CHUALAR UNION ELEMENTARY SCHOOL DISTRICT

DISTRICT BOARD ROOM #29

24285 LINCOLN ST., CALIFORNIA 93925

AGENDA

Regular Board Meeting

7:00 PM

(Closed Session 6 - 7 pm)

March 11, 2026

The Board will meet in person at Chualar School.

All comments received by this time will be submitted into the record by the Board President or presiding officer. Please include your name and agenda item that you wish to comment on in the subject line of your email. If you wish to submit a public comment on more than one agendum item, please send a separate email for each item on which you are commenting. Please be aware that all written public comments, including your name and email address, may become public information. Send your comments to:

mcontreras@chualarusd.org no later than March 10, 2026, at 4:00 p.m.

Public comments may be made during the public comment portion of the meeting. There will be a 2-minute limit for individuals. There is no ceding of one's time to other individuals. Efforts will be made by staff to read the comments received into the record, but it cannot be guaranteed that written comments received by email will be read, nor that there will be enough time to read all the comments.

1. Opening Business

1.1 Call to Order Time_____

1.2 Pledge of Allegiance

1.3 Roll Call

Martha Gallegos, Board President	Trustee Area #3 _____
Esperanza Rangel, Board Clerk	Trustee Area #3 _____
Itzel Sanchez, Board Member	Trustee Area #2 _____
Domingo Rangel, Board Member	Trustee Area #3 _____
Andrea Azucena Brambila Flores	Trustee Area #1 _____

1.4 Adoption of Agenda

Changes, additions (based on Provision of Emergency/Urgency), and approval of the Agenda as presented. 2/3 vote required if any item is added to the Agenda.

1.4.1 Changes to the Agenda

1.4.2 Additions to the Agenda

1.4.3 Adoption of the Agenda

RECOMMENDATION/ACTION:

"That the Chualar Board of Trustees adopts the agenda as presented.

Motion_____ Second_____ Vote_____

2. Identify Closed Session Topics of Discussion

Public Comment Period for Closed Session Items: General public comment on any closed session item that will be heard. Members of the public are welcome to participate as permitted by law. Persons wishing to be heard by the Board shall complete the available form and submit it to the Board Secretary prior to the meeting. The time of presentation is limited to two (2) minutes.

2.1 Personnel

2.1.1 Public Employee Discipline/Dismissal/Release/Complaint/Employment/

3. Adjourn to Closed Session Time: _____

The Board of Trustees will meet in Closed Session to consider matters appropriate for Closed Session in accordance with Government Code Section 3549.1, 54956.7 through 54957.7, and Education Code Section 35146.

RECOMMENDATION/ACTION:

"That the Chualar Board of Trustees Adjourns to Closed Session."

Motion_____ Second_____ Vote_____

4. Reconvene to Open Session Time: _____

RECOMMENDATION/ACTION:

"That the Chualar Board of Trustees Reconvenes to Open Session."

Motion_____ Second_____ Vote_____

5. Report out of Closed Session:

6. Presentations

A. Student Trustees

B. Measure J Projects Update – McFadden/Peartree

C. Chualar Parent Teacher Club Presentation, by CPTC Members

D. Library Organization, Josie Covarrubias

E. CABE Presentation

7. Oral Comments from the Public

A. Guidelines

Public comments may be made during the public comment portion of the meeting. There will be a 2-minute limit for individuals. There is no ceding of one's time to other individuals. Efforts will be made by staff to read the comments received into the record, but it cannot be guaranteed that written comments received by email will be read, nor that there will be enough time to read all the comments.

8. Consent Agenda

Action Items included on the Consent Agenda are to be approved by one motion unless a Board Member requests separate action on a specified item. There is no discussion of these items prior to the vote unless a member of the Board, staff or public requests in writing prior to the meeting specific items to be discussed. It is understood that the administrator recommends approval on all Consent Items. Each item on the Consent Agenda approved by the Board of Trustees shall be deemed to have been considered in full and adopted as recommended.

8.1 Approval of the Minutes of the Regular Board Meeting of February 18th, 2026.

8.2 Approval of Bill of Registers pg. 8-19

RECOMMENDATION/ACTION:

"That the Chualar Board of Trustees approves the Consent Agenda as presented."

Motion_____ Second_____ Vote_____

9. Resolution #11/2025-2026 Ordering an Election On November 3rd, 2026, Requesting the County Elections Department to Conduct the Elections, and Requesting Consolidation of the Election

RECOMMENDATION/ACTION: pg. 20-21

"That the Chualar Board of Trustees approve the Resolution #11/2025-2026 Ordering an Election on November 3rd, 2026, Requesting the County Elections Department to Conduct the Elections, and Requesting Consolidation of the Election."

Motion_____ Second_____ Vote_____

10. The California Department of Education and Division of the State Architect approved project number 65995-6, Construction of one restroom Building "Q", alterations to one synthetic turf field and track.

INFORMATION: pg. 22-25

11. Design-Bid-Build (Hard Bid) vs. Lease - leaseback delivery method. Project number 65995-6, Construction of one restroom Building "Q", alterations to one synthetic turf field and track.

Option #1: Design-Bid-Build (Hard Bid) pg. 26-34
Option #2: Lease – leaseback

RECOMMENDATION/ACTION:

"That the Chualar Board of Trustees approve the Option _____delivery method. Project number 65995-6, Construction of one restroom Building "Q", alterations to one synthetic turf field and track."

Motion_____ Second_____ Vote_____

12. Approval of the Revised ELO-Plan pg. 35-65

RECOMMENDATION/ACTION:
"That the Chualar Board of Trustees approve the Revised ELO-Plan."

Motion_____ Second_____ Vote_____

13. Approval of the 2025-2026 Home to School Transportation Plan

RECOMMENDATION/ACTION: pg. 66-77
"That the Chualar Board of Trustees approve the 2025-2026 Home to School Transportation Plan."

Motion_____ Second_____ Vote_____

14. Approval of the 2025-2026 Second Interim Report

RECOMMENDATION/ACTION: pg. 78-95
"That the Chualar Board of Trustees approve the 2025-2026 Second Interim Report."

Motion_____ Second_____ Vote_____

15. Approval of an independent contractor agreement, Beatris Huerta, provides psychoeducational assessments.

RECOMMENDATION/ACTION: pg. 96-97

"That the Chualar Board of Trustees ratify the Tentative Agreement between Chualar Union School District and California School Employees Association for the 2025-2026 School Year."

Motion_____ Second_____ Vote_____

16. It is recommended that the Board ratify the Tentative Agreement between Chualar Union School District and California School Employees Association for the 2025-2026 School Year.

RECOMMENDATION/ACTION: pg. 98-114

"That the Chualar Board of Trustees ratify the Tentative Agreement between Chualar Union School District and California School Employees Association for the 2025-2026 School Year."

Motion_____ Second_____ Vote_____

17. Board approval of the AB 1200 disclosure report, a 2% ongoing increase to the California School Employees Association Salary Schedule 2025-2026.

RECOMMENDATION/ACTION: pg. 115-116

"That the Chualar Board of Trustees approve the AB 1200 disclosure report, a 2% ongoing increase to the California School Employees Association Salary Schedule 2025-2026 ."

Motion_____ Second_____ Vote_____

18. <u>PERSONNEL REPORT</u>

18.1 Coach Job Description

RECOMMENDATION/ACTION:
"That the Chualar Board of Trustees approve the Coach Job Description ."

Motion_____ Second_____ Vote_____

19. Superintendent's and/or Board Correspondence

1. Lifetouch
2. Read Across America Update

20. Advance Planning

20.1 Next Regular Board Meeting, April 22nd, 2026
20.2 Agenda Items for the next Board Meeting (Board Members Only)

21. Adjournment Time_____

There being no further business, this meeting is adjourned.

