7230								29.39
2026	01-0000-0-0000-3600-5640-000-BUS2-7230								3.78-
2026	01-0000-0-0000-3600-5640-000-BUS3-7230								29.39
2026	01-0000-0-0000-3600-5640-000-BUS4-7230								29.39
2026	01-0000-0-0000-3600-5640-000-BUS5-7230								
2025/26	12/01/25	R26-00037	Bus Repairs	601202	2025/26	Paid	Printed	116.18	116.18
2026	01-0000-0-0000-3600-5640-000-0000-7230								
2026	01-0000-0-0000-3600-5640-000-0000-7230								31.13
2026	01-0000-0-0000-3600-5640-000-BUS1-7230								29.62
2026	01-0000-0-0000-3600-5640-000-BUS2-7230								3.81-
2026	01-0000-0-0000-3600-5640-000-BUS3-7230								29.62
2026	01-0000-0-0000-3600-5640-000-BUS4-7230								29.62
2026	01-0000-0-0000-3600-5640-000-BUS5-7230								
2025/26	12/01/25	R26-00037	Bus Repairs	601203	2025/26	Paid	Printed	121.29	121.29
2026	01-0000-0-0000-3600-4380-000-0000-7230								
2026	01-0000-0-0000-3600-5640-000-0000-7230								32.48
2026	01-0000-0-0000-3600-5640-000-BUS1-7230								30.93
2026	01-0000-0-0000-3600-5640-000-BUS2-7230								3.98-
2026	01-0000-0-0000-3600-5640-000-BUS3-7230								30.93
2026	01-0000-0-0000-3600-5640-000-BUS4-7230								30.93
2026	01-0000-0-0000-3600-5640-000-BUS5-7230								
2025/26	12/01/25	R26-00037	Bus Repairs	601204	2025/26	Paid	Printed	30.81	30.81
2026	01-0000-0-0000-3600-4380-000-0000-7230								
2026	01-0000-0-0000-3600-5640-000-0000-7230								8.27
2026	01-0000-0-0000-3600-5640-000-BUS1-7230								7.85
2026	01-0000-0-0000-3600-5640-000-BUS2-7230								1.01-
2026	01-0000-0-0000-3600-5640-000-BUS3-7230								7.85
2026	01-0000-0-0000-3600-5640-000-BUS4-7230								7.85
2026	01-0000-0-0000-3600-5640-000-BUS5-7230								

**ReqPay05e****Payment Register by Check #**

<b>Fiscal Year</b>	<b>Invoice Date</b>	<b>Req #</b>	<b>Comment</b>	<b>Payment Id (Trans Batch Id)</b>	<b>Sched</b>	<b>Paymt Status</b>	<b>Check Status</b>	<b>Invoice Amount</b>	<b>Unpaid Sales Tax</b>	<b>Expense Amount</b>
Check # 01-876917, Dated 12/12/2025, Printed (000451), PO# PO26-00034, BatchId AP12722025 (continued)	Kern County Supt. Of Schools (001195/1)	(continued)								
(continued)										

**Check # 01-876918, Dated 12/12/2025, Cleared (000451), PO#,BatchId AP12122025**

Old Cuyama Do It Best (000217/1)										
3045 Hwy 166										
Cuyama, CA 93254										

**Check Amount for 01-876918**      **76.06**

2025/26	12/03/25	R26-00096	Supplies	B365735	12/03/25	Paid	Cleared	26.93	26.93	
2026	01-0000-0-0000-2700-4300-070-0000-0000									
2026	01-0000-0-0000-3600-4380-000-0000-7230									
2026	01-0000-0-0000-3600-4380-000-BUS1-7230									
2026	01-0000-0-0000-3600-4380-000-BUS4-7230									
2026	01-0000-0-0000-7200-5800-000-0000-0000									
2026	01-0000-0-0000-8100-4300-000-0000-0000									
2026	01-0000-0-0000-8100-4300-030-0000-0000									
2026	01-0000-0-0000-8100-4300-030-0000-WELL									
2026	01-0000-0-0000-8100-4300-070-0000-0000									
2026	01-0000-0-0000-8100-5640-030-0000-0000									
2026	01-0000-0-1137-4200-4300-070-0000-FTBL									
2026	01-0035-0-0000-8100-4300-000-RENT-0000									
2026	01-9015-0-0000-8100-4300-030-0000-0000									
2026	13-5310-0-0000-3700-4790-030-0000-0000									
2026	13-5310-0-0000-3700-4790-070-0000-0000									
2025/26	12/04/25	R26-00096	Supplies	B365769	12/04/25	Paid	Cleared	25.86	25.86	
2026	01-0000-0-0000-2700-4300-070-0000-0000									
2026	01-0000-0-0000-3600-4380-000-0000-7230									
2026	01-0000-0-0000-3600-4380-000-BUS1-7230									
2026	01-0000-0-0000-3600-4380-000-BUS4-7230									
2026	01-0000-0-0000-7200-5800-000-0000-0000									
2026	01-0000-0-0000-8100-4300-000-0000-0000									
2026	01-0000-0-0000-8100-4300-030-0000-0000									

See last page for selection criteria



## ReqPay05e

## Payment Register by Check #

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
<b>Check # 01-876919, Dated 12/12/2025, Cleared (000451), PO# PO26-00036,BatchId AP12122025 (continued)</b>										
2025/26	12/03/25	R26-00096	Old Cuyama Do It Best (0002171)	(continued)						
2026	01- 9015- 0- 0000- 8100-4300- 030- 0000- 0000		Supplies	C18729 (continued)						
2026	13- 5310- 0- 0000- 3700-4790- 030- 0000- 0000									
2026	13- 5310- 0- 0000- 3700-4790- 070- 0000- 0000									
<b>Check # 01-876920, Dated 12/12/2025, Cleared (000451), PO# PO26-00081,BatchId AP12122025</b>										
Pacific Gas & Electric (000074/1) Box 997300 Sacramento, CA 95899-7300										
2025/26	12/04/25	R26-00081	ES Electricity	251204PGEES	2025-26					
2026	01- 0000- 0- 0000- 8100-5520- 030- 0000- 0000									
2026	01- 2600- 0- 0000- 8100-5520- 030- 0000- 0000									
<b>Check # 01-876921, Dated 12/12/2025, Cleared (000451), PO# PO26-00030,BatchId AP12122025</b>										
True Value Hardware (002128/1) 407 9th Street Taft, CA 93268										
2025/26	12/05/25	R26-00033	Maintenance Supplies 2025-26	501957	12/08/25	Paid	Cleared	6.04	6.04	6.04
2026	01- 0000- 0- 0000- 8100-4300- 000- 0000- 0000									
2026	01- 0000- 0- 0000- 8100-4300- 030- 0000- 0000									
2026	01- 0000- 0- 0000- 8100-4300- 070- 0000- 0000									
2026	13- 5310- 0- 0000- 3700-4300- 030- 0000- 0000									
<b>Check # 01-876922, Dated 12/12/2025, Cleared (000451), PO# PO26-00033,BatchId AP12122025</b>										
Waldrop's Auto Parts (002783/1) 601 Kern Street Taft, CA 93268-2716										
2025/26	08/14/25	R26-00036	Bus/Auto Parts	68979-1	12/08/25	Paid	Cleared	183.97	183.97	183.97
2026	01- 0000- 0- 0000- 3600-4380- 000- 0000- 7230									
2026	01- 0000- 0- 0000- 3600-4380- 000- BUS1- 7230									
2026	01- 0000- 0- 0000- 3600-4380- 000- BUS2- 7230									
2026	01- 0000- 0- 0000- 3600-4380- 000- BUS3- 7230									
<b>Check Amount for 01-876919</b>										
<b>Check Amount for 01-876920</b>										
<b>Check Amount for 01-876921</b>										
<b>Check Amount for 01-876922</b>										

ReqPay05e

## Payment Register by Check #

## ReqPay05e

## Payment Register by Check #

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Amount	Expense Amount	Sales Tax	Amount
Check # 01-878736, Dated 12/19/2025, Cleared (000452), PO# ,BatchId AP12192025			(continued)									
2025/26 12/15/25	Grace H (000161)		Travel CEI Grant	251215GG (continued)	12/16/25	Paid	Cleared					(continued)

## Check # 01-878737, Dated 12/19/2025, Printed (000452), PO# ,BatchId AP12192025

AP1 Plumbing Supplies (000003/1)

P.O Box 234

Taft, CA 93268

2025/26 12/12/25

Kindergarten

30967

2026 01- 0000- 0- 0000- 8100- 4300- 000- 0000- 0000

Check Amount for 01-878737

213.26

## Check # 01-878738, Dated 12/19/2025, Printed (000452), PO# PO26-00105,BatchId AP12192025

CANON FINANCIAL SERVICES, INC. (000155/1)

14904 Collections Center Drive

Chicago, IL 60693-0149

2025/26 12/12/25

Copier Lease/Meter

42305794

2025/26

12/16/25

Paid

Printed

1,314.01

1,314.01

38

2026 01- 0000- 0- 0000- 2700- 5600- 070- 0000- 0000	219.00
2026 01- 0000- 0- 0000- 2700- 5600- 070- 0000- 0000	219.00
2026 01- 0000- 0- 0000- 7100- 5600- 000- 0000- 0000	219.00
2026 01- 0000- 0- 0000- 7200- 5600- 000- 0000- 0000	219.00
2026 01- 0000- 0- 1110- 1000- 5600- 030- 0000- 0000	219.01
2026 01- 0000- 0- 1110- 1000- 5600- 070- 0000- 0000	219.00

Check Amount for 01-878738

1,314.01

## Check # 01-878739, Dated 12/19/2025, Printed (000452), PO# PO26-00116,BatchId AP12192025

Carla Benchoff (000352/1)

1540 Eucalyptus Drive

Solvang, CA 93463

2025/26 12/17/25

LCAP 01.04

Professional

Development

2026 01- 0000- 0- 1110- 1000- 5800- 000- 0000- 0000

Check Amount for 01-878739

10,175.00

## Check # 01-878740, Dated 12/19/2025, Printed (000452), PO# ,BatchId AP12192025

See last page for selection criteria

## ReqPay05e

## Payment Register by Check #

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Amount	Sales Tax	Expense Amount
Check # 01-878740, Dated 12/19/2025, Printed (000452), PO#,BatchId AP12192025											

CollegeBoard (00015811)  
P.O. Box 30171  
New York, NY 10087

2025/26 10/20/25	PSAT	P2510573021	12/13/25	Paid	Printed			218.88		
2026 01-7413-0-1110-1000-5800-070-0000-0000										

Check # 01-878741, Dated 12/19/2025, Printed (000452), PO#,BatchId AP12192025

Country Auto & Truck (00270111) 42914 Highway 58 Buttonwillow, CA 93206	2025/26 12/09/25	Gas Pump	629476	12/16/25	Paid	Printed		319.21		
2026 01-0000-0-0000-8100-4300-000-0000-0000										

Check # 01-878742, Dated 12/19/2025, Printed (000452), PO# PO26-00010,BatchId AP12192025

Cuyama Community Services Dist (00020611) PO BOX 368 New Cuyama, CA 93254	2025/26 11/30/25	R26-00010	Service	251130CEBRIAN	12/13/25	Paid	Printed		149.91	
2026 01-0000-0-0000-8100-5530-070-0000-0000										

2025/26 11/30/25 R26-00010 Service 251130HS 10/20/25-11/20/25	2026 01-0000-0-0000-8100-5530-070-0000-0000	2025/26 11/30/25 R26-00010 Service 251130HS2 10/20/25-11/20/25	2026 01-0000-0-0000-8100-5530-070-0000-0000	2025/26 11/30/25 R26-00010 Service 251130MORALES 10/20/25-11/20/25	2026 01-0000-0-0000-8100-5530-070-0000-0000	2026 01-0000-0-0000-8100-5530-070-0000-0000	Check Amount for 01-878741	319.21		
2026 01-0000-0-0000-8100-5530-070-0000-0000										

Check Amount for 01-878742

578.77

Check # 01-878743, Dated 12/19/2025, Printed (000452), PO#,BatchId AP12192025

EA Electric LLC (00037211)  
PO Box 20967  
Bakersfield, CA 93390

See last page for selection criteria

## ReqPay05e

### Payment Register by Check #

Fiscal Year	Invoice Date	Req #	Comment	Bank Account COUNTY - County-AP					
				Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax
<b>Check # 01-878743, Dated 12/19/2025, Printed (000452), PO#,BatchId AP12192025</b>									
2025/26	12/15/25	EA Electric LLC (00037211)	(continued)						
				Repair 4753 Cebrian	12/16/25	Paid	Printed	2,097.64	2,097.64
				electric					
				2026 01-0035-0-0000-8100-5800-000-0000-0000					
<b>Check # 01-878744, Dated 12/19/2025, Printed (000452), PO# PO26-00040,BatchId AP12192025</b>				<b>Check Amount for 01-878743</b>					
2025/26	12/15/25	Gerardo Medina (00036611)							
		500 Bautista St.							
		Arvin, CA 93203							
				2026 01-0000-0-0000-8100-5800-000-0000-0000	12/17/25	Paid	Printed	3,937.00	3,937.00
<b>Check # 01-878745, Dated 12/19/2025, Printed (000452), PO# PO26-00040,BatchId AP12192025</b>				<b>Check Amount for 01-878744</b>					
2025/26	12/01/25	Jordano's Food Service (00109511)							
		550 South Patterson Ave.							
		Santa Barbara, CA 93111							
				2025/26 R26-00042	Food Supplies	7299895	12/10/25	Paid	Printed
					2025-26 ES				1,115.35
2026	13-5310-0-0000-3700-4300-030-SUMR-0000								
2026	13-5310-0-0000-3700-4710-030-0000-0000								
2026	13-5310-0-0000-3700-4710-030-SUMR-0000								
				2025/26 R26-00042	Food Supplies	7303428	12/10/25	Paid	Printed
					2025-26 ES				1,764.84
2026	13-5310-0-0000-3700-4300-030-SUMR-0000								
2026	13-5310-0-0000-3700-4710-030-0000-0000								
2026	13-5310-0-0000-3700-4710-030-SUMR-0000								
				2025/26 R26-00041	Food Supplies	7303429	12/10/25	Paid	Printed
					2025-26 HS				162.08
2026	13-5310-0-0000-3700-4710-070-0000-0000								
				2025/26 R26-00042	Food Supplies	7303430	12/10/25	Paid	Printed
					2025-26 ES				338.18
2026	13-5310-0-0000-3700-4300-030-SUMR-0000								
2026	13-5310-0-0000-3700-4710-030-0000-0000								
2026	13-5310-0-0000-3700-4710-030-SUMR-0000								
				2025/26 R26-00041	Food Supplies	7303431	12/10/25	Paid	Printed
					2025-26 HS				105.60

\*Note: See last page for selection criteria

## ReqPay05e

### Payment Register by Check #

						Bank Account COUNTY - County-AP					
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Amount	Sales Tax	Expense Amount
<b>Check # 01-878745, Dated 12/19/2025, Printed (000452), PO# PO26-00039, BatchId AP12192025 (continued)</b>											
(continued)											
2025/26	12/08/25	R26-00041	Jordano's Food Service (001095/1)	7303431 (continued)	12/10/25	Paid	Printed	(continued)			
2026	13- 5310- 0- 0000- 3700- 4710- 070- 0000- 0000										
2025/26	12/08/25	R26-00041	Food Supplies	7303432	12/10/25	Paid	Printed	910.46			
2026	13- 5310- 0- 0000- 3700- 4710- 070- 0000- 0000										
2025/26	12/08/25	R26-00041	Food Supplies	7303433	12/10/25	Paid	Printed	358.70			
2026	13- 5310- 0- 0000- 3700- 4710- 070- 0000- 0000										

### Check # 01-878746, Dated 12/19/2025, Printed (000452), PO# PO26-00018, BatchId AP12192025

Marborg Disposal (000715/1)

## ReqPay05e

## Payment Register by Check #

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid	Expense Amount
<b>Check # 01-878747, Dated 12/19/2025, Printed (000452), PO# PO26-00081, BatchId AP12192025</b>										
2025/26	12/11/25	R26-00096	Old Cuyama Do It Best (000217/1)		(continued)					
2026	01-0000-0-0000-8100-5640-030-0000-0000		Supplies	B366014 (continued)	12/11/25	Paid	Printed			(continued)
2026	01-0000-0-1137-4200-4300-070-0000-FTBL									
2026	01-0035-0-0000-8100-4300-000-RENT-0000									
2026	01-9015-0-0000-8100-4300-030-0000-0000									
2026	13-5310-0-0000-3700-4790-030-0000-0000									
2026	13-5310-0-0000-3700-4790-070-0000-0000									
<b>Check # 01-878748, Dated 12/19/2025, Printed (000452), PO# PO26-00081, BatchId AP12192025</b>										
Pacific Gas & Electric (000074/1)										
Box 997300										
Sacramento, CA 95899-7300										
2025/26	12/10/25	R26-00081	ES Electricity	251210PGees	12/16/25	Paid	Printed			
				1103/25-12/03/25						
2026	01-0000-0-0000-8100-5520-030-0000-0000									
2026	01-2600-0-0000-8100-5520-030-0000-0000									
<b>Check Amount for 01-878747</b>										
118.52										
<b>Check # 01-878749, Dated 12/19/2025, Printed (000452), PO# PO26-00023, BatchId AP12192025</b>										
Purchase Power (000178/1)										
PO Box 981026										
Boston, MA 02298-1026										
2025/26	12/07/25	R26-00025	Postage	251207PP	12/16/25	Paid	Printed			
2026	01-0000-0-0000-2700-5900-030-0000-0000									
2026	01-0000-0-0000-2700-5900-070-0000-0000									
2026	01-0000-0-0000-7200-5900-000-0000-0000									
<b>Check Amount for 01-878748</b>										
1,028.83										
<b>Check # 01-878750, Dated 12/19/2025, Printed (000452), PO# ,BatchId AP12192025</b>										
Santa Barbara County Environmental Health Svcs (002302/1)										
2125 S. Centerpointe Pkwy										
#333										
Santa Maria, CA 93455										
2025/26	11/16/25	School Dining Facilities & Non-Community Water	FA0000732E2	12/15/25	Paid	Printed		2,725.00		
<b>Check Amount for 01-878749</b>										
77.90										
<b>Check Amount for 01-878750</b>										
2,725.00										

ReqPay05e

## Payment Register by Check #

Bank Account COUNTY - County-AP

## ReqPay05e

### Payment Register by Check #

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
-------------	--------------	-------	---------	-----------------------------	-------	--------------	--------------	----------------	------------------	----------------

Check #01-878753, Dated 12/19/2025, Printed (000452), PO# PO26-0032, BatchId AP12192025

