



Memorandum of Understanding (MOU)
Between
First 5 Santa Barbara County (First 5 SBC)
and
Cuyama Joint Unified School District (CJUSD)

Initiative History

With social justice issues in the forefront of our minds and looking at the best ways to address the equity and access issues our student face, schools have often been at the center of our social and cultural shifts such as *Brown v. Board of Education* and *Mendez v. Westminster* (desegregation), *United States v. Lopez* (Gun-Free School Zones), and *Tinker v. Des Moines* (students' rights to protest on school grounds). Schools will continue to serve a parent's hope that a quality education will position their child to have a better future than their own.

More than ever, Local Education Agencies (LEAs) have risen as essential, anchor partnerships as they are an established, trusted system in which all children and their families eventually enter and remain for years – 13 on average. Linking 0-5 efforts with the TK-12 system ensures that strategies and priorities begin as early as possible during pivotal brain development years which lay the foundation for reading and math proficiencies as well as strengthen social and emotional readiness. Bridging the early care and education system with LEAs provides a continuum of learning for children as they transition between the two systems. Our intention is to create comprehensive systems of early education and support within regionally designated areas to increase opportunities to learn and eliminate income-based achievement gaps for children most at risk for school failure by the end of third grade.

UTK Requirements: Focus Area E: Facilities

The facility requirements of Universal Transitional Kindergarten (UTK) are meant to guide instruction and operations towards the developmentally appropriate needs of younger children. The requirements through Title 5 align with other early childhood education programs across California, but the enhanced quality indicators are what will ensure the best possible environments for four and five-year-old students to learn and thrive. Model TK classrooms and outdoor learning environments should follow the enhanced quality indicators to ensure school readiness. This partnership is meant to provide some of those enhancements and develop a model site in which a district can replicate in future years as funding is secured.

MOU Agreements

This Memorandum of Understanding ("MOU") is entered into by and between First 5 SBC and Cuyama Joint Unified School District (CJUSD) in the amount of \$55,000 for Fiscal Years 25-26 and 27-28 towards the Nature Exploration Area Project. This agreement establishes a framework of partnership roles and responsibilities in support of the quality development of Transitional Kindergarten and Kindergarten spaces. This work meets the mission and vision of both First 5 SBC and CJUSD to ensure that high quality early learning and care experiences are available, so children are prepared and ready for school entry.

I. Purpose.

The purpose of the MOU is to clearly articulate and have a shared understanding of:

- a. The exchange and analysis of data that will be shared between parties;
- b. How the files and data will be used by each party;
- c. How and when the files and data will be shared; and
- d. The confidentiality of the files and data;
- e. How the First 5 SBC funds can be used to provide enhancements through this project; and
- f. Timelines of deliverables and reporting.

II. Shared Agreement.

The parties above have a shared agreement regarding the following areas;

- a. Use of files to track the **number of children** entering TK and Kindergarten in Santa Barbara County by year; and
- b. Use of files to track the **non-identified, demographic backgrounds** of children entering TK and Kindergarten in Santa Barbara County by year; and
- c. Use of files to track the number of children entering TK and Kindergarten in Santa Barbara County that have met **TK and Kindergarten readiness indicators** as demonstrated through the Preschool Student Entrance Profile (PSEP) and the Kindergarten Student Entrance Profile (KSEP) at all schools within the participating district; and
- d. Use of files to create **training and technical assistance support** for early childhood providers entering participating district and Transitional Kindergarten/Kindergarten teachers for process improvement and intervention efforts.

III. Roles and Responsibilities of the Parties.

a. First 5 SBC will:

- i. Will fund CJUSD not to exceed \$55,000 to complete the deliverables listed below under CJUSD Roles and Responsibilities. Funds will be distributed in two payments.
- ii. Host a Digital File for the participating district where data can be transferred.
- iii. Provide access to the file to UC Santa Barbara for the term of this MOU to aggregate countywide results and provide individual reports to the districts. Identifying information will never be asked for.

- iv. Provide training and technical assistance for feeder preschools and TK/K teachers on the results of the participating districts data results and provide district administration with a recommended plan of action.
- v. Provide participating districts with access to UCSB graduate students for the purpose of individual data collection, analysis, and study as requested in alignment with this project.
- vi. Oversee a longitudinal research project on the learning benefits from access to nature exploration areas.
- vii. Provide technical assistance and a learning community for facility personnel, architects, and contractors in partnership with Nature Explore during FY 2026-2027. .

b. Cuyama Joint Unified School District will:

- i. Submit TK and Kindergarten Demographic Data to First 5 SBC and University of California Santa Barbara (UCSB) no later than September 30, 2026.
- ii. Submit Preschool Student Entrance Profile (PSEP) and Kindergarten Student Entrance Profile (KSEP) data to First 5 and University of California Santa Barbara (UCSB) no later than October 15, 2026.
- iii. Collect survey data twice a year from families and teaching staff on the benefits of nature and the outdoor classroom through the longitudinal research study with the University of Washington on a mutually agreed upon timeline.
- iv. Meet with First 5 SBC and UCSB in February 2027 to discuss pilot projects and help to develop multi-year proposals for future Commission Initiatives.
- v. Ensure participation of CJUSD capital projects team members in the learning community with Nature Explore beginning October 2026 through May 2027.
- vi. Work with First 5 SBC to secure additional funding toward the project.
- vii. Agree to expend the Award amount not to exceed \$55,000 on items and/or processes that align with the initiative. The funds spent are at the discretion of the district.
 - a. Stipend for data collection for TK/K teacher.
 - b. TK/K Outdoor classroom materials and enhancements.
 - c. Capital project costs such as architects and contractors.
 - d. Landscaping enhancements.
 - e. Funds may NOT be used for professional development under the terms of this agreement.

IV. Data Confidentiality.

The parties to this MOU will maintain the confidentiality of all data and file exchanged between the parties. The confidentiality requirements under this paragraph shall survive the termination or expiration of this MOU or any subsequent MOU intended to supersede this MOU. To ensure the continued confidentiality and security of the data processed, stored, or transmitted under this MOU, the parties' institutions shall establish a system of safeguards that will at a minimum include the following:

- i. Procedures and system that ensure all data and files are kept in a secure facility and access to such information is limited to personnel who are authorized to have access to data under this section of the MOU;
- ii. First 5 SBC agrees to ensure that all data transferred from Cuyama Joint Unified School District will remain confidential.
- iii. All designated staff at CJUSD involved in the handling, transmittal, and/or processing of data as part of this MOU, are bound under this MOU to maintain the confidentiality of all related personally identifiable information; and
- iv. Procedures and systems shall require the use of secure passwords to access computer databases used to process, store, or transmit data provided under this MOU.

V. Assurances.

First 5 SBC and CJUSD hereby certify and represent that they have all requisite power and authority to execute this MOU; and is supportive of and committed to the work of establishing model Transitional Kindergarten programming the CA Preschool Transitional Kindergarten Learning Foundations standards.

VI. Indemnification

Except as otherwise provided herein, each Party agrees to defend, hold harmless, and indemnify the other Party and its officers, employees, trustees, agents, successors, and assigns, and each of them against all claims, suits, expenses (including reasonable attorney's fees), losses, penalties, fines, costs, and liability whether in contract, tort, or strict liability (including, but not limited to, personal injury, death, and property damage) arising out of any negligent or wrongful acts or omission by the Parties, their employees, officers, agents, and assigns in connection with performance of this Agreement.

VII. Nondiscrimination

Any service provided by the Parties pursuant to this Agreement shall be free from discrimination based on the actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identify, gender expression, sex, or sexual orientation or the employee's association with a person or group with one or more of these actual or perceived characteristics in accordance with all applicable Federal and State laws and regulations.

VIII. Nature of Agreement

This Agreement represents the entire agreement between the Parties hereto with respect to the subject matter hereof and supersedes any and all other agreements and communications, however characterized, written or oral, between or on behalf of the Parties hereto with respect to the subject matter hereof. This Agreement may only be modified by a written instrument signed by authorized representatives of each of the Parties hereto and approved by the District Board of Education.

IX. Governing Law

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

X. Headings

All section headings contained herein are for clarification and convenience of reference only and are not intended to limit the scope of any provision of the MOU.

XI. Ambiguity

The language herein shall be construed as jointly proposed and accepted, and in the event of any subsequent determination of ambiguity, all Parties shall be treated as equally responsible for such ambiguity.

XII. Counterpart execution: Electronic Delivery

This Agreement may be executed in any number of counterparts, which, when taken together, shall constitute one and the same instrument. Executed counterparts of this Agreement may be delivered by PDF email or electronic facsimile transmission and shall have the same legal effect as an "ink-signed" original.

XIII. Modifications.

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved.

XIV. Duration and Termination.

Term: This Memorandum of Understanding shall be effective, beginning June 1, 2026, ending May 30, 2028, or unless earlier terminated by the parties whichever occurs first.