CHUALAR UNION ELEMENTARY SCHOOL DISTRICT

DISTRICT BOARD ROOM #29

24285 LINCOLN ST., CALIFORNIA 93925

MINUTES

Regular Board Meeting

7:00 PM

(Closed Session 6 - 7 pm)

February 18, 2026

The Board will meet in person at Chualar School.

All comments received by this time will be submitted into the record by the Board President or presiding officer. Please include your name and agenda item that you wish to comment on in the subject line of your email. If you wish to submit a public comment on more than one agendum item, please send a separate email for each item on which you are commenting. Please be aware that all written public comments, including your name and email address, may become public information. Send your comments to:

mcontreras@chualarusd.org no later than February 17, 2026, at 4:00 p.m.

Public comments may be made during the public comment portion of the meeting. There will be a 2-minute limit for individuals. There is no ceding of one's time to other individuals. Efforts will be made by staff to read the comments received into the record, but it cannot be guaranteed that written comments received by email will be read, nor that there will be enough time to read all the comments.

1. Opening Business

1.1 Call to Order Time 6:02 p.m.

1.2 Pledge of Allegiance

1.3 Roll Call

Martha Gallegos, Board President	Trustee Area #3	Present Arrived at 6:03 p.m.
Esperanza Rangel, Board Clerk	Trustee Area #3	Present
Itzel Sanchez, Board Member	Trustee Area #2	Absent
Domingo Rangel, Board Member	Trustee Area #3	Present
Andrea Azucena Brambila Flores	Trustee Area #1	Present

1.4 Adoption of Agenda

Changes, additions (based on Provision of Emergency/Urgency), and approval of the Agenda as presented. 2/3 vote required if any item is added to the Agenda.

1.4.1 Changes to the Agenda item 8.2 change the bill or registers to January instead of December.

1.4.2 Additions to the Agenda

1.4.3 Adoption of the Agenda

RECOMMENDATION/ACTION:

"That the Chualar Board of Trustees adopts the agenda as presented.

Adoption of Agenda A motion was made by Trustee E. Rangel, seconded by Trustee D. Rangel, to adopt the agenda as presented. The motion passed by a 3-0-2 vote. All in favor.

2. Identify Closed Session Topics of Discussion

Public Comment Period for Closed Session Items: General public comment on any closed session item that will be heard. Members of the public are welcome to participate as permitted by law. Persons wishing to be heard by the Board shall complete the available form and submit it to the Board Secretary prior to the meeting. The time of presentation is limited to two (2) minutes.

2.1 Personnel

2.1.1 Public Employee Discipline/Dismissal/Release/Complaint/Employment/
2.1.2 Superintendent's Evaluation

3. Adjourn to Closed Session Time: 6:03 p.m.

The Board of Trustees will meet in Closed Session to consider matters appropriate for Closed Session in accordance with Government Code Section 3549.1, 54956.7 through 54957.7, and Education Code Section 35146.

RECOMMENDATION/ACTION:

"That the Chualar Board of Trustees Adjourns to Closed Session."
A motion was made by Trustee E. Rangel, seconded by Trustee D. Rangel. The motion passed by a 3-0-2 vote. All in favor.

4. Reconvene to Open Session Time: 7:11 p.m.

RECOMMENDATION/ACTION:

"That the Chualar Board of Trustees Reconvenes to Open Session."
A motion was made by Trustee E. Rangel, seconded by Trustee D. Rangel. The motion passed by a 4-0-1 vote. All in favor.

5. Report out of Closed Session:
The Board President reported that the Board had just completed the superintendent's evaluation, and that the outcome was very favorable.

6. Presentations

A. Student Trustees -Emma Sanchez, president of the student council, and Joselyn Silva, vice-president, shared that the student council, with support from the PTC, organized a movie night to raise funds for a juice blender for the cafeteria staff to make smoothies for students. They also represented Chualar at the Student Trustees training at the Monterey County Office of Education, where they worked on their communication skills so they can better gather student input and share it with the Board of Trustees. As student council members, they look forward to working with the Board to improve the school. They are also planning a school-wide spring activity event and asked the Board for assistance in finding volunteers. The event is tentatively scheduled for April 17, 2026.

B. Action Item: Agreement Pg. 11-12

Board to Consider and Potentially Take Action on a Proposed Agreement Between Chualar Union School District and the Monterey County Office of Education (MCOE) for Assistance in the Selection Process for a New District Superintendent/Principal. A motion was made by Trustee E. Rangel, seconded by Trustee D. Rangel. The motion passed by a 4-0-1 vote. All in favor.

Mr. Pulido, Superintendent, shared that during the process of selecting a new superintendent, the Board emphasized the importance of being transparent and inclusive of all stakeholders. They also discussed being cost-effective when deciding whether to work with a private organization or partner with the Monterey County Office of Education to assist with the superintendent search. The Monterey County Office of Education has been very proficient in supporting other districts through this process.

Ms. Leigh Butler, MCOE Chief Human Resources Officer, shared the timeline for selection of the new superintendent.

The Board reviewed the proposed timeline and process for the superintendent search. An online survey in both English and Spanish was made available to parents, community members, and staff to gather input on the qualities they would like to see in the next superintendent, with a deadline of March 6, 2026.

-Town Hall meeting will also be held to gather community input, which will be facilitated by Dr. Vela.

-Ms. Gallegos will serve as the contact person to communicate any decisions made by the Board.

-Recruitment for the position will take place from March 23 through April 13, with advertisements placed in EdCal on April 6 and April 13, 2026; this will be the only cost to the district.

-The application deadline will be April 17.

-April 20 through April 28, applications will be screened and reference checks conducted.

-April 29, during a Special Board Meeting in closed session, Ms. Butler will present the Board with all applicants and those recommended by the County Office for consideration. The Board will review the candidates, and the interviews will take place during a Special Board Meeting on May 13, with initial interviews scheduled during the day and second interviews in the afternoon. Typically, the entire Board participates in the interview process, and the Board may also choose to conduct site visits to candidates' school districts and speak with staff and students. The goal is for the Board to select a candidate at the conclusion of the interviews, if possible. Additional interview dates of May 26 and May 29 are reserved if needed.

-Between May 26 and May 29, legal counsel will be provided with the type of contract to negotiate with the selected candidate.

-By June 1, after the candidate accepts the contract, the remaining candidates will be notified.

-The Board is expected to approve the new superintendent's contract during the Regular Board Meeting on June 17, with a public announcement to the community occurring between June 17 and July 1.

-The selected candidate is expected to begin on July 1, 2026.

C. Action Item:

Board to Consider and Potentially Adopt Changes to the Process for the Selection of a New Superintendent/Principal

A motion was made by Trustee E. Rangel, seconded by Trustee D. Rangel. The motion passed by a 4-0-1 vote. All in favor.

D. General Plan Planning Committee Update Report, Edgar Sanchez

Mr. Sanchez reported that he has been walking throughout the Chualar community to gather input for the community plan. This plan is a long-term planning document intended to guide the expansion of community boundaries to accommodate additional housing, services, and improvements to overall community safety. The response from the Chualar community has been very positive, as the current plans were originally approved in the 1980s and are now considered outdated. Mr. Sanchez noted that Chualar is a disadvantaged community and faces several challenges, including traffic concerns. The most significant challenge is wastewater system limitations, which currently restrict growth and limit space for housing expansion. A second community meeting is being planned to gather additional input from residents.

E. Chualar Parent Teacher Club Presentation, Rebecca Sanchez and Josie Covarrubias

Tabled

F. Library Organization, Josie Covarrubias

Tabled

7. Oral Comments from the Public

A. Guidelines

Public comments may be made during the public comment portion of the meeting. There will be a 2-minute limit for individuals. There is no ceding of one's time to other individuals. Efforts will be made by staff to read the comments received into the record, but it cannot be guaranteed that written comments received by email will be read, nor that there will be enough time to read all the comments.