(continued)

2025/26	12/10/25	R26-00035	Verizon Fax Monthly Fee	63381136	12/16/25	Paid	Printed	46.21	46.21
2026	01-0000-0-0000-2700-5910-000-0000-0000								

Check #01-878754, Dated 12/19/2025, Printed (000452), PO# PO26-00115, BatchId AP12192025

VISA (000244/1)

F	2025/26	11/27/25	R26-00115	DO Visa November PO BOX 4521 Carol Stream, IL 60197-4521	251127DOVISA	12/11/25	Paid	Printed	7,071.91	7,071.91
	2026	01-0000-0-0000-8100-4300-000-0000					Paid	Printed	107.17	107.17
	2026	01-1100-0-1110-1000-4400-030-0000-0000							5,322.55	5,322.55
	2026	01-6332-0-0000-3110-4300-000-0000-0000							30.98	30.98
	2026	01-9015-0-0000-8100-4300-030-0000-0000							1,611.21	1,611.21
	2025/26	11/27/25		FFA Credit Card November	251127FFAVISA	12/17/25	Paid	Printed	356.30	356.30
	2026	01-7801-0-3800-1000-4300-070-0000-0000								

Check Amount for 01-878753

46.21

Check #01-878755, Dated 12/19/2025, Printed (000452), PO#, BatchId AP12192025

Ward's Science (000235/1)  
P O. Box 644312  
Pittsburgh, PA 15264-4312

2025/26	12/03/25	Sci Supplies	8820526529	12/13/25	Paid	Printed	127.13	127.13
2026	01-7412-0-1110-1000-4300-070-0000-0000							
2026	12/03/25	Sci Supplies	8820526530	12/13/25	Paid	Printed	25.86	25.86

2026	01-7412-0-1110-1000-4300-070-0000-0000							
------	--	--	--	--	--	--	--	--

Check Amount for 01-878755

7,428.21

44

#### EXPENSES BY FUND - Bank Account COUNTY

Fund	Expense	Cash Balance	Difference
01	57,190.30	826,086.42	768,896.12
13	13,242.13	579.37	12,662.76-
<b>Total</b>	<b>70,432.43</b>		

Legend See last page for selection criteria

Number of Payments	97	
Number of Checks	45	\$55,218.42
Number of ACH Advice	0	
Number of vCard Advice	0	
Total Check/Advice Amount	\$70,432.43	
Total Unpaid Sales Tax	\$0.00	
Total Expense Amount	\$70,432.43	

## CHECK/ADVICE AMOUNT DISTRIBUTION COUNTS

\$0 - \$99	7	
\$100 - \$499	16	
\$500 - \$999	6	
\$1,000 - \$4,999	13	
\$5,000 - \$9,999	2	
\$10,000 - \$14,999	1	
\$15,000 - \$99,999		
\$100,000 - \$199,999		
\$200,000 - \$499,999		
\$500,000 - \$999,999		
\$1,000,000 -		

## \*\*\*\*\* ITEMS OF INTEREST \*\*\*\*\*

- \* Number of payments to a different vendor
- ! Number of Prepaid payments
- @ Number of Liability payments
- & Number of Employee Also Vendors
- ? denotes check name different than payment name
- F denotes Final Payment

**Report Totals -**

Payment Count	97	Check Count	45	ACH Count	0	vCard Count	0	Total Check/Advice Amount	70,432.43
---------------	----	-------------	----	-----------	---	-------------	---	---------------------------	-----------

Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, Payment Status(s) IN ('2'), On Hold? = Y, Starting Schedule Date = 12/1/2025 Ending Schedule Date = 12/31/2025, Page Break by Check/Advice? = N, Zero? = Y)

**043 - Cuyama Joint Unified School District**

Generated for Grace Griego (43GRIEGOG), Dec 29 2025 10:07AM

# Exhibit

## Use Of School Facilities

E 1330

Community Relations

### CUYAMA JOINT UNIFIED SCHOOL DISTRICT

### FACILITIES USE STATEMENT

### APPLICATION & AGREEMENT FOR USE OF SCHOOL PROPERTY

\* Must be submitted no less than two weeks prior to use \*

Date of Application: 12/12/25 Contact Name & Title: Bertha Z. Godoy - Site Supervisor

Purpose or Use: Parent Meeting / Zoom meetings and Zoom Trainings

Expected Attendance: Head Start Parents, Staff Open to public? YES  NO  N/A

Will admission be collected? YES  NO  N/A If yes, amount per person: \_\_\_\_\_

If yes, for what purpose will net proceeds be used? \_\_\_\_\_

If proceeds are for charitable purpose: \_\_\_\_\_  
(Organization Name)

Facility Desired? YES  NO If yes, name of school: \_\_\_\_\_

Circle any/all that apply: Cafeteria, Multi-Purpose Room \_\_\_\_\_, Gymnasium,  
(Specify)

Specific Classroom Classroom #4, Other \_\_\_\_\_  
(Specify) (Specify)

Equipment Needed? Circle any/all that apply (if applicable): Folding Chairs, Folding Tables, P.A. System,  
Lighting System (with CIUSD Operator), Other Just cafeteria tables, classroom tables and  
(Specify) chairs.

Specify date(s) and time(s) of use: 12/12/25 Room #4 @ 1-2 pm, 1/12/26 Room #4 @ 6:30 - 6:30 pm, 2/20/26 Room #4 @ 5:30 - 6:30 pm, 3/13/26 Room #4 @ 5:30 - 6:30 pm, 4/11/26 Room #4 @ 5:30-6:30, 5/18/26 pm Room #4 same time, 5/8, 15/26 cafeteria @ ?  
Please notify the school and district office of any changes or cancellations.

Name of Organization: Cuyama Head Start Program.  
(Please Print)

Address: 2300 Hwy 166

City/State/Zip: Cuyama Calif. 93254

Phone Number: (661)

Email: brendejazdegodoy@community.sdb.org

Have you received, read and agree to the Statement of  
Information? (See attached) YES  NO

Are you authorized by the requesting organization to act on  
its behalf? YES  NO

Signed: Bertha Z. Godoy

Date Signed: 12/12/25

#### DISTRICT APPROVAL

Facilities/Equipment available? YES  NO

Application Approved? YES  NO

Authorized Signature:

X \_\_\_\_\_

Print: \_\_\_\_\_

Date of Approval: \_\_\_\_\_

Notes: \_\_\_\_\_

**CUYAMA JOINT UNIFIED SCHOOL DISTRICT FACILITIES USE STATEMENT**  
**APPLICATION & AGREEMENT FOR USE OF SCHOOL PROPERTY**  
**STATEMENT OF INFORMATION**

**Legal authorization for use of school property for public purposes shall be determined by the Education Code, State of California – Division 12, Chapter 4 – PUBLIC USE OF SCHOOL PROPERTY FOR PUBLIC PURPOSES, Section 40040 through 40058, inclusive.**

**Applicant hereby agrees to hold the Cuyama Joint Unified School District, its Board of Trustees, the individual members thereof, and all District Officers, agents and employees true and harmless from any loss, damage, liability, cost or expense that may arise during or be caused in a way by such use or occupancy of school property.**

**The above signed hereby certify to the best of their knowledge, the school property for use of which application is hereby made will not be used for the commission of any unlawful act, and further certify they will be personally responsible on behalf of the applicant for any damages sustained by the school building, furniture or equipment, accruing through the occupancy or use of said building by the applicant.**

**The above signed states that, to the best of their knowledge, the school property for use of which application is hereby made will not be used for the commission of any act intended to further any program or movement the purpose of which is to accomplish the overthrow of the government of the United States by force, violence, or other unlawful means;**

**That the organization on whose behalf they are making application for use of school property, does not, to the best of their knowledge, advocate the overthrow of the government of the United States or of the State of California by force, violence, or other unlawful means, and that, to the best of their knowledge, it is not a Communist action organization or Communist front organization required by law to be registered with the Attorney General of the United States.**

**The organization shall comply with all restrictions placed on the use of the school facilities by law or district policy or regulations.**

**The organization recognizes that, in accordance with Education Code 38134, it is liable for any damage to the school facilities or for any injury to any person due to the organization's negligence in using the school facilities.**

**This statement is made under penalties of perjury.**

**1<sup>st</sup> Reading: September 10, 2015**

**2<sup>nd</sup> Reading: October 8, 2015**

**Adopted: October 8, 2015**

**Quarterly Report  
on  
Williams Uniform Complaints**

[Education Code § 35186]

2025

District: Cuyama Joint Unified School District

Name of person completing this form: Alfonso Gmino

Title of person completing this form: Superintendent

Please provide the date when this information will be reported publicly at the district governing board meeting:

January 8, 2025

Quarterly report submission date (check one):

- April (January — March)
- July (April — June)
- October (July — September)
- January (October — December)

General Subject Area	Total number of complaints	Number of complaints resolved	Number of complaints unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Misassignment or Vacancies	0	0	0
Facilities Conditions	0	0	0
<b>TOTALS</b>	<b>0</b>	<b>0</b>	<b>0</b>

Alfonso Gmino

Signature of district superintendent

1/08/2026

Date



# California Programs

PIQE provides evidence-based programs to California families and schools. Serving nearly 643 schools from 138 school districts and around 38,000 families annually, we work with English learners, immigrants, refugees and low-income families. We help enable parents' capacity to engage in their children's education and strengthen parent-teacher-school collaboration.

**Parents no longer just dream about a better future for their children but can create a plan to make their dreams a reality.**

Language: English | [Español](#) | [Donate](#)

[Home](#) [About Us](#) [Our Impact](#) [Our Community](#) [Blog and News](#)



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FOR QUALITY EDUCATION**

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role in their children's education. Through this program, families will gain strategies to support social-

provide families with the tools to advocate for student progress and contribute to school improvement

emotional well-being, enhance digital literacy, and effectively navigate the educational system. This program focuses on academic success and prepares students for college readiness.

Duration: 8 weeks  
Focus Areas: Social-Emotional Well-being, Digital Literacy, Educational Navigation, Academic Success, College Readiness

[Learn More](#)

efforts

Duration: 6 weeks  
Focus Areas: Educational Leadership, School Collaboration, Student Advocacy

[Learn More](#)



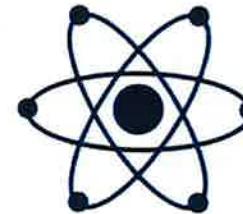
## Social-Emotional Learning (K-12)

This 8-week program equips families with the skills to support their students' emotional intelligence and academic success. Utilizing practical strategies and empathy-driven approaches, the program is grounded in the CASEL Framework, ensuring that families can effectively nurture their children's emotional and academic development.



Duration: 8 weeks  
Focus Areas: Emotional Intelligence, Academic Success, CASEL Framework

[Learn More](#)



## STEM Program (K-12)

Our 4-week STEM Program introduces families to the world of STEM education and careers. Through engaging tools and activities, families will learn how to inspire interest in STEM fields and gain insights into the educational paths and career benefits associated with science, technology, engineering, and mathematics.

Duration: 4 weeks  
Focus Areas: STEM Education, Career Exploration, Educational Pathways

[Learn More](#)



## Bridge to College (11-12)

This 4-week program prepares families to support their students as they transition to college. The program provides essential resources to understand the emotional, social, and academic aspects of college life and offers guidance on navigating



## Family Literacy Program (PreK-3rd)

Our Family Literacy Program is an 8-week initiative providing families with essential resources and strategies to support literacy development from preschool through 3rd grade. Early literacy is crucial for overall academic

financial aid and campus resources

Duration: 4 weeks

Focus Areas: College Transition, Financial Aid, Campus Resources, Social and Academic Preparedness

[Learn More](#)

success and this program emphasizes its importance, equipping families to foster a love of reading and learning in their young children

Duration: 8 weeks

Focus Areas: Early Literacy, Academic Success, Preschool to 3rd Grade

[Learn More](#)



## Early Childhood Development Program (0-5 years)

This 8-week program focuses on helping families create a nurturing environment that promotes academic and personal growth for children aged 0-5. The program emphasizes early literacy, math skills, and STEM education, ensuring that children are well-prepared for future academic challenges.

Duration: 9 weeks

Focus Areas: Early Literacy, Math Skills, STEM Education, Child Development

[Learn More](#)



## Civic Engagement Program (K-12)

Offered in Spanish and English, this 8-week program empowers families to understand their roles within schools and communities. The program develops leaders capable of engaging with educational and civic authorities to drive meaningful change and ensure that the voices of families are heard and respected.

Duration: 8 weeks

Focus Areas: Civic Engagement, Leadership Development, Community Involvement

[Learn More](#)



## Educator's Workshop (K-12)

This comprehensive workshop is designed for educators and focuses on building strong partnerships with families using the Dual Capacity Building Framework. The workshop aims to enhance the educational ecosystem by fostering effective communication and collaboration between educators and families.



## Family Math Together Program (K-5th)

This 8-week program equips families with skills and resources to support their child's math education. It focuses on overcoming math anxiety, understanding core math concepts, and integrating math into daily life through fun activities.

Duration: One full day (6-hour program) OR Once a week for 4 weeks (1.5 hours per session)  
 Focus Areas: School-Family Partnerships, Dual Capacity Building, Educational Enhancement

[Learn More](#)

Duration: 8 weeks  
 Focus areas: Math Anxiety, Understanding Core Math Concepts, Math Skills, Math in Everyday Activities

[Learn More](#)


## Family Financial Literacy Program (K-12)

Our 4 week Family Financial Literacy Program equips families with essential tools and knowledge to build a strong financial foundation and develop lifelong money management skills. Through interactive sessions, participants learn about budgeting, saving, credit, and safe financial practices to support long-term financial wellness across generations.

Duration: 4 weeks

Focus Areas: Family Financial Planning & Goal-setting, Budgeting, Investing, Fraud Prevention

[Learn More](#)


## Family Childcare Providers Program (K-12)

Our 5-week Family Childcare Providers Program equips families, primary caregivers, legal guardians, and service providers of children from prenatal through age five with practical knowledge and tools on mental health, adverse childhood experiences, toxic stress, and how these affect early development. The program shares strategies for healthy child and family development and connects participants to trauma informed care resources in the community.

Duration: 5 weeks  
 Focus Areas: Early Childhood Development, Mental Health, Social-Emotional Learning, Adverse Childhood Experiences (ACEs), Toxic Stress, Trauma-Informed Care

[Learn More](#)

# Our Programs Interest Form

At PIQE, we empower families by fostering meaningful engagement in their children's education through our comprehensive programs. We partner with schools, communities, and organizations to provide culturally responsive workshops that equip parents with the tools and knowledge they need to advocate for their children's academic success. Our programs are designed to build strong, collaborative relationships between families, educators, and the community, ensuring that every child has the support they need to reach their full potential. From early childhood education to college readiness, PIQE's programs address the unique needs of diverse families, promoting educational equity and lifelong learning.

## Contact Us

**Home Office**

2405 E Plaza Blvd  
National City, CA 91950  
619.420.3499 | [Info@piqe.org](mailto:Info@piqe.org)

**PIQE Regional Offices**[Contact list](#)[Privacy Policy](#)

## Our Mission

To provide families with the knowledge and skills to partner with schools and communities to ensure their children achieve their full potential.



# Cuyama Joint Unified School District

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## Transportation Safety Plan

### January 8, 2026

Transportation Services  
2300 Highway 166  
New Cuyama, CA 93254  
661-766-2642



The Following Cuyama Joint Unified School District Transportation Safety plan has been developed pursuant to California Education code 393831.3. This document is maintained by Maintenance and Transportation Dept.

## Table of Contents

California Education Code .....	2
California Vehicle Code 2112 .....	2
Transportation Statement.....	4
General Loading/ Unloading.....	5
Danger Zone.....	5
Procedures for Boarding and Exiting the bus ....	7
Rules and Regulation.....	8
Procedures for School Bus Incident/ Collision.....	9
Bus Evacuation and Safety Instruction .....	9
Passenger Restraint System & Safety Tips.....	10
School Bus Rules.....	11
Mechanical Breakdown .....	12
School Activity Trips .....	12
School Bus Safety Laws .....	12
Paul Lee School Bus Safety Law .....	13
School Bus Safety Information .....	13

This plan was reviewed by bus drivers Eric Callaway and Mary Jo Harrington – December 2023

Updated by Superintendent Principal Mr. Alfonso Gамиno

Revision: Page 4 – Added the Reduced Visibility and Procedure for Reduced Visibility

Board approved date: January 16, 2024

## California Education Code 39831.3

(a) The county superintendent of schools, the superintendent of a school district, a charter school, or the owner or operator of a private school that provides transportation to or from a school or school activity shall prepare a transportation safety plan containing procedures for school personnel to follow to ensure the safe transport of pupils. The plan shall be revised as required. The plan shall address all of the following

- (1) Determining if pupils require escort pursuant to paragraph (1) of subdivision (b) of Section 22112 of the Vehicle Code.
- (2) (A) Procedures for all pupils in prekindergarten, kindergarten, and grades 1 to 8, inclusive, to follow as they board and exit the appropriate school bus at each pupil's school bus stop.  
(B) Nothing in this paragraph requires a county superintendent of schools, the superintendent of a school district, a charter school, or the owner or operator of a private school that provides transportation to or from a school or school activity, to use the services of an onboard school bus monitor, in addition to the driver, to carry out the purpose of this paragraph.
- (3) Boarding and exiting a school bus at a school or other trip destination.
- (4) Procedures to ensure that a pupil is not left unattended on a school bus, school pupil activity bus, or youth bus.
- (5) A current copy of a plan prepared pursuant to subdivision (a) shall be retained by each school subject to the plan and made available upon request to an officer of the Department of the California Highway Patrol.

(Amended by Stats. 2016, Ch. 721, Sec. 2. Effective January 1, 2017.)

## California Vehicle Code 22112: School Bus Signal and School Bus Stops:

- (a) On approach to a school bus stop where pupils are loading or unloading from a school bus, the school bus driver shall activate an approved amber warning light system, if the school bus is so equipped, beginning 200 feet before the school bus stop. The school bus driver shall deactivate the amber warning light system amber reaching the school bus stop. The school bus driver shall operate the flashing red light signal system and stop signal arm, as required on the school bus, at all times when the school bus is stopped for the purpose of loading or unloading pupils. The flashing red light signal system, amber waring lights system, and stop signal arm shall not be operate at any place where traffic is controlled by a traffic officer or at any location identified in subdivision (e) of this section. The school bus flashing red light signal system, amber warning lights system, and stop signal arm shall not be operated at any other time.
- (b) The school bus driver shall stop to load or unload pupils only at a school bus stop designated for pupils by the school district superintendent or the head or principal of a private school or authorized district personnel for school activity trips.
- (c) When a school bus is stopped on a highway or private road for the purpose of loading or unloading pupils, at a location where traffic is not controlled by a traffic officer, the driver shall, before opening the door, ensure that the flashing red light signal system and stop signal arm are activated, and that it is safe to enter or exit the school bus.