Termination: First 5 and Hope Elementary School District has the right to terminate this MOU upon a thirty-day written notice to the other party to be provided to:

First 5 SBC:

FIRST 5 Santa Barbara County
Children & Families Commission
5385 Hollister Ave., Bldg. 10, Suite 110
Santa Barbara, CA 93111

Cuyama Joint Unified School District:

Alfonso Gamino or Designee

Superintendent/Designee

Cuyama Joint Unified School District

2300 Highway 166

New Cuyama, CA 93254

XV. SOLE RECOURSE.

CJUSD sole remedy is against First 5 and COMMISSION Trust Fund and CJUSD understands it will not seek damages, specific performance, or other relief from the County of Santa Barbara or its agencies or employees.

The above constitutes our mutual agreement to participate in a partnership to transfer files and data.

First 5 Santa Barbara County

Cuyama Joint Unified School District

Signature/Date

Signature/Date

Wendy Sims Moten, Executive Director

Alfonso Gamino, Superintendent



Depository File # _____
Treasurer File # _____
Agent of Depository File # _____
Auditor # _____

CONTRACT FOR DEPOSIT OF MONIES

THIS CONTRACT, relating to the deposit of monies, made as of the _____ day of _____, 2026, between _____ (hereinafter designated "Treasurer") acting in his/her official capacity as _____ ("Treasurer," "Finance Director," etc.) of Cuyama Joint Unified School District (hereinafter designated "Depositor"), and **COMMUNITY WEST BANK** (hereinafter designated "Depository"), having a paid-up capital and surplus of four hundred seventy seven million three hundred forty one thousand one hundred ninety five dollars and twenty nine cents Dollars (\$ 477,341,195.29).

WITNESSETH:

WHEREAS, the Treasurer proposes to deposit in the Depository from time to time, commencing on April 1, 2026, monies in his/her custody in an aggregate amount on deposit at any one time not to exceed Ten Thousand Dollars (\$ 10,000.00), or the total of the paid-up capital and surplus of the Depository, whichever is the lesser amount, and said monies will be deposited subject to Title 5, Division 2, Part 1, Chapter 4, Article 2 (commencing with Section 53630) of the Government Code of the State of California; and

WHEREAS, said provision of the Government Code requires the Treasurer to enter into a contract with the Depository setting forth the conditions which said monies are deposited; and

WHEREAS, in the judgment of the Treasurer, this contract is to the public advantage;

NOW, THEREFORE, it is agreed between the parties hereto as follows:

1. This contract cancels and supersedes any previous contracts between the Treasurer and the Depository relating to the method of handling and collateralization of deposits of monies.
2. This contract, but not deposits then held hereunder, shall be subject to termination by the Treasurer or the Depository at any time upon 30 days' written notice. Deposits may be withdrawn in accordance with the agreement of the parties and applicable federal and state statutes, rules and regulations. This contract is subject to modification or termination upon enactment of any statute, rule or regulation, state or federal, which, in the opinion of the Administrator of Local Agency Security, is inconsistent herewith, including any change relative to the payment of interest upon monies so deposited by the Treasurer.
3. Interest shall accrue on any monies so deposited as permitted by any act of the Congress of the United States or by any rule or regulation of any department or agency of the Federal Government adopted pursuant thereto. If interest may legally be paid, all monies deposited in accordance with this contract shall bear interest at a rate agreed upon by the Treasurer and the Depository on the average daily balance of such monies kept with the Depository.
4. The Depository shall issue to the Treasurer at the time of each inactive deposit a receipt on a form agreed to by the Depository and the Treasurer, stating the interest to be paid, if any, the duration of the deposit, the frequency of interest payments, and the terms of withdrawal. Each such deposit receipt is by reference made a part of this contract.

5. As security for said deposit, the Depository shall at all times maintain with the Agent of Depository named herein, commencing forthwith, eligible securities having a market value at least 10% in excess of the actual total amount of local agency monies on deposit with the Depository. If any eligible security is determined by the Administrator of Local Agency Security of the State of California in accordance with Government Code Section 53651 to be not qualified to secure public deposits, additional security shall be substituted immediately by the Depository, as necessary, to comply with the requirements of this Paragraph. *If the aggregated amount on deposit at any one time exceeds the amount set forth in this contract and if the excess causes Depository to be out of compliance, the Treasurer shall reimburse the Depository for any monetary fines that may be imposed by the Administrator of Local Agency Security of the State of California.*
6. Eligible securities are those listed in Government Code Section 53651.
7. The Agent of Depository, authorized by the Treasurer and the Depository to hold the eligible securities posted as collateral under this contract, is TIB THE INDEPENDENT BANKERSBANK, N.A. Said Agent of Depository has filed with the Administrator of Local Agency Security of the State of California an agreement to comply in all respects with the provisions of the Title 5, Division 2, Part 1, Chapter 4, Article 2 (commencing with Section 53630) of the Government Code.
8. Authority for placement of securities for safekeeping in accordance with Government Code Section 53659 is hereby granted to the Agent of Depository, including placement with any Federal Reserve Banks or branches thereof.
9. If the Depository fails to pay all or part of any deposits of the Treasurer which are subject to this contract when ordered to do so in accordance with the terms of withdrawal set forth on the deposit receipt (which is by reference made a part hereof), the Treasurer will immediately notify, in writing, the Administrator of Local Agency Security. Action of the Administrator in converting the collateral required by Paragraph 5 above for the benefit of the Treasurer is governed by Government Code Section 53665.
10. The Depository may add, substitute or withdraw eligible securities being used as security for deposits made hereunder in accordance with Government Code Section 53654, provided the requirements of Paragraph 5 above are met.
11. The Depository shall have and hereby reserves the right to collect the interest on the securities, except in cases where the securities are liable to sale or are sold or converted in accordance with the provision of Government Code Section 53665.
12. The Depository shall bear and pay the expenses of transportation to and from the Treasurer's office of monies so deposited and the expense of transportation of eligible securities maintained as collateral to and from the designated Agent of Depository. The Depository shall also handle, collect and pay all checks, drafts and other exchange without cost to Depositor.
13. This contract, the parties hereto, and all deposits governed by this contract shall be subject in all respects to Title 5, Division 2, Part 1, Chapter 4, Article 2 (commencing with Section 53630) of the Government Code, and of all other state and federal laws, statutes, rules and regulations applicable to such deposits, whether now in force or hereafter enacted or promulgated, all of which are by this reference made a part hereof.

IN WITNESS WHEREOF, the Treasurer in his/her official capacity has signed this contract and the Depository has caused this contract to be executed in like manner by its duly authorized officers.

TREASURER:

Cuyama Joint Unified School District

DEPOSITORY:

Community West Bank

By _____

By _____

By _____

By _____

WAIVER OF SECURITY

Pursuant to Section 53653 of the Local Agency Deposit Security Law, a treasurer may, at their discretion, waive security for such portions as are insured pursuant to Federal law.

WHEREAS, the Federal Deposit Insurance Corporation has set to a certain amount, the maximum insurance for public accounts, and,

WHEREAS, it is to the advantage of COMMUNITY WEST BANK, a depository institution, to increase the amount of its available collateral to secure the deposits of public accounts, and in so doing, without increasing the risk of the deposits of such public accounts;

NOW, THEREFORE, the authorized agent of Cuyama Joint Unified School District a public institution, hereby agrees to waive the security required by Section 53652 of the Local Agency Deposit to the maximum federal insured amount of the deposits of the described public institution. As a condition of the granting of this Waiver of Security, it is understood that COMMUNITY WEST BANK, the above named depository institution, shall continue to maintain approved collateral security for all deposits in excess of the federal insured amount per Section 53652 of the Local Agency Deposit Security Law.

This Waiver shall remain in force as long as the deposit is continuous and the waiver has not been withdrawn by the treasurer.

I am authorized to waive security of the federal insured portion for deposits held by COMMUNITY WEST BANK.

Local Agency: Cuyama Joint Unified School Distr
(Public Agency/Account Holder)

By: _____
(Signature of Officer of Public Agency/Account Holder)

Title: _____
(Position/Title of Officer of Public Agency/Account Holder)

Date: _____

ORDER OF ELECTION

(Education Code Sections 5000, 5018, 5304, 5322)

RESOLUTION ORDERING GOVERNING BOARD MEMBER ELECTION & NOTICE TO CONSOLIDATE

WHEREAS, the regular biennial election of governing board members is ordered by law pursuant to section 5000 of the Education Code to fill offices of members of the governing board of CJUSD School/Community College District of Santa Barbara County; and

WHEREAS, pursuant to Section 5340 of the Education Code, said election must be consolidated with any other school or community college district governing board elections in the same area on the same day; and

WHEREAS, pursuant to section 10400 of the Elections Code, said election may be consolidated with other elections to be held on the same day;

NOW, THEREFORE, BE IT RESOLVED that Dr. Susan Salcido, Santa Barbara County Superintendent of Schools, call the election as ORDERED and in accordance with the designations contained in the following Specifications of the Election Order made under the authority of Education Code Sections 5304 and 5322.

SPECIFICATIONS OF THE ELECTION ORDER

The election shall be held on Tuesday, November 3, 2026

The purpose of the election¹ is to elect ³ _____ members of the governing board of Cuyama Joint Unified School District School/Community College District.

² Indicate if any offices are for two-year terms: (1) is for 2 yr. Term

IT IS FURTHER ORDERED that the clerk or secretary of the district shall deliver, not less than 123 days prior to the date set for the election, two copies of this Resolution and Order to the county superintendent of schools, and one copy to the officer conducting the election.³

THE FOREGOING RESOLUTION AND ORDER was adopted by a formal vote of the governing board of the CJUSD School/Community College District of Santa Barbara County, being the board authorized by law to make the designations therein contained, on May 21, 2026.