Patty Padilla-Salsberg, addressed the Board of Trustees and stated that it was an honor to represent the classified employees. She shared that she represents classified employees from Chualar to San Ardo and emphasized that Chualar School has wonderful employees, which is why she was present to speak on their behalf. She noted that the Board's agenda included a recommendation to approve the layoff of classified employees. While she acknowledged the Board's concerns regarding the budget, she stated that the Education Code specifies that layoffs occur due to lack of work or lack of funds. She expressed that the issue did not appear to be a lack of work, but rather concerns about funding. Patty asked the Board to carefully consider whether they were comfortable moving forward with layoffs under these circumstances and encouraged them to review budget code 9790 and explore all possible options. She also noted that some of the positions being considered have a direct impact on students, particularly those related to technology, and referenced the importance of the position that ensures employees are paid. She urged the Board to make an informed decision and suggested that this may not be the right time to eliminate these positions, adding that based on her review of the budget, she believes Chualar may still be able to retain them.

Claudia Valdez, addressed the Board and stated that her position has been recommended for layoff due to budget constraints. She acknowledged the district's financial concerns but expressed worry about what she described as fiscal inconsistencies. She noted that while the district is operating with a deficit of over a million dollars and proposing layoffs, it is also proposing a 2% ongoing salary increase for management and confidential employees. She questioned how this aligns with the district's deficit reduction strategy. Claudia added that layoffs reduce services to students and increase the workload for remaining staff, and she asked the Board to consider equity in its decision-making.

Esmeralda Valencia, addressed the Board to share her concerns regarding the recommendation to eliminate her position. She stated that throughout her service to the district, she has carried out her duties diligently and, at the request of administration, has taken on numerous responsibilities beyond her job description to support

the operational needs of staff and students. She requested clarification on how the reduction of positions aligns with proposals to increase overall compensation in other areas. Esmeralda asked the Board to ensure that all employment decisions are made fairly, based on documented analysis, and with full transparency regarding the factors considered. She affirmed her commitment to the district's mission of serving students, thanked the Board for their consideration, and urged them to explore all possible alternatives before making a final decision. Diana Perez, 2nd-grade teacher and co-president of the California Teachers' Association, shared with the Board that the tentative agreement was approved by a majority vote on January 21, 2026. She noted that the agreement was reached after careful review and study of the district's budget to ensure it would not have a negative fiscal impact. She also stated that funding has been allocated for books, supplies, and technology.

8. Consent Agenda

Action Items included on the Consent Agenda are to be approved by one motion unless a Board Member requests separate action on a specified item. There is no discussion of these items prior to the vote unless a member of the Board, staff or public requests in writing prior to the meeting specific items to be discussed. It is understood that the administrator recommends approval on all Consent Items. Each item on the Consent Agenda approved by the Board of Trustees shall be deemed to have been considered in full and adopted as recommended.

8.1 Approval of the Minutes of the Regular Board Meeting of January 21st, and the Special Board Minutes of February 4th, 2026.

8.2 Approval of Bill of Registers Pg. 13-24

RECOMMENDATION/ACTION:

"That the Chualar Board of Trustees approves the Consent Agenda as presented."

A motion was made by Trustee E. Rangel, seconded by Trustee D. Rangel. The motion passed by a 3-1-1 vote. Mrs. Andrea Brambila Flores abstained.

9. Board Policies and Administrative Regulations

Administrative Regulation 5145.3: Nondiscrimination/Harassment
Board Policy 5131.8: Mobile Communication Devices
Board Policy 5145.3: Nondiscrimination/Harassment
Administrative Regulation 5144.2: Suspension And Expulsion/Due Process (Students With Disabilities)

Administrative Regulation 5145.7: Sexual Harassment
Administrative Regulation 5144.1: Suspension And Expulsion/Due Process
Administrative Regulation 5145.7: Sexual Harassment
Board Policy 5144.1: Suspension And Expulsion/Due Process
Board Policy 5141.52: Suicide Prevention
Administrative Regulation 5141.52: Suicide Prevention
Administrative Regulation 5141.4: Child Abuse Prevention And Reporting
Board Policy 5141.4: Child Abuse Prevention And Reporting
Board Policy 5145.7: Sexual Harassment

INFORMATION:

14. The Board approves the generator installation proposal from James Day Construction, Inc. to install an emergency backup generator for the Nutrition Services Department.
JM, Pg. 183-184 James Day Construction, Inc. Pg. 185-212
RECOMMENDATION/ACTION:

"That the Chualar Board of Trustees approve the generator installation proposal from James Day Construction, Inc. to install an emergency backup generator for the Nutrition Services Department."
A motion was made by Trustee E. Rangel, seconded by Trustee D. Rangel. The motion passed by a 4-0-1 vote. All in favor.

15. It is recommended that the Board ratify the Tentative Agreement between Chualar Union School District and Chualar Teachers Association for the 2025-2026 School Year.

RECOMMENDATION/ACTION: Pg. 213-220

"That the Chualar Board of Trustees ratify the Tentative Agreement between Chualar Union School District and Chualar Teachers Association for the 2025-2026 School Year."
A motion was made by Trustee E. Rangel, seconded by Trustee D. Rangel. The motion passed by a 3-1-1 vote. Mrs. Andrea Brambila Flores abstained.

16. It is recommended that the Board ratify the Agreement between Chualar Union School District and Senior Management/Confidential/Unrepresented Employees for the 2025-2026 School Year.

RECOMMENDATION/ACTION: Pg. 221-223

"That the Chualar Board of Trustees ratify the Agreement between Chualar Union School District and Senior Management/Confidential/Unrepresented Employees for the 2025-2026 School Year."
A motion was made by Trustee E. Rangel, seconded by Trustee D. Rangel. The motion passed by a 3-1-1 vote. Mrs. Andrea Brambila Flores abstained.

17. The Board approve the AB 1200 disclosure report a 2% ongoing increase to the Chualar Teachers Association Salary Schedule 2025-2026.

RECOMMENDATION/ACTION: Pg. 224-265

"That the Chualar Board of Trustees approve the AB 1200 disclosure report a 2% ongoing increase to the Chualar Teachers Association Salary Schedule 2025-2026 ."
A motion was made by Trustee E. Rangel, seconded by Trustee D. Rangel. The motion passed by a 4-0-1 vote. All in favor.

18. The Board approves the AB 1200 disclosure report a 2% ongoing increase to the management/ Confidential/Unrepresented Salary Schedule 2025-2026.

RECOMMENDATION/ACTION: Pg. 266-307
"That the Chualar Board of Trustees approve the AB 1200 disclosure report a 2% ongoing increase to the management/ Confidential/Unrepresented Salary Schedule 2025-2026."
A motion was made by Trustee E. Rangel, seconded by Trustee D. Rangel. The motion passed by a 4-0-1 vote. All in favor.

19. Monterey County Office of Education reviewed the First Interim Report (letter) Pg. 308-310

INFORMATION: Mrs. Le, shared her report

20. Mid-Year LCAP Report

RECOMMENDATION/ACTION:

"That the Chualar Board of Trustees approve the Mid-Year LCAP Report."
A motion was made by Trustee E. Rangel, seconded by Trustee D. Rangel. The motion passed by a 4-0-1 vote. All in favor.

21. The Board approves the 2025 Kitchen Infrastructure and Training Grant and Retention and Recruitment Grant Plan.

Pg. 311-314

RECOMMENDATION/ACTION:
"That the Chualar Board of Trustees approve the 2025 Kitchen Infrastructure and Training Grant and Retention and Recruitment Grant Plan."
A motion was made by Trustee E. Rangel, seconded by Trustee D. Rangel. The motion passed by a 4-0-1 vote. All in favor.