(d) When a school bus is stopped on a highway or private road for the purpose of loading or unloading pupils, at a location where traffic is not controlled by a traffic officer or official traffic control signal, the school bus driver shall do all of the following:

- (1) Escort all pupils in pre-kindergarten, kindergarten, or any of grades 1 to 8 inclusive, who need to cross the highway or private road upon which the school bus is stopped. The driver shall use an approved hand-held "STOP" sign while escorting all pupils.
- (2) Require all pupils who need to cross the highway or private road upon which the school bus is stopped walk in front of the bus as they cross.
- (3) Ensure that all pupils who need to cross the highway or private road upon which the school bus is stopped have crossed safely, and that all other pupils and pedestrians are a safe distance from the school bus before setting the school bus in motion.

(e) Except at a location where pupils are loading or unloading from a school bus and must cross a highway or private road upon which the school bus is stopped, the school bus driver may not activate the amber warning light system, the flashing red light signal system and stop signal arm at any of the following locations:

- (1) School bus loading zones on or adjacent to school grounds or during an activity trip, of the school bus is lawfully stopped or parked.
- (2) Where the school bus is disabled due to mechanical breakdown. The driver of a relief bus that arrives at the scene to transport pupils from the disabled school bus shall not activate the amber warning light system, the flashing red light system, and the stop signal arm.
- (3) Where a pupil requires physical assistance from the driver or authorized attendant to board or leave the school bus and providing the assistance extends the length of time the school bus is stopped beyond the time required to load or unload a pupil that does not require physical assistance.
- (4) Where the roadway surface on which the bus is stopped is partially or completely covered by snow or ice and requiring traffic to stop would pose a safety hazard as determined by the school bus motorcarrier.
- (5) On a state highway with a posted speed limit of 55 miles per hour or higher where the school bus is completely off the main traveled portion of the highway.
- (6) Any location determined by a school district or a private school, with the approval of the Department of the California Highway Patrol, to present a traffic or safety hazard.

(f) Notwithstanding subdivisions (a) to (d), inclusive, the Department of the California Highway Patrol may require the activation of an approved flashing amber warning light system, if the school bus is so equipped, or the flashing red light signal system and stop signal arm, as required on a the school bus, at any location where the department determines that the activation is necessary of the safety of school pupils loading or unloading from a school bus.

(Amended by Stats. 2012, Ch. 769, Sec. 35. Effective January 1, 2013.)

## TRANSPORTATION MISSION STATEMENT

The Cuyama Joint Unified School District Transportation Department is dedicated to providing safe, efficient and respectful service. Our drivers are dedicated towards creating and maintaining safe driving behaviors and positive and consistent social environments that best support our student's success. We believe the social development of our students is important. Therefore, we focus on making connections with our students, so they understand that school bus drivers are an important part of their community support system where they feel supported by a safe and predictable social environment.

The Cuyama Joint Unified School Bus Driver are safety driven. Our drivers are part of a California team that has an unparalleled safety record. Simply put the more students who ride our Cuyama Joint Unified School District buses, the safer our rural community's children will be. School Bus transportation is the safest type of transportation in the state and in the nation. Cuyama Joint Unified School District Bus Drivers take pride in providing safe transportation to our students on a daily basis.

Cuyama Joint Unified School District provides transportation for eligible Special Education students, non-Special Education students and extracurricular activities for students in transitional kinder through grade 12.

### **Authority of District Boards - Title 13 CCR 1202(b)**

(b) Authority of District Boards. The governing board of any school district, county superintendent of schools, or equivalent private school entity or official, may adopt and enforce additional requirements governing the transportation of pupils. Such requirements shall not conflict with any law or state administrative regulation.

### **Snow Day**

When we have days when we know there is a storm coming in, the principal will be on-site at normal school start hours.

On days where there are big storms, we may have to either delay transportation, or even close the schools on that day. The decision will be made the Superintendent/Principal.

### **Reduced Visibility**

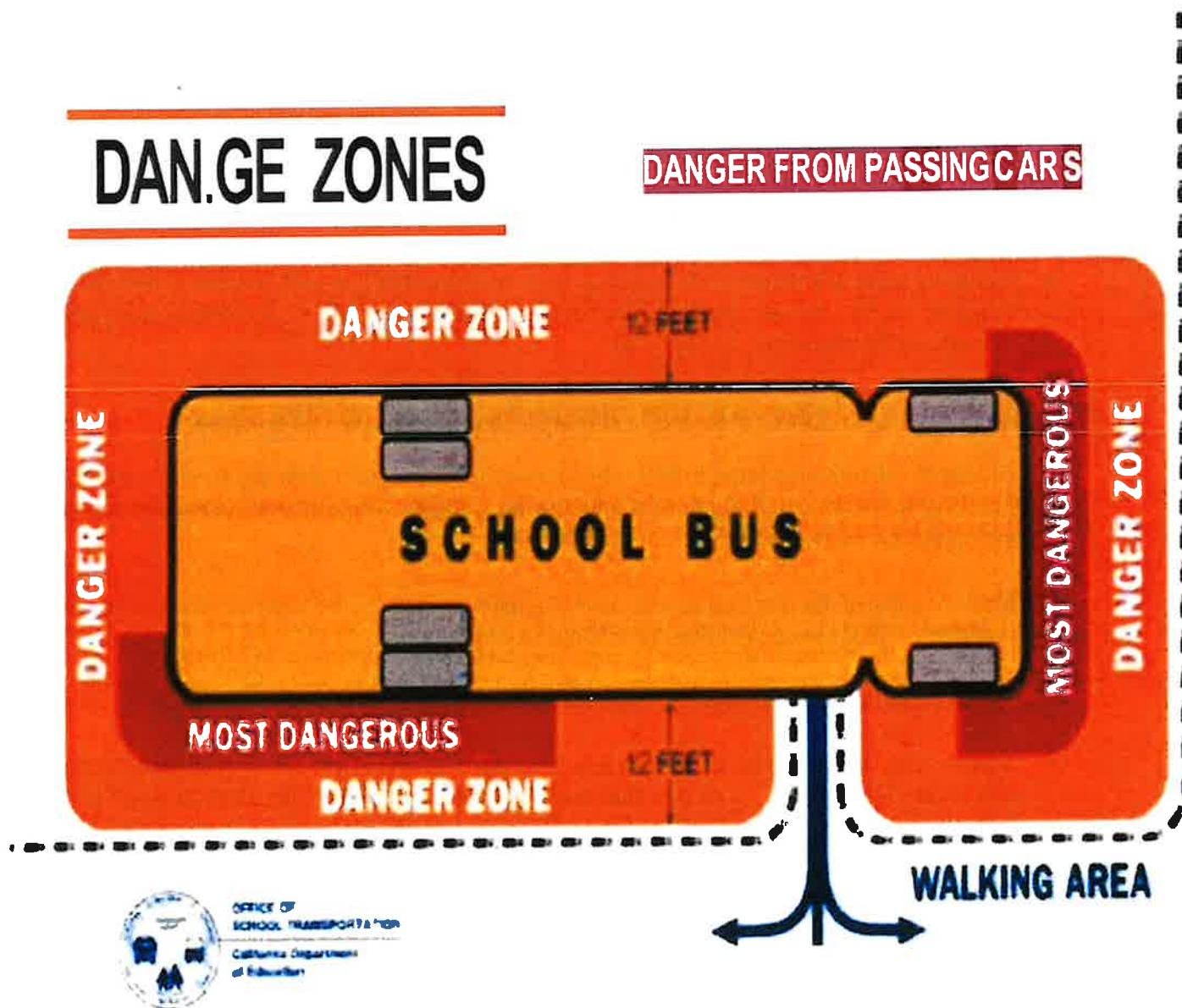
The Cuyama Joint Unified School District board of education is an agency that provides for the transportation of pupils/students therefore, the district has adopted procedures that limit the operation of school buses when atmospheric conditions reduce visibility on the roadway to 200 feet or less during the regular home-to-school transportation service. In addition, the district's operational policies for school activity field trips gives school bus drivers' discretionary authority to discontinue school bus operation if the driver determines that it is unsafe to continue operation because of reduced visibility. Some example conditions where reduced visibility may occur can be due to fog, snowstorm, and sand blowing on the road. There may be other conditions that may reduce visibility as well. In the case of fog, the district may call a 2-hour delay when visibility is less than 200 feet. The CJUSD Reduced Visibility plan aligned with the California vehicle code section 34501.6

**Procedure for Reduced Visibility:** By 5:30 a.m., the transportation supervisor for the district decides if the visibility on the bus routes are not safe to run the buses. If he decides that it is not safe to drive, he will notify the superintendent and then the district will make an "Alert Solutions" automated notification to all parents, guardians, and staff regarding a school delay. The delay will be lifted when visibility is at least 200' (feet) for the drivers.

## General Loading/Unloading Procedures of the School Bus

### The School Bus Danger Zone

Each student must be aware of the area surrounding the school bus called the Danger Zone. The Danger Zone is the area extending 12 feet in all directions from the school bus in which serious student injuries and deaths occur. When the student boards and leaves the school bus they must follow the routes shown on the Danger Zone illustration. This places them within view of the school bus driver at all times.



## **Procedures for Boarding the Bus**

Students should learn the correct route identification for the route they are riding to school or home.

- Students shall wait at designated bus stops, and they shall arrive 5 minutes before the bus is scheduled to arrive. Students waiting for the bus shall do so in a safe location.
- Students will not run towards the bus when the bus is approaching.
- Students will wait at least twelve (12) feet back from the edge of the curb or roadway.
- Students will wait in line forming away from the edge of the curb or roadway.

Students will wait for the bus to come to a complete stop and will not approach the bus until the front door is opened.

- Students will take a seat on their own or as directed by the driver of the bus.
- Students shall talk quietly, not stand up nor turn around in the seat, respect others and their property as well the integrity of the school bus. There is no eating, drinking or gum chewing allowed while on the bus by students.

## **Procedures for Unloading the Bus at School or at Bus Stop**

- Students will remain seated until the bus comes to a complete stop and the bus door is opened. The bus is not considered stopped until the door opens. Students shall not stand on the bus while the bus is in motion.
- Student will exit the bus one row at a time beginning with the front of the bus in an orderly manner in compliance with the driver's instructions.
- Students will use the handrail at the door and walk down each step to the ground.
- After exiting, students should walk away from the bus and not touch or lean against the bus. They will no return to or run after the bus. There will be no horseplay at or near the bus.
- Students shall not cross the street upon which the bus is parked without assistance from the bus driver. Parents/guardians should wait on the side of the street which the designated stop is located.

**Students' parents/guardians must be present, waiting on the same side of the street as the bus stop.** If must-be-met student's parent or guardian is not present and the transportation department is not able to make contact the student will be returned to the transportation department.

## Procedures for Exiting the Bus at Escorted Stops

- Students will be given instruction to wait at an area designated by the bus driver.
- When escorting students, the driver shall, before opening the door, ensure that the flashing red light signal system and stop signal arm (if equipped) are activated and it is safe to exit the bus.
- The driver will exit the bus and walk approximately 10 feet in front of the bus before turning to enter the roadway and instruct the student to "wait".
- Using the handheld stop sign, the driver will walk to the center of the street and assure all traffic is stopped before verbally signaling the student to walk between the bus and the driver. The driver shall escort the student across the street in front of the bus and follow the last student on the bus, making sure that all students are across the street before leaving the street.

## When Crossing the Roadway

- Cuyama Joint Unified School District requires all school bus drivers to escort all students, 6th through 12<sup>th</sup> grade, who need to go across the street as they depart the bus.  
**Parents/guardians of Pre- Kindergarten through 5th grade need to be on the same side of the road as the bus.**
- Always let your bus driver be the first person off the bus. The driver needs to activate the bus "red lights" that flash on the outside of the bus to warn cars to stop for children crossing the street.  
Once your driver is off the bus, you can walk down the bus steps, and wait on the sidewalk or dirt shoulder next to the bus, for your driver to direct you to cross the street. Never go out into the street without the bus driver telling you to do so!
- Always walk between the bus and the bus driver, as you cross the street. Once you are on the other side of the street, stay on that side of the street. Do not play in the street. Go directly home.  
At a traffic light, all students must comply with directions of the official traffic-controlled signal on the street.

## Walking to and from Bus Stops

- Go directly home from the bus stop. Plan the safest route with the fewest streets to cross.
- If possible cross streets and corner. Look in all directions before crossing and when safe walk across the street. Always obey traffic signals.
- Watch for vehicles that might be making a turn.
- Do not dart from between parked cars or shrubbery.
- Never accept a ride from a stranger.
- If possible, face traffic when walking on road without sidewalks and always use caution.
- Be extra careful during time of sunrise and sunset, bad weather and during darkness (wear white clothing or something reflective).
- Leave home early enough so you do not have to run.

## **Rules and Regulations**

5CCR14103

### Authority of the Driver

(a) Pupils transported in a school bus or in a school pupil activity bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street, highway or road. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation. A bus drive shall not require any pupil to leave the bus reroute between home and school or other destinations. (b) Governing boards shall adopt rules to enforce this section. Such rules shall include, but not be limited to, specific administration procedures relating to suspension of riding privileges and shall be made available to parent, pupils, teachers, and other interested parties.

Note: Authority cited: Section 39381, Education Code. Reference: Section 39830 and 39831, Education Code. Cross-reference: Section 1717(h) of Title 13, California Administrative Code.

This database is current through 7/28/17 Register 2017, No. 30  
5 CCR 14103,5 CA ADC 14103

### Authorized Entry

\* At the driver's discretion: Staff and parents may enter the bus to assist in loading and unloading.

### Unauthorized Entry

- The Superintendent or designee may place a notice at bus entrance that warns against unauthorized entry. The driver or another school official may order any person to disembark if that person enters a bus without prior authorization and has intent to commit a crime. (Education Code 39842; 13 CCR 1256.5)

### Procedure for Warnings of Unauthorized

By law the driver is responsible for the safety of all students while aboard his/her bus. In an effort to assist with that duty the Superintendent/principal or designee will provide information to the school bus driver, school, parent or guardian to inform of against unauthorized entry.

The Driver will notify the Superintendent/principal or designee in writing should there be any incident that constitutes unauthorized entry.

## **Emergency Equipment**

Each school bus shall be equipped with a first aid kit, roadside warning devices, and at least one fire extinguisher located in the driver's compartment which meets the standards specified in law. Each driver as part of their required daily vehicle inspection (pre-trip) shall insure that the bus they are operating is properly equipped with the required emergency equipment based upon bus type/ size and is in good working order. The fire extinguisher(s) are properly rated as required by law.

## **Procedures for School Bus Incidents/Collisions**

In the event of a bus incident/collision, the driver shall immediately secure the bus and cause the appropriate authorities to be notified of the event.CHP/CJUSD.

Driver will contact CHP and request emergency medical services if any pupils are injured.

Bus Driver will notify the Superintendent/principal or designee.

Students should be released by the CHP officer investigating the scene.

The school site and/or designee will notify parents or guardians of any injured student. In all cases, regardless of the qualifying criteria for determining a school bus collision, the driver will provide a collision report to facilitate the reporting requirements for the Lead Maintenance person and/or designee(s).

## **Bus evacuation & Safety Instruction**

- All students who are transported in a school bus shall receive instruction in school bus emergency procedures and passenger safety. The district shall provide instruction during the first three months of the school year. This instruction includes passenger conduct, bus evacuation, crossing roadways, proper loading and unloading and red light escorts. As part of the instruction students will exit the bus through the emergency exit door. Prior to departure on field trips, the driver shall give safety instructions which include the location of emergency exits and the location and use of emergency equipment.

## **Passenger Restraint Systems**

- When a school bus or student activity bus is equipped with a passenger restraint system, all passengers shall be required to properly restrain by the system while the bus is in motion. Bus drivers shall be informed of procedures to be followed to reasonably ensure that all passengers are so restrained. (Title 5 CCR Section 14105: "All passengers in a school bus or in a school pupil activity bus that is equipped with passenger restraint systems in accordance with sections 27316 and 27316.5 of the Vehicle Code, shall use the passenger restraint system.)

## **Procedure for Use of Passenger Restraint System**

- The driver shall ensure that all students who board the bus are properly restrained. Instruction shall be given during the annual emergency evacuation drills on the proper use of the passenger restraint system while the bus is in motion. Prior to operation all drivers shall inspect as part of the pre-trip inspection the passenger restraint system currently available on each bus (bus that has a passenger restraint system) to ensure that all students are protected to the maximum extent. VC 27316 (c): "No person, school district, or organization with respect to a school bus equipped with passenger restraint systems pursuant to this section, may be charged for a violation of this code or any regulation adopted there under requiring a passenger to use a passenger restraint system, if a passenger on the school bus fails to use or improperly uses the passenger restraint system..." district or company policies and procedures should be developed to enforce disciplinary actions for non-use or improper use of the passenger restraint system. The driver, school district, or organization still may be charged civilly if reasonable care was not provided for the passenger(s).

## **Safety Tips**

### **Conduct at School Bus Loading Zone & Bus Stops**

- Stand in lines or a group facing traffic so you can see the bus approaching. Stand back 12 feet from where the bus will stop. Do not approach the bus until the driver opens the bus door.
- When loading at a school, follow the directions of the driver and/or teacher on bus duty. Stand back the required 12 feet until the bus driver opens the bus door. Remember, there may be several buses to watch out for, not just your own.
- Never go under any bus to retrieve something you've dropped. Ask the driver to assist. Never run to a bus, always walk.
- Destroying property, playing in or running across the street or any type of horseplay at a bus stop is not allowed.
- When the bus is stopped to load or unload, the students are the direct responsibility of the bus driver and the driver's directions must be followed.

- School buses can only stop at designated bus stops. If you miss the bus, have mom or dad take you to another bus stop or directly to school and remember never run after your bus once it leaves!

When waiting for the bus in a car, be sure your car is not parked in the bus loading/unloading zone. Make sure that you are out of the car, waiting at the stop, prior to the bus arriving.

