

COVID-19 Update



Alfonso Gamino, Superintendent

Cuyama Joint Unified School District

May 13, 2021





Board of Supervisors The Novel Coronavirus (COVID-19)

April 20, 2021

ANTICIPATED CDPH Monitoring Status: 4/20/21

Santa Barbara County
metrics

4.5

Adjusted case rate for tier
assignment

New cases per day per 100K
(unadjusted)

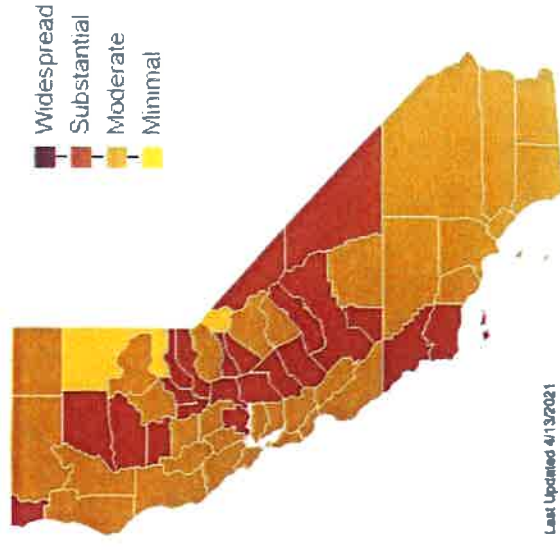
5.1

Positivity rate

1.8

Health Equity Metric:

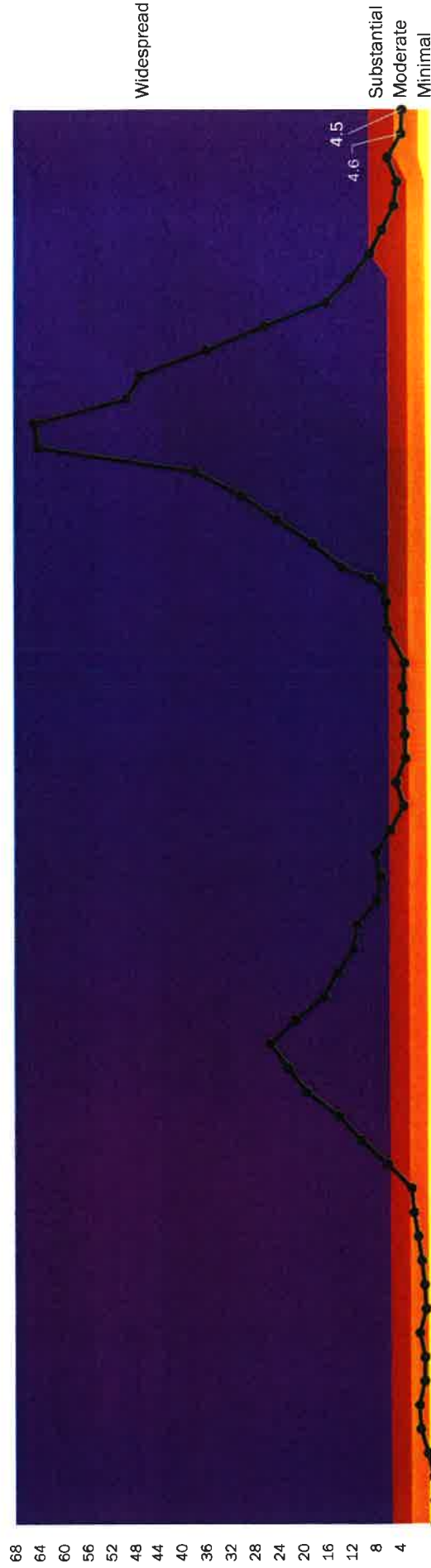
1.7



All data and tier assignments are based on results from week ending April 10

ANTICIPATED: Blueprint Metrics for 4/20/21

Santa Barbara County 7-day Average Adjusted* Case Rate per 100,000 Community Residents



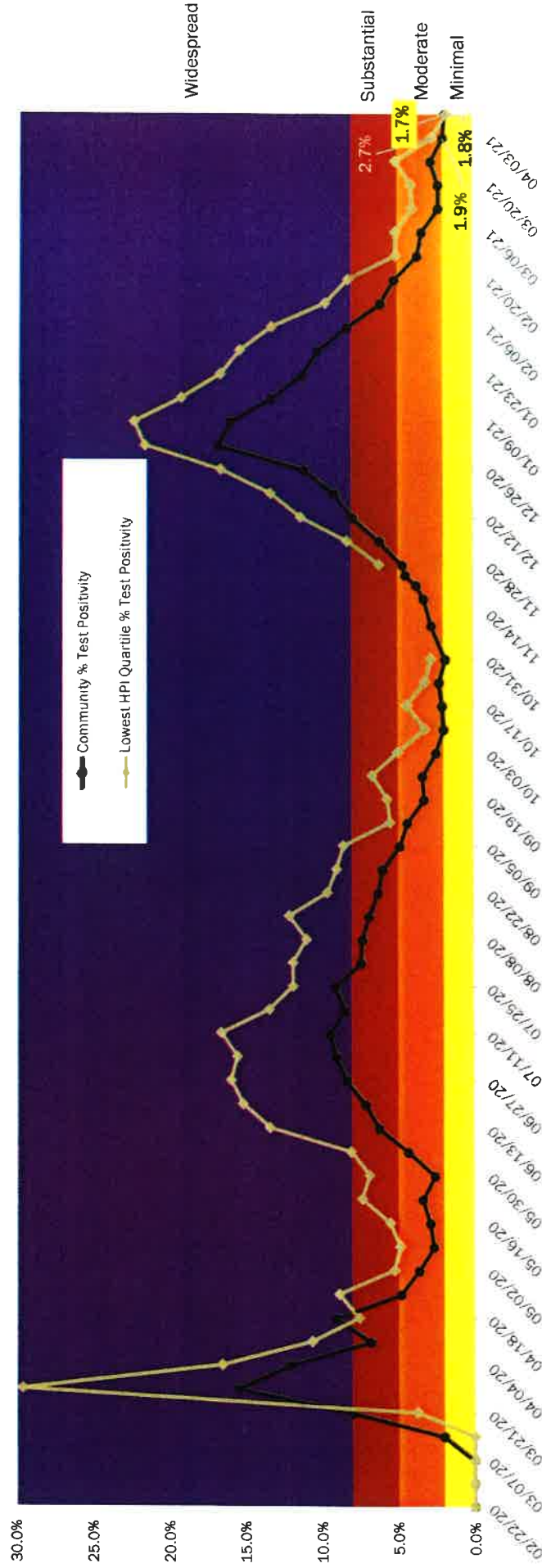
* Case rates as of 8/29 to current have been adjusted based on State metrics; As of 11/15 CDPH changed the Case Rate and Testing Positivity metrics to reflect a 4-day lag instead of a 7-day lag. As of 11/28 data, the State reverted back to the 7-day lag.

On 3/12/21 (effective retroactively as of 2/27) CDPH expanded the red tier criterion in response to 2 million vaccine doses administered in the lowest HPI quartile. On 4/7/21 (effective retroactively as of 3/25) CDPH expanded the orange and yellow tier criteria in response to 4 million vaccine doses administered to the lowest HPI quartile.

update on 4/19/21

ANTICIPATED: Blueprint Metrics for 4/20/21

Santa Barbara County 7-day Average Community Test Positivity Percent



As of 11/15, CDPH changed the Case Rate and Testing Positivity metrics to reflect a 4-day lag instead of a 7-day lag. HPI data was not released the weeks with 4-day lag data. As of 11/28 data, the State reverted back to the 7-day lag.

Orange Tier: WE ARE HERE!

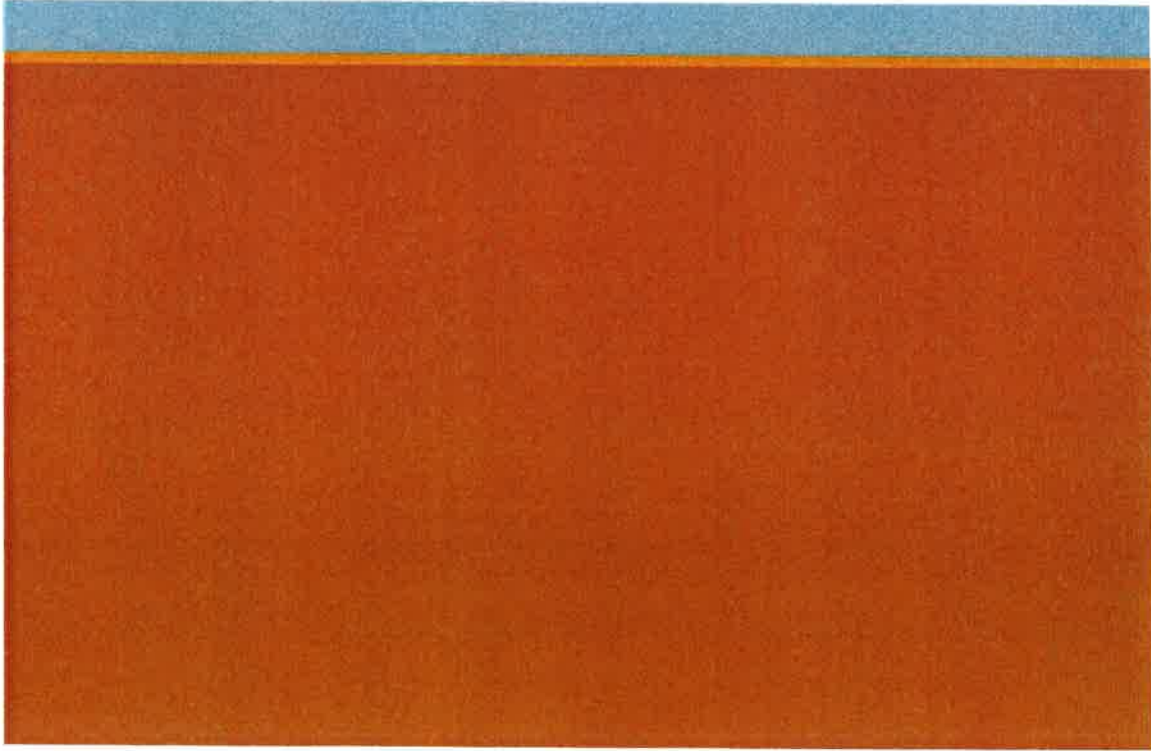
SANTA BARBARA COUNTY

TIER STATUS PROGRESS

How well is Santa Barbara County progressing toward the
Orange Tier within the State's Blueprint for Reopening?

STATUS	CRITERIA	AMOUNT
✓	Four million doses of vaccine administered to the hardest-hit communities in our state, as measured by the Healthy Places Index	4 MILLION CALIFORNIANS
✓	Santa Barbara County must be in a tier for 3 consecutive weeks	1 2 3
4.5	Santa Barbara County must meet the Adjusted Case Rate of 5.9 or less for the next tier, for 2 consecutive weeks	1 2
1.8	Santa Barbara County must meet the Test Positivity Rate of 4.9 or less for the next tier, for 2 consecutive weeks	1 2

**STRONGER
TOGETHER.
SAFELY APART.**



Cuyama Joint Unified School District

2300 Highway 166, New Cuyama, California 93254
(661) 766-2482 • FAX: (661) 766-2255

May 13, 2021

Graduations 2021

Kindergarten graduation:

- A. Thursday, June 3, 2021
- B. Parade at 9:00 a.m. through town
- C. Graduation at 10:00 a.m.
- D. Masks required and pre-registration will be required
- E. Families sitting 6 feet apart from other families
- F. Pie after graduation

8th grade graduation:

- A. Thursday, June 3, 2021
- B. Parade at 6:00 p.m. through town
- C. Graduation at 7:00 p.m. at the elementary school
- D. Masks required and pre-registration required
- E. Families sitting 6 feet apart from other families
- F. Family Dinner after graduation

12th grade graduation:

- A. Friday, June 4, 2021
- B. Parade at 6:00 p.m.
- C. Graduation at 7:00 p.m. in front of school (Risers by back office door).
- D. Masks required and pre-registration will be required
- E. Families sitting 6 feet apart from other families
- F. Family Dinner after graduation

**CUYAMA JOINT UNIFIED SCHOOL DISTRICT
BOARD MEETING
Tuesday, April 8, 2021, 6:00 P.M.
CAFETERIA, CUYAMA ELEMENTARY SCHOOL
2300 Hwy 166, New Cuyama CA 93254
Join via Zoom at:**

Topic: Regular Board Meeting

Time: Apr 8, 2021 06:00 PM Pacific Time (US and Canada)

Join us on Zoom

Meeting ID: 778 1905 2368

Passcode: b29P5x

- I. The meeting will be called to order by **Board President, Heather Lomax at 6:01 P.M.**

ROLL CALL:

Heather Lomax **P** Whitney Goller **P** Marcela Medina **P** Emily Johnson **P**

Jan Smith **P**

Alfonso Gamino **A** Superintendent

FLAG SALUTE: Led by **Whitney Goller**

II. PUBLIC FORUM:

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.

III. PUBLIC HEARING:

This meeting agenda item is declared a public hearing for the purpose of members of the public to comment and/or provide testimony concerning waiver of Education Code section 41402(b) to allow the District to increase the maximum ratio of administrative employees to teachers for the 2019-2020 school year (July 1, 2019 - June 30, 2020).

Theresa King stated on behalf of Alfonso Gamino: We are not in compliance. We need this waiver to avoid a penalty for the year in question. That is why we are hosting this public hearing for the application; it is one of the requirements in order to avoid being charged a penalty. We were advised to post the hearing notice in both English and Spanish in public locations for our waiver application. The ratio is based on students-to-teachers-to-administration. That year there was a principal and a superintendent. Now Mr. Gamino is both putting us back into compliance. This was one audit finding and the CDE can still reject the waiver application even though we're following all required measures.

- A. Open Public Hearing
- B. Public Comment/Testimony
- C. Close Public Hearing
- D. The District recommends the Approve waiver of Education Code section 41402(b) to allow the District to increase the maximum ratio of administrative employees to teachers for the 2019-2020 school year [July 1, 2019 – June 30, 2020). **Pg. 1-9**

Moved by: **Whitney Goller** 2nd By: **Marcela Medina**

Roll Call Vote:

Heather Lomax **Y** Whitney Goller **Y** Marcela Medina **Y** Emily Johnson **Y**

Jan Smith **Y**

IV. SUPERINTENDENT'S REPORT:

COVID-19 update **Pg.10-12**

Alfonso Gamino was not present to provide updated. Board President, Heather Lomax advised attendees to refer to the board packet.

V. Board Reports

Board Clerk, Whitney Goller: I would like to thank all parents and teachers. I know this is a frustrating time to juggle little ones and work. We are still discussing reopening schools. A lot goes on behind the scenes that many of the public is unaware about. Not all teachers have received their second dose. There was an issue with the football team. Fourteen football players proved to be difficult to handle. 200 students and teachers is more complicated. We need to make sure our reopening plans are realistic.

VI. CTE update – Kevin Lebsack

Kevin Lebsack: I was awarded a \$54,000 grant and the next grant will most likely be another \$54,000. Each year the requirements are different. Sometimes we need to match it, this grant that I was awarded is matched through my pay. I'm applying

for a \$92,000 but I'm being careful with it because it's difficult to find matching funds. It would be for the junior high and high school. Grants are going well. Students are earning credentials in various subjects. These programs are demanding but rewarding. Southwest Airlines provides a communications certificate that focuses on how to write professional emails, memo, etc. One of the seniors was awarded this certificate. Although we're online, we are being productive.

Lastly, I am so grateful to Duncan Family Farms always does so much to help is maintain fields by discing and weeding them for us. I would not be able to manage on my own. FFA usually gives Duncan Family Farms an award to show our gratitude and Duncan Family Farms proudly displays it in their main office. We plan on continuing that tradition.

VII. **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 March 11, 2021, Regular Board Meeting –All members present. **Pg. 13-20**
2. Minutes of the March 25, 2021, Special Board Meeting. **Pg. 21-22 PULL**
3. Checks Board Report and Warrants February 1-28, 2021. **Pg. 23-37**

Moved by: **Whitney Goller** 2nd By: **Marcela Medina**

Roll Call Vote:

Heather Lomax **Y** Whitney Goller **Y** Marcela Medina **Y** Emily Johnson **Y**

Jan Smith **Y**

Consent agenda approved 5-0

VIII. **ACTION ITEM(S):**

- a. It is recommended that the Board approve the 2021-2022 instruction calendar. **Pg: 38**

Moved by: **Marcela Medina** 2nd By: **Emily Johnson**

Roll Call Vote:

Heather Lomax **Y** Whitney Goller **Y** Marcela Medina **Y** Emily Johnson **Y**

Jan Smith **Y**

Approved 5-0

b. It is recommended that the Board discuss and approve the contract renewal with PowerSchool for the 2021-2022 school year. **Pg. 39-40**

Moved by: **Whitney Goller** 2nd By: **Marcela Medina**

Roll Call Vote:

Heather Lomax **Y** Whitney Goller **Y** Marcela Medina **Y** Emily Johnson **Y**

Jan Smith **Y**

Approved 5-0

c. It is recommended that the board approve the April 8, 2021 Personnel Activity Report regarding basketball coaches for the 2020-2021 school year. **Pg. 41**

Moved by: **Whitney Goller** 2nd By: **Marcela Medina**

Roll Call Vote:

Heather Lomax **Y** Whitney Goller **Y** Marcela Medina **Y** Emily Johnson **Y**

Jan Smith **Y**

Approved 5-0

d. It is recommended that the District discuss and provide direction for reopening schools in Cuyama Joint Unified School District.

Moved by: **Whitney Goller** 2nd By: **Marcela Medina**

Roll Call Vote:

Heather Lomax **Y** Whitney Goller **Y** Marcela Medina **Y** Emily Johnson **Y**

Jan Smith **Y**

Approved 5-0 to reopen the high school on a hybrid model beginning May 3, 2021 and to rediscuss reopening the elementary school in the fall for the 2021-2022 school year.

Board trustees shared their concerns about opening prior to all teaching receiving their second vaccine dose and are passed the two-week point, and their reservations on how to best implement a safety plan at both sites.

Mr. Lebsack spoke to the board on how the plan could work at the high school suggested May 3, 2021 as the ideal start up date. Emphasizing that a few weeks of in-person instruction will greatly benefit students and their socialization skills. He also added that students and their families will have a choice as to continue distance learning or begin in-person instruction. Several high school parents sided with Mr. Lebsack's views on the subject.

Several elementary teachers spoke and stated that the "quality of instruction will be poor if it needs to be split between both distance learning and in-person instruction due to lack of resources and staff available". They also agreed with the board decision to wait until all teachers that opted to be vaccination have received their second vaccine dose and are passed the two-week point.

Several elementary parents spoke up and shared similar concerns as the board. Stating that 5 weeks of in-person instruction does not justify the disruption that it will potentially cause to their children's routines. They were also concerned about the ratio of COVID-19 exposed-nonexposed students it would take to take all students back to distance learning.

VI. ITEM(S) PULLED FROM CONSENT AGENDA:

Minutes from March 25, 2021 meeting.

Moved by: **Emily Johnson** 2nd By: **Heather Lomax**

Roll Call Vote:

Heather Lomax **Y** Whitney Goller **A** Marcela Medina **Y** Emily Johnson **Y**

Jan Smith **Y**

Resolution passed: 4-1

VII. CLOSED SESSION: **NO 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.

The Board will adjourn into closed session at ____p.m.

The Board returned to open session at: ____p.m.

Report out from closed session

VII. ADJOURNMENT:

Moved by: **Whitney Goller** 2nd By: **Marcela Medina**

Roll Call Vote:

Heather Lomax Y Whitney Goller Y Marcela Medina Y Emily Johnson Y

Jan Smith Y

Motion to adjourn approved 5-0

The board meeting was adjourned at 7:34p.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, May 13, 2021; 6:00 p.m., Elementary School Cafeteria**

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: <https://cuyamaunified.org/board-materials-2020-2021/> using the "Click Here" links next to the date: 05/13/2021.

USE OF RELAXED TELECONFERENCE PROCEDURES PER GOVERNOR'S COVID-19

EXECUTIVE ORDER: Notice of Teleconferencing Pursuant to Executive Order N-25-20 and Government Code section 54953: In order to mitigate possible impacts relating to the Coronavirus (COVID-19), the Board will conduct this meeting via teleconference or videoconference, with one or more board members participating from remote locations.

Members of the public wishing to observe the meeting or make public comments as authorized under Government Code section 54954.3 may do so at the following location: 4500 Hwy 166, New Cuyama, CA 93254, or via electronic participation by accessing the link provided as the beginning of the agenda. Voting at this meeting shall be by roll call.