22. <u>PERSONNEL REPORT</u>

22.1 The District is now presenting to the Board of Trustees for approval Resolution #10/2025-2026 Final Resolution to Reduce or Eliminate Classified/Confidential Staff for the 2026-2027 School Year prior to the March 15th deadline In accordance with Education Code sections 45101, 45114, 45117, 45298 and 45308.

Pg. 315

RECOMMENDATION/ACTION:
"That the Chualar Board of Trustees approve the Resolution #10/2025-2026 ."
Final Resolution to Reduce or Eliminate Classified/Confidential Staff for the 2026-2027 School Year prior to the March 15th deadline In accordance with Education Code sections 45101, 45114, 45117, 45298 and 45308.
A motion was made by Trustee E. Rangel, seconded by Trustee D. Rangel. The motion passed by a 3-1-1 vote. Mrs. Andrea Brambila Flores did not approve.

22.2 Athletic Director Job Description Pg. 316-319

RECOMMENDATION/ACTION:
"That the Chualar Board of Trustees approve the Athletic Director Job Description ."
A motion was made by Trustee E. Rangel, seconded by Trustee D. Rangel. The motion passed by a 4-0-1 vote. All in favor.

22.3 Coach Job Description – First Reading Pg. 320-32
INFORMATION:

22.4 Robert Arroyo-Custodian/Van Driver Pg. 323
RECOMMENDATION/ACTION:

"That the Chualar Board of Trustees approve the appointment of Robert Arroyo as the Custodian/Van Driver on the condition that all hiring requirements are cleared."
A motion was made by Trustee E. Rangel, seconded by Trustee D. Rangel. The motion passed by a 4-0-1 vote. All in favor.

22.5 Jeanette Mora -Special Education Instructional Aide Pg. 323

RECOMMENDATION/ACTION:

"That the Chualar Board of Trustees approve the resignation of Jeanette Mora -Special Education Instructional Aide ."
A motion was made by Trustee E. Rangel, seconded by Trustee D. Rangel. The motion passed by a 3-1-1 vote. Mrs. Andrea Brambila Flores abstained.

22.6 Certificated Substitutes-Loreli Gonzalez, Timothy Fuller and Zachary Gattis Pg. 323

RECOMMENDATION/ACTION:

"That the Chualar Board of Trustees approve the assignment of Loreli Gonzalez, Timothy Fuller and Zachary Gattis as certificated substitutes ."

A motion was made by Trustee E. Rangel, seconded by Trustee D. Rangel. The motion passed by a 4-0-1 vote. All in favor.

23. Superintendent's and/or Board Correspondence

1. Measure J Projects
2. Clinica de Salud

24. Advance Planning

24.1 Next Regular Board Meeting, March 11th , 2026

24.2 Agenda Items for the next Board Meeting (Board Members Only)
-Lifetouch incident
-CABE Conference
-Literacy Initiative
-CPTA Presentation
-Measure J
-Clinica de Salud

25. Adjournment Time 10:21 p.m.

There being no further business, this meeting is adjourned.

Checks Dated 02/17/2026 through 03/03/2026 **Board Meeting Date March 11, 2026**

Check Number	Check Date	Pay to the Order of	Check Amount
12973450	02/19/2026	AMAZON CAPITAL SERVICES, INC.	57.18
12973451	02/19/2026	BARAJAS, VERONICA	3,000.00
12973452	02/19/2026	BERG, CYNTHIA W	770.00
12973453	02/19/2026	CALIFORNIA'S VALUED TRUST	35,969.64
12973454	02/19/2026	CENTRAL COAST SYSTEMS INC	105.00
12973455	02/19/2026	EAST BAY TIRE CO	4,140.99
12973456	02/19/2026	F.A.S.T. SERVICES, INC.	450.00
12973457	02/19/2026	GOLD STAR FOODS	736.20
12973458	02/19/2026	GOLDEN STATE TRUCK & TRAILER	3,697.01
12973459	02/19/2026	LINDA SHINGU, INC.	1,593.75
12973460	02/19/2026	MONTEREY COUNTY BEHAVIORAL HEALTH	3,067.00
12973461	02/19/2026	PURE WATER	82.50
12973462	02/19/2026	U.S. BANK	2,480.30
12973463	02/19/2026	VAL'S PLUMBING INC	3,277.00
12974995	02/26/2026	AMAZON CAPITAL SERVICES, INC.	2,528.02
12974996	02/26/2026	AT&T	187.66
12974997	02/26/2026	CA DEPT OF EDUCATION	99.45
12974998	02/26/2026	CALIFORNIA AMERICAN WATER	45.45
12974999	02/26/2026	CULLIGAN WATER CONDITIONING	139.28
12975000	02/26/2026	FIRST ALARM	125.45
12975001	02/26/2026	FRONTLINE TECHNOLOGIES GROUP	3,357.79
12975002	02/26/2026	LOZANO SMITH, LLP	7,312.00
12975003	02/26/2026	PACIFIC GAS AND ELECTRIC CO	951.80
12975004	02/26/2026	USA TODAY MEDIA CORP	1,417.40
12975005	02/26/2026	SAVOR THE LOCAL	1,457.50
12975006	02/26/2026	SYSCO - SAN FRANCISCO	1,542.16
12975007	02/26/2026	VALLEY SAW & GARDEN EQUIPMENT	1,137.93
12975008	02/26/2026	WATSONVILLE COAST PRODUCE INC	732.50
12976183	03/03/2026	ALL-TEMP REFRIGERATION HEATING & AIR CONDITIONING INC	936.10
12976184	03/03/2026	AMAZON CAPITAL SERVICES, INC.	229.99
12976185	03/03/2026	CRYSTAL CREAMERY, INC.	599.94
12976186	03/03/2026	FP MAILING SOLUTIONS	213.37
12976187	03/03/2026	HOME DEPOT CREDIT SERVICES	381.45
12976188	03/03/2026	MARTINEZ, ALLEN ANTHONY	2,100.00
12976189	03/03/2026	MISSION LINEN SUPPLY	468.68
12976190	03/03/2026	ROSAS, ESDRAS	306.00
12976191	03/03/2026	SISC III	33,360.60
DDP-00000032	02/23/2026	Vasquez, Augustina G	23.18
		Total Number of Checks **38**	**119,080.27**

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	28	111,223.99
13	Cafeteria Fund	13	6,438.88
21	Building Fund	1	1,417.40

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

Checks Dated 02/17/2026 through 03/03/2026 **Board Meeting Date March 11, 2026**

Check Number	Check Date	Pay to the Order of		Check Amount
		Total Number of Checks	38	119,080.27
		Less Unpaid Tax Liability		.00
		Net (Check Amount)		**119,080.27**

Includes checks for only Bank Account COUNTY

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

Resolution # 11/2025-2026

RESOLUTION ORDERING AN ELECTION, REQUESTING THE COUNTY ELECTIONS DEPARTMENT TO CONDUCT THE ELECTION, AND REQUESTING CONSOLIDATION OF THE ELECTION AND SPECIFICATIONS OF THE ELECTION ORDER

Chualar Union School District

WHEREAS, pursuant to Elections Code Section 10002, the governing body of any city or district may by resolution request the Board of Supervisors of the county to permit the county elections official to render specified services to the city or district relating to the conduct of an election; and

WHEREAS, the resolution of the governing body of the city or district shall specify the services requested; and

WHEREAS, pursuant to Elections Code Section 10002, the city or district shall reimburse the county in full for the services performed upon presentation of a bill to the city or district; and

WHEREAS, Education Code Section 5000 calls for a regular biennial Election for the purpose of electing members of this Governing Board to be held on **November 3, 2026;** and

WHEREAS, Education Code Section 5322 requires this Governing Board to order elections held in this district; and

WHEREAS, There will be a total of three offices within this District to be filled at said Election, said offices now filled by the following Board Members:

Trustee Area: (if applicable)	**Name:**	
1	Andrea Azucena Brambila Flores	4 Year Term
3	Esperanza Rangel	4 Year Term
3	Domingo Rangel	4 Year Term

WHEREAS, Elections Code Section 13307 requires this Governing Board to fix and determine the number of words that a candidate may submit on the candidate's statement to be either 200 or 400 words and to determine if the Candidate or the District will pay the cost of the Statement; and

WHEREAS, Education Code Section 5342 authorizes the consolidation of School District Elections with other Elections held on the same day whose boundaries may totally or partially be coterminous within the District; and

WHEREAS, Education Code Section 5016 requires the District to decide in advance the method to be used in determining the winner when the final vote is tied between two or more candidates.