## School Bus Rules

- All students (regular education and special education) are required to:
- Arrive at the bus stop five (5) minutes before the bus is scheduled to arrive. Use only his/her designated bus stop.
- Use only his/her designated bus stop.
- Refrain from transporting hazardous or destructive objects of any kinds such as firearms, weapons, glass objects or containers, explosives, sharp or pointed objects, skateboards, razor scooters or ball bats.
- Respect the rights and property of others on the bus and at the bus stop.
- Avoid all fighting and rough play while at the bus stop, on the bus, or when getting on or off the bus.
- Always enter and leave the bus through the entrance door except in emergencies.
- Remain quiet at railroad crossings.
- Keep all parts of the body inside the bus.
- Keep windows closed unless otherwise instructed by the bus operator.
- Not use profane language, obscene gestures, create excessive, or unnecessary noise.
- Do not damage or deface any part of the bus, tamper with the radio, bus controls, emergency exits or other equipment, shoot at or throw away objects inside or outside of the bus, or in any way endanger the safety of others.
- Help keep the bus safe & free from litter by not eating, drinking or gum chewing on the bus.
- Be courteous and respectful to the bus driver, other students, and passersby.
- Obey the request of the bus driver, give proper identification when requested.
- Always cross in front of the bus when it is necessary to cross the street.

## **Mechanical Breakdown**

When a school bus is disabled due to a mechanical failure and students are aboard that require transportation, the relief vehicle should drive to the front of and pull in line with and as close to the disabled vehicle as possible. Vehicle Code Section 22112(d) states that a school bus disabled due to mechanical breakdown and/or the relief bus shall not activate the flashing red light system while loading and unloading passengers. The drivers of both vehicles should activate the hazard lights prior to the unloading and loading of passengers.

## **School Activity Trips**

### **Loading School Buses at a School Site:**

- If the students are not crossing the roadway the bus is on to board the bus, then the driver shall not activate the flashing amber warning light system when loading/unloading.
- Students will fill each seat on the bus as instructed by teacher and/or bus driver.
- The group or athletic team will assemble in an area away from the school bus. When the students are ready to load, the driver will commence loading.
- Upon completion of loading, the driver will proceed with the bus evacuation and safety presentation. This shall include an explanation and demonstration of all emergency exits, first aid kits, fire extinguishers, etc.

Upon completion of the presentation, the driver will require the chaperone/coach to sign the trip sheet. The driver will then depart when safe to do so.

### **Loading/Unloading at the Activity Destination Site:**

- Upon arrival at the destination, the driver will select an area where the bus can be lawfully parked and where students do not have to cross the street that the bus is on so loading/unloading will be easier.
- The school will provide at least 1 adult chaperone per bus to accompany students.
- The driver, as necessary, will provide instructions to the chaperone/coach(s) regarding the time and location where the group will assemble to reload the school bus.

## **Adult Chaperones**

Schools shall provide at least 1 adult chaperone to accompany pupils on each school pupil activity trip.

## **School Bus Safety Law**

- School bus drivers shall ensure that students are not left unattended on a school bus, except to perform red light escorts to other students 22112(d) VC, comply with the legal requirements of collisions and mechanical breakdowns. All drivers shall remain in the immediate vicinity of the school bus.

## **S.B.1072**

- **The Paul Lee School Bus Safety Law**
- In accordance with Education Code § 39831.3(a)(4), the Transportation Department deploys the following departmental policy to ensure students are not left unattended on a school bus:
- After each run (this means at each school site in the morning and after the last stop for each school in the mid-day and the PM) all drivers will physically walk to the rear of the bus and check each row of seats to ensure that there are NO STUDENTS still on board. This bus check shall include looking under the bus seats.
- Upon returning to the Transportation facility, drivers will once again physically walk to the rear of the bus and check each row of seats to ensure that there are NO STUDENTS still on board. This bus check shall include looking under the bus seats.

## **School Bus Safety Information**

- Riding on a school bus is one of the safest, if not the safest form of transportation in the nation. School bus drivers carry the most precious cargo that can be carried over the roadways. Drivers are trained and continue to be trained throughout their careers. They even have to demonstrate their skills to the California Highway Patrol through periodic testing so they can continue to drive a schoolbus.

Riding in a school bus is:

- 172 times safer than your family automobile
- 8 times safer than passenger trains or commercial airlines
- 4 times safer than transit buses or intercity buses

Collisions are rare because school districts and the drivers themselves train and work hard at driving defensively to avoid collisions. In addition, the school buses themselves are designed to withstand all but the most serious crashes without death or serious injury. With continued training, to help children learn how to get on and off the school bus safely, parents, drivers and teachers can help prevent the remaining few collisions that now occur.

## **AGREEMENT FOR PROFESSIONAL SERVICES**

This Agreement is entered into between the Cuyama Joint Unified School District ("District") and Schell Technical Services Inc. ("STS"), and is dated for reference December 16, 2025.

The parties agree as follows:

- 1. Consultant Services.** STS agrees to perform during the term of this Agreement, the tasks, obligations and services set forth in the "Scope of Services" attached to and incorporated into this Agreement as Appendix A.
- 2. Payment for Services.** STS agrees to undertake the work defined in Appendix A, Scope of Services, for payment in .1 hour increments, for periods of less than one day, at the rate \$65 per hour.

All payments will be based on invoices submitted to District by STS and approved by District's authorized representative.

STS will invoice District not more frequently than monthly for services performed and expenses incurred during the previous month. District will render payment to STS within thirty (30) days of receipt of invoice.

STS invoicing will not exceed \$5,000 for the term of the agreement.

- 3. Term of Agreement.** The term of this Agreement begins on December 16, 2025 and ends June 30, 2026. Extension or renewal requires approval of District's Governing Board or its authorized representative. Unless compensation is fixed on the basis of a daily or hourly rate, compensation will not be increased upon extension of the Agreement without approval of the Governing Board or authorized representative.

This Agreement may be terminated by District at any time on fifteen (15) days prior written notice to STS. In the event of termination for reasons other than cause, District will pay STS for work done up to the time of termination. In the event of termination for cause, STS need be compensated only to the extent required by law.

- 4. Time for Performance.** All services required of the STS will be completed on or before the specified end of the term.

- 5. Records.** STS will maintain full and accurate records in connection with this Agreement and will make them available to District for inspection at any time. STS's work product produced under this Agreement shall be the property of District.

**6. Status of STS.** District and STS agree that STS, in performing the services specified in this Agreement, shall act as an independent contractor and shall have control of all work and the manner in which it is performed. STS shall be free to contract for similar service to be performed for other employers while under contract with District; STS will not accept such engagements which interfere with performance under this Agreement. STS is not an agent or employee of District. STS is not entitled to participate in any pension or benefits plan the District provides for its employees.

**7. Hold Harmless.** STS shall hold District, its officers, agents and employees harmless from all suits, claims and liabilities resulting from negligent acts or omissions of STS, its officers, agents or employees taken under this Agreement. STS shall be held liable only for actual services provided. Malfunctions or losses caused by the failure of hardware and/or software, or by acts of God, are the responsibility of the warrantor of the product or the product's owning agent.

**8. Compliance With Laws.** STS shall comply with all applicable federal, state and local laws, rules, regulations and ordinances involving its employees, including workers' compensation and tax laws. STS shall maintain Cyber Liability Insurance to comply with the California Privacy Rights Act and the California Consumer Privacy Act.

**9. Modification or Assignment.** This Agreement may not be assigned by either party without the express written consent of the other. No modification shall be effective unless approved in writing by District's Governing Board or authorized representative.

**10. Designation of Representatives.** For purposes of performance and notifications, party representatives and their business addresses are as follows:

a. STS: Schell Technical Services Inc.  
Eric Schell, CEO  
179 Niblick Road #328  
Paso Robles, CA 93446

b. District: Cuyama Joint Unified School District  
2300 Highway 166  
Cuyama, CA 91901-9719

**STS**

By *Eric Schell*

20-3981461  
Taxpayer ID or SSN

Date 12/16/2025

**DISTRICT**

By \_\_\_\_\_

Title \_\_\_\_\_

Date \_\_\_\_\_

## **APPENDIX A**

### **SCOPE OF SERVICES**

District will provide STS with accounts to access the student information system (SIS) with username eschell and the CALPADS portal with eric@schelltech.com

Confidential data downloaded to STS computers from the SIS or CALPADS is kept in Google's secure encrypted environment.

STS will assist with and perform any of the following CALPADS related tasks on an as needed basis, with District assistance as noted:

- Acquiring SSID's.
  1. STS will generate SIS extracts, provide CALPADS reports and enter data into CALPADS.
  2. In the event of errors, District will provide corrected data.
  3. STS will either submit corrected data file or correct errors directly through CALPADS.
  5. STS will download new SSID's from CALPADS and import into SIS.
- Enrollment Updates.
  1. STS will generate SIS extracts, provide CALPADS reports and enter data into CALPADS.
  2. In the event of errors, District will provide corrected data.
  3. STS will either submit corrected data file or enter correct data directly into CALPADS.
- Data submissions (Fall 1, Fall 2, EOY 1, EOY 2, EOY 3, EOY 4).
  1. STS will generate SIS extracts, provide CALPADS reports and enter data into CALPADS.
  2. In the event of errors, District will provide corrected data.
  3. STS will either submit corrected data file or enter correct data directly into CALPADS.
- Anomaly Detection and Anomaly Resolution.
  1. STS will periodically generate reports to check for anomalies.
  2. STS will contact other LEAs to resolve anomalies.
  3. STS will enter data into CALPADS and SIS.

- Data reconciliation between CALPADS and SIS.
  1. STS will generate CALPADS ODS extracts and reconcile with the SIS.
  2. STS will submit corrections to CALPADS and work with District to resolve any errors.
  3. STS will generate extracts from SIS and CALPADS and compare to ensure CALPADS data agrees with SIS data.
  4. In the event of errors, District will provide corrected data.
  5. STS will either submit corrected data file or enter correct errors directly through CALPADS.

STS will assist with and perform any other state reporting, Pre-ID, CRDC, and data related tasks on an as needed basis.

STS will assist with resolving SIS usage issues, creation of report cards, progress reports, and other reports as needed.

STS will assist with the configuration, customization, maintenance and updating of SIS on an as needed basis.

## Proposal

### Cuyama ES, Projector

Estimate Number: 069327

Project Number: 2509726

*Prepared for:*

**Cuyama Joint Unified School District**

2300 Highway 166  
Cuyama, CA 93254-9719 US

*Prepared by:*

Ryan Marrs

805.219.9952

[rmarrs@solutionzinc.com](mailto:rmarrs@solutionzinc.com)

12/20/2025

# SOLUTIONZ

Dear Valued Customer,

Thank you for trusting Solutionz with your project. Our goal is to deliver top-notch, innovative solutions tailored to your needs. We know that the current economic climate, with ongoing tariff changes and market fluctuations, creates uncertainty. We truly understand how pricing changes can be challenging.

That said, these shifts affect us all financially. To ensure fairness and clarity, our proposals include the following terms:

- **Price Adjustments:** If product costs change before we place orders with our suppliers, Solutionz reserves the right to update our pricing to you in a corresponding manner.
- **Stored Goods:** While our goal is to order your equipment in an appropriate time to meet your project's needs, the current economic climate may force us jointly to order your product early to avoid price increases. If Solutionz, with your consent, makes product purchases early to preserve pricing, we will ask that you take title to and pay for the product at the time of purchase. Solutionz will store the product in our warehouse for a reasonable period without charge. Should Solutionz hold your product in our warehouses for an extended period prior to deployment, Solutionz may be forced to charge a storage fee or ask you to take delivery. If this occurs, we will notify you immediately.
- **Open Communication:** We are committed to keeping you informed about any significant changes that might impact your project's pricing.

We appreciate your understanding as we navigate these shared challenges. Please feel free to reach out with any questions or concerns. We look forward to a successful partnership.

Sincerely,

*Bill Warnick*

Bill Warnick, Chief Executive Officer

## System Functionality and Client Scope Overview

CSLB License C-7, Low Voltage Systems, #1126720  
DIR PWCR #2000005011

### Project Overview

Cuyama Elementary School needs a new projector for their Cafeteria. The existing infrastructure, associated cabling, HDMI extender and the projection screen will be reused as there is no need to replace these items.

### Cuyama Elementary School - New Projector

- Solutionz will furnish and install (1) each, Epson, Powerlite L690E, WUXGA with 4K enhancement, 6,500 lumen, laser, projector.
- Solutionz will furnish and install (1) each, Chief, Universal Projector Mount. This will be attached to the existing riser pole already in place.
- Solutionz will furnish and install (1) each, Extron, HDMI, Automation Controller that includes RS-232 Relay control that will integrate with the projector.
- The existing projection screen will remain in place and will be untouched by Solutionz.
- Solutionz will reuse existing pole mount and cabling.
- Solutionz will reuse existing video distribution and HDMI extender.
- Solutionz will demo the existing (failed) projector and turn it over to our POC for salvage.

All work to be completed in a substantial and workmanlike manner according to standard practices.

### **GENERAL - ASSUMPTIONS/EXCLUSIONS:**

- 120V power will be available at all necessary locations or provided by the District.
- It's assumed existing A/V equipment in this space is in good and useable condition for this project. Any issues discovered will be brought to our POC's attention.
- Patching or repair work to the ceiling and walls will be provided by others.
- Solutionz Technicians will be paid in accordance with Prevailing Wage per DIR: STB-2025-2, Exp 11-30-2025.
- Solutionz Technicians will be full access to required areas where our scope of work is taking place.
- Work to be scheduled during normal business hours, M-F. Any work conducted on 2<sup>nd</sup> shift, 3<sup>rd</sup> shift or weekends **IS NOT** included.
- Performance/Payment Bond **IS NOT** included in this proposal.
- Freight **IS** included.
- Sales Tax **IS** included.
- Proposal is valid for (30) days from the submitted date on the cover page.

Initials: GG By initialing here, the customer confirms they have read and understand the Client Scope Overview.

## Summary

Location	Equipment	Professional Services	Location Total
Cafeteria	\$4,551.00	\$1,699.00	\$6,250.00
Location Sub Total:	\$6,250.00		

Please Note: Sales tax is not included in the amounts listed on this summary page.

## Bill of Materials

### Cafeteria

Qty.	Item	Description	Unit Price	Ext. Price
1	CHIEF RPAU	UNIVERSAL RPA	\$235.00	\$235.00
1	Epson V11HB25020	POWERLITE L690E PROJECTOR WIFI	\$3,527.00	\$3,527.00
1	Extron 60-1804-01	WC Pro 160	\$554.00	\$554.00
1	Professional Services	Professional Services	\$1,296.00	\$1,296.00
1	Solutionz Misc-Cable	Includes all necessary low-voltage cabling, connectors, fasteners, consumables, and hardware required to complete a professional and code-compliant AV installation.	\$35.00	\$35.00
1	Solutionz S&H-S	Shipping & Handling/G&A	\$200.00	\$200.00
1	SS-IS-Preferred-12	Our Preferred Integrated Support plan provides all the support you need. Both remote and onsite support along with the reassurance of knowing your equipment failures are covered by Solutionz. Below is a description of your support which is a 12-month term. Provides 24/7/365 remote tech support and troubleshooting via email, phone or video. Remote support with end user training questions. Unlimited onsite tech support in response to trouble tickets once remote troubleshooting reveals what's needed. Prioritized scheduling of our dedicated National Field Technicians - and if needed, our PSNI Global Alliance. Expedited advance parts replacements in case of hardware failure. Programming updates to preserve the original functionality. Dedicated Customer Success Manager to ensure we not only meet but exceed expectations. Once your project is complete, our Support Coordinators, Technical Helpdesk and Customer Success Managers stand ready to deliver a quick response from talented people who care about you!	\$403.00	\$403.00
<b>Cafeteria Total</b>				<b>\$6,250.00</b>

## Proposal Overview and Terms

Equipment:	\$4,551.00
Professional Services	\$1,699.00
Sales Tax (7.75%):	\$352.70
<b>Grand Total</b>	<b>\$6,602.70</b>

Grand Total Doesn't Include Optional Systems

1. ALL SALES ARE FINAL. Any subsequent design changes at the direction of the customer must be agreed upon in writing.
2. PRICE ADJUSTMENTS: Solutionz, Inc. reserves the right to adjust the prices of goods and services in the event of any changes in the cost of materials, production, or shipping that result from tariffs, taxes, import duties, or other governmental regulations imposed after the date of this Estimate.
3. PAYMENT TERMS: Invoices are due and payable within 15 days of the invoice date (i.e. Net 15).
4. INVOICING TERMS: Refer to the Payment Schedule above for Invoicing Terms
5. AGREEMENT: The prices and terms on this Estimate are not subject to verbal changes, verbal approvals or other verbal agreements. Any changes to prices, terms and conditions must be agreed upon in writing by both parties. Prices are based on market conditions existing on the date of this Estimate and Solutionz, Inc. may revise this Estimate as conditions change prior to final acceptance.
6. LABOR: All labor hours are based on regular working hours, Monday through Friday, 8:00AM-5:00PM. Any work outside of these hours will result in additional charges unless otherwise specified in the Estimate. In addition, all labor hours are based on continuous unrestricted access to the jobsite and facility where the work is to take place. Any access restrictions, interruptions, work stoppages or rescheduling of work not directly caused by, Solutionz, Inc. will result in additional labor charges.
7. SALES TAX: Customer tax status may vary, therefore, all Solutionz, Inc. pricing is agreed to on a pre-tax basis. Taxes on Solutionz, Inc. Estimates are estimated as well. The actual amount and/or corrected amount of taxes are the customer's sole responsibility regardless of how taxes were presented in the signed Estimate. Any and all applicable taxes (e.g., Sales Tax, Use Tax, Value Added Tax) will be added to customer invoices pursuant to local laws.
8. FREIGHT, TAXES & TARIFFS: All freight is FOB Origin unless specified otherwise. Some items may drop ship directly to jobsite from the manufacturer. Unless specifically identified in a line item of this Estimate, import tariffs or other international shipping and freight charges are the customer's responsibility and are not included in this Estimate.
9. DEFAULT: Finance charges of 1.5% per month will apply after 15 days in default. Solutionz, Inc. may, at its discretion, turn past due accounts over to collections by an outside company. Customer agrees to pay all costs incurred including, but not limited to, collection fees of 25% of the past due amounts, court costs, and reasonable attorney fees.
10. PAYMENT PROCESSING FEES: Pricing herein was developed on a cash basis, therefore, alternative payment methods (such as credit cards, bank cards, or other procurement programs that may reduce the net amount received by Solutionz, Inc. other than cash/check/ACH/wire will be assessed processing fees of 3% added to amount due. Not negotiable.
11. STORED GOODS: Customer will be invoiced for all equipment that is stored in a Solutionz, Inc. warehouse on behalf of customer. Storage fees of \$500/mo. will apply for each pallet of customer equipment stored beyond 45 days.
12. 90-DAY WARRANTY: 90-day warranty on workmanship includes all cabling, connections, and system installation from date of beneficial use. 90-day warranty on equipment includes all installed system equipment from date of first beneficial use. Manufacturers' warranties which extend beyond the 90 days will be honored on a carry-in basis. Any owner furnished equipment (OFE) is assumed to be in good working order. Owner furnished equipment is not covered under any Solutionz, Inc. warranty.
13. SOLUTIONZ INTERGRATED SUPPORT (SS-IS): We recommend Solutionz Integrated Support for all customers with High Availability or High Value systems. For complete details on service levels, term explanations, and exclusions, please refer to the full [Service Level Agreement](#).