(Signed) Alfonso Jimenez
Clerk/Secretary of the Governing Board

Instructions

¹ If election is called under ECS 5018, insert

Another purpose is whether the number of members of the governing board of _____ District shall be increased from three to five
Another purpose of the election shall be to elect two additional members of the governing board of _____ District to serve if the above measure is approved.

² Indicate if any offices are for two-year terms (as opposed to four-year terms)

³ After the Order of Election is adopted by the board, the clerk or secretary should sign the Order and deliver two copies to the county superintendent of schools and one to the officer conducting the election not less than 123 days prior to the date set for the election (ECS 5322). One of these copies is to be delivered by the county superintendent to the county clerk or registrar of voters, with a copy of the Notice of Election, at least 124 days prior to the date of election (ECS 5324)

6. CURRENT OFFICEHOLDERS AND TERMS OF OFFICE

(Please attach a sheet if more space is needed):

If applicable, District, Division, or Trustee Area number (Ex. Dist: 1: Dw. 1: TA 1)	Officeholder's Name	Residence Address (No PO Boxes)	Term Ending (Year)	Elected/Appointed in Lieu of Election/Appointed to Vacancy
	Jeffrey Mitchell	4355 Highway 33 Maricopa, CA 93252	December 13, 2028	<input type="checkbox"/> Elected <input checked="" type="checkbox"/> Appt. in Lieu <input type="checkbox"/> Appt. to Vacancy
	Elaine Johnson	295 Wasioja Road New Cuyama, CA 93254	December 8, 2026	<input checked="" type="checkbox"/> Elected <input type="checkbox"/> Appt. in Lieu <input type="checkbox"/> Appt. to Vacancy
	Jeanette Rosales	4785 Cebrian Ave New Cuyama, CA 93254	December 13, 2028	<input type="checkbox"/> Elected <input checked="" type="checkbox"/> Appt. in Lieu <input type="checkbox"/> Appt. to Vacancy
	Danielle Reynolds	2677 Highway 33 Maricopa, CA 93252	December 8, 2026	<input type="checkbox"/> Elected <input type="checkbox"/> Appt. in Lieu <input checked="" type="checkbox"/> Appt. to Vacancy
	Michael Fuller	4659 Cebrian Ave New Cuyama, CA 93254	December 8, 2026	<input type="checkbox"/> Elected <input type="checkbox"/> Appt. in Lieu <input checked="" type="checkbox"/> Appt. to Vacancy
				<input type="checkbox"/> Elected <input type="checkbox"/> Appt. in Lieu <input type="checkbox"/> Appt. to Vacancy
				<input type="checkbox"/> Elected <input type="checkbox"/> Appt. in Lieu <input type="checkbox"/> Appt. to Vacancy



County of Santa Barbara Elections Division
NOTICE OF ELECTIVE OFFICES TO BE FILLED

DISTRICT NAME: Cuyama Joint Unified School District

TO: Joseph E. Holland, County Clerk, Recorder, Assessor and Registrar of Voters, County of Santa Barbara

You are hereby notified that at the **General Election** to be held for the above district on **November 3, 2026** the elective office(s) listed below are to be filled. 3

1. NUMBER OF FULL-TERM OFFICES TO BE FILLED AND HOW ELECTED

How many full-term (or 4-year term) offices for district directors, trustees, or board members are to be elected to a full-term at this election? 2

How are they to be elected? (Please mark all applicable boxes) by-division by-district by-trustee area at-large

If "by-division," "by-district," or "by trustee area," please list the offices below in section A. If "at-large," complete section B. If both apply, complete sections A and B with applicable information

A. List "district-based" office(s) to be filled. Attach additional pages if necessary.

District, Division, or TA number	Incumbent's name or "N/A"	Term Ending (Year)
		<input type="checkbox"/> N/A
		<input type="checkbox"/> N/A
		<input type="checkbox"/> N/A
		<input type="checkbox"/> N/A
		<input type="checkbox"/> N/A

B. List "at-large" office(s) to be filled. Attach additional pages if necessary.

Incumbent's name	Term Ending (Year)
Elaine Johnson	December 8, 2026
Danielle Reynolds	December 8, 2026

2. NUMBER OF SHORT-TERM OFFICES TO BE FILLED AND HOW ELECTED

How many short-term (or 2-year term) offices for district directors, trustees, or board members are to be elected to a short-term at this election? (If there are no short-term offices to be filled, please print "N/A") 1

How are they to be elected? (Please mark all applicable boxes) by-division by-district by-trustee area at-large

Please list the offices below.

District, Division, or TA number (If applicable)	Incumbent's name	Term Ending (Year)
Cuyama Joint Unified SD	Michael Foller	2028

You are further notified that if a candidate files a candidate statement of qualifications pursuant to Elections Code Section 13307, the cost of printing and handling of the statement shall be paid by the: Candidate

Date: 5/21/2026

[Signature]
 PRINT "CANDIDATE" OR "DISTRICT"
 SIGNATURE OF DISTRICT SECRETARY

ORDER OF ELECTION

(Education Code Sections 5000, 5018, 5304, 5322)

RESOLUTION ORDERING GOVERNING BOARD MEMBER ELECTION & NOTICE TO CONSOLIDATE

WHEREAS, the regular biennial election of governing board members is ordered by law pursuant to section 5000 of the Education Code to fill offices of members of the governing board of CJUSD School/Community College District of Santa Barbara County; and

WHEREAS, pursuant to Section 5340 of the Education Code, said election must be consolidated with any other school or community college district governing board elections in the same area on the same day; and

WHEREAS, pursuant to section 10400 of the Elections Code, said election may be consolidated with other elections to be held on the same day;

NOW, THEREFORE, BE IT RESOLVED that Dr. Susan Salcido, Santa Barbara County Superintendent of Schools, call the election as ORDERED and in accordance with the designations contained in the following Specifications of the Election Order made under the authority of Education Code Sections 5304 and 5322.

SPECIFICATIONS OF THE ELECTION ORDER

The election shall be held on Tuesday, November 3, 2026

The purpose of the election¹ is to elect 3 members of the governing board of Cuyama Joint Unified School District School/Community College District.

² Indicate if any offices are for two-year terms: 1- two year term

IT IS FURTHER ORDERED that the clerk or secretary of the district shall deliver, not less than 123 days prior to the date set for the election, two copies of this Resolution and Order to the county superintendent of schools, and one copy to the officer conducting the election.³

THE FOREGOING RESOLUTION AND ORDER was adopted by a formal vote of the governing board of the CJUSD School/Community College District of Santa Barbara County, being the board authorized by law to make the designations therein contained, on May 21, 2026.

(Signed) Alfonso Garcia
Clerk/Secretary of the Governing Board

Instructions

¹ If election is called under ECS 5018, insert:

Another purpose is whether the number of members of the governing board of _____ District shall be increased from three to five
Another purpose of the election shall be to elect two additional members of the governing board of _____ District to serve if the above measure is approved.

² Indicate if any offices are for two-year terms (as opposed to four-year terms)

³ After the Order of Election is adopted by the board, the clerk or secretary should sign the Order and deliver two copies to the county superintendent of schools and one to the officer conducting the election not less than 123 days prior to the date set for the election (ECS 5322). One of these copies is to be delivered by the county superintendent to the county clerk or registrar of voters with a copy of the Notice of Election, at least 123 days prior to the date of election (ECS 5324).

6. CURRENT OFFICEHOLDERS AND TERMS OF OFFICE

(Please attach a sheet if more space is needed):

If applicable, District, Division, or Trustee Area number (Ex. Dist. 1: Div 1: TA 1)	Officeholder's Name	Residence Address (No PO Boxes)	Term Ending (Year)	Elected/Appointed in Lieu of Election/Appointed to Vacancy
	Jeffrey Mitchell	4355 Highway 33 Maricopa, CA 93252	December 13, 2028	<input type="checkbox"/> Elected <input checked="" type="checkbox"/> Appt. in Lieu <input type="checkbox"/> Appt. to Vacancy
	Elaine Johnson	2955 Wasioja Road New Cuyama, CA 93254	December 8, 2026	<input checked="" type="checkbox"/> Elected <input type="checkbox"/> Appt. in Lieu <input type="checkbox"/> Appt. to Vacancy
	Jeanette Rosales	4785 Cebrian Ave New Cuyama, CA 93254	December 13, 2028	<input type="checkbox"/> Elected <input checked="" type="checkbox"/> Appt. in Lieu <input type="checkbox"/> Appt. to Vacancy
	Danielle Reynolds	2677 Highway 33 Maricopa, CA 93252	December 8, 2026	<input type="checkbox"/> Elected <input type="checkbox"/> Appt. in Lieu <input checked="" type="checkbox"/> Appt. to Vacancy
	Michael Fuller <i>Mr. Fuller resigned</i> <i>2-yr. short term - vacancy</i>	4659 Cebrian Ave New Cuyama, CA 93254	December 8, 2026	<input type="checkbox"/> Elected <input type="checkbox"/> Appt. in Lieu <input checked="" type="checkbox"/> Appt. to Vacancy
				<input type="checkbox"/> Elected <input type="checkbox"/> Appt. in Lieu <input type="checkbox"/> Appt. to Vacancy
				<input type="checkbox"/> Elected <input type="checkbox"/> Appt. in Lieu <input type="checkbox"/> Appt. to Vacancy

2- full term opening (4-yr.)
1- short term for Mr. Michael Fuller (2yr.)



