SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT BOARD OF EDUCATION

CSBA Professional Governance Standards

Adopted by the Santa Maria Joint Union High School District April 11, 2001

THE BOARD

School districts and county offices of education are governed by boards, not by individual trustees. While understanding their separate roles, the board and superintendent work together as a "governance team." This team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively.

To operate effectively, the board must have a unity of purpose and:

- Keep the district focused on learning and achievement for all students.
- Communicate a common vision.
- Operate openly, with trust and integrity.
- Govern in a dignified and professional manner, treating everyone with civility and respect.
- Govern within board-adopted policies and procedures.
- Take collective responsibility for the board's performance.
- Periodically evaluate its own effectiveness.
- Ensure opportunities for the diverse range of views in the community to inform board deliberations.

THE INDIVIDUAL TRUSTEE

In California's public education system, a trustee is a person elected or appointed to serve on a school district or county board of education. Individual trustees bring unique skills, values and beliefs to their board. In order to govern effectively, individual trustees must work with each other and the superintendent to ensure that a high quality education is provided to each student.

To be effective, an individual trustee:

- Keeps learning and achievement for *all* students as the primary focus.
- Values, supports and advocates for public education.
- Recognizes and respects differences of perspective and style on the board and among staff, students, parents and the community.
- Acts with dignity, and understands the implications of demeanor and behavior.
- Keeps confidential matters confidential.
- Participates in professional development and commits the time and energy necessary to be an informed and effective leader.
- Understands the distinctions between board and staff roles, and refrains from performing management functions that are the responsibility of the superintendent and staff.
- Understands that authority rests with the board as a whole and not with individuals.

Board of Trustee Action Plans

Santa Maria Joint Union High School District

- Maximize Student Success
- Develop and Maintain a Districtwide Accountability System
- Enhance Student Support Services: Facilities, Technology, Safe, Clean, Nurturing Environment; Expand Food Services
- Foster Partnerships
- Manage Rapid District Growth

RESPONSIBILITIES OF THE BOARD

The primary responsibilities of the board are to set a direction for the district, provide a structure by establishing policies, ensure accountability and provide community leadership on behalf of the district and public education. To fulfill these responsibilities, there are a number of specific jobs that effective boards must carry out.

Effective boards:

- Involve the community, parents, students and staff in developing a common vision for the district focused on learning and achievement and responsive to the needs of all students.
- Adopt, evaluate and update policies consistent with the law and the district's vision and goals.
- Maintain accountability for student learning by adopting the district curriculum and monitoring student progress.
- Hire and support the superintendent so that the vision, goals and policies of the district can be implemented.
- Conduct regular and timely evaluations of the superintendent based on the vision, goals and performance of the district, and ensure that the superintendent holds district personnel accountable.
- Adopt a fiscally responsible budget based on the district's vision and goals, and regularly
 monitor the fiscal health of the district.
- Ensure that a safe and appropriate educational environment is provided to all students.
- Establish a framework for the district's collective bargaining process and adopt responsible agreements.
- Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels.



BOARD OF EDUCATION

Regular Meeting
June 10, 2025
Santa Maria Joint Union High School District
2560 Skyway Drive, Santa Maria, California 93455

5:00 p.m. Closed Session 6:30 p.m. General Session

YouTube links to VIEW only:

English: https://www.youtube.com/channel/UCvPYs34Im9h0dAwgfi-gDGg Spanish: https://www.youtube.com/channel/UCvP0f03ekQDsiYfv6OFfbfg Mixteco: https://www.youtube.com/channel/UCvPYs34Im9h0dAwgfi-gDGg Spanish: https://www.youtube.com/channel/UCvP0f03ekQDsiYfv6OFfbfg Mixteco: https://www.youtube.com/channel/UCviEi9hvcQl96poD0PDiSIA

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board meeting room or to access written documents being discussed at the Board meeting, please contact Arcy Pineda at 805-922-4573, Ext. 4202 for assistance. Notification at least 48 hours before the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide required accommodations, auxiliary aids, or services.

Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office at the noted address above, during normal business hours. In addition, such writings and documents may be posted on the District's website: www.smjuhsd.org

PUBLIC COMMENT:

The public may address the Board of Education on any item of interest that is within the Board's jurisdiction. If you would like to address the Board at the June 10, 2025 meeting, see the options for participation below. The Board appreciates all public participation in the meeting, but it cannot engage in discussion or specifically respond during the public comment period (Board Bylaw 9323; citing Education Code § 35145.5; Government Code § 54954.3).

- A. **In person:** Persons wishing to speak should complete a blue request form and hand it to the Board secretary. Please note: The time limit to address the Board may not exceed two minutes.
- B. **In writing**: Submit your comment via email to SMJUHSD-Public-Comment@smjuhsd.org by 3:00 p.m. on June 9, 2025 Please include your name, contact information, and topic. Written public comment will be submitted to the Board prior to the start of the Board meeting for their review but will not be read publicly at the meeting.

AGENDA

I. OPEN SESSION

A. Call to Order

II. CLOSED SESSION PUBLIC COMMENTS

Please refer to Page 1 of this agenda for instructions on how to submit Public Comment.

III. ADJOURN TO CLOSED SESSION

Note: The Board will consider and may act upon any of the following items in closed session. They will report any action taken publicly at the end of the closed session as required by law.

- **A.** Certificated and Classified Personnel Actions (Government Code § 54957) The Board will be asked to review and approve appointment, evaluations, discipline, dismissal, and release of employees as reported by the Assistant Superintendent, Human Resources. *Appendix A*
- **B.** Public Employee Discipline/Dismissal/Release (Government Code section 54957)
- C. Conference with Labor Negotiators (Government Code section 54957.6) The Board will be provided a review of negotiations with the Faculty Association (California Teachers Association) and the California School Employees Association (CSEA).
- **D.** Conference with Legal Counsel Anticipated Litigation (Significant Exposure to Litigation Pursuant to Government Code Section 54956.9(d)(2): One matter.
- E. Conference with Legal Counsel Existing Litigation, Government Code Section 54956.9(d)(1) Loew v. Santa Maria Joint Union High School District, Case No. 25CV02051
- **F.** Student Matters (Education Code § 35146 and § 48918) The Board will review proposed expulsions/suspended expulsion(s) and/or requests for re-admission. NOTE: The education code requires closed sessions in these cases to prevent disclosure of confidential student record information.
- **G.** Public Employee Performance Evaluation (Government Code § 54957, subd. (b)(1) Title: Superintendent

IV. RECONVENE IN OPEN SESSION

A. Call to Order/Flag Salute

V. ANNOUNCE CLOSED SESSION ACTIONS

VI. REPORTS

- A. Superintendent's Report
- B. Board Member Reports

VII. REPORTS FROM EMPLOYEE ORGANIZATIONS

VIII. PRESENTATIONS

A. Recognition of Professional Learning Communities (PLC) Teams

Resource Person: Dr. Krista Herrera, Assistant Superintendent of Curriculum & Instruction

B. Curriculum & Instruction Year End Review

Resource Person: Dr. Krista Herrera, Assistant Superintendent of Curriculum & Instruction

C. Demographics and Enrollment

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services; Ryan Reynolds, DEP Project Manager of SchoolWorks Inc.

IX. OPEN SESSION PUBLIC COMMENTS

Please refer to Page 1 of this agenda for instructions on how to submit Public Comment.

X. ITEMS SCHEDULED FOR ACTION

A. GENERAL

1. School Calendars for 2026/2027 and 2027/2028 – Appendix D

Resource Person: Kevin Platt, Assistant Superintendent of Human Resources

Proposals of the 2026/2027 and 2027/2028 school calendars were given to the two employee associations for their consideration. The recommendation for the 2026/2027 and 2027/2028 school calendars are presented in Appendix D.

IT IS RECOMMENDED THAT the Board of Education approves the 2026/2027

	and 2027/2028 school calendars as presented.			
	Moved	Second		
	A Roll Call Vote is Rec	quired:		
	Mr. Aguilar Ms. Hernandez Mr. Baskett Ms. Serrano Dr. Castillo-Shiffer			
	2. Resolution recognized 2025-2026	gnizing June 2025 as Pride Month – Resolution 24-		
	Resource Person: Felici	ano Aguilar, Board President		
	Pride Month is nationally recognized each June to honor the contributions, history, and resilience of the LGBTQ+ community. In alignment with California Education Code Section 220 and the FAIR Education Act, the Santa Maria Joint Union High School District seeks to recognize June 2025 as LGBTQ+ Pride Month.			
	a safe, inclusive, and so less of gender identity, a acknowledges the dive	on affirms the District's ongoing commitment to providing upportive environment for all students and staff, regardgender expression, or sexual orientation. The resolution rsity of our school community and promotes continued ing, equity, and access to education for every student.		
***	IT IS RECOMMENDED THAT the Board of Education approve Resolution 24-2025-2026 as presented.			
	Moved	Second		
	A Roll Call Vote is Required:			
	Mr. Aguilar Ms. Hernandez Mr. Baskett Ms. Serrano Dr. Castillo-Shiffer			

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT RESOLUTION No. 24-2025-2026 RESOLUTION RECOGNIZING PRIDE MONTH

WHEREAS, pursuant to Education Code Section 220, it is the policy of California to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other protected characteristic, equal rights and opportunities in the educational institutions of California;

WHEREAS, the Santa Mara Joint Union High School District ("District") has a vibrant and diverse community and believes in the importance of providing a safe, inclusive environment for all students and staff:

WHEREAS, as outlined in its non-discrimination policy and in the Student Code of Conduct the "District is committed to ensuring equal, fair, and meaningful access to employment and education services;"

WHEREAS, it is the right of every child, regardless of gender, gender identity, gender expression, or sexual orientation, to access a free public education and the District welcomes and supports all students;

WHEREAS, members of the LGBTQ+ community still face discrimination simply for being who they are; and recognition of the increased fear and anxiety of not belonging generally experienced nationwide by LGBTQ+ students;

WHEREAS, the District strives to create safe and inclusive spaces to provide counseling services and support for all students including members of the LGBTQ+ community;

WHEREAS, the California Department of Education's History-Social Science Framework for grade 11 students includes examination of the emergence of a movement for equal rights for LGBT+ individuals, resulting in "pride events" often held in the month of June;

WHEREAS, the District's adopted curriculum materials comply with the FAIR Education Act, ensuring all groups, including the LGBTQ+ community, are represented fairly and accurately;

WHEREAS, Pride Month is a nationally recognized month-long observance recognizing and celebrating the contributions of the LGBTQ+ community and generally observed in June coinciding with the anniversary of the 1969 Stonewall Uprising, a series of pride marches and demonstrations for equal rights;

NOW THEREFORE, BE IT RESOLVED that the Santa Maria Joint Union High School District Board of Education declares June 2025 as LGBTQ+ Pride Month; and

BE IT FURTHER RESOLVED that District administration and staff shall work to fulfill the intent of this resolution while working to maintain a safe, positive and inclusive environment for all students.

Feliciano Aguilar at, Board of Education
ATTEST:
Alma Hernandez k, Board of Education

PASSED AND ADOPTED by the Board of Education of the Santa Maria Joint Union High School District, Santa Maria, California at a public meeting thereof duly called and held on

B. INSTRUCTION

1. Local Control Accountability Plan (LCAP) Public Hearing 2025-2026

Resource Person: Dr. Krista Herrera, Assistant Superintendent of Curriculum & Instruction; Dr. Matt Fraijo, Executive Director of Teaching & Learning

The District is required to hold a public hearing to receive comments on the Local Control and Accountability Plan (LCAP) prior to its formal adoption. The LCAP outlines the District's goals, actions, services, and expenditures to support improved student outcomes.

The development of the 2025–26 LCAP has been guided by extensive input from educational partners. Throughout the year, the District facilitated a series of meetings with a wide range of educational partners, including Cabinet, Site Administration, District Directors, Teachers, Students, the District Parent Advisory Committee (DPAC), the District English Learner Advisory Committee (DELAC), the Faculty Association, the California School Employees Association (CSEA), and local non-profit organizations.

This public hearing provides an opportunity for any additional input from educational partners and community members. The LCAP will be presented for adoption at a subsequent Board meeting, at which time the Local Indicators required for the California School Dashboard will also be presented. The most current version of the plan is available on the District's website at www.smjuhsd.org, under the "LCAP" section.

A PUBLIC HEARING IS REQUIRED.

- 1. Open Public Hearing
- 2. Take Public Comments
- 3. Close Public Hearing

2. Approval of Designated Representation to California Interscholastic Federation League (CIF)

Resource Person: Dr. Krista Herrera, Assistant Superintendent of Curriculum & Instruction

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

Athletic Directors for SMJUHSD for 2025-2026:

- Kevin Barbarick, Righetti High School
- Michael Bloodworth, Pioneer Valley High School
- Dan Ellington, Santa Maria High School

***	IT IS RECOMMENDED THAT the Board of Education approve the designated
	representatives to the CIF league as presented.

Moved	Second
A Roll Call Vote is Require	ed:
Mr. Aguilar Ms. Hernandez Mr. Baskett Ms. Serrano Dr. Castillo-Shiffer	

3. Proposed Career and College Access Pathways (CCAP) Partnership Agreement - Appendix E

Resource Person: Dr. Krista Herrera, Assistant Superintendent of Curriculum & Instruction

In accordance with California Education Code Section 76004, the Santa Maria Joint Union High School District (SMJUHSD) and Allan Hancock College (AHC) propose to enter into a Career and College Access Pathways (CCAP) Partnership Agreement to expand dual enrollment opportunities for high school students within the District. The CCAP agreement is designed to improve access to college-level coursework and career pathways for students who are underrepresented in higher education or are seeking advanced academic or career technical education.

The agreement outlines collaboration between SMJUHSD and Allan Hancock College, including course offerings, instructional responsibilities, facilities use, instructional materials, student eligibility, instructor qualifications, data sharing, and financial reimbursement. As part of this agreement, high school students will have the opportunity to enroll in college courses taught at their high school sites during the regular school day, at no cost for tuition, textbooks, or materials.

A PUBLIC HEARING IS REQUIRED.

- 1. Open Public Hearing
- 2. Take Public Comments
- 3. Close Public Hearing

The agreement will be brought back for formal approval at a subsequent public meeting of the Board.

4. Board Policy Revision — First Reading. INFORMATION ONLY. Appendix F

Resource Person: Dr. Krista Herrera, Assistant Superintendent of Curriculum & Instruction

To improve the quality and effectiveness of continuation and alternative education programs, the District has revised Board Policy 6146.1: High School Graduation Requirements to strengthen the rigor of graduation criteria specific to these educational programs. The revision includes the following changes:

Beginning with the class of 2026, continuation and alternative education students must earn a minimum of 220 credits, an increase from 205. This change aims to better prepare students for post-secondary education. 12th grade students enrolled in these programs may be granted a hardship exemption from full elective credit requirements if they meet California's minimum graduation standards and have experienced significant personal hardships that impacted their ability to complete all district graduation requirements. The revised policy also includes minor clarifying language updates and removes outdated text that is no longer applicable.

For a full description, please see Appendix F. The policy updates will be on the next board agenda for approval.

NO ACTION REQUIRED.

C. BUSINESS

1. Budget Hearing for Fiscal Year 2025-2026 – Appendix G

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services; Michelle Coffin, Director of Fiscal Services

Education Code Section 42127 requires that on or before July 1 of each year the Governing Board of a school district shall hold a public hearing on the budget to be adopted for the subsequent year. Pursuant to Education Code Section 33127, this Adopted Budget complies with the criteria and standards as established by the State Board of Education.

California school districts are required to hold two separate public meetings for their budgets and LCAP plans. The District's Governing Board is required to conduct a public hearing to review its Local Control and Accountability Plan ("LCAP")

at the same meeting as the hearing for the District's budget. The District's LCAP plan contains many goals and initiatives to provide increased services to its target population of foster youth, low income and English learners. The plan was developed after several meetings and consultations with educational partners. These meetings were used to evaluate the progress towards the goals that were contained in the prior year's plan, and to develop the District's 2025-26 LCAP plan, the second year of a three-year plan cycle. The District's budget that is being proposed for adoption for the 2025-26 year reflects the goals and expenditures contained in its LCAP plan. Per the LCAP requirement to calculate and implement carryover for increased and improved services, a carryover amount of \$1,868,606.59 has been identified from the 2024-25 year.

Based on guidance from the Santa Barbara County Education Office, which has oversight authority for approval of the District's Adopted Budget, this budget for the District utilizes the LCFF simulator tool as provided by the Fiscal Crisis and Management Assistance Team ("FCMAT") to compute the District's expected revenue from LCFF sources.

A summary of the proposed budget for 2025-2026 is presented as Appendix G for consideration by the Board of Education. The full report is available on the District's website. Due to the requirements with LCFF and LCAP, adoption will occur at a subsequent meeting.

A PUBLIC HEARING IS REQUIRED.

- 1. Open Public Hearing
- 2. Take Public Comments
- 3. Close Public Hearing

XI. CONSENT ITEMS

*** IT IS RECOMMENDED THAT the Board of Education approve the following consent items as presented.

All items listed are considered to be routine and may be enacted by approval of a single roll call vote. There will be no separate discussion of these items; however, any item may be removed from the consent agenda upon request of any member of the board and acted upon separately.

Moved	Second
A Roll Call Vote is R	equired:
Mr. Aguilar Ms. Hernandez	
Mr. Baskett	

Ms. Serrano	
Dr. Castillo-Shiffer	

A. Approval of Minutes – *Appendix H*

Regular Board Meeting – May 13, 2025

B. Approval of Warrants for the Month of May 2025

 Warrants
 \$ 5,826,655.70

 Payroll
 \$ 13,576,935.56

 Total \$ 19,403,591.26

C. Attendance Report

Ms. Yolanda Ortiz, Assistant Superintendent of Business Services, will be available to answer questions regarding the ninth month of the 2024-2025 monthly attendance report presented on the last page of this agenda.

D. Approval of Contracts

Company/Vendor	Description of Services	Amount/ Funding	Resource Person
Amergis Educational Staffing	Board Certified Behavioral Analyst (BCBA) for Extended School Year 2024-2025.	\$19,000/LEA Medical Billing	Krista Herrera
AVID Center	AVID membership fees and AVID weekly from July 1, 2025 to June 30, 2026.	\$15,927/ LCAP 1.7	Krista Herrera
California School Management Group (CSM)	Contract for E-Rate compliance services from July 1, 2025 to June 30, 2026.	\$18,900/ General Funds	Yolanda Ortiz
Community Action Partnership of San Luis Obispo County (CAPSLO)	Deliver 10-session comprehensive sexual health education to physical education students at three schools (curriculum adapted from Positive Prevention PLUS and meets AB 329 CA Ed Code compliant/CA Healthy Youth Act requirements) for the 2025-2026 school year.	\$123,375/ LCAP 2.8	Krista Herrera
Curriculum Associates, LLC	The Ellevation Platform is designed as a comprehensive solution that equips district administrators, school leaders, and class-	\$27,991.66/ Title III	Krista Herrera

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	room teachers with the transparent data and digital tools needed for effective program management and targeted student support from July 1, 2025, to June 30, 2026.		
Discovery Education	Pivot software for Science teachers from July 1, 2025 to July 1, 2026.	\$39,110/ LCAP 2.2	Krista Herrera
Discovery Education	Pivot Professional Learning session from July 2, 2025 to July 1, 2026.	\$3,750/ LCAP 4.1	Krista Herrera
DJ Charly Entertain- ment, LLC	DJ services for SMHS Homecoming Dance on October 4, 2025.	\$4,000/ LCAP 10.3	Yolanda Ortiz
Edpuzzle	Renewal of school-wide unlimited Edpuzzle software access for the 2025-2026 school year.	\$12,980/ LCAP 2.2	Krista Herrera
Educational Achievement Services, Inc	Keynote presentations & workshop by LTC (R) Consuelo Castillo Kickbusch for Professional Development Day workshop, student/parent presentation, and keynote speaker from August 11, 2025 to August 13, 2025.	\$20,500/ LCAP 4.1	Antonio Garcia
Effective School Solutions, LLC	Effective School Solutions shall provide seven (7) District wide mental health therapists to provide individual and family therapeutic services and mental health professional learning sessions for school staff from July 1, 2025 to June 30, 2026.	\$1,281,750/ LCAP 1.11	Krista Herrera
Fighting Back Santa Maria Valley	FBSMV will provide Foster Liaison Services, Conflict Mediation, Homeless Student/Family Sup- port Summer Enrichment, School Attendance Review Board (SARB Administration Youth Leadership) for the 2025-2026 school year.	\$511,037/ LCAP 2.5 and Title I	Krista Herrera
Herencia Indigena	Cultural Awareness Training will be provided on August 11, 2025 Professional Learning Day to have a better understanding of Mixtec culture and traditions to help facilitate interactions.	\$1,500/ LCAP 4.1	Krista Herrera

Imagine Learning	Credit Recovery software program from June 1, 2025 to July 31, 2026.	\$207,800/ Title I	Krista Herrera
Instructure, Inc.	Canvas Learning Management System subscription renewal for the 2025-2026 school year.	\$101,656.16/ LCAP 2.2	Krista Herrera
IXL Learning	District wide Math and English online curriculum for the 2025-2026 school year.	\$168,750/ LCAP 2.2	Krista Herrera
Jeremiah Ruesch	Breakout EDU Team Building and Content Instruction Professional Learning session during August 11, 2025 Professional Learning day.	\$2,500/ LCAP 4.1	Krista Herrera
Kern County Superintendent of Schools	Consultant, Cherie Freeman, will provide professional learning sessions to introduce and promote the implementation of Thinking Maps to teachers on August 11, 2025 Professional Learning Day.	\$3,842/ LCAP 4.1	Krista Herrera
Language Line Services, Inc	On-demand 24/7 access to a professionally-trained interpreter by phone or the LanguageLine App for all staff through November 4, 2025.	NTE \$1,500 per month/ LCAP 2.6	Krista Herrera
One Community Action	POR VIDA! is a culturally responsive program designed to offer holistic support for students, emphasizing their well-being, academic achievements, and overall development. The program fosters social-emotional stability among participating students. Additionally, it provides targeted education interventions to prevent student dropouts and actively support students on their journey toward college and career readiness among participating students for the 2025-2026 school year.	\$95,440.80/ LCAP 2.8	Krista Herrera
OneDigital	OneDigital will provide Benefit Advisory and Consulting Services for the 2025-2026 school year.	\$7.00 per EE per month/ General Fund	Yolanda Ortiz
Panorama Education	Panorama Education will provide students, staff, teacher, and family climate surveys. Panorama Edu-	\$57,875/ LCAP 3.8	Krista Herrera

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	cation will provide a Student Success Platform that will support with Behavior Analytics, Core Assessments, Interventions, and Progress Monitoring through Aeries Integration. Panorama Education will provide in person consultation meetings, in person trainings, and virtual trainings for the 2025-2026 school year.		
Parent Institute for Quality Education	PIQE will provide Bridge to College Program focused on supporting students and families in the transition from high school to a college/university setting from July 15, 2025 to August 5, 2025.	\$6,500/ LCAP 3.6	Krista Herrera
Parenting Matters Consulting	Parenting Matters Consulting will offer ten (10) virtual "Power Hour" parenting classes for high school families during the 2025–2026 school year. Each one-hour session will cover topics like healthy vs. unhealthy relationships, refusal skills for drugs and alcohol, and improving parent-teen communication. This series aims to equip families with practical strategies and tools to support their children's success—both at school and in life from July 1, 2025 to June 30, 2026.	\$150 per class; NTE \$1,500/ LCAP 3.6	Krista Herrera
Santa Barbara County Education Office (SBCEO)	Training will be provided on 2019 World Language Standards and the 2020 California World Languages Framework at ERHS on May 20, 2025.	\$3,093/ LCAP 4.1	Krista Herrera
Schoolytics	Schoolytics Student Data Platform will be used to retrieve data from AERIES for LCAP through June 30, 2026.	\$72,000/ LCAP 2.2	Krista Herrera
That One Photobooth LLC	Photography services for SMHS Homecoming Dance on October 4, 2025.	\$1,333.41/ SMHS ASB	Yolanda Ortiz
Think Tank, Inc	Provide two (2) Cost of Poverty Experience (COPE) trainings. Participants will experience the challenges of low-income families,	\$6,000/ LCAP 4.1	Krista Herrera

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	facing real-life scenarios in a con-		
	densed one-month survival simu-		
	lation on August 11, 2025 PD day.		
Think Together	Professional development part-	\$289,876/	Krista Herrera
(Orenda)	nership to provide coaching and	LCAP 4.1	
	data-driven support services to		
	district and site leaders, counse-		
	lors and instructional teams. The		
	focus of this partnership is to ac-		
	celerate student achievement and		
	college/career readiness by refin-		
	ing instructional practices, improv-		
	ing leadership systems, and align-		
	ing supports across departments		
	for 2025-2026 school year.		
United We Lead Foun-	UWLF will provide two (2) Mental	\$7,479.50/	Krista Herrera
dation	Health Academies on July 12,	LCAP 3.6	
	2025 and July 27, 2025 for par-		
	ents/guardians of high school stu-		
	dents to support students' well-		
	ness at home. This academy will		
	focus on practical strategies to		
	support teen mental wellness,		
	promote family communication,		
	and provide self-care guidance for		
	parents. Each participant will also		
	receive a self-care coping kit filled		
	with hands-on activities to use at		
	home.		

E. Facility Report - Appendix B

F. Obsolete Equipment - Appendix C

Education Code §17545 and 17546 allows the district to dispose of personal property belonging to the district that is unsatisfactory, no longer necessary (obsolete), or unsuitable for school use. The district administration is requesting authorization to dispose of obsolete items listed in Appendix C in compliance with government regulations. If an auction is warranted, the district will conduct an auction via the internet by and through the website https://www.publicsurplus.com/sms/browse/home. Auction notice will be posted in no less than three public places within the District, including the District's website at http://www.smjuhsd.org

G. Authorization to Utilize California Multiple Award Schedule (CMAS) for the Purchase of District-Wide Information Technology Goods and Services for the Length of the Contract through December 31, 2025.

Section 10299 of the Public Contract Code (PCC) provides an alternative for obtaining supplies, furniture, and equipment whereby notwithstanding Section 20111 and 20112 of the PCC Code, "school districts may, without competitive bidding, utilize contracts, master agreements, and multiple award schedules established by the department [DGS] for the acquisition of information technology, goods, and services." Section 10299 further authorizes state and local agencies to "contract with suppliers awarded the contracts without further competitive bidding." The district administration recommends that the purchase of district-wide Information Technology Goods and Services be made utilizing the provisions of the PCC that allows purchasing through CMAS – EHP International, Inc. dba EHP Solutions, CMAS #3-24-10-1048, through December 31, 2025

H. Authorization to Piggyback on San Bernardino County Superintendent of Schools for Furniture: Systems and Stand Alone for the Length of the Contract through June 30, 2026

Section 20118 of the Public Contract Code (PCC) provides an alternative for obtaining supplies, furniture, and equipment, commonly referred to as "piggybacking", where notwithstanding Section 20111 and 20112 of the PCC, the governing board of any school district without advertising for bids, and if the board has determined it to be in the best interest of the district may authorize the purchase of such supplies, furniture and equipment.

San Bernardino County Superintendent of Schools has awarded an extension of their furnishings bid to Culver-Newlin Piggyback Bid #23/24-0005 through June 30, 2026 and may be extended for up to two (2) additional one-year renewals. The district recommends that the board find and determines that it is in the best interest of the district to authorize purchasing of Furniture: Systems and Stand Alone under the same terms and conditions. With Board approval the district may "piggyback" on their bid pursuant to the provisions of PCC20118.

I. Authorization to Piggyback on Downey Unified School District for the purpose of Apple Computer Products and Services through June 30, 2026.

Section 20118 of the Public Contract Code (PCC) provides an alternative for obtaining supplies, furniture, and equipment, commonly referred to as "piggybacking", where notwithstanding Section 20111 and 20112 of the PCC, the governing board of any school district without advertising for bids, and if the board has determined it to be in the best interest of the district may authorize the purchase of such supplies, furniture and equipment.

Downey Unified School District has awarded an extension of their bid to Apple Inc. - Piggyback Amendment #3 to Agreement #202324-778 through June 30, 2026. The district recommends that the board find and determines that it is in the best interest of the district to authorize purchasing of products and services

under the same terms and conditions. With Board approval the district may "piggyback" on their bid pursuant to the provisions of PCC20118.

J. Authorization to Utilize Sourcewell for the Purchase of Food Service Equipment, Small Wares and Supplies for the length of the Contract through August 3, 2026

Section 10299 of the Public Contract Code (PCC) provides an alternative for obtaining supplies, furniture, and equipment, whereby notwithstanding Section 20111 and 20112 of the PCC, "school districts may, without competitive bidding, utilize contracts, master agreements, and multiple award schedules established by the department [DGS] for the acquisition of information technology, goods, and services." Section 10299 further authorizes state and local agencies to "contract with suppliers awarded the contracts without further competitive bidding." The district administration recommends that district-wide purchases of food service equipment, small wares and supplies be made utilizing the provisions of the PCC through Cook's Direct, Inc., Sourcewell Solicitation Number: RFP #063022-COK through August 3, 2026.

K. Denial of Claim

The District is in receipt of a claim filed by Bamieh & De Smeth on behalf of L.P. (Father) for alleged damages which occurred on August 26, 2025.

L. Student Matters – Education Code § 35146 and § 48918

Administrative Recommendation to order expulsion:368945

Administrative Recommendation for student re-admission from expulsion/suspended order and/or expulsion who met the terms and conditions: 358159, 378601, 370450, 357483, 609755, 369006, 378249

Administrative Recommendation for student re-admission from expulsion/suspended order and/or expulsion for Re-entry who did not meet the terms and conditions: 607537

Administrative Recommendation for the student not for reentry from expulsion/suspended order and/or expulsion due to current progression in coursework: 377326, 369398

M. Approval of Perkins Grant Application

The Santa Maria Joint Union High School District is requesting that the Board of Education approve the Perkins grant application:

The Perkins 2025-26 application, with an estimated allocation of \$384,980, is a federal act that was established to improve career technical education programs, integrate academic and career-technical instruction, serve special populations,

and meet gender equity needs. SMJUHSD's Career and Technical Education (CTE) teachers and staff continue to collaborate and develop course sequences that may lead to post-secondary education and/or careers.

N. Approval of School Plan for Student Achievement (SPSA) 2025-26

The SPSA plans have been developed on tentative budgets. Therefore, budget revisions will be finalized once the Consolidated Application is completed at the end of January. SPSA's will only be returned to the Board if major changes are made in the goals and strategies.

Pioneer Valley, Santa Maria High, Righetti High, and Delta High have submitted their SPSA's for approval. The plans are available to view on the District website at http://www.smjuhsd.org under "Public Notices."

O. Approval of Comprehensive School Safety Plans 2025-2026

California Constitution guarantees California children the right to attend public schools that are safe, secure, and peaceful. District and schools and their personnel are responsible for creating learning environments that are safe and secure. The Comprehensive School Safety Plans are site plans which must be board approved. The duration of the plans is from July 1, 2025 to June 30, 2026. Comprehensive School Safety Plans are updated annually and are available for review at the District Office.

P. Discard or Sale of Obsolete Textbooks

The following textbooks were submitted for discard by ERHS.

Book Title	ISBN #	# of Copies
Ideas in Argument for the AP English Language Course	978-1-319-35663-7	157

Q. Out of State Travel

Person/Reason	Location/Date	Description	Funding Source
Nathan Dunlap (PVHS), Monica Pallan (SMHS), Jeff Carroll (ERHS), Michelle Allen (PVHS), Merrie Goldin (PVHS), Tyler Haglund (SMHS), Heather Anderson (SSC), Ivan Diaz (SSC), Merrie Okie (SMHS), Greg Bald- win (ERHS), Dr. Krista	Las Vegas, NV June 24-26, 2025	Participants engage in hands-on sessions led by experienced educators, gaining practical tools to implement the Professional Learning Communities (PLC) process effectively within their schools or districts.	LCAP 4.1
Herrera (SSC), Auni			

Baldwin (SSC), Katheryn Cowans (SMHS), Ana Ramirez (ERHS), Annie Turner-Monzel (SMHS), Dr. Matt Fraijo (SSC), Tina Van Den Heever (SMHS), Administrator TBD Professional Learning Communities (PLC) at Work Institute			
Jennifer Montanez (PVHS), Melissa Diaz (PVHS) + 6 students Family, Career and Com- munity Leaders of Amer- ica (FCCLA) National Conference	Orlando, FL July 4-11, 2025	Professional development, networking opportunities, and insights into guiding students through leadership experiences and career readiness. It also provides educators with tools and resources to better support FCCLA chapters and integrate real-world skills into their classrooms.	CTEIG
Ricardo Gabaldon (ERHS) Modern Band Summit	Fort Collins, CO July 8-11, 2025	Professional development conference for music educators to experience the modern band curriculum.	Prop 28
Steve Gambril (MRC) National Association of Agriculture Educators (NAAE)	Nashville, TN Dec 8-12, 2025	The NAAE Convention offers agricultural educators over 80 specialized workshops tailored to enhance teaching skills and professional growth. Held in conjunction with ACTE's CareerTech VISION.	LCAP 1.4

R. Purchase Orders

PO#	Vendor	Amount	Description/Funding
R25-04569	Medical Billing Tech-	\$87,047.74	Final service fee FY 23-24 CRCS
	nologies		Report completed March 2025 /
	_		General Fund 01 LEA Medi-Cal Bill-
			ing
PO25-01683	Cook's Direct Inc.	\$155,794.83	Milk Cookers, work tables, mobile
			heated cabinet, ovens, pans and
			various kitchen equipment / Fund
			13 School Food Best Practices
PO25-01684	Cook's Direct Inc.	\$74,267.42	Convection ovens (6) / Fund 13
			School Food Best Practices

PO26-00007	JB Dewar, Inc.	\$423,000.00	District Bulk Fuel /
			General Fund 01 M&O

S. Acceptance of Gifts

Santa Maria High School						
Donor Sainta Wa	Recipient	Amount				
Sizzlingogi Koren BBQ Inc	Girls Basketball	\$300.00				
Peter T Rojas	Eleanor R Rojas Scholarship	\$1,000.00				
James S Armstrong	Eleanor R Rojas Scholarship	\$400.00				
Christina M Armstrong	Liearior IX IXojas Scriolarship	Ψ400.00				
Robert C Rojas	Eleanor R Rojas Scholarship	\$600.00				
Total Santa Maria High School		<u>\$2,300.00</u>				
	i High School					
<u>Donor</u>	Recipient	Amount				
Minerva Club Inc	Marimba/Ballet Folklorico	\$200.00				
Snap! Mobile, Inc.	Volleyball-Boys	\$1,870.70				
Ostrofe Financial Consultants, Inc	Girls Golf	\$500.00				
Santa Barbara Bowl Foundation	Marimba/Ballet Folklorico	\$5,000.00				
Betty Sands	Softball	\$500.00				
Total Righetti High School		\$8,070.70				
Pioneer Va	Illey High School					
<u>Donor</u>	Recipient	<u>Amount</u>				
Fan Angel Foundation	Boy's Tennis	\$2,236.96				
Luis C. Lopez, Jr.	Ballet Folklorico	\$1,900.00				
Kiwanis of Santa Maria Valley Foundation	PVHS Band	\$100.00				
Geri Starowicz Revocable Trust	Choir	\$100.00				
Snap Mobile, Inc.	Softball	\$2,312.34				
Santa Barbara Bowl Foundation	Center Stage	\$4,000.00				
Total Pioneer Valley High School		\$10,649.30				
	High School	<u> </u>				
Donor	Recipient	Amount				
Microwave Applications Group	DHS Outreach	\$500.00				
Antonio Garcia	Senior Class	\$200.00				
Dr. Paul Collier	Senior Class	\$100.00				
Dr.Matt Fraijo	Senior Class	\$100.00				
Yolanda Ortiz	Senior Class	\$250.00				
Patti Parker	Senior Class	\$100.00				
Kiwanis of Santa Maria Valley Foundation	Senior Class	\$200.00				
Element Christian Church	Senior Class	\$600.00				
		, , , , , ,				
Total Delta High School \$2,050.00						
	ardson CTECAF	<u>.</u>				
<u>Donor</u>	Recipient	<u>Amount</u>				

Total MRCTECAF		\$15,000.00	
Edwin and Jeanne Woods Family Foundation	MRCTE	\$15,000.00	

XII. FUTURE BOARD MEETINGS FOR 2025

Unless otherwise announced, the next regular meeting of the Board of Education is scheduled June 13, 2025. The meeting will begin at 2:00 p.m. and will be held at the District Support Services Center.