Initials: GG By initialing here, the customer confirms they have read and understand the Proposal Terms.

## Project Responsibilities and Exceptions

In Solutionz Scope	Out of Scope	Task
<b>PROJECT DOCUMENTATION</b>		
	X	System One-Line Drawings and Rack Elevations
	X	Floor Plan, RCP and Elevations Drawings
	X	Equipment Data Sheets
	X	Equipment Owner/Operator Manuals
	X	Device IP and Frequency Schedules
<b>INSTALLATION TASKS</b>		
	X	Off-Site Rack Fabrication and Pre-Staging
	X	Provide Low Voltage Wire, Cable & Connections
X		On-Site Installation of AV Equipment
X		System Setup, Testing and Commissioning
X		Control System Programming
X		Customer Training
<b>OWNER FURNISHED EQUIPMENT</b>		
X		De-Installation of Existing Equipment
	X	E-Waste Recycling of Existing Equipment
	X	Verification and/or Documentation of Owner-Furnished Equipment
	X	Storage of Owner Furnished Equipment
	X	Client Specific Inventory Tagging
	X	Provisioning of Computer/Codecs/VoIP Systems
<b>NETWORKING</b>		
	X	Data Cabling to Owner's Network
	X	Owner's Network Configuration
<b>OTHER TRADES</b>		
	X	Coordination with Other Trades ("Work by Others")
	X	General Construction & Millwork
	X	Drywall, Ceiling Grid & Finish Work
	X	In-ceiling Structural Support for Projectors
	X	In-wall Structural Support for Displays
	X	Vibration Isolation
	X	110/220V Panels, Breakers, Recep, etc.
	X	Conduit, Wire tray, Raceway & Junction Boxes
	X	Fireproofing
	X	Supply Floor Boxes
	X	Install Floor Boxes
	X	Required Aerial Lifts and/or Scaffolding
<b>SITE ACCESS EXPECTATIONS</b>		
Free On-Site Parking Permissions and Passes		
Truck Height Dock Access		
On-Site Trash Disposal (Dumpster Provided by Others)		

Initials: GG By initialing here, the customer confirms they have read and understand the Project Responsibilities.

## Payment Schedule and Agreement

Payment Schedule	Amount
Final	\$6,602.70

### NOTICE TO CUSTOMER

By signing below or incorporating this Estimate (or referencing the Estimate number) into a contract or purchase order, the Customer acknowledges receipt of and agrees to comply with all terms outlined herein, as well as Solutionz's Terms & Conditions provided within. This Estimate, including any associated drawings, specifications, and designs, is the proprietary property of Solutionz and is intended solely for the Customer to whom it is addressed. It shall not be duplicated, shared, or used for any purpose other than evaluating this proposal. This Estimate is valid for 14 days from the date of issuance.

I certify that I am authorized to sign this agreement on behalf of the company named below.

**I understand that ALL SALES ARE FINAL.**

Client Signature: Grace Griego

Signer's Name: Grace H. Griego

Date: 12/22/2025

Solutionz, Inc. Ryan Marrs

20-Dec-25

To help us better manage your account, please provide the following information:

**Accounts Payable Contact:**

Grace H. Griego

**Name:**

ggriego@cuyamaunified.org

**Email:**

805-710-0159

**Phone:**



Cuyama Joint Unified School District

Address all invoices to the Accounting Department:  
2300 Highway 166  
New Cuyama, CA 93254  
(661) 766-2482 (661) 766-2255

## PURCHASE ORDER

NO. PO26-00117

VENDOR: #000374/1

**SHIP TO:** Cuyama School District  
2300 Highway 166  
New Cuyama, CA 93254

Solutionz  
16751 Knott Ave  
La Mirada, CA 90638

(661) 766-2482

PO Date 12/22/2025			Tax Rate 7.7500		
Requisition # R26-00117	Requisition Date 12/22/2025	Requisitioner Grace Griego	Site ELEM		
ITEM	QTY	UNIT	DESCRIPTION	UNIT COST	EXTENSION
1	1	EACH	Ele. Projector Community Room	\$ 6,602.70	\$ 6,602.70
<b>IMPORTANT REMINDERS:</b>				Order Sub-Total \$ 6,602.70 Sales Tax .00 Shipping .00 Adjustment .00 <b>Order Total</b> \$ 6,602.70	
1. Itemized invoices in duplicate. 2. Enclose packing list with ALL shipments. 3. No deviation in price or substitution in kind permitted. 4. All deliveries F.O.B. destination unless otherwise specified. If freight is to be charged, prepay and add to invoice. 5. THE LAW REQUIRES MATERIAL SAFETY DATA SHEETS FOR ALL TOXIC MATERIALS. PLEASE ENCLOSE WITH INVOICE. 6. This Purchase Order number must be printed on all invoices, packing lists, correspondence, and on all boxes, cartons or packages. 7. School districts are not subject to Federal Excise Tax. Exemption certificates furnished upon request.					

**IMPORTANT REMINDERS:**

1. Itemized invoices in duplicate.
2. Enclose packing list with ALL shipments.
3. No deviation in price or substitution in kind permitted.
4. All deliveries F.O.B. destination unless otherwise specified. If freight is to be charged, prepay and add to invoice.
5. THE LAW REQUIRES MATERIAL SAFETY DATA SHEETS FOR ALL TOXIC MATERIALS. PLEASE ENCLOSE WITH INVOICE.
6. This Purchase Order number must be printed on all invoices, packing lists, correspondence, and on all boxes, cartons or packages.
7. School districts are not subject to Federal Excise Tax. Exemption certificates furnished upon request.

Grace Griego  
Authorized Signature

Authorized Signature

NO. PO26-00117

## 2025–26 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/ca24assurancestoc.asp>.

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto: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	Theresa Ann King
Authorized Representative's Signature	
Authorized Representative's Title	Interim Business Manager
Authorized Representative's Signature Date	06/25/2025

**\*\*\*Warning\*\*\***

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**2025–26 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:**

Miguel Cordova, Title I Policy, Program, and Support Office, [MCordova@cde.ca.gov](mailto:MCordova@cde.ca.gov), 916-319-0381

**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	Theresa Ann King
Authorized Representative's Title	Interim Business Manager
Authorized Representative's Signature Date	06/25/2025
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)	

**\*\*\*Warning\*\*\***

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## 2025–26 LCAP Federal Addendum Certification

### CDE Program Contact:

Local Agency Systems Support Office, [LCAPAddendum@cde.ca.gov](mailto: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.

<b>County Office of Education (COE) or District</b>	06/24/2025
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	
<b>Direct Funded Charter</b>	
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Theresa Ann King
Authorized Representative's Title	Interim Business Manager

### \*\*\*Warning\*\*\*

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## 2025–26 Application for Funding

### CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto: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.

<b>Title I, Part A (Basic Grant)</b>  ESSA Sec. 1111 et seq. SACS 3010	Yes
<b>Title II, Part A (Supporting Effective Instruction)</b>  ESEA Sec. 2104 SACS 4035	Yes
<b>Title II, Part A funds used through the Alternative Fund Use Authority (AFUA)</b>  Section 5211 of ESEA	Yes
<b>Title III English Learner</b>  ESEA Sec. 3102 SACS 4203	Yes
<b>Title III Immigrant</b>  ESEA Sec. 3102 SACS 4201	Yes
<b>Title IV, Part A (Student and School Support)</b>  ESSA Sec. 4101 SACS 4127	Yes
<b>Title IV, Part A funds used through the Alternative Fund Use Authority (AFUA)</b>	Yes

#### \*\*\*Warning\*\*\*

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**2025–26 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

Section 5211 of ESEA	
<b>Title V, Part B Subpart 1 Small, Rural School Achievement Grant</b>	Yes
ESSA Sec. 5211 SACS 5810	

**\*\*\*Warning\*\*\***

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**2025–26 Federal Transferability**

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and/or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Fund Use Authority (AFUA) governed by ESEA Section 5211.

**Note:** Funds utilized under Title V, Part B AFUA are not to be included on this form.

**CDE Program Contact:**

Lisa Fassett, Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963  
Kevin Donnelly, Rural Education and Student Support Office, [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov), 916-319-0942

**Title II, Part A Transfers**

2025–26 Title II, Part A allocation	\$5,317
Transferred to Title I, Part A	\$5,317
Transferred to Title I, Part C	
Transferred to Title I, Part D	
Transferred to Title III English Learner	
Transferred to Title III Immigrant	
Transferred to Title IV, Part A	
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	
Total amount of Title II, Part A funds transferred out	\$5,317
2025–26 Title II, Part A allocation after transfers out	\$0

**Title IV, Part A Transfers**

2025–26 Title IV, Part A allocation	\$10,000
Transferred to Title I, Part A	\$10,000
Transferred to Title I, Part C	
Transferred to Title I, Part D	
Transferred to Title II, Part A	
Transferred to Title III English Learner	
Transferred to Title III Immigrant	
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	
Total amount of Title IV, Part A funds transferred out	\$10,000
2025–26 Title IV, Part A allocation after transfers out	\$0

**\*\*\*Warning\*\*\***

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## 2025–26 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

### CDE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, [SHanna@cde.ca.gov](mailto:SHanna@cde.ca.gov), 916-319-0948  
 Rina DeRose, Title I Policy, Program, and Support Office, [RDeRose@cde.ca.gov](mailto:RDeRose@cde.ca.gov), 916-323-0472

2025–26 Title I, Part A LEA allocation (+)	\$88,864
Transferred-in amount (+)	\$34,489
Nonprofit private school equitable services proportional share amount (-)	\$0
2025–26 Title I, Part A LEA available allocation	\$123,353

### Required Reservations

Parent and family engagement	\$0
(If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	
School parent and family engagement	\$0
LEA parent and family engagement	\$12,500
Local neglected institutions	No
Does the LEA have local institutions for neglected children?	
Local neglected institutions reservation	\$0
Local delinquent institutions	No
Does the LEA have local institutions for delinquent children?	
Local delinquent institutions reservation	\$0
Direct or indirect services to homeless children, regardless of their school of attendance	\$1

### Authorized Reservations

Public school Choice transportation	\$0
Other authorized activities	\$0
2025–26 Approved indirect cost rate	13.36%
Indirect cost reservation	\$0
Administrative reservation	\$0

### Reservation Summary

Total LEA required and authorized reservations	\$12,501
School parent and family engagement reservation	\$0
Amount available for Title I, Part A school allocations	\$110,852

#### \*\*\*Warning\*\*\*

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## 2025–26 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

### CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2025–26 Title II, Part A allocation	\$5,317
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$5,317
2025–26 Total allocation	\$0
Administrative and indirect costs	\$0
Reservation for equitable services for nonprofit private schools	\$0
2025–26 Title II, Part A adjusted allocation	\$0
Funds available under Title V, Part B Subpart 1 Alternative Fund Use Authority (AFUA)	\$0
Budgeted Title V, Part B Subpart 1 Alternative Fund Use Authority (AFUA)	\$0

### \*\*\*Warning\*\*\*

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## 2025–26 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 Abreu Park, Language Policy and Leadership Office, [AAbreuPark@cde.ca.gov](mailto:AAbreuPark@cde.ca.gov), 916-319-9620  
 Geoffrey Ndirangu, Language Policy and Leadership Office, [GNdirang@cde.ca.gov](mailto:GNdirang@cde.ca.gov), 916-323-5831

### Estimated Allocation Calculation

Estimated English learner per student allocation	\$125.64
Estimated English learner student count	35
Estimated English learner student program allocation	\$4,397

### 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	\$4,177
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)	\$220
Total budget	\$4,397

### \*\*\*Warning\*\*\*

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Page 9 of 13

**2025–26 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 Abreu Park, Language Policy and Leadership Office, [AAbreuPark@cde.ca.gov](mailto:AAbreuPark@cde.ca.gov), 916-319-9620  
Geoffrey Ndirangu, Language Policy and Leadership Office, [GNdirang@cde.ca.gov](mailto:GNdirang@cde.ca.gov), 916-323-5831

**Estimated Allocation Calculation**

Estimated immigrant per student allocation	\$99.32
Estimated immigrant student count	5
Estimated immigrant student program allocation	\$497

**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	\$497
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)	\$0
Total budget	\$497

**\*\*\*Warning\*\*\***

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**2025–26 Title IV, Part A LEA Allocations**

The purpose of this data collection is to calculate the allocation available to the local educational agency (LEA) and report reservations of Title IV, Part funds.

**CDE Program Contact:**

Kevin Donnelly, Rural Education and Student Support Office, [TitleIV@cde.ca.gov](mailto>TitleIV@cde.ca.gov), 916-319-0942

2025–26 Title IV, Part A LEA allocation	\$10,000
Funds transferred-in amount	\$0
Funds transferred-out amount	\$10,000
2025–26 Title IV, Part A LEA available allocation	\$0

**Reservations**

Indirect cost reservation	\$0
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2025–26 Title IV, Part A LEA adjusted allocation	\$0

**\*\*\*Warning\*\*\***

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Report Date: 12/30/2025

Page 11 of 13

**2025–26 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](mailto: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/>.

2025–26 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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## 2025–26 Consolidation of Administrative Funds

A request by the local educational agency (LEA) to consolidate administrative funds for specific programs.

**CDE Program Contact:**

Hilary Thomson, Fiscal Oversight and Support Office, [HThomson@cde.ca.gov](mailto:HThomson@cde.ca.gov), 916-323-0765

Title I, Part A Basic	No
SACS Code 3010	
Title I, Part C Migrant Education	No
SACS Code 3060	
Title I, Part D Delinquent	No
SACS Code 3025	
Title II, Part A Supporting Effective Instruction	No
SACS Code 4035	
Title III English Learner Students - 2% maximum	No
SACS Code 4203	
Title III Immigrant Students	No
SACS Code 4201	
Title IV, Part A Student Support - 2% maximum	No
SACS Code 4127	
Title IV, Part B 21st Century Community Learning Centers	No
SACS Code 4124	

**\*\*\*Warning\*\*\***

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Page 13 of 13

Report Date: 12/30/2025

# Cuyama Elementary School

## 2024-2025 School Accountability Report Card

### (Published During the 2025-2026 School Year)



#### General Information about the School Accountability Report Card (SARC)

##### SARC Overview



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

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

##### DataQuest



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

##### California School Dashboard



##### The California School Dashboard (Dashboard)

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

##### Internet Access

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

## 2025-26 School Contact Information

<b>School Name</b>	Cuyama Elementary School
<b>Street</b>	2300 Highway 166
<b>City, State, Zip</b>	New Cuyama, CA 93254
<b>Phone Number</b>	(661) 766-2642
<b>Principal</b>	Alfonso Gmino
<b>Email Address</b>	agamino@cuyamaunified.org
<b>School Website</b>	<a href="http://www.cuyamaunified.org">www.cuyamaunified.org</a>
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	42-75010-6045389

## 2025-26 District Contact Information

<b>District Name</b>	Cuyama Joint Unified School District
<b>Phone Number</b>	(661) 766-2642
<b>Superintendent</b>	Mr. Alfonso Gmino
<b>Email Address</b>	agamino@cuyamaunified.org
<b>District Website</b>	<a href="http://www.cuyamaunified.org">www.cuyamaunified.org</a>

## 2025-26 School Description and Mission Statement

Cuyama Elementary is a rural school serving students from a forty mile radius, covering three counties. It is located in the scenic Cuyama Valley, educating kindergarten through eighth grade students taught by six highly qualified teachers, one intervention teacher, and one special education teacher. Three instructional assistants work closely with teachers to address student needs and to try to close the learning gap of students.

Cuyama Elementary School is dedicated to the ideals of academic excellence and to the personal and social development of our students. Academic integrity is fostered in a climate which respects the unique needs of each individual. Our students develop a positive self-image, respect for the rights of others, and the ability to communicate effectively, think critically, meet challenges, and accept responsibility. Cuyama has the following expectations consistently reinforced in all classrooms and areas of the school: Be Responsible, Excel Together, Actively Participate, Respect All, and Safety First.

Our staff is continually looking to meet the needs of our students, thirty percent of whom are English Learners, and eighty-three percent who are socioeconomically disadvantaged. Meeting those particular students' needs have been a focus of staff professional development. One of Cuyama Elementary's greatest strengths is the small class sizes. Students are respected learners at our school and develop personal connections with staff.

Family involvement is increasing at Cuyama Elementary slowly as we have come out of the Covid-19 pandemic period. Parents are active members in School Site Council, the English Learners Advisory Committee, the District Advisory Council. Active parents also support our students. There is a high participation rate in parent-teacher conferences and campus events. We are continually seeking avenues to encourage more family support. We are working on a schools community implementation 5-year grant year 2 to support our students and families as the schools are community hubs. Due to this grant we have a district counselor that supports all schools.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	16
Grade 1	9
Grade 2	11
Grade 3	10
Grade 4	16
Grade 5	7
Grade 6	14
Grade 7	7
Grade 8	17
<b>Total Enrollment</b>	<b>107</b>

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.3
Hispanic or Latino	73.8
Two or More Races	0.9
White	24.3
English Learners	19.6
Socioeconomically Disadvantaged	80.4
Students with Disabilities	14

## A. Conditions of Learning State Priority: Basic

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4.3	72.17	8.1	69.53	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	4853	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0	0	0	0	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	1.6	27.67	2.7	23.18	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	0.8	7.21	15831.9	5.67
<b>Total Teaching Positions</b>	6	100	11.6	100	279044.8	100

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4.3	72.17	8.3	66.53	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	5566.4	2
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0	0	0.1	1.51	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	1.6	27.67	3.5	28.07	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	0.4	3.73	14303.8	5.15
<b>Total Teaching Positions</b>	6	100	12.6	100	277698	100

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

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4.3	72.67	8.4	72.5	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	0	0	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.6	27.17	2.2	19.48	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	0.9	8.02	13705.8	4.91
<b>Total Teaching Positions</b>	6	100	11.6	100	278927.1	100

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

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	1.60	1.6	1.6
<b>Total Out-of-Field Teachers</b>	1.60	1.6	1.6

## Class Assignments

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

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

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

Cuyama Joint Unified School District chooses its texts and materials from the list most recently adopted by the State Board of Education. Students have textbooks from the most current lists and textbooks are aligned with the California Common Core State Standards. The district, in accordance with the Williams Review, has ensured that all students have all textbooks and materials, and that they may take them home. Cuyama Joint Unified School District adopted a new English Language Arts curriculum in 2016, Mathematics in 2015, History/Social Science TCI curriculum in the 2019-2020 school year and California Inspire Science curriculum in 2022.