NOW, THEREFORE, BE IT RESOLVED AND ORDERD THAT THE governing body of the Chualar Union School District hereby orders an Election be held on **November 3, 2026** for the purpose of electing two (2) Members to this Governing Board.

BE IT FURTHER RESOLVED AND ORDERED that the district requests the Board of Supervisors of the county to permit the Monterey County Elections official to conduct the election and provide any and all services necessary for conducting the election.

BE IT FURTHER RESOLVED AND ORDERED that Chualar Union School District shall reimburse the Elections Department in full for the services performed upon presentation of a bill to the district.

BE IT FURTHER RESOLVED AND ORDERED that Chualar Union School District has resolved that all costs of the Candidate's statement be paid by the DISTRICT and that no candidate may submit a statement of over 200 words.

BE IT FURTHER RESOLVED AND ORDERED that Chualar Union School District's Governing Board be authorized and requested to effect a consolidation of our Election with any other Election to be held on the same day whose boundaries may totally or partially be contained within this District for the ease and convenience to our voters in casting their ballots and the possible election cost reduction to this District.

BE IT FURTHER RESOLVED AND ORDERED that tie votes shall be determined by drawing lots.

PASSED AND ADOPTED by the Chualar Union School District on March 11, 2026 by the following vote:

AYES:

NOES:

ABSTENTIONS:

ABSENT:

SIGNED: _____
Chairperson of the Chualar Union School District Board

ATTEST: _____
Secretary

CALIFORNIA DEPARTMENT OF EDUCATION

TONY THURMOND
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

February 17, 2026

Governing Board
Chualar Union
PO Box 188
Chualar, CA 93925

Project Tracking No: 65995-6
Re: Chualar Union Elementary School
County: Monterey
Square Feet: 194
Grade Level: K - 8

Dear Governing Board:

Subject: Final Plan Approval - Modernization

The California Department of Education (CDE) approves the plans with the title sheet date of May 15, 2025, for the above referenced project. The plans were received on December 11, 2025. The plans meet the CDE's standards for educational adequacy (*California Code of Regulations*, Title 5, et seq. and *Education Code* (*EC*) sections 17251(c) and (d)).

It is the responsibility of the school district to meet all requirements concerning toilet facilities, drinking water supply, sewage disposal, food service facilities and other plan elements having primary health and safety implications. The plans should be reviewed by the local health agency having jurisdiction and a written approval should be secured and filed in the school district's records. If the approved project involves work on an existing school building, it is the responsibility of the school district to meet all Federal, State and local requirements relating to the identification, remediation and/or removal of hazardous levels of lead and asbestos containing materials before or during construction. It is the responsibility of the district to complete all of the mitigation measures identified in the documents submitted to the CDE for review.

The school site for this project is 9.44 usable acres. This represents 99.37 percent of the CDE's recommended site size of 9.5 acres, as contained in the CDE's "Guide to School Site Analysis and Development (2000)," for the current California Basic Educational Data System (CBEDS) enrollment of the site and the student capacity added by this project as calculated pursuant to State Allocation Board (SAB) Regulation Section 1859.83(d).

The project as approved consists of:

TEACHING STATIONS	GRADE LEVEL	ROOMS	STUDENTS

Based on the standards specified in *EC* Section 17071.25 and the number of teaching stations in the project, the student capacity of this project is 0.

CORE FACILITIES:

Toilets

The project includes replacing the existing synthetic turf on the soccer field, resurfacing the rubberized walking track, reconfiguring the fencing and gates, and constructing a new restroom building at the track area.

The district has certified that this project is either exempt from, or has completed, the California Environmental Quality Act (CEQA) process.

For projects to be funded under the Leroy F. Greene School Facility Act of 1998, funding requests to the SAB must be submitted within two (2) years of the date of this letter. If the district is not seeking financial assistance from the SAB, the project must commence construction within two (2) years of the date of this letter. Regardless of the funding source, if, prior to construction, changes are made to the plans that would affect or alter the CDE's original approval (including but not limited to changes in surrounding land uses, the master plan capacity of the project, changes in code and/or regulation, or a subsequent CEQA determination), the plan may be subject to reevaluation using the most recent standards.

Please contact the undersigned if you have questions regarding this letter.

Sincerely,

John Gordon

John Gordon, Education Administrator I
School Facilities and Transportation
Services Division

George Garcia

George Garcia, Consultant
School Facilities and Transportation
Services Division
(916) 322-0310

DP17005/P15102
cc: Architect

DSA
DIVISION OF THE STATE ARCHITECT
DEPARTMENT OF GENERAL SERVICES

Oakland Regional Office
1515 Clay Street, Suite 1201
Oakland, CA 94612
www.dsa.dgs.ca.gov

| 510-622-3101

STATE OF CALIFORNIA
GOVERNOR GAVIN NEWSOM

2/11/2026 - APPROVAL OF PLAN(S)

Ruben Pulido
Chualar Union School District
24285 Lincoln Street
Chualar, CA 93925

Project: **Chualar School**

Total Scope of Project: **Construction of 1-Restroom Building 'Q', Alterations to 1-Synthetic Turf Field and Track**

Increment #: **0**

Application #: **01-122444**

File #: **27-13**

Drawings and specifications for the subject project have been examined and stamped by the Division of the State Architect (DSA) for identification on **2/11/2026** . This letter constitutes the "written approval of the plans as to the safety of design and construction" required before letting any contract for construction, and applies to the work shown on these drawings and specifications. The date of this letter is the DSA approval date.

Approval is limited to the particular location shown on the drawings and is conditioned on construction starting within four years from the stamped date. The inspector must be approved and the contract information, including the construction start date, must be given to DSA prior to start of construction.

DSA does not review drawings and specifications for compliance with Parts 3 (California Electrical Code), 4 (California Mechanical Code), and 5 (California Plumbing Code) of Title 24. It is the responsibility of the professional consultants named on the application to verify this compliance.

Please refer only to the boxes checked below which indicate applicable conditions specific to this project.

☒ Buildings constructed in accordance with approved drawings and specifications will meet minimum required standard given in Title 24, California Code of Regulations, for structural safety.

☒ Buildings or site improvements constructed in accordance with approved drawings and specifications will meet minimum required standard given in Title 24, California Code of Regulations, for fire and life safety.

☒ This constitutes the written approval certifying that the drawings and specifications are in compliance with state regulations for the accommodation of the disabled which are required before letting any contract for construction. (See Section 4454, Government Code.)

☐ Due to the nature of the building(s), certain precautions considered necessary to assure long service have not been required. In the condition as built, the building(s) will meet minimum required standards for structural, and fire and life safety. The owner must observe and correct deterioration in the building in order to maintain it in a safe condition.