Checks Dated 04/01/2021 through 04/30/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-646073	04/02/2021	Employment Development Dept.	01-5800		84.23
01-646074	04/02/2021	Kern County Supt. Of Schools	01-5830	7,518.95	
			01-5865	10,192.80	17,711.75
01-646075	04/02/2021	Schools Legal Service	01-5200		30.00
01-646076	04/02/2021	Southern California Gas Co.	01-5510		2,749.91
01-646727	04/09/2021	Applied Technology Group, Inc.	01-5900		250.00
01-646728	04/09/2021	CDI DALLAS LLC	01-4450		2,828.06
01-646729	04/09/2021	Country Auto & Truck	01-4300		169.35
01-646730	04/09/2021	Cuyama Community Services Dist	01-5530		283.61
01-646731	04/09/2021	Education Systems Engineers	01-5865		7,490.00
01-646732	04/09/2021	Herc Rentals	01-5600		2,070.70
01-646733	04/09/2021	Jordano's Food Service	13-4710		1,890.11
01-646734	04/09/2021	Old Cuyama Do It Best	01-4300		209.06
01-646735	04/09/2021	Pacific Gas & Electric	01-5520		26.28
01-646736	04/09/2021	Productivity Plus Account	01-4300		133.02
01-646737	04/09/2021	Quill Corporation	01-4300		66.03
01-646738	04/09/2021	Southern California Gas Co.	01-5510		1,365.09
01-646739	04/09/2021	T-Mobile	01-5900		3,140.00
01-646740	04/09/2021	True Value Hardware	01-4300		30.59
01-646741	04/09/2021	Waldrop's Auto Parts	01-4300		2,354.14
01-647496	04/16/2021	Black / Hall Construction	21-6200		13,628.60
01-647497	04/16/2021	CANON FINANCIAL SERVICES, INC.	01-5600		1,277.03
01-647498	04/16/2021	Infinity Communications	01-5865		300.00
01-647499	04/16/2021	Jordano's Food Service	13-4710		1,228.28
01-647500	04/16/2021	LimottalT	01-5805		562.50
01-647501	04/16/2021	Marborg Disposal	01-5570		685.56
01-647502	04/16/2021	Pacific Gas & Electric	01-5520		10,664.70
01-647503	04/16/2021	Quill Corporation	01-4300		64.63
01-647504	04/16/2021	Tyack's Tires, Inc.	01-4300		84.13
01-647505	04/16/2021	Verizon Business	01-5910		22.29
01-648328	04/23/2021	Ray, Karissa	01-4300		19.27
01-648329	04/23/2021	Bakersfield Athletic Supply	01-4300		909.17
01-648330	04/23/2021	Dr. Vibul Tangpraphaphorn,md	01-5800		100.00
01-648331	04/23/2021	Frontier Communications	01-5910		294.29
01-648332	04/23/2021	IEC Power, LLC	01-5640		1,244.20
01-648333	04/23/2021	MidWay Driller	01-5800		376.00
01-648334	04/23/2021	Purchase Power	01-5900		250.00
Total Number of Checks			36		74,592.58

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	33	57,845.59
13	Cafeteria Spec Rev Fund	2	3,118.39
21	Building Fund 1	1	13,628.60

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 04/01/2021 through 04/30/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
		Total Number of Checks	36	74,592.58	
		Less Unpaid Tax Liability		.00	
		Net (Check Amount)		<u>74,592.58</u>	

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 2 of 2

ReqPay05e

Payment Register by Check

Bank Account COUNTRY - County-AP										
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-646073, Dated 04/02/2021, Cleared (000215), PO# ,Batchld AP04022021										
Direct Vendor										
Employment Development Dept. (000914/1)										
PO BOX 989061										
West Sacramento, CA 95798-9061										
2020/21	02/25/21		ACCT# 942-4909-1	L1384044512	03/30/21	Paid	Cleared	84.23		84.23
School emp fund										
2021	01-0000-0-0000-2700-5800-000-0000-0000									
Check Amount for 01-646073										
84.23										
Check # 01-646074, Dated 04/02/2021, Cleared (000215), PO# PO21-00073,Batchld AP04022021										
AP Vendor										
Kern County Supt. Of Schools (001195/1)										
1300 17th Street										
Bakersfield, CA 93301										
F	2020/21	03/17/21	R21-00079	Fees for legal svcs	102434	Paid	Cleared	7,518.95		7,518.95
07/01/2020-12/31/20										
20										
2021	01-0000-0-0000-7100-5830-000-0000-0000									
F	2020/21	12/31/20	R21-00078	E-Rate for internet	191018057	Paid	Cleared	10,192.80		10,192.80
service 2019-2020										
2021	01-0000-0-0000-7200-5865-000-0000-ERAT									
Check Amount for 01-646074										
17,711.75										
Check # 01-646075, Dated 04/02/2021, Printed (000215), PO# PO21-00061,Batchld AP04022021										
AP Vendor										
Schools Legal Service (000215/1)										
PO BOX 2445										
Bakersfield, CA 93301-4533										
F	2020/21	03/22/21	R21-00066	Competitive Bidding	102466	Paid	Printed	30.00		30.00
Part 1 virtual										
workshop										
2021	01-0000-0-0000-7200-5200-000-0000-0000									
Check Amount for 01-646075										
30.00										
Check # 01-646076, Dated 04/02/2021, Cleared (000215), PO# PO21-00063,Batchld AP04022021										
AP Vendor										
Southern California Gas Co. (000091/1)										
PO BOX C										
Monterey Park, CA 91756-5111										
2020/21	03/25/21	R21-00069	E.S Natural Gas	210325-M12760450	03/30/21	Paid	Cleared	2,749.91		2,749.91
02/22/21-03/23/21										
2021	01-0000-0-0000-8100-5510-030-0000-0000									

ESCAPE

Selection Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 4/1/2021, Ending Check/Advice Date = 4/30/2021, Page Break by Check/Advice? = N, Zero? = Y)

043 - Cuyama Joint Unified School District

Generated for Gloria Morales-Lerena (43MORALES), Apr 30 2021

12:14PM

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 Sales Tax	Expense Amount
Check # 01-646727, Dated 04/09/2021, Cleared (000216), PO# PO21-00004,Batchld AP04092021										
AP Vendor	Applied Technology Group, Inc. (000419/1) 4440 Easton Drive Bakersfield, CA 93309									
2020/21	04/01/21	R21-00004	UHF RADIO SERVICE 04/01/2021-04/30/20 21	REC0000068727	04/06/21	Paid	Cleared	250.00		250.00
			2021 01- 0000- 0- 0000- 3600- 5900- 000- 0000- 7230							
Check # 01-646728, Dated 04/09/2021, Cleared (000216), PO# PO21-00069,Batchld AP04092021										
AP Vendor	CDI DALLAS LLC (000186/1) 4675 E COTTON CENTER BLVD, SUITE #55 PHOENIX, AZ 85040									
2020/21	03/26/21	R21-00075	Computers for CTE program	278596	04/06/21	Paid	Cleared	290.54		290.54
			2021 01- 6387- 0- 3800- 1000- 4450- 070- 0000- AGRI							
2020/21	03/31/21	R21-00075	Computers for CTE program	279641	04/06/21	Paid	Cleared	2,537.52		2,537.52
			2021 01- 6387- 0- 3800- 1000- 4450- 070- 0000- AGRI							
Check # 01-646729, Dated 04/09/2021, Cleared (000216), PO# ,Batchld AP04092021										
Direct Vendor	Country Auto & Truck (002701/1) 42914 Highway 58 Buttontonwillow, CA 93206									
2020/21	03/17/21		Van maintenance	612051	04/06/21	Paid	Cleared	169.35		169.35
			2021 01- 0000- 0- 0000- 8100- 4300- 000- 0000- 0000							
Check # 01-646730, Dated 04/09/2021, Cleared (000216), PO# PO21-00018,Batchld AP04092021										
AP Vendor	Cuyama Community Services Dist (000206/1) PO BOX 368 New Cuyama, CA 93254									

ReqPay05e

Payment Register by Check

Bank Account COUNTRY - County-AP										
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-646730, Dated 04/09/2021, Cleared (000216), PO# PO21-00018, Batchld AP04092021										
AP Vendor	(continued)									
2020/21	03/31/21	R21-00024	Water Service for High School	210331-100213A	04/06/21	Paid	Cleared	207.77		207.77
			02/20/2021-03/20/2021							
			21							
2021	01-0000-0-0000-8100-5530-070-0000-0000									
2020/21	03/31/21	R21-00024	Water Service for High School	210331-100213B	04/06/21	Paid	Cleared	75.84		75.84
			02/20/2021-03/20/2021							
			21							
2021	01-0000-0-0000-8100-5530-070-0000-0000									
Check # 01-646731, Dated 04/09/2021, Printed (000216), PO# PO21-00074, Batchld AP04092021										
AP Vendor	Education Systems Engineers (002883/1)									
	561 Keystone Avenue, Suite 423									
	Reno, NV 89503									
F	2020/21	04/06/21	R21-00080	LCAP	210406-4	04/07/21	Printed	7,490.00		7,490.00
			services11/30/2020-03/31/2021							
2021	01-0000-0-0000-7200-5865-000-0000-LCAP									
Check # 01-646732, Dated 04/09/2021, Cleared (000216), PO# PO21-00065, Batchld AP04092021										
AP Vendor	Herc Rentals (000107/1)									
	P.O. Box 936257									
	Atlanta, GA 31193									
F	2020/21	03/29/21	R21-00072	Equipment rental for tree trimming at High School	31968511-001	04/06/21	Cleared	2,070.70		2,070.70
			2021 01-0000-0-0000-8100-5600-070-0000-0000							
Check # 01-646733, Dated 04/09/2021, Cleared (000216), PO# , Batchld AP04092021										
Direct Vendor	Jordano's Food Service (001095/1)									
	550 South Patterson Ave.									
	Santa Barbara, CA 93111									
2020/21	03/08/21		Lunch	6373805	04/06/21	Paid	Cleared	910.50		910.50
2021	13-5310-0-0000-3700-4710-000-0000-0000									
Selection Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 4/1/2021, Ending Check/Advice Date = 4/30/2021, Page Break by Check/Advice? = N, Zero? = Y)										
043 - Cuyama Joint Unified School District										
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ReqPay05e

Payment Register by Check

Bank Account COUNTRY - County-AP										
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-646733, Dated 04/09/2021, Cleared (000216), PO# ,BatchId AP04092021										
Direct Vendor Jordano's Food Service (001095/1) (continued)										
2020/21	03/08/21		Shamrock green cookies for the kids	6373806	04/06/21	Paid	Cleared	40.91		40.91
2020/21	03/08/21	2021 13- 5310- 0- 0000- 3700- 4710- 000- 0000- 0000	Breakfast	6373807	04/06/21	Paid	Cleared	938.70		938.70
2021	13- 5310- 0- 0000- 3700- 4710- 000- 0000- 0000							1,890.11		
Check Amount for 01-646733										
Check # 01-646734, Dated 04/09/2021, Cleared (000216), PO# ,BatchId AP04092021										
Direct Vendor Old Cuyama Do It Best (000217/1)										
3045 Hwy 166										
Cuyama, CA 93254										
2020/21	02/01/21		Dist. car transmission fluid	B257509	04/06/21	Paid	Cleared	10.77		10.77
2021	01- 0000- 0- 0000- 8100- 4300- 030- 0000- 0000									
2020/21	02/08/21		Electric tester ES	B258098	04/06/21	Paid	Cleared	5.92		5.92
2021	01- 0000- 0- 0000- 8100- 4300- 030- 0000- 0000		Shop							
2020/21	02/09/21		HS rental	B258179	04/06/21	Paid	Cleared	30.37		30.37
2021	01- 0035- 0- 0000- 8100- 4300- 000- RENT- 0000									
2020/21	02/11/21		Car Battery cleaner	B258393	04/06/21	Paid	Cleared	5.92		5.92
2021	01- 0000- 0- 0000- 8100- 4300- 000- 0000- 0000									
2020/21	02/26/21		Chainsaw for Es	B259615	04/06/21	Paid	Cleared	32.32		32.32
2021	01- 0000- 0- 0000- 8100- 4300- 030- 0000- 0000									
2020/21	03/02/21		Chainsaw for HS	B259877	04/06/21	Paid	Cleared	30.15		30.15
2021	01- 0000- 0- 0000- 8100- 4300- 070- 0000- 0000									
2020/21	03/03/21		HS Cafeteria	B259948	04/06/21	Paid	Cleared	10.33		10.33
2021	01- 0000- 0- 0000- 8100- 4300- 070- 0000- 0000									
2020/21	03/08/21		Orange marking spray for football field	B260287	04/06/21	Paid	Cleared	32.32		32.32
2021	01- 0000- 0- 1137- 4200- 4300- 070- 0000- FTBL									
2020/21	03/25/21		HS office drain	B261707	04/06/21	Paid	Cleared	34.26		34.26
2021	01- 0000- 0- 0000- 8100- 4300- 000- 0000- 0000		suuplies and wipe blade for pickup truck			6.26				
2021	01- 0000- 0- 0000- 8100- 4300- 070- 0000- 0000					28.00				
Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 4/1/2021, Ending Check/Advice Date = 4/30/2021, Page Break by Check/Advice? = N, Zero? = Y)										
Selection	ESCAPE ONLINE									
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Payment Register by Check

Bank Account COUNTRY - County-AP										
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-646734, Dated 04/09/2021, Cleared (000216), PO# ,Batchld AP04092021 (continued)										
Direct Vendor	(continued)									
2020/21	03/25/21		Old Cuyama Do It Best (000217/1)	B261729	04/06/21	Paid	Cleared	8.62		8.62
			Plumbing repair kit for HS office							
2020/21	03/29/21		Cycle oil	B261970	04/06/21	Paid	Cleared	8.08		8.08

ReqPay05e

Payment Register by Check

Bank Account COUNTRY - County-AP										
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-646738, Dated 04/09/2021, Cleared (000216), PO# ,Batchld AP04092021										
Direct Vendor Southern California Gas Co. (000091/1) PO BOX C Monterey Park, CA 91756-5111										
2020/21	03/26/21		Highschool 02/23/2021-03/23/20 21	210326-M12775093	04/06/21	Paid	Cleared	1,365.09		1,365.09
2021 01- 0000- 0- 0000- 8100- 5510- 070- 0000- 0000										
Check # 01-646739, Dated 04/09/2021, Cleared (000216), PO# PO21-00045,Batchld AP04092021										
AP Vendor T-Mobile (000171/1) PO BOX 742596 Cincinnati, OH 45274-2596										
2020/21	03/21/21	R21-00050	Hotspots for students 02/21/2021-03/20/20 21	210321	04/06/21	Paid	Cleared	3,140.00		3,140.00
2021 01- 3215- 0- 1110- 1000- 5900- 030- 0000- 0000										
2021 01- 3215- 0- 1110- 1000- 5900- 070- 0000- 0000										
2,362.44										
777.56										
Check Amount for 01-646739 3,140.00										
Check # 01-646740, Dated 04/09/2021, Cleared (000216), PO# ,Batchld AP04092021										
Direct Vendor True Value Hardware (002128/1) 407 9th Street Taft, CA 93268										
2020/21	03/26/21		Furnace filter and HS sink drain repair	440189	04/06/21	Paid	Cleared	30.59		30.59
2021 01- 0000- 0- 0000- 8100- 4300- 030- 0000- 0000										
2021 01- 0000- 0- 0000- 8100- 4300- 070- 0000- 0000										
26.01										
4.58										
Check Amount for 01-646740 30.59										
Check # 01-646741, Dated 04/09/2021, Printed (000216), PO# ,Batchld AP04092021										
Direct Vendor Waldrop's Auto Parts (002763/1) 601 Kern Street Taft, CA 93268-2716										
2020/21	03/19/21		Battery for floor machine HS & ES 2021 01- 3210- 0- 0000- 8100- 4300- 030- ESSR- 0000 2021 01- 3210- 0- 0000- 8100- 4300- 070- ESSR- 0000	58812-1	04/06/21	Paid	Printed	2,314.94		2,314.94
1,157.47										
1,157.47										
Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 4/1/2021, Ending Check/Advice Date = 4/30/2021, Page Break by Check/Advice? = N, Zero? = Y)										
043 - Cuyama Joint Unified School District										
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Selection Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 4/1/2021, Ending Check/Advice Date = 4/30/2021, Page Break by Check/Advice? = N, Zero? = Y)

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Payment Register by Check

Bank Account COUNTRY - County-AP									
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Expense Amount
Check # 01-646741, Dated 04/09/2021, Printed (000216), PO# ,Batchld AP04092021 (continued)									
Direct Vendor	2020/21	03/26/21	Waldrop's Auto Parts (002783/1)	(continued)					
			Tripower belt	58855-1	04/06/21	Paid	Printed	39.20	39.20
	2021	01-0000-0-0000-8100-4300-000-0000-0000							
Check # 01-647496, Dated 04/16/2021, Printed (000217), PO# PO21-00077, Batchld AP04162021									
AP Vendor			Black / Hall Construction (000141/1)						
			147 Kern Street						
			Taft, CA 93268						
F	2020/21	12/22/20	R21-00083	High School Electrical Project No. 10	04/14/21	Paid	Printed	13,628.60	13,628.60
	2021	21-0000-0-0000-8500-6200-070-0000-HSEL							
Check # 01-647497, Dated 04/16/2021, Printed (000217), PO# PO21-00044, Batchld AP04162021									
AP Vendor			CANON FINANCIAL SERVICES, INC. (000155/1)						
			14904 Collections Center Drive						
			Chicago, IL 60693-0149						
2020/21	04/11/21	R21-00048	COPIER LEASE	26551214	04/14/21	Paid	Printed	1,277.03	1,277.03
			04/01/2021-04/30/20						
			21						
	2021	01-0000-0-0000-7200-5600-000-0000-0000							
	2021	01-0000-0-1110-1000-5600-030-0000-0000						127.71	
	2021	01-0000-0-1110-1000-5600-070-0000-0000						893.91	
								255.41	
Check # 01-647498, Dated 04/16/2021, Printed (000217), PO# PO21-00011, Batchld AP04162021									
AP Vendor			Infinity Communications (000128/1)						
			PO Box 999						
			Bakersfield, CA 93302-0999						
2020/21	04/12/21	R21-00011	E-rate consulting	11993	04/14/21	Paid	Printed	300.00	300.00
			services Fee For FY						
			2021						
	2021	01-0000-0-0000-7200-5865-000-0000-0000							
Check # 01-647499, Dated 04/16/2021, Cleared (000217), PO# ,Batchld AP04162021									
								300.00	

ReqPay05e

Payment Register by Check

Bank Account COUNTRY - County-AP										
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-647499, Dated 04/16/2021, Cleared (000217), PO# ,BatchId AP04162021										
Direct Vendor Jordano's Food Service (001095/1) 550 South Patterson Ave. Santa Barbara, CA 93111										
2020/21	04/12/21		Lunches	6392163	04/14/21	Paid	Cleared	598.10		598.10
	2021	13- 5310- 0- 0000-	3700- 4710- 000- 0000- 0000							
2020/21	04/12/21		Breakfast	6392164	04/14/21	Paid	Cleared	630.18		630.18
	2021	13- 5310- 0- 0000-	3700- 4710- 000- 0000- 0000							
Check # 01-647500, Dated 04/16/2021, Printed (000217), PO# ,BatchId AP04162021								1,228.28		
Direct Vendor LimottalIT (002779/1) 320 Alisal Road Suite 101 Solvang, CA 93463										
2020/21	04/10/21		Labor hours for 03/01/2021-03/31/2021	45006	04/14/21	Paid	Printed	562.50		562.50
	2021	01- 0000- 0- 0000-	7200- 5805- 000- 0000- 0000							
Check # 01-647501, Dated 04/16/2021, Cleared (000217), PO# PO21-00022,BatchId AP04162021								562.50		
AP Vendor Marborg Disposal (000715/1) PO BOX 4127 Santa Barbara, CA 93140										
2020/21	03/31/21	R21-00023	HS Trash Services March 2021	5174004	04/14/21	Paid	Cleared	228.52		228.52
	2021	01- 0000- 0- 0000-	8100- 5570- 000- 0000- 0000							
2020/21	03/31/21	R21-00023	ES Trash Services March 2021	5174005	04/14/21	Paid	Cleared	457.04		457.04
	2021	01- 0000- 0- 0000-	8100- 5570- 000- 0000- 0000							
Check # 01-647502, Dated 04/16/2021, Printed (000217), PO# ,BatchId AP04162021								685.56		
Direct Vendor Pacific Gas & Electric (000074/1) Box 997300 Sacramento, CA 95899-7300										

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 Sales Tax	Expense Amount
Check # 01-647502, Dated 04/16/2021, Printed (000217), PO# ,Batchld AP04162021										
Direct Vendor Pacific Gas & Electric (000074/1) (continued)										
2020/21	04/06/21		ES	210406-M1005135716	04/14/21	Paid	Printed	4.21		4.21
			03/08/2021-04/05/2021							
F	2020/21	04/07/21	R21-00082	2021 01- 0000- 0- 0000- 8100- 5520- 030- 0000- 0000 Elementary Solar	210407-M1006733703	04/14/21	Paid	Printed	10,660.49	10,660.49
			True-up May 2020 - April 2021							
			2021 01- 0000- 0- 0000- 8100- 5520- 030- 0000- 0000							
Check # 01-647503, Dated 04/16/2021, Printed (000217), PO# ,Batchld AP04162021										
Direct Vendor Quill Corporation (000734/1) PO BOX 37600 Philadelphia, PA 19101-0600										
2020/21	03/29/21		Social Distancing Signs	15626472	04/14/21	Paid	Printed	64.63		64.63
			2021 01- 3215- 0- 1110- 1000- 4300- 000- 0000- 0000							
Check # 01-647504, Dated 04/16/2021, Printed (000217), PO# ,Batchld AP04162021										
Direct Vendor Tyack's Tires, Inc. (001563/1) 211 Sumner St. Bakersfield, CA 93305										
2020/21	04/08/21		HS tractor flat tire repair	206139	04/14/21	Paid	Printed	84.13		84.13
			2021 01- 0000- 0- 0000- 8100- 4300- 070- 0000- 0000							
Check # 01-647505, Dated 04/16/2021, Cleared (000217), PO# PO21-00017,Batchld AP04162021										
AP Vendor Verizon Business (002132/1) PO Box 15043 Albany, NY 12212-5043										
2020/21	04/10/21	R21-00022	Verizon Fax Monthly	08495487	04/14/21	Paid	Cleared	22.29		22.29
			03/01/2021-03/31/2021							
			2021 01- 0000- 0- 0000- 2700- 5910- 000- 0000- 0000							
Check Amount for 01-647505 22.29										
Selection Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 4/1/2021, Ending Check/Advice Date = 4/30/2021, Page Break by Check/Advice? = N, Zero? = Y)										
043 - Cuyama Joint Unified School District										
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Payment Register by Check

Bank Account COUNTRY - County-AP											
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
Check # 01-648328, Dated 04/23/2021, Printed (000218), PO# ,Batchld AP04232021											
Direct Employee											
Ray, Karissa (000048)											
PO BOX 53											
New Cuyama, CA 93254											
2020/21	04/19/21		Cooler pads for rental House cooler	592699	04/20/21	Paid	Printed	19.27		19.27	
2021 01-0035-0-0000-8100-4300-000-RENT-0000											
Check Amount for 01-648328 19.27											
Check # 01-648329, Dated 04/23/2021, Printed (000218), PO# PO21-00075,Batchld AP04232021											
AP Vendor											
Bakersfield Athletic Supply (000884/1)											
PO BOX 1826											
Bakersfield, CA 93303											
F	2020/21	04/14/21	R21-00081	Basketball supplies	263587	04/20/21	Paid	Printed	909.17	909.17	
HS Athletics											
2021 01-0000-0-1137-4200-4300-070-0000-BBEL											
Check Amount for 01-648329 909.17											
Check # 01-648330, Dated 04/23/2021, Printed (000218), PO# ,Batchld AP04232021											
Direct Vendor											
Dr. Vibul Tangpraphaphorn,md (002374/1)											
109 Adkisson Way											
Taft, CA 93268-0686											
2020/21	04/13/21		Maintenance DMV exam	210413	04/20/21	Paid	Printed	100.00		100.00	
2021 01-0000-0-0000-3600-5800-000-0000-7230											
Check Amount for 01-648330 100.00											
Check # 01-648331, Dated 04/23/2021, Printed (000218), PO# PO21-00009,Batchld AP04232021											
AP Vendor											
Frontier Communications (000033/1)											
PO BOX 740407											
Cincinnati, OH 45274-0407											
2020/21	04/13/21	R21-00013	Frontier comm. Fee	210413-2293	04/20/21	Paid	Printed	116.98		116.98	
661-7662293											
04/13-05/12/2021											
2021 01-0000-0-0000-2700-5910-070-0000-0000											
2020/21	04/13/21	R21-00012	Comm.Fee	210413-2642	04/20/21	Paid	Printed	177.31		177.31	
661-766-2642-07028											
4-5											
04/13-05/12/2021											
2021 01-0000-0-0000-2700-5910-030-0000-0000											
Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 4/1/2021, Ending Check/Advice Date = 4/30/2021, Page Break by Check/Advice? = N, Zero? = Y)											
043 - Cuyama Joint Unified School District										ESCAPE	ONLINE
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Selection Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 4/1/2021, Ending Check/Advice Date = 4/30/2021, Page Break by Check/Advice? = N, Zero? = Y)