**Year and month in which the data were collected**

December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	6-8 Collections California 2017 (Houghton Mifflin Harcourt) Adopted in 2016 Published in 2015  K-5 California Journeys 2017 (Houghton Mifflin Harcourt) Adopted in 2016 Published in 2015	0%
<b>Mathematics</b>	6-8: McGraw Hill, California Math Adopted 2015  K-5: McGraw Hill, My Math Adopted 2015	0%
<b>Science</b>	California Inspire Science Adopted in 2022      Grades K-5  California Inspire Science Integrated Adopted in 2022      Grades 6-8	0%
<b>History-Social Science</b>	Teacher's Curriculum Institute (CTI) Social Studies adopted by the California State Board of Education Adopted in 2017 Cuyama School Board adopted the TCI for the district to start using program for the 2021-2022 school year	0%

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

## School Facility Conditions and Planned Improvements

Cuyama Elementary School is situated on 20 acres, and includes two large grassy playgrounds and fifteen regular classrooms. A new science lab for middle school was completed and the school received a new roof and paint in 2003. Additionally, new doors were installed to meet handicapped regulations, and the fire alarm system has been upgraded. New playground equipment was installed for the upper grades in the spring of 2002 and new playground equipment was installed for the primary grades in the summer of 2013. The driveway and parking lot was repaved in the summer of 2017. There is a Head Start Pre-School program housed on campus. There is space for baseball, soccer, football, and track activities, as well as a cafeteria/auditorium for performance events.

Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 90-100 percent on the categories of our evaluation.

### Year and month of the most recent FIT report

January 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems
<b>Interior:</b> Interior Surfaces	X			good
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			No apparent problems
<b>Electrical</b>	X			No apparent problems
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Good
<b>Safety:</b> Fire Safety, Hazardous Materials	X			No apparent problems
<b>Structural:</b> Structural Damage, Roofs	X			No apparent problems
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	X			Grounds in good condition

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	40	30	40	39	47	48
Mathematics (grades 3-8 and 11)	20	14	15	18	35	37

### 2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	72	71	98.61	1.39	29.58
Female	33	33	100.00	0.00	45.45
Male	39	38	97.44	2.56	15.79
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	53	53	100.00	0.00	32.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	16	94.12	5.88	18.75
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	46	100.00	0.00	23.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	72	71	98.61	1.39	14.08
<b>Female</b>	33	33	100.00	0.00	9.09
<b>Male</b>	39	38	97.44	2.56	18.42
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	53	53	100.00	0.00	7.55
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	17	16	94.12	5.88	31.25
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	46	46	100.00	0.00	15.22
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	17.86	20	14.29	17.5	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	25	25	100.00	0.00	20.00
Female	11	11	100.00	0.00	36.36
Male	14	14	100.00	0.00	7.14
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	20	20	100.00	0.00	15.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	15	100.00	0.00	6.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2025-26 Opportunities for Parental Involvement

Parents have several excellent opportunities to participate in their student's education. Formal parent-teacher conferences are held annually, with informal conferences held as student needs arise. Parents may join the School Site Council (SSC), District Advisory Council (DAC), and the English Language Advisory Committee (ELAC) and these committees have taken on the CCSPP committee duties as well. All parents are welcome at the yearly meetings, and may contact the school office for dates. Many campus events are planned with parent engagement in mind. These include the Winter Program, Halloween activities, and LCAP input sessions, and schools community input sessions. In 2024-2025, we held a very successful Winter Program and the Eighth Grade Dinner was also a huge success. A school garden is in the planning and early implementation stages and parents have been and continue to be an integral part of this learning lab. Parents are encouraged to be active participants in their child's education. It is expected that the garden planning will continue in 2025-2026. In addition, the Santa Barbara Botanical Garden grant will support Cuyama Elementary School in bringing back native Cuyama Valley Plants to our school garden. Parents are also involved in the First 5 early learning network meetings.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	112	108	21	19.4
Female	54	52	11	21.2
Male	58	56	10	17.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	85	82	13	15.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	26	25	8	32.0
English Learners	26	25	7	28.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	92	89	20	22.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	16	16	6	37.5

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

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.52	0	0	0.6	0	0	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

## 2025-26 School Safety Plan

A Site Emergency Plan (Revised January 2024) adopted on January, 2024, is on file, and earthquake, fire, and lockdown drills are held regularly. While we pride ourselves on our safe community, we ensure that emergency response procedures are in place. Faculty, staff, and students are trained to exit the school buildings safely. Staff and administration worked collaboratively to develop an updated lockdown procedure with successful implementation. Classified staff members are also trained to assist in case of an emergency. Staff is on duty and assigned to monitor all students both in classrooms and on the playground. In addition, the district annually reviews the Site Emergency Plan every January of each year. We do have new staff each year and we want to keep the plan updated with our current staff. In addition, we also assign responsibilities to staff members when there is an emergency.

The safety of students and staff is the primary concern of Cuyama Elementary. The school is aware of and complies with laws and regulation regarding hazardous materials. Laboratory supplies are carefully housed, and their use is diligently monitored. A regularly scheduled maintenance program ensures classrooms, restrooms, and other facilities are kept in good condition.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	1	0	0
1	12	1	0	0
2	9	2	0	0
3	10	1	0	0
4	15	1	0	0
5	5	1	0	0
6	17	6	0	0
Other	0	0	0	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	1	0	0
1	13	1	0	0
2	6	2	0	0
3	17	1	0	0
4	9	1	0	0
5	15	1	0	0
6	5	6	0	0
Other	0	0	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	1		
1	9	1		
2	6	2		
3	10	1		
4	16	1		
5	7	1		
6	14	6		

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$13670	\$4406	\$9471	\$73250
<b>District</b>	N/A	N/A	\$15901	
<b>Percent Difference - School Site and District</b>	N/A	N/A	-50.7	1.7
<b>State</b>	N/A	N/A	\$11,146	\$86,335
<b>Percent Difference - School Site and State</b>	N/A	N/A	-12.8	-7.1

## Fiscal Year 2024-25 Types of Services Funded

These are the types of programs and services funded that support and assist students:

- Title 1 (supports socio-economically challenged students)
- Title 2 (teacher training and professional development)
- National School Lunch program
- Low Performing Schools Grant
- Tobacco Use and Prevention
- Mandate Block Grant
- Teacher Induction Program (TIP)
- After School Education and Safety Grant (ASES)
- Frontier Grant (ASES transportation)
- Multi-Tiered Systems of Support Grant (MTSS)

\* Expanded Learning Opportunities Response to Intervention (RTI) support

\* Universal TK early learning program

## Fiscal Year 2024-25 Types of Services Funded

- \* Response to Intervention (RTI) & After School strategic tutoring for students who need it and request it.
- \* Community Schools implementation grant in 2024-2025 (1 year of a five year implementation grant)

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		\$54,773
<b>Mid-Range Teacher Salary</b>		\$78,981
<b>Highest Teacher Salary</b>		\$117,337
<b>Average Principal Salary (Elementary)</b>		\$128,425
<b>Average Principal Salary (Middle)</b>		\$137,947
<b>Average Principal Salary (High)</b>		\$138,809
<b>Superintendent Salary</b>		\$176,162
<b>Percent of Budget for Teacher Salaries</b>	22.44%	24.71%
<b>Percent of Budget for Administrative Salaries</b>	5.28%	5.91%

## Professional Development

Based on student data evaluation and teacher input, the focus for 2023-2024 was developing teacher skills in the area of social-emotional learning, with the main emphasis being on Universal Design for Learning (UDL). Support has been provided by the Santa Barbara County Office of Education in the form of individual coaching, after school workshops, and conference attendance. Grade level span monthly meetings are conducted to reflect on practice and student data, with the opportunity for colleagues to provide support to each other. Grade level meetings and Professional Development was conducted in person and via Zoom for the 2023-2024 school year.

Teachers meet frequently to discuss data via Zoom and in person at times. In moving forward with the 2024-2025 school year, educators are continuing to deepen their knowledge of UDL, and discovered more about the Social Emotional Learning components of UDL. One-on-one coaching is still a practice, along with after school workshops that are planned for the second semester of the year.

Cuyama Elementary School has continued to develop and deepen practices with on-going professional development in the realms of MTSS, Social Emotional Learning, and UDL for the 2023-2024 and 2024-2025 school year. Professional development was added to support teachers working with social emotional students with one-on-one coaching sessions provided by the Santa Barbara County Office of Education.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	10	10	10

# Cuyama Valley High School

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



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2025-26 School Contact Information

<b>School Name</b>	Cuyama Valley High School
<b>Street</b>	4500 Highway 166
<b>City, State, Zip</b>	New Cuyama, CA 93254
<b>Phone Number</b>	(661) 766-2293
<b>Principal</b>	Alfonso Gmino
<b>Email Address</b>	agamino@cuyamaunified.org
<b>School Website</b>	www.cuyamaunified.org
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	42-75010-4231205

## 2025-26 District Contact Information

<b>District Name</b>	Cuyama Joint Unified School District
<b>Phone Number</b>	(661) 766-2642
<b>Superintendent</b>	Mr. Alfonso Gmino
<b>Email Address</b>	agamino@cuyamaunified.org
<b>District Website</b>	www.cuyamaunified.org

## 2025-26 School Description and Mission Statement

Cuyama Valley High is much more than a school; it is a community. This School Accountability Report Card (SARC) highlights our current achievements and outlines our plans for improvement. We strive to establish a closer relationship with our students and parents as we strengthen the ties between school and community. We invite greater involvement from all stakeholders in an effort to showcase the energy and professional dedication of the faculty and staff. Our teachers' continued training in technology, curriculum, social emotional learning, and classroom strategies will ensure that students are prepared for the challenges and promises of tomorrow. CVHS held a WASC review in March of 2023 and received a 6-year accreditation with a 3 year review. March of the 2025-2026 will be the 3 year mid-cycle review.

An intense focus on academic achievement is evident at Cuyama Valley High School. The faculty remains committed to serving the needs of all students. Becoming a vital center for learning that provides the best educational choices for all students in our attendance area is our most important goal. Our attendance during the 2024-2025 school year remained high and chronic absenteeism continues to decline. With an honest appraisal of the entire school program, teachers are building a dynamic environment that prepares all students for the ever-changing demands of our society. However, our Chronic Absenteeism even though it has improved, is an issue that the district will continue to focus on for the 2025-2026 school year.

### Our District

Cuyama Joint Unified School District serves a community centrally located in the beautiful Cuyama Valley, a remote northeastern section of Santa Barbara County. The area is very rural with farming and natural resources the key industries. It is the District's philosophy that public education is of fundamental importance to a free society and to the continued development of democratic values, individual liberty and an appreciation for cultural diversity in society. The District's objective is to provide the guidance and resources necessary to insure an environment conducive to learning. In order for education to succeed, there must be an ongoing partnership between parents, students, educators, and the community. It is important to emphasize that the goal of our educational system is not to supplant parental responsibilities throughout the learning process. Rather, it is the policy of the District to foster parental participation in order that an educational climate is created which reinforces and fosters the positive and healthy development of the child. The District's first goal is to provide each student with the basic skills necessary to participate and function effectively in society. The District is committed to the goal of achieving academic excellence through a program of instruction and experiences which offers each child an opportunity to develop to the

## 2025-26 School Description and Mission Statement

maximum of his or her individual capabilities. In addition, the district will offer parents a Parent Institute for Quality Education Program in 2024-2025, and plan to offer a third one in 2025-2026, to bring the parents to engage with our staff on a more consistent and effective basis.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	13
Grade 10	15
Grade 11	10
Grade 12	17
<b>Total Enrollment</b>	<b>55</b>

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	38.2
Male	61.8
Hispanic or Latino	80
Two or More Races	1.8
White	18.2
English Learners	5.5
Socioeconomically Disadvantaged	81.8
Students with Disabilities	21.8

## A. Conditions of Learning State Priority: Basic

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2.2	56.5	8.1	69.53	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	4853	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0	0	0	0	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.9	23.25	2.7	23.18	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0.8	20	0.8	7.21	15831.9	5.67
<b>Total Teaching Positions</b>	4	100	11.6	100	279044.8	100

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2.6	66.5	8.3	66.53	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	5566.4	2
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.1	4.75	0.1	1.51	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.7	18.5	3.5	28.07	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0.4	10	0.4	3.73	14303.8	5.15
<b>Total Teaching Positions</b>	4	100	12.6	100	277698	100

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

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2.6	65.75	8.4	72.5	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	6213.8	2.23
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0	0	0	0	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.5	12.5	2.2	19.48	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0.8	21.5	0.9	8.02	13705.8	4.91
<b>Total Teaching Positions</b>	4	100	11.6	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0.1	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.1	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.90	0.7	0.5
<b>Total Out-of-Field Teachers</b>	0.90	0.7	0.5

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	11.1	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0
<p>Note: For more information refer to the Updated Teacher Equity Definitions web page at <a href="https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp">https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp</a>.</p>			

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

Cuyama Valley High School is in the process of updating all curriculum, selected from the most recent list of standards-based materials adopted by the State Board of Education. New English Language Arts curriculum, aligned with Common Core State Standards (CCSS) was adopted in the 2016/2017 school year. New mathematics curriculum, aligned with the Common Core State Standards, was adopted for the 2018/2019 school year.. Science curriculum will be purchased as soon as it becomes available. A history/social science program was piloted for the 2018/2019 and 2019/2020 school year. Staff will analyze the success of the program, and look to adopt the curriculum, based on student achievement data.

**Year and month in which the data were collected**

December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collections California 2017 (Houghton Mifflin Harcourt) Adopted in 2016 Published in 2015	0%
Mathematics	Integrated Mathematics I (Big Ideas Learning) Adopted in 2018  Integrated Mathematics II (Big Ideas Learning) Adopted in 2018  Integrated Mathematics III (Big Ideas Learning) Adopted in 2018  Integrated Mathematics IV (Big Ideas Learning) Adopted in 2018	0%
Science	CA Inspire Biology (McGraw Hill) Adopted in 2022  Chemistry (Glencoe) Adopted in 2007  Inspire Earth Science (McGraw Hill) Adopted in 2007	0%

<b>History-Social Science</b>	Teacher's Curriculum Institute (TCI) History Alive	0%
	State Board of Education approved in 2017 Piloted for Cuyama School District in 2019/2020 Cuyama Board adopted for the 2021-2022 school year	
<b>Foreign Language</b>	Discovering French I (McDougall Littell) Published in 2001	0%
	Discovering French II (McDougall Littell) Published in 2001	
	Spanish Que Tal? (McDougall Little) Published in 2001	
<b>Health</b>	Glencoe health (Glencoe/McGraw-Hill) Published in 2007	0%
<b>Visual and Performing Arts</b>		0%
<b>Science Laboratory Equipment (grades 9-12)</b>		0%

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

## School Facility Conditions and Planned Improvements

In addition to regular classrooms, Cuyama Valley High School has an administration building, library, full kitchen and cafeteria, industrial arts classrooms, and multipurpose gymnasium that are safe, clean, and provide adequate space for student and community activities. We have a computer classroom, a weight room, and tennis courts. The main campus was built in 1957.

Improvements have occurred with the passing of a local bond. Over the past two years, there has been asbestos removal, new flooring installed in all the classrooms and office, the demolition of the swimming pool and construction of new outdoor basketball courts. The electrical system was completely replaced in 2020.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district used a facility survey instrument developed by the State of California Office of Public School Instruction. The results of this survey are available at the school office or district office.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 98 and 100 percent on the categories of our evaluation.

**Year and month of the most recent FIT report**

January 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC systems need upgrading. Heating system installed in 2022-2023.

## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces	X	No apparent problems.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X	Good
<b>Electrical</b>	X	Electrical system was upgraded in 2021.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X	good
<b>Safety:</b> Fire Safety, Hazardous Materials	X	No apparent problems.
<b>Structural:</b> Structural Damage, Roofs	X	No apparent problems.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X	good

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	44		40	39	47	48
<b>Mathematics</b> (grades 3-8 and 11)	6		15	18	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	--	--	--	--	--
<b>Female</b>	--	--	--	--	--
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0

White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	7.14	13.33	14.29	17.5	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	15	15	100.00	0.00	13.33
Female	--	--	--	--	--
Male	--	--	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	13	13	100.00	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
White	--	--	--	--	--
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	0	0	0	0	0

## 2024-25 Career Technical Education Programs

Cuyama Valley High School is dedicated to preparing students to be successful whether they choose to further their education, join the armed forces, or enter the workforce. The CTE courses fit well with academic courses. Agriculture Chemistry, Agriculture Biology, and Agriculture Physics have been A-G approved. Most CTE courses are A-G approved, so that all students have as many options as possible available to them upon graduation. For the 2024-2025 school year, the CVHS has three pathways at the school. Students are evaluated through a skills assessment upon the completion of agriculture courses. Angel Cannon is the primary representative of the advisory committee (2024-2025) with local agriculture industries represented on the committee.

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	6
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## 2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	100	100	100	100	100

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2025-26 Opportunities for Parental Involvement

Parents are encouraged to be active participants in their child's education. They are encouraged to attend yearly parent-teacher conferences, Back to School Night, and the many sporting events, many FFA meetings/events, and other campus activities. CVHS has three pathways that involve our students and parents participate. During the 2024-2025 school year, the events were conducted in person. Students attend school in person each day. Parents can be a part of School Site Council,

## 2025-26 Opportunities for Parental Involvement

District Advisory Council, and ELAC/DELAC committee, and are welcome to become volunteers on campus and at school events. Our parents also attend and participate in input sessions for the LCAP that are held throughout the year. In addition, the district plans to bring the Parent Institute for Quality Education (PIQE) programs to our high school in 2025-2026.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
<b>Dropout Rate</b>	0	7.1	0	0	17.6	16.7	8.2	8.9	8
<b>Graduation Rate</b>	100	92.9	100	100	82.4	77.8	86.2	86.4	87.5

#### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	16	16	100.0
<b>Female</b>	--	--	--
<b>Male</b>	--	--	--
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	14	14	100.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	0	0	0.00
<b>White</b>	--	--	--
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	0.0	0.0	0.0
<b>Socioeconomically Disadvantaged</b>	16	16	100.0
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	0.0	0.0	0.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	60	60	9	15.0
Female	24	24	4	16.7
Male	36	36	5	13.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	48	48	6	12.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	51	51	8	15.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	12	12	4	33.3

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

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.6	0	0	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>Non-Binary</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

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

## 2025-26 School Safety Plan

A School Safety Plan (Revised January 2024), board approved in January of 2024, is on file, and earthquake, fire, and lockdown drills are held regularly now that in-person instruction has resumed since 2021-2022 and continuing in 2022-2023, 2023-2024, 2024-2025, and for the foreseeable future. While we pride ourselves on our safe community, we ensure that emergency response procedures are in place. Faculty, staff, and students are trained to exit the school buildings safely. Teacher responsibilities regarding student safety are reviewed during each school year. Classified staff members are also trained to assist in case of an emergency. Staff is on duty and assigned to monitor all students both in classrooms and on the school grounds.