MICHELLE ASCENCION
Clerk-Recorder & Registrar of Voters
Elections Division

Notice to the County Clerk of Elective Offices to be filled in the

Cuyama Joint Unified School District
 (Name of City, School or Special District)

You are hereby notified that a Statewide General Election will be held on November 3, 2026.

Records indicate that the elective offices held by the persons listed below are to be filled:

Name of Officeholder	Title & District/Division	Term of Office*
<u>Jeffrey Mitchell</u>	<u>Board President</u>	<u>Dec. 13, 2028</u>
<u>Elaine Johnson</u>	<u>Board Clerk</u>	<u>Dec. 8, 2026</u>
<u>Jeanette Rosales</u>	<u>Board Member</u>	<u>Dec. 13, 2028</u>
<u>Danielle Reynolds</u>	<u>Board Member</u>	<u>Dec. 8, 2026</u>
* <u>Michael Fuller</u>	<u>Board Member</u>	<u>Dec. 8, 2026</u>
↳ resigned we will fill his short term (2 yr.) position		

The Candidate is to pay for the printing, handling, translating, and mailing
 City/District/Candidate**

of the candidate's statements pursuant to Section 13307 of the Elections Code.

Dated: 5-21-2026

(SEAL)

 City Clerk/Elections Official

* Please note if any appointments were made to fill vacancies and indicate expiration of terms.

** Indicate City, District or Candidate depending upon which entity is to be billed for the cost of printing and handling the candidate's statement.

ORDER OF ELECTION

(Education Code Sections 5000, 5018, 5304, 5322)

RESOLUTION ORDERING GOVERNING BOARD MEMBER ELECTION & NOTICE TO CONSOLIDATE

WHEREAS, the regular biennial election of governing board members is ordered by law pursuant to section 5000 of the Education Code to fill offices of members of the governing board of CJUSD School/Community College District of Santa Barbara County; and

WHEREAS, pursuant to Section 5340 of the Education Code, said election must be consolidated with any other school or community college district governing board elections in the same area on the same day; and

WHEREAS, pursuant to section 10400 of the Elections Code, said election may be consolidated with other elections to be held on the same day;

NOW, THEREFORE, BE IT RESOLVED that Dr. Susan Salcido, Santa Barbara County Superintendent of Schools, call the election as ORDERED and in accordance with the designations contained in the following Specifications of the Election Order made under the authority of Education Code Sections 5304 and 5322.

SPECIFICATIONS OF THE ELECTION ORDER

The election shall be held on Tuesday, November 3, 2026

The purpose of the election¹ is to elect 3 members of the governing board of Cuyama Joint Unified School District School/Community College District.

² Indicate if any offices are for two-year terms: 1 - is a 2 yr. Term

IT IS FURTHER ORDERED that the clerk or secretary of the district shall deliver, not less than 123 days prior to the date set for the election, two copies of this Resolution and Order to the county superintendent of schools, and one copy to the officer conducting the election.³

THE FOREGOING RESOLUTION AND ORDER was adopted by a formal vote of the governing board of the CJUSD School/Community College District of Santa Barbara County, being the board authorized by law to make the designations therein contained, on May 21, 2026.

(Signed) 
Clerk/Secretary of the Governing Board

Instructions

¹ If election is called under ECS 5018, insert

Another purpose is whether the number of members of the governing board of

District shall be increased from three to five

Another purpose of the election shall be to elect two additional members of the governing board of measure is approved

District to serve if the above

² Indicate if any offices are for two-year terms (as opposed to four-year terms)

³ After the Order of Election is adopted by the board, the clerk or secretary should sign the Order and deliver two copies to the county superintendent of schools and one to the officer conducting the election, not less than 123 days prior to the date set for the election (ECS 5322). One of these copies is to be delivered by the county superintendent to the county clerk or registrar of voters, with a copy of the Notice of Election, at least 123 days prior to the date of election (ECS 5321).

6. CURRENT OFFICEHOLDERS AND TERMS OF OFFICE

(Please attach a sheet if more space is needed):

If applicable, District, Officeholder's Name Division, or Trustee Area number (Ex. Dist 1 Div 1 TA 1)	Residence Address (No PO Boxes)	Term Ending (Year)	Elected/Appointed in Lieu of Election/Appointed to Vacancy
Jeffrey Mitchell	4355 Highway 33 Maricopa, CA 93252	December 13, 2028	<input type="checkbox"/> Elected <input checked="" type="checkbox"/> Appt. in Lieu <input type="checkbox"/> Appt. to Vacancy
Elaine Johnson	295 Wasioja Road New Cuyama, CA 93254	December 8, 2026	<input checked="" type="checkbox"/> Elected <input type="checkbox"/> Appt. in Lieu <input type="checkbox"/> Appt. to Vacancy
Jeanette Rosales	4785 Cebrian Ave New Cuyama, CA 93254	December 13, 2028	<input type="checkbox"/> Elected <input checked="" type="checkbox"/> Appt. in Lieu <input type="checkbox"/> Appt. to Vacancy
Danielle Reynolds	2677 Highway33 Maricopa, CA 93252	December 8, 2026	<input type="checkbox"/> Elected <input type="checkbox"/> Appt. in Lieu <input checked="" type="checkbox"/> Appt. to Vacancy
Michael Fuller	4659 Cebrian Ave New Cuyama, CA 93254	December 8, 2028	<input type="checkbox"/> Elected <input type="checkbox"/> Appt. in Lieu <input checked="" type="checkbox"/> Appt. to Vacancy
			<input type="checkbox"/> Elected <input type="checkbox"/> Appt. in Lieu <input type="checkbox"/> Appt. to Vacancy
			<input type="checkbox"/> Elected <input type="checkbox"/> Appt. in Lieu <input type="checkbox"/> Appt. to Vacancy

*Resigned effective May 21, 2026
Term ends December 2028*



County of San Luis Obispo Elections Division
NOTICE OF ELECTIVE OFFICES TO BE FILLED

DISTRICT NAME: Cuyama Joint Unified School District

You are hereby notified that at the **General Election** to be held for the above district on **November 3, 2026**, the elective office(s) listed below are to be filled. If there are none, please put "N/A".

4. NUMBER OF FULL-TERM OFFICES TO BE FILLED AND HOW ELECTED

Number of Full-Term offices up for election? 2

Office, and if applicable, District, Division, or Trustee Area number (Ex. Mayor, City Council, Dist. 1; Div. 1; TA 1; Area 1) or At-Large	Officeholder's Name	Residence Address (No PO Boxes)	Elected/Appointed in Lieu of Election/Appointed to Vacancy
	Elaine Johnson	2956 Wasioja Road New Cuyama, Ca 93254	<input checked="" type="checkbox"/> Elected <input type="checkbox"/> Appt. in Lieu <input type="checkbox"/> Appt. to Vacancy
	Danielle Reynolds	2677 Highway 33 Maricopa, CA 93252	<input type="checkbox"/> Elected <input checked="" type="checkbox"/> Appt. in Lieu <input type="checkbox"/> Appt. to Vacancy
			<input type="checkbox"/> Elected <input type="checkbox"/> Appt. in Lieu <input type="checkbox"/> Appt. to Vacancy
			<input type="checkbox"/> Elected <input type="checkbox"/> Appt. in Lieu <input type="checkbox"/> Appt. to Vacancy



County of San Luis Obispo Elections Division
NOTICE OF ELECTIVE OFFICES TO BE FILLED

5. NUMBER OF SHORT-TERM OFFICES TO BE FILLED AND HOW ELECTED

Number of Short-Term offices up for election? 1

Office, and if applicable, District, Division, or Trustee Area number (Ex. Mayor, City Council, Dist. 1; Div. 1; TA 1; Area 1) or At-Large	Officeholder's Name	Residence Address (No PO Boxes)	Elected/Appointed in Lieu of Election/Appointed to Vacancy
		4659 Cebrian Ave New Cuyama, CA 93254	<input type="checkbox"/> Elected <input type="checkbox"/> Appt. in Lieu <input checked="" type="checkbox"/> Appt. to Vacancy
	Michael Fuller	4659 Cebrian Ave New Cuyama, CA 93254	<input type="checkbox"/> Elected <input type="checkbox"/> Appt. in Lieu <input type="checkbox"/> Appt. to Vacancy
			<input type="checkbox"/> Elected <input type="checkbox"/> Appt. in Lieu <input type="checkbox"/> Appt. to Vacancy
			<input type="checkbox"/> Elected <input type="checkbox"/> Appt. in Lieu <input type="checkbox"/> Appt. to Vacancy
			<input type="checkbox"/> Elected <input type="checkbox"/> Appt. in Lieu <input type="checkbox"/> Appt. to Vacancy