043 - Cuyama Joint Unified School District

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ReqPay05e

Payment Register by Check

Bank Account COUNTRY - County-AP									
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Expense Amount
Check # 01-648331, Dated 04/23/2021, Printed (000218), PO# PO21-00010,Batchld AP04232021 (continued)									
AP Vendor	Frontier Communications (000033/1)		(continued)					294.29	(continued)
Check Amount for 01-648331									
Check # 01-648332, Dated 04/23/2021, Printed (000218), PO# PO21-00016,Batchld AP04232021									
AP Vendor	IEC Power, LLC (002897/1)								
	P.O.Box 279200								
	Sacramento, CA 95827-9200								
2020/21	04/17/21	R21-00021	MAINTENANCE AGREEMENT	CUYAMA-OM-INV82	04/20/21	Paid	Printed	1,244.20	1,244.20
			03/18/21-04/17/21						
		2021	01-0000-0-0000-8100-5640-030-0000- SOLR			622.10			
		2021	01-0000-0-0000-8100-5640-070-0000- SOLR			622.10			
Check Amount for 01-648332								1,244.20	
Check # 01-648333, Dated 04/23/2021, Printed (000218), PO# ,Batchld AP04232021									
Direct Vendor	MidWay Driller (000157/1)								
	800 Center Street								
	Taft, CA 93268								
2020/21	03/25/21		Notice of board opening	DP21-00002	04/20/21	Paid	Printed	376.00	376.00
		2021	01-0000-0-0000-7200-5800-000-0000-0000						
Check Amount for 01-648333								376.00	
Check # 01-648334, Dated 04/23/2021, Printed (000218), PO# ,Batchld AP04232021									
Direct Vendor	Purchase Power (000178/1)								
	PO Box 371874								
	Pittsburgh, PA 15250-7874								
2020/21	04/06/21		Postage March 2021	210406	04/20/21	Paid	Printed	250.00	250.00
		2021	01-0000-0-0000-7200-5900-000-0000-0000						
Check Amount for 01-648334								250.00	
EXPENSES BY FUND - Bank Account COUNTRY									
Fund	Expense	Cash Balance	Difference						
01	57,845.59	827,184.79	769,339.20						
13	3,118.39	2,814.83	303.56-						
21	13,628.60	1,274,550.51	1,260,921.91						
Total	74,592.58								

Number of Payments	56
Number of Checks	36
Number of ACH Advice	0
Number of vCard Advice	0
Total Check/Advice Amount	\$74,592.58
Total Unpaid Sales Tax	\$.00
Total Expense Amount	\$74,592.58

CHECK/ADVICE AMOUNT DISTRIBUTION COUNTS	
\$0 - \$99	9
\$100 - \$499	10
\$500 - \$999	3
\$1,000 - \$4,999	10
\$5,000 - \$9,999	1
\$10,000 - \$14,999	2
\$15,000 - \$99,999	1
\$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	

Quarterly Report
on
Williams/Valenzuela Uniform Complaints

[Education Code § 35186]

2021



District: Cuyama Joint Unified School District

Name of person completing this form: Alfonso Gamino

Title of person completing this form: Superintendent/Principal

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

May 13, 2021

Quarterly report submission date (check one):



April (Jan.—March)



July (April—June)



October (July—Sept.)



January (Oct.—Dec.)

General Subject Area	Total no. of complaints	No. of complaints resolved	No. of complaints unresolved
Textbooks and instructional materials	0	0	0
Teacher vacancy or misassignment	0	0	0
Facilities conditions	0	0	0
Valenzuela/CAHSEE intensive instruction and services	0	0	0
TOTALS	0	0	0

Signature of district superintendent

May 13, 2021

Date

CUYAMA JOINT UNIFIED SCHOOL DISTRICT

Student Field Trip Request

All applications for student field trips must be submitted to the District Office for Superintendent and Board approval at least three (3) weeks in advance of the field trip requested. Please include any supporting documentation with this request.

REQUESTED BY: Gloria Morgles TODAY'S DATE: 5/5/2021

PURPOSE: Senior Trip

FIELD TRIP LOCATION/DESTINATION: Six Flags

DEPARTURE DATE: 06/07/2021 (may change) DEPARTURE TIME: 8:00 AM

RETURN DATE: 06/07/2021 Due Avilb.) RETURN TIME: 10:00 pm

GRADE LEVEL: 12 SITE LOCATION: Cuyama Valley Highschool

NUMBER OF STUDENTS: 12 NUMBER OF ADULTS/CHAPERONES: 2 (Gloria/manyJo)

WILL SACK LUNCHES BE NEEDED? Yes ☐ No ☒ If yes, please notify cafeteria staff once request has been approved.

METHOD OF TRANSPORTATION: Bus (ManyJo)
(Bus, District Car/Van, Own Car, Parent/Guardian, etc..)

ESTIMATE OF EXPENDITURES:

SUBSTITUTE NEEDED? Yes ☐ No ☒ NUMBER OF DAYS SUB NEEDED: 0

LODGING NEEDED? Yes ☐ No ☒ WHERE? 0

MEALS NEEDED? Yes ☐ No ☒ TOTAL ESTIMATE OF EXPENSES: 950.00

SOURCE OF FUNDING FOR THIS FIELD TRIP: Highschool ASB

DO NOT WRITE BELOW THIS LINE- FOR DISTRICT OFFICE USE ONLY

ADMINISTRATION APPROVAL

SITE ADMINISTRATOR SIGNATURE: _____ DATE: _____

SUPERINTENDENT SIGNATURE: _____

DATE: _____ REQUEST APPROVED? Yes ☐ No ☐

BOARD APPROVAL

APPROVED BY BOARD? Yes ☐ No ☐ DATE OF APPROVAL: _____

APPLICANT NOTIFIED? Yes ☐ No ☐

FINANCE NOTIFIED? Yes ☐ No ☐



TO: SUPERINTENDENT OF PUBLIC SCHOOLS
PRINCIPAL OF PRIVATE SCHOOLS

FROM: RON NOCETTI, EXECUTIVE DIRECTOR

RE: FORM TO RECORD DISTRICT AND/OR SCHOOL REPRESENTATIVES TO LEAGUES

DATE: APRIL 12, 2021

Enclosed is a form upon which to record your district and/or school representatives to leagues for **next year, 2021-2022**. It is a form sent every year to you in order to obtain the names of league representatives to every league in the state and to make sure that the league representatives are designated by school district or school governing boards. **It is a legal requirement that league representatives be so designated.**

The education code gives the authority for high school athletics to high school governing boards. The code also requires that the boards, after joining CIF, designate their representatives to CIF leagues. This is a necessity! (Ed. Code 33353 (a) (1))

We are asking that, after action by the governing board, you **send the names of league representatives to your CIF Section office**. Obviously, the presumption behind this code section is that the representatives of boards are the only people who will be voting on issues, at the league and section level, that impact athletics.

If a governing board does not take appropriate action to designate representatives or this information is not given to Section offices within the required time frame, CIF is required to suspend voting privileges (CIF Constitution, Article 2, Section 25, p. 18) for the affected schools.

At the State Federated Council level, we will be asking that Sections verify that their representatives are designated in compliance with this Ed. Code section.

I hope this gives you a bit of background. Thank you for all you do to help support high school athletics. It is a valuable program in all high schools, and we appreciate the support you give to the program and to CIF.

Please return the enclosed form no later than June 28, 2021 directly to your CIF Section Office. Addresses of each section are listed on the back of the form. Please contact us if we can give you further information.

2021-2022 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE)** no later than June 28, 2021.

Cuyama Joint Unified _____ School District/Governing Board at its May 13, 2021 meeting,
(Name of school district/governing board) (Date)
appointed the following individual(s) to serve for the 2021-2022 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Cuyama High School
NAME OF REPRESENTATIVE Charlie Bosma POSITION Athletic Director
ADDRESS 4500 Highway 166 CITY New Cuyama ZIP 93254
PHONE 661-766-2293 FAX 661-766-2593 E-MAIL coachbosma@yahoo.com

NAME OF SCHOOL Cuyama Hig School
NAME OF REPRESENTATIVE Alfonso Gamino POSITION Superintendent/Principal
ADDRESS 2300 Highway 166 CITY New Cuyama ZIP 93254
PHONE 661-766-4103 FAX 661-766-2593 E-MAIL agamino@cuyamaunified.org

NAME OF SCHOOL _____
NAME OF REPRESENTATIVE _____ POSITION _____
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL _____

NAME OF SCHOOL _____
NAME OF REPRESENTATIVE _____ POSITION _____
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL _____

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Alfonso Gamino Signature _____
Address 2300 Highway 166 City New Cuyama Zip 93254
Phone 661-766-4103 Fax 661-766-2593

**PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
SEE FOLLOWING PAGE FOR CIF SECTION OFFICE CONTACT INFORMATION.**

CIF SECTION OFFICES

CIF CENTRAL SECTION

Ryan Tos, Commissioner
764 P Street, #105
Fresno, CA 93721
Phone: (559) 781-7586
Email: kellyjones@cifcs.org

CIF CENTRAL COAST SECTION

David Grissom, Commissioner
333 Piercy Road
San Jose, CA 95138
Phone: (408) 224-2994
Email: dgrissom@cifccs.org

CIF LOS ANGELES SECTION

Vicky Lagos, Commissioner
10660 White Oak Avenue, Suite 216
Granada Hills, CA 91344
Phone: (818) 767-0800
Email: vlagos@cif-la.org

CIF NORTH COAST SECTION

Pat Cruickshank, Commissioner
5 Crow Canyon Court, Suite 209
San Ramon, CA 94583
Phone: (925) 263-2110
Email: slivingston@cifncs.org

CIF NORTHERN SECTION

Elizabeth Kyle, Commissioner
2241 St. George Lane, Suite 2
Chico, CA 95926
Phone: (530) 343-7285
Email: lkyle@cifns.org

CIF OAKLAND SECTION

Franky Navarro, Commissioner
1000 Broadway, Ste. 150
Oakland, CA 94607
Phone: (510) 879-2846
No fax number

CIF SAC-JOQUIN SECTION

Michael Garrison, Commissioner
P.O. Box 289
Lodi, CA 95241
Phone: (209) 334-5900
Email: kjohnson@cifsjs.org

CIF SAN DIEGO SECTION

Joe Heinz, Commissioner
3470 College Avenue
San Diego, CA 92115
Phone: (858) 292-8165
Email: scandia@cifsds.org

CIF SAN FRANCISCO SECTION

Don Collins, Commissioner
555 Portola Drive, Bungalow 2
San Francisco, CA 94131
Phone: (415) 920-5185
Fax: (415) 920-5189

CIF SOUTHERN SECTION

Rob Wigod, Commissioner
10932 Pine Street
Los Alamitos, CA 90720
Phone: (562) 493-9500
Email: sharonh@cifss.org

April 2021



CUYAMA JOINT UNIFIED SCHOOL DISTRICT

SOLAR PLANT ANNUAL INSPECTION REPORT



SUBMITTED TO:

Mr. Alfonso Gamino
Superintendent
Cuyama Joint Unified School District
2300 Highway 166
New Cuyama, CA 93254

SUBMITTED BY:

IEC Power, LLC
8795 Folsom Boulevard, Suite 205
Sacramento, CA 95826
Phone: 916.383.6000



iec-corporation.com



IEC Power, LLC
8795 Folsom Boulevard
Suite 205
Sacramento, CA 95826

916-383-6000 Main
916-383-6010 Fax

www.iec-corporation.com

April 5, 2021

Mr. Alfonso Gamino
Superintendent
Cuyama Joint Unified School District
2300 Highway 166
New Cuyama, CA 93254

Subject: Solar Plant Annual Inspection Report Cuyama Joint Unified School District
Inspection Dates: April 1, 2021

Dear Mr. Gamino:

IEC Power recently performed our **Annual Inspection** at all the solar sites in accordance with our Operation and Maintenance Agreement with the District. Attached are summaries of the inspection logs for each solar site. Please note this report is not the Annual Report. The summary maintenance and inspection logs provided herein will be included in the Annual Report. **The purpose of this report is to transmit our inspection logs and identify any action items for the District.**

The solar PV systems were inspected on April 1st to assess the condition of the system and all components to ensure the installation is fully functional and properly serviced. Structural and electrical components of the PV system were inspected in accordance with the attached inspection checklists. The results of the inspections for each site is provided in the attached Inspection Report. Please also note that the system is continuously monitored via PowerTrack web interface. Any operational issues are corrected as needed throughout the year and we do not wait for the annual inspections to take action.

In general, all solar PV sites inspected are operating normally. No items are currently in need of attention, but we will continue to monitor the site as usual.

District Action Requested

Below is summary of action items for the District.

1. (none)

The Annual Report will be provided to the District no later than August 30, 2021. The report will include a full year of production data.

Please feel free to contact me at (916) 383-6000 if you have any questions.

Sincerely,

A handwritten signature in black ink that reads "Eric Quintero". The signature is fluid and cursive, with the first name "Eric" and last name "Quintero" clearly distinguishable.

Eric Quintero, PE
Manager

Enclosure

1. Solar Project Inspection Reports



Cuyama Elementary School

SOLAR PLANT ANNUAL INSPECTION REPORT



SOLAR PLANT INSPECTION REPORT

CLIENT: Cuyama Joint Unified School District
SITE: Cuyama Elementary School
INSPECTION DATE: April 1, 2021
INSPECTION TYPE: Annual Inspection

The following is a summary of the inspection findings and action items for the above solar site(s). Actual inspection records and photographs are attached.

Summary of Inspection Findings

Onsite inspection of the site found the system in good condition, with no problems found.

District Actions and Due Dates:

Critical:

- (none)

Non Critical:

- (none)

IEC Actions and Due Dates

Critical:

- (none)

Non Critical:

- (none)

Next Steps

- The next tentative routine inspection will be conducted in March of 2022
- This annual inspection will be included in the Annual Report

Attachments

1. Annual Maintenance Checklist
2. Disconnect Inspection Record(s)
3. Inverter Inspection Record(s)
4. Annual Inspection Report Photo Checklist
5. Photos Taken During Inspection

Annual Maintenance Checklist

Client: Cuyama JUSD

Site: Cuyama Elementary School

Date: 8-1-20

Technician: [Signature]

Item	Inspection Task	Action			Notes:
		OK / None	Comp @Site	Follow Up	

Section 1 - Site Conditions and Security

1.1	Inspect for hazardous conditions	✓			
1.2	Inspect grading/drainage/erosion	✓			
1.3	Inspect for adverse animal impacts	✓			
1.4	Inspect for adverse vegetation impact	✓			
1.5	Inspect for array shading impacts	✓			
1.6	Inspect fencing/gate conditions	✓			
1.7	Confirm locks/security devices in use	✓			
1.8	Inspect for theft/vandalism/graffiti	✓			
1.9	Inspect security system condition	N/A			
1.10	Inspect lighting systems and sensors	N/A			
1.11	Inspect signage legibility/condition	✓			
1.12	Remove trash	✓			

Section 2 - Rack and Structural Components

2.1	Inspect for broken/missing parts	✓			
2.2	Inspect for loose/missing fasteners	✓			
2.3	Inspect for corrosion/rust	✓			
2.4	Inspect for foundation cracks/damage	✓			
2.5	Inspect/tighten grounding/bonding	✓			
2.6	Perform random module torque tests	✓			

Section 3 - Utility and System Disconnects

3.1	Inspect for damage/water intrusion	✓			
3.2	Inspect for proper operation	✓			
3.3	Perform thermal scan, all connections	✓			
3.4	Check termination torque	✓			
3.5	Vacuum enclosure, if needed	✓			
3.6	Complete inspection record sheets	✓			

Section 4 - Handholes and Pullboxes

4.1	Inspect for damage/water intrusion	N/A			
4.2	Inspect splice condition, if present	N/A			
4.3	Confirm lids/enclosures secured	N/A			

Item	Inspection Task	Action			Notes:
		OK / None	Comp @Site	Follow Up	

Section 5 - Transformers

5.1	Inspect for damage/water intrusion	N/A			
5.2	Inspect for secure mounting	N/A			
5.3	Perform thermal scan, all connections	N/A			
5.4	Obtain oil sample, if applicable	N/A			
5.5	Complete inspection record sheet	N/A			

Section 6 - AC Panelboard

6.1	Inspect for damage/water intrusion	✓			
6.2	Inspect for proper breaker operation	✓			
6.3	Perform thermal scan, all connections	✓			
6.4	Check termination torque	✓			
6.5	Vacuum enclosure, if needed	✓			

Section 7 - Inverters

7.1	Inspect for damage/general condition	✓			
7.2	Perform all mfr PM tasks and updates	✓			none
7.3	Check termination torque	✓			
7.4	Check/change filters, if needed	N/A			
7.5	Inspect for secure mounting	✓			
7.6	Complete inspection record sheet	✓			
7.7	Check and clean heat sink, if needed	✓			
7.8	Vacuum enclosure, if needed	✓			

Section 8 - Combiners

8.1	Inspect for damage/water intrusion	N/A			
8.2	Check termination torque	N/A			
8.3	Perform thermal scan, all connections	N/A			
8.4	Check Voc as required	N/A			
8.5	Complete inspection record sheet	N/A			
8.6	Vacuum enclosure, if needed	N/A			

Section 9 - Modules and String Wiring

9.1	Inspect for damaged/broken modules	✓			
9.2	Inspect for loose/missing hardware	✓			
9.3	Inspect for corrosion, seal problems	✓			
9.4	Inspect for damaged/deteriorated wire	✓			
9.5	Inspect for proper wire straps/support	✓			
9.6	Inspect for module soiling impact	✓			none

Item	Inspection Task	Action			Notes:
		OK / None	Comp @Site	Follow Up	

Section 10 - Performance Monitoring and Reporting System (PMRS)

10.1	Inspect PMRS box for condition	✓			
10.2	Inspect weather station/sensors	✓			
10.3	Verify alignment of pyranometers	✓			
10.4	Check calibration, IR sensors	N/R			
10.5	Check calibration, generation meter	N/R			
10.6	Check desiccant, change as needed	✓			
10.7	Vacuum enclosure, if needed	✓			

Section 11 - General Items

11.1	Complete all inspection record sheets	✓			
11.2	Complete all Mfr service and updates	✓			none
11.3	Prepare Work Orders for open items	✓			none
11.4	Complete photos per checklist	✓			
11.5	Verify all fuses/breakers closed	✓			
11.6	Verify all enclosures closed/secured	✓			
11.7	Verify all systems back online	✓			

Additional Notes:

Disconnect Inspection Record

Type: AC

Disconnect ID #: AC-1

Client: Cuyama JUSD

Site: Cuyama Elementary School

Date: 9-1-21

Technician: BP

General Information:

Manufacturer:	Eaton	
Model:	DH364NRKV	
Disconnect Rating:	200	Amps
Fuse Rating:	100	Amps
Voltage:	480	Volts
Conductor, Line Side:	Size: #3 AWG	Torque: 23 ft-lb
Conductor, Load Side:	Size: 1/0 AWG	Torque: 23 ft-lb

Exterior Inspection:

Signage present, correct, legible?	✓
Corrosion present?	✓
Paint/finish condition?	✓
Mounting hardware condition?	✓
Conduit connection condition?	✓
Lock present, in use?	✓
Other	

Interior Inspection:

Debris present?	✓	
Corrosion or water intrusion present?	✓	
Switch component condition?	✓	
Thermal scan completed?	✓	Max temp, °F: 131
Hot spots/anomalies present?	✓	
Line side torque checked?	140 ft	
Load side torque checked?	✓	
Other hardware/fasteners secure?	✓	
Blade/jaw lubricant condition, as found:	✓	
Clean and re-lubricate blades/jaws as necessary.	✓	
Arrestor condition, if present?	N/A	
Clean, vacuum enclosure as necessary.	✓	
Other	✓	

Notes:

Inverter Inspection Record

Client: Cuyama JUSD

Site: Cuyama Elementary School

Inverter ID #: INV-1

Date:

4-1-21

Inverter Serial #: 09000 2465

Technician:

ED

General Information:

Manufacturer:	AE		
Model:	804R020		
Output Rating:	20		kW
Output as found:	20		kW
Output meets expectation?	Yes	No	
Output Voltage:	480		Volts
Communication checked ok?	Yes	No	

Exterior Inspection:

Signage present, correct, legible?	✓
Corrosion present?	✓
Paint/finish condition?	✓
Mounting hardware condition?	✓
Conduit connection condition?	✓
Lock present, in use?	N/A

Interior Inspection:

Debris present?	✓	
Corrosion or water intrusion present?	✓	
Thermal scan completed?	✓	Max temp, °F: 102
Hot spots/anomalies present?	✓	
Conductor termination torque required, DC side:	✓	
DC side torque checked?	✓	
Conductor termination torque required, AC side:	✓	
AC side torque checked?	✓	
Other hardware/fasteners secure?	✓	
Check all fuses, replace as necessary	✓	
Check circuit board condition	✓	
Check and lubricate disconnects as necessary	N/A	
Check/change filters, if present.	N/A	
Clean, vacuum enclosure as necessary.	✓	
Remove debris from pad enclosure, if applicable.	N/A	

Notes:

Inverter Inspection Record

Inverter ID #: INV-2

Inverter Serial #: 09000 4512

Client: Cuyama JUSD

Site: Cuyama Elementary School

Date: 4-1-21

Technician: ED

General Information:

Manufacturer:	AE		
Model:	804R020		
Output Rating:	20		kW
Output as found:	0.15		kW
Output meets expectation?	Yes	No	
Output Voltage:	480		Volts
Communication checked ok?	Yes	No	

Exterior Inspection:

Signage present, correct, legible?	✓
Corrosion present?	✓
Paint/finish condition?	✓
Mounting hardware condition?	✓
Conduit connection condition?	✓
Lock present, in use?	N/A

Interior Inspection:

Debris present?	✓
Corrosion or water intrusion present?	✓
Thermal scan completed?	✓
Hot spots/anomalies present?	✓
Conductor termination torque required, DC side:	✓
DC side torque checked?	✓
Conductor termination torque required, AC side:	✓
AC side torque checked?	✓
Other hardware/fasteners secure?	✓
Check all fuses, replace as necessary	✓
Check circuit board condition	✓
Check and lubricate disconnects as necessary	N/A
Check/change filters, if present.	N/A
Clean, vacuum enclosure as necessary.	✓
Remove debris from pad enclosure, if applicable.	N/A

Max temp, °F: 98

Notes:

Inverter Inspection Record

Client: Cuyama JUSD

Site: Cuyama Elementary School

Inverter ID #: INV-3

Date: 4-1-21

Inverter Serial #: 140001896

Technician: BL

General Information:

Manufacturer:	AE		
Model:	804R020		
Output Rating:	20		kW
Output as found:			kW
Output meets expectation?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Output Voltage:	480		Volts
Communication checked ok?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

Exterior Inspection:

Signage present, correct, legible?	<input checked="" type="checkbox"/>
Corrosion present?	<input checked="" type="checkbox"/>
Paint/finish condition?	<input checked="" type="checkbox"/>
Mounting hardware condition?	<input checked="" type="checkbox"/>
Conduit connection condition?	<input checked="" type="checkbox"/>
Lock present, in use?	N/A

Interior Inspection:

Debris present?	<input checked="" type="checkbox"/>	
Corrosion or water intrusion present?	<input checked="" type="checkbox"/>	
Thermal scan completed?	<input checked="" type="checkbox"/>	Max temp, °F:
Hot spots/anomalies present?	<input checked="" type="checkbox"/>	
Conductor termination torque required, DC side:	<input checked="" type="checkbox"/>	
DC side torque checked?	<input checked="" type="checkbox"/>	
Conductor termination torque required, AC side:	<input checked="" type="checkbox"/>	
AC side torque checked?	<input checked="" type="checkbox"/>	
Other hardware/fasteners secure?	<input checked="" type="checkbox"/>	
Check all fuses, replace as necessary	<input checked="" type="checkbox"/>	
Check circuit board condition	<input checked="" type="checkbox"/>	
Check and lubricate disconnects as necessary	N/A	
Check/change filters, if present.	N/A	
Clean, vacuum enclosure as necessary.	<input checked="" type="checkbox"/>	
Remove debris from pad enclosure, if applicable.	N/A	

Notes:

Annual Inspection Report Photo Checklist

Client:	Cuyama JUSD
Site:	Cuyama Elementary School
Date:	4-1-21
Technician:	BJ

Photo Description	File or image #	Pic. for Report
-------------------	-----------------	-----------------

Site Photos

General site overview, multiple for entire array	✓	
Inverter pad area	N/A	
Disconnect areas	✓	
Rack or structure, general view	✓	
Objects affecting shading	✓	
Other items affecting project (graffiti, vandalism, fence damage, etc.)	✓	
As left photos of above, if changes, cleanup, etc. performed	✓	

Equipment Photos

All disconnects exterior	✓	
All disconnects interior	✓	
All panelboards exterior	✓	
All panelboards interior	✓	
Each combiner box exterior	N/A	
Each combiner box interior	N/A	
Each inverter exterior	✓	
Each inverter interior	✓	
PMRS equipment and weather station	✓	
PMRS enclosure interior	✓	
Transformers exterior	N/A	
Transformers interior	N/A	
Array modules, sample of general condition, multiple photos	✓	
Exposed string wiring, sample of general condition, multiple photos	✓	
Conduit and connections, sample of general condition	✓	
As left photos of above, if changes, cleanup, etc. performed	✓	

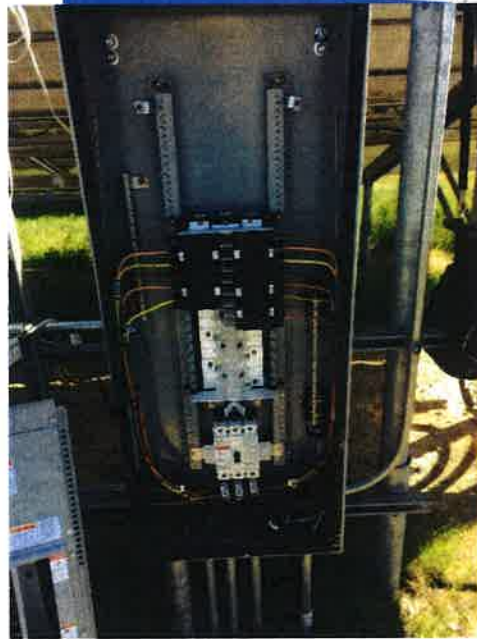
Detailed Photos

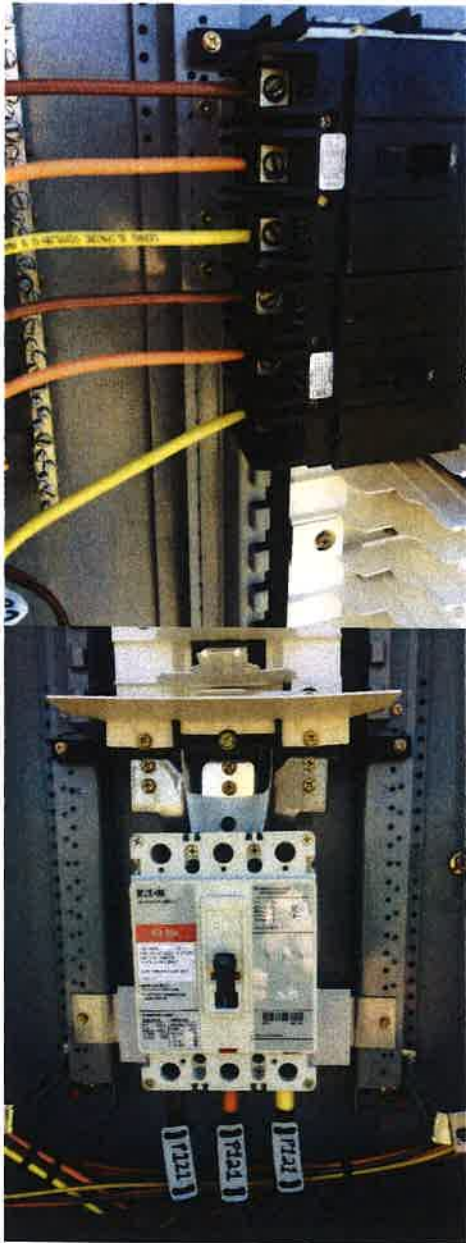
Any excessive corrosion	✓	
Any water intrusion points or damage	✓	
Any excessive debris collection, array or inverter areas	✓	
Any debris collection, enclosure or cabinet interiors	✓	
Any poor conduit or exposed wiring connections	✓	
Any defective or worn equipment and components	✓	
All DC switchgear terminations	N/A	
All AC switchgear terminations	✓	
As left photos of above, if changes, cleanup, etc. performed	✓	

Repair Work

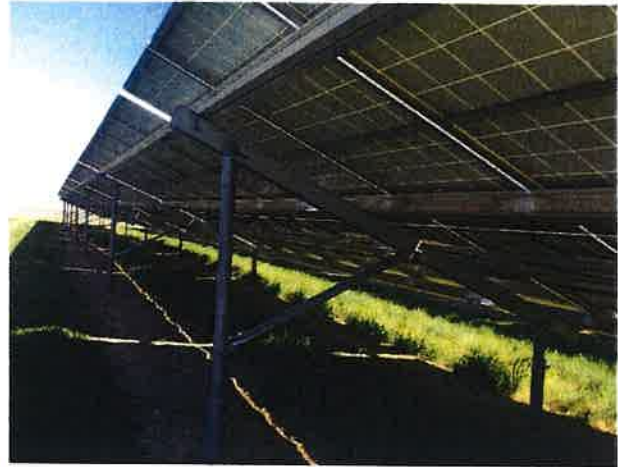
Before and after photos of repairs and replacements	✓	
Photos during repairs to document cause, method, etc.	✓	
Photos of any items to be repaired by others or at later date	✓	

Notes:











Cuyama Valley High School

SOLAR PLANT ANNUAL INSPECTION REPORT



SOLAR PLANT INSPECTION REPORT

CLIENT: Cuyama Joint Unified School District
SITE: Cuyama Valley High School
INSPECTION DATE: April 1, 2021
INSPECTION TYPE: Annual Inspection

The following is a summary of the inspection findings and action items for the above solar site(s). Actual inspection records and photographs are attached.

Summary of Inspection Findings

Onsite inspection of the site found the system in good condition, with no problems found.

District Actions and Due Dates:

Critical:

- (none)

Non Critical:

- (none)

IEC Actions and Due Dates

Critical:

- (none)

Non Critical:

- (none)

Next Steps

- The next tentative routine inspection will be conducted in March of 2022
- This annual inspection will be included in the Annual Report

Attachments

1. Annual Maintenance Checklist
2. Disconnect Inspection Record(s)
3. Transformer Inspection Record(s)
4. Inverter Inspection Record(s)
5. Annual Inspection Report Photo Checklist
6. Photos Taken During Inspection

Annual Maintenance Checklist

Client: Cuyama JUSD
 Site: Cuyama High School
 Date: 4-1-21
 Technician: EO

Item	Inspection Task	Action			Notes:
		OK / None	Comp @Site	Follow Up	

Section 1 - Site Conditions and Security

1.1	Inspect for hazardous conditions	✓			
1.2	Inspect grading/drainage/erosion	✓			
1.3	Inspect for adverse animal impacts	✓			
1.4	Inspect for adverse vegetation impact	✓			
1.5	Inspect for array shading impacts	✓			
1.6	Inspect fencing/gate conditions	✓			
1.7	Confirm locks/security devices in use	✓			
1.8	Inspect for theft/vandalism/graffiti	✓			
1.9	Inspect security system condition	N/A			
1.10	Inspect lighting systems and sensors	N/A			
1.11	Inspect signage legibility/condition	✓			
1.12	Remove trash	✓			

Section 2 - Rack and Structural Components

2.1	Inspect for broken/missing parts	✓			
2.2	Inspect for loose/missing fasteners	✓			
2.3	Inspect for corrosion/rust	✓			
2.4	Inspect for foundation cracks/damage	✓			
2.5	Inspect/tighten grounding/bonding	✓			
2.6	Perform random module torque tests	✓			

Section 3 - Utility and System Disconnects

3.1	Inspect for damage/water intrusion	✓			
3.2	Inspect for proper operation	✓			
3.3	Perform thermal scan, all connections	✓			
3.4	Check termination torque	✓			
3.5	Vacuum enclosure, if needed	✓			
3.6	Complete inspection record sheets	✓			

Section 4 - Handholes and Pullboxes

4.1	Inspect for damage/water intrusion	N/A			
4.2	Inspect splice condition, if present	N/A			
4.3	Confirm lids/enclosures secured	N/A			

Item	Inspection Task	Action			Notes:
		OK / None	Comp @Site	Follow Up	

Section 5 - Transformers

5.1	Inspect for damage/water intrusion	✓			
5.2	Inspect for secure mounting	✓			
5.3	Perform thermal scan, all connections	✓			
5.4	Obtain oil sample, if applicable	N/A			
5.5	Complete inspection record sheet	✓			

Section 6 - AC Panelboard

6.1	Inspect for damage/water intrusion	✓			
6.2	Inspect for proper breaker operation	✓			
6.3	Perform thermal scan, all connections	✓			
6.4	Check termination torque	✓			
6.5	Vacuum enclosure, if needed				

Section 7 - Inverters

7.1	Inspect for damage/general condition	✓			
7.2	Perform all mfr PM tasks and updates	✓			
7.3	Check termination torque	✓			
7.4	Check/change filters, if needed	N/A			
7.5	Inspect for secure mounting	✓			
7.6	Complete inspection record sheet	✓			
7.7	Check and clean heat sink, if needed	✓			
7.8	Vacuum enclosure, if needed	✓			

Section 8 - Combiners

8.1	Inspect for damage/water intrusion	N/A			
8.2	Check termination torque	N/A			
8.3	Perform thermal scan, all connections	N/A			
8.4	Check Voc as required	N/A			
8.5	Complete inspection record sheet	N/A			
8.6	Vacuum enclosure, if needed	N/A			

Section 9 - Modules and String Wiring

9.1	Inspect for damaged/broken modules	✓			
9.2	Inspect for loose/missing hardware	✓			
9.3	Inspect for corrosion, seal problems	✓			
9.4	Inspect for damaged/deteriorated wire	✓			
9.5	Inspect for proper wire straps/support	✓			
9.6	Inspect for module soiling impact	✓			

Item	Inspection Task	Action			Notes:
		OK / None	Comp @Site	Follow Up	

Section 10 - Performance Monitoring and Reporting System (PMRS)

10.1	Inspect PMRS box for condition	✓			
10.2	Inspect weather station/sensors	✓			
10.3	Verify alignment of pyranometers	✓			
10.4	Check calibration, IR sensors	N/R			
10.5	Check calibration, generation meter	N/R			
10.6	Check desiccant, change as needed	✓			
10.7	Vacuum enclosure, if needed	✓			

Section 11 - General Items

11.1	Complete all inspection record sheets	✓			
11.2	Complete all Mfr service and updates	✓			<i>none</i>
11.3	Prepare Work Orders for open items	✓			<i>none</i>
11.4	Complete photos per checklist	✓			
11.5	Verify all fuses/breakers closed	✓			
11.6	Verify all enclosures closed/secured	✓			
11.7	Verify all systems back online	✓			

Additional Notes:

Disconnect Inspection Record

Client: Cuyama JUSD
Site: Cuyama High School
Date:
Technician:

Type: AC

Disconnect ID #: AC-1

General Information:

Manufacturer:	Eaton	
Model:	HVM030502-UL	24363 V&K
Disconnect Rating:	100 ✓	Amps
Fuse Rating:	20 70	Amps
Voltage:	2400 480	Volts
Conductor, Line Side:	Size: #3 AWG	Torque: 20 ft-lb
Conductor, Load Side:	Size: #2 AWG	Torque: 20 ft-lb

Exterior Inspection:

Signage present, correct, legible?	✓
Corrosion present?	✓
Paint/finish condition?	✓
Mounting hardware condition?	✓
Conduit connection condition?	✓
Lock present, in use?	✓
Other	✓

Interior Inspection:

Debris present?	<input checked="" type="checkbox"/>	
Corrosion or water intrusion present?	<input checked="" type="checkbox"/>	
Switch component condition?	<input checked="" type="checkbox"/>	
Thermal scan completed?	<input checked="" type="checkbox"/>	Max temp, °F: 12.5
Hot spots/anomalies present?	<input checked="" type="checkbox"/>	
Line side torque checked?	<input checked="" type="checkbox"/>	
Load side torque checked?	<input checked="" type="checkbox"/>	
Other hardware/fasteners secure?	<input checked="" type="checkbox"/>	
Blade/jaw lubricant condition, as found:	<input checked="" type="checkbox"/>	
Clean and re-lubricate blades/jaws as necessary.	<input checked="" type="checkbox"/>	
Arrestor condition, if present?	N/A	
Clean, vacuum enclosure as necessary.	<input checked="" type="checkbox"/>	
Other	<input checked="" type="checkbox"/>	

Notes:

Deleted with site remodel.

Transformer Inspection Record

Client: Cuyama JUSD
Site: Cuyama High School
Date:

Transformer ID #: TR-1

Technician:

General Information:

Manufacturer:	HPS	
Model:	210566	
Line (Grid) Side Voltage:	480	Volts
Load (Solar) Side Voltage:	2400	Volts
Conductor, Line Side:	Size: #8 AWG	Torque: 20 ft-lb
Conductor, Load Side:	Size: #2 AWG	Torque: 20 ft-lb

Exterior Inspection:

Corrosion present?	
Paint/finish condition?	
Mounting hardware condition?	
Conduit connection condition?	
Other	

Interior Inspection:

Debris present?	
Corrosion or water intrusion present?	
Evidence of animal intrusion present?	
Thermal scan completed?	Max temp, °F:
Hot spots/anomalies present?	
Line side torque checked?	
Load side torque checked?	
Other hardware/fasteners secure?	
Clean, vacuum enclosure as necessary.	
Other	

Notes:

Deleted with site remodel

Inverter Inspection Record

Client: Cuyama JUSD
 Site: Cuyama High School
 Date: 4-1-21
 Technician: BQ

Inverter ID #: INV-1

Inverter Serial #: 09000

General Information:

Manufacturer:	AE		
Model:	804R020		
Output Rating:	20		kW
Output as found:			kW
Output meets expectation?	Yes	No	
Output Voltage:	480		Volts
Communication checked ok?	Yes	No	

Exterior Inspection:

Signage present, correct, legible?	
Corrosion present?	
Paint/finish condition?	
Mounting hardware condition?	
Conduit connection condition?	
Lock present, in use?	N/A

Interior Inspection:

Debris present?	
Corrosion or water intrusion present?	
Thermal scan completed?	Max temp, °F:
Hot spots/anomalies present?	
Conductor termination torque required, DC side:	
DC side torque checked?	
Conductor termination torque required, AC side:	
AC side torque checked?	
Other hardware/fasteners secure?	
Check all fuses, replace as necessary	
Check circuit board condition	
Check and lubricate disconnects as necessary	N/A
Check/change filters, if present.	N/A
Clean, vacuum enclosure as necessary.	
Remove debris from pad enclosure, if applicable.	N/A

Notes:

out for repair
 spare unit installed

Inverter Inspection Record

Client: Cuyama JUSD
 Site: Cuyama High School
 Date: 4-1-21
 Technician: BD

Inverter ID #: INV-2

Inverter Serial #: 09000 41323

General Information:

Manufacturer:	AE		
Model:	864R020		
Output Rating:	20		kW
Output as found:	OK		kW
Output meets expectation?	Yes	No	
Output Voltage:	480		Volts
Communication checked ok?	Yes	No	

Exterior Inspection:

Signage present, correct, legible?	✓
Corrosion present?	✓
Paint/finish condition?	✓
Mounting hardware condition?	✓
Conduit connection condition?	✓
Lock present, in use?	N/A

Interior Inspection:

Debris present?	✓
Corrosion or water intrusion present?	✓
Thermal scan completed?	✓
Hot spots/anomalies present?	✓
Conductor termination torque required, DC side:	✓
DC side torque checked?	✓
Conductor termination torque required, AC side:	✓
AC side torque checked?	✓
Other hardware/fasteners secure?	✓
Check all fuses, replace as necessary	✓
Check circuit board condition	✓
Check and lubricate disconnects as necessary	N/A
Check/change filters, if present.	N/A
Clean, vacuum enclosure as necessary.	✓
Remove debris from pad enclosure, if applicable.	N/A

Max temp, °F: 108

Notes:

Inverter Inspection Record

Inverter ID #: INV-3

Inverter Serial #: 09000 1483

Client: Cuyama JUSD

Site: Cuyama High School

Date: 4-1-21

Technician: BO

General Information:

Manufacturer:	AE		
Model:	804R016		
Output Rating:	16		kW
Output as found:			kW
Output meets expectation?	Yes	No	
Output Voltage:	480		Volts
Communication checked ok?	Yes	No	

Exterior Inspection:

Signage present, correct, legible?	✓
Corrosion present?	✓
Paint/finish condition?	✓
Mounting hardware condition?	✓
Conduit connection condition?	✓
Lock present, in use?	N/A

Interior Inspection:

Debris present?	✓
Corrosion or water intrusion present?	✓
Thermal scan completed?	✓
Hot spots/anomalies present?	✓
Conductor termination torque required, DC side:	✓
DC side torque checked?	✓
Conductor termination torque required, AC side:	✓
AC side torque checked?	✓
Other hardware/fasteners secure?	✓
Check all fuses, replace as necessary	✓
Check circuit board condition	✓
Check and lubricate disconnects as necessary	N/A
Check/change filters, if present.	N/A
Clean, vacuum enclosure as necessary.	✓
Remove debris from pad enclosure, if applicable.	N/A

Max temp, °F: 108

Notes:

Annual Inspection Report Photo Checklist	
Client:	Cuyama JUSD
Site:	Cuyama High School
Date:	4-1-21
Technician:	121

Photo Description	File or image #	Pic. for Report
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Site Photos

General site overview, multiple for entire array	✓	
Inverter pad area	N/A	
Disconnect areas	✓	
Rack or structure, general view	✓	
Objects affecting shading	✓	
Other items affecting project (graffiti, vandalism, fence damage, etc.)	✓	
As left photos of above, if changes, cleanup, etc. performed	✓	

Equipment Photos

All disconnects exterior	✓	
All disconnects interior	✓	
All panelboards exterior	✓	
All panelboards interior	✓	
Each combiner box exterior	N/A	
Each combiner box interior	N/A	
Each inverter exterior	✓	
Each inverter interior	✓	
PMRS equipment and weather station	✓	
PMRS enclosure interior	✓	
Transformers exterior	N/A	
Transformers interior	N/A	
Array modules, sample of general condition, multiple photos	✓	
Exposed string wiring, sample of general condition, multiple photos	✓	
Conduit and connections, sample of general condition	✓	
As left photos of above, if changes, cleanup, etc. performed	✓	

Detailed Photos

Any excessive corrosion	✓	
Any water intrusion points or damage	✓	
Any excessive debris collection, array or inverter areas	✓	
Any debris collection, enclosure or cabinet interiors	✓	
Any poor conduit or exposed wiring connections	✓	
Any defective or worn equipment and components	✓	
All DC switchgear terminations	N/A	
All AC switchgear terminations	✓	
As left photos of above, if changes, cleanup, etc. performed	✓	

Repair Work

Before and after photos of repairs and replacements	✓	
Photos during repairs to document cause, method, etc.	✓	
Photos of any items to be repaired by others or at later date	✓	

Notes:







**Santa Barbara
Countywide Plan for
Expelled Students**

Triennial Update: 2021-2024

In Collaboration with Santa Barbara County School Districts

Ballard School District

Blochman Union School District

Carpinteria Unified School District

Cold Spring School District

College School District

Cuyama Joint Unified School District

Goleta Union School District

Guadalupe Union School District

Hope School District

Lompoc Unified School District

Los Olivos School District

Montecito Union School District

Orcutt Union School District

Santa Barbara County Education Office

Santa Barbara Unified School District

Santa Maria-Bonita School District

Santa Maria Joint Union High School District

Santa Ynez Valley Union High School District

Solvang School District

Vista del Mar Union School District

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Legal Requirements of a Countywide Expulsion Plan

California Education Code (EC) Section 48916.1 provides that, at the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an education program is provided to the pupil during the expulsion period. EC Section 48926 requires county superintendents, in conjunction with district superintendents within the county, to develop a plan for providing education services to all expelled pupils within that county. The initial plan was to be adopted by both the governing board of each school district within the county and by the county board of education, and then submitted to the State Superintendent of Public Instruction (SSPI) in 1997. EC Section 48926 further requires that each county superintendent of schools, in conjunction with district superintendents in the county, submit a triennial update to that plan to the State Superintendent of Public Instruction.