Regular Board Meetings for 2025:

 July 15, 2025*
 September 9, 2025
 November 4, 2025*

 August 5, 2025*
 October 14, 2025
 December 9, 2025

XIII. ADJOURN

^{*}Not on the second Tuesday of the month

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT MONTHLY REPORT OF ATTENDANCE NINTH MONTH OF 2024-25

March 24, 2025 through April 18, 2025

	Ninth Month 2023-24		Nint	Ninth Month 2024-25		Accumulated ADA				
							Prior	Year	Currer	nt Year
	Ending		ADA % of Poss.	Ending		ADA % of Poss.	ADA % to		ADA % to	
	Enrollment	ADA	Enroll.	Enrollment	ADA	Enroll.	CBEDS	ADA	CBEDS	ADA
ERNEST RIGHETTI HIGH										
Regular	2139	2008.50	93.6%	2180	2019.00			2064.14		2064.45
Special Education	119	106.64	89.8%	93	85.84			107.20		89.70
Independent Study	57	55.93	99.6%	59	57.21			41.21		50.76
Independent Study Spec Ed	14	14.36	96.2%	12	12.00			11.05		9.03
Short Term Independent Study	5	5.86	100.0%	2	6.74			3.27		7.39
TLC Program B SDC	7	4.21	60.2%	7	5.63			3.48		5.71
Home and Hospital-Reg Ed	9	7.64	93.0%	7	5.74			5.35		3.59
Home and Hospital-Spec Ed	2	1.36	100.0%	3	2.68			1.10		2.07
TOTAL RIGHETTI	2352	2204.50	93.4%	2363	2194.84	92.4%		2236.81		2232.69
SANTA MARIA HIGH										
Regular	2679	2502.29	93.2%	2664	2498.58	93.5%		2582.50		2565.14
Special Education	250	216.86	86.6%	248	213.74	86.1%		225.50		220.30
Independent Study	21	19.57	98.2%	32	28.26	96.1%		10.87		20.45
Independent Study Spec Ed	1	1.00	100.0%	1	1.00	100.0%		1.44		0.89
Short Term Independent Study	2	3.43	88.9%	6	4.89	91.2%		1.64		5.02
PROGRAM P - IS PARENTING	0	0.00	0.0%	0	0.00	0%		0.00		0.36
TLC Program B SDC	7	3.79	54.1%	6	5.00	80.5%		4.00		4.91
Home and Hospital-Reg Ed	25	22.86	91.2%	23	21.58	93.8%		14.15		16.47
Home and Hospital-Spec Ed	2	1.86	92.9%	2	1.26	63.2%		2.84		1.11
TOTAL SANTA MARIA	2987	2771.64	92.6%	2982	2774.32	92.8%		2842.94		2834.66
PIONEER VALLEY HIGH										
Regular	2733	2572.57	94.2%	2659	2523.53	94.6%		2659.84		2594.19
Special Education	192	170.71	89.2%	191	173.11	90.8%		178.79		174.38
Independent Study	59	58.71	100.0%	70	68.68	99.0%		41.71		47.72
Independent Study Spec Ed	11	10.36	97.3%	25	22.89	92.4%		7.05		16.41
Short Term Independent Study	4	3.43	98.0%	5	3.42	97.0%		2.73		4.58
Home and Hospital-Reg Ed	17	15.57	94.0%	14	14.00	100.0%		11.59		8.18
Home and Hospital-Spec Ed	6	5.64	94.0%	7	6.84	97.7%		3.88		3.65
TOTAL PIONEER VALLEY	3022	2837.00	93.8%	2971	2812.47	94.4%		2905.59		2849.11
TLC II @ LINCOLN STREET	7	4.07	60.0%	6	4.00	66.7%		5.04		3.30
DISTRICT SPECIAL ED TRANSITION	20	19.64	98.2%	26	24.32	93.5%		19.82		24.36
DISTRICT SPECIAL ED TRANS/VOC MM	16	15.57	97.3%	21	21.00	100.0%		17.82		19.80
ALTERNATIVE EDUCATION										
Delta Continuation	291	194.69	66.8%	272	230.02	84.3%		232.23		238.71
Delta Independent Study	17	16.24	89.9%	10	11.28			26.33		8.11
Short Term Independent Study	0	0.01	2.1%	0	0.23			0.14		0.10
Diploma Access Academy	0	0.00	0.0%	0	3.26			0.00		2.15
Intervention to Success - ERHS	11	6.43	70.3%	14	10.47			4.82		7.93
Intervention to Success - SMHS	21	12.93	58.0%	6	2.89	44.4%		11.26		2.36
Intervention to Success - PVHS	15	9.86	63.0%	11	6.26	64.0%		8.44		4.73
Intervention to Success - SWD - PVHS	1	0.00	0.0%	4	3.63	76.7%		0.00		2.97
TOTAL ALTERNATIVE EDUCATION	356	240.15	67.5%	317	268.05	84.6%		283.22		267.07
TOTAL HIGH SCHOOL DISTRICT	8760	8092.575952	92.4%	8686	8099.00	93.2%	92.5%	8311.23	92.2%	8230.99

Santa Maria Joint Union High School District June 10, 2025

CLASSIFIED PERSONNEL ACTIONS						
	Action	Assignment	Site	Effective	Pay Rate	Hours
	Employ	Instructional Assistant-Special Ed II	PVHS	5/28/25	15/A	6
	Change in Assignment	Multilingual Translator-Interpreter	LC	7/10/25	26/E	8
	Resign	Instructional Assistant-Special Ed II	PVHS	6/6/25	15/C	6.5
	Resign	Instructional Assistant-Special Ed II	PVHS	6/11/25	15/B	6
	Resign	Instructional Assistant-Special Ed I	SMHS	6/11/25	13/D	5.5
	Employ	Custodian	SMHS	6/4/25	15/A	8
	Out of Class	Food Service Worker II	PVHS	5/20/25	14/E	8
	Leave Without Pay	Instructional Assistant-Special Ed TLC - Level I	RHS	06/3/25-6/11/25	16/E	6.5
	Change in Assignment	Staff Secretary	SMHS	6/2/25	18/B	8
	Leave Without Pay	Administrative Assistant II - School Site	PVHS	7/25/25-1/11/26	24/E	8
	Resign	Registered Behavior Technician	DO	6/11/25	30/A	7
	Resign	Athletic Trainer	PVHS	6/27/25	01/E	8
	Employ	Instructional Assistant-Special Ed I	SMHS	5/14/25	13/A	5.5
		CERTIFICATED PERSONNEL ACTIONS				
	Action	Assignment	Site	Effective	Salary	FTE
	Employ/Prob 1	English	SMHS	2025-26	1/IV	1.0
	Column Advance	Math	RHS	2025-26	12/V	1.0
	Employ/Prob 1	Special Education	RHS	2025-26	1/IV	1.0
	Employ/Prob 1	Science	RHS	2025-26	2/111	1.0
	Employ	Dean of Students	PVHS	7/1/25	26/1	1.0
	Change in Assignment	Athletic Director	PVHS	2025-26	14/IV+5	1.0
	Change in Assignment	High School Liaison > School Counselor	Dist>RHS	2025-26	11/V+5	1.0
	Change in Assignment	Activities Director	ERHS	2025-26	31/V	1.0
	Employ/Prob 1	Special Education	SMHS	2025-26	1/III	1.0
	Change Site	Assistant Principal	PVHS>SMHS	7/1/25	16/3	1.0
	Employ/Prob 1	Director of CTE	MRCTE	7/1/25	16C/1	1.0
	Employ/Prob 1	Social Science	SMHS	2025-26	1/IV	1.0
	Employ/Prob 1	VPA	PVHS	2025-26	11/I	0.4
	Employ/Prob 1	Math	PVHS	2025-26	1/IV	1.0
	Change in Assignment	ELO	RHS	2025-25	30/V	1.0
	Employ/Prob 1	Math	RHS	2025-26	3/II	1.0
	Employ/Prob 1	Math	SMHS	2025-26	1/IV	1.0
	Column Advance	Counselor	PVHS	2025-26	16/V	1.0
	Employ/Prob 1	Science	SMHS	2025-26	1/II	1.0

Santa Maria Joint Union High School District June 10, 2025

		CERTIFICATED PERSONNEL ACTIONS				
A	Action	Assignment	Site	Effective	Salary	FTE
Column Advance		English	SMHS	2025-26	4/V	1.0
Resign		Dean of Students	MMEP	6/1/25	26/1	1.0
Column Advance		Math	PVHS	2025-26	2/V	1.0
Change in Assign	ment	School Counselor > High School Liaison	SMHS>Dist	2025-26	12/V+5	1.0
Employ/Prob 1		VPA	PVHS	2025-26	5/V	1.0
Employ/Prob 1		Psychologist	RHS	8/4/25	18/V+10	1.0
Employ/Prob 1		VPA	SMHS	2025-26	10/III	1.0
Change in Assign	ment	Instructional Coach/Math	SMHS	2025-26	13/V	1.0
Status Update Pro	ob 2 >Perm	Int'l Language	PVHS	2025-26	14/V	1.0
Employ/Prob 1		Math	RHS	2025-26	2/111	1.0
Employ/Temp		School Counselor (College & Career)	SMHS	8/4/25	1/IV+5	1.0
Employ/Prob 1		Special Education	PVHS	2025-26	1/V	1.0
Change Site		Assistant Principal	SMHS>PVHS	7/1/25	16/3	1.0
Change in Assign	ment	VPA	SMHS	2025-26	6/111	1.0
Change in Assign	ment	Instsuctional Coach/English	SMHS	2025-26	13/V	1.0
Employ/Temp		School Counselor	SMHS	8/4/25	1/IV+5	1.0
Change in Assign	ment	Instructional Coach/Multi Ed	RHS	2025-26	5/V	1.0
Column Advance		Agriculture	PVHS	2025-26	4/V	1.0
Transfer		Social Science	SMHS>RHS	2025-26	5/V	1.0
Change in Assign	ment	Special Ed Coordinator > Teacher	SMHS	2025-26	12/V	1.0
Employ/Prob 1		Science	PVHS	2025-26	1/II	1.0
Employ/Prob 1		Science	PVHS	2025-26	1/IV	1.0
Employ/Prob 1		English	SMHS	2025-26	7/IV	1.0
Employ/Prob 1		Science	SMHS	2025-26	9/V	1.0
Update Status/Site	e Change/Prob 2	Counselor	RHS>SMHS	2025-26	3/IV	1.0
Return from Sabb	atical	English	SMHS	2025-26	16/IV	1.0
Employ/Prob 0		Special Education	PVHS	2025-26	1/111	1.0
Employ/Prob 1		Science	SMHS	2025-26	1/111	1.0
		COACHING PERSONNEL ACTIONS				
A	Action	Assignment	Site	Effective	District	Туре
Void Stipend		Coaching-Double sport stipend	PVHS	2024-2025	\$500	CERTSUB.

Appendix B

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT FACILITIES REPORT

May 2025

1. Santa Maria High School Construction Projects

SMHS Administration to Classrooms – Huckabee (Rachlin Partners)

Construction activities continuing this period include submittal reviews, layout coordination, concrete, framing, utilities rough-in (plumbing, electrical, and HVAC), exterior excavations, demolition of the vault, roofing framing, flashing, metal framing, concrete grinding, and underbuilding soil removal. New activities occurring during this period include under-building ducting and cabling, drywall, cement plaster and lath, and tile. Substantial completion remains targeted for July 30, 2025. (Photos)

SMHS Parking Lot Revisions – Huckabee (Rachlin Partners)

• A meeting was held on May 20, 2025, with site administration and the Architect to review layout options and confirm the desired scope of work. The scheme being evaluated includes removal of fencing between and at the western boundary of the three existing parking areas, minor reconfigurations of drive patterns to allow unhindered flow between the three lots, installation of a new fence along the eastern border of the existing parking lots, and new student access gates. Huckabee is evaluating whether Division of State Architect reviews will be necessary if the changes to the parking lot flows are minimal. A project schedule will be developed upon determination of the need for DSA review.

SMHS 37 Classroom Modernization – Huckabee (Rachlin Partners)

Construction activities continuing this period include buildings 350 and 360 submittal reviews, layout coordination, interior demolition, hazardous material removal, concrete cutting, trenching, framing, utility rough-in (plumbing, electrical, and HVAC), concrete utility pads, HVAC units, fencing, ceiling grids, lighting, utility finish, painting, and roofing. New work this period includes data and electrical finishes, ceiling panels, and preparation for flooring installation in 350. It is currently anticipated that building 350 and the 360 student restrooms will be ready for occupancy before the start of the fall term. Building 360 classroom spaces, which are being modified for PE and athletic use, will be delayed into the fall due to conflicts between plans and site conditions found during demolition including significant additional asbestos, mold, and termite requiring remediation and abatement, footing and slab variations, abandoned ceilings and light fixtures above existing ceilings, corrosion issues related to existing underground conduit requiring reroute of electrical pathways, glass wall material sizing adjustments, and associated material lead times. Additional changes to the overall project phasing were required due to delays encountered in the first phase, resulting in the consolidation of the remaining phases into one. At this juncture, the site has been able to accommodate the changes, and the contractor has been able to provide an adjusted schedule which still maintains the original targeted date for completion of December 15, 2025. (Photos)

SMHS South Thornburg Street and Morrison Avenue Safety Enhancements – City of Santa Maria

• Monthly meetings continue between SMHS, District, and City staff regarding modifications to Thornburg Street and Morrison Avenue. At a Traffic Committee meeting held May 28, 2025, it was learned that the previously discussed draft plan, including a one-way traffic flow pattern, multiple designated student drop-off areas, and the addition of bicycle lanes, had been changed. The City's new plan now includes maintaining the existing bidirectional flow, adding one drop-off area (adjacent to the baseball field), and installing stop signs at the Thornburg Street and Morrison Avenue intersection. After significant discussion regarding the new plan, the item was tabled by the Traffic Committee pending further discussions between the City, the District, and other stakeholders. The next update meeting, including a site visit, is scheduled for June 4, 2025.

SMHS Gymnasium Ceiling Lead Stabilization and Painting – Facilities and Logistics

• This project includes the stabilization of lead paint on metal beams, columns, miscellaneous surfaces, and ceiling panels, and installation of primer and paint coatings. Work also includes painting on two vertical walls above the bleachers. The bid package was issued on May 23, 2025, with bids due June 9, 2025. The bid results are expected to be presented to the Board at the June 13, 2025, meeting. Work is anticipated to be performed during a 35-day period between June 25 and August 6, 2025.

2. Ernest Righetti High School Construction Projects

ERHS New Softball Field – PBK Architects

A project kickoff meeting, including the architect, site administration, softball representatives, and District administrators, was held on May 9, 2025. The architect reviewed the details of the project and conducted an initial design overview. Detailed input was gathered from the softball coach, including needs and preferences. A follow-up meeting is scheduled for June 6, 2025, to provide an update on the project and take further input as needed. Design development activities will continue through September 2025.

ERHS Bovs and Girls Locker Room Modification – PBK Architects

A project kickoff meeting, including the architect team, site administration, athletics representatives, and District administrators, was held on May 9, 2025. The architect conducted a design overview and took input from the PE and athletic staff. Discussions were also held with occupants of the office east of the girls' locker room regarding space reconfiguration options. A follow-up meeting is scheduled for June 6, 2025. Design development activities will continue through September 2025.

ERHS Walkway Canopy Replacement Building C, D, & E - Huckabee (Rachlin Partners)

 DSA is continuing with reviews of plans and specifications. A project schedule will be developed upon receipt of DSA approval. Construction activities are expected to occur during the summer of 2026 to avoid site disruptions.

ERHS Cafeteria Serving Windows and Line Counter Modifications – Huckabee (Rachlin Partners)

Construction activities commenced on April 21, 2025. Significant work has been occurring
at both the counter area and restrooms this period, including ongoing submittal reviews,
demolition, concrete cutting, concrete pouring, framing, plumbing, electrical, drywall
patching, counter structure installation, stainless steel counter preparation, tile repair, and
door frame adjustments. The project remains scheduled to be completed on June 22,
2025. (Photos)

3. Pioneer Valley High School Construction Projects

PVHS Woodshop Dust Collection System Installation – Huckabee (Rachlin Partners)

 The project architect has met with the HVAC and electrical consultants to review input received from the woodshop teacher at the April 2025 scoping meeting. A schematic layout is being prepared and will be reviewed with PVHS site administration and the woodshop teacher at a meeting scheduled for June 4, 2025. Once the schematic design is approved, an Architectural and Engineering services proposal will be finalized, and a project schedule will be created.

PVHS Panther Drive Traffic Safety Enhancement – City of Santa Maria

• The latest proposed modifications to Panther Drive were presented at a Traffic Committee meeting held May 28, 2025. It was anticipated that only the drop-off zones would be presented to the committee at this time. The entire redevelopment plan, including installation of crosswalk striping, Rectangular Rapid Flashing Beacons (RRFB) at two locations, and traffic pattern changes, including bidirectional lanes, a turn lane, a bus lane, a student drop-off lane, and a bidirectional bicycle lane, was discussed. Concerns were raised again regarding the bidirectional bicycle lane being on the same side as the drop-off area. Additional concern was voiced regarding the complexity of the changes and potential impacts to vehicles attempting to turn left across four lanes of traffic and a bidirectional bicycle lane from the various driveways leading from the campus. The committee tabled the item until further discussion regarding the changes can occur between the District, City, and other stakeholders. The next City update meeting is scheduled for June 4, 2025.

4. Mark Richardson Career Technical Education Center & Agriculture Farm

MRCTECAF New Maintenance and Operation Building – 19six Architects

 Construction activities continuing this period include the installation of concrete block walls, conduits, and junction boxes. New activities this period include the installation of the steel roof system. The project remains on target for completion on October 13, 2025.
 (Photos)

MRCTECAF Well Pump and Electrical Installation – 19 six Architects

• A well pump manufacturer was located who is willing to perform the pump design, with the knowledge that they will not be able to bid on the project. They are conducting an initial design review with their team to determine the total project scope and will then provide a quote for the engineering services. Once they are on contract, they have indicated it will take approximately 5 to 6 weeks to complete the design effort. A final DSA package submittal date will be established after receipt of the pump information.

5. District-Wide and Support Services Center

District-Wide Project Closeout – Facilities and Logistics

- Close out of legacy projects:
 - ➤ SMHS #03-103743: This project remains on hold pending a work plan from the legacy architect. A determination on when the assessment work can be completed is pending.

District-Wide Solar Photovoltaic - NV5 Clean Energy Consulting

 This project remains on hold pending further evaluation of the current impacts to the solar market related to the Federal tariff negotiations and the wind down of the California State Net Energy Metering 2.0 (NEM 2.0) program. A meeting will be scheduled in late June between the District's consultant, NV5, and District administration to evaluate the evolving situation and determine the next steps regarding the alternate Net Billing Tariff funding model.

District-Wide Emergency Notification System Upgrade – JMPE Electrical Engineering.

 Technology Department (TD) staff and JMPE have finalized plans for the replacement of the existing campus notification system at PVHS and have commenced with evaluations of material purchasing and installation options. A project schedule will be included in the negotiations. JMPE and TD staff have commenced reviews of the existing SMHS system and expect the completion of the system design efforts in 6 to 8 weeks.

PDC Audio Visual Equipment Upgrade – SMJUHSD Facilities and Logistics

• The project, including removal of the existing audiovisual equipment system and installation of the new equipment, remains scheduled for June 16 - 27, 2025.

District-Wide Verkada Camera Installation Phase 1 – SMJUHSD Technology Department.

ConvergeOne (C1) work related to the original Phase 1 contract scope is complete. TD staff have completed their review of a change order proposal for the replacement of several existing cameras that were identified during the configuration process as failing. The final approval of the change order is underway. Work is expected to be completed during the summer of 2025. Phase 2 planning is also expected to commence during the summer of 2025.

Gary Wuitschick
Director – Facilities and Logistics

Maintenance & Operations

SMHS

- Trimmed trees in various areas around campus. (Photo)
- Sprayed for weeds and fertilized grassy areas in preparation for graduation.
- Continued to remove old bark, plant new vegetation, and set rubber mulch across campus.
- Collaborated with a contractor to upgrade power for the newly installed basketball winches in the gym.
- Extended power to the instant hot water heater in the health office and the hydration station in the gym lobby.
- Provided power for the newly added washer and dryer in the cafeteria.
- Installed a new washer and dryer in the culinary arts room.
- Reconnected all outside air dampers in the 600 building.
- Fixed doors, including closures, keys, door hardware, and added door stops.
- Conducted monthly testing of AEDs, fire extinguishers, fire alarms, emergency lighting, and eyewash stations/showers.
- Worked with a contractor to relocate the irrigation clock from the old administration building. (Photo)
- Provided support of school events and civic center use activities: 12th Grade Meeting, Alpine Club, CAASPP Testing, Classified Meeting, CASH for College, Mixteco Parent Advisory Meeting, Saint of the Season, FFA Meeting, DELAC Meeting, Movie Night, Saints Band Concert, AVID, MPAC, AP Exams, Mental Health Week, UC Success Night, Townhall Meeting, Football Parent Meeting, Spanish Honor, Resource Fair, Cheer Tryouts, Reality Fair Dinner, Senior Decision Day, FBLA Banquet, 10th Grade A-G Recognitions, Staff Appreciation Lunch, B Strong Life, Student Senate, Volleyball, ELD Supplemental Program, and Jostens.
- Preventive work order hours 38
- Routine work hours 718
- Total work orders completed 293
- Event setup hours -180

Danny Sheridan Plant Manager

PVHS

- Repaired a leak on the main irrigation line by the JV baseball dugout and the football stadium. (Photos)
- Thoroughly cleaned the covered patio and sidewalks in front of the 200 and 500 classroom buildings.
- Placed a new storage container for athletics.
- Started deeper landscaping detailing in preparation for graduation.
- Disassembled and transported Delta's Quick Café to PV for parts usage.
- Repaired the window in room 216, which was difficult to operate.
- Swapped out bathroom hardware in the 800 restrooms to allow for future staff access reconfiguration.
- Inspected student chairs for serviceability, discarded unusable ones, and stored the serviceable units.
- Realigned the rear axle of the security cart, resulting in significantly improved tire longevity.
- Reattached or replaced several missing panels on portable ramps.
- Demolished an interior wall in room 551 for leak investigation; work to continue over summer break.
- Continued running Cat 6 cable in various rooms for new clock installations.
- Provided support of school events and civic center use activities: College Signing Day, Jostens, Cal Poly College Presentation, UCSN, Academic Recognitions, "You're a Smart Cookie" Presentation, FFA Meeting, Senior Graduation Assembly, Sexual Assault Awareness Presentation, and Future Panther Night.
- Preventive work order hours 18 (includes 1 CTE)
- Routine work hours 380 (includes 149 CTE)
- Total work orders completed 725 (includes 177 CTE)
- Event setup hours 86 (includes 4 CTE)

Tyson Ellis Plant Manager

ERHS

- Power-washed the discus ring and repainted the discus lines.
- Fertilized the back grass fields at Delta High School.
- Pressure-washed all areas in and around the 800 building at ERHS.
- Cleaned out all storm drains campus-wide.
- Assisted with water jetting the drain line underneath the north slopes at ERHS.
- Repaired broken sprinklers on the varsity baseball field.
- Installed, welded, and painted carbon steel on the 800's metal lattice for the "stadium entrance" sign. (Photo)
- Installed a dimmer switch for lighting control in room 404.
- Installed new theater lighting in the black box theater room 403.
- Removed graffiti from the brick wall in front of room 433.
- Prepped the graduation stage pieces to sit securely on top of the turf.
- Disassembled and removed the Quick Café at Delta High School.
- Installed a new drinking fountain on the west side of the gymnasium.
- Repaired gate #5 at the Berrywood Street entrance.
- Assisted with water jetting the drain line underneath the north slopes at ERHS. (Photo)
- Provided support of school events and civic center use activities: Academic Warrior Awards, All Staff Meeting, EAOP Workshop, Cal Poly Slo Workshop, CSEA Chapter Meeting, AVID Interview Night, College Now Lab Hours, Career Fair, Saturday Academy, PTSA Scholarship BBQ, FFA Monthly Meeting, Jesus Club, ASB Spring Club Day, Cheer Awards Ceremony, Latinos Unidos Conference, Boys Volleyball Games, Girls Basketball Banquet, Boys Soccer Banquet, 1st Stunt Tournament, Boys Basketball Banquet, Spring Wrestling Tournament, and Football Coaching Clinic.
- Preventive work order hours 10 (includes 8 DHS)
- Routine work order hours 436 (includes 152 DHS)
- Total work orders completed 130 (includes 15 DHS)
- Event setup hours 157 (includes 0 DHS)

Dan Mather Plant Manager

Graffiti & Vandalism

•	DHS	\$ 100
•	ERHS	\$ 70
•	SMHS	\$ 90
•	PVHS	\$ 70
•	CTE	\$ 90

Cesar Lugo

Director – Maintenance, Operations, and Transportation

Photo Gallery - Major Projects



SMHS Admin to Classroom – Installing Insulation



SMHS Admin to Classroom – Installing Additional Support Beams



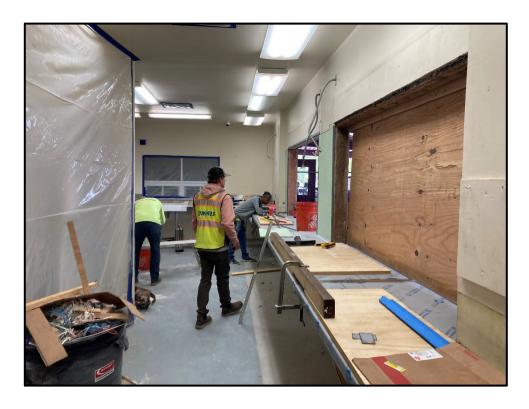
SMHS 37 Classroom – Running Exterior Conduit



SMHS 37 Classroom – Mounting Classroom Whiteboards and Corkboards



ERHS Cafeteria - The Counters and Windows Have Been Removed



ERHS Cafeteria - The New Serving Counter Has Been Installed



MRCTECAF M&O Building – Roof Supports are Being Installed



MRCTECAF M&O Building – Roof Support Installation is Completed

Photo Gallery – Maintenance & Operations



SMHS – Jordan Markstone Trimming Trees Across Campus



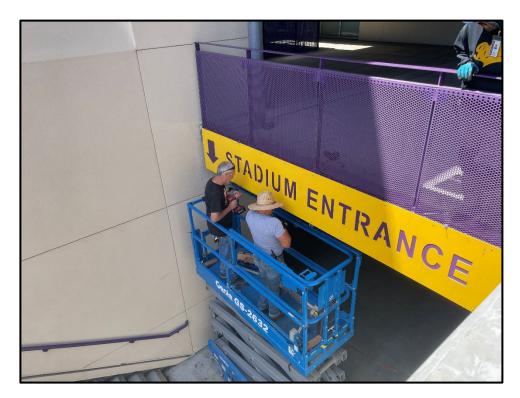
SMHS – Jordan Markstone Assisting Contractors with Relocating the Irrigation Lines



PVHS – Jose Gamino and Ricardo Eliserio Repairing a Broken Water Line by the JV Baseball Field



PVHS - Ricardo Eliserio and Jesus Reyes Locating a Broken Water Line by the Stadium



ERHS - Del Ward and Leo Avila Installing New Stadium Entrance Signage



ERHS – Erick Escobar and Jesus Reyes Jetting Underneath the North Slopes

Authorization for Sale or Disposal of Obsolete Equipment and Vehicles-Appendix C June 10, 2025

TAG#	ASSET CATEGORY	DESCRIPTION	SERIAL #
36037	APPL/FOOD SVC	2015 GLASS FRONT COOLER	6101801138522
01160	APPL/FOOD SVC	FOOD WARMER, WELLS 3DRW	TW2485
01161	APPL/FOOD SVC	FOOD WARMER, WELLS 3DRW	TW2467
01162	APPL/FOOD SVC	REFRIGERATOR CAFE, WELLS 2DR/COUNTER	
01163	APPL/FOOD SVC	REFRIGERATOR CAFE, WELLS 2DR/COUNTER	
36501	ATHLETIC EQUIP	SHURE HANDHELD WIRELESS SYSTEM	2SG20693807
36548	ATHLETIC EQUIP	SHURE HANDHELD WIRELESS SYSTEM	2S130834915
26053	AV EQUIP	ELMO DOCUMENT CAMERA	1258401
04079	AV EQUIP	CONSOLE, PEAVEY RQ3014	
26613	AV EQUIP	EDGE WIRELESS PLUG-N-PLAY	EW1913146
26093	BUSINESS MACH	TI-84 PLUS CALCULATOR - TEACHER 10-PACK	1014008676
40733	COMM EQUIP	EXTREME NETWORKS SWITCH	2217N-44595
40734	COMM EQUIP	EXTREME NETWORKS SWITCH	2217N-44748
40735	COMM EQUIP	EXTREME NETWORKS SWITCH	2217N-44765
29039	COMM EQUIP	SHORETEL 930D IP PHONE	1341001064
24453	COMPUTER	HP LASERJET PRO M402DN	PHBQB10231
28066	COMPUTER	DELL APIN0224	BX0026184
22244	COMPUTER	DELL LAPTOP	1NHQBG1
37359	COMPUTER	DELL XPS 15	11GC063
10494	COMPUTER EQUIP	ALLIED TELESYN SWITCH	LOHY1272A
	COMPUTER EQUIP	DELL POWEREDGE R415 SERVER	JSZZ02
	COMPUTER EQUIP	DELL POWEREDGE R415 SERVER	JT00FZ1
	COMPUTER EQUIP	DELL POWEREDGE R415 SERVER	JT01FZ1
	COMPUTER EQUIP	DELL POWEREDGE R415 SERVER	JSZYK02
	COMPUTER EQUIP	DELL POWEREDGE R720	F1NFY12
	COMPUTER EQUIP	DELL POWEREDGE 1950	10KC4G1
	COMPUTER EQUIP	UPS SUM3000RMXL2U	QS1023231482
	COMPUTER EQUIP	UPS SRT3000RMXLA-NC	AS1805295046
	COMPUTER EQUIP	EXTREME NETWORKS X440-G2 SWITCH	1837N-41249
	COMPUTER EQUIP	EXTREME NETWORKS X440-G2 SWITCH	1837N-42112
	COMPUTER EQUIP	EXTREME NETWORKS X440-G2 SWITCH	1837N-42132
	COMPUTER EQUIP	EXTREME NETWORKS X440-G2 SWITCH	1837N-42136
	COMPUTER EQUIP	EXTREME NETWORKS X440-G2 SWITCH	1838N-40472
	COMPUTER EQUIP	EXTREME NETWORKS X440-G2 SWITCH	1837N-42145
	COMPUTER EQUIP	EXTREME NETWORKS X440-G2 SWITCH	1838N-40529
36110	COMPUTER EQUIP	EXTREME NETWORKS X440-G2 SWITCH	1845N-41673
36109	COMPUTER EQUIP	EXTREME NETWORKS X440-G2 SWITCH	1845N-41786
36520	COMPUTER EQUIP	EXTREME NETWORKS X440-G2 SWITCH	1904N-44962
36506	COMPUTER EQUIP	EXTREME NETWORKS X440-G2 SWITCH	1847N-42747
33435	COMPUTERS	HP COLOR LASERJET CP4025DN	JPDCJC0159
36371	COMPUTERS	OPTIPLEX 7460 AIO	JX0V7X2
	FURNITURE	TREATMENT COT	
22648	MACH/TOOLS	MEGA 1000CVG STEAM CLEANER	72000166
22435	MUSICAL INSTRUM	YAMAHA C3 BABY GRAND PIANO AND DOLLY	B1696149
24470	PRINTER	HP OFFICE JET 8100	CN46QFV07G
28327	PRINTER	HP LASERJET 500 COLOR PRINTER	CNDCG9T16K

Authorization for Sale or Disposal of Obsolete Equipment and Vehicles-Appendix C June 10, 2025

TAG#	ASSET CATEGORY	DESCRIPTION	SERIAL #
32450	SCANNER	FUJITSU SCANNER IX500	AWTHD71527
28411	SCANNER	FUJITSU SCANNER IX500	A0VB273342
#379	VEHICLE	2006 CHEVROLET MPV	1GNHG39U861145304
#381	VEHICLE	2006 CHEVROLET MPV	1GNHG39U461146854
#382	VEHICLE	2006 CHEVROLET MPV	1GNHG39U161146908
#383	VEHICLE	2006 CHEVROLET MPV	1GNHG39U461147017
#384	VEHICLE	2006 CHEVROLET MPV	1GNHG39U861148056
#385	VEHICLE	2006 CHEVROLET MPV	1GNHG39U961148132
#392	VEHICLE	2007 GMC MPV	1GKHG39U671205885
#393	VEHICLE	2007 GMC MPV	1GKHG39U271203793
#394	VEHICLE	2007 GMC MPV	1GKHG39U471205772