**CUYAMA JOINT UNIFIED SCHOOL DISTRICT GOVERNING BOARD RESOLUTION
ON THE FIVE-YEAR SCHOOL FACILITIES MASTER PLAN REQUIREMENT
FOR
SCHOOL FACILITY PROGRAM CAREER TECHNICAL EDUCATION FACILITIES
PROGRAM FUNDING APPLICATIONS**

RESOLUTION NO. **2025-2026:29**

RESOLUTION AUTHORIZING FILING OF APPLICATION(S) FOR STATE
ALLOCATION BOARD-ADMINISTERED CAREER TECHNICAL EDUCATION
FACILITIES PROGRAM FOR THE CUYAMA JOINT UNIFIED SCHOOL
DISTRICT "CJUSD" FOR (CUYAMA VALLEY HIGH SCHOOL) SCHOOL ON

JUNE 25, 2026

WHEREAS, Education Code established multiple programs to be administered by the Department of General Services (DGS) as staff to the State Allocation Board (SAB); and

WHEREAS, the Cuyama Joint Unified School District intends to file applications for funding, and/or certify information under the Career Technical Education Facilities Program (CTEFP), a program within the School Facility Program (SFP); and

WHEREAS, the Cuyama Joint Unified School District is aware that all application submittals on or after October 31, 2024, are subject to Section 17070.54 of the Education Code and SFP Regulation Section 1859.18; and

WHEREAS, the Cuyama Joint Unified School District is aware of the minimum requirements for the five-year school facilities master plan as outlined in Section 17070.54 of the Education Code and SFP Regulation Section 1859.18; and

NOW, THEREFORE BE IT RESOLVED THAT, as a condition of participating in the CTEFP, as administered by the SAB, the Cuyama Joint Unified School District shall submit to the DGS a five-year school facilities master plan, updated five-year school facilities master plan, or a governing board resolution updating the required components of the master plan that were materially affected and a description of what changed, approved by the governing board of the Cuyama Joint Unified School District for all *Application for Career Technical Education Facilities Funding (Form SAB 50-10)* submittals on or after October 31, 2024, pursuant to SFP Regulation Section 1859.18; and

NOW, THEREFORE BE IT RESOLVED THAT, pursuant to SFP Regulation Section 1859.18.1(c)(1), the Cuyama Joint Unified School District, as a condition of SFP funding, must submit a five-year school facilities master plan within 18 months of fund release, or concurrently with submittal of the 100 percent complete *Expenditure Report (Form SAB 50-06)* if submitted less than 18 months following fund release; and

NOW, THEREFORE BE IT RESOLVED THAT, pursuant to SFP Regulation Section 1859.18.1(c)(2), the Cuyama Joint Unified School District acknowledges that the Apportionment may be rescinded for failure to submit a complete and valid master plan within the timeline specified in (c)(1).

PASSED AND ADOPTED on June 25, 2026, by the Cuyama Joint Unified School District Board of Trustees by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTION:

Date: _____

Jeffrey Mitchell, Board President
Cuyama Joint Unified School District

CERTIFICATION

I, Elaine Johnson, certify that the foregoing is a correct copy of a resolution passed and adopted by the Cuyama Joint Unified School District on June 25, 2026.

Date: _____

Elaine Johnson, Board Clerk
School Joint Unified School District



2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Cuyama Joint Unified School District	Alfonso Gamino Superintendent	agamino@cuyamaunified.org (661) 766-2482

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	10	70%	21.4%	0%	0%	8.7%	0%	0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
Visual and Performing Arts			3			
World Language				4		

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Based on analysis of educational partner input and local data, including the 2025–26 California Healthy Kids Survey (CHKS) and the November 2025 Community/School Partnership Survey, the LEA demonstrates meaningful progress in building trusting and respectful relationships between school staff and families. CHKS results indicate positive perceptions related to family involvement and supportive school relationships. Seventy-six percent (76%) of elementary students reported positive parent involvement in their schooling, while 81% reported that adults at school hold high expectations for them, and 64% reported having caring adult relationships at school. Additionally, 92% of students reported being treated with respect, and 75% reported feeling safe at school, reflecting welcoming environments that support family engagement and student well-being.

Results from the Community/School Partnership Survey further reinforce these strengths. Respondents, including families, staff, and community partners, rated statements related to trust, respect, and partnership at consistently high levels, with average ratings above 4.5 out of 5. A majority of respondents indicated that families feel welcomed on school campuses, that communication between families and educators is honest and transparent, and that families are viewed as partners in supporting student success. The LEA supports relationship-building through multiple two-way communication methods, including in-person meetings, phone calls, email, PowerSchool messaging, surveys, and school and community events. Survey feedback highlights that families value individualized, in-person communication and flexible scheduling, which the LEA continues to prioritize when feasible. While survey data reflect strong progress, educational partners also identified ongoing barriers such as language differences, transportation challenges, and scheduling conflicts. These findings inform the LEA's continued focus on strengthening culturally and linguistically responsive practices, expanding access, and sustaining inclusive family engagement efforts as part of continuous improvement and LCAP development.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Based on analysis of educational partner input and local data, including the 2025–26 California Healthy Kids Survey (CHKS) and the November 2025 Community/School Partnership Survey, the LEA has identified several focus areas to strengthen and sustain relationships between school staff and families. While survey results reflect generally positive perceptions of trust, respect, and communication, educational partners identified ongoing barriers that limit consistent family engagement. These include language differences, transportation challenges, work schedules, and competing family responsibilities, which can reduce families' ability to participate in school activities and engage regularly with staff. Another focus area for improvement is the need to formalize and systematize family engagement practices across the district. Much of the LEA's relationship-building currently occurs through informal, individualized efforts by staff. While effective, these practices are not always consistent or documented, which may lead to variability in family experiences across sites and programs.

Educational partner feedback also indicates an opportunity to strengthen staff capacity through targeted professional learning focused on culturally and linguistically responsive engagement strategies, effective two-way communication, and asset-based approaches to working with families. Expanding staff training will support more equitable and sustainable engagement practices districtwide. Additionally, the LEA seeks to improve proactive communication and advance notice of events, as families expressed a desire for clearer, more consistent information and flexible scheduling options, including evening or community-based engagement opportunities. These focus areas will guide future LCAP actions aimed at reducing barriers, strengthening staff capacity, and ensuring all families, particularly those of unduplicated students and students with exceptional needs, are meaningfully engaged as partners in supporting student success.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Based on analysis of educational partner input and local data, including the 2025–26 California Healthy Kids Survey (CHKS) and the November 2025 Community/School Partnership Survey, the LEA identified underrepresented families who experience barriers related to language access, transportation, work schedules, and limited availability to engage during traditional school hours. To improve engagement, the LEA will prioritize culturally and linguistically responsive communication, including providing translated materials, interpretation services, and plain-language communication to ensure families can access and understand school information. The LEA will continue to expand the use of multiple communication methods, such as phone calls, text messages, email, and in-person outreach, to meet families where they are and reduce reliance on a single communication platform.

The LEA will strengthen personalized outreach efforts through the use of trusted, relationship-based approaches. The district employs a Promotora, a community-based liaison who serves as a bridge between families, schools, and community resources. The Promotora supports family engagement by providing culturally responsive outreach, facilitating communication in families' primary language, supporting navigation of school systems, and building trust with families who may be less likely to engage through traditional school structures.

In addition, the LEA prioritizes hiring staff from within the local community, including bilingual staff who speak Spanish, the primary language for many families in the district. This practice strengthens relationships by ensuring families can communicate with school staff in their home language and engage with individuals who understand the cultural context of the community.

These efforts include intentional follow-up with families who are less likely to participate in school events, particularly families of unduplicated students and students with exceptional needs. To address logistical barriers, the LEA will increase flexible engagement opportunities, including offering meetings and events during evenings, after school

hours, or in community-based settings when feasible. When possible, the LEA will coordinate supports such as child-friendly activities and transportation assistance to reduce participation barriers.

Additionally, the LEA will build staff capacity through professional learning focused on equity-centered family engagement practices, asset-based approaches, and strategies for building trust with historically underrepresented families. Feedback from underrepresented families will be intentionally solicited through surveys, informal conversations, and community partnerships and will be used to continuously improve engagement strategies.

These actions will support the LEA's goal of ensuring that all families feel welcomed, respected, and valued as partners in their children's education and will inform ongoing LCAP development and continuous improvement efforts.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	3
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Based on analysis of educational partner input and local data, including the 2025–26 California Healthy Kids Survey (CHKS) and the November 2025 Community/School Partnership Survey, the LEA demonstrates meaningful strengths and progress in building partnerships between families, educators, and schools to support positive student outcomes.

A key strength of the LEA is its small, close-knit school community, which allows administrators, teachers, and support staff to know every student by name and to maintain strong, personal relationships with students and their families. Educational partner input reflects that families feel known, respected, and comfortable communicating with school staff. This structure supports frequent communication, early identification of academic and social-emotional needs, and collaborative problem-solving focused on improving student outcomes.

Survey data further reflect positive conditions that support effective partnerships. CHKS results show that 81% of students reported that adults at school hold high expectations for them, 64% reported having caring adult relationships, and 76% of elementary students reported positive parent involvement. These findings indicate that families and staff are actively engaged in supporting student learning and development.