EC Section 48926 provides specifically that:

The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and provide strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Countywide Expulsion Plans are required to address the following components:

1. Enumerate the educational alternative services that are currently available for expelled students and outline strategies for improvement during the next three years.
 - Any behavioral intervention practices, at the site and district levels, and options used to:
 - Minimize the number of suspensions leading to expulsions
 - Minimize the number of expulsions being ordered
 - Support students returning from expulsions
 - Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions.
2. The Countywide Plan must address gaps in educational services and strategies for filling them. If a 2018 Countywide Plan identified gaps in the educational services to expelled pupils, it is recommended that the 2021 plan include the following information regarding the implementation of strategies outlined for filling those service gaps:
 - Were the strategies successful or not? If not, explain why and how they were or were not successful.
 - Were any additional strategies implemented? If so, explain why and how they were or were not successful.

- For strategies that were not successful, describe any additional measure(s) or approach(es) taken, and the outcome(s).
3. Identify alternative placements for pupils who are expelled and placed in district community day school programs but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

The desired outcome is to ensure that appropriate educational placement options are available for students who have been expelled, and as well as other at-risk students. This will also result in:

- Closing the achievement gap
- Decreasing the dropout rate
- Increasing the graduation rate

In addition, under the Local Control Funding Formula (LCFF), county offices of education are required to adopt a Local Control and Accountability Plan (LCAP) for county operated schools and programs which includes goals, actions, and expected measurable outcomes in 10 state priority areas for all pupils and subgroups of pupils identified in EC Section 52052. Included among the priorities, a county office LCAP must address how it will coordinate the instruction of expelled students under EC Section 48926. Thus, the Countywide Plans will contribute to the information presented in the LCAP and provide a regional perspective on meeting the needs of expelled pupils.

Santa Barbara County Demographic Profile

Santa Barbara is a culturally rich and diverse county that includes twenty independent school districts and one county office of education. Each school district operates under the leadership of its own governing board. Santa Barbara County is comprised of:

- 14 Elementary School Districts
- 2 High School Districts
- 4 Unified School Districts

Approximately 69,000 ethnically diverse Transitional Kindergarten -12th grade students are educated in Santa Barbara County's public schools. Nearly 43,000 (62.1%) of our county's students are considered low-income, which is higher than the statewide average.

The graduation rate in Santa Barbara County is consistently around 86%. The Santa Barbara County cohort graduation rate is routinely above that of the state. The 2018 Countywide Expulsion Plan identified a gap between graduation rates of Hispanic and African American students and their peers. Hispanic students have made improvements in their graduation rate and in 2019-20 the cohort graduation rate for this subgroup was 87.4% which is above the county cohort rate. A gap in graduation rates continues to exist between African American students and their peers. Additionally American Indian or Alaska Native students report a lower graduation rate than their peers. Both of these subgroups score about 10% lower than the 2019-20 county cohort graduation rate of 86.3%.

The high school dropout rate in Santa Barbara County dropped from 3.5% in 2010-11 school year to a low of 1.7 % in the 2015-16 school year. Most recent data from the 2016-17 school year showed a slight increase to 2.0%, this is still a lower dropout rate than the state average. Although the high school dropout rate is relatively low, a gap exists between some subgroups and their peers; the three highest subgroup rates in Santa Barbara County are Pacific Islander, not Hispanic at 5.4%, African American, not Hispanic at 3.8%, and American Indian or Alaskan Native, not Hispanic at 3.3%. These subgroups are all higher than the county dropout rate of 2%.

Approximately one-quarter of the students in Santa Barbara County are ELs, which translates to nearly 17,500 students. In 2019-20 Spanish is the home language for 45.22% of our county's ELs, followed by Mixteco at 3.5%. The table below reflects English Learners and Redesignated Fluent English Proficient students by grade level for 2019-20.

Grade	English Learners	Redesignated Fluent English Proficient	Total
Kindergarten	2,568	0	2,568
1	2,178	28	2,206
2	2,289	210	2,499
3	1,914	647	2,561
4	1,531	1,141	2,672
5	1,370	1,227	2,597
6	1,141	1,613	2,754
7	934	1,812	2,746
8	853	2,024	2,877
9	801	2,113	2,914
10	641	2,127	2,768
11	629	1,865	2,494
12	561	1,948	2,509
Total County	17,410	16,755	34,165

In 2019-20, Santa Barbara County educated 7,034 students experiencing homelessness and 263 students in foster care. The percent of students experiencing homelessness in Santa Barbara County is the second highest percent in the state, with 11% of students experiencing homelessness during the 2019-20 school year. Comparatively, only 3% of students statewide experienced homelessness that year.

Santa Barbara County Suspensions

Suspension is defined as the temporary removal of a student from school for a violation of school policies or rules. In 2019-20, schools in Santa Barbara County reported 2,507 suspensions. The majority of these offenses were violence without injury and illicit drug related. The number of suspensions in Santa Barbara County have decreased over the past several years.

The table below reflects Santa Barbara County suspensions by district for 2019-20.

District Name	Total Suspensions	Suspension Rate
Ballard Elementary	0	0.0%
Blochman Union Elementary	2	0.1%
Buellton Union Elementary	21	2.2%
Carpinteria Unified	80	2.7%
Cold Spring Elementary	0	0.0%
College Elementary	6	2.3%
Cuyama Joint Unified	0	0%
Goleta Union Elementary	2	0.1%
Guadalupe Union Elementary	41	2.2%
Hope Elementary	4	0.2%
Lompoc Unified	679	3.8%
Los Olivos Elementary	0	0%
Montecito Union Elementary	3	0.3%
Orcutt Union Elementary	186	3.1%
Santa Barbara County Education Office	8	2.2%
Santa Barbara Unified	681	3.5%
Santa Maria Joint Union High	211	1.8%
Santa Maria-Bonita	528	2.1%
Santa Ynez Valley Union High	51	4.0%
SBE - Olive Grove Charter	0	0.0%
SBE- Olive Grove Charter - Buellton	0	0.0%
SBE- Olive Grove Charter - Lompoc	0	0.0%
SBE- Olive Grove Charter - Orcutt/Santa Maria	0	0.0%
SBE- Olive Grove Charter - Santa Barbara	0	0.0%
Solvang Elementary	3	0.5%
Vista del Mar Union	1	3.6%
County Total	2,507	2.6%

Santa Barbara County Expulsions

The 2019-20 Santa Barbara County expulsion rate of 0.04% is below the statewide expulsion rate of 0.06%. Santa Barbara County expulsion rates have steadily declined the past three years. Expulsion offense categories include: violent incident with injury, violent incident without injury, weapons possession, illicit drug related, defiance only and other reasons. The majority of expulsions in 2019-20 were attributed to a violent incident with injury and secondly weapons possession.

The table below reflects Santa Barbara County expulsions by district for 2019-20

District Name	Total Expulsions	Expulsion Rate
Ballard Elementary	0	0.0%
Blochman Union Elementary	0	0.0%
Buellton Union Elementary	0	0.0%
Carpinteria Unified	0	0.0%
Cold Spring Elementary	0	0.0%
College Elementary	0	0.0%
Cuyama Joint Unified	0	0.0%
Goleta Union Elementary	0	0.0%
Guadalupe Union Elementary	0	0.0%
Hope Elementary	0	0.0%
Lompoc Unified	5	0.05%
Los Olivos Elementary	0	0.0%
Montecito Union Elementary	0	0.0%
Orcutt Union Elementary	0	0.0%
Santa Barbara County Education Office	0	0.0%
Santa Barbara Unified	2	0.01%
Santa Maria Joint Union High	20	0.22%
Santa Maria-Bonita	0	0.0%
Santa Ynez Valley Union High	0	0.0%
SBE - Olive Grove Charter	0	0.0%
SBE- Olive Grove Charter - Buellton	0	0.0%
SBE- Olive Grove Charter - Lompoc	0	0.0%
SBE- Olive Grove Charter - Orcutt/Santa Maria	0	0.0%
SBE- Olive Grove Charter - Santa Barbara	0	0.0%
Solvang Elementary	0	0.0%
Vista del Mar Union	0	0.0%
County Total	27	0.04%

Best Practice Intervention Strategies

In Santa Barbara County, districts utilize a variety of evidence-based prevention and intervention programs to support high-risk youth, promote positive outcomes, and mitigate potential disruption to the educational process. Listed below are some of the promising practices employed by Santa Barbara County schools:

- **Data-based Decision Making and Problem Solving**

Information that directly reflects student learning based on measurable and relevant learning criteria and outcomes is used to guide decisions regarding instructional effectiveness, student responsiveness, and intervention adaptations and modifications.

- **Multi-Tiered Systems of Support (MTSS)**

MTSS is an integrated, comprehensive framework that focuses on improving academic, social-emotional, and behavioral outcomes for students. Attention is focused on creating and sustaining Tier 1 supports (all students), Tier 2 supports (identified students), and Tier 3 supports (individualized) to strategically address student needs in schools and districts.

- **Advancement Via Individual Determination (AVID)**

The AVID program targets students in the academic middle who have the desire to go to college and the willingness to work hard. AVID places academically average students in advanced classes and provides them with an elective class designed to prepare them to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities to enroll in four-year colleges.

- **Positive Behavior Intervention and Support (PBIS)**

PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum designed to promote a positive and safe school climate. In this model, effective classroom management is essential for supporting teaching and learning.

- **CHAMPS Classroom Management System**

The overall goal of the CHAMPS is to develop a structure in which students are responsible, motivated, and highly engaged in the specific learning task at hand. The teacher's goal is to teach students directly how to be successful in specific class situations with an emphasis on increasing student on-task behavior, reducing classroom disruptions and office referrals, improving classroom climate, and establishing respectful and civil interactions.

- **Restorative Practices**

Restorative practice involves problem solving based on three basic concepts: when crime (or wrongdoing) occurs, the focus is on the harm that has been done to people and relationships; when harm has been done, obligations are created; and the way forward involves the wrongdoer engaging in efforts to heal the harm and put things right. It requires students to think about themselves and how they deal with others in their community and to work on developing healthy relationships by learning how to manage conflict in a healthy manner.

- **Trauma Informed Care**

Trauma Informed Care is an organizational structure and treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma. Traumatic stress can arise from a variety of sources, including bullying, exposure to events such as divorce or homelessness, etc. In a trauma-informed school, adults are prepared to recognize and respond to those who have been impacted by traumatic stress. The goal is to not only provide tools to cope with extreme situations, but to create an underlying culture of respect and support.

- **Building Resilience in Students**

Resilient students are better able to adapt in the face of adversity, trauma, tragedy, threats or significant sources of stress. Building resiliency involves intentional practices designed to foster feelings of competence and self-efficacy; promote positive social connections between staff and students, among students, and between schools and home; nurture positive qualities, such as empathy, optimism, and forgiveness; and avoid focusing on failure or negative behaviors.

- **Teen Court**

A juvenile justice diversion program for early teen offenders where youth, accompanied by their parents, go in front of an adult judge and a jury of teen peers, who create unique and restorative sentences, rather than the traditional juvenile justice or school disciplinary process. Students can range from those showing early experimentation with negative activities/behaviors to students that are 1st or 2nd time offenders with the justice system. The youth must take responsibility for their offenses before attending their peer review hearing and agree to accept the sentence provided by the jury.

- **Truancy Programs**

Each district operates its own process for handling truancy, many of which operate School Attendance Review Boards (SARBS). As a former teacher, our County District Attorney has been a strong advocate for truancy reduction, reinstating the County SARB in 2012. The program enforces the law regarding compulsory education, and also includes prevention and intervention dedicated to identifying the root causes of truancy.

- **Writing Appropriate Rehabilitation Plans and Monitoring Progress**

A critical component to preparing students to return to their home districts following expulsion is the development of a realistic and attainable rehabilitation plan that is individualized based on the specific needs of the student, including counseling, treatment, academic achievement, rehabilitative programs, and job training. These plans must be monitored for progress to ensure students are successfully meeting the terms, and ongoing counseling and support is necessary to ensure students are taking responsibility for their own progress.

- **Creating Successful Transition Plans**

Transition plans provide a roadmap for successful reintegration back to the home district. Plans should celebrate completion of rehabilitation plans; identify student assets (academic, behavioral, social and emotional) and remaining challenges; identify extra academic or other supports the student may need; identify strategies to help students develop positive attitudes and behaviors; identify counseling supports that may be needed, including trauma-informed practices, anger management, substance abuse, etc.; identify family supports that may help during the transition

period; and identify strategies to help the student regroup when feeling stressed, rather than being removed from the campus.

- **College and Career Opportunities**

College and career guidance and educational opportunities are important student supports. Appropriate opportunities include building awareness regarding options; helping students create goals and develop plans; helping students with skill sets such as resume writing, interviewing, and developing professional work habits; providing Career Technical Education (CTE) coursework; helping students gain professional certifications; and helping students gain internships and employment opportunities.

- **Professional Development for Educational Staff**

Educators require a specialized skill set to effectively support the needs of at-risk students. It is necessary to provide training in a variety of areas, such as social-emotional and behavioral health; discipline and intervention procedures; creating positive climates; classroom management; trauma informed care and restorative practices; utilizing data to assess needs and monitor progress; forming strong relationships with parents and families; and collaborating with community-based service providers.

Educational Options for Expelled Youth by District

In order to ensure the needs of students are met, the following educational options, as approved by local district governing boards, reflect educational alternatives provided to expelled students and at-promise students. The school district of residence continues to maintain responsibility for developing rehabilitation plans for their students, referring them to appropriate educational settings, and ensuring that educational programs are provided to expelled students.

District	District Options for Expelled Youth
Ballard School District Enrollment: 125	<ul style="list-style-type: none"> Suspended expulsion with option to be placed in an independent study program <p>District's small size and remote geographic location limit expulsion options. District has not suspended or expelled a student in at least 15 years.</p>
Blochman Union School District Enrollment: 173	<ul style="list-style-type: none"> Suspended expulsion with placement on same campus Suspended expulsion with option to be placed on an independent or home study program Interdistrict transfer students will be returned to district of residence <p>The district reports a very low incidence of behaviors that require suspension or expulsion.</p>
Buellton Union School District Enrollment: 537	<ul style="list-style-type: none"> Placement in another TK-8 school setting Suspend expulsion with option to be placed in an independent study program <p>District's small size limits expulsion options; district experiences very low incidence of behaviors that lead to a suspension or expulsion.</p>
Carpinteria Unified School District Enrollment: 2,084	<ul style="list-style-type: none"> Grades 6-12; Suspend expulsion with placement on same campus or independent study program Grades TK-5; No expulsion <p>The district reports a history of low incidence of behaviors that require suspension or expulsion.</p>

<p>Cold Spring School District Enrollment: 178</p>	<ul style="list-style-type: none"> ● Suspend expulsion with placement on same campus ● Suspend expulsion with placement of District Independent Study program ● Option for parents to enroll student in private school or other school that will accept the student <p>District's small size limits expulsion options; district experiences very low incidence of behaviors that lead to a suspension or expulsion.</p>
<p>College School District Enrollment: 205</p>	<ul style="list-style-type: none"> ● Suspend expulsion with placement on different campus in same district ● Suspend expulsion with placement of District Independent Study program or Home Study program ● Referral to another public school ● Referral to a charter or private school <p>District's small size limit expulsion options; district experiences very low incidence of behaviors that may lead to a suspension or expulsion.</p>
<p>Cuyama Joint Unified School District Enrollment: 183</p>	<ul style="list-style-type: none"> ● Suspend expulsion with referral to District Independent Study program ● Suspend expulsion with placement in alternative site within the district <p>District's small size and remote geographic location limit expulsion options; district experiences very low incidence of behaviors that may lead to a suspension or expulsion.</p>
<p>Goleta Union School District Enrollment: 3,744</p>	<ul style="list-style-type: none"> ● Suspend expulsion with placement on a different school campus within the district ● Home instruction
<p>Guadalupe Union School District Enrollment: 1,288</p>	<ul style="list-style-type: none"> ● Suspend expulsion with conditional placement on the same campus ● Suspend expulsion with referral to District Home Teaching Program, if the parent agrees ● Referral to another public school district, pending agreement with a neighboring district ● Recommend and/or referral to counseling rehabilitation program as prerequisite to returning to the regular school program before the expulsion term is completed

<p>Hope School District Enrollment: 775</p>	<ul style="list-style-type: none"> ● Suspended expulsion with placement on a different school campus within the district ● Suspended expulsion with referral to District Independent Study Program <p>District's small size limit expulsion options; district experiences very low incidence of behaviors that may lead to a suspension or expulsion.</p>
<p>Lompoc Unified School District Enrollment: 9,231</p>	<ul style="list-style-type: none"> ● Home hospital instruction for K-6 students ● Suspended expulsion with placement on another comprehensive campus – grades 7-12 ● Suspended expulsion with placement in District Alternative school ● Referral to District CDS
<p>Los Olivos School District Enrollment: 161</p>	<ul style="list-style-type: none"> ● Suspend expulsion with placement on same campus ● Option for parents to enroll student in private school or other school that will accept the student <p>District's small size and remote geographic location limit expulsion options; district experiences very low incidence of behaviors that may lead to a suspension or expulsion.</p>
<p>Montecito Union School District Enrollment: 375</p>	<ul style="list-style-type: none"> ● Suspend expulsion and refer to District's Independent Study program ● Option for parents to enroll student in private school ● Option for parents to homeschool student ● Option for parents to enroll in an online public or private school ● Option for school and parents to agree to an Interdistrict transfer to a public school that will accept the student <p>The district reports a history of extremely low incidence of behaviors that require expulsion.</p>

<p>Orcutt Union School District Enrollment: 4,846</p>	<ul style="list-style-type: none"> ● Suspend expulsion with placement on a different school campus within the district ● Suspend expulsion with referral to District Independent Study program ● Option for parents to enroll in charter school, private school, home school or another school district which will accept the student ● District Home Instruction for unique circumstances
<p>Santa Barbara Unified School District Enrollment: 12,684</p>	<ul style="list-style-type: none"> ● Suspend expulsion with placement on same campus, another district school, or district alternative school ● Expel with referral to Quetzal ● Expel with option for parents to enroll student in private school, charter school, adult education, or another school district that will accept the student
<p>Santa Maria-Bonita School District Enrollment: 16,675</p>	<ul style="list-style-type: none"> ● For 7th and 8th, referral to Peter B. FitzGerald Community School, as long as an MOU is in place ● Suspend expulsion with referral to District Independent Study program for K-6 students (if parents choose) ● District Home Instruction for unique circumstances ● Option for parents to enroll in charter school, private school, or another school district which will accept the student
<p>Santa Maria Joint Union High School District Enrollment: 8,953</p>	<ul style="list-style-type: none"> ● Suspended expulsion with referral to alternative program ● Suspended expulsion with referral to District Independent Study or Home Hospital program with parental agreement. ● Referral to Peter B. FitzGerald Community School
<p>Santa Ynez Valley Union High School District Enrollment: 864</p>	<ul style="list-style-type: none"> ● Suspended expulsion with enrollment in a charter school, if parent agrees ● Suspended expulsion with conditional placement on the same campus ● Suspended expulsion with placement on Refugio Continuation High School campus ● Expulsion with referral to District Independent Study program if parent agrees ● Referral to community day school

<p>Solvang School District Enrollment: 606</p>	<ul style="list-style-type: none"> • Suspended expulsion with placement on the same campus • Suspended expulsion with placement on District Independent Study program, if parent agrees • Option for parents to enroll student in private school or other school that will accept the student <p>District's small size limits expulsion options; district experiences very low incidence of behaviors that lead to a suspension or expulsion.</p>
<p>Vista del Mar Union School District Enrollment: 27</p>	<ul style="list-style-type: none"> • Suspended expulsion with placement on the same campus • Suspended expulsion with placement on District Independent Study <p>District's small size and remote geographic location limit expulsion options; district experiences very low incidence of behaviors that lead to a suspension or expulsion.</p>

FitzGerald Community School

FitzGerald Community School in Santa Maria provides credit-recovery courses and support for students who want to return to and graduate from their schools of residence. FitzGerald offers voluntary enrollment to students seeking an alternative setting in which they feel they can be more successful, and serves students who have been expelled or are at risk of expulsion. FitzGerald Community School also supports students who transition from Los Prietos Boys Camp or Santa Barbara County Juvenile Hall to their home schools.

The main goal is to provide coursework and needed support that will allow students to successfully return to their school of residence within as little as a semester to as much as a year. In-house counseling support is also provided. Some students may remain longer or graduate from the program if they are unable to meet the district credit requirements for graduation in their fourth year of high school. The FitzGerald Community School staff is incredibly successful working with expelled youth and helping these students realize their goals.

Services included at FitzGerald:

- A safe and comfortable school site
- Teacher support and academic guidance that includes an Individualized Learning Plan
- Small class sizes that include paraprofessional support
- Expulsion rehabilitation plan support that includes counseling and community service
- Fuel Education online credit recovery course work.
- English Learner Support
- Opportunities to participate in learning and recreational activities through community partners
- Opportunities for parent involvement: parent/teacher conferences, active roles with support services, and participation on advisory committees

Many students enrolled at FitzGerald have trauma related to conditions such as poverty, domestic violence, gang affiliation, substance abuse, and sexual abuse. FitzGerald provides comprehensive counseling support through collaboration with the Council on Alcohol and Drug Abuse (CADA) and Community Action Commission (CAC), as shown in the following table.

COUNSELING SERVICES	AGENCY/PROVIDER
Drug & Alcohol	Council on Alcohol and Drug Abuse (CADA)
Individual Counseling	Council on Alcohol and Drug Abuse (CADA)
Boys Group	Council on Alcohol and Drug Abuse (CADA)
Girls Group	Council on Alcohol and Drug Abuse (CADA)
Sexual Wellness	Community Action Commission (CAC)

At FitzGerald, students are expected to:

- Be responsible for their own learning, attendance, and behavior
- Be serious about working on a credit recovery plan
- Have the ability and willingness to follow directions, take notes, and complete required assignments
- Behave responsibly and follow the rules set forth by Santa Barbara County Education Office and the FitzGerald Community School

Students are often referred to FitzGerald Community School due to extreme issues related to attendance and behavior. By the time a student is referred to FitzGerald, the home school has already exhausted all their intervention strategies. Due to the small school size, safe learning environment, and the many supports available, students are generally able to get back on track. The table below provides a two year analysis of enrollment, attendance and suspensions.

SCHOOL YEAR	ENROLLMENT	ATTENDANCE RATE	SUSPENSIONS
2018/19	57	75.9%	2
2019/20	56	82.7%	4

Gaps in Service and Strategies for Filling Those Gaps

The 20 districts within Santa Barbara County vary greatly in size and are spread over a large geographic area. Educational programs within the county provide opportunities for students who are in need of traditional and/or alternative educational programs. Together, the local school districts and SBCEO attempt to provide the needed range of services for expelled students.

County-operated community schools were an option for districts with expelled youth until the 2014-15 school year, when it was determined that the cost of operating the programs was prohibitive for the county office. For some of the county's districts, the geographic location makes it difficult to offer the range of education alternatives often found in larger urban districts. These conditions, along with other identified issues, have prompted districts to seek creative options for their expelled youth. Several of the larger school districts have opened schools and programs to support at-risk and expelled youth. Districts also create agreements with their neighboring districts for the acceptance of expelled youth.