REGULAR MEETING June 10, 2025

APPENDIX D

Approval of School Calendars for 2026/2027 and 2027/2028

					;		RIA JOINT UNION HIGH SO 2027 SCHOOL YEAR O		
				T _	1 _		I	7,12,10,11	
S	M	T	1 1	T 2	F 3H	S 4	JULY 2026	July 3 - Independence Day Holiday	
5	6	7	8	9	10	11	JUL 1 2026	July 10 - Summer School Ends	
12	13	14	15	16	17	18	1	duly 10 - duffiller deriodi Effe	
19	20	21	22	23	24	25			
26	27	28	29	30	31				
						1	AUGUST	August 3-7 - New Teacher Orientation	
2	3	4	5	6	7	8		August 10, 11 - Staff Development	
9	10	11	12	13	14	15		August 12 - All Staff Workday, August 13- Students Begin	
16	17	18	19	20	21	22		August 17, 24, 31 - Staff/Collaboration - Early Out	
23	24	25	26	27	28	29		August 27 - Back to School Night	
30	31						13	August 28 - Minimum Day	
		1	2	3	4	5	SEPTEMBER		
6	7H	8	9	10	11	12		September 7 - Labor Day Holiday	
13	14	15	16	17	18	19		September 14, 21, 28 - Staff/Collaboration - Early Out	
20 27	21 28	22	23 30	24	25	26	24	September 25 - Minimum Day - Progress Reports	
21	28	29	30		-	,	OCTOBER		
4	5	6	7	1 8	9	3 10	OUTUBER	October 5, 12, 19, 26 - Staff/Collaboration - Early Out	
11	12	13	14	15	16	17	1	21000 0, 12, 10, 20 Sam Sombordion - Lany Out	
18	19	20	21	22	23	24	1		
25	26	27	28	29	30	31	22		
1	2	3	4	5	6	7	NOVEMBER	November 2, 9, 16, 30 - Staff/Collaboration - Early Out	
8	9	10	11H	12	13	14	1	November 6 - Minimum Day - Progress Reports	
15	16	17	18	19	20	21		November 11 - Veteran's Day as prescribed by law	
22	23	24	25	26H	27H	28		November 23-27 - Thanksgiving Break	
29	30						15		
		1	2	3	4	5	DECEMBER		
6	7	8	9	10	11	12		December 7, 14 - Staff/Collaboration - Early Out	
13	14	15	16	17	18	19		December 16, 17, 18 - Finals - Fall Semester Ends	
20	21	22	23H	24H	25H	26		December 21 - January 8 - Winter Break	
27	28	29	30	31H			14		85
_		_	_	_	1H	2	JANUARY 2027	January 4-8 - Wintersession	
3	4	5	6	7	8	9		January 11, 12 - Certificated Staff Development January 13 - All Staff Workday	
10 17	11 18H	12	13	14	15 22	16 23		January 14 - Students Return	
	25		20	21					
24 31	25	26	27	28	29	30	11	January 18 - Martin Luther King, Jr. Day Observed January 25 - Staff/Collaboration - Early Out	
, , , , , , , , , , , , , , , , , , ,	1	2	3	4	5	6	FEBRUARY	, , , , , , , , , , , , , , , , , , , ,	
7	8H	9	10	11	12	13		February 1, 22 - Staff/Collaboration - Early Out	
14	15H	16	17	18	19	20	1	February 8 - Lincoln's Day	
21	22	23	24	25	26	27		February 15 - President's Day	
28							18	February 26 - Minimum Day - Progress Reports	
	1	2	3	4	5	6	MARCH		
7	8	9	10	11	12	13	1	March 1, 8, 15, 22 - Staff/Collaboration - Early Out	
14	15	16	17	18	19	20	1	March 25 - Spring Fair - Minimum Day	
21	22	23	24	25	26H	27	4	March 26 - Spring Vacation Day Holiday	
28	29	30	31				19	March 29-April 2 - Spring Break	
			_	1	2	3	APRIL	April 5 12 10 26 Stoff/Collaboration Fasts Out	
4	5	6	7	8	9	10	1	April 16, 12, 19, 26 - Staff/Collaboration - Early Out	
11	12	13	14	15	16	17	1	April 16 - Minimum Day - Progress Reports	
18	19	20	21	22	23	24	20		
25	26	27	28	29	30	1	MAY		
2	3	4	5	6	7	8	mes I	May 3, 10, 17, 24 - Staff/Collaboration - Early Out	
9	10	11	12	13	14	15	1	y o, ro, rr, E1 Stant Solidas Idioli - Edity Out	
16	17	18	19	20	21	22	1		
23	24	25	26	27	28	28	1	May 31 - Memorial Day Holiday	
30			<u>-</u> -	-			20	, , ,	
							JUNE	June 7, 8, 9 - Finals Schedule	
	31H	1	2	3	4	5			
6		1 8	2	3 10	4 11	5 12	JONE	June 9 - Last Day of School	
6	31H 7	8	9	10	11	12	JUNE	June 9 - Last Day of School June 10 - Graduation/Staff Development	
	31H 7 14	8 15	9 16				JONE		
6 13 20	7 14 21	8 15 22	9 16 23	10 17	11 18H	12 19	7	June 10 - Graduation/Staff Development June 14 Summer School Begins	95
6 13	31H 7 14	8 15	9 16	10 17	11 18H	12 19	7 JULY 2027	June 10 - Graduation/Staff Development	95
6 13 20	7 14 21	8 15 22	9 16 23	10 17 24	11 18H 25	12 19 26	7	June 10 - Graduation/Staff Development June 14 Summer School Begins	95
6 13 20 27	31H 7 14 21 28	8 15 22 29	9 16 23 30	10 17 24	11 18H 25	12 19 26	7	June 10 - Graduation/Staff Development June 14 Summer School Begins June 18 - Juneteenth Holiday	95
6 13 20 27	31H 7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 1 8	11 18H 25 2 9	12 19 26 3 10	7	June 10 - Graduation/Staff Development June 14 Summer School Begins June 18 - Juneteenth Holiday July 5 - Independence Day Holiday	95

Board Approved - 6/10/2025

School Closed

1 HR Collaboration
Minimum Day
Progress Reports

2 Staff Workdays - 8/12, 1/13 5 Staff Development Days - 8/10, 8/11, 1/11, 1/12, & 6/10 Back to School Night 8/27 Finals

					\$		RIA JOINT UNION HIGH SO 2028 SCHOOL YEAR O		
s	М	т	w	т	F	s			-
	IVI	'	**	1	2	3	JULY 2027	July 5 - Independence Day Holiday	_
4	5H	6	7	8	9	10		July 9 - Summer School Ends	
11	12	13	14	15	16	17			
18	19	20	21	22	23	24	İ		
25	26	27	28	29	30	31	İ		
							AUGUST	August 2-6 - New Teacher Orientation	
1	2	3	4	5	6	7		August 9, 10 - Staff Development	
8	9	10	11	12	13	14		August 11- All Staff Workday, August 12- Students Begin	
15	16	17	18	19	20	21		August 16, 23, 30 - Staff/Collaboration - Early Out	
22	23	24	25	26	27	28		August 26 - Back to School Night	
29	30	31					14	August 27 - Minimum Day	
			1	2	3	4	SEPTEMBER		
5	6H	7	8	9	10	11		September 6 - Labor Day Holiday	
12	13	14	15	16	17	18		September 13, 20, 27 - Staff/Collaboration - Early Out	
19	20	21	22	23	24	25		September 24 - Minimum Day - Progress Reports	
26	27	28	29	30			21		
					1	2	OCTOBER		
3	4	5	6	7	8	9		October 4, 11, 18, 25 - Staff/Collaboration - Early Out	
10	11	12	13	14	15	16			
17	18	19	20	21	22	23	-	Outstand On Minimum David Brown S.	
24	25	26	27	28	29	30		October 29 - Minimum Day - Progress Reports	
31		_	_		_	_	NOVEMBED	Nevember 4 9 4E 90 Staff/Callab	—
<u> </u>	1	2	3	4	5	6	NOVEMBER	November 1, 8, 15, 29 - Staff/Collaboration - Early Out	
7	8	9	10	11H	12	13	1	November 11 - Veteran's Day as prescribed by law	
14	15	16 23	17 24	18	19 26H	20 27	1	November 22-26 - Thanksgiving Break	
21	22		24	25H	26H	27	40	November 22-20 - Manksgiving break	
28	29	30	1	2	3	4	DECEMBER		_
5	6	7	8	9	10	11	DECEMBER	December 6, 13 - Staff/Collaboration - Early Out	
12	13	14	15	16	17	18		December 15, 16, 17 - Finals - Fall Semester Ends	
19	20	21	22	23H	24H	25		December 20 - January 7 - Winter Break	
26	27H	28	29	30	31H		13	,	85
					· · · · ·	1	JANUARY 2028	January 4-7 - Wintersession	
2	3H	4	5	6	7	8		January 10, 11 - Certificated Staff Development	
9	10	11	12	13	14	15	1	January 12 - All Staff Workday	
16	17H	18	19	20	21	22		January 13 - Students Return	
23	24	25	26	27	28	29		January 17 - Martin Luther King, Jr. Day Observed	
30	31						12	January 24, 31 - Staff/Collaboration - Early Out	
		1	2	3	4	5	FEBRUARY		
6	7	8	9	10	11	12		February 7, 28 - Staff/Collaboration - Early Out	
13	14H	15	16	17	18	19		February 14 - Lincoln's Day	
20	21H	22	23	24	25	26		February 21 - President's Day	
27	28	29					19	February 25 - Minimum Day - Progress Reports	
			1	2	3	4	MARCH		
5	6	7	8	9	10	11		March 6, 13, 20, 27 - Staff/Collaboration - Early Out	
12	13	14	15	16	17	18			
19	20	21	22	23	24	25			
26	27	28	29	30	31		23	April 2 40 24 Stoff/Collaboration Fig. Co.	\dashv
	_			-	_	1	APRIL	April 3, 10, 24 - Staff/Collaboration - Early Out	
2	3	4	5	6	7	8	1	April 7 - Minimum Day - Progress Reports	
9	10	11	12	13	14H	15	1	April 13 - Spring Fair - Minimum Day	
16	17	18	19	20	21	22	1	April 14 - Spring Vacation Day Holiday	
23	24	25	26	27	28	29	4.4	April 17 - April 21 - Spring Break	
30	1	2	3	4	5	6	MAY	May 1, 8, 15, 22 - Staff/Collaboration - Early Out	\dashv
7	8	9	10	11	12	13	ine (may 1, 0, 10, 22 - otali/ooilaboration - Early Out	
14	15	16	17	18	12	20			
21	22	23	24	25	26	27	1	May 29 - Memorial Day Holiday	
28	29H	30	31				22	,,	
20	2311	30	31	1	2	3	JUNE	June 5, 6, 7 - Finals Schedule	\dashv
4	5	6	7	8	9	10	·· -	June 7 - Last Day of School	
11	12	13	14	15	16	17	1	June 8 - Graduation/Staff Development	
18	12 19H	20	21	22	23	24	1	June 12 - Summer School Begins	
25	26	27	28	29	30		5	June 19 - Juneteenth Holiday	95
20	20		20	23	30	1	JULY 2028	ound to controllinay	⊣ ~
2	3	4H	5	6	7	8	1	July 4 - Independence Day Holiday	
9	10	4H 11	12	13	14	15	1	July 7 - Summer School Ends	
16	17	18	19	20	21	22	1	*	
23	24	25	26	27	28	29	1		
30	31				1		1		

School Closed 1 HR Collaboration Minimum Day

Progress Reports

2 All Staff Workdays - 8/11, 1/12 5 Staff Development Days - 8/9, 8/10, 1/10, 1/11, & 6/8 Back to School Night 8/26 Finals

APPENDIX E

Proposed Career and College Access
Pathways (CCAP) Partnership Agreement

COLLEGE AND CAREER ACCESS PATHWAYS (CCAP) PARTNERSHIP AGREEMENT BETWEEN

THE ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT AND

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

This College and Career Access Pathway Partnership Agreement ("CCAP Agreement") is between the Allan Hancock Joint Community College District ("COLLEGE) and Santa Maria Joint Union High School District ("SCHOOL DISTRICT"). COLLEGE and SCHOOL DISTRICT will collectively be referred to as "PARTIES" or individually as "PARTY".

RECITALS

WHEREAS, COLLEGE is a community college district whose mission includes providing educational programs and services that are responsive to the needs of the students and communities within the community college services area; and

WHEREAS, SCHOOL DISTRICT is a public school district located within the regional service area of the COLLEGE unless otherwise specified and agreed to as stated in AB 288, Sec. 2, Education Code section 76004, subdivision (e); and

WHEREAS, a high school ("HIGH SCHOOL") "includes a community school, continuation high school, juvenile court school, or adult education program offering courses for high school diplomas or high school equivalency certificates" as stated in Education Code section 76004, subdivision (a)(2); and

WHEREAS, the PARTIES desire to enter into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of the Education Code, for high school students "who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and helping high school pupils achieve college and career readiness," (Ed. Code, § 76004, subdivision (a)); and

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by applicable law, the California Community College Chancellor's Office and the COLLEGE; and

WHEREAS, the PARTIES desire to enter this CCAP, which sets forth their mutual rights and responsibilities and governs their relationship; and

WHEREAS, the PARTIES intend for COLLEGE to report full-time equivalent students ("FTES") and obtain state apportionment for the subject courses given through this CCAP Agreement in

accordance with California Education Code, section 76004 and the appropriate portions of Title 5 of the California Code of Regulations; and

WHEREAS, participation in the CCAP Agreement is consistent with the core mission of California Community Colleges pursuant to Education Code section 66010.4, and that pupils participating in a CCAP partnership will not lead to enrollment displacement of otherwise eligible adults in the community college (Ed. Code, § 76004, subdivision (k)(2));

NOW, THEREFORE, PARTIES mutually agree as follows:

1. TERM OF AGREEMENT

1.1. Effective Date and Duration. The term of this CCAP Agreement shall be effective on July 1, 2025, and continue in effect until June 30, 2026, or until duly modified or terminated by the PARTIES in accordance with Section 1.2 of this CCAP Agreement.

1.2. Early Termination.

- a. This agreement may be terminated by either PARTY without cause or for any reason upon giving at least sixty (60) days prior written notice to the other PARTY. Any students currently enrolled in COLLEGE courses under this CCAP Agreement shall be allowed to complete those courses prior to the termination of this CCAP Agreement.
- b. This CCAP Agreement may be terminated by either PARTY with cause if another PARTY fails to comply with the insurance or indemnification requirements or otherwise commits a material breach. Termination will be effective no sooner than 15 calendar days after a written demand to cure is provided and the PARTY fails to cure. This remedy is in addition to any other remedy which may be provided for by law.
- 1.3. **The CCAP Agreement Appendix**. This CCAP Agreement outlines the terms of the Agreement.
 - a. The CCAP Agreement Appendix shall specify CCAP Agreement Courses as well as additional details regarding, but not be limited to, the total number of high school students to be served and the total number of full-time equivalent students ("FTES") projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses:

Appendix A: Agreement with Instructor.

Appendix B: Identification of CCAP Pathways for Course-Specific College and Career Pathway Opportunities.

Appendix C: CCAP Agreement Courses Approved for [academic year].

Appendix D: Dual Enrollment Registration Timeline

b. The CCAP Agreement Appendix C shall be reviewed and approved annually by both PARTIES by a duly adopted written amendment to this Agreement.

1.4. Points of contact and Educational Administrators are as follows:

COLLEGE: Thomas Lamica, dean, academic affairs

SCHOOL DISTRICT: **Dr. Krista Herrera**, assistant superintendent, curriculum and

instruction

HIGH SCHOOL SITES: Elizabeth Cortez, assistant principal, Ernest Righetti High

School

Mandy McDonald, college & career center specialist, Ernest

Righetti High School

Kevin Ilac, assistant principal, Pioneer Valley High School **Melani Mederos**, college & career center specialist, Pioneer

Valley High School

Jules Manfreda, assistant principal, Santa Maria High School

TBD, Mark Richardson CTE Center and AG Farm

(Ed. Code, § 76004, subdivision (c)(2))

- 1.5. A copy of the COLLEGE and SCHOOL DISTRICT CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the California Department of Education before the start of the CCAP partnership. (Ed. Code, § 76004, subdivision (c)(3).)
- 1.6. COLLEGE and SCHOOL DISTRICT shall present this CCAP agreement at an open public meeting of their respective governing boards, allowing for public comments prior to consideration for approval or disapproval of this CCAP agreement. (Ed. Code, § 76004, subdivision (b)(2).)

2. **DEFINITIONS**

- 2.1. CCAP Agreement Courses. CCAP Agreement Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. (Ed. Code § 76004, subdivision (a).) All community college courses offered at the SCHOOL DISTRICT have been approved in accordance with the policies and guidelines of COLLEGE and applicable law. Courses offered at the COLLEGE that are open to the public for enrollment fall outside of this CCAP agreement and are subject to all conditions and rules of the COLLEGE.
- 2.2. **Pupil or Student Fees.** Pupil or Student is defined as a resident or nonresident student attending HIGH SCHOOL in California. SCHOOL DISTRICT pupils enrolled in a course offered through this CCAP Agreement shall not be assessed any fee that is prohibited by

Education Code section 49011 (Ed. Code § 76004, subdivision (f)), including a fee charged to a student or a student's parent or guardian as a condition for course registration or for textbooks, supplies, materials and equipment needed to participate in the course. Students who are enrolled in a combination of CCAP and regular credit college courses will be subject to all fees assessed for the regular credit college enrollment for the regular credit college courses.

3. STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY

- 3.1. **Student Eligibility**. Students who "may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils to achieve college and career readiness" and "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate" are eligible to participate in CCAP courses hosted at a SCHOOL DISTRICT site. (Education Code § 76004, subdivision (a); Assembly Bill 288 (2015) Section I, subdivision (d))
- 3.2. **Student Selection and Enrollment**. Enrollment shall be open to all eligible students as part of the CCAP Agreement who have been admitted to the COLLEGE and who meet all applicable prerequisites. Student selection criteria will be further specified in the CCAP Agreement Appendix C. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through the CCAP Agreement will be determined by COLLEGE and shall be in compliance with applicable law and COLLEGE standards and policies.
- 3.3. College Admission and Registration. Procedures for students participating in the CCAP Agreement shall be governed by the COLLEGE and shall be in compliance with the admissions and registration guidelines outlined in applicable law and COLLEGE policy.
- 3.4. **Records of Student Attendance**. All records of student attendance and achievement shall be submitted to COLLEGE periodically using the COLLEGE student information system or upon demand and shall be maintained by COLLEGE.
- 3.5. **Priority Enrollment**. Students enrolling in a CCAP course will have priority enrollment by virtue of their status. High school students enrolling in non-CCAP college courses will not be eligible for priority registration.
- 3.6. **Physical Education Courses.** As part of a CCAP Agreement, a participating community college district shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. (Ed. Code § 76004, subdivision (d)).
- 3.7. **Maximum Units.** Students participating under a CCAP Agreement may enroll in up to a maximum of 15 units per term, without exception, if all the following conditions specified in Assembly Bill 288, Sec. 2 (p)(1)(2)(3) are satisfied:
 - a. The units constitute no more than four community college courses per term.

- b. The units are part of an academic program that is part of a CCAP partnership agreement established pursuant to this article.
- c. The units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential.
- 3.8. **Minimum School Day**. The SCHOOL DISTRICT shall certify that it shall teach SCHOOL DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code sections 46141 and 46142.
- 3.9. **Enrollment Restriction**. COLLEGE reserves the right to block students from enrolling in any courses for students who incur an unpaid debt for a non-CCAP class at the college. COLLEGE agrees to remove the enrollment block when debt is paid in full.

4. COLLEGE APPLICATION PROCEDURE

- 4.1. The COLLEGE will be responsible for processing student applications.
- 4.2. The COLLEGE will provide the necessary admission and registration forms and procedures, and both COLLEGE and SCHOOL DISTRICT will jointly ensure that each applicant accepted has met all the enrollment requirements.
- 4.3. The SCHOOL DISTRICT agrees to assist COLLEGE in the admission and registration of SCHOOL DISTRICT students as may be necessary and requested by COLLEGE.

5. PARTICIPATING STUDENTS

- 5.1. The total cost of books and instructional materials for SCHOOL DISTRICT students who enroll in a COLLEGE course offered as part of this CCAP Agreement will be borne by SCHOOL DISTRICT.
- 5.2. Both COLLEGE and SCHOOL DISTRICT will ensure that ancillary and support services are accessible to students (e.g., Tutoring.)
- 5.3. A student taking courses under this CCAP Agreement with an Individual Education Plan or 504 Plan with the SCHOOL DISTRICT may request accommodation for his or her disability to participate in the educational programs and activities required by the COURSE and COLLEGE. Accommodation required by state law or SCHOOL DISTRICT policy will be provided through SCHOOL DISTRICT in consultation with the COLLEGE Learning Assistance Program (LAP) Office. Students requesting services by the LAP office will need to follow the standard process for requesting accommodations.

6. CCAP AGREEMENT COURSES

- 6.1. The COLLEGE may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to this CCAP Agreement.
- 6.2. The COLLEGE is responsible for all courses and educational programs offered as part of CCAP Agreement.
- 6.3. The scope, nature, time, location, and listing of courses offered by a COLLEGE shall be determined by COLLEGE in consultation with the SCHOOL DISTRICT and with the

- approval of the COLLEGE and will be recorded in the Appendix C to this CCAP Agreement.
- 6.4. Courses offered as part of a CCAP Agreement shall be jointly selected and approved by COLLEGE and SCHOOL DISTRICT.
- 6.5. Courses offered as part of this CCAP Agreement shall have a minimum enrollment of fifteen (15) students.
- 6.6. The SCHOOL DISTRICT confirms that each approved CCAP course is held for no less than 50 minutes each class day in full compliance with the course outcomes determined by the COLLEGE.
- 6.7. Degree and certificate programs that are included in the CCAP agreement must have been approved by the California Community College Chancellor's Office and courses offered at the SCHOOL DISTRICT shall adhere to the official course outline of record and the student learning outcomes established by the associated academic department within the COLLEGE, approved by the COLLEGE Academic Policy & Planning (AP&P) Committee and submitted to the Chancellor's Office. Course outlines will be provided to the SCHOOL DISTRICT.
- 6.8. Courses must meet the number of hours sufficient to meet the stated performance objectives as outlined in the course outlines provided to the SCHOOL DISTRICT on a semester basis.
- 6.9. Courses offered at the SCHOOL DISTRICT as part of this CCAP Agreement shall be of the same quality and rigor as those offered on the COLLEGE campus and shall be in compliance with COLLEGE academic standards.
- 6.10. Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites, and standards applicable to the COLLEGE as well as any corresponding policies, practices, and requirements of the SCHOOL DISTRICT. In the event of a conflict between the COLLEGE course related regulations, policies, procedures, prerequisites and standards and SCHOOL DISTRICT policies, practices and requirements, the COLLEGE regulations, policies, procedures, prerequisites, and standards, shall prevail.
- 6.11. A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with COLLEGE guidelines, policies, pertinent statutes and regulations.
- 6.12. Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with COLLEGE guidelines, policies, pertinent statues and regulations.
- 6.13. COLLEGE has the sole right to control and direct the instructional activities for all CCAP Agreement courses and all instructors, including those who are SCHOOL DISTRICT employees.
- 6.14. This CCAP Agreement certifies that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering SCHOOL DISTRICT, and shall involve collaborative effort between the SCHOOL DISTRICT and the COLLEGE faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation.
- 6.15. CCAP Agreement Courses outlined in Appendix C shall be updated annually and

approved before the start of each academic year.

7. INSTRUCTORS

- 7.1. All instructors teaching COLLEGE courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 California Code of Regulations, Sections 53410 and 58060 or as amended.
- 7.2. The CCAP Agreement Appendix C shall specify which participating SCHOOL DISTRICT or COLLEGE will be the employer of record for purposes of assignment monitoring and reporting to the county office of education.
- 7.3. This CCAP Agreement specifies that the SCHOOL DISTRICT will assume reporting responsibilities pursuant to applicable federal teacher quality mandates.
- 7.4. Instructors who teach COLLEGE courses offered as part of this CCAP Agreement must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity.
- 7.5. Instructors who teach COLLEGE courses shall comply with the fingerprinting requirements set forth in Education Code section 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code section 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a SCHOOL DISTRICT site. SCHOOL DISTRICT shall immediately notify COLLEGE if an instructor is charged with an offense prohibited by Education Code sections 44010 or 44011.
- 7.6. Prior to teaching, faculty provided by the SCHOOL DISTRICT shall participate in required discipline-specific training and orientation from COLLEGE regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures record keeping, and other instructional responsibilities. Such training shall be approved and provided by the COLLEGE.
- 7.7. Prior to teaching, instructors provided by the COLLEGE may receive training and orientation from SCHOOL DISTRICT regarding, but not limited to, SCHOOL DISTRICT policies, practices, and requirements. Such training may be approved and provided by the SCHOOL DISTRICT.
- 7.8. Faculty provided by the SCHOOL DISTRICT are eligible to participate in professional development activities sponsored by the COLLEGE as required by the terms and condition of the contract and shall be encouraged to participate in ongoing collegial interaction to include, but not limited to, addressing course content, course delivery, assessment, evaluation, and/or research and development in the field.
- 7.9. The COLLEGE shall evaluate faculty performance for the college courses using the adopted evaluation of process and standards for faculty of the COLLEGE, subject to the approval of COLLEGE.
- 7.10. The COLLEGE and SCHOOL DISTRICT will work collaboratively to identify instructors from SCHOOL DISTRICT who may meet minimum qualification requirements or local equivalency standards to teach a COLLEGE course and encourage them to apply for

- consideration. Instructors will be required to go through the COLLEGE screening process for possible selection and assignment to the course.
- 7.11. The SCHOOL DISTRICT teachers approved to teach COLLEGE courses remain employees of the SCHOOL DISTRICT, subject to the authority of the SCHOOL DISTRICT, but will also be subject to the authority of COLLEGE specifically with regard to their duties as COLLEGE instructors, pursuant to the terms of Appendix A.
- 7.12. The COLLEGE shall determine the number of instructors, the ratio of instructors to students, and the subject areas of instruction.
- 7.13. Faculty provided by the SCHOOL DISTRICT who do not comply with the policies, regulations, standards, and expectations of the COLLEGE shall be ineligible to teach college courses under this CCAP Agreement.
- 7.14. SCHOOL DISTRICT teachers approved to teach CCAP Courses under this CCAP Agreement must submit grades to both the COLLEGE and SCHOOL DISTRICT using the COLLEGE student information system by the established timeline (Appendix D).
- 7.15. SCHOOL DISTRICT teachers approved by the COLLEGE shall sign an Agreement with the Instructor (Appendix A) prior to the start of each academic year.
- 7.16. SCHOOL DISTRICT teachers approved by the COLLEGE shall provide support to high school students taking COLLEGE courses under CCAP agreement with COLLEGE admission and registration procedures.

8. ASSESSMENT OF LEARNING AND CONDUCT

- 8.1. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same standards of achievement as students in courses taught on the COLLEGE campus.
- 8.2. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same grading standards as those expected of students in courses taught on the COLLEGE campus.
- 8.3. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in courses taught on the COLLEGE campus.
- 8.4. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same behavioral standards as those expected of students in courses taught on the COLLEGE campus.

9. LIAISON AND COORDINATION OF RESPONSIBILITIES

9.1. The COLLEGE shall appoint an educational administrator who will serve as point of contact to facilitate coordination and cooperation between COLLEGE, SCHOOL DISTRICT, and HIGH SCHOOL in conformity with COLLEGE policies and standards. (Ed. Code, § 76004, subd. (c)(2).) Among other things, the COMMUNITY COLLEGE DISTRICT Educational Administrator and the SCHOOL DISTRICT Educational Administrator described in Section 9.2, shall collaborate to determine the process for timely receiving, investigating, and remediating complaints of sexual misconduct or other conduct covered by Title IX of the Education Amendments of 1972 alleged to have occurred in or related to the CCAP program.

- 9.2. The SCHOOL DISTRICT shall appoint an educational administrator who will serve as point of contact to facilitate coordination and cooperation between SCHOOL DISTRICT, COLLEGE, HIGH SCHOOL in conformity with SCHOOL DISTRICT policies and standards.
- 9.3. This CCAP Agreement requires an annual report to the office of the Chancellor of the California Community Colleges by COLLEGE and SCHOOL DISTRICT. COLLEGE shall complete and file the Apportionment Attendance Report (CCFS-320); SCHOOL DISTRICT agrees to provide the following information, when requested by COLLEGE, in accordance with AB 288 Section 2, Education Code Section 76004:
 - a. The total number of high school students by school site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.
 - b. The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants.
 - c. The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants.
 - d. The total number of full-time equivalent students generated by CCAP partnership community college district participants.

10. DISPUTES

- 10.1. COLLEGE and SCHOOL DISTRICT recognize that, from time to time, disputes may arise between COLLEGE employees or students and SCHOOL DISTRICT employees or students. When such disputes arise, COLLEGE and SCHOOL DISTRICT shall collaborate and use their best efforts to resolve them informally. Where informal resolution is not successful or the PARTIES must address a formal inter-agency complaint, the following process will be utilized to resolve the matter.
 - a. The PARTY receiving the complaint will timely notify the other, and promptly provide the other PARTY with any written complaint received.
 - b. The Educational Administrators will review the complaint to determine, based on the nature of the complaint, whether any statutory or regulatory timelines or other procedural requirements apply, including but not limited to:
 - 10.1.b.1. Whether COLLEGE is required to investigate the complaint to the State Chancellor pursuant to Title 5 of the California Code of Regulations.
 - 10.1.b.2. Whether, based on the nature of the complaint, the complainant is entitled to any rights or protections with regard to how the complaint is handled, pursuant to Title 5 or applicable state or federal laws, including but not limited to Title IX of the Education Amendments of 1972.
 - 10.1.b.3. If either Educational Administrator finds such rights to exist, he or she shall notify the other Educational Administrator, and COLLEGE and SCHOOL DISTRICT shall cooperate as needed in carrying out these requirements. It is understood that such requirements may include but are not limited to conducting a formal investigation within regulatory timelines or the implementation of interim safety measures for the complainant.

- c. Within a reasonable time, either PARTY receiving the complaint, the PARTIES will discuss the nature and severity of the allegations and come to a mutual agreement regarding the need for and scope of any investigation required. If it is agreed that a formal investigation is required, the PARTIES will mutually agree upon an investigator, who may be an outside investigator, or qualified employee of COLLEGE or SCHOOL DISTRICT. If the PARTIES agree to have the matter investigated internally by either a COLLEGE or SCHOOL DISTRICT employee, the other PARTY may designate an employee to attend all witness interviews. Where it is determined that an outside investigator will be used, the cost will be divided between the PARTIES.
- d. If, despite the good faith effort of the PARTIES, they are unable to agree on a process for investigating the complaint, the PARTY whose employee/student is the subject of the complaint will determine the process.
- e. The COLLEGE and SCHOOL DISTRICT will cooperate in any investigation initiated and make its employees available to the investigator.
- f. Interviews of COLLEGE and SCHOOL DISTRICT employees shall comply with any rights and protections afforded to them under an applicable collective bargaining agreement or state or federal law, including but not limited to the right to have a representative present during an interview that could lead to discipline.
- g. The investigator will prepare a report that will be provided to both PARTIES setting forth findings as to the allegations and the basis for the findings.
- h. The COLLEGE and SCHOOL DISTRICT shall share any and all materials from the investigation, unless sharing would cause a PARTY to violate confidentiality or privacy laws.
- i. The COLLEGE and SCHOOL DISTRICT have sole discretion in determining any disciplinary measures to be imposed against their respective employees or students.
- j. Regardless of any disciplinary measures taken by the COLLEGE or SCHOOL DISTRICT against its respective employees or students, the other PARTY retains the right to have the subject of a sustained complaint removed from participating in or providing services for the program that is the subject of this CCAP Agreement.

11. APPORTIONMENT

- 11.1. COLLEGE shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.
- 11.2. For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils.
- 11.3. The COLLEGE shall not receive a state allowance or apportionment for an instructional activity for which the SCHOOL DISTRICT has been, or shall be, paid an allowance or apportionment. (Ed. Code § 76004, subdivision (o)(2)).
- 11.4. The attendance of a SCHOOL DISTRICT pupil at the COLLEGE as a special part-

time or full-time student pursuant to this section is authorized attendance for which the COLLEGE shall be credited or reimbursed pursuant to Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity.

12. CERTIFICATIONS

- 12.1. The SCHOOL DISTRICT certifies that:
 - a. The direct education costs of the courses offered as part of this CCAP Agreement are not fully funded through other sources.
 - b. It agrees and acknowledges that the COLLEGE will claim apportionment for the SCHOOL DISTRICT students enrolled in community college course(s) under this CCAP Agreement.
 - c. Any COLLEGE instructor teaching a course at the SCHOOL DISTRICT has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus.

12.2. The COLLEGE certifies that:

- a. A community college course offered for college credit at the participating SCHOOL DISTRICT does not reduce access to the same course offered at the partnering COLLEGE.
- b. The COLLEGE has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.
- c. The Agreement is consistent with the core mission of the COLLEGE pursuant to Section 66010.4 and students participating in this CCAP Agreement will not lead to displacement of otherwise eligible adults at the COLLEGE.
- d. A qualified SCHOOL DISTRICT instructor teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing COLLEGE faculty member teaching the same course at the partnering community college campus.

12.3. The PARTIES certify that:

- a. Any COLLEGE instructor teaching a course on a SCHOOL DISTRICT campus has not been convicted of any sex offense as defined in Education Code section 44010 or as amended, or any controlled substance offense as defined in Education Code section 44011 or as amended.
- b. The SCHOOL DISTRICT and COLLEGE comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP Agreement course offered for high school credit. (AB288 Sec. 2 (I).)

13. PROGRAM IMPROVEMENT

13.1. The COLLEGE and the SCHOOL DISTRICT may annually conduct surveys of

participating SCHOOL DISTRICT pupils, instructors, principals, and school counselors for the purpose of informing practice, adjusting, and improving the quality of courses offered as part of this CCAP Agreement.

14. RECORDS

- 14.1. Permanent records of student attendance, grades and achievement will be maintained by both the SCHOOL DISTRICT and COLLEGE for SCHOOL DISTRICT students who enroll in course(s) offered as part of this CCAP Agreement. Permanent records of student enrollment, grades, and achievement for COLLEGE students shall be maintained by COLLEGE.
- 14.2. Each PARTY shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each PARTY may review and obtain a copy of the other PARTY'S pertinent records subject to federal and state privacy statutes.
- 14.3. SCHOOL DISTRICT instructors will submit grades to the COLLEGE when due according to the COLLEGE schedule per section 7.14. The SCHOOL DISTRICT will include all criteria identified by the COLLEGE for grading purposes.
- 14.4. COLLEGE may provide the SCHOOL DISTRICT with a report on participating students' final grades after each term.