The LEA has also made progress in providing professional learning and support to teachers and administrators to strengthen family-school partnerships. Community/School Partnership Survey results demonstrate strong agreement that staff value families as partners and work collaboratively to support student success, with average ratings above 4.5 out of 5 on measures related to trust, collaboration, and shared responsibility.

Additional strengths include the LEA's use of multiple communication and engagement opportunities, such as parent-teacher conferences, in-person meetings, phone calls, email, PowerSchool messaging, and school and community events. These approaches support ongoing dialogue between families and educators and reinforce partnerships centered on student progress.

Overall, educational partner input and survey data indicate that the LEA is progressing from Initial Implementation toward Full Implementation in building partnerships for student outcomes, with strong relational foundations and continued growth in consistency and structure. These strengths will continue to inform LCAP actions and continuous improvement efforts.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Based on analysis of educational partner input and local data, including the 2025–26 California Healthy Kids Survey (CHKS) and the November 2025 Community/School Partnership Survey, the LEA has identified several focus areas to strengthen and sustain partnerships with families in support of improved student outcomes.

While survey data reflect strong relationships and trust between families and school staff, educational partner feedback indicates a need to increase consistency and structure in how families receive information and resources to support student learning at home. Families expressed interest in clearer guidance related to academic expectations, progress monitoring, and strategies they can use to support learning outside of school. Strengthening this area aligns with the LEA's Initial Implementation rating for providing families with learning resources.

Another focus area for improvement is expanding systematic opportunities for families, students, and teachers to collaboratively review student progress and identify strategies for improvement. Although conferences and meetings are offered, participation varies due to barriers such as work schedules, transportation, and availability. Survey feedback suggests that families would benefit from more flexible meeting options, increased advance notice, and alternative formats to support consistent participation.

Educational partner input also identified a need to improve how the LEA supports families in understanding and exercising their legal rights, particularly for families of unduplicated students and students with exceptional needs. While individualized support is available, survey responses indicate that information is not always provided in a consistent or proactive manner. The LEA recognizes the need to strengthen communication related to student supports, services, and advocacy opportunities.

Additionally, while staff demonstrate a strong commitment to partnering with families, the LEA has identified an opportunity to expand targeted professional learning focused on strengthening family-school partnerships tied directly to student outcomes. Continued professional development will support staff in using data, communication strategies, and culturally responsive practices to engage families as active partners in supporting academic and social-emotional growth.

These focus areas will guide future LCAP actions aimed at strengthening consistency, accessibility, and effectiveness of family-school partnerships to support improved student achievement and well-being.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Based on analysis of educational partner input and local data, including the 2025–26 California Healthy Kids Survey (CHKS) and the November 2025 Community/School Partnership Survey, the LEA identified underrepresented families who face barriers to full participation in partnerships that support student outcomes. These barriers include language access, transportation, work schedules, limited availability during traditional school hours, and varying levels of familiarity with academic systems and student support services. With an unduplicated pupil percentage of 87%, the LEA recognizes that the majority of students and families served experience one or more of these barriers, making equitable family engagement a critical priority.

To improve engagement, the LEA will strengthen relationship-based and culturally responsive partnership strategies that directly support student learning and development. The district will continue to utilize its Promotora, a trusted community-based liaison who supports families by facilitating communication in their primary language, helping families navigate academic systems, and connecting them to school and community resources. This role supports families in engaging more fully in discussions related to student progress, academic goals, and available supports.

The LEA will also continue to prioritize hiring bilingual staff from within the local community, particularly Spanish-speaking staff, to ensure families can meaningfully participate in conversations about their students' academic progress, learning needs, and pathways to success. These practices are especially critical given the high percentage of unduplicated students served.

To further reduce barriers, the LEA will expand flexible and accessible opportunities for families to engage in partnership activities, including offering meetings during evenings, after school hours, and in community-based settings when feasible. Alternative formats such as phone conferences and small-group meetings will also be used to support participation.

In addition, the LEA will provide families with clear, accessible information and resources to support learning at home and to understand academic programs, services, and advocacy opportunities. Feedback from underrepresented families will be intentionally solicited through surveys, informal outreach, and community partnerships and will be used to continuously refine engagement strategies.

These actions will support the LEA's goal of increasing equitable family participation in partnerships that promote improved academic achievement, social-emotional development, and long-term student success and will inform ongoing LCAP development and continuous improvement efforts.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3

Practices	Rating Scale Number
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Based on analysis of educational partner input and local data, including the 2025–26 California Healthy Kids Survey (CHKS) and the November 2025 Community/School Partnership Survey, the LEA demonstrates steady progress in providing meaningful opportunities for families, staff, and community members to participate in decision-making processes. Educational partner input reflects positive perceptions of the district's commitment to transparency and two-way communication. Community/School Partnership Survey results show high levels of agreement, averaging above 4.5 out of 5, on items indicating that the LEA values family voice, listens to feedback, and considers that feedback in planning and decision-making.

The LEA has established multiple avenues for collecting input, including annual surveys, School Site Council meetings, parent meetings, board meetings, informal conversations, and community events. These structures provide opportunities for families and stakeholders to share perspectives on student needs, school programs, and district priorities. CHKS data reinforce this progress, with students reporting strong perceptions of safety, respect, and positive relationships with adults at school—conditions that support a climate where families feel comfortable sharing input.

A key strength is the LEA's small, community-centered structure, which fosters close relationships between families and staff. Administrators and teachers are accessible, which helps families engage more readily in conversations about district planning. The LEA benefits from bilingual staff and a Promotora who support outreach to Spanish-speaking families, ensuring input opportunities are linguistically accessible. Surveys, meetings, and communication are consistently provided in English and Spanish, helping expand participation among underrepresented families and families of unduplicated students.

Overall, the LEA has built a foundation for engaging educational partners in decision-making and is progressing from Initial Implementation toward more consistent practices. Local data show that families believe their voices are welcomed, respected, and considered. The district's ongoing use of surveys, advisory groups, and personalized outreach demonstrates a commitment to continuous improvement in how educational partners inform the LCAP and other district plans.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Based on analysis of educational partner input and local data, including the 2025–26 California Healthy Kids Survey (CHKS) and the November 2025 Community/School Partnership Survey, the LEA has identified several key focus areas to strengthen its systems for seeking input and involving families in decision-making.

A primary area for improvement is the need to formalize and systematize decision-making structures. While the LEA currently gathers feedback through surveys, meetings, and informal conversations, these processes vary across programs and are not consistently documented. Educational partner feedback indicates a desire for clearer processes that show how input is collected, analyzed, and used to inform decisions. Developing standardized

procedures will increase transparency and help families understand how their contributions shape school and district planning.

Another focus area is expanding participation from a broader and more representative group of families. Survey results indicate that language barriers, limited transportation, work schedules, and competing responsibilities continue to limit participation in advisory groups and engagement opportunities. The LEA recognizes the need to increase flexible options such as virtual meetings, evening sessions, community-based gatherings, and more proactive outreach to ensure all voices, especially those of unduplicated students and students with exceptional needs—are included.

The LEA has also identified a need to build capacity for effective engagement. Staff would benefit from additional training on facilitating advisory groups, using culturally responsive strategies, and supporting two-way communication that encourages meaningful family participation. Families similarly expressed the need for clearer guidance on advisory roles, decision-making processes, and how their input contributes to the development of the LCAP and other district plans.

Improving communication about opportunities for involvement is another area of focus. Educational partners requested earlier notification of meetings, clearer explanations of the topics under review, and more visible follow-up on how feedback has influenced district decisions. Strengthening communication loops will help families see their input as impactful and valued.

Finally, the LEA intends to enhance targeted outreach to underrepresented families, particularly those of unduplicated students and students with exceptional needs. The LEA's existing practices—such as bilingual communication and the use of a Promotora—will be expanded to ensure that the families who face the greatest barriers to participation are intentionally included in decision-making processes.

Collectively, these focus areas will guide future LCAP actions aimed at building more consistent, accessible, and equitable systems for educational partner input and shared decision-making.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Based on analysis of educational partner input and local data, including the 2025–26 California Healthy Kids Survey (CHKS) and the November 2025 Community/School Partnership Survey, the LEA identified several groups of underrepresented families who face barriers to participation in decision-making. These barriers include language differences, transportation limitations, work schedules, childcare needs, and limited familiarity with school governance processes such as advisory groups and the LCAP. To address these barriers and strengthen equitable participation, the LEA will implement targeted strategies to improve access, communication, and family capacity for engagement.

To ensure all families can meaningfully participate, the LEA will expand culturally and linguistically responsive communication. This includes continuing to provide translated materials, interpretation services, and plain-language explanations of topics under review. The LEA will also broaden its use of multimodal communication, text messages, phone calls, email, and in-person outreach, to better reach families who may not consistently engage through one platform.

A central strategy is the continued and expanded use of the LEA's Promotora, who serves as a trusted, culturally knowledgeable liaison between families and the school system. The Promotora will support outreach to families who participate less frequently in advisory groups, explain the purpose and value of involvement in decision-making, and help families of unduplicated students and students with exceptional needs navigate district processes.

To reduce logistical barriers, the LEA will provide multiple, flexible avenues for participation. This includes offering meetings at various times of day, providing virtual and phone-based participation options, and hosting engagement opportunities at community-based locations when appropriate. When feasible, the LEA will coordinate supports such as childcare, transportation assistance, and family-friendly activities to increase accessibility for families with competing responsibilities.