Santa Barbara County educators recognize the need to provide a continuum of educational services for expelled students, therefore the SBCEO Child Welfare and Attendance (CWA) Director assists in facilitating a process for identifying and improving gaps in educational service.

Identified Service Gaps in the 2021-2024 Countywide Expulsion Plan

There is one identified gap that exists with respect to providing educational services to expelled pupils. Below is an overview of the identified gap and strategy to address the gap to be implemented during 2021-24.

Service Gaps	County/District Strategy to Address Gaps 2021-24
Service Gap 1:	
1. Small rural school districts have limited placement options for expelled youth. These districts generally expel very few students during the course of a school year. Therefore, it is difficult to have special classes available for these students. These districts are often geographically isolated, creating transportation issues that are not financially feasible.	<p>The majority (14) of our 20 districts are considered small sized districts with less than 2,500 students. The small size and remote geographic location of many districts continues to limit placement options for expelled youth. While our county continues to offer a continuum of available placement options for expelled youth, options are limited due to transportation, and the availability of alternative educational settings.</p> <p>To address this gap in service, SBCEO will continue to offer support to districts in exploring creative educational placements for expelled youth. Unique solutions will be reviewed, such as referral to other district programs, charter schools, and other available alternative placement options.</p>

Identified Service Gaps in the 2018-2021 Countywide Expulsion Plan

There were four identified gaps that existed with respect to providing educational services to expelled pupils in the 2018-21 countywide expulsion plan. Below is a table that lists the identified gaps in the 2018-21 Countywide Plan and a review of our success in effectively implementing the identified gaps during the last three years.

Service Gaps	County/District Strategy to Address Gaps 2018-21	Implementation Effectiveness
Service Gap 1: Referral back to district of residence due to second violation or non-attendance		
<p>1. A student could be expelled from the district of residence under Education Code 48915 and referred to either a district-operated Community Day School, or county-operated Court and Community School Program. This student may fail to attend and/or take advantage of the program offered.</p>	<p>The school district of residence will continue to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting, and ensuring that an educational program is provided to the expelled student.</p> <p>A rehabilitation plan typically involves District staff members, the student, his/her parent/guardian, and County staff members if the student is referred to FitzGerald Community School.</p> <p>After consultation with districts in Santa Barbara County it was determined there is a need to improve the development and monitoring of rehabilitation plans.</p> <p>SBCEO agreed to facilitate a summit for this purpose in fall of 2018. Districts will continue to collaborate throughout the triennial plan period.</p>	<p>During 2018-19, the CDE resumed the statewide Community Day School Network. The network is focused on bringing together educators who are responsible for working with students, including expelled youth, who have experienced behavioral and attendance challenges in all types of schools. It was determined that rather than hosting a local submit it would be more beneficial to take advantage of the opportunity to attend a regional event with state experts by attending the Central Regional Summit hosted by the San Luis Obispo County Office of Education on December 13, 2018.</p> <p>The JCCS Director coordinated attendance to the "Community Day School Field Colleague Network and California Association of Supervisors of Child Welfare and Attendance Regional Workshop," for school districts in Santa Barbara County. The JCCS Director attended this event along with representatives from school districts in Santa Barbara and San Luis Obispo County.</p>

Service Gaps	County/District Strategy to Address Gaps 2018-21	Implementation Effectiveness
Service Gaps 2: Students in small and remote school districts		
<p>2. Small school districts within Santa Barbara County generally expel very few students during the course of a school year. Therefore, it is difficult to have special classes available for these students. These districts are often geographically isolated, creating transportation issues that are not financially feasible.</p>	<p>The school district of residence will continue to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting, and ensuring that an educational program is provided to the expelled student.</p> <p>After consultation with districts in Santa Barbara County it was determined that SBCEO will arrange scheduled meetings to explore creative educational placements for expelled youth. Unique solutions will be reviewed, such as referral to other district programs, charter schools, etc. These meetings will include panel discussions, invited speakers, and group brainstorming. SBCEO will also explore and share creative placement ideas used in other counties.</p>	<p>School districts have successfully implemented the previously referenced "Best Practice Intervention Strategies" in their districts. Since 2019 there have not been any expulsions in small school districts. Therefore, a meeting to discuss and create placement options was not needed.</p>

Service Gaps	County/District Strategy to Address Gaps 2018-21	Implementation Effectiveness
Service Gap 3: Students in grades one through six		
<p>3. Students in grades one through six who are expelled do not have the same educational options available as do expelled youth who are in grades seven through twelve, due to the limited numbers of students who are expelled in these lower grades. These younger students cannot attend the programs designed for middle and high school students.</p>	<p>The school district of residence will continue to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting, and ensuring that an educational program is provided to the expelled student.</p> <p>The above-mentioned SBCEO meetings would be used to explore creative educational placements for expelled youth in grades one through six as well. The primary solution for districts will likely be referrals to neighboring districts, and part of the discussion will include inter-district agreements and processes. The affected districts would then enter into cooperative agreements to serve the elementary students in their local settings.</p>	<p>We are fortunate in Santa Barbara County that in the prior three years no students in grades one through six have been expelled. In the event a student in grades one through six is expelled they are referred to a neighboring school district through an interdistrict transfer agreement.</p>
Service Gap 4: Expulsions for non-mandatory offenses		
<p>4. The number of expulsions has been reduced between 2015-16 and 2016-17 school years and we anticipate additional reductions once data for 2017-18 becomes available. SBCEO and Santa Barbara County school districts are committed to continuing this trend and further reducing expulsions.</p>	<p>SBCEO will collaborate with county school district partners to:</p> <ul style="list-style-type: none"> • Review individualized learning plans (i.e., “pre” rehabilitation plans) to assist districts in targeting interventions and supports for students at high-risk of expulsion. • Create a continuum of strategies, resources and supports for reducing the number of expulsions. 	<p>As anticipated in the 2018 plan, the number of expulsions in Santa Barbara County has reduced significantly. We believe this decline is attributed to several factors: changes to district expulsion policy and practice; the on-going professional development in implementing MTSS; and the additional layers of support available for students throughout the county.</p>

County and District Agreement for Community School Placement

FitzGerald Community School – Referral Process:

FitzGerald serves students in grades 7-12 under an MOU with two local school districts: Santa Maria – Bonita School District (SMBSD) and Santa Maria Joint Union High School District (SMJUHSD). Both districts refer students for reasons such as expulsion, behavior, and chronic absenteeism. SMJUHSD reviews all students who have completed their commitments at Los Robles High School or have been enrolled for more than 30-days at Dos Puertas School to see if they would benefit from receiving the additional supports available at FitzGerald prior to returning to the district.

1. District submits referral to FitzGerald Community School along with the following supporting documents:
 - Transcript
 - All testing records (SBAC, ELPAC, etc.)
 - Immunization records w/ TDAP
 - Discipline/behavior records
 - School attendance records
 - Expulsion documents (if student is expelled)
 - Rehabilitation plan to return to district (if student is expelled)
2. Upon receipt of a completed packet, FitzGerald staff contacts the parent to arrange an enrollment/orientation meeting.
3. Once the parent and student have completed the enrollment/orientation process, the student begins school the following day or in certain circumstances the same day.

FitzGerald Community School: Transition to Home District

Students typically transition back to their district of residence at the end of the semester based upon the type of placement.

Expelled Students: Education Code 48916

1. The student has met the terms and condition of their rehabilitation plan as outlined by the referring school district.
2. The student refuses to attend or refuses to participate in the program and is therefore not benefiting from the placement.

Non-Expelled Students: Involuntary Placements: Education Code 1981(b)(c)

1. The student has completed middle school and is transitioning to high school.
2. The student has completed a semester following the semester when the acts leading to the referral occurred.
3. The student refuses to attend or refuses to participate in the program and is therefore not benefiting from the placement.

Non-Expelled Students: Voluntary Placements: Education Code 1981(d)(2)

1. A parent, guardian, or responsible adult of a pupil enrolled in a county community school pursuant to this subdivision may rescind the request for the placement, and the pupil shall be immediately re-enrolled in the school that the pupil attended at the time of the referral, or, with the consent of the parent, guardian, or responsible adult, another appropriate school.

Legal References

To better serve students Countywide Expulsion Plans shall consider relevant Education Code in the development and response to suspension and expulsion. Below are the applicable Education Code sections that were reviewed as part of the 2021-24 Countywide Expulsion Plan development process.

Suspension (often suspension leads to expulsion)

- Education Code 48900 (v) – Provides school administrators the discretion to impose age appropriate alternatives to suspension and expulsion on students subject to discipline as long as the alternative is designed to address the specific behavior of the student.
- Education Code 48900 (w) – The legislature wants alternative means of correction to be used in place of suspension and expulsion for students who are tardy, truant, or otherwise absent from school activities.
- Education Codes 48900.5 and 48900.6 – These codes together present guidance on alternative means of correction, including such alternatives including restorative approaches and community service.

Expulsion

- Education Code 48915 - Explains provisions related to student expulsion.

Enrollment and Transfer

- Education Code 1981 – Explains the conditions under which a county board may enroll students in a county community school program.
- Education Code 48201 (b)(1) – Details notice provisions related to transfers of expelled students.
- Education Code 48915.1 – Explains the responsibilities and procedures of an LEA that receives a student under an expulsion agreement from another LEA.

Credits and Graduation Requirements

- Education Code 48645.5 – Details the requirement that LEA's must accept partial credit for completed coursework. Provides guidance on issuing diplomas.
- Education Code 51225.1 – Outlines graduation requirements for Foster Youth including expelled Foster Youth in custody and students transferring to school districts from juvenile court schools.

School Accountability System

- Education Code 52066 – Details the requirements of what must be included in a County Office of Education Local Control Accountability Plan including a provision that requires such plans to detail how the COE will coordinate services for expelled students.
- California School Dashboard – The State of California has employed a new school accountability system using a Dashboard format showing how schools perform on multiple measures of practice including academics, school climate and culture, attendance and student discipline. Alternative education schools are eligible to participate in the Dashboard Alternative School Status (DASS) reflecting modified methods of determining performance on state and local indicators.

Joint Transition Policy

- Education Code 48647(a)(b) – Explains recommendations related to data sharing and requires County Offices of Education and Probation Departments to develop a joint transition policy detailing best practices related student records, communications, timely school placement and other important items ensuring students transitioning out of court schools are able to re-enroll in their schools of residence in an efficient manner.

Provisions for Foster, Homeless Youth

- Education Code 48918.1 – Provides guidance to the LEA when the expulsion is for a foster child or homeless youth.



Cuyama Joint Unified School District

2300 Highway 166, New Cuyama, California 93254
(661) 766-2482 • FAX: (661) 766-2255

May 13, 2021

Cuyama Unified School District Special Board meeting

The Cuyama Joint Unified School District will hold a Special Board meeting on Thursday, June 24, 2021, to approve the 2021-2024 LCAP (year 1) and the 2021-2022 District budget.

The meeting will be held at the Cuyama Elementary School cafeteria. The school is located at 2300 Highway 166, New Cuyama, CA. 93254.

MEMORANDUM OF UNDERSTANDING (CHANGE IN WORK HOURS)

This Memorandum of Understanding ("MOU") is entered into by the **CUYAMA JOINT UNIFIED SCHOOL DISTRICT** (the "District") and the **CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, AND ITS CUYAMA CHAPTER # 288** (the "Association" or "Exclusive Representative"). The Parties have entered into this MOU to reflect the agreements reached concerning a unit member's request to reduce work hours and scope of work.

The Association enters into this MOU on its own behalf as well as on behalf of classified employees who are members of the bargaining unit represented by the Association in its role as the Exclusive Representative.

TERMS

The District and the Exclusive Representative agree as follows:

1. The Parties negotiated a Collective Bargaining Agreement ("CBA") effective July 1, 2020 through June 30, 2023.
2. The District currently employs an 8 hour Maintenance III unit member (Christine Mendiburu – hereinafter "unit member") who performs bus driving (approximately 5 hours) and maintenance (approximately 3 hours) work.
3. The unit member, a long-term employee of the District, has requested to have her work hours reduced to 5 per day and limited to bus driving responsibility only.
4. The Parties have met and discussed the unit member's request and have agreed to the requested reduction in hours and duties. Effective July 1, 2021 the unit member will be reclassified to a 5-hour Maintenance III position, with bus driving responsibility only.
5. The Parties discussed and agreed that the District would post (in accordance with the CBA) a 2.75 hour Maintenance I position that will be limited to maintenance and grounds work. The District will first offer the Maintenance I position to the most qualified applicant. All qualifications being equal, the District will offer the position to a part-time employee applicant, if any. Under no circumstances will an employee-applicant be eligible for a work assignment in excess of 8 hours per day.
6. The Parties further agree that should the unit member's 5 hour position become vacant, the District will review and assess whether a 5 hour position will meet the needs of the District.
7. This MOU does not establish a precedent or create a past practice in regard to the subject matter set forth herein.
8. Further, the terms of this MOU may not be cited or relied upon for any other purpose in any other administrative or judicial matter or forum.

9. The undersigned Parties represent they have read and understand the terms of this MOU and are authorized to execute this MOU on behalf of their principals.

TENTATIVE AGREEMENT

By affixing their signatures to this MOU, the District and Association acknowledge the matters set forth above are fully settled. This MOU shall be binding upon their heirs, successors, devisees, administrators, employees, executors, and assigns of the Parties hereto. This MOU will effective upon ratification by CSEA membership and subsequent approval by the Board of Trustees.


CUYAMA JOINT UNIFIED SCHOOL DISTRICT:

**CALIFORNIA SCHOOL EMPLOYEES
ASSOCIATION AND ITS CHAPTER # 288:**

March 16, 2021

March 16, 2021


Alfonso Gamino
Superintendent


Fernando De Los Santos
President


Jessica Gonzalez
CSEA, LRR

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Cuyama Joint Unified School District - 374498

Reference ID: 530394

PO Box 271

New Cuyama, CA 93254-0271

Contact: Alfonso Gamino - (661) 766-2642

Email: agamino@cuyamaunified.org

Quote Summary

School Count: 2

Renaissance Products & Services Total	\$5,391.90
Applied Discounts	\$(255.00)
Shipping and Processing	\$0.00
Sales Tax	\$0.00
Grand Total	USD \$5,136.90

This quote includes: Renaissance Accelerated Reader, Renaissance Star Early Literacy, Renaissance Star Math and Renaissance Star Reading.


By signing below, you

- agree that this Quote, any other quotes issued to you during the Subscription Period and your use of the Applications, the Hosting Services and Services are subject to the Renaissance Terms of Service and License located at <https://doc.renlearn.com/KMNet/R003981304GH3CB5.pdf> which are incorporated herein by reference;
- consent to the Terms of Service and License; and
- consent to the collection, use, and disclosure of the personal information of children under the age of 13 as discussed in the applicable Application Privacy Policy located at <https://www.renaissance.com/privacy-policy/>.

To accept this offer and place an order, [please sign and return this Quote](#).

Renaissance will issue an invoice pursuant to this Quote on the Invoice Date you specify below. If no Invoice Date is listed, Renaissance will issue an invoice within 30 days from the date of this Quote. If your organization requires a purchase order prior to invoicing, please check the box below and issue your purchase order to the Renaissance address below no later than 15 days prior to the Invoice Date. Payment is due net 30 days from the Invoice Date.

Please check here if your organization requires a purchase order prior to invoicing: [☐]

Renaissance Learning, Inc.	Cuyama Joint Unified School District - 374498
	By:
Name: Ted Wolf	Name:
Title: VP - Corporate Controller	Title:
Date: 05/03/2021	Date:
	Invoice Date:

Email: electronicorders@renaissance.com

If your billing address is different from the address at the top of this Quote, please add that billing address below.

Bill To:

If changes are necessary, or additional information is required, please contact your account executive Jen Higgins at (866)563-1086, Thank You.

Use your Prop 98 funding to lock in multi-year discounts on the solutions you need.

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This quote is valid until 06/29/2021. All quotes and orders are subject to availability of merchandise. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ('TPT'). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Students can become their most amazing selves — only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom — transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote Details					
Cuyama Elementary School - 275563					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader Subscription	08/01/2021 - 07/31/2022	138	\$7.35	\$(47.98)	\$966.32
Star Early Literacy Subscription	08/01/2021 - 07/31/2022	100	\$5.10	\$(24.12)	\$485.88
Star Math Subscription	08/01/2021 - 07/31/2022	138	\$5.10	\$(33.28)	\$670.52
Star Reading Subscription	08/01/2021 - 07/31/2022	138	\$5.10	\$(33.28)	\$670.52
Platform Services					
Annual All Product Renaissance Platform	08/01/2021 - 07/31/2022	1	\$750.00	\$(35.47)	\$714.53
Professional Services					
Webinar - 90 mins		1	\$450.00	\$(21.28)	\$428.72
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Cuyama Elementary School Total				\$(195.41)	\$3,936.49

Cuyama Valley High School - 275562					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Star Math Subscription	08/01/2021 - 07/31/2022	100	\$5.10	\$(24.12)	\$485.88
Platform Services					
Annual All Product Renaissance Platform	08/01/2021 - 07/31/2022	1	\$750.00	\$(35.47)	\$714.53
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Cuyama Valley High School Total				\$(59.59)	\$1,200.41

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Self-Insured Schools of California

Page 1 of 1

Rates At A Glance - As Of 10/1/2020

System Date 4/13/2020
11:08:51 AM

75010-Cuyama Joint Unified

Stephen Bluestein, Superintendent

	Single	2 Party	Family	Composite
Classified and Certificated				
Blue Cross				
40408C Active (80-G \$30; Rx 200/10-35)				\$1437.00
40408D Active (100-D \$20; Rx 200/10-35)				\$1715.00
40408E Active (100-A \$10; Rx 5-20)				\$1959.00
40408F Active (HSA-B)				\$1157.00
40408M Ret<65 (100-D \$20; Rx 200/10-35)	\$1218.00	\$1706.00	\$2168.00	
40408T Ret<65 (80-G \$30; Rx 200/10-35)	\$1016.00	\$1428.00	\$1816.00	
4R005A75010B Ret 65+ W/A&B (100-A \$0; Rx 200/0-35 EGWP)	\$538.00	\$1076.00	\$1424.00	
4R005G75010B Ret 65+ W/A&B (100-G \$20; Rx 200/0-35 EGWP)	\$522.00	\$1044.00	\$1376.00	
70408B Active (2-Tier Anchor Bronze; Emp+Child(ren))	\$653.00	\$1026.00	\$1026.00	
Anthem Dental				
4D005A75010BA Active (DHN 4000; Ortho 2000)				\$102.00
4D005A75010BR Retiree (DHN 4000; Ortho 2000)	\$64.00	\$128.00	\$168.00	
Delta Dental				
7075 4008 Active (DD 1000)				\$80.00
7075 4108 Retiree (DD 1000)	\$50.00	\$100.00	\$132.00	
7075 4308 Active (PPO 2000; A 100/2000)				\$113.40
7075 4408 Retiree (PPO 2000; A 100/2000)	\$62.60	\$126.00	\$179.20	
Medical Eye Services				
17826-001 Active (MES A \$20)				\$10.60
17826-002 Retiree (MES A \$20)	\$6.00	\$12.00	\$18.00	
Basic Life Insurance				
G000ABIH-47A Active (Basic \$10,000 incl Dep Cov)				\$1.31

c: Bobbette Wellwood -SISC Tech III

Christina Lele'a -SISC Tech I

Gloria Morales -Key Contact

Kim Lyon -SISC Account Manager

Stephen Bluestein -Superintendent

Tierney Ballard -Key Contact

District Cuyama Joint Unified
Address 2300 Highway 166
 New Cuyama, CA 93254
County SANTA BARBARA
Phone (661)766-2482
Foundation: Kern

Self-Insured Schools of California

Rates At A Glance - As Of 10/1/2021

Page 1 of 1

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75010-Cuyama Joint Unified

	Single	2 Party	Family	Composite
Classified and Certificated				
Blue Cross				
40408C Active (80-G \$30; Rx 200/10-35)				\$1417.00
40408D Active (100-D \$20; Rx 200/10-35)				\$1685.00
40408E Active (100-A \$10; Rx 5-20)				\$1924.00
40408F Active (HSA-B)				\$1132.00
40408M Ret<65 (100-D \$20; Rx 200/10-35)	\$1193.00	\$1676.00	\$2130.00	
40408T Ret<65 (80-G \$30; Rx 200/10-35)	\$998.00	\$1408.00	\$1790.00	
4R005A75010B Ret 65+ W/A&B (100-A \$0; Rx 200/0-35 EGWP)	\$507.00	\$1014.00	\$1344.00	
4R005G75010B Ret 65+ W/A&B (100-A \$0; Rx 200/0-35 EGWP)	\$507.00	\$1014.00	\$1344.00	
70408B Active (2-Tier Anchor Bronze; Emp+Child(ren))	\$639.00	\$1004.00	\$1004.00	
Anthem Dental				
4D005A75010BA Active (DHN 4000; Ortho 2000)				\$102.00
4D005A75010BR Retiree (DHN 4000; Ortho 2000)	\$64.00	\$128.00	\$168.00	
Delta Dental				
7075 4008 Active (DD 1000)				\$80.00
7075 4108 Retiree (DD 1000)	\$50.00	\$100.00	\$132.00	
7075 4308 Active (PPO 2000; A 100/2000)				\$113.40
7075 4408 Retiree (PPO 2000; A 100/2000)	\$62.60	\$126.00	\$179.20	
Medical Eye Services				
17826-001 Active (MES A \$20)				\$10.60
17826-002 Retiree (MES A \$20)	\$6.00	\$12.00	\$18.00	
Basic Life Insurance				
G000ABIH-47A Active (Basic \$10,000 incl Dep Cov)				\$1.31

c: Alfonso Gamino -Superintendent
Bobbette Wellwood -SISC Tech III
Christina Lele'a -SISC Tech I
Gloria Morales -Primary Contact
Kim Lyon -SISC Account Manager
Terri King -Finance Contact

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Cuyama Joint Unified SISC PPO Medical Plan Options

2021-22 Monthly Composite Rates for Active Employees

100% Participation Requirement: The rates on these pages are based on 100% participation of full-time employees in SISC sponsored medical plans.

Use Of These Pages: These pages should be used as a starting point to find the cost of various medical plan combinations. For more details, please refer to the separate benefit summaries for medical and prescription drug coverage.

Medical and Pharmacy Plans: The rates on these pages are for plans which are currently being marketed by SISC. The rates for plans in effect that do not appear on these pages are shown on district "Rates-at-a-Glance" statements.