15. CCAP AGREEMENT DATA MATCH AND REPORTING

- 15.1. COLLEGE and SCHOOL DISTRICT shall ensure operational protocols consistent with the collection of participating student data and the timely submission of the data.
- 15.2. COLLEGE shall report all program and participating student data to the office of the Chancellor of the California Community Colleges.

16. DATA SHARING

16.1. COLLEGE and SCHOOL DISTRICT may share confidential student data for the purposes of evaluating the educational services provided under this CCAP agreement and for evaluating student performance pursuant to participating in CCAP courses. Any data shared will be for research and analytical purposes aimed at understanding student performance and improving applicable federal and state laws concerning access to and confidentiality of student record information as described in Section 17 of this agreement.

17. PRIVACY OF STUDENT RECORDS

17.1. COLLEGE and SCHOOL DISTRICT understand and agree that education records of students enrolled in a CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as outlined in Education Code section 49064 and section 49076). COLLEGE and SCHOOL DISTRICT agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence and further agree not to disclose such records except as authorized by applicable law or regulation for COLLEGE

- records or by the parent or guardian's prior written consent for HIGH SCHOOL records. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code§§ 49064 and 49076.)
- 17.2. **Limitation on Use**. COLLEGE and SCHOOL DISTRICT shall use each student education record that they may receive pursuant to this CCAP Agreement solely for purposes consistent with their authority to access that information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.)
- 17.3. **Recordkeeping Requirements.** COLLEGE and SCHOOL DISTRICT shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.
- 17.4. Acknowledgement of Receipt of Notice of FERPA Regulations. By signature of its authorized representative or agent on this Agreement, COLLEGE and SCHOOL DISTRICT hereby acknowledges that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from re-disclosing student education records to any other person or entity except as authorized by applicable law or regulation. Parent or guardian requests for information will need to be addressed directly by the HIGH SCHOOL or SCHOOL DISTRICT personnel.

18. REIMBURSEMENT

- 18.1. The SCHOOL DISTRICT shall invoice the COLLEGE no later than 30 (thirty) days after the start of each term for the instructional services provided through this CCAP agreement as follows:
 - a. For courses taught by COLLEGE-approved SCHOOL DISTRICT teachers and COLLEGE instructors on HIGH SCHOOL campuses during regular high school hours rendered at the rate of \$1,000.00 per course unit delivered to CCAP students.

Example: 3 CCAP courses @ 3 units each = 9 units x 1,000.00 = 9,000.00

- 18.2. The COLLEGE shall make payment to the SCHOOL DISTRICT within 30 days of receiving the invoice for instructional services rendered.
- 18.3. The COLLEGE is required to report to the state the percentage of funds paid to an agency to the SCHOOL DISTRICT that will provide direct instruction on behalf of the college as part of the CCAP partnership agreement. The SCHOOL DISTRICT will use 100% of all funds received from Allan Hancock College in fulfillment of this agreement to pay for direct instructional costs. (Ed. Code § 84632).

19. FACILITIES

19.1. The SCHOOL DISTRICT will provide adequate classroom space at its facilities or other mutually agreed upon locations to conduct the instruction and do so without charge to COLLEGE or students. SCHOOL DISTRICT agrees to clean, maintain, and safeguard SCHOOL DISTRICT's premises. SCHOOL DISTRICT warrants that its facilities are safe and compliant with all applicable buildings, fire, and safety codes.

- 19.2. The SCHOOL DISTRICT will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all SCHOOL DISTRICT students. The parties understand that such equipment and materials are the SCHOOL DISTRICT's sole property.
- 19.3. The SCHOOL DISTRICT facilities may be used by COLLEGE for COLLEGE course offerings before or after regular high school schedule at no additional cost. Prior approval by the SCHOOL DISTRICT is required. COLLEGE courses offered before or after the regular high school schedule will be open to the public.

20. INDEMNIFICATION

- 20.1. The SCHOOL DISTRICT agrees to and shall indemnify, save and hold harmless the COLLEGE, and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of SCHOOL DISTRICT's performance of this CCAP Agreement. The obligation to indemnify shall extend to all claims and losses that arise out of SCHOOL DISTRICT's or its trustees', officers', agents', or employees' negligence, wrongful acts or omissions, or willful misconduct related to this CCAP Agreement or performance of this CCAP Agreement. The provisions of this section shall survive the termination or expiration of this CCAP Agreement.
 - 20.2. The COLLEGE agrees to and shall indemnify, save and hold harmless the SCHOOL DISTRICT and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of COLLEGE'S performance of this CCAP Agreement. The obligation to indemnify shall extend to all claims and losses that arise out of COLLEGE'S or its trustees', officers', agents', or employees' negligence, wrongful acts or omissions, or willful misconduct related to this CCAP Agreement or performance of this CCAP Agreement. The provisions of this section shall survive the termination or expiration of this CCAP Agreement.

21. INSURANCE

21.1. The SCHOOL DISTRICT, in order to protect the COLLEGE, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this CCAP Agreement, shall secure and maintain in force during the entire term of this CCAP Agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident and TWO MILLION DOLLARS (\$2,000,000) general aggregate for personal injury, bodily injury, death, and property and other damage, with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA, or program of self-insurance shall expressly name the COLLEGE, its

agents, employees and officers as an additional insured for the purposes of this CCAP Agreement. A certificate of insurance including such endorsement shall be furnished to the COLLEGE.

- 21.2. The COLLEGE, in order to protect the SCHOOL DISTRICT, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this CCAP Agreement, shall secure and maintain in force during the entire term of this CCAP Agreement, insurance coverage or an approved program of self- insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident and TWO MILLION DOLLARS (\$2,000,000) general aggregate for personal injury, bodily injury, death, and property and other damage, with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the State of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name the SCHOOL DISTRICT, its agents, employees and officers as an additional insured for the purposes of this CCAP Agreement. A certificate of insurance including such endorsement shall be furnished to the SCHOOL DISTRICT.
- 21.3. For the purpose of Workers' Compensation, SCHOOL DISTRICT shall be the "primary employer" for all its employees who perform services as instructors and support staff. SCHOOL DISTRICT shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective SCHOOL DISTRICT employees made in connection with performing services and receiving instruction under this CCAP Agreement. SCHOOL DISTRICT agrees to hold harmless, indemnify, and defend COLLEGE, its directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by SCHOOL DISTRICT employees connected with providing services under this CCAP Agreement.

22. NON-DISCRIMINATION

22.1. Neither the SCHOOL DISTRICT nor the COLLEGE shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

23. NOTICES

23.1. Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

Allan Hancock College Joint Community College District 800 S. College Drive Santa Maria, CA 93460 Attn: Dennis Curran

Santa Maria Joint Union High School District 2560 Skyway Drive

Santa Maria, Ca 93455

Attn: Antonio Garcia

24. MODIFICATION AND AMENDMENT

- 24.1. Appendix A through D to this CCAP Agreement is incorporated by this reference into this CCAP Agreement.
- 24.2. This CCAP Agreement and Appendix A through D to this CCAP Agreement set forth the entire agreement between the PARTIES relating to the subject matter of this CCAP Agreement. This CCAP Agreement and Appendix A through D to this CCAP Agreement supersede any prior agreements, promises, negotiations, or representations, express or implied, oral or written, not included in this CCAP Agreement and Appendix A through D to this CCAP Agreement.
- 24.3. This Agreement may be amended only with the mutual consent of the Parties. All amendments must be in writing and must be approved by the Parties' respective governing Boards.

25. GOVERNING LAWS

25.1. This CCAP Agreement will be governed by and construed in accordance with California law, and the venue of any action or proceeding in connection with this CCAP Agreement shall be Santa Barbara County, California.

26. COMMUNITY COLLEGE DISTRICT BOUNDARIES

26.1. For locations outside the geographical boundaries of Allan Hancock College Joint Community College District, the COLLEGE will comply with the requirements of Title 5 of the California Code of Regulations, Sections 55300 et seq. or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

27. SEVERABILITY

27.1. This CCAP Agreement shall be considered severable, such that if any provision or part of the CCAP Agreement is ever held invalid under any law or ruling, that provision or part of the CCAP Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

28. COUNTERPARTS

28.1. This CCAP Agreement may be executed by the PARTIES in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

IN WITNESS WHEREOF, the PARTIES hereto have caused this CCAP Agreement to be executed on the dates set forth below, to be effective as of the Effective Date.

ALLAN HANCOCK JOINT COMMUNITY	SANTA MARIA JOINT UNION
COLLEGE DISTRICT	HIGH SCHOOL DISTRICT
By:	By:
Associate Superintendent/Vice President of Finance and Administration	Superintendent
Date:	Date:
ALLAN HANCOCK JOINT COMMUNITY	SANTA MARIA JOINT UNION HIGH
COLLEGE DISTRICT BOARD MEETINGS	SCHOOL DISTRICT BOARD MEETINGS
Information Board Meeting Date:	Information Board Meeting Date:
information board weeting bate.	miormation board wiceting Date.
Public Comment	Public Comment
and Approval Board Meeting Date:	and Approval Board Meeting Date:

APPENDIX A

ALLAN HANCOCK COLLEGE JOINT COMMUNITY COLLEGE DISTRICT

Agreement with INSTRUCTOR

This agreement is made and entered into this	[day] of	[month]	[year]
by three parties: The Allan Hancock College Join	nt Community C	ollege District (herein	after
"COLLEGE"), the	[high school	district] (hereinafter "	SCHOOL
DISTRICT") and	[first name, la	ast name], an employe	ee of the
SCHOOL DISTRICT (hereinafter "INSTRUCTC	R") who is bein	g assigned to the COI	LLEGE on
a part-time basis pursuant to Title 5, California Co	ode of Regulation	ons, section 58058(b).	

WHEREAS, the SCHOOL DISTRICT has the experience, training, equipment and other resources, and staff necessary to provide instruction to COLLEGE students through the CCAP Agreement;

WHEREAS, Title 5, California Code of Regulations, section 58050, subdivision (a) provides authority for claiming apportionment;

NOW, THEREFORE, the three parties to this Agreement hereby agree as follows:

- 1. The SCHOOL DISTRICT'S INSTRUCTOR is an employee of the SCHOOL DISTRICT who shall meet "Minimum Qualifications" for the academic position of COLLEGE'S INSTRUCTOR as established by the COLLEGE and as determined by the COLLEGE.
- 2. The SCHOOL DISTRICT's INSTRUCTOR is professionally and specially trained and competent to provide the supervisory and/or instructional services required by the COLLEGE.
- 3. The INSTRUCTOR will be an employee of the COLLEGE for purposes of the Attendance Accounting Standards (Ed. Code, § 58050). COLLEGE has the right to; 1) evaluate and terminate INSTRUCTOR; 2) evaluate the quality of instruction to ensure that it meets the needs of students; 3) evaluate the quality and rigor equal to the COLLEGE'S approved course outline of record and the accreditation requirements of COLLEGE. The COLLEGE will not provide INSTRUCTOR evaluation results to the SCHOOL DISTRICT.
- 4. The SCHOOL DISTRICT's INSTRUCTOR shall at all times comply with the supervisory and/or instructional requirements outlined in Title 5, California Code of Regulations, section 58055, which require direct instruction by the SCHOOL DISTRICT's INSTRUCTOR except in limited circumstances. The SCHOOL DISTRICT's INSTRUCTOR's responsibilities and duties as an employee of the COLLEGE shall include, but are not limited to, the following:
 - 4.1. Ensure that an instructional time of 50 minutes per class each day is expended in full compliance with the course objectives determined by the COLLEGE.
 - 4.2. Ensure the safety and well-being of students.
 - 4.3. Be in sufficient physical proximity and range of communication to provide immediate instructional supervision and control of all students in his/her classes.
 - 4.4. Attend periodic staff meetings with the COLLEGE.
 - 4.5. Regularly check and respond to communication from COLLEGE.
 - 4.6. Priority in class enrollment shall be given to students desiring to take the course for college credit towards a degree or certificate (Ed. Code § 76370). Ensure accurate and current daily student attendance records, accurate calculation of final student grades of

- all students enrolled in the course for college credit, and the prompt submission of all data necessary for the calculation of FTES to the DISTRICT within 3 (three) calendar days of course completion (Ed. Code § 84500).
- 4.7. Ensure the effective use of instructional methods, technology, testing and remediation.
- 4.8. Ensure that he/she does not have any other assigned duties during the instructional activity where multiple skill levels of students are being taught for which attendance is being claimed.
- 4.9. Be familiar with and comply with all relevant COLLEGE policies, rules and regulations, including but not limited, to those related to student safety, grading, attendance, sexual harassment and discrimination.
- 4.10. Provide support to SCHOOL DISTRICT students taking COLLEGE courses under CCAP agreement with COLLEGE admission and registration procedures.
- 5. The SCHOOL DISTRICT shall indemnify and hold harmless the COLLEGE and its authorized agents, officers, and employees against any and all claims and actions arising from the SCHOOL DISTRICT's INSTRUCTOR's or SCHOOL DISTRICT's negligent, reckless or intentional acts, errors or omissions and for any cost or expense incurred by the COLLEGE on account of any claim therefor.
- 6. The COLLEGE shall provide no compensation to the SCHOOL DISTRICT'S INSTRUCTOR for any services rendered pursuant to this Agreement, but compensation, as well as workers' compensation insurance, shall be the responsibility of the SCHOOL DISTRICT in accordance with its established and standard practices.
- 7. This Agreement may be terminated at any time by the COLLEGE within the sole and exclusive discretion of the COLLEGE upon written notice to the SCHOOL DISTRICT and the SCHOOL DISTRICT's INSTRUCTOR. This Agreement may be terminated upon thirty (30) days' prior written notice to COLLEGE by either the SCHOOL DISTRICT or the SCHOOL DISTRICT's INSTRUCTOR within either's sole and exclusive discretion.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement the day and year last written below.

INSTRUCTOR	COMMUNITY COLLEGE DISTRICT
Print	Print
Signature	Signature

APPENDIX B

Identification of CCAP Pathways for Course-Specific College and Career Pathway Opportunities

Pursuant to California Assembly Bill No. 288, the COLLEGE and SCHOOL DISTRICT enter into this partnership agreement to offer College and Career Pathways (CCAP) to high school students to expand dual enrollment opportunities to facilitate college and career readiness, particularly among students who may not already be college-bound or who are underrepresented in higher education.

The goal of the CCAP partnership is to offer seamless pathways from high school to community college to promote: 1) academic preparation for transfer to four-year colleges and universities; 2) completion of career and technical education programs for entry into the workforce; (3) improving high school graduation rates, and (4) helping high school pupils achieve college and career readiness.

The following pathways are included in the CCAP partnership agreement between the COLLEGE and SCHOOL DISTRICT:

Career and Technical Education:

- 1. This pathway includes COLLEGE courses in a Career and Technical education ("CTE") pathway at the college level that apply to an Allan Hancock College degree or certificate in the pathway. This includes:
 - a. Naming of HIGH SCHOOL Pathway and Course Location in Sequence (Introductory, Concentrator, Capstone, or Practicum)
 - b. Naming of COLLEGE Pathway Degree or Certificate
 - c. Identifying Career/Employment Outcomes associated with CTE Pathway
 - d. Identifying the course(s) in the Pathway to be offered under the CCAP Agreement.
- 2. Examples of CTE Technical Pathways include Automotive, Digital Art and Graphic Design, Culinary, Early Childhood Studies, Welding etc.

College and Career Readiness:

- 1. This pathway includes COLLEGE courses in career exploration and career development that prepare students in college and career planning. Successful completion of these courses will allow students to matriculate at college level in courses in a CTE pathway or General Education/California State University ("CSU") Transfer pathway.
- 2. Course examples include: WEE (Work Experience); PD (Career Planning).

Preparation for Transfer:

1. California General Education Transfer Curriculum (Cal-GETC). This pathway includes COLLEGE courses which have been approved to meet the lower-division general education requirements at any CSU or University of California campus (i.e. Areas 1-6)

Improve High School Graduation Rates:

1. Student participation in college courses improves graduation rates of students who participate compared to peers who do not participate in college-level coursework.

APPENDIX C

CCAP Agreement Courses Approved for 2025 – 2026

HIGH SCHOOL DISTRICT: Santa Maria Joint Union High School District

HIGH SCHOOL SITE: Ernest Righetti High School

PROJECTED NUMBER

OF STUDENTS TO BE SERVED: <u>1,843</u>

TOTAL PROJECTED FTES: 294.83

CCAP Pathway	College Degree or Certificate	High School Pathway	CCAP Course Offerings		Number of Sections, High School period(s) & Times		Instructor Name & Employer of Record (AHC or HS)		Projected Number of Students	Projected FTES
			FALL	SPRING	FALL	SPRING	FALL	SPRING		
Career Technical Education	Agricultural Science - AS	Agricultural Business	AG 150	AG 157	1 section Period 5 1:05-1:55 pm	1 section Period 5 1:05-1:55 pm	Amy Guerra (HS)	Amy Guerra (HS)	36	7.41
Career Technical Education	Agricultural Science - AS	Agricultural Business	AG 158	American Government Agriculture	1 section Period 2 9:30-10:20 am	high school course	Guillermo Guerra (HS)	Guillermo Guerra (HS)	36	3.70
Career Technical Education	Agricultural Science - AS	Agricultural Business	Animal Science	AG 152	high school course	1 section Period 3 10:35-11:25 am	Miguel Guerra (HS)	Miguel Guerra (HS)	36	3.70
Career Technical Education	Welding Technology - CA	Agricultural Mechanics	WLDT 300	WLDT 106	1 section Period 4 11:35 am-12:25 pm	1 section Period 4 11:35 am-12:25 pm	Miguel Guerra (HS)	Miguel Guerra (HS)	36	11.10
Career Technical Education	Sports Medicine - AS	Patient Care	WEE 149	ATH 104	2 sections TBD	2 sections Periods 2-3 9:30-10:20am, 10:35-11:25am	AHC (TBD)	David Terrones (HS)	72	10.56
Career Technical Education	Administration of Justice - AS	Early College Pathway	AJ 101	AJ 103	2 sections TBD	1 section TBD	TBD (AHC)	TBD (AHC)	75	7.71

Career Technical Education	Early Childhood Education – AA-T	Early College Pathway	ECS 100	ECS 101	2 sections TBD	2 sections TBD	TBD (AHC)	TBD (AHC)	50	5.14
Career Technical Education	Early Childhood Education – AA-T	Early College Pathway	EDUC 149	ECS 149	1 section TBD	1 section TBD	TBD (AHC)	TBD (AHC)	20	4.12
Career Technical Education	Elementary Teacher Education – AA-T	Early College Pathway	EDUC 130	EDUC 132	2 sections TBD	2 sections TBD	TBD (AHC)	TBD (AHC)	50	17.14
Preparation for Transfer	AA-T Cal-GETC	Early College Pathway	English 3 Honors	ENGL C1000	high school course	1 section Period 6 2:05-2:55 pm	Roxanne Leasure (HS)	Roxanne Leasure (HS)	36	4.94
Preparation for Transfer	AA-T Cal-GETC	Early College Pathway	English 3 Honors	ENGL C1000	high school course	5 sections Periods 1-5 8:30-9:20 am 9:30-10:20am 10:35-11:25am 11:35-12:25pm 1:05-1:55pm	Daniel Bulone (HS)	Daniel Bulone (HS)	180	24.69
Preparation for Transfer	AA-T Cal-GETC	Early College Pathway	English 4 Honors	ENGL C1001	high school course	4 sections Periods 2-5 9:30-10:20am 10:35-11:25am 11:35-12:25pm 1:05-1:55pm	Roxanne Leasure (HS)	Roxanne Leasure (HS)	144	14.81
Preparation for Transfer	AS-T Cal-GETC	Environmental Resources	HS Biology	BIOL 100	high school course	2 sections Period 3-4 10:35-11:25 am 11:35-12:25 pm	Rebecca Wingerden (HS)	Rebecca Wingerden (HS)	72	14.81
Preparation for Transfer	AS-T Cal-GETC	Environmental Resources	HS Geology	GEOL 101	high school course	2 sections Periods 1-2 8:30-9:20 am 9:30-10:20 am	Laura Branch (HS)	Laura Branch (HS)	72	14.81
Preparation for Transfer	Film and Video Production - CA	Production and Managerial Arts	HS Film	FILM 110	1 section Period 1 8:30-9:20 am	high school course	Jacob Gustafson (HS)	Jacob Gustafson (HS)	36	7.41
Preparation for Transfer	Ballet Folklorico - CA	Performing Arts	DANC 142	DANC 145	1 section Period 7 3:05-3:55pm	1 section Period 7 3:05-3:55pm	Ricardo Gabaldon (HS)	Ricardo Gabaldon (HS)	36	7.41

Preparation for Transfer	Ballet Folklorico - CA	Performing Arts	Beginning Folklorico (HS)	DANC 140	high school course	1 Section Period 5 1:05-1:55 pm	Ricardo Gabaldon (HS)	Ricardo Gabaldon (HS)	36	11.11
			WEE 149 WEE 382 (courses rotate)	WEE 382 WEE 149 (courses rotate)	1 section 1 section TBD	1 section 1 section TBD	TBD (AHC)	TBD (AHC)		
Preparation for Transfer	AA-T Cal-GETC	Early College Pathway	HIST 101	HIST 102	3 sections Periods 2-4 9:30-10:20am 10:35-11:25am 11:35-12:25pm	3 sections Periods 2-4 9:30-10:20am 10:35-11:25am 11:35-12:25pm	Andrew Domingues (HS)	Andrew Domingues (HS)	108	22.22
Preparation for Transfer	AA-T Cal-GETC	Early College Pathway	PSYC C1000	SPCH 101	1 section TBD	1 section TBD	TBD (AHC)	TBD (AHC)	30	6.17
Preparation for Transfer	AA-T Cal-GETC	Early College Pathway	PSYC C1000	SOC 101	1 section TBD	1 section TBD	TBD (AHC)	TBD (AHC)	30	6.17
Preparation for Transfer	AA-T Cal-GETC	Early College Pathway	ART 101	MUS 100	1 section TBD	1 section TBD	TBD (AHC)	TBD (AHC)	30	6.17
Preparation for Transfer	AA-T Cal-GETC	Early College Pathway	HIST 120	ES 120	2 sections TBD	2 sections TBD	TBD (AHC)	TBD (AHC)	60	12.34
Preparation for Transfer	AA-T Cal-GETC	Early College Pathway	PSY 117	PSY 118	1 section TBD	1 section TBD	TBD (AHC)	TBD (AHC)	30	6.17
Preparation for Transfer	AA-T Cal-GETC	Early College Pathway	COMM C1000	BIOL 120	2 sections TBD	2 sections TBD	TBD (AHC)	TBD (AHC)	50	10.29
Preparation for Transfer	AA-T Cal-GETC	Early College Pathway	ASL 120	ASL 121	2 sections TBD	2 sections TBD	Maria Rivera (AHC)	Maria Rivera (AHC)	50	10.29
College & Career Readiness	AA GE	Freshmen Readiness	PROD 301 (paired with high school course "Intro to	PROD 301 (paired with high school course "Intro to	5 sections Periods 2-4, 6-7 9:30-10:20am 10:35-11:25am 11:35-12:25pm	5 sections Periods 2-4, 6-7 9:30-10:20am 10:35-11:25am 11:35-12:25pm	Edward Herrmann (HS)	Edward Herrmann (HS)	360 cohorts rotate	37.03

			Ethnic & Gender Studies")	Ethnic & Gender Studies")	2:05-2:55 pm 3:05-3:55 pm	2:05-2:55 pm 3:05-3:55 pm				
College & Career Readiness	AA GE	Freshmen Readiness	PROD 301 (paired with high school course "Intro to Ethnic & Gender Studies")	PROD 301 (paired with high school course "Intro to Ethnic & Gender Studies")	1 Section Period 1 8:30-9:20 am	1 Section Period 1 8:30-9:20 am	Elias Garcia (HS)	Elias Garcia (HS)	72 cohorts rotate	7.41

1. **Required:** Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered:

In consultation with their SCHOOL DISTRICT counselors, students self-select a pathway based on their academic readiness and alignment of course content to students' educational and career goals. SCHOOL DISTRICT and COLLEGE faculty identified CCAP courses using the following criteria:

- a. Alignment with HIGH SCHOOL pathways and COLLEGE programs of study.
- b. Potential for course completion to accelerate students' time to completion of postsecondary degree or certificate.
- c. Potential to earn a Certificate of Training and be eligible to enter the workforce in their selected career technical pathway.
- d. Potential to work toward completion of an associate degree or an associate degree for transfer.
- 2. **MINIMUM QUALIFICATIONS FOR INSTRUCTION:** All instructors teaching CCAP Agreement Courses must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 of the California Code of Regulations, sections 53410 and 58060 or as amended. The minimum qualifications for instruction are:

Course Name & Number	Minimum Qualifications For Instructors
AG 150	Any bachelor's degree or higher and two years of professional experience
	OR any associate degree and six years of professional experience
	NOTE: Professional experience is required when the application possesses a master's degree.
	The professional experience required must be directly related to the teaching assignment.
	OR master's degree in agriculture, agricultural science, education with a specialization in
	agriculture or other agricultural area, including agricultural business, agricultural
	engineering, agricultural mechanics, agronomy, animal science, enology, environmental
	(ornamental) horticulture, equine science, forestry, natural resources, plant science,

	 pomology, soil science, viticulture or other agriculture science OR master's degree in business, business management, business administration, accountancy, finance, marketing or business education OR bachelor's degree in any of the above AND master's degree in economics, personnel management, public administration, or Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.) OR bachelor's degree in economics with a business emphasis AND master's in personnel management, public administration, or Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.) OR master's degree in business administration, business management, business education, marketing, advertising or finance OR bachelor's degree in any of the above AND master's degree in economics, accountancy, taxation or law OR the equivalent
AG 152	 Any bachelor's degree or higher and two years of professional experience OR any associate degree and six years of professional experience. Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment. OR a master's degree in agriculture, agricultural science, education with a specialization in agriculture or other agricultural area, including agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science OR the equivalent
AG 157	 Any bachelor's degree or higher and two years of professional experience OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment OR a master's degree in agriculture, agricultural science, education with a specialization in agriculture or other agricultural area, including agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science OR master's degree in business, business management, business administration, accountancy, finance, marketing or business education

 OR bachelor's degree in any of the above AND master's degree in economics, personnel management, public administration, or Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.) OR bachelor's degree in economics with a business emphasis AND master's in personnel management, public administration, or Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.) OR the equivalent
 Master's degree in agriculture, agricultural science, education with a specialization in agriculture or other agricultural area, including agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science OR the equivalent
Any bachelor's degree or higher and two years of professional experience
 OR any associate degree and six years of professional experience.
NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
Master's degree in fine arts, art, or art history
 OR bachelor's degree in any of the above AND master's degree in humanities OR the equivalent
NOTE: "master's degree in fine arts" as used here refers to any master's degree in the subject matter of fine arts, which is defined to include visual studio arts such as drawing, painting, sculpture, printmaking, ceramics, textiles, and metal and jewelry art, and also art education and art therapy. It does not refer to the "Master of Fine Arts" (MFA) degree when that degree is based on specialization in performing arts or dance, film, video, photography, creative writing or other nonplastic arts.
Master's degree in American Sign Language
 OR bachelor's degree in American Sign Language AND master's degree in another language or linguistics OR the equivalent
 Any bachelor's degree or higher and two years of professional experience OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.

BIOL 100	Master's degree in any biological science
BIOL 120	 OR bachelor's degree in any biological science AND master's degree in biochemistry, biophysics, or marine science OR the equivalent
COMM C1000	 Master's degree in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication or organizational communication OR bachelor's degree in any of the above AND master's degree in drama/theater arts, mass communication or English OR the equivalent
DANC 140	 Master's degree in dance, physical education with a dance emphasis, or theater with dance emphasis OR bachelor's degree in any of the above AND master's degree in physical education, any life science, physiology, theater arts, kinesiology, humanities, performing arts or music OR any bachelor's degree or higher and two years of professional experience in Folk Dance OR any associate degree and six years of professional experience in Folk Dance. Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment OR the equivalent
DANC 142	 Master's degree in dance, physical education with a dance emphasis, or theater with dance emphasis OR bachelor's degree in any of the above AND master's degree in physical education, any life science, physiology, theater arts, kinesiology, humanities, performing arts or music OR the equivalent
DANC 145	 Master's degree in dance, physical education with a dance emphasis, or theater with dance emphasis, with professional experience in Folklorico OR bachelor's degree in any of the above AND master's degree in physical education, any life science, physiology, theater arts, kinesiology, humanities, performing arts or music AND professional experience in Folklorico OR the equivalent
ECS 100 ECS 101	 Master's degree in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education or educational psychology with a specialization in child development/early childhood education OR bachelor's degree in any of the above AND master's in social work, educational

EDUC 130	supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies or family and consumer studies OR the equivalent Master's degree in education OR the equivalent
EDUC 132	 Master's degree in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education or educational psychology with a specialization in child development/early childhood education OR bachelor's degree in any of the above AND master's in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies or family and consumer studies OR master's degree in education OR the equivalent
ENGL C1000 ENGL C1001	 Master's degree in English, literature, comparative literature, or composition OR bachelor's degree in any of the above AND master's degree in linguistics, TESL, speech, or education with a specialization in reading, creative writing or journalism OR the equivalent
ES 120	 Master's degree in African American Studies, Black Studies, Africana Studies, Latino Studies, La Raza Studies, Chicana/o Studies, Asian American Studies, Native American Studies, or American Indian Studies OR master's degree in Ethnic Studies OR the equivalent
FILM 110	 Master's degree in film/cinema and media studies, film, television, and media studies, drama/theater, and mass communication OR bachelor's degree in any of the above AND master's degree in visual studies, media studies, English, or communication OR the equivalent
GEOL 100	 Master's degree in geology, geophysics, earth sciences, meteorology, oceanography or paleontology OR bachelor's degree in geology AND master's degree in geography, physics, or geochemistry OR the equivalent

	 OR master's degree in the interdisciplinary area OR master's degree in one of the disciplines included in the interdisciplinary area and upper division or graduate course work in at least one other constituent discipline NOTE: The Interdisciplinary Studies discipline is provided to allow for those cases where it is locally determined that a course must be taught by someone with qualifications that exceed a single discipline. The constituent disciplines can include any disciplines found in the Master's List.
HIST 101 HIST 102	 Master's degree in history OR bachelor's degree in history AND master's degree in political science, humanities, geography, area studies, women's studies, social science or ethnic studies OR the equivalent
HIST 120	 Master's degree in Chicano Studies OR master's degree in African American Studies, Black Studies, Africana Studies, Latino Studies, La Raza Studies, Chicana/o Studies, Asian American Studies, Native American Studies, or American Indian Studies OR master's degree in ethnic studies OR master's degree in history OR bachelor's degree in history AND master's degree in political science, humanities, geography, area studies, women's studies, social science or ethnic studies OR master's degree in humanities OR the equivalent
MUS 100	 Master's degree in music OR bachelor's degree in music AND master's degree in humanities OR the equivalent
PROD 301	 Master's degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy, or marriage, family, and child counseling OR the equivalent NOTE: A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline OR master's degree in education OR any bachelor's degree or higher and two years of professional experience in Office Technologies OR any associate degree and six years of professional experience in Office Technologies. NOTE: Professional experience is required when the application possesses a master's degree.

	The professional experience required must be directly related to the teaching assignment.
PSYC C1000 PSY 117 PSY 118 SOC 101	 Master's degree in psychology OR bachelor's degree in psychology AND master's degree in counseling, sociology, statistics, neuroscience or social work OR the equivalent Master's degree in sociology OR bachelor's degree in sociology AND master's degree in anthropology, any ethnic studies, social work, or psychology
WEE 149 WEE 382	 OR the equivalent The minimum qualifications in any discipline in which work experience may be provided
WLDT 106 WLDT 300	 Any bachelor's degree or higher and two years of professional experience OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.