The LEA will also focus on strengthening the capacity of both staff and families to participate effectively in decision-making. Families will receive clearer information about advisory roles, decision-making processes, and how their input directly influences district actions. Staff will receive professional learning on culturally responsive facilitation, collaborative leadership, and strategies for engaging historically underrepresented families in meaningful dialogue.

To build trust and reinforce the value of family participation, the LEA will enhance follow-up communication. This includes sharing summaries of family input and clearly communicating how feedback was used in district decisions, including the LCAP. Providing this transparency will help families see the impact of their voice and promote sustained and increased engagement.

Through these strategies, the LEA will work to ensure that all families—particularly those who have been underrepresented, have equitable opportunities to participate in shaping district programs, policies, and priorities. These actions will support more inclusive and representative decision-making processes and will inform ongoing LCAP development and continuous improvement efforts.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Cuyama Joint Unified School District administers multiple climate surveys annually, including the California Healthy Kids Survey (CHKS) for elementary and secondary students and the Community/School Partnership Survey for families, students, staff, and community partners. Together these data provide a comprehensive view of school safety, connectedness, engagement, and stakeholder experience across all grade spans.

Elementary CHKS (Grade 5). Students reported caring adult relationships 64%, high expectations 81%, and feeling safe at school/to-from school 75%. School connectedness averaged 58% and antibullying climate 79%. Concerns included peer conflict (pushing/teasing/rumors) reported 55–58% at least some of the time and lower meaningful participation 43%. Subgroup reporting is limited due to small sample sizes; available demographics show 58% Hispanic/Latino among respondents.

Secondary CHKS (Grades 7, 9, 11). Strengths included safety (75% of Grade 7 feel safe at school) and caring relationships, but engagement declines with grade level. High boredom rises from 30% (Grade 7) to 62% (Grade 9); academic motivation is 60% (G7) and 71% (G9). Mental-health indicators increase (G7 chronic sadness 27%; suicide consideration 20%; G9 similar), and harassment is more frequent (25% of Grade 9 report any harassment). Subgroup data are limited by small n; available demographics show 70–71% Hispanic/Latino among secondary respondents.

Community/School Partnership Survey (Nov 2025). Stakeholders (families, students, staff, community) rated climate and partnership 4.6–4.9/5 overall and identified barriers including language access, transportation, childcare, and inconsistent communication (local survey results).

Summary. Across sources, CJUSD's strengths are strong adult–student relationships, high perceptions of safety, and positive school climates. Identified needs include declining secondary engagement, increasing mental-health concerns, peer-to-peer conflict, and barriers that limit equitable family participation. While subgroup analysis is limited by small n, available data consistently reflect a predominantly Hispanic/Latino student population, guiding a focus on bilingual and culturally responsive supports.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Analysis of 2025–26 data shows CJUSD's strongest areas are caring adult relationships, a welcoming environment, and high perceptions of safety—especially in elementary grades (Grade 5: caring adults 64%, high expectations 81%, safety 75%). Grade 7 students similarly reported feeling safe (75%), demonstrating the benefits of CJUSD's close-knit school settings.

The Community/School Partnership Survey echoes these strengths, with families, staff, students, and community members rating safety, respect, and partnership 4.6–4.9/5, reflecting strong trust and appreciation for school staff. Key needs also emerged. Engagement declines significantly in secondary grades: connectedness drops, boredom increases from 30% (G7) to 62% (G9), and meaningful participation is lower than in elementary grades, indicating the need for more student voice, engaging instruction, relevant coursework, and broader extracurricular options. Mental-health concerns intensify as students age. Grade 7 data show 27% reporting chronic sadness and 20% reporting suicide consideration, with Grade 9 showing similar patterns. Elementary results (25% frequent sadness) indicate the need for schoolwide mental-health supports across grade spans.

Peer climate concerns are present in both spans. Elementary students report 55–58% pushing/teasing/rumors, while secondary students report increased verbal harassment, including 25% of Grade 9 reporting any harassment. The Partnership Survey identified structural barriers impacting family engagement: language, transportation, childcare, and inconsistent communication. Staff indicated feeling overwhelmed by outreach demands, suggesting the need for clearer systems and supports.

Because of small student numbers, disaggregated CHKS subgroup reporting is limited; however, available data show a majority Hispanic/Latino population (58% in Grade 5; 70–71% in Grades 7–9)—reinforcing the importance of bilingual and culturally responsive communication.

In summary: CJUSD excels in safety and relationships but must strengthen secondary engagement, expand mental-health supports, address peer conflict, and remove barriers to family participation.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the CHKS and Community/School Partnership Survey results, CJUSD will update plans, policies, and procedures to strengthen school climate. Actions focus on: secondary engagement, mental-health supports, bullying prevention, family engagement, and continuous improvement.

1. Secondary student engagement & belonging
 - Increase relevance and engagement through project-based learning, hands-on activities, and culturally responsive strategies.
 - Expand student voice and leadership (student advisory groups, classroom decision-making).
 - Broaden electives, clubs, enrichment, and CTE-aligned opportunities.
 - Strengthen advisory/homeroom so each student has a consistent adult and smoother transitions.
2. Mental-health supports & early identification
 - Increase counseling access and referral capacity through county mental-health partnerships.
 - Implement universal wellness check-ins at key transitions (Grades 5-6 and 8-9).
 - Train all staff annually in SEL, trauma-informed practices, and suicide-prevention; embed SEL lessons K-12.
3. Bullying prevention & peer relationships
 - Update procedures with clear reporting pathways, prompt family follow-up, and consistent restorative responses.
 - Implement peer-mentor/mediator programs and schoolwide lessons on digital citizenship and respectful interactions.
 - Increase supervision in identified hotspots and monitor trends monthly.
4. Family engagement & access
 - Provide translated, plain-language communication; enhance use of ParentSquare/PowerSchool.
 - Offer flexible meeting formats and times; when feasible, provide childcare, transportation, and interpreters.
 - Publish an annual family-engagement calendar; train staff in culturally responsive outreach.
5. Data & continuous improvement
 - Incorporate climate indicators into MTSS/site leadership cycles, reviewing wellness, behavior, and engagement data every 6-8 weeks.
 - Continue annual CHKS and Partnership Survey administration and add brief mid-year "pulse checks."
 - Strengthen internal subgroup monitoring (even with small n) to detect needs early.

Implementation: Site plans will include timelines, responsible leads, and measurable indicators (connectedness scale, harassment reports, counseling access, family participation). Central office will provide coaching, monitor progress each trimester, and report to stakeholders to ensure climate improvements align with identified needs.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

The LEA uses multiple locally selected measures and tools to monitor whether all students—including unduplicated students and students with exceptional needs, have access to and are enrolled in a broad course of study. PowerSchool is the primary system for tracking student schedules, course enrollment, access to required courses of study by grade span, and participation in electives, CTE pathways, dual enrollment, and visual/performing arts offerings. Access to supplemental and extended learning opportunities, including after-school tutoring provided to every student, ASES enrichment, performing arts, athletics, and FFA, is monitored through program sign-in sheets.

tutoring attendance logs, and internal rosters. For students with exceptional needs, IEP service logs and SBCEO-provided documentation verify access to the full curriculum with appropriate accommodations. Annual staff, parent, and student surveys provide additional perception data on program availability, barriers to participation, and the overall breadth of the instructional program. Together, these tools allow the LEA to monitor equitable access and participation across all student groups.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Using locally selected tools including PowerSchool enrollment and master schedules, IEP service documentation, program rosters/sign-in logs (ASES, after-school tutoring, athletics, FFA, CTE/enrichment), and annual survey feedback, the LEA finds that students have consistent access to and are enrolled in a broad course of study. PowerSchool data show that 100% of students are enrolled in the required courses of study (Metric 7.A) across grade spans, indicating no differences in access to required coursework across school sites. Students also have access to extended learning supports, including after-school tutoring available to every student, ASES programming, and extracurricular opportunities. Students with exceptional needs access the full curriculum with supports and services documented through IEP implementation and service logs. Local survey input indicates generally positive perceptions of course access and program availability; however, families and staff note barriers (e.g., transportation, scheduling, childcare, and work schedules) that may limit participation in optional enrichment opportunities for some student groups. The LEA will continue strengthening consistent participation tracking across programs to better monitor engagement trends by site and student group.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Based on the locally selected measures and tools, the LEA identifies several barriers that affect the ability to provide full access to a broad course of study for all students. CJUSD's rural and isolated location limits the availability of credentialed staff, which restricts the number of elective courses, dual enrollment options, advanced coursework, and specialized programs that can be offered at the high school. Staffing shortages also create challenges in maintaining small class sizes and avoiding combination classes, which can impact the breadth of instructional experiences available to students.

Transportation limitations, long travel distances, and scheduling conflicts present barriers for some students in accessing after-school tutoring, ASES enrichment, athletics, and other extended-learning opportunities. For families with significant work or childcare responsibilities, participation in optional enrichment programs becomes more difficult, which can indirectly limit student access.

Students with exceptional needs may experience barriers when specialized supports are not fully aligned with elective or enrichment schedules. Additionally, the district's small size limits facilities and dedicated spaces for expanded course offerings such as lab sciences, arts, and career-technical programs.