Application #: 01-122444
File #: 27-13

☐ Your attention is drawn to the fact that this application was submitted under the provisions of Sections 39140/81130 of the Education Code which permit repairs or replacement of a fire damaged building to be made in accordance with the drawings and specifications previously approved by this office. The drawings and specifications approved for the reconstruction of this building conform to the drawings and specifications approved under application # _____ .

☐ Due to the nature of the poles, certain precautions considered necessary to assure long service have not been insisted upon. In their condition as built, they will meet minimum required safety standards; however, your attention is directed to the comparatively short life of wood poles. It will be the responsibility of the owner to maintain them in a safe condition.

☐ Bleachers or grandstands constructed in accordance with approved drawings and specifications will meet minimum required standards for structural, and fire and life safety. The owner should provide for and require periodic safety inspections throughout the period of use to ensure framing and other parts have not been damaged or removed. On bleachers or grandstands having bolts, locking or safety devices, the owner should require that all such components be properly tightened or locked prior to each use.

☐ The building(s) was designed to support a snow load of **0** pounds per square foot of roof area. Snow removal must be considered if the amount of snow exceeds that for which the building(s) was designed.

☐ Deferred Approval(s) Items:

This project has been classified as **Class 3** . An Inspector who is certified by DSA to inspect this class of project must be approved by DSA prior to start of construction.

Please refer to the above application number in all correspondence, reports, etc., in connection with this project.

Sincerely,

Richard Denio

Digitally signed by Richard Denio
Date: 2026.02.13 09:41:30 -08'00'

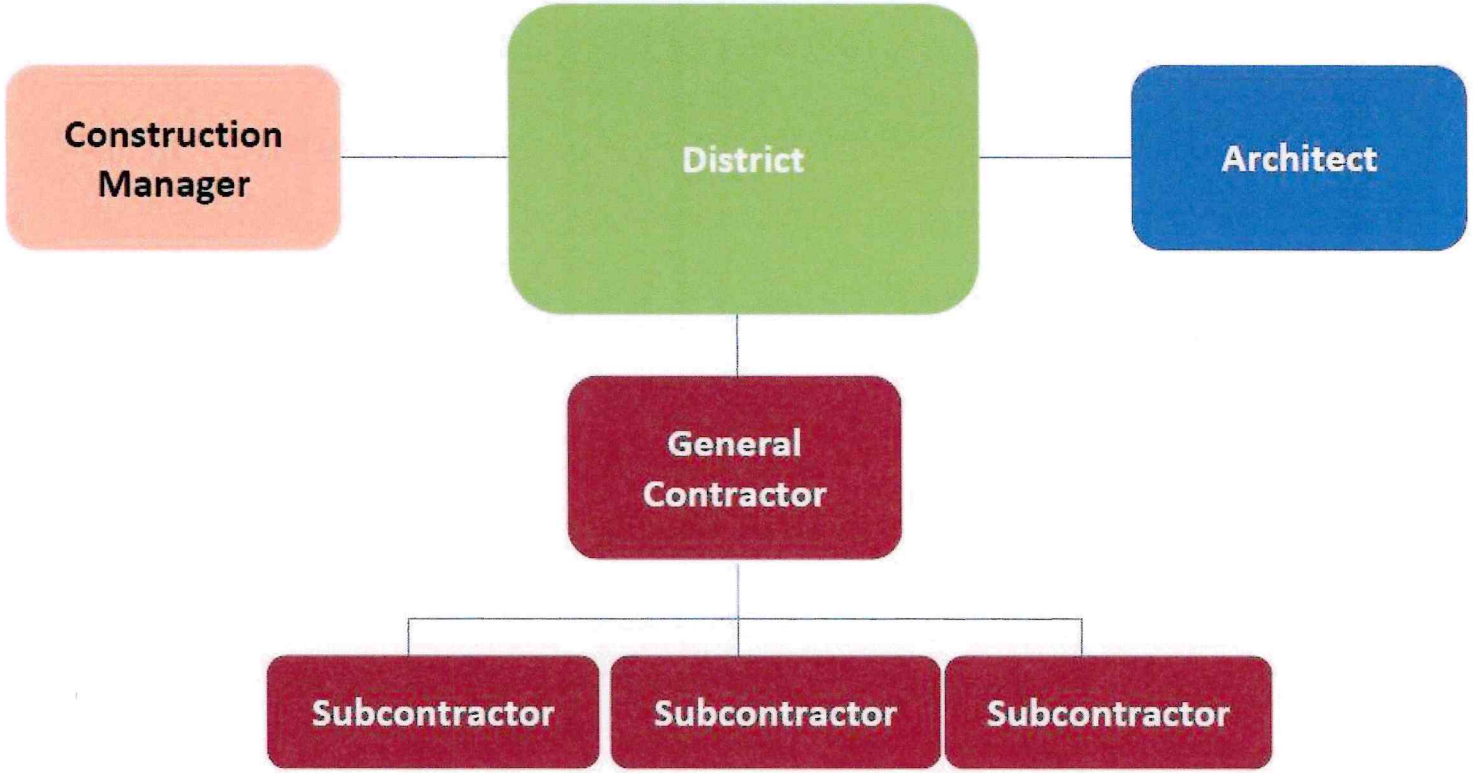
for Ida Antoniolli Clair, AIA
State Architect

cc:
Architect

Project Delivery Method Options

March 6, 2026

Design-Bid-Build
(Lump Sum Contract / Hard Bid)



DWK
DANNS WOLIVER KELLEY
Attorneys at Law

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How Design-Bid-Build Works

- Bid package based on DSA-approved plans and specifications
- Publicly-advertised
- Contractors' bids must correspond to the bid package
  - (SD) Mandatory prequalification of general contractor and MEP subcontractors for projects ≥ $1 million using state bond funds
- District opens bids and either awards to the lowest responsive, responsible bidder, or rejects all bids

Is Design-Bid-Build Right for the Project?