- 3. **BOOKS AND INSTRUCTIONAL MATERIALS:** The total cost of books and instructional materials for SCHOOL DISTRICT students participating in CCAP course as part of this CCAP Agreement will be borne by SCHOOL DISTRICT. Current pricing and textbook availability is published on the COLLEGE bookstore website each semester.
- 4. **JOINT FACILITIES USE PROTOCOLS:** COLLEGE and SCHOOL DISTRICT shall adhere to the terms and protocols outlined in Section 19, Facilities, of the CCAP Agreement. SCHOOL DISTRICT, shall extend access and use of the following SCHOOL DISTRICT facilities:

BUILDING NAME & ADDRESS	CLASSROOM	DAYS	HOURS
Ernest Righetti High School 941 E. Foster Rd. Santa Maria, CA 93455	Various, TBD	Monday through Friday	8:30 am – 8:00 pm

Guadalupe Senior Center	Multipurpose room &	Monday through Friday	4:00 pm – 8:00 pm
4545 10 th Street.,	Classroom		
Guadalupe, Ca 93434			

ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT	ERNEST RIGHETTI HIGH SCHOOL
By: Vice-President, Academic Affairs	By:Principal
Date:	Date: 5/15/25
By: Vice-President, Finance &Administration	By: Head Counselor
Date:	Date: 5/15/25

APPENDIX C

CCAP Agreement Courses Approved for 2025 - 2026

HIGH SCHOOL DISTRICT: Santa Maria Joint Union High School District

HIGH SCHOOL SITE: Pioneer Valley High School

PROJECTED NUMBER

OF STUDENTS TO BE SERVED: 1,970

TOTAL PROJECTED FTES: <u>265.78</u>

CCAP Pathway	College Degree or Certificate	High School Pathway	CCAP Course Offerings		Number of Sections, High School period(s) & Times		Instructor Name & Employer of Record (AHC or HS)		Projected Number of Students	Projected FTES
			FALL	SPRING	FALL	SPRING	FALL	SPRING		
Career Technical Education	Agricultural Science - AS	Ag Business	AG4004 (HS)	AG 158	2 Times & Periods TBD	2 Times & Periods TBD	Marcie Guerra (HS)	Marcie Guerra (HS)	72	7.41
Career Technical Education	Agricultural Science - AS	Ag Business	AG66740 (HS)	AG 150	1 Times & Periods TBD	1 Times & Periods TBD	Marcie Guerra (HS)	Marcie Guerra (HS)	36	3.70
Career Technical Education	Agricultural Science - AS	Animal Science	AG6278 (HS)	AG 152	Times & Periods TBD	Times & Periods TBD	Gabriel Ponce (HS)	Gabriel Ponce (HS)	36	3.70
Career Technical Education	Agricultural Science - AS	Ag Business	AG6292	AG 157	1 Times & Periods TBD	1 Times & Periods TBD	Gabriel Ponce (HS)	Gabriel Ponce (HS)	36	3.70
Career Technical Education	Agricultural Science - AS	AG Mechanics	AG6680 (HS)	AG 155	1 Times & Periods TBD	1 Times & Periods TBD	Hector Guerra (HS)	Hector Guerra (HS)	36	3.70
Career Technical Education	Agricultural Science - AS	High School Elective Courses	AG 154	AG 156	1 Times & Periods TBD	1 Times & Periods TBD	Hector Guerra (HS)	Hector Guerra (HS)	36	7.40

Career Technical Education	Sports Medicine - AS	Patient Care	SC3000 (HS)	ATH 104	1 Times & Periods	1 Times & Periods	Hallie Smith (HS)	Hallie Smith (HS)	36	4.94
Career Technical Education	Fashion Studies - AS	Fashion Design & Manufacturing	HE6254 (HS)	FASH 110	TBD 3 Times & Periods TBD	TBD 3 Times & Periods TBD	TBD (AHC)	Melissa Diaz	78	16.05
Career Technical Education	Administra- tion of Justice - AS	High School Elective	AJ 101	AJ 103	1 Times & Periods TBD	1 Times & Periods TBD	TBD (AHC)	TBD (AHC)	20	4.12
Preparation for Transfer	AA-T Cal-GETC	HS Graduation Requirement	EN3223 (HS)	ENGL C1000	3 Times & Periods TBD	3 Times & Periods TBD	Benjamin Rothstein (HS)	Benjamin Rothstein (HS)	108	14.81
Preparation for Transfer	AA-T Cal-GETC	HS Graduation Requirement	EN4013 (HS)	ENGL C1001	2 Times & Periods TBD	2 Times & Periods TBD	Miles Brown (HS)	Miles Brown (HS)	72	7.41
Preparation for Transfer	AA-T Cal-GETC	HS Graduation Requirement	EN4013 (HS)	ENGL C1001	1 Times & Periods TBD	1 Times & Periods TBD	Shannon O'Neal (HS)	Shannon O'Neal (HS)	36	3.70
Preparation for Transfer	AA-T Cal-GETC	HS Graduation Requirement	POLS (HS)	POLS C1000	1 Times & Periods TBD	1 Times & Periods TBD	Glenn Fairchild (HS)	Glenn Fairchild (HS)	72	7.41
Preparation for Transfer	AA-T Cal-GETC	HS Graduation Requirement	MATH 131	MATH 121	2 Times & Periods TBD	2 Times & Periods TBD	Brooke Baarstad (HS)	Brooke Baarstad (HS)	72	17.25
Preparation for Transfer	AA-T Cal-GETC	HS Graduation Requirement	MA6082 (HS)	STAT C1000	1 Times & Periods TBD	1 Times & Periods TBD	Brooke Baarstad (HS)	Brooke Baarstad (HS)	36	6.17
Preparation for Transfer	AA-T Cal-GETC	HS Graduation Requirement	HIST 101	HIST 102	3 Times & Periods TBD	3 Times & Periods TBD	Glenn Fairchild (HS)	Glenn Fairchild (HS)	108	11.11
Preparation for Transfer	AA-T Cal-GETC	HS Graduation Requirement	HIST 107	HIST 108	3 Times & Periods TBD	3 Times & Periods TBD	Brett Dodson (HS)	Brett Dodson (HS)	108	11.11

Preparation for Transfer	AA-T Cal-GETC	HS Graduation Requirement	FRCH 101	FRCH 102	3 Times & Periods TBD	1 Times & Periods TBD	Alicia Ekberg (HS)	Alicia Ekberg (HS)	108/36	24.68
College & Career	AA GE	College/Career Readiness	PROD 301	HS course	3	3	Cristian Cardenas (HS)	Cristian Cardenas (HS)	216	22.22
Readiness			HS course	PROD 301	3	3			cohorts	
					Times &	Times &			rotate	
					Periods TBD	Periods TBD				
College & Career	AA GE	College/Career Readiness	PROD 301	HS course	1	1	Megan Martinez (HS)	Megan Martinez (HS)	72	7.41
Readiness			HS course	PROD 301	1	1			cohorts	
					Times &	Times &			rotate	
					Periods	Periods				
College &	AA GE	College/Career	PROD 301	HS course	TBD 1	TBD 1	Rachel McClean	Rachel McClean	72	7.41
College &	AA GE	Readiness	PROD 301	ns course	1	1	(HS)	Rachel McClean	12	7.41
Readiness		readiness	HS course	PROD 301	1	1	(110)		cohorts	
					Times &	Times &			rotate	
					Periods	Periods				
G 11 0	A A GE	G 11 /G	PR OF 201	HC	TBD	TBD	D . O . (HG)	D : 0 : (110)	1.4.4	14.01
College & Career	AA GE	College/Career Readiness	PROD 301	HS course	2	2	Denise Ortiz (HS)	Denise Ortiz (HS)	144	14.81
Readiness			HS course	PROD 301	_ 2	2			cohorts	
					Times &	Times &			rotate	
					Periods TBD	Periods TBD				
College &	AA GE	College/Career	PROD 301	HS course	5	5	Cody Smith (HS)	Cody Smit (HS)	360	37.03
Career		Readiness					., ()	, ()		-,
Readiness			HS course	PROD 301	5	5			cohorts	
					Times &	Times &			rotate	
					Periods	Periods				
					TBD	TBD				

1. **Required:** Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered:

In consultation with their SCHOOL DISTRICT counselors, students self-select a pathway based on their academic readiness and alignment of course content to students' educational and career goals. SCHOOL DISTRICT and COLLEGE faculty identified CCAP courses using the following criteria:

- a. Alignment with HIGH SCHOOL pathways and COLLEGE programs of study.
- b. Potential for course completion to accelerate students' time to completion of postsecondary degree or certificate.

- c. Potential to earn a Certificate of Training and be eligible to enter the workforce in their selected career technical pathway.
- d. Potential to work toward completion of an associate degree or an associate degree for transfer.
- 2. **MINIMUM QUALIFICATIONS FOR INSTRUCTION:** All instructors teaching CCAP Agreement Courses must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 of the California Code of Regulations, sections 53410 and 58060 or as amended. The minimum qualifications for instruction are:

Course Name & Number	Minimum Qualifications For Instructors
AG 150	 Any bachelor's degree or higher and two years of professional experience OR any associate degree and six years of professional experience NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment. OR master's degree in agriculture, agricultural science, education with a specialization in agriculture or other agricultural area, including agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science OR master's degree in business, business management, business administration, accountancy, finance, marketing or business education OR bachelor's degree in any of the above AND master's degree in economics, personnel management, public administration, or Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.) OR bachelor's degree in economics with a business emphasis AND master's in personnel management, public administration, or Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.) OR master's degree in business administration, business management, business education, marketing, advertising or finance OR bachelor's degree in any of the above AND master's degree in economics, accountancy, taxation or law OR the equivalent
AG 152 AG 154 AG 155	 Any bachelor's degree or higher and two years of professional experience OR any associate degree and six years of professional experience. Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.

AG 156	 OR a master's degree in agriculture, agricultural science, education with a specialization in agriculture or other agricultural area, including agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science OR the equivalent
AG 157	 Any bachelor's degree or higher and two years of professional experience OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment OR a master's degree in agriculture, agricultural science, education with a specialization in agriculture or other agricultural area, including agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science OR master's degree in business, business management, business administration, accountancy, finance, marketing or business education OR bachelor's degree in any of the above AND master's degree in economics, personnel management, public administration, or Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.) OR bachelor's degree in economics with a business emphasis AND master's in personnel management, public administration, or Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.) OR the equivalent
AG 158	 Master's degree in agriculture, agricultural science, education with a specialization in agriculture or other agricultural area, including agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science OR the equivalent
AJ 101 AJ 103	 Any bachelor's degree or higher and two years of professional experience OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.

ATH 104	 Any bachelor's degree or higher and two years of professional experience OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
ENGL C1000 ENGL C1001	 Master's degree in English, literature, comparative literature, or composition OR bachelor's degree in any of the above AND master's degree in linguistics, TESL, speech, or education with a specialization in reading, creative writing or journalism OR the equivalent
FASH 110	 Any bachelor's degree or higher and two years of professional experience OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
HIST 101 HIST 102 HIST 107 HIST 108	 Master's degree in history OR bachelor's degree in history AND master's degree in political science, humanities, geography, area studies, women's studies, social science or ethnic studies OR the equivalent
MATH 121 MATH 131 STAT C1000	 Master's degree in mathematics or applied mathematics OR bachelor's degree in either of the above AND master's degree in statistics, physics or mathematics education OR the equivalent
POLS C1000	 Master's degree in political science, government, or international relations OR bachelor's degree in any of the above AND master's degree in economics, history, public administration, social science, sociology, and any ethnic studies, Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.) OR the equivalent
PROD 301	 Master's degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy, or marriage, family, and child counseling OR the equivalent NOTE: A bachelor's degree in one of the listed degrees and a license as a Marriage and Family

Т	herapist (MFT) is an alternative qualification for this discipline
	OR master's degree in education
	• OR any bachelor's degree or higher and two years of professional experience in Office
	Technologies
	• OR any associate degree and six years of professional experience in Office Technologies.
	NOTE: Professional experience is required when the application possesses a master's degree.
Т	The professional experience required must be directly related to the teaching assignment.

- 3. **BOOKS AND INSTRUCTIONAL MATERIALS:** The total cost of books and instructional materials for SCHOOL DISTRICT students participating in CCAP course as part of this CCAP Agreement will be borne by SCHOOL DISTRICT. Current pricing and textbook availability is published on the COLLEGE bookstore website each semester.
- 4. **JOINT FACILITIES USE PROTOCOLS:** COLLEGE and SCHOOL DISTRICT shall adhere to the terms and protocols outlined in Section 19, Facilities, of the CCAP Agreement. SCHOOL DISTRICT, shall extend access and use of the following SCHOOL DISTRICT facilities:

BUILDING NAME & ADDRESS	CLASSROOM	DAYS	HOURS
Pioneer Valley High School 675 Panther Drive Santa Maria, CA 93454	TBD	Monday through Friday	8:30 am – 4:00 pm
Pioneer Valley High School 675 Panther Drive Santa Maria, CA 93454	553, 554	Monday	4:00 pm – 6:00 pm

ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT	PIONEER VALLEY HIGH SCHOOL
By: Vice-President, Academic Affairs	By:Principal
Date:	Date: By: Head Counselor
	Date: 5 27 7 5

^{*} Courses offered outside of high school bell schedule (zero period or after school)

APPENDIX C

CCAP Agreement Courses Approved for 2025 - 2026

HIGH SCHOOL DISTRICT: Santa Maria Joint Union High School District

HIGH SCHOOL SITE: Santa Maria High School

PROJECTED NUMBER

OF STUDENTS TO BE SERVED: 1,476

TOTAL PROJECTED FTES: 208.59

CCAP Pathway	College Degree or Certificate	High School Pathway	CCAP Course Offerings				Instructor Name & Employer of Record (AHC or HS)		Projected Number of Students	Projected FTES
			FALL	SPRING	FALL	SPRING	FALL	SPRING		
Career Technical Education	Agricultural Science - AS	TBD	AG 152	AG 156	1 Times & Periods TBD	1 Times & Periods TBD	Clemente Ayon (HS)	Marc DeBernardi (HS)	36	7.41
Career Technical Education	Agricultural Science - AS	TBD	AG 155	AG 158	1 Times & Periods TBD	1 Times & Periods TBD	Luis Guerra (HS)	Melissa Flory (HS)	36	7.41
Preparation for Transfer	Administration of Justice - AA	TBD	AJ 101	AJ 103	1 Times & Periods TBD	1 Times & Periods TBD	TBD (AHC)	TBD (AHC)	36	7.41
Career Technical Education	Welding Technology - CA	TBD	WLDT 300	WLDT 106	1 Times & Periods TBD	1 Times & Periods TBD	Luis Guerra (HS)	Luis Guerra (HS)	36	14.82
Preparation for Transfer	AA-T Cal-GETC	TBD	ENGL C1001	ENGL C1001	2 Times & Periods TBD	2 Times & Periods TBD	TBD (HS)	TBD (HS)	72	17.28

Preparation for Transfer	AA-T Cal-GETC	TBD	FRCH 101	FRCH 102	2 Times & Periods TBD	2 Times & Periods TBD	Meena Akhavan (HS)	Meena Akhavan (HS)	72	24.68
Preparation for Transfer	AA-T Cal-GETC	TBD	ECON (HS)	POLS C1000	2 Times & Periods TBD	2 Times & Periods TBD	Richard Guiremand (HS)	TBD (HS)	72	7.41
Preparation for Transfer	AA-T Cal-GETC	TBD	Physics (HS)	PHYS 100	1 Times & Periods TBD	1 Times & Periods TBD	TBD (HS)	Ben Wieman	36	3.70
Preparation for Transfer	AA-T Cal-GETC	TBD	MATH 131	MATH 121	1 Times & Periods TBD	1 Times & Periods TBD	TBD (HS)	TBD (HS)	36	8.64
Preparation for Transfer	AA-T Cal-GETC	TBD	Math (HS)	STAT C1000	1 Times & Periods TBD	1 Times & Periods TBD	TBD (HS)	TBD (HS)	36	6.17
Preparation for Transfer	AA-T Cal-GETC	TBD	HIST 107	HIST 108	3 Times & Periods TBD	3 Times & Periods TBD	Amy Hennings (HS)	Amy Hennings (HS)	108	22.22
Preparation for Transfer	AA-T Cal-GETC	TBD	TBD	SOC 101	1 Times & Periods TBD	1 Times & Periods TBD	TBD (AHC)	TBD (AHC)	36	3.70
Preparation for Transfer	AA-T Cal-GETC	TBD	AJ 101	AJ 103	1 Times & Periods TBD	1 Times & Periods TBD	TBD (AHC)	TBD (AHC)	36	7.41
College & Career Readiness	AA GE	TBD	PROD 301	PROD 301	10 Times & Periods TBD	10 Times & Periods TBD	David Yamate (HS) Rick Hebert (HS)	David Yamate (HS) Rick Herbert (HS)	720 cohorts rotate	74.06

1. **Required:** Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered:

In consultation with their SCHOOL DISTRICT counselors, students self-select a pathway based on their academic readiness and alignment of course content to students' educational and career goals. SCHOOL DISTRICT and COLLEGE faculty identified CCAP courses using the following criteria:

- a. Alignment with HIGH SCHOOL pathways and COLLEGE programs of study.
- b. Potential for course completion to accelerate students' time to completion of postsecondary degree or certificate.
- c. Potential to earn a Certificate of Training and be eligible to enter the workforce in their selected career technical pathway.
- d. Potential to work toward completion of an associate degree or an associate degree for transfer.
- 2. **MINIMUM QUALIFICATIONS FOR INSTRUCTION:** All instructors teaching CCAP Agreement Courses must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 of the California Code of Regulations, sections 53410 and 58060 or as amended. The minimum qualifications for instruction are:

Course Name & Number	Minimum Qualifications For Instructors
AG 150	 Any bachelor's degree or higher and two years of professional experience OR any associate degree and six years of professional experience NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment. OR master's degree in agriculture, agricultural science, education with a specialization in agriculture or other agricultural area, including agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science OR master's degree in business, business management, business administration, accountancy, finance, marketing or business education OR bachelor's degree in any of the above AND master's degree in economics, personnel management, public administration, or Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.) OR bachelor's degree in economics with a business emphasis AND master's in personnel management, public administration, or Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.) OR master's degree in business administration, business management, business education, marketing, advertising or finance OR bachelor's degree in any of the above AND master's degree in economics, accountancy, taxation or law OR the equivalent
AG 100 AG 152	 Any bachelor's degree or higher and two years of professional experience OR any associate degree and six years of professional experience.

Professional experience is required when the application possesses a master's degree.
The professional experience required must be directly related to the teaching assignment.
• OR a master's degree in agriculture, agricultural science, education with a specialization in agriculture or other agricultural area, including agricultural business, agricultural
engineering, agricultural mechanics, agronomy, animal science, enology, environmental
(ornamental) horticulture, equine science, forestry, natural resources, plant science,
pomology, soil science, viticulture or other agriculture science
OR the equivalent
Any bachelor's degree or higher and two years of professional experience OR any aggregated degree and air years of professional experience.
OR any associate degree and six years of professional experience. NOTE: But for its allowed in the state of the stat
NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment
• OR a master's degree in agriculture, agricultural science, education with a specialization in agriculture or other agricultural area, including agricultural business, agricultural
engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science,
pomology, soil science, viticulture or other agriculture science
 OR master's degree in business, business management, business administration, accountancy, finance, marketing or business education
OR bachelor's degree in any of the above AND master's degree in economics, personnel
management, public administration, or Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.) OR bachelor's degree in economics with a business emphasis AND master's in personnel management, public administration, or Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.) OR the equivalent
Master's degree in agriculture, agricultural science, education with a specialization in agriculture or other agricultural area, including agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science,
pomology, soil science, viticulture or other agriculture science OR the equivalent
 Any bachelor's degree or higher and two years of professional experience
OR any associate degree and six years of professional experience.
NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.

ART 101 ART 120	 Master's degree in fine arts, art, or art history OR bachelor's degree in any of the above AND master's degree in humanities OR the equivalent NOTE: "master's degree in fine arts" as used here refers to any master's degree in the subject matter of fine arts, which is defined to include visual studio arts such as drawing, painting, sculpture, printmaking, ceramics, textiles, and metal and jewelry art, and also art education and art therapy. It does not refer to the "Master of Fine Arts" (MFA) degree when that degree is based on specialization in performing arts or dance, film, video, photography, creative writing or other nonplastic arts.
ASL 120 ASL 121	 Master's degree in American Sign Language OR bachelor's degree in American Sign Language AND master's degree in another language or linguistics OR the equivalent
AT 100 AT 303 AT 313 AT 323	 Any bachelor's degree or higher and two years of professional experience OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
ATH 104	 Any bachelor's degree or higher and two years of professional experience OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
BIOL 100	 Master's degree in any biological science OR bachelor's degree in any biological science AND master's degree in biochemistry, biophysics, or marine science OR the equivalent
CA 119 CA 120 CA 124	 Any bachelor's degree or higher and two years of professional experience OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
CNET 105	Any bachelor's degree or higher and two years of professional experience

CNET 106	OR any associate degree and six years of professional experience.
CNET 107	NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
COMM C1000	 Master's degree in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication or organizational communication OR bachelor's degree in any of the above AND master's degree in drama/theater arts, mass communication or English OR the equivalent
DANC 140	 Master's degree in dance, physical education with a dance emphasis, or theater with dance emphasis OR bachelor's degree in any of the above AND master's degree in physical education, any life science, physiology, theater arts, kinesiology, humanities, performing arts or music OR any bachelor's degree or higher and two years of professional experience in Folk Dance OR any associate degree and six years of professional experience in Folk Dance. Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment OR the equivalent
DANC 142	 Master's degree in dance, physical education with a dance emphasis, or theater with dance emphasis OR bachelor's degree in any of the above AND master's degree in physical education, any life science, physiology, theater arts, kinesiology, humanities, performing arts or music OR the equivalent
DANC 145	 Master's degree in dance, physical education with a dance emphasis, or theater with dance emphasis, with professional experience in Folklorico OR bachelor's degree in any of the above AND master's degree in physical education, any life science, physiology, theater arts, kinesiology, humanities, performing arts or music AND professional experience in Folklorico OR the equivalent
DRMA 103	 Master's degree or Master's degree of Fine Arts in drama/theater arts/performance OR bachelor's degree or bachelor's degree of Fine Arts in drama/theater arts/performance AND master's degree in comparative literature, English, communication studies, speech, literature or humanities OR the equivalent

EMS 102	 Any bachelor's degree or higher and two years of professional experience OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
ECS 100 ECS 101	 Master's degree in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education or educational psychology with a specialization in child development/early childhood education OR bachelor's degree in any of the above AND master's in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies or family and consumer studies OR the equivalent
EDUC 130	 Master's degree in education OR the equivalent
EDUC 132	 Master's degree in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education or educational psychology with a specialization in child development/early childhood education OR bachelor's degree in any of the above AND master's in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies or family and consumer studies OR master's degree in education OR the equivalent
EMS 102	 Any bachelor's degree or higher and two years of professional experience OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
ENGL 100 ENGL C1000 ENGL 102	 Master's degree in English, literature, comparative literature, or composition OR bachelor's degree in any of the above AND master's degree in linguistics, TESL, speech, or education with a specialization in reading, creative writing or journalism OR the equivalent

ENGL C1001	
ENGL 145	
ENGL 146	
ES 120	 Master's degree in African American Studies, Black Studies, Africana Studies, Latino Studies, La Raza Studies, Chicana/o Studies, Asian American Studies, Native American Studies, or American Indian Studies OR master's degree in Ethnic Studies OR the equivalent
FILM 101	Master's degree in film/cinema and media studies, film, television, and media studies,
FILM 110	 drama/theater, and mass communication OR bachelor's degree in any of the above AND master's degree in visual studies, media studies, English, or communication OR the equivalent
FRCH 101	Master's degree in French
FRCH 102	 OR bachelor's degree in French AND master's degree in another language or linguistics OR the equivalent
GEOG 101	Master's degree in geography
GEOG 102	 OR bachelor's degree in geography AND master's degree in geology, history, meteorology or oceanography OR the equivalent
GEOL 100	Master's degree in geology, geophysics, earth sciences, meteorology, oceanography or paleontology
	 OR bachelor's degree in geology AND master's degree in geography, physics, or geochemistry
	OR the equivalent
	OR master's degree in the interdisciplinary area
	 OR master's degree in one of the disciplines included in the interdisciplinary area and upper division or graduate course work in at least one other constituent discipline
	NOTE: The Interdisciplinary Studies discipline is provided to allow for those cases where it is locally determined that a course must be taught by someone with qualifications that exceed a single discipline. The constituent disciplines can include any disciplines found in the Master's List.

GRPH 112 GRPH 113	 Any bachelor's degree or higher and two years of professional experience OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
HIST 101 HIST 102 HIST 104 HIST 105 HIST 107 HIST 108	 Master's degree in history OR bachelor's degree in history AND master's degree in political science, humanities, geography, area studies, women's studies, social science or ethnic studies OR the equivalent
HIST 120	 Master's degree in Chicano Studies OR master's degree in African American Studies, Black Studies, Africana Studies, Latino Studies, La Raza Studies, Chicana/o Studies, Asian American Studies, Native American Studies, or American Indian Studies OR master's degree in ethnic studies OR master's degree in history OR bachelor's degree in history AND master's degree in political science, humanities, geography, area studies, women's studies, social science or ethnic studies OR master's degree in humanities OR the equivalent
HUSV 110	 Any bachelor's degree or higher and two years of professional experience in Addiction Paraprofessional Training OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment. Master's degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development marriage and family therapy, or marriage, family and child counseling NOTE: A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline

	OR master's degree in education					
	 OR master's degree in education OR the equivalent 					
205	Any bachelor's degree or higher and two years of professional experience					
MA 305	 Any bachelor's degree or higher and two years of professional experience OR any associate degree and six years of professional experience. 					
	NOTE: Professional experience is required when the application possesses a master's degree.					
	The professional experience required must be directly related to the teaching assignment.					
MATH 121	Master's degree in mathematics or applied mathematics					
MATH 131	OR bachelor's degree in either of the above AND master's degree in statistics, physics or mathematics education					
MATH 181	OR the equivalent					
MATH 182	• OK the equivalent					
STAT C1000						
2012	Master's degree in fine arts, art, or art history					
MMAC 126	 OR bachelor's degree in any of the above AND master's degree in humanities 					
	NOTE: "master's degree in fine arts" as used here refers to any master's degree in the subject					
	matter of fine arts, which is defined to include visual studio arts such as drawing, painting,					
	sculpture, printmaking, ceramics, textiles, and metal and jewelry art, and also art education and art					
	therapy. It does not refer to the "Master of Fine Arts" (MFA) degree when that degree is based on					
	specialization in performing arts or dance, film, video, photography, creative writing, or other non-plastic arts.)					
	OR master's degree in film/cinema and media studies, film, television, and media studies, drama/theater, mass communication					
	OR bachelor's degree in any of the above AND master's degree in visual studies, media					
	studies, English, or communication					
	• OR the equivalent					
	 OR Any bachelor's degree or higher and two years of professional experience 					
	 OR any associate degree and six years of professional experience. 					
	NOTE: Professional experience is required when the application possesses a master's degree.					
	The professional experience required must be directly related to the teaching assignment					
MUS 100	Master's degree in music					
	OR bachelor's degree in music AND master's degree in humanities					
	OR the equivalent					

MT 109	 Any bachelor's degree or higher and two years of professional experience OR any associate degree and six years of professional experience.
MT 113	NOTE: Professional experience is required when the application possesses a master's degree.
MT 116	The professional experience required must be directly related to the teaching assignment.
PD 101	 Master's degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy, or marriage, family and child counseling NOTE: A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline OR master's degree in education OR the equivalent
PHYS 100	 Master's degree in physics, astronomy or astrophysics OR bachelor's degree in physics or astronomy AND master's degree in engineering, mathematics, meteorology or geophysics OR the equivalent
POLS C1000	 Master's degree in political science, government, or international relations OR bachelor's degree in any of the above AND master's degree in economics, history, public administration, social science, sociology, and any ethnic studies, Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.) OR the equivalent
PROD 301	 Master's degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy, or marriage, family, and child counseling OR the equivalent NOTE: A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline OR master's degree in education OR any bachelor's degree or higher and two years of professional experience in Office Technologies OR any associate degree and six years of professional experience in Office Technologies. NOTE: Professional experience is required when the application possesses a master's degree.
	The professional experience required must be directly related to the teaching assignment.
PSYC C1000	 Master's degree in psychology OR bachelor's degree in psychology AND master's degree in counseling, sociology,

	statistics, neuroscience or social work
	• OR the equivalent
SOC 101	Master's degree in sociology
500 101	OR bachelor's degree in sociology AND master's degree in anthropology, any ethnic studies, social work, or psychology
	OR the equivalent
SPAN 101	Master's degree in Spanish
SPAN 102	 OR bachelor's degree in Spanish AND master's degree in another language or linguistics OR the equivalent
SPCH 101	 Master's degree in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication or organizational communication
	 OR bachelor's in any of the above AND master's degree in drama/theater arts, mass communication or English OR the equivalent
VEN 120	 Any bachelor's degree or higher and two years of professional experience OR any associate degree and six years of professional experience. Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment. OR a master's degree in agriculture, agricultural science, education with a specialization in agriculture or other agricultural area, including agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science OR the equivalent
WEE 149	The minimum qualifications in any discipline in which work experience may be provided
WLDT 106	 Any bachelor's degree or higher and two years of professional experience OR any associate degree and six years of professional experience.
WLDT 300	NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.

3. BOOKS AND INSTRUCTIONAL MATERIALS: The total cost of books and instructional materials for

SCHOOL DISTRICT students participating in CCAP course as part of this CCAP Agreement will be borne by SCHOOL DISTRICT. Current pricing and textbook availability is published on the COLLEGE bookstore website each semester.

4. **JOINT FACILITIES USE PROTOCOLS:** COLLEGE and SCHOOL DISTRICT shall adhere to the terms and protocols outlined in Section 19, Facilities, of the CCAP Agreement. SCHOOL DISTRICT, shall extend access and use of the following SCHOOL DISTRICT facilities:

BUILDING NAME & ADDRESS	CLASSROOM	DAYS	HOURS
Santa Maria High School 901 South Broadway Santa Maria, CA 93454	TBD	Monday through Friday	8:30 am – 4:30 pm

DISTRICT		
By: Vice-President, Academic Affairs	By:Principal	
Date:	Date:	
By:	Ву:	
Vice-President, Finance & Administration	Head Counselor	
Date:	Date:	

ALLAN HANCOCK JOINT COMMUNITY COLLEGE SANTA MARIA HIGH SCHOOL

APPENDIX C

CCAP Agreement Courses Approved for 2025 - 2026

HIGH SCHOOL DISTRICT: Santa Maria Joint Union High School District

HIGH SCHOOL SITE: Mark Richardson CTE Center and AG Farm

PROJECTED NUMBER

OF STUDENTS TO BE SERVED: <u>574</u>

TOTAL PROJECTED FTES: <u>260.98</u>

CCAP Pathway	College Degree or Certificate	High School Pathway		Course rings	High Scho	of Sections, ol period(s) imes	& Employe	or Name er of Record or HS)	Projected Number of Students	Projected FTES
			FALL	SPRING	FALL	SPRING	FALL	SPRING	Statemen	
Career Technical Education	Agricultural Science - AS	Plant and Soil Science	AG 153 AG 190	AG 191	6 Period 1-2 8:30 am – 10:10 am	6 Period 1-2 8:30 am – 10:10 am	Steven Gambril (HS)	Steven Gambril (HS)	102	38.47
					Period 3-4 10:45 am– 12:25 pm Period 5-6 1:05 pm –	Period 3-4 10:45 am– 12:25 pm Period 5-6 1:05 pm –				
				WEE 149*	2:45 pm	2:45 pm TBD		Steven Gambril (AHC)		
Career Technical Education	Auto Tech: Auto Engine Rebuilding - AS	System Diagnostic, Service, and Repair	AT 100	AT 303	3 Period 1-2 8:30 am – 10:10 am Period 3-4 10:45 am– 12:25 pm	3 Period 1-2 8:30 am – 10:10 am Period 3-4 10:45 am– 12:25 pm	Eduardo Gonzales- Ramos (HS)	Eduardo Gonzales- Ramos (HS)	102	48.96
					Period 5-6	Period 5-6				

					1:05 pm – 2:45 pm	1:05 pm – 2:45 pm				
Career Technical Education	Electronics Technology: Network Maintenance & Digital Technologies - AS	Networking	CNET 106	CNET 105 CNET 107	6 Period 1-2 8:30 am – 10:10 am Period 3-4 10:45 am– 12:25 pm Period 5-6 1:05 pm – 2:45 pm	3 Period 1-2 8:30 am – 10:10 am Period 3-4 10:45 am– 12:25 pm Period 5-6 1:05 pm – 2:45 pm	Tyler Lamica (HS)	Tyler Lamica (HS)	102	52.46
Career Technical Education	Culinary Arts & Management - AS	Food Service and Hospitality	CA 124	CA 120 CA 121	3 Period 1-2 8:30 am – 10:10 am Period 3-4 10:45 am– 12:25 pm Period 5-6 1:05 pm – 2:45 pm	6 Period 1-2 8:30 am – 10:10 am Period 3-4 10:45 am– 12:25 pm Period 5-6 1:05 pm – 2:45 pm	Russell Thomas (HS)	Russell Thomas (HS)	102	45.46
Career Technical Education	Machining & Manufacturing Technology - AS	Machining and Forming Technologies	MT 113 MT 116	MT 109	6 Period 1-2 8:30 am – 10:10 am Period 3-4 10:45 am– 12:25 pm Period 5-6 1:05 pm – 2:45 pm	3 Period 1-2 8:30 am – 10:10 am Period 3-4 10:45 am– 12:25 pm Period 5-6 1:05 pm – 2:45 pm	Daniel Howard (HS)	Daniel Howard (HS)	102	61.03
Career Technical Education	Machining & Manufacturing Technology - AS	Machining and Forming Technologies	MT 109	MT 109	1 TBD	1 TBD	Daniel Howard (AHC)	Daniel Howard (AHC)	44	12.07

Career	Admin of	AJ 160	AJ 162	1	1	TBD (AHC)	TBD (AHC)	20	4.11
Technical	Justice: Cyber			TBD	TBD	, ,			
Education	Security - CA								
	-								

1. **Required:** Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered:

In consultation with their SCHOOL DISTRICT counselors, students self-select a pathway based on their academic readiness and alignment of course content to students' educational and career goals. SCHOOL DISTRICT and COLLEGE faculty identified CCAP courses using the following criteria:

- a. Alignment with HIGH SCHOOL pathways and COLLEGE programs of study.
- b. Potential for course completion to accelerate students' time to completion of postsecondary degree or certificate.
- c. Potential to earn a Certificate of Training and be eligible to enter the workforce in their selected career technical pathway.
- d. Potential to work toward completion of an associate degree or an associate degree for transfer.
- 2. **MINIMUM QUALIFICATIONS FOR INSTRUCTION:** All instructors teaching CCAP Agreement Courses must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 of the California Code of Regulations, sections 53410 and 58060 or as amended. The minimum qualifications for instruction are:

Minimum Qualifications For Instructors
Any bachelor's degree or higher and two years of professional experience
OR any associate degree and six years of professional experience.
Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
 OR a master's degree in agriculture, agricultural science, education with a specialization in agriculture or other agricultural area, including agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science OR the equivalent
Any bachelor's degree or higher and two years of professional experience
• OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
ı

AT 100 AT 303	 Any bachelor's degree or higher and two years of professional experience OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
CA 119 CA 120 CA 124	 Any bachelor's degree or higher and two years of professional experience OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
CNET 105 CNET 106 CNET 107	 Any bachelor's degree or higher and two years of professional experience OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
MT 109 MT 113 MT 116	 Any bachelor's degree or higher and two years of professional experience OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
WEE 149	The minimum qualifications in any discipline in which work experience may be provided

- 3. **BOOKS AND INSTRUCTIONAL MATERIALS:** The total cost of books and instructional materials for SCHOOL DISTRICT students participating in CCAP course as part of this CCAP Agreement will be borne by SCHOOL DISTRICT. Current pricing and textbook availability is published on the COLLEGE bookstore website each semester.
- 4. **JOINT FACILITIES USE PROTOCOLS:** COLLEGE and SCHOOL DISTRICT shall adhere to the terms and protocols outlined in Section 19, Facilities, of the CCAP Agreement. SCHOOL DISTRICT, shall extend access and use of the following SCHOOL DISTRICT facilities:

BUILDING NAME &	CLASSROOM	DAYS	HOURS
ADDRESS			
Mark Richardson CTE Center and AG Farm 1280 Founders Avenue Santa Maria, CA 93455	102, 103, 202, 204, 302, 304	Monday through Friday	8:30am — 8:30pm
Santa Iviaria, C11 73 133			

ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT	MARK RICHARDSON CTE CENTER & AG FARM
By:	By:
Vice-President, Academic Affairs	Principal
Date:	Date:
	By:
	Head Counselor
	Date:

APPENDIX D

Registration Timeline 2025 - 2026

Week 21: November 18, 2025 - November 24, 2025 Week 22: November 25, 2025 - December 1, 2025		2025-2026 Week Ranges	Process	Timeline	Туре	
Week 3: July 15, 2025 - July 21, 2025 Week 4: July 22, 2025 - July 28, 2025 Ideal CRNs available for DualEnroll & we see bulk of forms (Would like Aug 1 deadline for CRNs) CCAP		Week 1: July 1, 2025 - July 7, 2025				
Week 6: July 22, 2025 - July 28, 2025 Ideal		Week 2: July 8, 2025 - July 14, 2025				
Week 5: Auly 28, 2025 - August 14, 2025 Ideal (NonCCAP) Late Add Influx, Appeal Delays, Registration Processing Delays Week 6: August 5, 2025 - August 11, 2025 Ideal (NonCCAP) Late Add Influx, Appeal Delays, Registration Processing Delays Week 6: August 5, 2025 - August 11, 2025 Ideal (NonCCAP) Late Add Influx, Appeal Delays, Registration Processing Delays Week 8: August 19, 2025 - August 11, 2025 Ideal (NonCCAP) Bulk of Petitions come in around this time through first day of AHC classes NonCCAP Week 7: August 12, 2025 - August 125, 2025 Start of Fall Term for AHC Week 8: August 19, 2025 - August 25, 2025 Actual (NonCCAP) Weeck 2015 Influx of Fall Term for AHC Week 8: August 19, 2025 - August 25, 2025 Actual Influx of Fall Petitions Timeframe Both Week 9: August 26, 2025 - September 1, 2025 Actual (NonCCAP) Late Add Influx, Appeal Delays, Registration Processing Delays NonCCAP Week 10: September 2, 2025 - September 8, 2025 Actual CRNs available in DualEhroll & wee se beginning of bulk of forms CCAP Week 11: September 9, 2025 - September 15, 2025 Week 11: September 9, 2025 - September 15, 2025 Week 12: September 16, 2025 September 12, 2025 Week 13: September 30, 2025 - October 6, 2025 Ideal CCAP CRNs available (Spring 2026) CCAP Week 14: September 30, 2025 - October 6, 2025 Ideal CCAP CRNs available (Spring 2026) CCAP Week 14: September 30, 2025 - October 6, 2025 Ideal CCAP CRNs available (Spring 2026) NonCCAP Week 14: September 30, 2025 - October 6, 2025 Actual Deadline for NonCCAP Petitions (Vinter/Spring 2026) NonCCAP Week 16: October 14, 2025 - October 10, 2025 Actual AHC accepting NonCCAP petitions (Winter/Spring 2026) NonCCAP Week 16: October 14, 2025 - October 27, 2025 Actual AHC accepting NonCCAP petitions (Winter/Spring 2026) NonCCAP Week 19: November 11, 2025 - November 10, 2025 Actual RonCCAP Registration Begins (Spring 2026) NonCCAP Week 20: November 11, 2025 - November 12, 2025 Actual RonCCAP Registration Begins (Spring 2026) NonCCAP Week 20: November 11, 2025 - November 12, 2025 Actual RonCCAP Regi		Week 3: July 15, 2025 - July 21, 2025				
Week 6: August 5, 2025 - August 11, 2025 Ideal (NonCCAP) Late Add influx, Appeal Delays, Registration Processing Delays Week 6: August 5, 2025 - August 11, 2025 Ideal (NonCCAP) Bulk of Petitions come in around this time through first day of AHC classes NonCCAP Week 6: August 12, 2025 - August 11, 2025 Ideal (NonCCAP) Bulk of Petitions come in around this time through first day of AHC classes NonCCAP Week 8: August 19, 2025 - August 18, 2025 Start of Fall Term for HS Partners (Average) Week 8: August 19, 2025 - August 25, 2025 Actual (NonCCAP) Week accepted petitions for up until the start of classes (extended) NonCCAP Week 8: August 19, 2025 - August 25, 2025 Actual Influx of Fall Petitions Timeframe Both Week 9: August 26, 2025 - September 1, 2025 Actual (NonCCAP) Late Add influx, Appeal Delays, Registration Processing Delays NonCCAP Week 10: September 2, 2025 - September 8, 2025 Actual (NonCCAP) Late Add influx, Appeal Delays, Registration Processing Delays NonCCAP Week 10: September 2, 2025 - September 8, 2025 Ideal Spring app opens for CCAP students CAP Week 11: September 2, 2025 - September 8, 2025 Ideal Spring app opens for CCAP students CAP Week 12: September 16, 2025 - September 12, 2025 Week 14: September 30, 2025 - October 6, 2025 Ideal CAP Registration Begins (Spring 2026) CAP Week 14: September 30, 2025 - October 6, 2025 Ideal CAP Registration Begins (Spring 2026) CAP Week 14: September 30, 2025 - October 6, 2025 Actual Deadline for NonCCAP Petitions (Winter/Spring 2026) NonCCAP Week 15: October 7, 2025 - October 6, 2025 Actual Deadline for NonCCAP Petitions (Winter/Spring 2026) NonCCAP Week 16: October 14, 2025 - October 20, 2025 Actual AHC accepting NonCCAP Petitions (Winter/Spring 2026) NonCCAP Week 19: November 12, 2025 - November 17, 2025 Actual AHC accepting NonCCAP Petitions (Winter/Spring 2026) NonCCAP Week 19: November 11, 2025 - November 17, 2025 Actual NonCCAP Registration Begins (Winter/Spring 2026) NonCCAP Week 20: November 11, 2025 - November 17, 2025 Actual ACCAP Registration Begins (Week 4: July 22, 2025 - July 28, 2025				
Week 6: August 5, 2025 - August 11, 2025 Ideal (NonCCAP) Bulk of Petitions come in around this time through first day of AHC classes NonCCAP Week 7: August 12, 2025 - August 18, 2025 Start of Fall Term for HS Partners (Average) Week 8: August 19, 2025 - August 25, 2025 Actual (NonCCAP) Week 2005 Start of Fall Term for HS Partners (Average) Week 8: August 19, 2025 - August 25, 2025 Actual (NonCCAP) Week 2005 Actual (NonCCAP) Week 200		Week 5: July 29, 2025 - August 4, 2025	Ideal	CRNs available for DualEnroll & we see bulk of forms (Would like Aug 1 deadline for CRNs)	CCAP	
Week 6: August 5, 2025 - August 11, 2025 Week 7: August 12, 2025 - August 18, 2025 Week 8: August 19, 2025 - August 25, 2025 Week 8: August 19, 2025 - August 25, 2025 Week 8: August 19, 2025 - August 25, 2025 Actual (NonCCAP) We accepted petitions for up until the start of classes (extended) Week 8: August 19, 2025 - August 25, 2025 Week 8: August 19, 2025 - August 25, 2025 Week 8: August 19, 2025 - August 25, 2025 Week 8: August 19, 2025 - August 25, 2025 Week 9: August 26, 2025 - September 1, 2025 Week 9: August 26, 2025 - September 1, 2025 Week 10: September 2, 2025 - September 8, 2025 Week 10: September 2, 2025 - September 8, 2025 Week 10: September 2, 2025 - September 15, 2025 Week 11: September 30, 2025 - September 15, 2025 Week 12: September 30, 2025 - October 6, 2025 Week 14: September 30, 2025 - October 6, 2025 Week 14: September 30, 2025 - October 6, 2025 Week 14: September 30, 2025 - October 6, 2025 Week 14: September 30, 2025 - October 6, 2025 Week 15: October 14, 2025 - October 6, 2025 Week 16: October 14, 2025 - October 6, 2025 Week 16: October 14, 2025 - October 6, 2025 Week 16: October 14, 2025 - October 3, 2025 Week 16: October 14, 2025 - October 3, 2025 Week 17: October 12, 2025 - October 3, 2025 Week 18: October 14, 2025 - October 3, 2025 Week 19: November 1, 2025 - November 10, 2025 Week 19: November 11, 2025 - November 10, 2025 Week 19: November 11, 2025 - November 10, 2025 Week 19: November 11, 2025 - November 17, 2025 Week 20: November 11, 2025 - November 17, 2025 Week 20: November 11, 2025 - November 17, 2025 Week 21: November 18, 2025 - November 17, 2025 Week 22: November 18, 2025 - December 1, 2025 Week 22: November 18, 2025 - December 1, 2025 Week 22: November 18, 2025 - December 1, 2025 Week 22: November 18, 2025 - December 1, 2025 Week 22: November 18, 2025 - December 1, 2025 Week 22: November 18, 2025 - December 1, 2025		Week 6: August 5, 2025 - August 11, 2025	Ideal	(NonCCAP) Late Add influx, Appeal Delays, Registration Processing Delays		
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APPENDIX D

Registration Timeline 2025 - 2026

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Week 23: December 2, 2025 - December 8, 2025	Ideal	Deadline for NonCCAP Petitions (Winter 2026)	
Week 24: December 9, 2025 - December 15, 2025	Ideal	Bulk of CCAP regsitrations submitted for Spring	CCAP
Week 25: December 16, 2025 - December 22, 2024	Actual	Processing completed for Fall CCAP	CCAP
Week 25: December 16, 2025 - December 22, 2025	Actual	Start of Winter Term for AHC	
Week 26: December 23, 2025 - December 29, 2025			
Week 27: December 30, 2025 - January 5, 2026			
Week 28: January 6, 2026 - January 12, 2026	Actual	Deadline for NonCCAP Petitions (Spring 2026)	
Week 29: January 13, 2026 - January 19, 2026	Actual	Start of Spring Term for HS Partners (Average)	Both
Week 29: January 13, 2026 - January 19, 2026	Actual	Influx of CN petitions	Both
Week 30: January 20, 2026 - January 26, 2026	Actual	Start of Spring Term for AHC	
Week 31: January 27, 2026 - February 2, 2026			
Week 32: February 3, 2026 - February 9, 2026	Actual	We see bulk of our CCAP forms being turned in	CCAP
Week 33: February 10, 2026 - February 16, 2026	Actual	We see bulk of our CCAP forms being turned in	CCAP
Week 34: February 17, 2026 - February 23, 2026		CCAP Sections Identify and Created - Alicia to meet with High Schools (summer/fall 2026)	
Week 35: February 24, 2026 - March 2, 2026			
Week 36: March 3, 2026 - March 9, 2026			
Week 37: March 10, 2026 - March 16, 2026			
Week 38: March 17, 2026 - March 23, 2026			
Week 39: March 24, 2026 - March 30, 2026		CCAP Sections CRNs Complete (summer/fall 2026)	
Week 40: March 31, 2026 - April 6, 2026			
Week 41: April 7, 2026 - April 13, 2026		AHC accepting NonCCAP petitions (summer/fall 2026)	
Week 41: April 7, 2026 - April 13, 2026	Actual	Summer/Fall Class Search Opens	
Week 42: April 14, 2026 - April 20, 2026			
Week 42: April 14, 2026 - April 20, 2026		Priority Reg	
Week 43: April 21, 2026 - April 27, 2026	Ideal	Spring processing complete for CCAP	CCAP
Week 44: April 28, 2026 - May 4, 2026			
Week 45: May 5, 2026 - May 11, 2026	Ideal	NonCCAP Registration Begins (Summer/Fall 2026)	
Week 46: May 12, 2026 - May 18, 2026	Actual	Deadline for NonCCAP Petitions (Spring Term 2 2026)	
Week 47: May 19, 2026 - May 25, 2026	Actual	Spring processing complete for CCAP	
Week 48: May 26, 2026 - June 1, 2026			
Week 49: June 2, 2026 - June 8, 2026	Ideal	Influx of Fall Petitions Timeframe	NonCCA
Week 50: June 9, 2026 - June 15, 2026	Actual	Start of Summer Term for AHC	
Week 51: June 16, 2026 - June 22, 2026			
Week 52: June 23, 2026 - June 29, 2026			

APPENDIX F

Board Policy Revision

BP 6146.1: High School Graduation Requirements

Policy 6146.1: High School Graduation Requirements

Status: ADOPTED

Original Adopted Date: 04/18/2007 | Last Revised Date: 04/08/2025 | Last Reviewed Date: 04/08/2025

The Governing Board desires to prepare all students to successfully complete the high school course of study and obtain a diploma that represents their educational achievement and increases their opportunities for postsecondary education and employment.

District students shall complete graduation course requirements as specified in Education Code 51225.3. Unless exempted as provided in "Exemptions from District-Adopted Graduation Requirements" or by fulfilling "Continuation High School and Alternative Education Differential Graduation Course Requirements." District students shall also complete other course requirements adopted by the Board. Students exempted from district-adopted graduation requirements shall be eligible to participate in any graduation ceremony and school activity related to graduation in which other students are eligible.

Requirements for graduation and specified alternative means for completing the prescribed course of study shall be made available to students, parents/guardians, and the public. (Education Code 51225.3)

Students shall not be required to have resided within the district for any minimum length of time as a condition of high school graduation. (Education Code 51411)

If a student successfully completes the district's graduation requirements while attending a juvenile court school or nonpublic, nonsectarian school or agency, the district shall issue the student a diploma from the school the student last attended. (Education Code 48645.5)

Course Requirements

To obtain a high school diploma, students shall complete the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Four courses in English (Education Code 51225.3)

English Learners may earn a maximum of 20 English credits from an English Language Development (ELD) course. The remaining English credits must be earned from grade-level English courses.

2. Two courses in mathematics (Education Code 51225.3)

For the graduating class of 2028 and beyond, three courses in mathematics.

Students shall complete at least one mathematics course that meets the state academic content standards for Algebra I or Integrated Mathematics I. Students may complete such coursework prior to grade 9 if they also complete two mathematics courses in grades 9-12 (three courses for the graduating class of 2028 and beyond). (Education Code 51224.5)

- 3. Two courses in science, including biological and physical sciences (Education Code 51225.3)
- 4. Three courses in social studies, including United States history, world history, a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)
- 5. One course in visual or performing arts, world language, or career technical education (CTE).

 For purposes of this requirement, a course in American Sign Language shall be deemed a course in

world language (Education Code 51225.3) To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education. (Education Code 51225)

- 6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)
 - 5 credits of PE 2 may be waived for any student athlete who participates in a full season of extracurricular athletics during the 9th grade year. A student athlete who participates in an additional full season of extracurricular athletics during their 10th grade year may waive the remaining 5 credits towards PE 2. This waiver process also includes students who participate in Marching Band during the 9th and 10th grade year. No more than 10 credits may be earned in non-physical education classes and applied toward the 20-unit physical education requirement. Non-physical education courses approved by the site in excess of the five credits will earn elective credit.
- 7. Beginning with the 2024-25 graduating class, one-semester course in ethnic studies (SMJUHSD Resolution Number 01-2020- 21; Education Code 51225.3)

Beginning in the 2023-24 school year, Health will no longer be a graduation requirement. Mandated units of Health instruction (Comprehensive Sexual Health, HIV Prevention and LBGTQ Inclusiveness) will be provided in the 9th grade Physical Education course.

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

Exemptions from District-Adopted Graduation Requirements

The individualized education program (IEP) team for each student with disabilities shall determine whether the student is eligible for exemption from all coursework and other requirements adopted by the Board in addition to the statewide course requirements for high school graduation, and if so, shall notify the student's parent/guardian of the exemption. A student with disabilities shall be eligible for the exemption, if the student's IEP provides for both of the following requirements: (Education Code 51225.31/51225.32)

- 1. That the student be eligible to take the alternate assessment aligned to alternate achievement standards in grade 11 as described in Education Code 60640
- 2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3

In addition, a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, or migrant student who transfers into the district or between district schools any &me aHer completing the second year of high school, or a newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer program, shall be exempted from any graduation requirements adopted by the Board that are in addition to statewide course requirements. This exemption shall not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the additional requirements in time to graduate by the end of the fourth year of high school.

Within 30 days of the transfer into a school by a foster youth, a student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student, or of the commencement of par&cipa&on in a newcomer program, as applicable, the Superintendent or designee shall notify any eligible student, and others as required by law, of the availability of the exemption from local graduation requirements and whether the student qualifies for it. (Education Code 51225.1)

If a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student participating in a newcomer program was not properly notified of an exemption, declined the exemption, or was not previously exempted, the student or the person holding the right to make educational decisions for the student may request the exemption and the Superintendent or designee shall exempt the student within 30 days of the request. Any such student who at one time qualified for the exemption may request the exemption even if the student is no longer eligible. (Education Code 51225.1)

Continuation High School and Alternative Education Differential Graduation Course Requirements

Beginning with the Class of 2026, students attending the continuing high school or other district alternative education programs must earn a minimum of 220 credits in the subjects listed below. Students earn five credits for each semester class passed with a grade "D" or better.

1. English (Four years) - 40 Credits

English Learners may earn a maximum of 20 English credits from English Language Development (ELD) course. The remaining English credits must be earned from grade-level English courses.

2. Math (Two years) - 20 Credits

For the graduating class of 2028 and beyond, three years (30 credits) in mathematics. Students shall complete at least one mathematics course that meets the state academic content standards for Algebra I or Integrated Mathematics I. Students may complete such coursework prior to grade 9 provided that they also complete two mathematics courses in grades 9-12 (three courses for the graduating class of 2028 and beyond). (Education Code 51224.5)

3. Science (Two years) - 20 Credits

10 credits of Physical Science (or equivalent) and 10 credits of Biological Science (or equivalent)

4. Social Studies (Three years) - 30 Credits

10 credits of Modern World History, 10 credits of US History, 5 Credits of Government and 5 credits of Economics

- 5. Visual and Performing Arts, World Language, CTE, or American Sign Language (One year) 10 Credits
- 6. Physical Education (2 years in grades 9-10) 20 Credits

5 credits of PE 2 may be waived for any student athlete who participates in a full season of extracurricular athletics during the 9th grade year. A student athlete who participates in an additional full season of extracurricular athletics during their 10th grade year may waive the remaining 5 credits towards PE 2. This waiver process also includes students who participate in Marching Band during the 9th and 10th grade year.

No more than 10 credits may be earned in non-physical education classes and applied toward the 20-unit physical education requirement. Non-physical education courses approved by the site in excess of the five credits will earn elective credit. Two years of additional electives (20 credits) may be substituted for the Physical Education requirement if the student meets the conditions outlined in EC 51241.c(1)).

7. Ethnic/Gender Studies (Half Year) - 5 Credits

8. Electives - Additional elective credits as needed to fill the graduation requirement of 220 credits

Total Minimum Credits Required - 220

The Governing Board of Santa Maria Joint Union High School District further recognizes that students enrolled in continuation high school and alternative education programs often face unique and significant personal hardships that may interfere with their ability to meet the full range of Board-mandated graduation requirements. In order to support educational equity and provide greater flexibility for students working to earn a diploma under challenging circumstances, this policy provides for an ongoing exemption of credits to, but not below, state minimum graduation standards.

Beginning with the graduating class of 2026 and continuing thereafter, 12th-grade students enrolled in continuation high school or other district alternative education programs may be deemed to have satisfied the graduation requirements of the District if they meet the following conditions:

1. Minimum State Graduation Requirements:

The student has met the minimum course requirements and total credits as defined by the California Education Code, including:

- 3 years of English
- 2 years of Mathematics (one course being Algebra I or equivalent)
- 2 years of Science (including Biological and Physical Sciences or their equivalents)
- o 3 years of Social Studies (including U.S. History, World History, Government, and Economics)
- 2 years of Physical Education (or 2 years of elective credit if the student meets the conditions outlined in EC 51241.c(1)).
- o 1 year of Visual/Performing Arts, World Language, or CTE
- Completion of Ethnic/Gender Studies course when applicable

2. Hardship Determination:

The student has experienced personal hardship(s) that have significantly impacted their ability to complete the full elective credit requirement as defined in Board Policy 6146.1. Personal hardship may include, but is not limited to:

- Chronic or acute illness
- Family caregiving responsibilities
- Involvement with the juvenile justice system
- Homelessness or housing instability
- Mental health challenges
- Other circumstances as deemed appropriate by the Superintendent or designee

This policy does not waive subject-area credit requirements in core disciplines (English, Math, Science, Social Studies, and Ethnic/Gender Studies), except as allowed by Education Code or other Board policies.

The total minimum number of credits for graduation under this policy shall not fall below the state-mandated minimum of 130 credits as defined in Education Code 51225.3. Exemptions granted under this policy shall not adversely affect a student's ability to enroll in postsecondary education or training, to the extent feasible.

Retroactive Diplomas

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable

graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

In addition, the district may retroactively grant high school diplomas to former students who: (Education Code 48204.4, 51430, 51440)

1. Departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of their departure.

Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the district that are consistent with the purposes of Education Code 48204.4.

In determining whether to award a diploma under these circumstances, the Superintendent or designee shall consider any coursework that may have been completed outside of the U.S. or through online or virtual courses.

2. Were interned by order of the federal government during World War II or are honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that they were enrolled in a district high school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars.

Deceased former students who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.

- 3. Are veterans who entered the military service of the U.S. while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school.
- 4. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis.

Honorary Diplomas

The Board may grant an honorary high school diploma to: (Education Code 51225.5)

- An international exchange student who has not completed the course of study ordinarily required for graduation and who is returning to the student's home country following the completion of one academic school year in the district
- 2. A student who is terminally ill

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by the district. (Education Code 51225.5)

Summary of Required Courses and Credits

Class of 2024 C

Class of 2025-27

Class of 2028

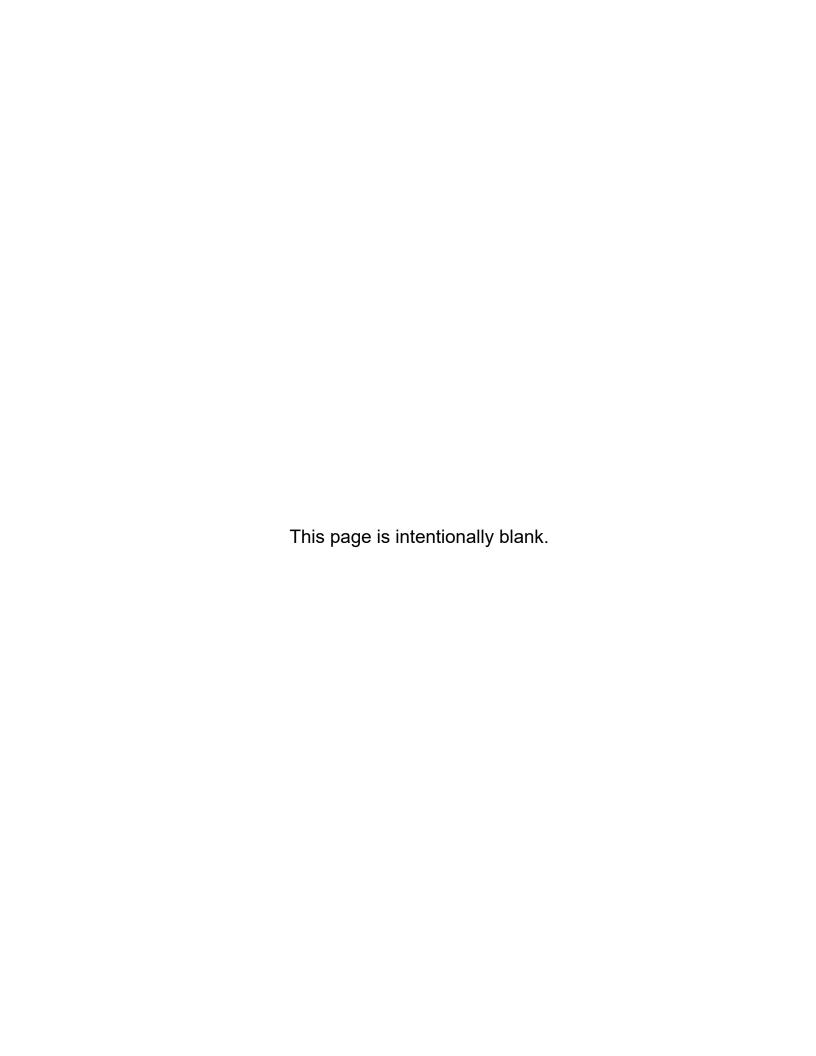
English Mathematics Science Social Studies	40 credits 20 credits 20 credits 30 credits	40 credits 20 credits 20 credits 30 credits	40 credits 30 credits 20 credits 30 credits
Visual or Performing Arts; or Foreign Language; or CTE	10 credits	10 credits	10 credits
Physical Education* Ethnic Studies** Additional Elective Courses needed to fulfill graduation		20 credits 5 credits	20 credits 5 credits
Requirement of 220 credits		75 credits	65 credits

^{*}Note: A maximum of 10 credits can be applied towards P.E. 2 requirement for athletes and marching band members.

^{**}Note: Ethnic Studies requirement can be fulfilled through the successful completion of a qualifying course that meets the district's ethnic studies specifications.

REGULAR MEETING June 10, 2025

APPENDIX G General Fund 2025-2026 Adopted Budget



SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT 2025-26 ADOPTED BUDGET

Education Code Section 42127 requires that on or before July 1 of each year the Governing Board of a school district shall hold a public hearing on the budget to be adopted for the subsequent year. Pursuant to Education Code Section 33127, this Adopted Budget complies with the criteria and standards as established by the State Board of Education.

California school districts are required to hold two separate public meetings for their budgets and LCAP plans. The District's Governing Board is required to conduct a public hearing to review its Local Control and Accountability Plan ("LCAP") at the same meeting as the hearing for the District's budget. The District's LCAP plan contains many goals and initiatives to provide increased services to its target population of foster youth, low income and English learners. The plan was developed after many hours of meetings and consultations with education partners. These meetings were used to evaluate the progress towards the goals that were contained in the prior year's plan, and to develop the District's 2025-26 LCAP plan, the second year of a three-year plan cycle. The District's budget that is being proposed for adoption for the 2025-26 year reflects the goals and expenditures contained in its LCAP plan. Per the LCAP requirement to calculate and implement carryover for increased and improved services, a carryover amount of \$1,868,606.59 has been identified from the 2024-25 year.

The May Revision is the last revision required under the law for the Governor to propose his budget for the State for the 2025-26 year, with proposed spending of \$321.9 billion. From the Governor's January proposal, the projected surplus of \$363 million reduced by \$12.2 billion in the May Revision proposal for a projected deficit of \$11.9 billion. In 2023-24 the State suspended the minimum Proposition 98 guarantee creating a maintenance factor obligation of \$8 billion and repaid \$4.9 billion of that obligation in 2024-25, in 2025-26 the remaining maintenance factor obligation adjusted for annually for inflation and changes in student attendance is \$3.7 billion. In 2024-25 the proposal delay's \$1.3 billion and under-appropriates the minimum guarantee, a reduction from January's \$1.6 billion. This under-appropriation is being referred to as settle up represents the Prop 98 initial budget estimates to the calculated constitutional minimum guarantee based on actual state revenues and other factors. The May Revise proposes \$114.56 billion in Proposition 98 funding representing a \$4.3 million decrease from the 2024-25 Enacted Budget and intends to fully fund the statutory COLA at 2.30%. LCFF costs are being funded with one-time funds of \$540 million from the Prop 98 Rainy Day Fund in 2025-26. Existing law imposes a 10% cap on the district's reserves in fiscal years immediately succeeding those in which the State's rainy day fund balance is at least 3% of TK-12 Prop. 98 funding. Currently, the States depletion of the Proposition 98 Reserve balance because of the Rainy Day Fund withdrawal falls below the 3% threshold, therefore the local reserve cap is not triggered for 2025-26 fiscal year.

California now ranks as the fourth-largest economy in the world, and faces challenges due to the significant financial and economic uncertainty as the state budget assumptions may not fully account for the impact of federal policy changes and the need to backfill potential federal funding cuts to California, along with increased projected deficits in the Medi-Cal program that could put pressure on education resources. Tax filing extensions for LA County have delayed revenue collections and affect budget projections. Additionally, stock market volatility in response to federal policy changes can impact projected state revenue. The growing Prop 98 deficit and reliance on funding it using one-time funding sources, revenue assumptions for the three big tax revenues for Personal Income Tax, Sales and Use Tax and Corporate Tax are projected to be lower by \$4.8 billion over the three-year budget window when compared to January. The Federal education budget is proposing to eliminate Title III and Migrant Education

funding. The May Revision assumes a growth recession to last through the first three quarters of 2025. Inflation assumptions are about 1% higher than Governor's Budget estimates and rising unemployment. California's unemployment rate is projected to reach 5.7% in 2025. The May Revision forecasts a 27% average California tariff rate, significantly higher than the 2.4% tariff rate in 2024.

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT 2024-25 ADOPTED BUDGET ASSUMPTIONS

Ending Fund Balance Reconciliation

As a District adopts its budget for any given year, it must also report the estimated actuals for the prior year. These estimated actuals are based on the District's most current working budget, and they typically are not the same as the budget presented on the 2nd Interim Revised Budget. Adjustments and revisions to the District's working budget are made when new facts or events occur. The following table summarizes the major changes the District has made to its working budget since the 2nd Interim Revised Budget. These changes are included in the "2024-25 Estimated Actuals" columns in the District's 2025-26 Adopted Budget as shown on the following page.

END	DING FUND BALANCE	Unrestricted	Restricted	Total
A)	As of 2024-25 2nd Interim Revision ("Projected Year Totals")	\$ 42,021,865	\$ 6,771,194	\$ 48,793,059
Ć	CHANGES IN REVENUES:			
	LCFF State Aid - change based on P2 FCMAT calculator & prop taxes	(274,858)		(274,858)
	E-RATE Category 1 & 2 revenue decrease	(219,210)		(219,210)
	Title II reduction to cover expenses budgeted next FY		(272,100)	(272,100)
	Allan Hancock College concurrent enrollment	211,000		211,000
	US Bank rebate & miscellaneous donations	7,350	5,067	12,417
	Adjust LEA Medi-Cal Billing, matched with expense		292,688	292,688
	Adjust Title IV, matched with expense		20,076	20,076
	Misc individual local grants, matched with expense		5,000	5,000
	Special Ed, Federal changes in restricted contributions		17,155	17,155
	Special Ed Contribution changes to due to increased expenditures	(421,534)	421,534	-
	Special Ed, CCEIS contribution changes due to decreased expenditures		(17, 155)	(17,155
	Change in Ongoing Major Maint. contributions revenue net of expenses	(107,468)	107,468	-
B)	Total Increases (Decreases) in Revenues	(804,720)	579,733	(224,987)
-	CHANGES IN EXPENDITURES and TRANSFERS			
+	Increased salary & benefit costs associated with bargaining agreement changes	774,157	39,116	813,273
	MRCTE Management Substitute	74,733	00,110	74.733
	Arts, Music In Schools reduction to cover expenses budgeted next FY	14,100	(355,026)	(355,026
	Ethnic Studies reduction to cover expenses budgeted next FY		(1,750)	(1,750
	CCEIS 2022 Plan year 3 reduction to cover expenses budgeted next FY		(16,900)	(16,900
	Arts, Music, Instructional Materials Block grant state		64,761	64,761
	Adjust District legal	253,144	04,701	253,144
+	Us Bank rebate & miscellaneous donations	7,401	5,067	12,467
	Misc individual local grants, matched with revenue	7,401	5,000	5,000
+	Adjust Title II expenses after bargaining agreement	-	(257,548)	(257,548
-	Adjust Title IV grant		19,002	19,002
-	Special Ed, increase based on actuals due to barg agmt		399,794	399,794
-	Special Ed, increase based on actuals due to bary agrint Special Ed, increase for Private School Proportionate Share		18	18
	·			
	Special Ed, reduction to cover NPS expenses budgeted next FY	2,000	(555, 122)	(555,122 2,000
-	Adjust audit fees	,		
-	Adjust direct cost transfers	(1,507)		(1,507
-	Adjust Athletic Vehicles (moved to LCAP)	(624,583)		(624,583
-	Adjust IT Van reduction to cover expenses budgeted next FY	(45,000)		(45,000
+	Adjust increase project 24-482 ERHS Cafeteria Counter Upgrade	404,168		404,168
	Adjust decrease project 17-261.7.1 SMHS Admin. Office Enclosure	(68,436)	142	(68,436)
+	Adjust AHC Consument Expellment to though a year adjust AHC Consument Expellment to though a year adjust AHC Consument Expellment to though a year adjust AHC Consument Expellment to though a year adjust AHC Consument Expellment to the AHC Consument Expellment to the AHC Consument Expellment to the AHC Consument Expellment to the AHC Consument Expellment to the AHC Consument Expellment to the AHC Consument Expellment to the AHC Consumer Expellment to the AHC Consumer Expellment Expellment to the AHC Consumer Expellment to the AHC Consumer Expellment Expell	4E 070	142	142 45,273
-	Adjust AHC Concurrent Enrollment textbook expenditures	45,273	(45)	
-	Adjust Carl Perkins Grant expenses		(45)	(45)
-	Adjust Learning Recovery Emergency Block Grant (LREBG) expenditures		19,686	19,686
	Adjust LCFF Equity multiplier		8,078	8,078
	Adjust LEA Medi-Cal Billing expenses to match revenue		292,688	292,688
	Adjust Ongoing Major Maintenance expenses		101,721	101,721
-	Adjust Indirect costs	201.0=1	(12,775)	(12,775)
C)	Total Increases (Decreases) in Expenditures and Transfers	821,351	(244,093)	577,257
+	As of 2025-26 Budget Adoption ("2024-25 Estimated Actuals")	\$ 40,395,795	\$ 7,595,020	\$ 47,990,815
	(A+B-C)			

The District's 2025-26 Adopted Budget

REVENUES:

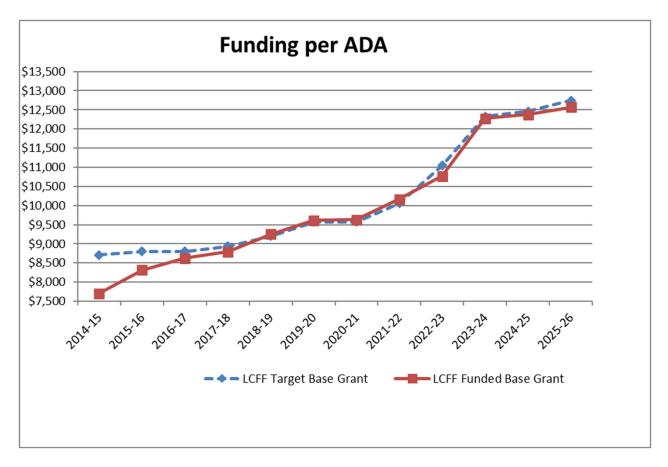
LCFF Sources

For the District's 2025-26 Adopted Budget, revenue from LCFF sources is projected utilizing the LCFF simulator tool as provided by the Fiscal Crisis and Management Assistance Team ("FCMAT"). A comparison to the 2024-25 Estimated Actuals in the components of LCFF revenue is summarized in the table on the following page.