Collectively, these geographic, staffing, scheduling, and resource constraints influence the LEA's capacity to expand and sustain a broad course of study for every student.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

In response to the results of the locally selected measures, the LEA is implementing several actions to strengthen access to a broad course of study for all students. To address staffing and scheduling limitations, the district will continue prioritizing class-size reduction staffing (Action 01.01) to limit combination classes and preserve student access to required courses, electives, and college- and career-aligned pathways. The LEA is also expanding dual enrollment opportunities and enhancing CTE pathway options by improving coordination with partner institutions. To reduce barriers to participation in extended learning, the LEA is maintaining open access to after-school tutoring and ASES enrichment and improving communication to ensure families understand available supports. Scheduling adjustments and supervision structures will continue to be refined to support broader participation, especially for students affected by transportation or family-schedule barriers. New this year, the LEA has implemented an attendance incentive program designed to reduce chronic absenteeism, which directly affects students' ability to access the full course of study. Incentives and recognition systems encourage consistent attendance, with ongoing monitoring through attendance data and MTSS meetings.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying 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.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other					

Coordinating Instruction	1	2	3	4	5
program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					



LICENSE AGREEMENT

This Agreement effective **July 1, 2026**, is made and entered into by **Cuyama Joint Unified School District** ("Licensee") and Document Tracking Services ("DTS") as Licensor, each a "Party" and collectively the "Parties".

1. Scope of Agreement

- 1.1 License. This License Agreement between Licensee and DTS covers Licensee's use of DTS's proprietary web-based application in accordance with the terms and conditions expressed herein.
- 1.2 Agreement to Be Bound. Licensee agrees to be bound by, and comply with, the terms of this License Agreement by (i) accessing and/or using the DTS Application and/or (ii) ratifying this License Agreement by signing below.

2. License and Right to Use. DTS hereby grants to Licensee a non-exclusive and non-transferable license to use DTS application in order to create, edit, update, print and track specific documents as described in Exhibit **A** of this agreement.

- 2.1 DTS retains all rights, title and interest in DTS application and any registered trademarks associated with the license.
- 2.2 Licensee retains all rights, title and interest in the documents as described in Exhibit **A** of this agreement.

3. Internet Areas. Neither Licensee nor any third party shall be permitted to establish any "pointers" or links between the Online Area and any other area on or outside of the DTS login without the prior written approval of DTS.

4. Term of License. The term of this License Agreement is for **one (1) year** from the effective date noted at the top of this document.

5. Personnel. DTS will assign the appropriate personnel to represent DTS in all aspects of the license including but not limited to account set up and customer license inquiries.

6. Content. DTS will be solely responsible for loading the content supplied by Licensee into DTS's secure server and will provide complete access to Licensee and its representatives. Licensee is solely responsible for the sufficiency, adequacy, and completeness of its content; for updating its content as necessary; and for proper implementation of any plans or procedures required by local, state, or federal law.

7. Security of Data. At all times, DTS will have complete security of Licensee's documents on dedicated servers that only authorized DTS personnel will have access to. All logins by DTS's authorized personnel will be stored and saved as to time of log-in.

- 7.1 Licensee may request in writing that DTS only store Licensee's documents for the period of time that allows Licensee and its authorized personnel to create, edit and update their documents.

8. Management of Database. DTS shall allow Licensee to review, edit, create, update and otherwise manage all content of Licensee available through the Secure Login of DTS.



9. Customer Service. DTS shall respond promptly and professionally to questions, comments, complaints and other reasonable requests regarding any aspect of DTS application by Licensee. DTS business hours are Monday-Friday 8AM PST to 5PM PST except for national/state holidays.

10. Fees.

- 10.1 Licensee shall pay a fee of **\$1,250**.
- 10.2 Document Set Up Fee. The one-time set up fee for documents as described in Exhibit A and made a part of this Agreement is **\$0**.
- 10.3 Licensee shall pay the annual licensing fee upon execution of the Agreement between parties and the electronic submittal of the invoice to Licensee.
- 10.4 DTS will charge a one-time setup fee of \$200 per standard document up to a maximum of \$850 for customized documents.

11. Warranty.

- 11.1 Licensee represents and warrants that all information provided to DTS, including but not limited to narratives, editorials, information regarding schools, is owned by Licensee and Licensee has the right to use and allow use by DTS as called for hereunder and that no copyrights, trademark rights or intellectual property rights of any nature of any third party will be infringed by the intended use thereof. In the event any claim is brought against DTS based on an alleged violation of the rights warranted herein, Licensee agrees to indemnify and hold DTS harmless from all such claims, including attorney fees and costs incurred by DTS in defending such claims.
- 11.2 The express warranties provided in this License Agreement are the sole and exclusive warranties made by DTS to Licensee. DTS makes no other warranty, express or implied, and Licensee assumes no warranty, express or implied, by use of the DTS Application. By accepting this Agreement, Licensee acknowledges that it is not relying on any implied warranties, including warranties of performance, fitness for a particular purpose or otherwise, or upon any representation or warranty outside those expressly contained in this Agreement.



12. Liability.

- 12.1 DTS will not be liable to Licensee for indirect, incidental, exemplary, special or consequential damages; loss or corruption of data or interruption or loss of business; or loss of revenues, profits, goodwill or anticipated sales or savings.
- 12.2 The maximum aggregate liability of DTS under this License Agreement is limited to the fees received by DTS from Licensee for use of the DTS Application.
- 12.3 This limitation on DTS's liability applies whether the claims sound in warranty, contract, tort, infringement, or otherwise. Nothing in this License Agreement excludes any liability that cannot be limited as a matter of law.

13. Choice of Law and Venue. This License Agreement, and any dispute related to this License Agreement or arising from it, shall be governed exclusively by the laws of the State of California. The state and federal courts of the State of California shall have exclusive jurisdiction to adjudicate any dispute arising out of, or related to, this License Agreement or its formation, interpretation, or enforcement.

14. Severability. If any portion of this License Agreement is not enforceable under applicable law, it will not affect any other term of this Agreement.

15. Definitions.

15.1 Document. A document is defined as **a)** a specific template provided by CDE or; **b)** any specific word document or forms that have different fields or school references such as elementary, middle or high schools* submitted by District or CDE; or **c)** individual inserts submitted by District or CDE that are integrated into existing documents or are offered as supplemental and/or addendums to other report documents.

* Licensee submits a SPSA template for their elementary, middle and high schools, which is counted as three (3) separate documents.

15.2 Customized Documents. Any document that is not a standard CDE template is considered a custom document and as such may be subject to additional setup fees; DTS shall provide an estimated cost of these additional fees prior to the execution of this agreement.

16. Additional Services. DTS can also provide Data Transfer and Document Translation services to Licensee for an additional fee. The fee for each additional service would be agreed upon between the parties and invoiced at the time the services were requested. The fee shall be payable within thirty (30) days from DTS invoice.



The Parties hereto have executed this Agreement as of the Effective Date.

Document Tracking Services, LLC

By: Aaron Tarazon, Director
Document Tracking Services
1601 India Street, 503
San Diego, CA 92101
858-784-0960 - Phone
858-587-4640 - Corporate Fax

Date: June 17, 2026

Licensee

By: _____

Date: _____

Cuyama Joint Unified School District



Exhibit A

The following are standard documents to be used in conjunction with the license.

1. 2026 School Accountability Report Card, English & Spanish (CDE Template)
2. 2026 School Plan for Student Achievement (CDE Template)
3. 2026 Comprehensive School Safety Plan (Custom Template)
4. 2026 Local Control and Accountability Plan (CDE Template)
5. Others to be identified as needed.

Quote: Q-92917
Prepared For: Cuyama Joint Unified School District
Expires On: 7/31/2026

QUOTE

Amira Q-92917

PREPARED FOR

Cuyama Joint Unified School District
Po Box 271
ACCOUNTS PAYABLE
New Cuyama, CA, 93254-0271

YOUR AMIRA PARTNER

Amira Success

amirasuccess@amiralearning.com

49

Quote: Q-92917
Prepared For: Cuyama Joint Unified School District
Expires On: 7/31/2026

CA RDRS K-2					
QTY	Product	Campus	Start Date	Months	Sales Price
40	CA RDRS K-2		7/01/2026	12	\$900.00

50

Quote: Q-92917
Prepared For: Cuyama Joint Unified School District
Expires On: 7/31/2026

Start Date: 7/01/2026 **Term:** 12 **End Date:** 6/30/2027

List Amount	\$900.00
Tax Amount	\$0.00
Customer Total	\$900.00

51

Quote: Q-92917

Prepared For: Cuyama Joint Unified School District

Expires On: 7/31/2026

DISCLAIMER: Pricing is as quoted and subject to change with any edits to bundle configurations, enrollment updates, or other revisions. Additional Options (to be paid in full). Totals do not include tax (if applicable):

Failure to provide the below will cause a delay in processing your order.

Please email your Purchase Order that includes this quote number to

orders@amiralearning.com.

Digitally signed contract provided to you upon commitment with your Amira partner

Amira Terms of Use: <https://amiralearning.com/amira-terms>

Amira Privacy Policy: <https://amiralearning.com/amira-privacy>

52