Advantages

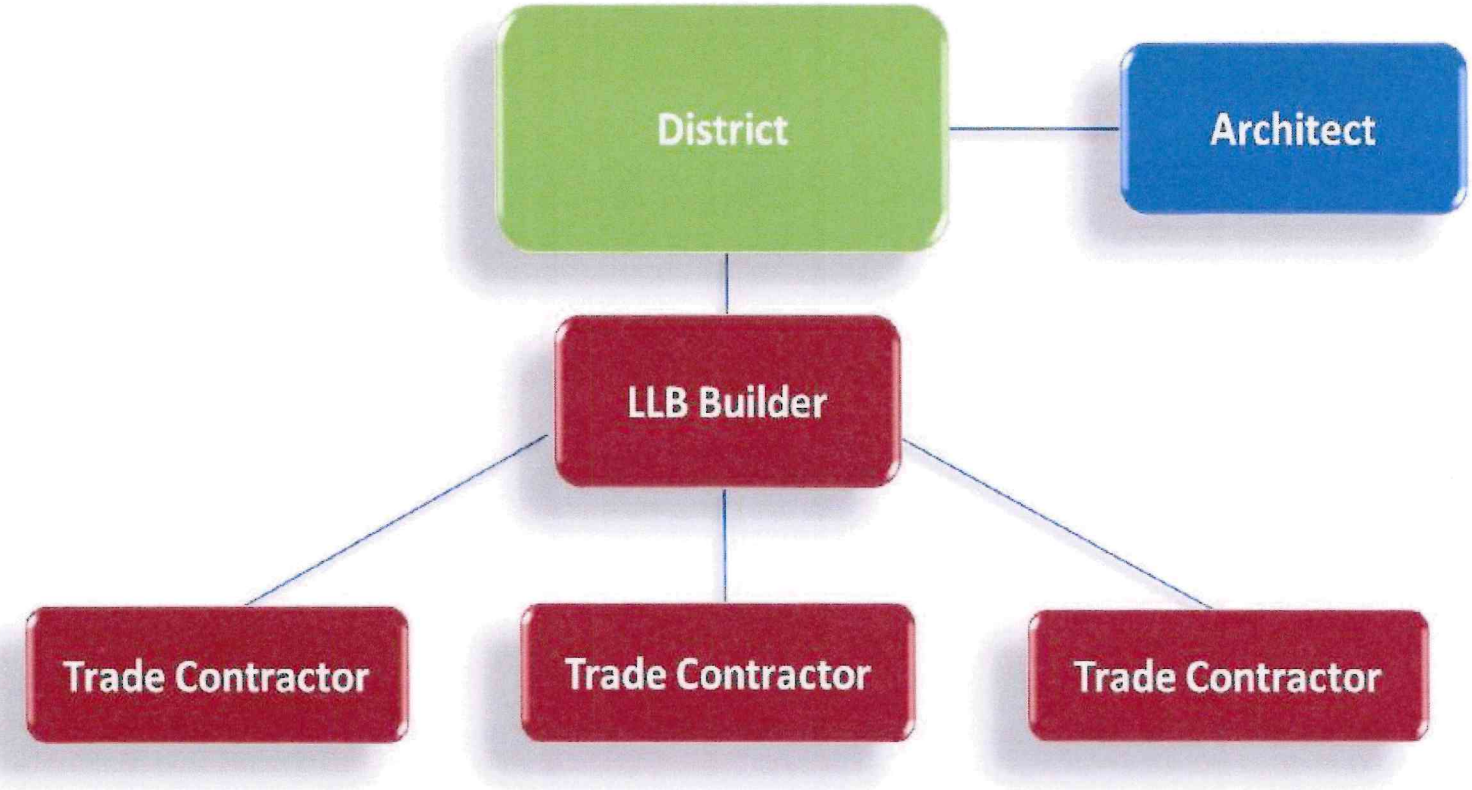
- Familiar approach
- Lowest price, initially
- No contract negotiation

Challenges

- Accurate plans at bid
- No early involvement by builder in design
- Change orders / disputes

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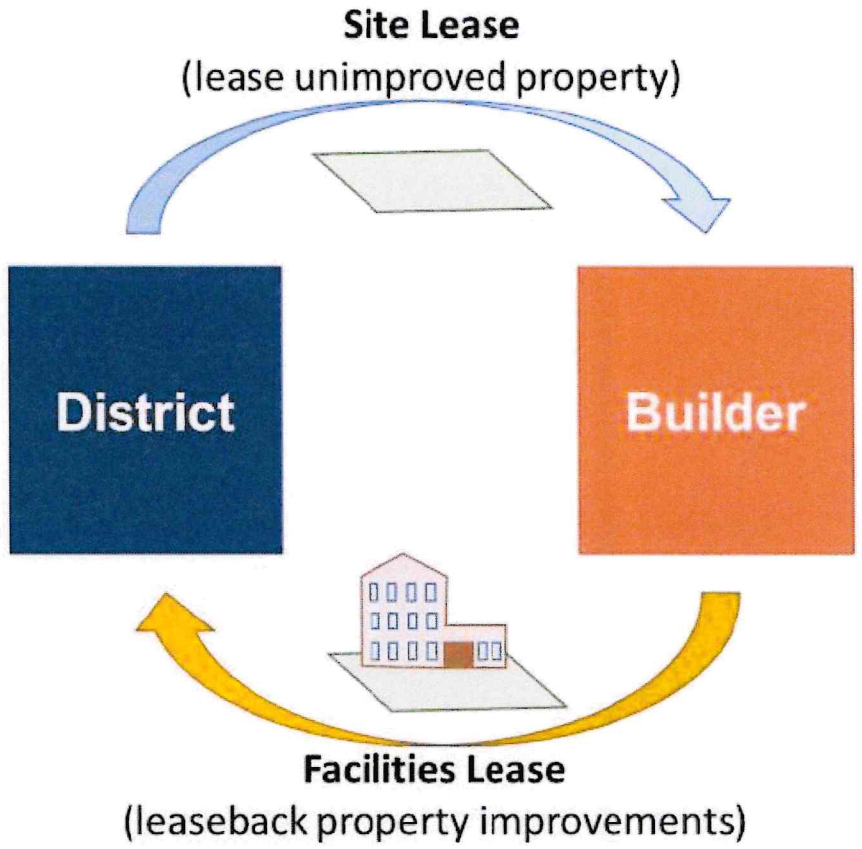
Lease-Lease Back (LLB)



DWK
DANNIS WOLIVER KELLEY
Attorneys at Law

How Lease-Leaseback Works

- District "leases" property to Builder
  - Site Lease
- Builder constructs tenant improvements to property
- Builder "leases back" completed improvements to District
  - Facilities Lease



How Lease-Leaseback Works

- Prequalification process for developers and MEP subcontractors
- Best value procedures and guidelines
- RFQ/P – developer selected based on best value
- Contract negotiation, then Board award of contract
- After DSA approves plans and specifications:
  - Subcontractor bidding
  - Negotiate Guaranteed Maximum Price and amend contract

Is Lease-Leaseback Right for the Project?

Advantages

- Best value selection
- Early builder input in design
- Open book approach to costs

Challenges

- Potential for legal challenge
- Higher upfront costs
- Negotiated contracts
- Skilled & trained workforce requirements

Lease-Leaseback - Chualar Union School District

- District leases soccer field to a developer/contractor for $1 per year.
- The developer/contractor leases the soccer field back.
- District makes regular lease payment over a specific term including interest (financing component).
- FEMA will not reimburse the interest costs.
- Subject to lawsuits regarding competitive bidding requirements.
- Higher contract prices compared to traditional methods.
- Increases debt in our books, affects our rating rate, (A+) with negative outlook.

Chualar Union School District

Chualar Union Elementary School District

Respect - Responsibility - Cooperation - Safety - Upstanders

24285 Lincoln Street
Chualar, CA 93925
(831) 679-2313

Expanded Learning Opportunities Program Plan
2025-2028

Revision/Update
March 6, 2026

This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)

Local Educational Agency (LEA) Name: Chualar Union School District

District Contact Name/Title:	Ruben Pulido, Superintendent/Principal
District Contact Email:	rpulido@chualarusd.org
District Contact Phone:	(831) 679-2313
School Site:	Chualar Union Elementary School

Governing Board Approval Date:

Review/Revision Date: 03/06/2026

Purpose

This program plan is required by EC Section 46120(b)(2). In this program plan, we will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences.

It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.l[a])

"Expanded Learning Opportunities Program" (ELO-P) has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded Learning Opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][l])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(l). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (COE) Quality Standards and CQI web page, located at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp.

ELO-P includes the 180 days of instruction and 30 additional days of Expanded Learning Opportunities in the Saturday Academy, Spring and Summer breaks.

Attendance Recovery allows local educational agencies (LEAs) the option to offer more opportunities to increase student access to instruction and recover funding dependent on average daily attendance.

To mitigate the negative impact that chronic absenteeism and emergency events have had on academic continuity for students and LEA funding, Senate Bill (SB) 153 (Chapter 38, Statutes of 2024) as amended by SB 176 (Chapter 998, Statutes of 2024) established the Attendance Recovery (AR) program under Article 9, Chapter 2, Part 26 of *Education Code* (*EC*) sections 46210-46211.

AR programs are voluntary programs that enable students to recoup absences for the purpose of apportionment (up to the lesser of ten total or the total number of absences accrued in a given school year) by attending supplementary sessions outside of the regularly scheduled school day.