The school is aware of and complies with laws and regulations regarding hazardous materials. Laboratory and chemical supplies are carefully housed, and their use is diligently monitored. A regularly scheduled maintenance program ensures classrooms, restrooms, and other facilities are kept in good repair.

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	2	0	0
Mathematics	12	5	0	0
Science	0	0	0	0
Social Science	14	3	0	0

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	3		
Mathematics	14	4		
Science				
Social Science	15	3		

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	6		
Mathematics	11	4		
Science	4	1		
Social Science	13	3		

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$20614	\$6388	\$14226	\$60228
<b>District</b>	N/A	N/A	\$15901	
<b>Percent Difference - School Site and District</b>	N/A	N/A	-11.1	-11.9
<b>State</b>	N/A	N/A	\$11,146	\$86,335
<b>Percent Difference - School Site and State</b>	N/A	N/A	27.6	-26.6

## Fiscal Year 2024-25 Types of Services Funded

These are the types of programs and services funded that support and assist students:

- Title 1 (supports socio-economically challenged students)
- Title 2 (teacher training and professional development)
- National School Lunch program
- Low Performing Schools Grant
- Tobacco Use and Prevention TUPE)
- Teacher Induction Program (TIP)
- Multi-Tiered Systems of Support (MTSS) including tutoring opportunities

\* Expanded Learning Program for Response to Intervention

\* Academic and Social emotional counseling by a school counselor

\* Schools Community Implementation Grant to provide wrap around services at the school

\* CTE programs offered through CTE, CTEIG, and SWP grants

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$54,773
Mid-Range Teacher Salary		\$78,981
Highest Teacher Salary		\$117,337
Average Principal Salary (Elementary)		\$128,425
Average Principal Salary (Middle)		\$137,947
Average Principal Salary (High)		\$138,809
Superintendent Salary		\$176,162
Percent of Budget for Teacher Salaries	22.44%	24.71%
Percent of Budget for Administrative Salaries	5.28%	5.91%

## 2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

**Percent of Students in AP Courses**

0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b>	0

Where there are student course enrollments of at least one student.

## Professional Development

For the 2024-2025 school year, after examining student data and gathering teaching input, it was determined that staff development would focus on Universal Design for Learning (UDL) and social-emotional learning as well as reading data to drive student instruction. Support has been provided by the Santa Barbara Office of Education with one-on-one coaching and after school workshops, along with conference attendance. Teachers meet frequently to discuss data and revise instructional

## Professional Development

strategies. In moving forward with the 2024-2025 and 2025-2026 school years, educators are continuing to deepen their knowledge of UDL, and have added discovering more about the Social Emotional Learning components of UD. One-on-one coaching is still a practice, along with after school workshops. In 2025-2026, the district will implement the Professional Learning CSeveral teachers are part of the Multi-Tiered Systems of Support (MTSS) team and have attended training in positive behavioral supports. District also receiving differentiated assistance from SBCEO in the areas of Special Education and ELD student academic performance.

Cuyama Valley High School has continued to develop and deepen practices with on-going professional development in the realms of MTSS and UDL for the 2024-2025 school year. With the return to in-person instruction in 2021-2022, 2022-2023, 2023-2024, 2024-2025, and moving forward, professional development was added to better support teacher and students by receiving sessions on Social Emotional learning. Most SBCEO PD was conducted in person for the 2024-2025 school year. The in-person PD will continue into 2025-2026 with PLC's and beyond.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	10	10	10

# Sierra Madre Continuation High School

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



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2025-26 School Contact Information

<b>School Name</b>	Sierra Madre Continuation High School
<b>Street</b>	4500 Highway 166
<b>City, State, Zip</b>	New Cuyama, CA 93254
<b>Phone Number</b>	(661) 766-2293
<b>Principal</b>	Mr. Alfonso Gamino
<b>Email Address</b>	agamino@cuyamaunified.org
<b>School Website</b>	<a href="http://www.cuyamaunified.org">www.cuyamaunified.org</a>
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	42-75010-4230173

## 2025-26 District Contact Information

<b>District Name</b>	Cuyama Joint Unified School District
<b>Phone Number</b>	(661) 766-2642
<b>Superintendent</b>	Alfonso Gamino
<b>Email Address</b>	agamino@cuyamaunified.org
<b>District Website</b>	<a href="http://www.cuyamaunified.org">www.cuyamaunified.org</a>

## 2025-26 School Description and Mission Statement

Sierra Madre Continuation High School is an alternative program that strives to provide educational support for students by offering a program designed to meet individualized student needs. Our goal is to make every student successful in obtaining a high school diploma, preparing for the completing the requirements to earn a continuation high school diploma, and/or returning to a traditional high school setting. We make every effort possible to recognize a student's individuality and work with them to improve their potential to have the very best possible future, both personally and as a productive citizen.

Students are offered an individualized approach that requires them to assume more responsibility for their education. A great deal of thought has gone into establishing a program that provides students with the opportunity to achieve a practical and effective high school education.

Sierra Madre Continuation High School is designed to include students who for reasons of health, social skills, emotional development, or other reasons that will be considered. Certain characteristics provide us with a better understanding of the fundamental objectives of a continuation/alternative education high school. The characteristics listed below are not all-encompassing, but do help to explain the basic education philosophy of Sierra Madre Continuation High School:

Our highest priority is an individual approach to education. Each student is given as much personal attention as possible.

Guidance and counseling services are present in all aspects of the student's curriculum. Students will assume personal responsibility for their educational growth, and by doing this, will receive more rewarding accomplishments.

The staff believes that the well-planned use of short-term goals and frequent rewards will encourage students to move forward in their education. A strong emphasis is placed on the importance of open and honest actions between adults and students. Students' observations of adults provide one of the most lasting impressions for role modeling. The program had a limited number of students at Sierra Madre for the 2024-2025 school year (a total of 2 students who attended). The program is scheduled to have 3-4 seniors in 2025-2026 and may be down to zero for the 2026-2027.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	2
<b>Total Enrollment</b>	<b>2</b>

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	100
Hispanic or Latino	100
Socioeconomically Disadvantaged	50

## A. Conditions of Learning State Priority: Basic

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>		8.1	69.53	234405.2	84	
<b>Intern Credential Holders Properly Assigned</b>		0	0	4853	1.74	
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>		0	0	12001.5	4.3	
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>		2.7	23.18	11953.1	4.28	
<b>Unknown/Incomplete/NA</b>		0.8	7.21	15831.9	5.67	
<b>Total Teaching Positions</b>		11.6	100	279044.8	100	

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0	0	8.3	66.53	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	5566.4	2
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0	0	0.1	1.51	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	1	100	3.5	28.07	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	0.4	3.73	14303.8	5.15
<b>Total Teaching Positions</b>	1	100	12.6	100	277698	100

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

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>		8.4	72.5	230039.4	100	
<b>Intern Credential Holders Properly Assigned</b>		0	0	6213.8	2.23	
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>		0	0	16855	6.04	
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>		2.2	19.48	12112.8	4.34	
<b>Unknown/Incomplete/NA</b>		0.9	8.02	13705.8	4.91	
<b>Total Teaching Positions</b>		11.6	100	278927.1	100	

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>		0	
<b>Misassignments</b>		0	
<b>Vacant Positions</b>		0	
<b>Total Teachers Without Credentials and Misassignments</b>		0	

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>		0	
<b>Local Assignment Options</b>		1	
<b>Total Out-of-Field Teachers</b>		1	

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)			
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)		0	
Note: For more information refer to the Updated Teacher Equity Definitions web page at <a href="https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp">https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp</a> .			

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

Sierra Madre High School is in the process of updating all curriculum, selected from the most recent list of standards-based materials adopted by the State Board of Education. New English Language Arts curriculum, aligned with Common Core State Standards (CCSS) was adopted in the 2016/2017 school year. An integrated math program was adopted in 2018. New History/Social Science textbooks will be adopted by the end of the 2020/2021 school year. Science curriculum will be purchased as soon as it becomes available.

### Year and month in which the data were collected

December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collections California 2017 (Houghton Mifflin Harcourt) Adopted in 2016 Published in 2015	0%
Mathematics	Integrated Mathematics I (Big Ideas Learning) Adopted in 2018  Integrated Mathematics II (Big Ideas Learning) Adopted in 2018  Integrated Mathematics III (Big Ideas Learning) Adopted in 2018  Integrated Mathematics IV (Big Ideas Learning) Adopted in 2018	0%
Science	Ca. Inspire Biology (McGraw Hill) Adopted in 2022  Chemistry (Glencoe) Adopted in 2007  Inspire Earth Science (McGraw Hill) Adopted in 2022  Physics (Glencoe) Adopted in 2008	0%

<b>History-Social Science</b>	Teacher's Curriculum Institute (TCI) History Alive  State Board of Education approved in 2017 Piloted for Cuyma School District in 2019/2020 Cuyama Board adopted for the 2021-2022 school year	0%
<b>Foreign Language</b>	Discovering French I (McDougall Littell) Published in 2001  Discovering French II (McDougall Littell) Published in 2001  Spanish Que Tal? Published in 2001	0%
<b>Health</b>	Glencoe Health (Glencoe/McGraw-Hill) Published in 2007	0%
<b>Visual and Performing Arts</b>		0%
<b>Science Laboratory Equipment (grades 9-12)</b>		0%

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

## School Facility Conditions and Planned Improvements

The main campus was built in 1957 and all facilities are in good working order. The electrical system was updated in 2020. In addition to regular classrooms, Sierra Madre Continuation High School has access to an administration building, library, full kitchen and cafeteria, and multipurpose gymnasium that are safe, clean, and provide adequate space for student and community activities. We have a computer laboratory, a weight room, and tennis courts.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district used a facility survey instrument developed by the State of California Office of Public School Instruction. The results of the survey are available at the school office or district office.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 98 and 100 percent on the categories of our evaluation.

### Year and month of the most recent FIT report

January 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Sewer lines need repair or replacing, cooling system in gym needs repair. Heating system installed in 2022-2023.
<b>Interior:</b> Interior Surfaces	X			No apparent problems
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			No apparent problems.

## School Facility Conditions and Planned Improvements

<b>Electrical</b>	X	No apparent problems.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X	Good
<b>Safety:</b> Fire Safety, Hazardous Materials	X	No apparent problems.
<b>Structural:</b> Structural Damage, Roofs	X	No apparent problems.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X	good

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)			39		47	48
<b>Mathematics</b> (grades 3-8 and 11)			18		35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	--	--	--	--	--
<b>Female</b>	--	--	--	--	--
<b>Male</b>	0	0	0	0	0
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0

White	0	0	0	0	0
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)			14.29	17.5	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
<b>Two or More Races</b>					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## 2024-25 Career Technical Education Programs

Sierra Madre High School students are focused on earning a high school diploma, and either entering the work force, join the Armed Services, or continuing their education. The instructor gives students individualized attention to help students reach their greatest potential and advises them on their future goals. Students are given ample opportunity to prepare for college and careers, which is integrated with their academic work. As Sierra Madre students, attending a shortened school day, they are not enrolled in CTE programs.

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## 2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2025-26 Opportunities for Parental Involvement

Parents are encouraged to help their students be prepared for every school day, and to ensure that they attend regularly. Sierra Madre Continuation High School supports parents in their efforts to provide a designated time and place for homework, to seek open communication with teacher(s), and to respond to school requests for conferences. Parents can join the district School Site Council (SSC), district English Language Advisory Committee (ELAC) to become involved with Sierra Madre Continuation High School. The School Site Council and English Language Advisory Committee meet at least four times a year.

## 2025-26 Opportunities for Parental Involvement

to provide input on the LCAP and the Title I funding expenditures. These are excellent opportunities for parents to be involved in their student's educational experience.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
<b>Dropout Rate</b>				0	17.6	16.7	8.2	8.9	8
<b>Graduation Rate</b>				100	82.4	77.8	86.2	86.4	87.5

#### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	0.0	0.0	0.0
<b>Female</b>	0.0	0.0	0.0
<b>Male</b>	0.0	0.0	0.0
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	0.0	0.0	0.0
<b>Asian</b>	0.0	0.0	0.0
<b>Black or African American</b>	0.0	0.0	0.0
<b>Filipino</b>	0.0	0.0	0.0
<b>Hispanic or Latino</b>	0.0	0.0	0.0
<b>Native Hawaiian or Pacific Islander</b>	0.0	0.0	0.0
<b>Two or More Races</b>	0.0	0.0	0.0
<b>White</b>	0.0	0.0	0.0
<b>English Learners</b>	0.0	0.0	0.0
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	0.0	0.0	0.0
<b>Socioeconomically Disadvantaged</b>	0.0	0.0	0.0
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	0.0	0.0	0.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	--	--	--	--
<b>Female</b>	--	--	--	--
<b>Male</b>	--	--	--	--
<b>Non-Binary</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Black or African American</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>White</b>	--	--	--	--
<b>English Learners</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--
<b>Homeless</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--

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

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
			0.6	0	0	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
			0	0	0	0.08	0.07	0.06

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

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

## 2025-26 School Safety Plan

A Site Emergency Plan (Revised January 2024) and approved by the Board in January of 2024. This plan is on file (and on the Cuyama Joint Unified School District website), and drills for earthquake and fire are held regularly. While we pride ourselves on our safe community, we ensure that emergency response procedures are in place. Faculty, staff, and students are trained to exit the school buildings safely and are familiar with safe locations on campus. Teacher responsibilities regarding student safety are reviewed during each school year. Classified staff members are also trained to assist in case of an emergency. Staff is on duty and assigned to monitor all students both in classrooms and on the school grounds.

The school is aware of and complies with laws and regulations regarding hazardous materials. Laboratory and chemical supplies are carefully housed, and their use is diligently monitored. A regularly scheduled maintenance program ensures the one classroom, restrooms, and other facilities are kept in good condition.

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	1		
Mathematics	2	1		
Science				
Social Science	2	1		

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$25960	\$25860	\$100	\$66161
<b>District</b>	N/A	N/A	\$15901	
<b>Percent Difference - School Site and District</b>	N/A	N/A	-197.5	-15.6
<b>State</b>	N/A	N/A	\$11,146	\$86,335
<b>Percent Difference - School Site and State</b>	N/A	N/A	-196.3	-17.3

## Fiscal Year 2024-25 Types of Services Funded

These are the types of programs and services funded that support and assist students:

- Title 1 (supports socio-economically challenged students)
- Title 2 (teacher training and professional development)
- National School Lunch program
- Economic Impact Aid (EIA)
- Tobacco Use and Prevention
- Mandate Block Grant
- Teacher Induction Program (TIP)
- Multi-Tiered Systems of Support (MTSS)

\* Response to Intervention (RTI) - Individualized support during instructional time

\* Small classroom setting for personalized attention for each student

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$54,773
Mid-Range Teacher Salary		\$78,981
Highest Teacher Salary		\$117,337
Average Principal Salary (Elementary)		\$128,425
Average Principal Salary (Middle)		\$137,947
Average Principal Salary (High)		\$138,809
Superintendent Salary		\$176,162
Percent of Budget for Teacher Salaries	22.44%	24.71%
Percent of Budget for Administrative Salaries	5.28%	5.91%

## 2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

### Percent of Students in AP Courses

0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b>	0

Where there are student course enrollments of at least one student.

## Professional Development

For the 2024-2025 school year, after examining student data and gathering teaching input, it was determined that staff development would focus on Universal Design for Learning (UDL) and social-emotional learning. Support has been provided by the Santa Barbara Office of Education with one-on-one coaching and after school workshops, along with conference attendance. Teacher frequently reviews data to plan instruction. In moving forward with the 2025-2026 school year, educator will continue to deepen his/her knowledge of UDL, and start the process of attending Professional Learning Communities (PLC's) meetings in 2025-2026, and have added discovering more about the Social Emotional Learning components of UDL.

## Professional Development

One-on-one coaching is still a practice, along with after school workshops. Teacher participates in the Multi-Tiered Systems of Support (MTSS) and will be expected to attend training in positive behavioral supports.

Sierra Madre Continuation High School has continued to develop and deepen practices with on-going professional development in the realms of MTSS and UDL for the 2024-2025 and will continue to receive support in the 2025-2026 as needed and will start the process of the PLC meetings to better support students in 2025-2026. With the return to in-person instruction in 2021-2022, 2022-2023, 2023-2024, 2024-2025, and beyond, professional development was added to better support teacher and students by receiving sessions on Social Emotional learning. Most SBCEO PD was conducted in person for the 2024-2025 school year. Sierra Madre Continuation High School teacher participates with one-on-one coaching sessions provided by the Santa Barbara County Office of Education. Sierra Madre had up to (2) students enrolled in the 2024-2025 school year for in-person instruction. We had the Sierra Madre teacher providing personalized instruction to up to (2) students during the 2024-2025 school year. Sierra Madre is expected to have (4) Seniors enrolled in 2025-2026, and possible zero in 2026-2027.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	10	10	10

**CSBA POLICY GUIDE SHEET**  
**November 2025**

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes and minor revisions have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

**Board Policy 1000 - Concepts and Roles**

Policy updated as part of CSBA's process to regularly review policy documents that otherwise would not be revised, due to no applicable changes to law, regulations, new guidance, or other directives, and amended for timeliness, organization, and to add a reference to Board Bylaw 9005 - Governance Standards.

**Board Policy 1114 - District-Sponsored Social Media**

Policy updated in conjunction with the accompanying administrative, with minor revisions.

**Administrative Regulation 1114 - District-Sponsored Social Media**

Regulation updated to reflect **NEW LAW (AB 2481, 2024)** which (1) requires, beginning January 1, 2026, a large social media platform, as defined, to create a process to verify certain individuals as "verified reporters," including a school principal and other district leaders, and to create a process by which a verified reporter can make a report of a social media-related threat or a violation of the platform's terms of service that poses a risk or a severe risk to the health and safety of a minor in the verified reporter's opinion, (2) directs each school principal, or an individual in a position of similar responsibility, to register as a verified reporter with each large social media platform on which the applicable school has an account when directed by the Superintendent or designee, and (3) directs a verified reporter to inform the Superintendent or designee of a social media-related threat or a violation of a social media platform's terms of service that, in the opinion of the reporter, poses a risk or severe risk to the health and safety of a minor who the reporter knows is enrolled in the reporter's school and report the threat or violation via the process created by the applicable social media platform. Additionally, regulation updated to reference "www.stopbullying.gov", which provides information from various government agencies related to bullying and includes a list of online platforms, with links, for the reporting of cyberbullying which violates the terms of service established by the online platforms. In addition, regulation updated to reflect **NEW LAW (AB 1785, 2024)** which expands the prohibition for districts to publicly post specified information of an elected or appointed official on the internet, without first obtaining the written permission of that individual, to include the name and assessor parcel number associated with the official's home address.