Pharmacy			100% Plans						90% Plans		
30 days			A	B	C	D	G		A	C	G
Generic*	Deductible	Other Brand Specialty	Indiv/Fam	Indiv/Fam	Indiv/Fam	Indiv/Fam	Indiv/Fam		Indiv/Fam	Indiv/Fam	Indiv/Fam
			Deductible	0	100/300	200/400	300/600	500/1,000	100/300	200/500	500/1,000
			Med OOP	1,000/3,000	1,000/3,000	1,000/3,000	1,000/3,000	1,000/3,000	1,000/3,000	1,000/3,000	1,000/3,000
			Coverage	100%	100%	100%	100%	100%	90%	90%	90%
			Office Visit	\$10 \$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20
5	20	20 †		1,924	1,853	1,822	1,805	1,772	1,764	1,700	1,652
7	25	25 †		1,901	1,830	1,799	1,782	1,749	1,741	1,677	1,629
9	35	35 †		1,871	1,800	1,769	1,752	1,719	1,711	1,647	1,599
10	200	35 35 †		1,837	1,766	1,735	1,718	1,685	1,677	1,613	1,565
15	200	50 50 †		1,821	1,750	1,719	1,702	1,669	1,661	1,597	1,549

Pharmacy			80% Plans							
30 days			C	E	G	J	K	L	M	
Generic*	Deductible	Other Brand Specialty	Indiv/Fam	Indiv/Fam	Indiv/Fam	Indiv/Fam	Indiv/Fam	Indiv/Fam	Indiv/Fam	Indiv/Fam
			Deductible	200/500	300/600	500/1,000	750/1,500	1,000/2,000	2,000/4,000	3,000/6,000
			Med OOP	1,000/3,000	1,000/3,000	2,000/4,000	3,000/6,000	3,000/6,000	4,000/8,000	4,000/8,000
			Coverage	80%	80%	80%	80%	80%	80%	80%
			Office Visit	\$20	\$20	\$20 \$30	\$30	\$30	\$30	\$40
5	20	20 †		1,654	1,608	1,519	1,504	1,466	1,448	1,338
7	25	25 †		1,631	1,585	1,496	1,481	1,443	1,425	1,315
9	35	35 †		1,601	1,555	1,466	1,451	1,413	1,395	1,285
10	200	35 35 †		1,567	1,521	1,432	1,417	1,379	1,361	1,251
15	200	50 50 †		1,551	1,505	1,416	1,401	1,363	1,345	1,235

Medical & Rx Combined Plans		HSA Plans			
		A	B	Minimum Value PPO	2-Tier Anchor Bronze ²
		Indiv/Fam	Indiv/Fam	Indiv/Fam	Indiv/Fam
		Indiv/Fam	Indiv/Fam	Indiv/Fam	Indiv/Fam
	Deductible	1,500 ¹ /3,000	3,000/5,200	5,000/10,000	5,000/10,000
	Max OOP	3,000/6,000	5,000/10,000	6,350/12,700	6,350/12,700
	Coverage	90%	90%	70%	70%
	Office Visit	Medical	Medical	Medical	Medical
		Rx Subject to Deductible, then: Generics: \$9 Brands: \$35		Rx Subject to Deductible, then: Generics: \$9 Brands: \$35	
		1,257	1,132	1,017	Employee Only: 639 Employee+Child(ren): 1,004

* Generic Drugs are FREE at Costco (exceptions: 200/15-50 Rx Plan and the Medical & Rx Combined Plans)

† Rx out of pocket maximum of \$1,500/\$2,500

‡ Rx out of pocket maximum of \$2,500/\$3,500

¹ \$1,500 deductible for single contract only. Family contracts have a \$2,800/individual deductible.

² 2-Tier Anchor Bronze plan cannot be offered with Dental, Vision, or Life.

**Cuyama Joint Unified
SISC Kaiser HMO Medical Plan Options**

2021-22 Monthly Rates for Active Employees & Retirees Under Age 65

100% Participation Requirement: The rates on these pages are based on 100% participation of full-time employees in SISC sponsored medical plans.

Use Of These Pages: These pages should be used as a starting point to find the cost of various medical plan combinations. For more details, please refer to the separate benefit summaries for medical and prescription drug coverage.

Medical Plans: The rates on these pages are for plans which are currently being marketed by SISC. The rates for plans in effect that do not appear on these pages are shown on district "Rates-at-a-Glance" statements.

Traditional Plans				
	\$0 OV, \$5 Rx	\$10 OV, \$10 Rx	\$20 OV, \$10-20 Rx	\$30 OV, \$10-30 Rx
Medical	Indiv/Fam	Indiv/Fam	Indiv/Fam	Indiv/Fam
Deductible	\$0	\$0	\$0	\$0
Med OOP	\$1,500/\$3,000	\$1,500/\$3,000	\$1,500/\$3,000	\$1,500/\$3,000
Office Visit	\$0	\$10	\$20	\$30
Inpatient Admit	\$0	\$0	\$0	\$0
Rx Generic/Brand	\$5/\$5	\$10/\$10	\$10/\$20	\$10/\$30
Rx Day Supply	100 day supply	100 day supply	100 day supply	100 day supply
Active Composite	1,464	1,402	1,371	1,348
Retiree Single	682	653	638	628
2-Party	1,329	1,273	1,245	1,224
Family	1,875	1,795	1,756	1,726

	DHMO Plans		HSA Plans	
	DHMO \$500	DHMO \$1,000	HSA \$1,500	HSA \$3,000
Medical	Indiv/Fam	Indiv/Fam	Indiv/Fam	Indiv/Fam
Deductible	\$500/\$1,000	\$1,000/\$2,000	\$1,500/\$3,000	\$3,000/\$6,000
Med OOP	\$3,000/\$6,000	\$3,000/\$6,000	\$3,000/\$6,000	\$5,950/\$11,900
Office Visit	\$20	\$20	10%	20%
Inpatient Admit	10% (after ded)	20% (after ded)	10%	20%
Rx Generic/Brand	\$10/\$30	\$10/\$30	\$10/\$30 (after ded)	\$10/\$30 (after ded)
Rx Day Supply	30 day supply	30 day supply	30 day supply (after ded)	30 day supply (after ded)
Active Composite	1,304	1,221	1,081	935
Retiree Single	607	569	503	435
2-Party	1,184	1,109	981	849
Family	1,669	1,564	1,384	1,197



Santa Barbara County Education Office


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Susan C. Salcido, Superintendent of Schools

April 7, 2021

SBAS-9409

TO: Cuyama Joint Unified School District

FROM: Bill Ridgeway, Assistant Superintendent 
Administrative Services

SUBJECT: **Interim Financial Report Analysis and Recommendations**

As required by Education Code Section 42131, our office has reviewed your district's interim report which was due to our office on March 17.

We have notified the State Department of Education and the State Controller that your district has filed a positive certification with our office. Based on our analysis of the financial information submitted by the Superintendent, we concur with your district's certification. Our comments or technical corrections, if any, have been sent to your district's business office.

If you have any questions, please feel free to contact your district financial advisor or Denice Cora at ext. 5237.

ad

attachments

c District Financial Advisor



Santa Barbara County Education Office

4400 Cathedral Oaks Rd, PO Box 6307, Santa Barbara, CA 93160-6307



Telephone: (805) 964-4711 • FAX: (805) 964-4712 • sbceo.org

Susan C. Salcido, Superintendent of Schools

April 7, 2021

SBAS-9410

TO: Alfonso Gamino, Superintendent
Cuyama Joint Unified School District

FROM: Denice Cora, Administrator 
Nicole Evenson, District Financial Advisor 

SUBJECT: **Second Interim Report Analysis and Recommendations**

In accordance with the provisions of Education Code Section 42131, our office has completed a review of the district's Interim Report. Based on the multiyear projections and assumptions provided by the district, with data current as of Jan. 31, it appears that the district will be able to meet its financial obligations for the current and two subsequent fiscal years while maintaining the required minimum level Reserve for Economic Uncertainties (REU). **We therefore concur with the district's positive certification.**

This letter discusses the areas of comment noted by the Santa Barbara County Education Office in its review of the Interim Report and any corresponding supplemental information provided by the district. The specific findings, comments, and requested actions are reflected in the following sections.

Financial Overview

Amid the ongoing coronavirus pandemic, California's economy has experienced unexpected gains in revenues. With the revenue forecast dramatically improved since the 2020 State Budget Act, the Governor's 2021-22 state budget proposal released in January provides funding for a cost-of-living adjustment (COLA) to address expenditure growth in 2021-22 and 2022-23.

The budget proposes to make up for the elimination of COLA in the current year by including a compounding COLA of 3.84% applied to Local Control Funding Formula (LCFF) state revenue in 2021-22 (derived from a 1.5% statutory COLA in 2021-22 and the suspended 2.31% statutory COLA from 2020-21) and a 2.98% COLA in 2022-23. Additionally, districts will continue to be funded at their 2019-20 P-2 Average Daily Attendance (ADA) rate for both 2020-21 and 2021-22. However, this ADA hold harmless provision expires in 2022-23, and if a district has experienced significant enrollment and ADA loss, districts will see less LCFF state aid in the second subsequent year. While the proposed budget projects state aid increases through COLA funding, the multiyear projections submitted with the district's Second Interim Report reflect significant enrollment and ADA loss resulting in substantial LCFF revenue loss in 2022-23.

The district is in its second year of implementing a fiscal recovery plan to restore unrestricted General Fund reserves that had been depleted as a result of past structural deficits. Significant progress has been made in restoring reserve levels, mainly through one-time and ongoing budget reductions. But with the recognition of lower enrollment and ADA and the resulting decrease in LCFF revenues in 2022-23, the district projects it will need to transfer funds from its Special Reserve Fund (Fund 17) to the General Fund to meet its minimum REU. While the state's current fiscal outlook has improved, continued uncertainty related to the coronavirus pandemic, as well as other factors unique to the district, require the district remain committed to its fiscal recovery plan. The ability to formulate new plans or strategies in response to rapidly changing operational and financial conditions will be critical as the district moves forward.

As the district focuses on rebuilding its reserves, we wish to remind the district that it must continually evaluate, review, and revise assumptions and projections that form the basis of its financial condition. Enrollment and attendance trends should be carefully monitored and projections adjusted if necessary. Any updated apportionment and award information should be reviewed and the budget revised if necessary. Additionally, the criteria for meeting Necessary Small High School (NSHS) funding levels should be checked and verified regularly. These issues all pose potentially significant cash flow and solvency concerns for the district. Consistently updated information will afford the district time to adjust revenue and expenditures as necessary.

A key element to a sound fiscal plan is the creation and implementation of strong internal controls. As noted in prior correspondence, the district had begun applying methods and procedures to address internal control issues. The district must continue to develop, refine, and implement strong internal controls, as this is key to the long-term fiscal health of the district. Well planned processes and procedures will ensure financial data that is transparent, reliable, and timely. It is imperative that the district implement its short and long-term financial plans, while still exploring options for growing budgetary reserves, within a system of strong internal controls.

Given the uncertain economic outlook resulting from the ongoing coronavirus pandemic, we ask that the district remain adaptable and flexible in providing educational services while also focusing on fiscal solvency, cash liquidity, and maintaining its reserve for economic uncertainty.

Fiscal Recovery Plan

As noted above, the district is currently in the second year of implementation of its fiscal recovery plan. This plan contains specific revenue enhancements and/or expenditure reductions approved by the district's Governing Board on Oct. 7, 2019. The actions outlined in that plan allow the district to maintain a positive fund balance and achieve minimum reserve requirements in the subsequent years.

With the closure of the A3 charter schools and subsequent nullification of their 2018-19 attendance data by the California Department of Education (CDE), the district received a one-time increase to the General Fund balance in 2019-20 as a result of this prior year unforeseen adjustment. Due to the significant risks still associated with the A3 charter schools, the district set aside these one-time funds in the Special Reserve Fund for potential liabilities that may arise.

The multiyear projections included with the Second Interim Report indicate that the district is able to meet its REU in the current and two subsequent years. This projection includes the reduction of 1.0 FTE in 2021-22 and the removal of expenditures related to one-time revenues. No further budget reductions are noted. The district anticipates it will need to transfer approximately \$48,000 from its Special Reserve Fund to the General Fund in 2022-23 in order to meet the district's required 5% REU. As revenues decrease due to ADA loss and expenditures continue to rise, mainly as a result of projected salary and benefit increases, unrestricted deficit spending remains. If deficit spending continues, it will become necessary to transfer additional funds to the General Fund from the Special Reserve Fund to maintain the district's minimum REU. The Special Reserve Fund is a one-time resource. Should transfers be required, this balance will decrease. If the Special Reserve Fund is drawn down to support General Fund obligations, the district may not have sufficient balances set aside for potential liabilities associated with the A3 charter schools, nor additional reserves for other contingencies.

It is critical that the district adhere to its fiscal recovery plan and budgetary constraints. Lack of additional reserves will leave the district vulnerable to various issues, including potential liabilities associated with resolution of the A3 charter schools, district cash flow liquidity, and the ability to withstand potential loss of future state revenues.

Required District Actions

Due to the rapidly changing economic environment, the district must continue to frequently monitor, evaluate, and adjust current and subsequent year assumptions and projections. Enrollment and attendance should be carefully reviewed, along with staffing ratios for any potential budget savings or revenue enhancements. Particular attention should be paid to high school attendance and staffing, as these drive the district's Necessary Small High School (NSHS) funding (approximately \$879,000 in 2020-21, \$913,000 in 2021-22, and \$940,000 in 2022-23). Continued NSHS funding is vital to the fiscal solvency of the district.

The district must continue to include the following items with each budget submission:

- an updated cash flow analysis for the current and subsequent years
- an analysis identifying and explaining any known changes to actual revenue and any estimated revenue changes at each reporting period
 - we strongly recommend any unanticipated revenues be set aside in the reserve account
- an analysis identifying and explaining expenditures which are inconsistent with the revised budget
 - including an expenditure update that reflects the status of planned reductions versus actual reductions
- an update on Cafeteria (Fund 13) revenues and expenditures (budget versus actuals) to monitor and mitigate encroachment on the General Fund

Second Interim Report

We offer the following comments and concerns noted by our office in its review of the district's 2020-21 Second Interim Report and any corresponding supplemental information provided by the district. The specific findings, comments, and requested actions are reflected in the following sections.

General Fund (Fund 01)

General Fund - unrestricted reserve

The district is projecting an operating surplus in its unrestricted funds of approximately \$19,000, exclusive of contributions and interfund transfers. The district also projects that the General Fund will transfer \$80,000 to the Cafeteria Fund (Fund 13). In addition, the district is projecting to make a contribution from its unrestricted funds to the restricted General Fund in the amount of approximately \$383,000.

The net effect of these transactions is a decrease in unrestricted reserves of approximately \$444,000. This decrease, when added to the beginning balance of approximately \$696,000, results in a projected unrestricted ending balance of \$252,000.

General Fund - restricted reserve

Regarding its restricted ending fund balance, the district is projecting an operating deficit of approximately \$35,000. Additionally, the district is projecting to make a contribution from its unrestricted reserve in the amount of approximately \$383,000, as noted above.

The net effect of these transactions is an increase in restricted reserves of approximately \$348,000. This increase, when added to the beginning balance of approximately \$8,000, results in a projected restricted ending balance of \$356,000.

Net Ending Fund Balance

The result of operations in 2020-21 produces a projected net decrease in the unrestricted General Fund of approximately \$444,000. The district projects an unrestricted General Fund balance in the current and subsequent two years of \$252,000 for 2020-21, approximately \$251,000 for 2021-22, and approximately \$159,000 for 2022-23. With the Special Reserve Fund balance of approximately \$363,000 at the end of 2020-21, the total unrestricted reserve percentage is projected to be 17.50%. After projected deficits in the two subsequent years, the total unrestricted reserve percentage is projected to be 19.66% in 2021-22 and 14.90% in 2022-23, including the estimated balance in the Special Reserve Fund. **Without the remaining balance in the Special Reserve Fund, the projected unrestricted reserve percentages would be 7.17% in 2020-21, 8.03% in 2021-22, and 5.00% in 2022-23. In 2022-23, the minimum REU is met only by transferring approximately \$48,000 from the Special Reserve Fund. Without the transfer from the Special Reserve Fund, the unrestricted General Fund reserve would be approximately \$111,000, or 3.48% which is below the required REU amount.**

These projected reserve balances include revenue enhancements or expenditure reductions the district has already implemented or are in process of review or approval. **Should any revenue enhancements or expenditure reductions not be realized, these amounts will be impacted unless there are further adjustments to the district's budget.**

Unrestricted Reserves Projection (\$ thousands)

	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>
Unrestricted General Fund Beginning Balance	\$696	\$252	\$251
Projected Surplus/Deficit	(\$444)	(\$1)	(\$92)
Projected Unrestricted General Fund Ending Balance	\$252	\$251	\$159
Projected Special Reserve Fund Balance	<u>\$363</u>	<u>\$363</u>	<u>\$315</u>
Total Reserve (Fund 01 and Fund 17)	\$615	\$614	\$474
<i>Reserve for Economic Uncertainty (5%)</i>	<i>\$176</i>	<i>\$156</i>	<i>\$159</i>

As shown in the table above, the district projects it will be able to meet its reserve in the unrestricted General Fund in the current year and two subsequent years. However, if the Special Reserve Fund is depleted, projected balances in the General Fund will only meet the minimum REU requirement. **Therefore, we strongly recommend the district continue to review all areas for any additional reductions that may be feasible, in addition to reviewing and prioritizing current expenditures. Delay or elimination of non-mission critical expenditures will have a positive impact to the district's cash liquidity and fund balance in the short-term. Building a reserve level beyond the state minimum will help ensure the district can remain fiscally solvent and help protect against further unexpected events. Continued deficit spending is unsustainable and must be resolved by the district.**

Current and multiyear projection planning factors

The district has several unique factors that can potentially affect the budget and should be monitored closely. Any revised data or information impacting the budget should be immediately accounted for and included in revisions to the current and subsequent years' projections. Some of these items include:

- **Administrator to Teacher Ratio:** The district's 2019-20 annual financial audit indicates that the district did not meet its required Administrator to Teacher Ratio in the 2019-20 year (reference audit finding 2020-013). This associated financial penalty is approximately \$61,000. We understand that the district's external auditors are working with management to complete an exemption/waiver request to be submitted to the California Department of Education (CDE). **Since this requirement carries a fiscal penalty, we ask that the district forward copies of the exemption/waiver request to our office, in addition to informing us of the submission and status of this request to CDE. Additionally, we recommend the district set aside the amount calculated for the penalty and properly account for this liability. If the exemption/waiver is approved by the State Board of Education, the liability can then be released.**

- A3 Charter Schools: As noted above, it is unknown when the resolution of the A3 charter schools' financial matters may occur. Due to the volatile factors related to this issue, we strongly recommend the district maintain any funds set aside in reserve specifically related to these charters. Reserving these funds will ensure the district can address potential contingencies that may arise related to these charter schools. These issues should be closely monitored and if there are any changes or adjustments, the budget should be updated immediately to reflect the modification. Accordingly, the impact to the General Fund must be reviewed and appropriate adjustments made in other areas to maintain a positive General Fund balance.
- Enrollment/Attendance: Enrollment has significantly declined since 2019-20, from 204 to 183 in the current year. The loss of 21 students is mainly attributable to the pandemic. While districts will be funded at the 2019-20 ADA level, this hold harmless provision will expire in 2022-23, presenting a potentially significant decline in LCFF state aid revenue. Even with proposed COLA increases to LCFF revenue, the rate of ADA decline exceeds the COLA increase. The district should closely monitor enrollment, maximizing attendance when feasible. Any further decrease in ADA would directly impact the district's LCFF state aid and additional budget reduction measures would be necessary.
- Necessary Small High Schools Funding: As noted above, the fiscal solvency of the district is heavily reliant on its Necessary Small High Schools allowance funding. **The NSHS allowance is based upon the combination of ADA and the number of Full-Time Equivalent certificated employees located at the district's high school. Any decrease in either category can potentially affect the level of funding the district will receive.** Therefore, it is crucial that the district monitor these levels, and, if feasible, maintain staffing and maximize attendance in order to receive the same level of funding in the current and subsequent years.
- Encroachment: The district is projecting the Cafeteria Fund (Fund 13) will require a transfer of \$80,000 from the General Fund. We recommend the district closely review this program, maximizing revenues where possible and implementing structured budget reductions as necessary to minimize or eliminate the impact to the district's unrestricted General Fund. All available budgetary options should be considered, including staffing, service contracts, and materials and supplies. Budget reductions made now will have a compounding effect in the long term. A sound fiscal plan adopted in a timely manner will ensure the self-sufficiency of this fund in the future.
- 2019-20 Annual Financial Audit: The district's 2019-20 audit report was submitted to our office within the statutory deadline of March 31, 2021. The audit report details many internal control issues, including 13 findings, two adjustments to the ending fund balance, and a qualified opinion regarding Associated Student Body funds. As noted above, the finding related to the Administrator to Teacher Ratio carries a significant fiscal penalty. The district has begun the process of creating and implementing internal controls, and with the new full-time Business Manager, it will be crucial for these procedures and protocols to be consistently reviewed and refined to ensure the district's sound financial management.

The district must continue to closely monitor revenue and expenditures throughout the remainder of the year and make budget adjustments as necessary. Providing accurate, transparent, and timely financial data, supported by detailed assumptions, is critical to facilitate prudent financial decisions by the district's board and administration. Detailed assumptions should be provided with the 2021-22 Adopted Budget submission in order for our office to analyze the impact to the district's financial condition.

Cash Flow

The Enacted State Budget included significant deferrals of state apportionment payments. Due to the projected magnitude of the deferrals of state aid, school districts may need to consider external, short-term borrowing solutions to remain fiscally solvent. It is critical that the district maintain a detailed cash analysis to determine if available cash in other funds will be sufficient to finance temporary cash shortages. If available cash in other funds will not be sufficient, it will be necessary for the district to secure another means of short-term borrowing, such as a Tax Revenue Anticipation Note (TRAN).

Based on the cashflow analysis submitted with its First Interim Report, the district is projecting that the General Fund will maintain a positive cash balance in each month of the current fiscal year. Due to the rapidly changing fiscal environment, districts should monitor and analyze cash flow, revising projections as necessary during the year to ensure cash solvency. Any transfers out of the Special Reserve Fund will decrease the balance available to the district for internal borrowing should cash flow needs arise. Any feasible measures to preserve cash should be reviewed and implemented. Ensuring sufficient cash reserves will help strengthen the district's financial position.

Cash liquidity is crucial to maintaining fiscal solvency. The district must monitor cash in all its funds closely and consistently throughout the year and revise and update cash flow projections timely. *We ask that the district notify our office immediately if a cash shortfall is projected that cannot be covered through local means (i.e., interfund borrowing).*

Labor Contract Negotiations

According to information provided by the district, labor contract negotiations for the current year remain unsettled for the certificated unit and unrepresented employees. According to the Public Disclosure of Collective Bargaining Agreement document submitted to our office, negotiations for the classified unit are settled through June 30, 2023.