	2024-25 Estimated 2025-26 Actuals Budget		Difference		
LCFF State Aid Funding					
Base Grant	\$	105,599,662	\$ 105,645,463	\$	45,801
Supplemental/Concentration Grant	\$	33,840,126	\$ 33,818,095	\$	(22,031)
Total LCFF State Aid	\$	139,439,788	\$ 139,463,558	\$	23,770
Property Tax Transfer SBCEO for Special Education	\$	2,927,105	\$ 2,835,806	\$	(91,299)
Total Revenues, LCFF Sources	\$	142,366,893	\$ 142,299,364	\$	(67,529)
Funded LCFF <u>Base Grant</u> / ADA:	\$	12,332	\$ 12,571	\$	239
Funded ADA		8,563	8,404		

The California Department of Finance provides the data for the factors to use in the LCFF simulator tool. For 2025-26, as part of the May Revision, a COLA of 2.30% is proposed for the adjustment to the <u>base</u> grant per ADA for the District's 9-12 grade span. Supplemental and concentration grant funding is based on a three-year average of the percentage of the District's pupils that are either low-income, English learners, or foster youth. For 2024-25, the District's percentage was 78.05%. For the 2025-26 budget year, this average decreases to 77.15%. As part of the legislation that enacted the LCFF funding model, and the accompanying requirement for an LCAP plan, supplemental and concentration grant funding is required to be expended to provide increased services to the target groups of low income, English learner, and foster youth students. The District's enrollment is projected to decline 90 students from total enrollment in 2024-25 of 8,930 to projected enrollment totaling 8,840 in 2025-26. Funded LCFF ADA is based on the greater of current year, prior year or 3-prior year average whichever is greater, the Districts revenue is based on the 3-prior year average ADA of 8,403.75.

A graphical display of the Base Grant amounts per ADA, target and funded, is presented on the following page.



Federal Revenues

Federal revenues are revised to adjust projected award amounts or eliminate revenue attributable to prior year unused carryovers.

Year to year changes in Federal revenues are summarized below:

2024-25 Estimated Actuals \$ 7,772,026

2025-26 Budget Year

Adjust ESSA programs to estimated award amounts for the budget year, removing prior year unused grant award carryovers:

Title I	< 540,089>
Title II	344,780
Title III LEP	< 38,813>
Title IV	< 91,393>
Carl Perkins	36,508
LEA Medi-Cal BOP	< 853,046>
Special Education, Mental Health ADA	< 70,758>
Special Education, adjust per SELPA funding model	< 35,962>

Decrease in Federal Revenues for 2025-26 \$ < 1,248,772>

Total Federal Revenues 2025-26 Budget Year State Revenues

\$6,523,254

Year to year changes in	State revenues are	summarized below:
-------------------------	--------------------	-------------------

2024-25 Estimated Actuals	\$ 17,126,826
2025-26 Budget Year	
Mandate Block Grant discretionary funding \$75.31 / ADA	8,359
LCFF Equity multiplier	< 2,765>
Lottery	< 139,395>
On-Behalf pension (STRS, equals expense below)	638,995
Ag Incentive Grant	< 119,135>
CA NBCT Incentive Program	< 5,000>
CCSPP Implementation Grant Cohort 4	500,000
Central Coast K-16 Cycle 2	< 296,582>
CYBHI Round 2 Trauma Informed P&P	< 750,000>
Dual Enrollment Opportunities	< 650,000>
Golden State Pathways Program	< 500,000>
K12 Strong Workforce	< 124,000>
Special Ed mental health	< 6,641>
CTEIG	< 936,115>
Arts & Music Education	< 1,457,121>
Home to school transportation	5,843
Other State Revenue	_24
Decrease in State Revenues for 2025-26	\$ < 3,833,534>

Total State Revenue 2025-26 Budget Year

\$ 13,293,292

Local Revenues

Local revenues consist of a variety of items from reimbursements, billings for use of facilities, donations, funding from the Medi-Cal Admin. Activities Reimbursement, E-Rate, interest, and other irregular and/or non-recurring items. Other than the few items that are regular in nature, it has been the District's practice to budget local revenue upon receipt. Projected changes in Local Revenues from 2024-25 amounts are summarized below:

11.534.808
1

2025-26 Budget Year: Remove expenditures budgeted from miscellaneous local Grants; a portion of which can be re-budgeted after year end	
close when the remaining balance is known	\$ < 54,792>
AHC Concurrent Enrollment	<1,000>
MAA	< 99,241>
E-Rate	< 1,176,221>
CalSTRS Retirement Adjustments	< 509,363>
Decrease interest based on projections	< 725,882>
Remove facility use, LEA interagency fees	4,000
CYBHI School-Linked Partnership & Capacity Grant	< 245,000>
Spec Ed per SELPA funding model	< 1,686,523>
Other miscellaneous local revenue	<u>< 51,253></u>
Decrease in Local Revenue for 2025-26	\$ <4,545,275>

EXPENDITURES:

Salaries, Wages, and Benefits

Projected expenditures for salaries, wages, and benefits total \$141,165,575 million in the 2025-26 budget year. This total amounts to 79% of the District's total expenditures. Of this amount, \$33.8 million is budgeted in the LCAP plan. In total, salaries, wages, and benefits increase by \$2,343,282 from the estimated actuals. Components of this increase, by bargaining unit/employee group, are detailed in the tables below and on the following pages.

CERTIFICATED	FTE	COST
Increased cost for step/column movement including statutory benefits		\$1,245,283
Increased costs associated with health & welfare changes		10,474
Decreased costs related to turnover, staff replacements	(1.00)	(426,382)
Changes in extra pay assignments for stipends, department chairs		(119,186)
Remove retro associated with prior year step/column corrections including statutory		(61,008)
New staffing (unrestricted):		
Science	0.20	28,975
New staffing (restricted AMS):		
VPA	3.00	355,026
Other position related changes:		
Changes to various positions FTEs PREP periods	1.40	212,795
Vacant positions	4.40	468,695
Closed positions: 1.0 FTE Intl. Language, 0.2 FTE Teacher, 0.6 FTE Ins Coach ME	(1.20)	(241,785)
Other non-position related pay:		
Coaches		(62,769)
Decrease costs for pay funded with one time sources in prior year (A-G Access, A-G		
LL, CC K-16 Cycle 2, K-16 Reg. Collab., CCSPP Implementation Grant Cohort 4,		
CYBHI School-linked Partnerships & Capacity, Dual Enrollment Opportunities, Ethnic		
Studies, LREBG)		(1,359,647)
Decrease costs in other restricted categorical programs subject to funds available		(1,039,473)
LCAP subs, hourly, extra hours, etc.		1,115,589
Other non-position pay (ag extra days, home-hospital, indep. study, subs, xtr hrs)		496,454
Statutory benefit increases on positions with no other changes in pay or FTE		16,448
STRS On Behalf pension increase (nets to zero with associated increase in revenue)		638,898
Other post employment benefits		32,134
CERTIFICATED total	6.80	\$1,310,520

CLASSIFIED	FTE	COST
Increased cost for step/column movement including statutory benefits		952,774
Remove 4.5% off schedule payment including all associated statutory benefits		(1,004,636)
New staffing (restricted):		
Instructional Aide - Bilingual (Site Title I)	0.81	36,993
Instructional Aide II (Spec Ed)	0.75	35,878
Other position related changes:		
Transportation route changes, vacancies	(0.38)	(26,927)
Remove Bus Driver & Inst. Aides incentive pay		(5,312)
Reclassification Instructional Data Specialists (3 FTE)		39,125
Reclassification Admin. Asst. IV - SSC		2,389
Reclassification IA-SE3 (8.13 FTE)		43,681
Reclassification Campus Security Officer (2 FTE)		10,408
Reclassification Registrar II (3 FTE)		14,211
Closed positions: BIA-SP ED, IA-SE1, IA-SE2, Custodian SY, Student Data	(0.75)	(104,483)
Positions vacant for part of prior year due to leave of absence		13,886
Statutory benefit decreases on positions with no other changes in pay or FTE		(8,465)
Vacant positions	0.75	312,636
Turnover associated with promotions and resignations & late starts	(0.12)	401,885
Other non-position related pay:		
Decrease costs for pay funded with one time sources in prior year (A-G LL, AMIMBG,		
CCSPP Implementation Grant Cohort 4, Classified Prof. Dev. Block Grant, CYBHI		
School-Linked Partnerships & Capacity, KIT, LREBG)		(51,541)
Coaches		122,269
Changes in longevity, vacation, professional growth, bilingual pay and other stipends		45,027
Decrease costs in other restricted categorical programs subject to funds available		(116,245)
LCAP subs, hourly, extra hours, etc.		319,506
Other non position pay (subs, xtr hrs)		(73,061)
STRS On Behalf pension increase (nets to zero with associated increase in revenue)		97
Other post employment benefits		23,087
CLASSIFIED total	1.06	\$ 983,178

MANAGEMENT/CONF	FTE	COST
Increased cost for step/column movement including statutory benefits		150,811
Savings from retirement/replacement & projected lower costs, along with staff		
turnover, vacancies, statutory benefit & changes in logevity and bilingual pay & PHD		(122,897)
MANAGEMENT/CONF total	-	\$ 27,914
MANAGEMENT/CONF total	-	\$ 27

OTHER ITEMS	FTE	FTE COST	
All other changes not separately identified		\$	3,944
Board increased costs associated with health & welfare changes			3,397
Retirees:			
Increase, retiree health pre-funding deposit			14,329
OTHER ITEMS total	-	\$	21,670

Statutory Benefits

All of the items detailed above are inclusive of statutory benefits. The PERS rate has slightly decreased <0.24% > from the prior 2024-25 year, and the 2025-26 budget year contains a rate increase for the Worker's Compensation rate. The table on the following page details the estimated impact contained in the staffing changes noted above, of the changes in the statutory benefit rates from the prior year.

	2024-25	2025-26	2025-26
	Rate	Rate	Cost Impact
STRS	19.100%	19.100%	-
PERS	27.050%	26.810%	(72,339)
Unemployment Insurance	0.050%	0.050%	-
Worker's Compensation	1.329%	1.367%	34,614
Total			\$ (37,725)

Books and Supplies, Services, Capital Outlay

In total, expenditures for Books and Supplies, Services, and Capital outlay <u>decrease</u> by \$24,476,915 from the estimated actuals, as shown on the following page.

	for 2025/26:				
Expenditures supported by funding for Covid/Pandemic re	elief:				
A-G Access (resource 7412)					(142,6
LREBG (resource 7435)					(3,797,3
Other one-time expenditures:					
15-16 one-time Discretionary Block Grant textbooks					(970,8
CTE pathways one-time capital equipment carryover					(88,2
K12 Workforce grant (resource 6388)					(124,0
Classified Professional Development grant (resource 7	'311)				(31,4)
Dual Enrollment Opportunities (resource 7339)					(90,00
Kitchen Infrastructure Grant (resource 7029)					(28,20
2022 Kitchen Infratstructure & Training Funds (resource					(651,0
CYBHI School-Linked Patnerships & Capacity (resour	ce 9019)				(135,7
IEP Compensatory Education (resource 9130)					(28,3
Transportation including capital equipment replacement	nt				(1,769,0
Project ERHS Cafeteria Counter P482					(404,1
Various projects (ERHS Pavement Maint., PVHS Tem		ailer)			(3,7
Sage Energy Consulting Project 24-492 DW Solar & N	√licrogrid				(173,0
Substitute Management Leadership MRCTE					(74,7
E-RATE Consulting Category 1 Application					2,40
Districtwide edge switch refresh project P446 E-Rate					(2,232,50
Districtwide WAP upgrade project P481 E-Rate					(979,3
SMHS Morrison bus drop off project 17-267.1.2				I	(171,3
Note: Although budgeted in 2024/25, amounts attributabl District completes its year end closing for the 2024/25 ye	,			•	
Budget.					
ubtotal (decrease) removal of non-recurring expenditu	ures				\$(11,893,4
xpenditures in the 2025/26 Adopted Budget:					
Restricted program budgets adjusted to estimated curren	,		•	•	
the District closes its books for 2024-25 and any unused	grant award	l carryover	s are known		
Arts & Music in Education (resource 6770)					(1,208,0
Title I					(338,5
Title II					(43,4
Title III (resources 4203)					(36,4
Title IV					(85,4
Migrant (resources 3060, 3061)					(34,6
Perkins					47,0
Lottery					(2,816,1
LCFF Equity Multiplier					(84,3
Central Coast K-16 Regional Collaborative (resource 7	'830)				(1,0
Central Coast K-16 Cycle 2 (resource 7831)	Ĺ				(99,5
CCSPP Implementation Grant Cohort 4 (resource 633)	2)				263,5
CYBHI Round 2 Trauma-Informed P*P (resource 7840)					(750,0
CTEIG	1				(963,0
Educator Effectiveness (resource 6266)					(803,0
Ethnic Studies (resource 7810)					
					(219,7
LEA Medi-Cal Billing Option (resource 9064)	-				(1,545,4
Special Education Private Schools (resource 3311)					(1,4
Special Education CCEIS (resource 3312)					(28,7
Special Education (resource 6500)					(14,3
Ag Incentive					(119,1
Reduce Routine Restricted Maint.		ation for	offina	as and amount of COO	(1,026,7
Adjust LCAP budget in supplies, services, capital outlay available	aner accour	iting for st	aning change	ss and amount of S&C grant	(2,454,1
Budget reductions to eliminate carryovers from prior year;		2024-25 ye	ar is closed	and the amount of current year	(2,434,1
carryover is known, amounts will be adjusted at 1st interin	m:				
MAA					(498,5
Local grants & donations, unrestricted & restricted					(593,9
Site/Department budgets					(994,9
Adjust MOT operations					126,4
Adjust utilities					176,7
Decrease various school site pool equipment & services					(99,1
Technology, decrease budget from prior year					(217,5
School Attendance Review Board					(12,0
Elections expense					(79,5
Escape sofware expense					(32,4
AHC concurrent enrollment textbooks					29,7
Operations capital equipment budget reduction					(104,2
SISC Property & Liability insurance increased rates					58,9
Auditing professional services Bond audit					(9,2
Legal fees budget decrease					(303,1
All other departmental adjustments					147,6
Subtotal (decrease) in the 2025/26 Adopted Budget					\$ (13,966,1

Other Outgo

SELPA funding model changes, regional program costs	<1,201,196>
Special Ed Non-Public School placement costs	365,308
Federal mental health	< 70,758>
Indirect cost changes	< 53,983>

Decrease Other Outgoing for 2025-26 \$ <960.629>

TOTAL EXPENDITURES HAVE DECREASED BY: \$< 24,476,915>

OTHER FINANCING SOURCES/USES The District continues to budget a \$375,000 transfer to the District's Deferred Maintenance Fund. Eliminated transfers out totaling \$6,628,806 to the Capital Outlay Special Reserve fund for the reserve for new school acquisition costs. Also, continue to budget the transfer in from the Capital Outlay Special Reserve fund, year 6 of 6 year plan for replacing school buses at \$426,300.

TOTAL CHANGE OF "INCREASE (DECREASE) IN FUND BALANCE:

Total Revenues have <u>decreased</u> by:	\$ < 9,695,110>
Total Expenditures have <u>decreased</u> by:	24,476,915
Total Other Financing Uses have <u>decreased</u> :	<u>6,628,806</u>

Total change of "Increase (Decrease) in Fund Balance": \$21,410,610

The District's Fund Balance:

- Note that this proposed budget reflects significant decreases in expenditures due to the
 presence of a large value of non-recurring items in the preceding year "estimated actuals".
 Any of these items that remain unspent and are eligible to be carried over when the District
 closes its books for the 2024-25 school year, will be re-budgeted when the District
 prepares its First Interim Revised Budget in the fall.
- After providing for non-spendable components, and the 3% statutory minimum reserve for economic uncertainties, and committed funds the District's ending available unappropriated General Fund balance is \$9,460,548.85.
- Remember that there are <u>no minimum funding level requirements</u> contained in the LCFF law. So, while LCFF has resulted in significant additional revenue to the District, it is still an ADA driven model, and changes in the District's unduplicated FRPM/EL percent can have a significant impact, either up or down, on the amount of revenue.
- The next budget event to happen will be the official adoption of the State's budget for the 2025-26 year, which should occur in mid to late June. SSC, the organization that many school districts state-wide rely on for the latest information on school finance, is scheduled to present its "School Finance Conference" on the State's Adopted Budget on July 22nd.

		2025/26	2026/27	2027/28
	Enrollment Projection	8,840	8,853	8,936
	ADA Projection	8,199	8,211	8,288
	Funded ADA	8,404	8,285	8,301
Description	Object Code	Base Year 2025-26	Year 2 2026-27	Year 3 2027-28
Combined Summary				
A. Revenues				
LCFF Sources	8010-8099	142,299,364	143,780,839	149,644,280
Federal Revenue	8100-8299	6,523,254	6,243,866	6,243,866
Other State Revenues	8300-8599	13,293,292	15,052,064	14,878,809
Other Local Revenues	8600-8799	6,989,533	6,996,112	6,969,797
Total, Revenue		169,105,443	172,072,881	177,736,751
B. Expenditures				
Certificated Salaries	1000-1999	66,248,391	65,407,841	
Classified Salaries	2000-2999	29,118,581	28,070,602	28,319,531
Employee Benefits	3000-3999	45,798,604	44,923,318	45,612,291
Books and Supplies	4000-4999	10,071,192	10,747,402	12,940,723
Services and Other Operating Expenditures	5000-5999	20,201,904	19,847,236	
Capital Outlay/Depreciation	6000-6999	2,763,795		
Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	3,626,620		
Other Outgo - Transfers of Indirect Costs	7300-7399	-237,050	-237,050	-237,050
Other Adjustments - Expenditures			0	0
Total, Expenditures		177,592,036		178,747,315
C. Excess (Deficiency) of Revenues over Expenditures before Other Financing Sources and Uses		-8,486,593	-2,548,224	-1,010,564
D. Other Financing Sources/Uses				
Interfund Transfers				
Transfers In	8900-8929	426,300	0	0
Transfers Out	7600-7629	375,000	375,000	375,000
Other Sources/Uses				
Sources	8930-8979	0	0	0
Uses	7630-7699	0	0	0
Other Adjustments - Other Financing Uses			0	0
Contributions	8980-8999	0	0	0
Total, Other Financing Sources/Uses		51,300	-375,000	-375,000
E. Net Increase (Decrease) in Fund Balance/Net Position		-8,435,293	-2,923,224	-1,385,564
F. Fund Balance, Reserves/Net Position				
Beginning Fund Balance/Net Position				
As of July 1 - Unaudited	9791	47,990,815	39,555,522	36,632,299
Audit Adjustments	9793	0	0	0
As of July 1- Audited		47,990,815	39,555,522	36,632,299
Other Restatements	9795	0	0	0
Adjusted Beginning Balance		47,990,815	39,555,522	36,632,299
Ending Balance/Net Position, June 30		39,555,522	36,632,299	35,246,735
Components of Ending Fund Balance (FDs 01-60 only)				
Nonspendable	9710-9719	772,048	772,048	772,048
Restricted	9740	2,951,224	3,990,279	5,016,373
Committed				
Stabilization Arrangements	9750	0	0	0
Other Commitments	9760	21,032,691	21,032,691	21,032,691
Accommodate growth/reduce density				
Alternative ed expansion/Wellness centers				
Student Technology Refresh				
Textbook adoption-Social Studies, Math, Science				
Assigned				
Other Assignments	9780	0	0	0
Unassigned/Unappropriated				
Reserve for Economic Uncertainties	9789	5,339,011	5,249,883	5,373,669
Unassigned/Unappropriated Amount	9790		5,587,399	3,051,954

All ongoing sources of Revenues and Expenditures from the 2025/26 Adopted Budget are assumed to continue at the same level for the next two years with the following adjustments:

REVENUES

LCFF Sources

For this Revised Budget, the District is projecting revenue from LCFF sources using the simulator tool provided by the Fiscal Crisis and Management Assistance Team ("FCMAT"). FCMAT's calculations use inflation, proration factor and gap funding percentage estimates provided by the California Department of Finance, and then allows for entry of district-variable data such as ADA by grade span, and the percentage of the count of unduplicated students who are English learners, foster youth, or who qualify for free or reduced-price meals. This factor is often referred to as "FRPM/EL". The table below illustrates the various components of income from LCFF sources for the budget and two subsequent years.

	2025-26	2026-27	2027-28
LCFF State Aid Funding			
Base Grant	\$ 105,645,463	\$ 107,330,656	\$ 111,286,775
Supplemental/Concentration Grant	33,818,095	33,614,377	35,521,699
Total LCFF State Aid	139,463,558	140,945,033	146,808,474
Property Tax Transfer SBCEO for Special Education	2,835,806	2,835,806	2,835,806
Total Revenues, LCFF Sources	\$ 142,299,364	\$ 143,780,839	\$ 149,644,280
Funded LCFF <u>Base Grant</u> / ADA:	\$ 12,571	\$ 12,955	\$ 13,406
Funded ADA (includes COE)	8,404	8,285	8,301

- ➤ In 2026/27, revenues from LCFF sources increase from 2025/26 by \$1,481,475. Included within the total change is a decrease in supplemental/concentration grant funding of \$<203,718> due to a change in the three-year rolling average percentage of the District's unduplicated pupil population of English learners, foster youth, and economically disadvantaged students ("FRPM/EL"). The estimated funded LCFF base grant per ADA is \$12.955.
- ➤ In 2027/28, revenues from LCFF sources increase form 2026/27 by \$5,863,441; the increase in supplemental and concentration grants is \$1,907,322. The estimated funded LCFF base grant per ADA is \$13,406.

Federal, State and Local Revenues

Year to year changes for federal, state, and local revenues are summarized in the tables on the following page.

FEDERAL REVENUES 2025/26 balance		\$	6,523,2
2026/27		Ψ	0,020,2
Title II	(279,388)		
Total change from 2025/26 to 2026/27	(210,000)		(279,
2026/27 balance		\$	
		φ	6,243,8
Total change from 2026/27 to 2027/28			
2027/28 balance		\$	6,243,8
STATE REVENUES			
2025/26 balance		\$	13,293,2
2026/27		Ė	
Mandate Block Grant	21,172		
Assessment Apportionments & HTS	49,427		
Arts and Music in Schools (AMS)	1,457,121		
Central Coast Regional Collaborative Cycle 1	(125,000)		
CTEIG Grant	26,686		
K12 Strong Workforce Grant	274,840		
LCFF Equity Multiplier	14,635		
Lottery \$191/ADA unrestricted, \$82/ADA restricted	19,433		
Special Ed Mental Heath	20,457		
Total change from 2025/26 to 2026/27			1,758,7
2026/27 balance		\$	15,052,0
2027/28			
Mandate Block Grant	27,513		
Assessment Apportionments	57,664		
CTEIG	31,133		
K12 Strong Workforce Grant	(399,840)		
LCFF Equity Multiplier	17,074		
Lottery \$191/ADA unrestricted, \$82/ADA restricted	69,334		
Special Ed mental health	23,867		
Total change from 2026/27 to 2027/28			(173,2
2027/28 balance		\$	14,878,8
LOCAL REVENUES			
2025/26 balance		\$	6,989,5
2026/27			
Interest	6,579		
Total change from 2025/26 to 2026/27			6,5
2026/27 balance		\$	6,996,
2027/28 Interest	(26,315)		
	(20,310)		(00.4
Total change from 2026/27 to 2027/28			(26,3
2027/28 balance		\$	6,969,7

EXPENDITURES

Salaries, Wages, and Benefits:

- > Step and Longevity increases for all employees of \$1,440,128 for 2026/27 and \$1,237,283 for 2027/28.
- ➤ The California State Teachers' Retirement System (STRS) rate remains unchanged from 25/26, however, costs are projected to decrease \$<150,487> due to the reduction in salaries after removing one-time grant funding sources. For 2027/28 again there is no STRS rate change, however, costs are projected to increase \$173,802 because step-column costs are increasing along with increased staff due to projected enrollment increases. The STRS governing board does have the authority to make rate changes in future years.
- ➤ Rates for the Public Employee Retirement System (PERS) are projected to increase; final approval of the rate by the CalPERS board is done usually in May of each year for the following year. At that time the actuarial assumptions and projected rates are also updated. For 2026/27 the increase of 0.09 percentage points costs are projected to decrease \$<268,597> because of the reduction in salaries after removing one-time grant funding sources. For 2027/28 the projection is an increase of 0.90 percentage points costs are projected to increase \$341,748 because of step-column costs increasing.
- ➤ The District annually projects attrition of 5.0 Certificated FTE's from retirements. The salary and benefit savings from these retirements, offset by salary and benefit costs for replacement employees, and continuing health benefits for the retirees, results in a decrease of \$<160,141> in 2026/27 and a decrease of \$<160,141> in 2027/28.
- ➤ Based on projected enrollment and hiring ratios, for 2026/27 there is an increase in Certificated staff of 0.5 FTE a projected cost of \$43,482 due to the projected enrollment increase of 13 students from 2025/26. The additional staffing increase of \$278,284 in 2027/28 is due to the enrollment increase of 90 students from 2026/27.
- ➤ Based on increased salary costs for step-column movement, the 1% pre-funding of retiree health benefits decreases by \$12,827 in 2026/27, and \$15,527 in 2027/28.
- ➤ Based on an actuarial study of the District's OPEB liability, the provision for the retiree health benefits pay as you go amount there is no change in the two subsequent years.
- ➤ In total, costs for salaries, wages, and benefits <u>decrease</u> from 2025/26 to 2026/27 by \$<2,763,815> and <u>increase</u> from 2026/27 to 2027/28 by \$1,933,198. All the changes noted above are summarized in the table on the following page.
- ➤ PLEASE NOTE: There are no COLA increases on salaries and benefits included for staff in 2026/27 or 2027/28, as these are subject to negotiations.

2025/26 k	balance		\$	141,165,575
2026	5/27			
S	Step-column costs	1,440,128		
S	Staffing increases due to enrollment increase	43,482		
S	STRS no rate change	(150,487)		
F	PERS rate increase 0.09 percentage points	(268,597)		
P	AB130 Funds:			
	Educator Effectiveness	(132,492)		
A	AB130 Funds:			
	A-G Access/Success Grant	(390,810)		
	A-G Learning Loss Mitigation Grant	(95,041)		
P	AB181 Funds:			
	Arts, Music, and Instructional Materials Block Grant (AMIMBG)	(2,774,266)		
C	Central Coast K-16 Regional Collaborative	(83,619)		
L	Lottery	13,596		
Т	Title I	94,911		
Т	Title II	(308,601)		
N	Migrant	(4,704)		
lr	ncrease in retiree health benefits prefunding	12,827		
E	Estimated annual retirements 5 FTE's	(160,141)		
Total	change from 2025/26 to 2026/27			(2,763,815
2026/27	balance		\$	138,401,760
2027	700			
	720 Step-column costs	1,237,283		
	Staffing increases due to enrollment increase	278,284		
	STRS no rate change	173,802		
	PERS increase 0.90 percentage points	341,748		
	Lottery	48,508		
	Vigrant	(1,814)		
	ncrease in retiree health benefits prefunding	15,527		
	Estimated annual retirements 5 FTE's	(160,141)		
Total	I change from 2026/27 to 2027/28	(, ,		1,933,198
			Φ.	
2027/28 l	palance		\$	140,334,959

Books and Supplies, Services, Capital Outlay

Year to year changes in supplies, services, and capital outlay are summarized in the table on the following page.

SUPPLIES, SERVICES, CAPITAL OUTLAY		
2025/26 balance		\$33,036,891
2026/27		
Remove amounts added in the budget year that are non-recurring:		
Home to School Transportation buses	(754,950)	
Technology	(780,000)	
Adjust to spend balance of AB130 funds:		
A-G Learning Loss Mitigation Grant	(10,000)	
Educator Effectiveness	(157,250)	
Adjust to spend balance of one-time & or multi-year grants:		
CA Community Schools Partnership Act - Implementation Grant	(84)	
Increase based on projected increases due to State categorical COLA associated with revenue sources that, in whole or part, continue in		
subsequent year:	272 700	
K12 Strong Workforce Grant	272,780	
CTEIG Grant	25,789	
Golden State Pathways Program	158	
LCFF Equity Multiplier	3,022	
Lottery	660,242	
Projected California CPI 2.98%	672,043	
Provision for increased LCAP expenditures to serve FRPMEL population,		
based on projected changed in UPP % and Supplemental/Concentration grant	(203,718)	
School site allocations based on ADA increase	1,170	
Elections Expense (occurs every other year in even-numbered years)	120,000	
Actuarial & self insurance study (bi-annual)	75,000	
Adjust projected expenditure in restricted programs subject to available funding	(131,320)	
Total change from 2025/26 to 2026/27		(207,118)
2026/27 balance		\$32,829,773
2027/28		
Adjust to spend balance of one-time or multi-year grants:		
CA Community Schools Partnership Act - Implementation Grant	(530)	
Increase based on projected increases due to State categorical COLA	(333)	
associated with revenue sources that, in whole or part, continue in		
subsequent year:		
K12 Strong Workforce Grant	(397,780)	
CTEIG Grant	29,608	
Golden State Pathways Program	151	
LCFF Equity Multiplier	2,892	
Lottery	20,826	
School site allocations based on ADA increase	9,270	
Elections Expense (occurs every other year in even-numbered years)	(120,000)	
Actuarial & self insurance study (bi-annual)	(7,500)	
Provision for increased LCAP expenditures to serve FRPMEL population,		
based on projected changed in UPP % and Supplemental/Concentration grant	1,907,322	
Projected California CPI 2.77%	686,384	
Adjust projected expenditure in restricted programs subject to available funding	62,372	
Total change from 2026/27 to 2027/28		2,193,013
2027/28 balance		\$35,022,787

Other Outgo

Included in Other Outgo are amounts paid to the Santa Barbara County Education Office for services provided under the Districts LCAP plan. These services include shared costs

- for Fitzgerald Community School. The total amount included in the budget year for these services is \$850,000 and it remains unchanged in the two subsequent years.
- Also included in Other Outgo, Special Education, and TLC program allocations from SELPA funding model, amounts paid to the Santa Barbara County SELPA for regional housing, and non-public school costs. Amounts are projected to remain unchanged in the two subsequent years.
- The indirect cost component of Other Outgo is projected to remain unchanged in the two subsequent years.

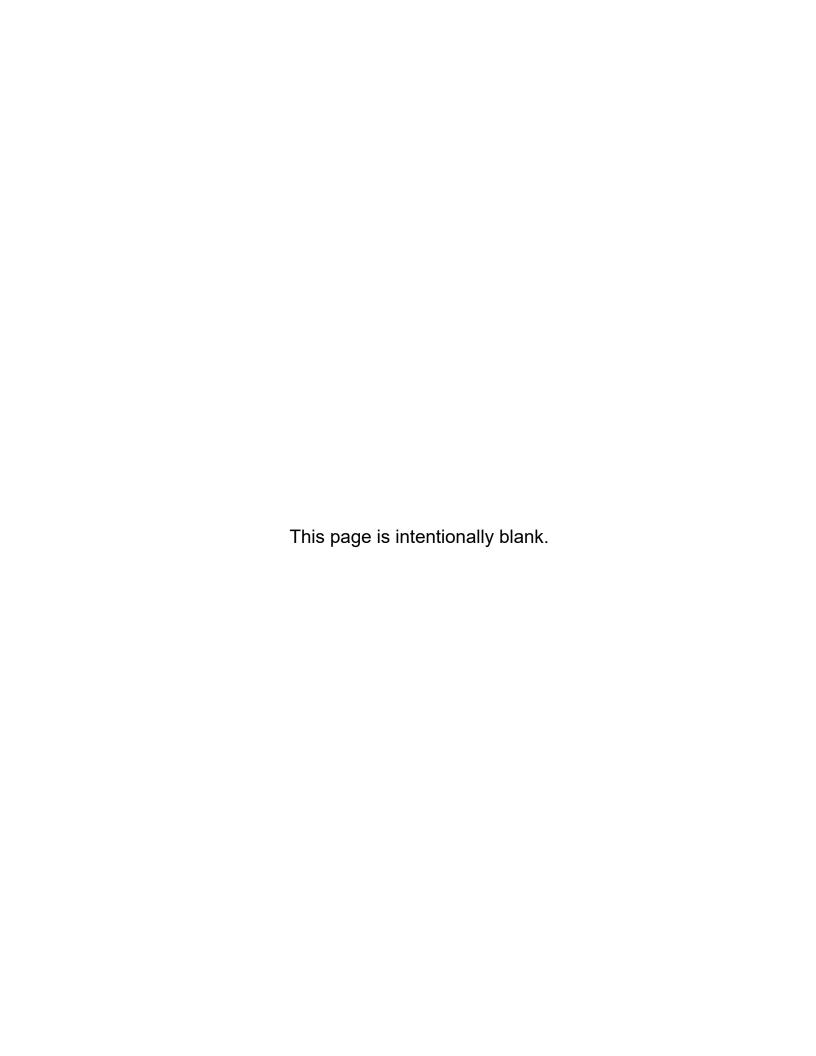
Other Financing Uses

- ➤ In support of year six (of six) for a bus replacement plan, the budget year reflects a transfer of \$426,300 from the District's Special Reserve Non-Capital Outlay Fund. This transfer does not continue in the two subsequent years.
- ➤ The budget year includes commitments totaling \$21,032,690.57 to accommodate growth/reduce density, alternative education expansion / wellness centers, textbook adoption, and a student technology refresh.
- ➤ The budget year includes transfers out of \$375,000 in support of the District's facilities and deferred maintenance projects. Note that funding for deferred maintenance, formerly a "Tier III" categorical program, was eliminated due to the LCFF funding formula. This transfer is continued for the subsequent two years.

PLEASE NOTE: This projection is based on assumptions and factors from existing current law, as well as proposals contained in the Governor's May Revise Budget. The Legislature has yet to take action on the Governor's proposal, so some or all of the factors and assumptions used may change when the state budget is officially adopted into law. If any of the factors or assumptions used are significantly different when the state budget is officially adopted into law, the District will have a 45-day period to adjust its budget accordingly. Otherwise, the next budget revision for the District will be the "First Interim Revised Budget" based on actual results through October 31, and required to be presented to the Board on or before December 15.

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT 2025-26 ADOPTED BUDGET SB 858 RESERVE REQUIREMENT CALCULATIONS & DISCLOSURE 2025-26 2026-27 2027-28 Minimum Reserve Level Required (3%) \$ 5,339,011 \$ 5,249,883 \$ 5,373,669 \$ Reserve Level in District's budget 5,339,011 \$ 5,249,883 \$ 5,373,669 Amount in excess of minimum **General Fund** 9,460,549 5,587,399 3,051,954 **Fund 17 Special Reserve** 8,387,455 8,429,392 8,471,539 Total amount in excess of minimum 17,848,003 \$ 14,016,791 \$ 11,523,493

In Fund 17, Special Reserve, amounts in this fund are earmarked for costs associated with opening a new school, that cannot be paid with bond funds. The additional funds are for new school acquisition costs. \$426,300 is assigned in the budget year for the sixth year bus replacement plan. The bus replacement plan was implemented beginning in fiscal year 2020-21 through 2025-26.