**Board Policy 2120 - Superintendent Recruitment and Selection**

Policy updated to reference CSBA's, "California Consultants and Leadership" search services, which provides guidance to districts recruiting and selecting a Superintendent. Additionally, policy updated to remove from the list related to the Governing Board's search and selection process items which are rarely carried out by the Board, and to add duties that a professional advisor may facilitate. In addition, policy updated to clarify material related to discussing, negotiating, and voting on the Superintendent's contract. Policy also updated to reflect **NEW LAW (SB 521, 2025)**, which prohibits the employment of a person as Superintendent if within the past five years the candidate was convicted of any felony involving accepting or giving, or offering to give, any bribe, conflict of interest, the embezzlement of public money, extortion or theft of public money, perjury, or conspiracy to commit any of those crimes arising directly out of their official duties as a public employee.

**Administrative Regulation 3311.3 - Design-Build Contracts**

Regulation updated to reflect **NEW LAW (SB 956, 2024)** which extends indefinitely the authorization to enter into a design-build contract for a public works project in excess of \$1,000,000. Additionally, regulation updated to add objective criteria for awarding a design-build contract, including the minimum factors of price, technical design and construction experience, and life-cycle costs over 15 years or more. In addition, regulation updated to clarify which occupations are subject to the 30 percent threshold for a skilled and trained workforce.

**Board Policy 3470 - Debt Issuance and Management**

Policy updated to (1) add communication to the public to the list of debt issuance program activities that the Superintendent administers and coordinates, (2) remove reference to Qualified Zone Academy Bonds which are no longer authorized to be issued, (3) add types of temporary borrowing or short-term transfers to the list of potential financing sources for the district, (4) add that the method of sale for any district-issued debt be the most cost-effective, (5) add that before any sale of bonds, the Governing Board adopt a resolution stating the Board's express approval of the method of sale and a statement of the reasons for the method of sale selected, and (6) include additional information regarding the report to the California Debt Investment and Advisory Commission, which the district is required to submit annually following a bond issuance.

**Board Policy 4000 - Concepts and Roles**

Policy updated as part of CSBA's process to regularly review policy documents that otherwise would not be revised, due to no applicable changes to law, regulations, new guidance, or other directives, and amended to (1) clarify that it is the academic achievement, personal growth, and well-being of district students, in addition to the success of district programs, that hinges on district personnel, and (2) reflect The California Labor Management Initiative's, "Resource Guidebook: Building Partnerships to Create Great Public Schools," which provides guidance to support education leaders in developing labor-management partnerships that benefit students, staff, and the community.

**Board Policy 5000 - Concepts and Roles**

Policy updated as part of CSBA's process to regularly review policy documents that otherwise would not be revised, due to no applicable changes to law, regulations, new guidance, or other directives, and amended for timeliness, to include material related to school safety, and to reference applicable related Board policies and administrative regulations.

**Board Policy 5020 - Parent Rights and Responsibilities**

Policy updated to more closely align with law the Governing Board's belief that the district's relationship with parents/guardians is one of mutual support and respect, and that the partnership with parents/guardians is specific to their children. Additionally, policy updated to clarify that the notification parents/guardians receive regarding their rights, includes, but is not limited to, rights under the Family Educational Rights and Privacy Act (FERPA), in accordance with Board Policy/Exhibit (1) 5145.6 - Parent/Guardian Notifications. In addition, policy updated to reflect **NEW COURT DECISION (Mahmoud v. Taylor)** which held that the First Amendment prohibited a district from including lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) storybooks as part of elementary school instruction without providing parents/guardians with notice and the ability to opt their students out of that instructional content on the grounds that the storybooks substantially interfered with the religious development of their children. Policy also updated to include that the Superintendent or designee may establish a parent center at a school with a substantial number of students with a home language other than English, to encourage parent/guardian understanding of and participation in their children's educational programs.

**Administrative Regulation 5020 - Parent Rights and Responsibilities**

Regulation updated to add that parent/guardian rights include notification of the opportunity to opt their child out of certain instruction, as required by state law, and **NEW COURT DECISION (Mahmoud v. Taylor)** which held that the First Amendment prohibited a district from including lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) storybooks as part of elementary school instruction without providing parents/guardians with notice and the ability to opt their students out of that instructional content on the grounds that the storybooks substantially interfered with the religious development of their children. Additionally, regulation updated to clarify that parents/guardians have the right to receive notice and information about and to opt out of (1) any psychological testing involving their child and (2) any assessment, analysis, evaluation, or monitoring of the quality or character of the student's home life. In addition, regulation updated to add that (1) parents/guardians of English learners be given any required written notification in English and the student's home language, and (2) that the rights of parents/guardians be exercised in accordance with applicable Board policy and administrative regulation. Regulation also updated to expand that parents/guardians may support the learning environment of their child by monitoring and prohibiting or regulating the use of social media and other forms of online entertainment viewed by their child.

**Board Policy 5117 - Interdistrict Attendance**

Policy updated to clarify that the Board policy and accompanying administrative regulation apply to students transferring into and out of the district. Additionally, policy updated to reflect **NEW LAW (SB 897, 2024)** which (1) extends the school district of choice program indefinitely, (2) requires the accounting of requests for district of choice transfers to include foster youth and student experiencing homelessness status, and (3) provides that compliance of all provisions of a district's school district of choice program are subject to the annual district audit required by law.

**Administrative Regulation 5117 - Interdistrict Attendance**

Regulation updated to reflect **NEW LAW (SB 897, 2024)** which (1) expands the prohibition for school districts of choice from targeting communications regarding a school district of choice program to include individual parents/guardians or residential neighborhoods on the basis of a student's proficiency in English, family income, or any of the individual characteristics set forth in Education Code 200, (2) requires, the district to, by January 15, notify the district of residence of the number and names of students from the district of residence, by school and grade level, requesting to be transferred for the following school year, (3) prohibits rejecting the transfer of a foster youth or student experiencing homelessness, in addition to a student with a disability or an English learner, based on the transfer requiring the district to create a new program to serve that student, (4) expands second priority for transfer under the school district of choice program to include foster youth and students experiencing homelessness, (5) expands the required notification to parents/guardians when the number of students requesting to transfer exceeds the district's capacity to include that the number of students exceeds the specific school or program to which the student applied, (6) requires the district to respond to a request from the county office of education to provide data regarding the number of students transferring into the district, (7) expands the authorization for a district of residence to limit the number of students who transfer out of the district in a fiscal year if the most recent budget certification completed by the County Superintendent of Schools is a qualified status, and (8) requires the district of residence to, by February 15, notify the district of choice of the total number and names of students requesting to be transferred that exceed the number of students for which the district of residence is authorized to limit the transfer.

**Board Policy 5138 - Conflict Resolution/Peer Mediation**

Policy updated to clarify the distinction between students providing peer mediation and those receiving it. Additionally, policy updated to include, in the development of a conflict resolution and/or peer mediation program (1) the expectation for confidentiality regarding who participated, what was discussed, and how any conflict was resolved, and (2) the selection of and requirements to train as a peer mediator.

**Board Policy 6020 - Parent Involvement**

Policy updated to reference the U.S. Department of Education's June 2025 Dear Colleague Letter which provides school choice guidance and explains how states can use federal funds to both expand education choice and turn around underperforming schools. Additionally, policy updated to ensure compliance with the California Department of Education's federal program monitoring instrument. In addition, policy updated to add material related to the establishment and convening of a parent advisory committee (PAC) and, as applicable, an English learner parent advisory committee (ELPAC), which was moved from the accompanying administrative regulation, as it is more appropriately placed in Board policy. Policy also updated to add that the Superintendent or designee annually attend a regular meeting of the PAC or ELPAC, if applicable.

**Administrative Regulation 6020 - Parent Involvement**

Regulation updated to ensure compliance with the California Department of Education's Federal Program Monitoring. Additionally, regulation updated to delete material related to the establishment and convening of a parent advisory committee and, as applicable, an English learner parent advisory committee, which was moved to the accompanying Board policy for more appropriate placement. In addition, regulation updated to include that (1) the district may utilize department leaders and district instructional coaches to provide parent/guardian training on topics that include, English language development, state academic standards and assessments, and specific strategies to support the student in the home, and (2) the Superintendent or designee

may utilize professional development sessions to train teachers, administrators, and staff on ways to effectively engage parents/guardians, with each school site sharing best practices that others may learn from.

#### **Board Policy 6143 - Courses of Study**

Policy updated to clarify, in accordance with various provisions of state and federal law and related court cases, the actual or perceived characteristics of an individual or group that may serve as a basis for unlawful discrimination in education programs and activities, and reflect **NEW LAW (SB 1137, 2024)** which provides that prohibited discrimination includes discrimination not just because of one protected class under state law, but also because of the combination of two or more protected bases. Additionally, policy updated to clarify that the Governing Board adopt a course of study for elementary and secondary grades that, in addition to preparing students for the next level of study and/or employment, includes all required instructional content. In addition, policy updated to reflect **NEW COURT DECISION (Mahmoud v. Taylor)** which held that the First Amendment prohibited a district from including lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) storybooks as part of elementary school instruction without providing parents/guardians with notice and the ability to opt their students out of that instructional content on the grounds that the storybooks substantially interfered with the religious development of their children.

#### **Administrative Regulation 6143 - Courses of Study**

Regulation updated to include, in the courses of study for grades 1-6 (1) instruction in cursive and joined italics, (2) Spanish colonization of California and the Gold Rush Era, including the treatment and perspectives of Native Americans during those periods, as required by **NEW LAW (AB 1821, 2024)**, (3) the causes and effects of climate change and the methods to mitigate climate change, and (4) prenatal care for pregnant women. Additionally, regulation updated to include, in the courses of study for grades 7-12 (1) personal financial literacy, as required by **NEW LAW (AB 1871, 2024)**, (2) to the extent instruction is provided on the Spanish colonization of California or the Gold Rush Era, the treatment and perspectives of Native Americans during those periods, as required by **NEW LAW (AB 1821 (2024))**, (3) the causes and effects of climate change and the methods to mitigate and adapt to climate change, (4) starting with the 2026-27 school year for districts that require a course in health education for high school graduation, the dangers associated with fentanyl use, as required by **NEW LAW (AB 2429, 2024)**, and (5) commencing in the 2027-28 school year, a one-semester course in personal finance. In addition, regulation updated to add how a one-semester course in Ethnic studies may be fulfilled. Regulation also updated to reflect **NEW LAW (SB 153, 2024)** which (1) requires at the beginning of each school year, the Superintendent to provide written notice to parents/guardians of students in grades 9-12 that includes a separate and distinct disclosure that data may be shared with the California College Guidance Initiative (CCGI) to provide students and their parents/guardians with direct access to online tools and resources for college and career planning, and contact information for the CaliforniaColleges.edu platform in order to access resources that help students and their parents/guardians learn about college admissions requirements, and (2) requires districts to advise each student in grade 11 to complete the grade 11 financial aid lessons on the CCGI's CaliforniaColleges.edu platform and submit student transcript information to the CCGI for students in grades 9-12. Additionally, regulation updated to reflect **NEW LAW (AB 2165, 2024)** which requires a district to provide the student and the student's parent/guardian with specified information before being exempted from the requirement to complete a Free Application for Federal Student Aid and/or the California Dream Act Application. In addition, regulation updated to reflect **NEW LAW (AB 123, 2025)** which requires a district to provide each student in grade 12, and if applicable, the student's parent/guardian, with information about, and potential eligibility for, the California Kids Investment and Development Savings Program.

#### **Delete - Board Policy 6146.2 - Certificate of Proficiency/High School Equivalency**

Policy deleted as unnecessary as the requirements stated within vest with the California Department of Education and/or the State Board of Education rather than being the obligation of a school district.

#### **Administrative Regulation 6146.2 - Certificate of Proficiency/High School Equivalency**

Regulation updated to reflect the name change from the California High School Proficiency Examination to the California Proficiency Program. Additionally, regulation updated to align language with guidance on the California Department of Education's, "California Proficiency Program," webpage. In addition, regulation updated to delete criteria related to a repealed state regulation and instead align with state law.

**Exhibit(1) 6146.2 - Certificate of Proficiency/High School Equivalency**

Exhibit updated in conjunction with the accompanying Board policy and administrative regulation, including reflecting the name change from the California High School Proficiency Examination to the California Proficiency Program.

**Board Policy 7000 - Concepts and Roles**

Policy updated as part of CSBA's process to regularly review policy documents that otherwise would not be revised, due to no applicable changes to law, regulations, new guidance, or other directives, and amended to clarify that (1) one of the major responsibilities of the Governing Board, in addition to providing healthful, safe and adequate facilities that enhance the instructional program, is to provide facilities that align with the needs of the district, and (2) in some instances, the best use of facilities may be reuse by a third party, and in other instances, may be lease or sale. Additionally, policy updated to clarify that, in order to plan for long-range facilities needs, the Superintendent or designee may develop, for Board approval, a school facilities master plan in accordance with Board Policy 7110 - Facilities Master Plan and that, in accordance with the plan, the Board will (1) select and purchase school sites for future expansion, as needed, and facilities for new school sites or other district use, (2) sell or lease facilities, including joint occupancy or joint use, when no other better use is identified, (3) authorize the use of school facilities by district residents and community groups, and (4) consider the use of district property for workforce housing.

**Board Policy 7131 - Relations with Local Agencies**

Policy updated to add that (1) the Governing Board is required to meet with appropriate local agency recreation and park authorities to review possible methods of coordinating the planning, design, and construction of new school facilities and school sites, or major additions to existing school facilities and recreation and park facilities in the community, and (2) the district is required to recommend measures for inclusion in the city/county general plan to ensure the availability of adequate school facilities to address a new development. Additionally, policy updated to clarify material related to development within the district, including that in order to adequately mitigate additional students generated by such development, the Board may make certain findings required by law and that upon such findings, notify the city council or county board of supervisors. In addition, policy updated to add material related to a district workforce housing development.

**Board Bylaw 9310 - Board Policies**

Bylaw updated to reflect current Board policy development and adoption process practice. Additionally, bylaw updated to include new "Definitions" section which more clearly defines the use of "Board policy," "Board bylaw," and "administrative regulation." In addition, bylaw updated to add section headers to differentiate between the development and adoption of Board policies versus administrative regulations. Bylaw also updated to delete the section "Monitoring and Evaluation" and include that content in the new "Board Policy Development and Adoption" section.

**Board Bylaw 9321 - Closed Session**

Bylaw updated to add (1) that public comment is required to occur prior to closed session, and (2) that a copy of a document that becomes public after action was taken during closed session be provided to any person who has made a standing request for all documentation as part of a request for notice of meeting, in addition to providing such document to any person present at the conclusion of the closed session who has submitted a written request. Additionally, bylaw updated to reflect **NEW ATTORNEY GENERAL OPINION** which states that only a person with "an official or essential role to play in a particular closed session" agenda item may attend closed session for that particular item, and to add new section "Attendance in Closed Session" to address who is permitted to attend a particular closed session item. In addition, bylaw updated to clarify that for purposes of a closed session agenda item on personnel matters that "employee" includes an officer or independent contractor who functions as an officer or employee but excludes Governing Board members and other independent contractors. Bylaw also updated to clarify that disclosure of an approved agreement concluding labor negotiations identify the item approved and the other parties to the negotiation. Additionally, bylaw updated to reflect **NEW LAW (SB 1445, 2024)** which authorizes the Board to allow student board members to make restorative justice recommendations that would be considered in closed session expulsion hearings. In addition, bylaw updated to reflect **NEW LAW (AB 2715, 2024)** which

authorizes the Board to hold a closed session with additional types of law enforcement or security personnel and to hold a closed session on a threat to critical infrastructure controls or critical infrastructure information.

**Exhibit(1) 9321 - Closed Session**

Exhibit updated in conjunction with the accompanying bylaw, with minor revisions.

**Exhibit(2) 9321 - Closed Session**

Exhibit updated in conjunction with the accompanying bylaw, with minor revisions.

**CSBA UPDATE CHECKLIST – November 2025**

District Name: Cuyama Joint Unified School District

Contact Name: Alfonso Camino Phone: 661-766-2642 Email: acamino@cuyamaunified.org

POLICY	TITLE	OPTIONS/BLANKS	ADOPTION DATE	MANDATED
BP 1000	Concepts and Roles			
BP 1114	District-Sponsored Social Media			
AR 1114	District-Sponsored Social Media			
BP 2120	Superintendent Recruitment and Selection			
AR 3311.3	Design-Build Contracts			
BP 3470	Debt Issuance and Management			C
BP 4000	Concepts and Roles			
BP 5000	Concepts and Roles			
BP 5020	Parent Rights and Responsibilities			M
AR 5020	Parent Rights and Responsibilities			M
BP 5117	Interdistrict Attendance	<b>OPTION 1:</b> <input checked="" type="checkbox"/> <b>OPTION 2:</b> <input type="checkbox"/>		
AR 5117	Interdistrict Attendance	<b>OPTION 1:</b> <input checked="" type="checkbox"/> <b>OPTION 2:</b> <input type="checkbox"/>		
BP 5138	Conflict Resolution/Peer Mediation			
BP 6020	Parent Involvement			C
AR 6020	Parent Involvement			C
BP 6143	Courses of Study			C
AR 6143	Courses of Study			
BP 6146.2	Certificate of Proficiency/High School Equivalency	<b>Delete BP</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Unnecessary rests with LDE & State Board of Education		
AR 6146.2	Certificate of Proficiency/High School Equivalency			
E(1) 6146.2	Certificate of Proficiency/High School Equivalency	<b>Fill in Blanks</b> _____ _____ _____		

## CSBA UPDATE CHECKLIST – November 2025

District Name: \_\_\_\_\_

POLICY	TITLE	OPTIONS/BLANKS	ADOPTION DATE	MANDATED
BP 7000	Concepts and Roles			
BP 7131	Relations with Local Agencies			
BB 9310	Board Policies			
BB 9321	Closed Session			
E(1) 9321	Closed Session	<b>Fill in Blanks</b> _____ _____ _____ _____		
E(2) 9321	Closed Session	<b>Fill in Blanks</b> _____ _____ _____ _____		