Due to the current fiscal condition of the district, it is critical that potential compensation increases be postponed, until such time that district reserves are restored to the minimum level required by the State on an ongoing basis and the structural deficit is resolved. As noted above, the district is in the second year of a fiscal stabilization plan. Should actions occur which cause the district to diverge from its fiscal recovery plan, it is probable that the district may not be able to meet its fiscal obligations. This would trigger a "lack of going concern," with potential ramifications for the district's budget approvals and interim certifications. Such certification initiates additional oversight from our office, as well as other adverse outcomes for the district.

The district should be aware of the disclosure requirements relating to collective bargaining agreements, which can be found along with the Public Disclosure of Collective Bargaining Agreement form on our website under *Finance, AB 1200 Disclosures, Public Disclosure of Proposed Collective Bargaining Agreement*.

Charter Schools

The district has one charter school, California Connections Academy, approved under Education Code Section 47605(b). We want to remind the district of its required oversight responsibilities as defined by Education Code Section 47604.32:

- Identify at least one staff member as a contact person for the charter school.
- Visit each charter school at least annually. Ensure that all charter schools under the sponsoring authority comply with all reports required by law.
- Monitor the fiscal condition of each charter school under its authority.
- Provide timely notification to the California Department of Education if any of the following circumstances occur or will occur with regard to a charter school for which it is the sponsoring authority: a renewal of the charter is granted or denied, the charter is revoked, or the charter school will cease operation for any reason.

Furthermore, it is imperative that the charter school submit required information and reports within the statutory deadlines established and respond to district inquiries timely. Consistent and accurate reporting from the charter school to the district will help ensure that financial information is reasonable and supported.

Additional resources regarding oversight responsibilities are available on the Fiscal Crisis and Management Assistance Team website at the following location:

<https://www.fcmat.org/charter-school-oversight-checklist>

Conclusion

We are aware that the information provided reflects the district's current financial position and assumptions and that further adjustments will be made during the year as additional data becomes available. We hope that these comments will be helpful to the district administration and governing board as you plan for the remainder of this year and further develop your multiyear projections.

We wish to express our appreciation to the district staff for their cooperation during this review. If our office can be of further assistance, please call us.

c Theresa King, Business Manager
 Bill Ridgeway, Assistant Superintendent
 Dr. Susan Salcido, County Superintendent of Schools

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cuyama Valley	Alfonso Gamino, Superintendent	agamino@cuyamaunified.org (661) 766-2293

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Teachers and School Staff: April 19, 2021 teachers and staff were involved in the development of the plan by scheduling one-on-one or small group collaborative discussions facilitated by Carla Benchoff, Director of Instructional Support with the Santa Barbara County Education Office. Following the individual or small group discussions, the teachers and staff met as a team to prioritize needs and discuss next steps for planning. All staff previewed the plan to ask questions, make new requests, and add details if needed.

Parents: Parents were involved in the plan by having access to 'DRAFT' of plan and contacting the school office for input. Parents were provided access April 21-April 23 to review and ask for clarification or make requests.

A description of how students will be identified, and the needs of students will be assessed.

Students identified by teachers and staff through formative assessments, home visits, attendance, district DIBELS assessment, ELPAC assessment, assessments provided with the research/evidence-based curriculum programs currently being implemented, and completion of class work. Students whose assessments and class work show that they are underperforming will be given additional intensive support with like peers in small-group instruction. Students with chronic absenteeism, and their guardian/s, will be offered access to teletherapy lab (located on school grounds) for counseling services and SEL support. On-going formative assessments, Smarter Balanced Standardized Assessments, Accelerated Reader progress, an SEL self-assessment, and attendance in teletherapy lab will be used to monitor progress and assess needs of students in the following categories: low-performing, English learners, disengaged, and as identified by staff.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Parents will be informed by having the final plan sent to their home address. The plan will also be posted on the district website following board approval.

A description of the LEA's plan to provide supplemental instruction and support.

Based upon qualitative and quantitative data collected during the 2020-2021 school year, the Cuyama Unified School District has found gaps in students' foundational skills in language arts and a need for Social Emotional professional development and support to best assist parental requests and support students lack of engagement in school based activities and opportunities to form relationships with peers and adults.

Tier 2 support will include targeted interventions based on summative and formative assessments to all TK – grade 12 students. We plan to hire 2 certificated teachers and one paraprofessional for the 2021-22 school year to focus on the identified learning gaps and provide extra support to our English learners, low performing students, and students identified by staff. Each certificated teacher hired will be working with targeted students in K-5 and 6-12. Adjustments to the number of students receiving Tier 2 support, in all grade levels, will be adjusted as needed. The paraprofessional hired will work with all intervention teachers and support efforts by administering assessments, providing small group support, and providing language support as needed.

Tier 2 Academic Support will focus on Phonics, Phonemic Awareness, Vocabulary, Comprehension, and Reading Fluency for low performing students and English Learners. Our new certificated teachers and paraprofessional will be provided with professional development in the foundations of reading and evidence-based strategies to best assist English learners.

Social Emotional Learning will focus on school wide and classroom support by engaging all staff in professional development for the 2021-2022 school year. Feedback from certificated staff included the need to involve all school staff in SEL professional development to

provide students with a strong foundation and a continuum of support TK – grade 12. SEL professional development will include strategies for self-care and engagement, routines for establishing relationships, problem solving strategies, social emotional assessments for staff and student using CASEL self-assessments, targeting identified school wide SEL priorities, continuous reflection and measurement of progress through rubrics

Social Emotional Support Using feedback from stakeholders, we foster a culture that promotes the health, safety, and well-being of students, staff, and parents. To continuously support this effort, the school reminds families of the mental health services available through our countywide Youthwell resources. SEL professional development support will assist by guiding students, staff, and parents to the best resources to match their needs.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	[\$ 0.00]	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports		[Actual expenditures will be provided when available]
Expanding Tier 2 academic support to include middle and high school 2 certificated teachers – one- year position 2021-2022	\$154,887.00	
Integrated student supports to address other barriers to learning		[Actual expenditures will be provided when available]

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility		[Actual expenditures will be provided when available]
Additional academic services for students		[Actual expenditures will be provided when available]
<i>Extra support for Tier 2, assisting intervention teachers with assessments, language support, and small group instruction led by paraprofessional – temporary position 2021-2022 school year</i>	\$18,268.00	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs		[Actual expenditures will be provided when available]
<i>Professional Development in SEL and Reading Foundations</i>	\$9,525.00	
Total Funds to implement the Strategies	\$182,680.00	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

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The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code* (EC) Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021 and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under EC Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522(h)).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified, and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

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Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021



**PROJECT ATTACHMENT #0578-FY2022A
CUYAMA JOINT UNIFIED SCHOOL DISTRICT**

Master
Agreement No: 0578

SERVICES: CATEGORY ONE E-RATE CONSULTING SERVICES

INFINITY'S RESPONSIBILITIES

Infinity shall perform the following tasks for our Category One E-rate Consulting Services:

E-rate and California Teleconnect Fund (CTF) Consulting Service

1. Client Access – Infinity will be available to the Client by phone, email, or in person to address Client related E-rate Funding issues. Client will provide Infinity with a minimum of 72 hours' notice of a request for onsite service.
2. Program Updates – Infinity will update the Client on changes in the E-rate and CTF process and help staff to take advantage of newly eligible products and services.
3. Program Compliance – Infinity will assist the Client to verify that USAC rules are being followed and, if necessary, provide guidance on new processes or procedures to ensure program compliance, in regard to Bid Evaluations, Procurement, Technology Plans, CIPA compliance, Technology Budget, and Document Retention.,

E-rate Application Management

1. Needs Assessment and Strategic Planning – Infinity will assist the Client to determine a Filing Strategy that best meets the Client's needs to maximize the Client's E-rate funding opportunities.
2. Determination of Funding Request Amount – Infinity will prepare the required "Item 21 Attachment Sheet", by; review one (1) month of the Client's bills from eligible Service Providers to determine an estimated annual funding request, review of Client's current annual contract(s) for eligible services, and/or review of new contract(s) for eligible services.
3. File Forms – Infinity will prepare and file the following forms required by USAC's School and Library Division to receive E-rate Category One Telecommunications and Internet Access funding: Form 470, Form 471, and Form 486.
4. Administration of PIA Process – Infinity will assist the Client in responses to and delivery of the required documentation for USAC's "Program Integrity Assurance" (PIA) information requests.
5. Service Provider Collections – Infinity will prepare the Service Provider's required forms ("Discount Grids") to have the Client's eligible discounts added to the monthly Service Provider Bills (SPI Method), or prepare and file the Form 472 (BEAR Method) to have a reimbursement check issued for the eligible discount amount.
6. Application Status – Infinity will provide the Client with progress status on applications, reviews, and modifications, for the Client's open funding requests.

Request for Proposal (RFP) Management Services

1. Develop RFP Documents – Infinity will develop a Request for Proposal (RFP) for Category One Services in compliance with the Client's Local/State and the E-rate Program's procurement requirements. If newspaper publication is required, Infinity will assist the Client with compliance at least 20 days prior to receipt of responses to the Form 470.
2. RFP Tracking – Infinity will distribute and track, in electronic form only, the "RFP Documents" to prospective bidders thru Infinity's "Projects" website.
3. Administration of RFP Process – Infinity will prepare and distribute project clarification(s) and/or addenda(s) to address questions from prospective bidders.
4. Bid Opening – Infinity will conduct the opening of bid response(s). All bid openings will be held at Infinity's offices, unless otherwise agreed upon between the Client and Infinity.
5. Bid Evaluation – Infinity will evaluate the bid responses based on the E-rate Program's requirements for the "Evaluation of Bids", and provide the Client with recommendations for the award of contract(s).
6. Contract Administration – Infinity will collect the documents necessary for the award of contract from the successful bidder and coordinate the delivery to the Client for execution.

Audit Assistance

1. Document Retention – Infinity will maintain a copy of the documents required for E-rate Program's "Document Retention Policy", including; "Pre-bidding Process", "Bidding Process", "Award of Contracts", "Application Process", "Purchase and Delivery of Service", "Invoicing", "Inventory", and "Forms and Rules Compliance", for up to 10 years from the last date of service.
2. Document Assistance – Infinity will assist the Client in the preparation and delivery of the Auditor requested documentation.
3. Support Services – Infinity will represent the Client during all E-rate Audits.



CLIENT'S RESPONSIBILITIES

The Client's responsibilities, for the successful completion of our **Category One E-rate Consulting Services**, shall include:

1. Appointing a representative to act on their behalf, with respect to this agreement and the subsequent projects, who has the authority to render decisions and approve Requests from Infinity, in a timely manner as not to cause unreasonable delay in the progress of Infinity's service.
2. Provide Infinity with reasonable access to the site, if applicable, to allow Infinity the ability to perform the work detailed in this agreement.
3. Provide Infinity all information, required for the successful completion of the agreed service, within 10 days, after the receipt of a request from Infinity. This includes at a minimum, but not limited to; Copies of Monthly Service Provider Bills, Copies of Service Provider Contracts, Approved Free & Reduced Lunch numbers, Budget Information, Copy of Approved Technology Plan, Copy of CIPA Compliance, and "Authorized Contact" information.
4. Provide a Letter of Authorization (LOA), authorizing Infinity, to act on the Client's behalf to file E-rate forms and respond to the USAC's request for information.
5. Sign and certify the E-rate forms required for the Client's application for funding, in a timely manner, as not to cause a failure to comply with the E-rate Program's time sensitive deadlines.
6. For New Contracted Services or Month to Month Services, ***only***
 - a. Conduct an "Open and Competitive" bid process, to comply with all applicable Local/State/Federal/E-rate Program procurement requirements, and bidding laws for all "new" requested services and contracts: including, but not limited to, publication of notice of the request for proposal in a newspaper of general circulation twice at least 10 days prior to receipt of the responses.
 - b. Conduct a non-bias bid evaluation, per the E-rate Program's "Evaluations of Bid" requirements, for all bid responses received as the result of posting a Form 470 (RFP).
 - c. Comply with all Local/State/Federal/E-rate Program requirements for the Award of Contract(s), including waiting a minimum of 28 days (after the filing of the Form 470 or RFP, whichever comes later) to execute contracts and/or to submit a Form 471 for the requested service.
 - d. Provide Infinity copies of all documents pertaining to an award of contract for each funding request, to comply with the E-rate Program's "Document Retention Policy", including but not limited to: Bidding Documents, Evaluation of responses, Board Meeting Minutes, Copies of the winning bidder's response, and Bidder's Item 21 Attachment Sheet.
7. Require the Service Provider, for the eligible services the Clients is entitled to receive California Teleconnect Fund (CTF) support, to invoice USAC by the SPI Method (Form 474).
8. Maintain and update an "Equipment Asset Register" (EAR). The EAR shall detail the make, model, serial number, and location of all equipment purchased with the support of the Universal Services Fund (E-rate Program). The Client will provide Infinity a copy of the EAR for compliance with the "Inventory" section of E-rate's "Document Retention Policy".
9. Maintain and update a "Service Provider Reimbursement Reconciliation" (SPRR) spread sheet. The SPRR shall include, by FRN(s), the total amount of funds associated with each reimbursement, and/or the total amount of discounts (in the form of discounted bills, checks, or credits) received from the Service Provider. The Client will provide Infinity a copy of the SPRR for compliance with the "Invoicing" section of E-rate's "Document Retention Policy".
10. Retain documents, for each funding request, related to the "Pre-bidding Process", "Bidding Process", "Award of Contracts", "Application Process", "Purchase and Delivery of Service", "Invoicing", "Inventory", and "Forms and Rules Compliance" for a period of at least 10 years from the last date of service.

*** In the event, something unforeseen happens that is not covered under PROJECT ATTACHMENT #0578-FY2022A with this contract, an additional fee will be negotiated before any additional services are provided.**

**** Should the client cease services with Infinity and request document re-construction for past years filings, there will be a charge for the time to re-create the document library. This charge will be assessed at the time of the request and will need to be paid prior to the release of the re-constructed documents.**

TERM OF CONTRACT:

This Agreement is for a term of **3 years**, with an expiration date of **June 30, 2024**.

Infinity's fee will be an annual flat rate fee of **\$2,500.00**, for existing services Category One services.

* Existing services are for services currently being requested through the E-rate program.

** Additional or new services may require an additional fee. This fee must be agreed to prior to billing.



Standard Hourly Rates Schedule

For additional works that is required outside the scope of the original project, the hourly rates listed will be charged. Standard Hourly Rates are subject to review and adjustment. The hourly rates effective on the date of the Agreement are:

Principal	\$175.00/hour
Sr. Systems Designer	\$155.00/hour
Systems Designer	\$125.00/hour
CAD Operator	\$75.00/hour
Sr. Project Manager	\$155.00/hour
Project Manager	\$95.00/hour
Design Team Coordinator	\$75.00/hour
Erate Compliance Consultant	\$140.00/hour
Erate Specialist, III	\$90.00/hour
Erate Specialist, II	\$75.00/hour
Erate Specialist, I	\$55.00/hour
Support Staff	\$50.00/hour

Reimbursable Expenses Schedule

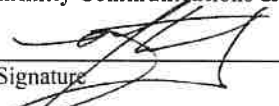
Reimbursable Expense rates are subject to annual review and adjustment. The rates effective on the date of the Agreement are:

Newspaper Advertisement	at cost + 15%
8"x11" Copies/Impression	\$0.05/sheet
Blue Print Copies	at cost + 15%
Reproducible Copies (Mylar)	at cost + 15%
Reproducible Copies (Paper)	at cost + 15%
Legal Counsel	at cost + 15%
Travel Expenses:	
Mileage (auto)	\$0.58/mile
Airfare	at cost + 15%
Meals	at cost + 15%
Lodging	at cost + 15%
Standard Labor Rate	See Hourly Rate Schedule Above

IN WITNESS THEREOF, the parties hereto have executed this Agreement on the date written below.

Infinity Communications & Consulting, Inc.

Cuyama Joint Unified School District



 Signature

 Date
 04/29/21

 Martin Skiby

 Name

 Chief Operating Officer

 Title

 P.O. Box 999, Bakersfield, Ca. 93302

 Address/City/State/Zip

 82-0573429

 Federal Tax ID#

 Signature

 Date

 Name

 Title

 Address/City/State/Zip

 Federal Tax ID#

**RESOLUTION NO. 2021:003 OF THE GOVERNING BOARD OF THE
CUYAMA JOINT UNIFIED SCHOOL DISTRICT OF
SANTA BARBARA COUNTY, CALIFORNIA REGARDING DISPOSITION OF
SURPLUS PERSONAL PROPERTY
(California Education Code sections 1745 and 1746)**

RECITALS

1. California Education Code section 17545 provides that "the governing board of any school district may sell for cash any personal property belonging to the district if the property is not required for school purposes, or if it should be disposed of for the purpose of replacement, or if it is unsatisfactory or not suitable for school use;" and
2. Education Code section 17546(a) provides that "the property, whether one or more items, does not exceed in value the sum of two thousand five hundred dollars (\$2,500), it may be sold at private sale without advertising;" and
3. Education Code section 17546(c) further provides that if "the property is of insufficient value to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the board, or it may be disposed of in the local public dump;" and
4. Cuyama Joint Unified School District owns, and wishes to sell or donate, various personal property items identified on Exhibit A which are no longer required for school purposes and no longer suitable for school use.

NOW, THEREFORE, BE IT RESOLVED as follows:

- A. The above recitals are true and correct.
- B. That the personal property items identified on Exhibit A above be declared surplus and disposed of in accordance with the provisions of Education Code section 17546.
- C. That by unanimous vote on this resolution, the Board makes the required finding that:
 - (1) _____ The value of the personal property identified on Exhibit A have a value of less than \$2,500.
 - (2) ☒ The value of the personal property identified on Exhibit A have insufficient value to defray the costs of arranging a sale.
- D. Based on the recitals and findings above, the Board authorizes the Superintendent to take the following action concerning the personal property identified on Exhibit A:
 - (1) If the finding (C)(1) above is checked, the Superintendent is authorized to

sell the property at private sale without advertising.

- (2) If the finding in (C)(2) above is checked, the Superintendent is authorized to:

_____ donate the property to the following charity: _____

_____ dispose of the property in the local dump.

☒ dispose of property as is for scrap

THE FOREGOING RESOLUTION NO. 2021:003 was adopted upon motion by Trustee _____, seconded by Trustee _____, at the regular meeting of the Board held on May 13, 2021, by the following vote or abstention of each member present:

AYES:

NOES:

ABSENT:

DATED: May 13, 2021

Heather Lomax, President
Board of Trustees
Cuyama Joint Unified School District

Exhibit A

RESOLUTION NO. 2021:003 OF THE GOVERNING BOARD OF THE
CUYAMA JOINT UNIFIED SCHOOL DISTRICT OF
SANTA BARBARA COUNTY, CALIFORNIA REGARDING DISPOSITION OF SURPLUS
PERSONAL PROPERTY
(California Education Code sections 1745 and 1746)

The District desires to dispose of the following personal property items:

QUANTITY	ITEM	DESCRIPTION
1	1995 Astro Van	VIN#1GDNDM19W7SB269100
1	1979 FORD F-150	VIN#F25KRFA7365

**All items to be sold as is for scrap.*

Resolution of Lodge, Association or Other Similar Organization

UNITED SECURITY BANK
2126 Inyo
Fresno, Ca 93721

By: CUYAMA JOINT UNIFIED SCHOOL DISTRICT


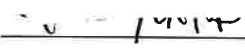
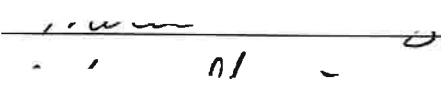







2300 HIGHWAY 166
NEW CUYAMA CA 93254

Referred to in this document as "Financial Institution"

Referred to in this document as "Association"

I, THERESA KING, certify that I am Business Manager of the above named association organized under the laws of California, Federal Employer I.D. Number _____, and that the resolutions on this document are a correct copy of the resolutions adopted at a meeting of the Association duly and properly called and held on 1/27/2021 (date). These resolutions appear in the minutes of this meeting and have not been rescinded or modified.

Agents. Any Agent listed below, subject to any written limitations, is authorized to exercise the powers granted as indicated below:

Name and Title or Position	Signature	Facsimile Signature (if used)
A. KEVIN LEBACK	X 	X
B. RACHEL LEYLAND	X 	X
C. THERESA KING	X 	X
D. ALFONSO GAMINO	X 	X
E. 	X 	X 
F. 	X 	X 

Powers Granted. (Attach one or more Agents to each power by placing the letter corresponding to their name in the area before each power. Following each power indicate the number of Agent signatures required to exercise the power.)

Indicate A, B, C, D, E, and/or F	Description of Power	Indicate number of signatures required
<u>C and D</u>	(1) Exercise all of the powers listed in this resolution.	<u>2</u>
<u>B, C, and D</u>	(2) Open any deposit or share account(s) in the name of the Association.	<u>2</u>
<u>A, B, C, and D</u>	(3) Endorse checks and orders for the payment of money or otherwise withdraw or transfer funds on deposit with this Financial Institution.	<u>2</u>
<u>N/A</u>	(4) Borrow money on behalf and in the name of the Association, sign, execute and deliver promissory notes or other evidences of indebtedness.	<u>N/A</u>
<u>N/A</u>	(5) Endorse, assign, transfer, mortgage or pledge bills receivable, warehouse receipts, bills of lading, stocks, bonds, real estate or other property now owned or hereafter owned or acquired by the Association as security for sums borrowed, and to discount the same, unconditionally guarantee payment of all bills received, negotiated or discounted and to waive demand, presentment, protest, notice of protest and notice of non-payment.	<u>N/A</u>
<u>B, C, and D</u>	(6) Enter into a written lease for the purpose of renting, maintaining, accessing and terminating a Safe Deposit Box in this Financial Institution.	<u>2</u>
<u>N/A</u>	(7) Other:	<u>N/A</u>

Limitations on Powers. The following are the Association's express limitations on the powers granted under this resolution.

Resolutions

The Association named on this resolution resolves that,

- (1) The Financial Institution is designated as a depository for the funds of the Association and to provide other financial accommodations indicated in this resolution.
- (2) This resolution shall continue to have effect until express written notice of its rescission or modification has been received and recorded by the Financial Institution. Any and all prior resolutions adopted by the Association and certified to the Financial Institution as governing the operation of this association's account(s), are in full force and effect, until the Financial Institution receives and acknowledges an express written notice of its revocation, modification or replacement. Any revocation, modification or replacement of a resolution must be accompanied by documentation, satisfactory to the Financial Institution, establishing the authority for the changes.
- (3) The signature of an Agent on this resolution is conclusive evidence of their authority to act on behalf of the Association. Any Agent, so long as they act in a representative capacity as an Agent of the Association, is authorized to make any and all other contracts, agreements, stipulations and orders which they may deem advisable for the effective exercise of the powers indicated on page one, from time to time with the Financial Institution, subject to any restrictions on this resolution or otherwise agreed to in writing.