ADOPTED BUDGET GENERAL FUND

2025-2026











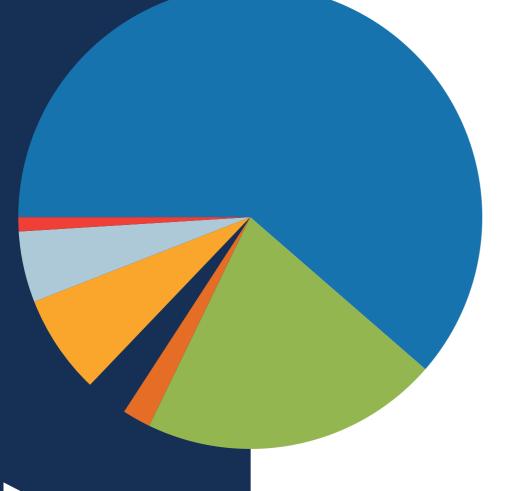
N N N N N S L L L S ENROLLMENT AVERAGE DA 2025-2026 | AD

OPTED BUDGE ADO

	2024/25 2nd Interim	2025/26 Adopted Budget
Enrollment Projection	8,930	8,840
ADA Projection	8,279	661'8
Funded ADA	8,549	8,404

UE SUMMARY TOTAL REVEN

2025-2026 | ADOPTED BUDGET



Base Grant LCFF

\$105,645,463

62%

LCFF Other

on Grant

LCFF Supplemental Concentration Gran

\$33,818,095

20%

\$2,927,105

5%

Transfer In & Other

\$426,300

.25%

Revenue \$6,523,254 Federal

\$13,293,292 Revenue 4 State

%8

4%

Revenue \$6,989,533 Local

4%

\$169.5 MILLION TOTAL

ISE SUMINARY TOTAL EXPEN

2025-2026 | ADOPTED BUDGET

Employee Salaries & Benefits \$141,165,575

& **Supplies** \$10,071,192

%9

%6/

Services & Other Operating \$20,201,904

Other Outgo & Transfers Out Other Ou

\$2,763,795

Capital Outlay

\$3,764,570

2%

\$177.9 MILLION TOTAL

SLIJUZI SALARIES & B

2025-2026 | ADOPTED BUDGET

Certificated Staff

Management & Confidentia

fied

Classif

Staff

\$37,739,251

27%

\$11,888,104

%

\$75,210,778

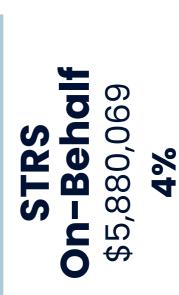
53%

Other: Subs, Hourly Coaches

\$8,643,971

%9

\$141.1 MILLION TOTAL



Retirees \$1,803,403 %

2025-2026 | ADOPTED BUDGET

Salaries & \$22,524,583 **Benefits**

67%

Services, Training, & Sofware Licenses

\$5,731,809

17%

Supplies & Equipment \$4,521,703

13%

Capital Outlay & Other Outgo (SBCEO) \$1,040,000



D SUMMARY SMJUHSD GENERAL FUNI 2025-2026 | ADO

OPTED BUDGET

Beginning Fund Balance \$47,990,815 Revenues & Transfers In \$169,531,743 Expenses & Transfers Out \$177,967,036	\$39,555,522	Ending Fund Balance
ning Fund Balance	\$177,967,036	Expenses & Transfers Out
ning Fund Balance	\$169,531,743	
	\$47,990,815	Beginning Fund Balance

FUND BALANCE, GENERAL FUND 2025-2026 | ADOPTED BUDGET

Committed

\$21,032,691

Unappropriated

\$9,460,549

Restricted

\$2,951,224

Economic Uncertainty Reserve \$5,339,011 (3%)

Non-Spendable \$772,048



TOTAL: \$39,555,522

NS & DISCIOSNE

TORRIGHT TORREST TORREST TORREST TORREST TORREST TORREST		OLOG LE	7	121210		
2025-26 AD	OPTED	OPTED BUDGET				
SB 858 RESERVE REQUIREMENT CALCULATIONS & DISCLOSURE	NTCAL	CULATIO	NS 8	S DISCLOSE	JRE	
	20	2025-26		2026-27	202	2027-28
Minimum Reserve Level Required (3%)	49	5,339,011	49	5,249,883	\$ 5,	5,373,669
Reserve Level in District's budget	69	5,339,011	69	5,249,883	\$ 5,	5,373,669
Amount in excess of minimum						
General Fund	Ī	9,460,549		5,587,399	3,	3,051,954
* Fund 17 Special Reserve		8,387,455		8,429,392	8,	8,471,539
Total amount in excess of minimum	\$ 1	17,848,003	\$	14,016,791	\$ 11,	11,523,493

In Fund 17, Special Reserve, amounts in this fund are earmarked for costs associated with opening acquisition costs. \$426,300 is assigned in the budget year for the sixth year bus replacement plan. The bus replacement plan was implemented beginning in fiscal year 2020-21 through 2025-26 a new school, that cannot be paid with bond funds. The additional funds are for new school

LXHZ SHLS



No Action



Public Hearing



Approval June 13



State Adopts Budget, Mid-Late June

APPENDIX H

Minutes Pending Approval: Regular Board Meeting - May 13, 2025

REGULAR MEETING OF THE SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT BOARD OF EDUCATION

A regular meeting of the Santa Maria Joint Union High School District Board of Education was held at the Support Services Center on May 13, 2025 with a closed session scheduled at 5:00 p.m. and an open session immediately following.

Members present: Aguilar, Hernandez, Serrano, Castillo-Shiffer

Members absent: Baskett

OPEN SESSION

Call to Order

Mr. Aguilar called the meeting to order at 5:02 p.m.

CLOSED SESSION PUBLIC COMMENTS

Name	Topic
Dr. Jackie Loew	Personnel Matters

The meeting was adjourned to a closed session.

RECONVENED IN OPEN SESSION/ANNOUNCED CLOSED SESSION ACTIONS

Mr. Aguilar called the meeting to order at 6:54 p.m. Student Board Representative, Flor Santos-Rodriguez, led the Flag Salute.

The Board unanimously approved the Certificated/Classified Personnel Actions and Student Matters as presented.

The Board announced it will return to Closed Session at the conclusion of Open Session.

REPORTS

Student Reports

Abbygail Velazquez/PVHS: The ASB class attended the California Association of Student Leaders conference in Santa Clara, where they learned valuable leadership skills and were honored with the Outstanding Leadership Program Award. Students are wrapping up the year with several senior events, including a successful first-ever Special Prom that brought together over 140 students for an unforgettable night. Future Panther Night also saw great participation from incoming students exploring clubs and sports. Abbygail mentioned her plans to attend Allan Hancock College and transfer to Cal Poly. She shared her experience with the Superintendent Student Advisory, noting that while opportunities for dialogue were brief, she appreciated the chance to share her perspective.

Kimberly Marmolejo/ERHS: The FFA Fruit Judging team won the silver bowl again while the FFA banquet is set for May 14. Ricardo Gabaldon Jr. received the 2025 Bill Cirone Heart of Education Award. The Marimba Band and Ballet Folklorico continues to make a generational impact, and the curriculum team has been busy hosting events like UC Success Night and College Signing Day. Preparations are underway for Senior Awards Night. The Wellness Center held a mental health fair and an overdose prevention training, and the wellness peers also showed appreciation to staff. The sports teams are excelling in CIF, with multiple champions and playoff appearances. The school had a successful prom, and seniors are looking forward to their upcoming activities. The Superintendent Student Advisory has helped address campus issues. Kimberly is excited to attend UC Berkeley this fall to study political science.

Manuel Zamudio Calderon/SMHS: ASB is celebrating Mental Health Awareness Month by sharing motivational messages and helping with Adam School's carnival for their service-learning project. UC Success Night recognized 137 students accepted into UC campuses, and Senior Decision Day celebrated students' post-secondary commitments. The college and career center will host Senior Honors Night to celebrate scholarships and academic awards. The Wellness Center has been busy with mindful movement activities and preparing for Mental Health Week, which will include fun activities and a resource fair. The French Club is planning a field trip to the Santa Barbara Museum of Art and has elected new officers. Santa Maria FFA had strong showings at recent competitions, with the Agriculture Pest Control and Poultry Judging teams winning top honors. The FFA banquet will recognize achievements and announce new officers. Santa Maria's track and swim teams both won league championships and will move on to CIF. Manuel plans to attend Cal Poly SLO in the fall.

Flor Santos-Rodriguez/DHS: The Army Push-Up Challenge took place this month. A French cooking class hosted by Element Church was postponed and is set for later in the month. Spirit Week is happening this week with themed days. A field trip to Growing Ground Farms is planned for the 23rd to learn about volunteer opportunities. Flor reflected on her role, expressing appreciation for the experience and the skills gained. She is currently enrolled at Allan Hancock College.

Superintendent's Report

Mr. Garcia shared condolences for the loss of a 9th-grade student at Pioneer Valley High School and is offering support services to those in need. As the school year wraps up, he thanked staff for their coordinating efforts for testing and many events that are taking place, including state exams, college acceptance celebrations, and UC Success Nights. Highlights include Pioneer Valley's Construction class students building a playhouse for a local mental health agency, and FCCLA students excelling at their state conference, with Yaretzi Salazar elected as state vice president—the first from the region. The District's athletic teams have competed very well. Coach Alan Brafman made history by leading three Pioneer Valley teams to league championships. Staff like Sandra Garcia Berry and Ricardo Valencia received county-wide awards. Mr. Garcia attended several recent community meetings, including with the LCAP Advisory group and Community Policing Advisory Council. He gave presentations on district progress in college and career readiness, rising test scores, and

increased university admissions at the State of Education event. He also discussed enrollment and facility needs with local leaders and met with students to address safety concerns about pesticides near schools. The student board reps were thanked for their participation in the Superintendent Student Advisory. He introduced Dr. Paul Robinson as the new principal of Pioneer Valley and Christian Basulto as the Dean of Students.

Board Member Reports

Mr. Aguilar: He attended the Superintendent Student Advisory Council at Righetti High School, with upcoming sessions planned at Santa Maria and Pioneer Valley High Schools to continue discussing the bell schedule. He attended the Santa Barbara County School Boards Association's annual dinner, where district teachers were honored. It was a meaningful opportunity to celebrate their contributions and connect with educators from across the county.

Ms. Hernandez: She congratulated the staff on their new positions, expressing excitement that they are from the community and schools, and highlighting the importance of nurturing leadership from within. She also thanked the student board reps for their service and encouraged students to share ideas on how to make student positions feel more meaningful and engaging and invited further conversation on the topic.

Ms. Serrano: She acknowledged May as Mental Health Awareness Month and thanked the district for prioritizing holistic student health through efforts like wellness centers, health fairs, and wellness peers. She expressed gratitude to district management for stepping up to meet grant deadlines during an unexpected absence. The Indigenous Wellness Conference, held near Santa Maria High School, was a success, with over 400 attendees and 126 students participating, highlighting the importance of safe, culturally affirming spaces. She closed by congratulating students and expressing excitement for upcoming graduation ceremonies.

Dr. Tammie Castillo-Shiffer: She shared her positive experience meeting with students from CAUSE. She attended the State of Education event with school and community leaders, learning about new initiatives shaping students' futures. The UC Acceptance Night at Pioneer Valley was another highlight, celebrating students' achievements alongside families. She mentioned the district's recent Community Schools Grant award and expressed excitement about how it will strengthen connections between schools, families, and the community.

REPORTS FROM EMPLOYEE ORGANIZATIONS

CSEA: Ms. Grimes shared excitement about the upcoming Classified School Employee Week celebration and highlighted productive discussions with Antonio Garcia. She addressed concerns about pay disparities between LVN's and RBT's, emphasizing the need for fairness and transparency to improve morale. She also acknowledged the increase in internal promotions and appreciated the board members' commitment to supporting staff.

Faculty Association: Mr. Greeley addressed concerns about teacher pay and working conditions across the state, mentioning that California ranks in the bottom five for student-teacher ratios, and most teachers use personal funds for supplies. Teacher pay has fallen behind other college-educated professionals, with stagnant wages and rising living costs,

making recruitment and retention difficult. He urged the board to develop a long-term strategy to address pay gaps, explore funding solutions, and support teacher housing needs.

PRESENTATIONS

Recognition of Student Board Representatives

Resource Person: Feliciano Aguilar, Board President

Mr. Aguilar presented the students with certificates and thanked them for their service in reporting on behalf of their peers.

Student Showcase – SMHS Recognitions and Achievements

Resource Person: Dr. Krista Herrera, Assistant Superintendent of Curriculum & Instruction; Steve Campbell, Principal

Santa Maria High School student groups from ASB, FFA, and girls' soccer presented on their recent recognition and achievements.

Demographics and Enrollment Presentation

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services; Ryan Reynolds, DEP Project Manager of SchoolWorks Inc.

Presentation was postponed.

Local Control Accountability Plan (LCAP) Preview

Resource Person: Dr. Krista Herrera, Assistant Superintendent of Curriculum & Instruction; Dr. Matt Fraijo, Executive Director of Teaching & Learning

The Local Control and Accountability Plan (LCAP) outlines how the district intends to meet annual goals for all students, with a strong focus on equity, academic achievement, and alignment with state priorities. The plan was shaped by meaningful input from parents, students, teachers, and community members through surveys, meetings, and focus groups—ensuring it reflects the needs and priorities of the entire school community.

The district has defined key goals around:

- Academic success
- Student engagement
- Positive school climate

Each goal is supported by specific actions such as curriculum enhancements, staff training, social-emotional learning initiatives, and community outreach programs.

Funds are allocated strategically, with supplemental and concentration grants targeted to support high-needs students ensuring resources are directed where they're most needed.

Progress is tracked using measurable indicators such as test scores, attendance, and family engagement levels. Regular updates monitor the effectiveness of actions and guide adjustments.

Implementation will follow a set timeline with ongoing opportunities for educational partner input. The district remains committed to refining the plan based on community feedback and student outcomes.

OPEN SESSION PUBLIC COMMENTS

Two written public comments regarding parent engagement and one addressing environmentally safe schools were submitted.

Name	Topic
Dr. Jackie Loew	Personnel Matters
Michael Loew	Personnel Matters
Francisco Lozano	Mixteco Parent Advisory
Alma Valle	Mixteco Parent Advisory
Claudia Caserez	Mixteco Parent Advisory
Olga Bravo	Mixteco Parent Advisory
Teresa Suarez	Mixteco Parent Advisory
Gabriel Mendoza	Mixteco Parent Advisory
Adan Navarrete	Mixteco Parent Advisory
Wendy Teodoro	Pesticides
Michelle Ambriz	Pesticides
Araceli Mendoza	Pesticides
Ruth Sinico Luna	Pesticides
Yaqueline Vicente	Pesticides
Jonathan Arelas Leon	Pesticides
Jesse Zambrano	Pesticides
Gabriela Vivar	Pesticides
Lorena Martinez Cruz	Pesticides

ITEMS SCHEDULED FOR ACTION

GENERAL

<u>Initial Proposal for Successor Negotiations from the California School Employees Association (CSEA) to the District 2025-2028. INFORMATION ONLY. Appendix D</u>

Resource Person: Kevin Platt, Assistant Superintendent of Human Resources; Joni McDonald, Director of Classified Human Resources

Government Code 3547 requires that all initial proposals in collective bargaining must be presented at a public meeting of the public-school employer. CSEA's initial proposals to the District were presented to the public as an informational item.

A copy of the initial proposal is attached as Appendix D.

NO ACTION NEEDED.

Approval of Tentative Agreement for Classified Bargaining Unit regarding the 2024-25 Reclassification Process – Appendix E

Resource Person: Kevin Platt, Assistant Superintendent of Human Resources; Joni McDonald, Director of Classified Human Resources

The District and the California School Employees Association (CSEA) have reached a tentative agreement regarding the 2024-2025 reclassification process.

The Tentative Agreement dated April 29, 2025, will take effect July 1, 2025, pending approval by both parties (see Appendix E).

A motion was made by Dr. Castillo-Shiffer and seconded by Ms. Serrano to approve the Tentative Agreement with the Classified Bargaining Unit as presented for the reclassification recommendation. The motion passed with a roll call vote of 4-0-1 (Yes–4, No–0, Absent–1).

Roll Call Vote:

Mr. Aguilar Yes
Ms. Hernandez Yes
Mr. Baskett Absent
Ms. Serrano Yes
Dr. Castillo-Shiffer Yes

Classified School Employees Week - Resolution Number 20-2024-2025

Resource Person: Kevin Platt, Assistant Superintendent of Human Resources; Joni McDonald, Director of Classified Human Resources

Resolution Number 20-2024-2025 declares May 18 through May 24, 2025, to be Santa Maria Joint Union High School District's Classified School Employees Week. Classified school employees play crucial roles in education. From the time students board a school bus to the time they head home at the end of the day, every aspect of their education experience is impacted by a classified school employee. Classified employees are integral to public education. Since 1986, California has taken the third week in May to honor the invaluable contributions of classified school employees.

WHEREAS, classified professionals provide valuable services to the schools and students of the Santa Maria Joint Union High School District; and

WHEREAS, classified employees contribute to the establishment and promotion of a positive instructional environment; and

WHEREAS, classified employees serve a vital role in providing for the welfare and safety of Santa Maria Joint Union High School District students; and

WHEREAS, classified employees of the Santa Maria Joint Union High School District strive for excellence in all areas relative to the educational community;

NOW, THEREFORE, BE IT RESOLVED that the Santa Maria Joint Union High School District Board of Education hereby recognizes and wishes to honor the contribution of the classified professionals to quality education in the State of California and in the Santa Maria Joint Union High School District and declares the week of May 18 through May 24, 2025, as Classified School Employee Week in the Santa Maria Joint Union High School District.

PASSED AND ADOPTED by the Board of Education of the Santa Maria Joint Union High School District, County of Santa Barbara, State of California, this thirteenth day of May 2025.

A motion was made by Mr. Aguilar and seconded by Dr. Castillo-Shiffer to approve Resolution Number 20-2024-2025 as presented. The motion passed with a roll call vote of 4-0-1 (Yes–4, No–0, Absent–1).

Roll Call Vote:

Mr. Aguilar Yes
Ms. Hernandez Yes
Mr. Baskett Absent
Ms. Serrano Yes
Dr. Castillo-Shiffer Yes

BUSINESS

<u>Adoption of School Facilities Needs Analysis - Level II Fees. Appendix F – Resolution Number 21-2024-2025</u>

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

Pursuant to Government Code Sections 66995.5 et. seq., the District is required to adopt a School Facilities Needs Analysis in order to levy the alternative school facility fees provided under Senate Bill 50. The School Facilities Needs Analysis prepared by School Works, Inc. presented as Appendix F, demonstrates that the District may continue to impose Level II Fees on new residential construction. Prior to adopting the School Facilities Needs Analysis, the Board must conduct a public hearing and respond to any comments it receives.

Current Fee

Level II - \$3.23

Proposed Fee

Level II - \$3.28 - effective May 14, 2025 upon approval

Resolution Number 21-2024-2025 authorizes the District to continue assessing the Level II fees for new residential construction pursuant to Government Code Section 65995. The District's School Facilities Needs Analysis was available for public review at least 30 days prior to the public meeting, as required by law.

A public hearing was required. The public hearing was opened. No public comments were submitted. The public hearing was closed.

A motion was made by Mr. Aguilar and seconded by Ms. Hernandez to review, consider, and adopt the findings contained in the School Facilities Needs Analysis and adopt the Level II Fees identified in Resolution No. 21-2024-2025, as presented in Appendix F. The motion passed with a roll call vote of 4-0-1 (Yes–4, No–0, Absent–1).

Roll Call Vote:

Mr. Aguilar Yes
Ms. Hernandez Yes
Mr. Baskett Absent
Ms. Serrano Yes
Dr. Castillo-Shiffer Yes

<u>Public Disclosure of Collective Bargaining Agreement with the California School Employees Association Chapter 455 (CSEA #455)</u>

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

In accordance with AB 1200 reporting requirements, the District must make public disclosure of any proposed collective bargaining agreements with their various employee organizations as to the effects of the agreements on the District's financial status. The District has reached a tentative agreement with the California School Employees Association Chapter 455. The terms include a 1.07% salary schedule increase retroactive to July 1, 2024. In addition, a one-time 4.5% off-schedule payment of base salary to each eligible member.

The total cost is projected to be \$1,380,854 in 2024-25. Further documentation of the fiscal impacts (as required by AB1200) is shown in Appendix G.

A motion was made by Mr. Aguilar and seconded by Ms. Hernandez to approve the AB 1200 Public Disclosure of Collective Bargaining Agreement with the Classified School Employees Association Chapter 455, as presented in Appendix G. The motion passed with a roll call vote of 4-0-1 (Yes-4, No-0, Absent-1).

Roll Call Vote:

Mr. Aguilar Yes
Ms. Hernandez Yes
Mr. Baskett Absent
Ms. Serrano Yes
Dr. Castillo-Shiffer Yes

Approval of Resolution Declaring the Futility of Further Public Bidding for District-Wide Installation of Energy-Efficient Tankless Water Heaters (Project #25-518) by Synergy Companies, Inc. at No Cost to the District – Resolution 22-2024-2025

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

Synergy Companies, Inc. ("Contractor") submitted a proposal to the District to replace twenty-five (25) existing gas water heaters with fifty-nine (59) energy-efficient tankless units ("Project") at SMHS, ERHS, PVHS, DHS, MRCTEAF, and the SSC at no cost to the District, paid for through the SoCalGas Public Direct Install Program.

California courts allow a narrow exception to the public bidding law in circumstances in which it would be futile, undesirable or impractical and would cause additional delay and additional cost. California law further provides that, "where competitive proposals work an incongruity and are unveiling as affecting the final result, or where they do not produce any advantage . . . a statute requiring competitive bidding does not apply" (Hiller v. City of Los Angeles (1961) 197 Cal.App.2d 685, 694). If the District were to have bid out the work, it would not be possible for a bidder to submit a bid lower than the Contractor's, because the Contractor is offering the services at no charge to the District and will be compensated through a rebate from the SoCalGas Public Install Program.

A motion was made by Dr. Castillo-Shiffer and seconded by Ms. Hernandez to approve Resolution No. 22-2024-2025 Declaring the Futility of Further Public Bidding for District-Wide Installation of Energy-Efficient Tankless Water Heaters (Project #25-518) by Synergy Companies, Inc. at no cost to the District, and authorizing an agreement with Synergy Companies, Inc. pursuant to the futility exception authorized under California law. The motion passed with a roll call vote of 4-0-1 (Yes-4, No-0, Absent-1).

Roll Call Vote:

Mr. Aguilar Yes
Ms. Hernandez Yes
Mr. Baskett Absent
Ms. Serrano Yes
Dr. Castillo-Shiffer Yes

Measure H2016 Bond Audit Report for the Period Ended February 28, 2025

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

In accordance with Proposition 39 Bond Funding Requirements, an independent audit of the financial statements of the proceeds and expenditures from the issuance of the Measure H2016 Bond was conducted for the period ended February 28, 2025. The audit was completed by the firm of Christy White Accountancy Corporation. The audit report is hereby presented to the Board of Education for review and acceptance. Copies of the report are on file at the District Support Services Center for review by the public.

A motion was made by Mr. Aguilar and seconded by Dr. Castillo-Shiffer to review and accept the Measure H2016 Bond Financial Statements for the period ended February 28, 2025. The motion passed with a roll call vote of 4-0-1 (Yes–4, No–0, Absent–1).

Roll Call Vote:

Mr. Aguilar Yes
Ms. Hernandez Yes
Mr. Baskett Absent
Ms. Serrano Yes
Dr. Castillo-Shiffer Yes

Closure of Building Fund H2016 (Fund 26) - Resolution 23-2024-2025

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

The District is no longer in need of maintaining Building Fund H2016 (Fund26). The purpose of the fund was for constructing, reconstructing, upgrading or replacing school facilities, which has been complete and has thus depleted the fund account balance to \$0.00.

A motion was made by Mr. Aguilar and seconded by Dr. Castillo-Shiffer to approve Resolution No. 23-2024-2025 and authorize the closure of Building Fund H2016 (Fund 26) and crediting any interest earned after such closing to the Capital Outlay Projects (Fund 40). The motion passed with a roll call vote of 4-0-1 (Yes–4, No–0, Absent–1).

Roll Call Vote:

Mr. Aguilar Yes
Ms. Hernandez Yes
Mr. Baskett Absent
Ms. Serrano Yes
Dr. Castillo-Shiffer Yes

CONSENT ITEMS

A motion was made by Dr. Castillo-Shiffer and seconded by Ms. Serrano to approve the consent items as presented. The motion passed with a roll call vote of 4-0-1 (Yes–4, No–0, Absent–1).

Roll Call Vote:

Mr. Aguilar Yes
Ms. Hernandez Yes
Mr. Baskett Absent
Ms. Serrano Yes
Dr. Castillo-Shiffer Yes

A. Approval of Minutes – Appendix H

Regular Board Meeting – April 8, 2025

B. Approval of Warrants for the Month of April 2025

Payroll \$ 12,396,834.89 Warrants \$ 5,510,419.12 **Total** \$ 17,907,254.01

C. Attendance Report

Ms. Yolanda Ortiz, Assistant Superintendent of Business Services, was available to answer questions regarding the eighth month of the 2024-2025 monthly attendance report.

D. Approval of Contracts

Company/Vendor	Description of Services	Amount/ Funding	Resource Person
Allan Hancock Joint Community College District	MOU renewal that outlines partnership between AHJCCD & SMJUHSD to provide AHJCCD Cal-SOAP services to various SMJUHSD sites through July 30, 2026.	\$300,000/ Title I	Krista Herrera
Christian Jackson, Inc.	Provide professional learning sessions on how to approach and utilize artificial intelligence-enabled tools on May 5, 2025.	\$6,500/ LCAP 4.1	Krista Herrera
Clark Center for the Performing Arts	Facility reservation for the Fiddler on the Roof musical production in April 2026.	\$10,000/ LCAP 1.1	Krista Herrera
Cross Cultural Communications	This professional development session for interpreters, scheduled for June 13, 2025, will provide a foundational understanding of the IEP process, key federal laws, and the structure of	\$2,480/ LCAP 2.6	Krista Herrera

	IEP documents. The session will also explore the strengths and limitations of various interpreting modes to ensure accurate communication.		
Think Together (Orenda)	Provide professional learning to our Instructional Coaches dur- ing a 2.5 day retreat from May 19, 2025 to May 21, 2025.	\$40,250/ LCAP 4.1	Krista Herrera
Gonzalez Garcia, Julio	Develop and upgrade current identification card software and update ID card templates for staff, contractors and long-term visitors from May 1, 2025 to May 1, 2028.	NTE \$10,000/ LCAP 3.1	Krista Herrera
Decker Communications, Inc.	Professional development sessions of Communicate to Influence Workshop from May 13, 2025 to June 30, 2025.	\$40,000/ LCAP 4.1	Krista Herrera

E. Facility Report - Appendix B

F. Obsolete Equipment - Appendix C

Education Code §17545 and 17546 allows the district to dispose of personal property belonging to the district that is unsatisfactory, no longer necessary (obsolete), or unsuitable for school use. The district administration requested authorization to dispose of obsolete items listed in Appendix C in compliance with government regulations. If an auction is warranted, the district will conduct an auction via the internet by and through the website https://www.publicsurplus.com/sms/browse/home. Auction notice will be posted in no less than three public places within the District, including the District's website at http://www.smjuhsd.org

G. Approval of Agreement for Legal Services with Andre, Morris, and Buttery

The District Administration requested approval of an agreement for services of Kathy Eppright with Andre, Morris, and Buttery to provide professional legal services based on experience and expertise in conducting employment and education-related investigations.

H. Approval of Change order No. 2 with Anthony Palazzo, Educational Facilities Consulting, for Professional Consulting Services to Include State Funding Eligibility, Strategic Planning, and Master Plan.

The original agreement with Anthony Palazzo for \$40,000 provided for a review of the Master plan, OPSC applications, and the CDE plan submittal for the Santa

Maria High School 50 Classroom Building. Change order No. 1 for \$30,000 was added for application development submittal and follow up of the School Facility Program grant applications. Change Order #2 request for \$15,068.75 is for review, prepare and submitting documentation required to maximize the District's New Construction and Modernization eligibility under the State School Facility Program. Change order No. 2 increases the contract to \$85,068.75.

I. Authorization to Piggyback on Yuba City Unified School District for the Purpose of Serving Line Equipment through January 28, 2028

Section 20118 of the Public Contract Code (PCC) provides an alternative for obtaining supplies, furniture, and equipment, commonly referred to as "piggy-backing", where notwithstanding Section 20111 and 20112 of the PCC, the governing board of any school district without advertising for bids, and if the board has determined it to be in the best interest of the district may authorize the purchase of such supplies, furniture and equipment.

Yuba City Unified School District has awarded their bid to Servesmart K-12 Products - Piggyback Bid # 2024-02 through January 28, 2028. The district recommended that the board find and determine that it is in the best interest of the district to authorize food service stations, electric vehicles and carts purchases under the same terms and conditions. With Board approval the district may "piggyback" on their bid pursuant to the provisions of PCC20118.

J. Authorization to Utilize Region 14 ESC/OMNIA Partners - Synnex Corporation Contract # 01-170 for the Length of the Contract through December 31, 2026

Section 10299 of the Public Contract Code (PCC) provides an alternative for obtaining supplies, furniture, and equipment, whereby notwithstanding Section 20111 and 20112 of the PCC, "school districts may, without competitive bidding, utilize contracts, master agreements and multiple award schedules established by the department [DGS] for the acquisition of information technology, goods, and services." Section 10299 further authorizes state and local agencies to "contract with suppliers awarded the contracts without further competitive bidding." The district administration recommended that the purchase of Advanced Technology Solutions Aggregator be made utilizing the provisions of the PCC that allows purchasing from Region 14 ESC/OMNIA Partners - Synnex Corporation Contract # 01-170 for the Length of the Contract through December 31, 2026 with the option to renew for two (2) additional one-year periods through December 31, 2028.

K. Purchase Orders

PO#	Vendor	Amount	Description/Funding
PO25-01567	Culver-Newlin Inc.	\$13,445.88	17-267.2.2 SMHS 37 Class-
PO25-01566		\$8,787.79	room Modification furniture
PO25-01568		\$51,202.93	rooms: 335, at room, 331,

			I	
PO25-01569		<u>\$51,202.93</u>	332 / Special Reserve Capi-	
		<u>\$124,639.53</u>	tal Outlay Fund 40	
PO25-01571	Convergeone, Inc.	\$73,330.68	Extreme renewal / General	
			Fund 01 IT	
PO25-01570		<u>\$70,652.48</u>	17-267.2.2 SMHS 37 Class-	
		\$143,983.16	room Phase 1 cameras	
PO25-01574	On Premise Products	\$383,219.76	Food carts (7), Motocart (2),	
			Cafe-Ready to Serve (2) /	
			Cafeteria Fund 13	
PO25-01573		<u>\$259,050.63</u>	Serving Line (3) with set-up	
		\$642,270.39	/ Cafeteria Fund 13	
PO25-01572	eSECURITY SOLUTIONS,	\$167,595.81	Watchguard Total Security	
	LLC		Suite for Firebox M5800 /	
			General Fund 01 IT	
PO25-01575	Model 1 Commercial Vehi-	\$416,388.75	Ford Model 9 Passenger	
	cle Inc.		Transit Vans (6) / General	
			Fund 01 Athletics	
PO25-01576		\$427,951.75	IC School Bus Model CE	
			School Bus 42 Passenger	
			(2) / General Fund 01 Trans-	
PO25-01577		\$712,992.00	portation Special Ed	
		\$1,557,332.50	IC School Bus 76 Passen-	
			ger (3) / General Fund 01	
			Transportation	
PO25-01581	Softchoice Corporation	\$180,023.86	MS CAMSA Agreement	
	·		M365 / General Fund 01 IT	

L. Student Matters - Education Code Sections §35146 & §48918

Administrative Recommendation to order expulsion: 370271

M. Out of State Travel

Person/Reason	Location/Date	Description	Funding
			Source
Dr. Emily Valdez-Ro- driguez (MMEP), Ri-	Oaxaca, Mexico	Participants will gain valuable insights and strategies to support	LCAP 4.1
cardo Valencia (SMHS), Elizabeth Cortez (ERHS)	June 16-22, 2025	multilingual learners, earn a Certificate of Participation, and engage in meaningful cultural expe-	
California Association for Bilingual Education (CABE) Multilingual & Intercultural Education Conference		riences that enrich both personal and professional growth.	

N.	Acceptance	οf	Gifts
IN.		OI.	Onto

Pioneer Valley High School				
<u>Donor</u>	Recipient	<u>Amount</u>		
Michael Graf, DBA Bill's Drapery Service	Boy's Tennis	\$100.00		
Snap Mobile, Inc.	Boy's Volleyball	\$2,140.20		
Snap Mobile, Inc.	Track & Field	\$4,694.78		
Snap Mobile, Inc.	Swimming	\$1,792.20		
Total Pioneer Valley High School		<u>\$8,727.18</u>		
Righetti Hiç	T .			
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>		
Snap! Mobile, Inc.	Marimba/Ballet Folklorico	\$7,326.00		
Santa Maria Elks Lodge 1538	Band	\$500.00		
Demetra D Castelli	Track & Field	\$200.00		
Lee Humphrey	Baseball	\$800.00		
Orcutt Youth Softball, Inc.	Softball	\$950.00		
Total Righetti High School		<u>\$9,776.00</u>		
Santa Maria H	ligh School			
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>		
Mark Bachman	Track	\$200.00		
Chipotle	Class of 2026	\$118.50		
Hour-a-thon	Track	\$4,090.40		
Santa Maria Lodge No 1538	FFA Floral Design Team	\$500.00		
CA FBLA	FBLA	\$917.43		
Snap Mobile, Inc	Boys Volleyball	\$1518.60		
Total Santa Maria High School		<u>\$7,344.80</u>		
Delta High	n School			
<u>Donor</u>	Recipient	<u>Amount</u>		
Maria Malkin	DHS Robotics	\$500.00		
Total Delta High School	Total Delta High School \$500.0			
Mark Richards	son CTECAF			
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>		
Amy Sage and Family in the name of Jim "The	MRCTE	\$7,500.00		
Boss" English		(Tractor)		
Total MRCTECAF		<u>\$7,500.00</u>		

FUTURE BOARD MEETINGS FOR 2025

Unless otherwise announced, the next regular meeting of the Board of Education will be held on June 10, 2025. Closed session is scheduled to begin at 5:00 p.m. Open session begins at 6:30 p.m. The meeting will be held at the District Support Services Center.

Regular Board Meetings for 2025:

June 13, 2025* July 15, 2025*

August 5, 2025* September 9, 2025 October 14, 2025 November 4, 2025* December 9, 2025

RECONVENE IN OPEN SESSION/ANNOUNCE CLOSED SESSION ACTIONS

There was no reportable action.

ADJOURN

The meeting was adjourned at 11:18 p.m.

^{*}Not on the second Tuesday of the month