Beginning in fiscal year 2025–2026, school districts, county offices of education and classroom-based charter schools may choose to offer an AR program to eligible students enrolled in classroom-based programs before or after school, during weekends, or on intersession breaks.

Collaborating with Partners

Chualar USD has continually engaged multiple stakeholders to solicit feedback throughout the 2025-2026 year via Google Forms to update the Expanded Learning Opportunities Plan. Additionally, during our upcoming LCAP engagement surveys with students, parents and staff, stakeholders will give additional feedback on what programs and supports have been most successful, along with areas of need. This additional feedback will guide future revisions of this plan.

1 – SAFE AND SUPPORTIVE ENVIRONMENT

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Programmatic Level

Our number one goal is to provide a healthy and safe learning environment..

Response

The Expanded Learning Program will take place on our school site. Since we are a small rural district, our students walk to school, are regularly transported by their parents in private transportation or on our district school bus. Our driver is fully licensed and remains up to date

with all safety training. Our buses are also inspected daily before each bus runs in their pre-trip inspection as well as annually by California Highway Patrol.

ELOP Services will include Attendance Recovery during intersession, Saturday's, and after school beginning July 1, 2025 offered by employed certificated teachers. Attendance Recovery can recover a maximum of 10 days of Average Daily Attendance for a student within a fiscal year.

Transporting Students

Expanded Learning (School Calendar Spring Break)

With the exception of planned and scheduled field trips, our summer program will take place predominantly on our only campus at Chualar School. Students will walk to school, be transported to our program either by their parents, on our school buses or will remain on campus at the end of the school day. Planned and scheduled local field trips may require use of our own school buses. Our drivers are fully licensed and remain up to date with all safety training. Our buses are also inspected daily before each bus runs in their pre-trip inspection as well as annually by California Highway Patrol. Planned and scheduled extended field trips (fifty miles or further) will utilize professional charter transportation organizations that meet all safety requirements and are driven by fully licensed and insured drivers.

Expanded Learning (Summer School)

Our summer program will take place predominantly on our only campus at Chualar School. Students will walk, be transported by parents via private vehicles or will be transported in district school buses. Planned and scheduled local field trips may require use of our own school buses. Our drivers are fully licensed and remain up to date with all safety training. Our buses are also inspected daily before each bus runs in their pre-trip inspection as well as annually by California Highway Patrol. Planned and scheduled extended field trips (fifty miles or further) will utilize professional charter transportation organizations that meet all safety requirements and are driven by fully licensed and insured drivers.

Attendance/Sign-ins/Sign-outs

When students arrive at the program whether it is before school, after school, or in the summer learning program they will be personally greeted by staff and checked into the program. Students will enter the campus through the school cafeteria / the multi-purpose room. Program attendance

will be collected and records will be maintained. With the exception of all bus students, at the end of the program students will be released either from the cafeteria / the multi-purpose room, and will be physically handed over to a responsible adult and the adult must sign them out. All registered bus students will be released at the regular bus drop-off and retrieval location in front of the school's main office. TK and K students MUST be met by a parent.

Facilities Safety

Our school site is well maintained, inspected and meets all current building codes and specifications for public school campuses.

We have ample lighting for additional safety precautions. Due to COVID 19 we have also implemented all safety precautions currently recommended by the California Department of Public Health.

Chualar School has an approved comprehensive safety plan that is updated annually and is available on our website. This plan outlines all of our policies and procedures as well as people responsible. To ensure that we operate in coordination with this plan, we participate in monthly drills and practices so that the students and teachers and staff are well aware of all procedures and practices well in the event of an emergency.

Staff Level

Behavior/Expectations

We incorporate a "shared responsibility" approach to our positive behavior supports and reinforcement for our students. These expectations have been created with a collaborative effort between students, teachers, classified staff members and Administrators.

Being a PBIS district enables us to:

- Effectively teach appropriate behavior to all children by identifying expectations and modeling and practicing these with our students.
- Intervene early before unwanted behaviors escalate-remaining alert and proactive so that we are not pushed into reactive mode.
- Use research-based, scientifically validated interventions whenever possible-work on strategies and behavior plans and be willing to reset and try something new if these are not working.
- Monitor student progress-remain actively engaged with each student every day to ensure they are receiving the support they need to be successful.

Social Emotional Learning (SEL) Supports

We personally greet students every day as they enter our campus through our cafeteria (this is done by a combination of our classified staff, our certificated staff, our principal or designee). The reason for the implementation of school entrance via the cafeteria is to ensure we follow our approved protocols for prevention of COVID 19 spikes by testing every child that participates in our Spring and Summer programs as well as to ensure all children have an opportunity to receive breakfast prior to attending their designated program. This practice will be carried over into the expanded learning program by our program facilitators, program leads and program assistants.

All school faculty and staff have been trained in CPR and First Aid and are prepared to follow any and all emergency procedures outlined in our Comprehensive School Safety Plan including following all protocols for fire and earthquake drills. A fire drill will be initiated during the first week of our summer program. All Spring and Summer staff will be identified by wearing school and program specific identification e.g. badges, vests and/or staff shirts.

We employ School Counselors from Harmony At Home and Sticks and Stones in conjunction with a Monterey County Behavioral Health Therapist who work closely with our staff to support the mental health and well being of all of our students. We also have our special education staff and classroom aides on campus to assist, advise and consult with our staff to assist all students in being successful. They will often meet to create behavioral plans and expectations and share strategies and resources to assist in the best possible procedures for serving our students.

We believe, and research indicates, that addressing student social and emotional needs not only improves their mental health but also their social skills and their academic performance. It is with this in mind that we have increased our services to students in addition to purchasing curriculum to help serve our students diverse needs.

Participant Level

Community Building

Students and staff intentionally work together to build a shared community. This is evident in the time that our staff spends intentionally communicating one on one and in small group settings with our students. This mirrors what is culturally evident within our Hispanic community. Our staff and other members of the community know each and every one of our families, their extended families and their siblings. In our small community it is very important to keep consistent, open, calm communication at the forefront of every interaction with staff, students and parents. We feel the most important thing that we can do each and every day is to pause long enough to listen to a child. They are the reason that we are here.

2 – ACTIVE AND ENGAGED LEARNING

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Programmatic Level

The design of our program and what will make it a quality program is making certain that we are offering opportunities for our students to learn and grow, beyond what they can do in the instructional day. Our program resources will be utilized only during our scheduled vacation or summer breaks throughout the year. Our program will also offer a very safe and trusted environment for them while their parents work or take care of other business. Our parents work in the agricultural and labor industry and often leave their homes very early in the morning. For this reason our program will start with provision of a morning breakfast upon our student arrival to school.

From the inception of our program we inquired and will continually ask for parental, staff, and student input as to what they would like the program to look like via the District Board of Trustees and parent community meetings. Each of the activities will be designed based on their input. In order to gauge interest in activities we will have the parents sign the students up and to rank the offerings. This will allow us to make certain we are offering enough spaces in relation to the interest of our participants. We also know because we are located in such a rural area that our families depend on us to keep their children safe and engaged. The school Superintendent/Principal, Administrative Assistant as well as designated Managers will be active participants in supporting this program. They will have frequent and open communication with activity leaders to ensure the mission and goals are being achieved. The staff/student/parent surveys will be conducted in March 2023.

Response

The Expanded Learning Program will not replicate the instructional day, however it is important to work together with shared goals, a shared culture, and shared expectations for our students. This shared perspective helps participants to feel safe, be able to anticipate what is expected and acknowledge the shared goal of serving their needs.

The programming is divided into three main components:

1. Instructional intervention and tutoring tailored to the individual needs of students. This will help meet our goal of adapting our program to the identified needs of our students who enroll.
2. Physical education and sports.
3. STEAM enrichment activities; and
4. All program components will have a daily homework assistance/tutoring plan.

To continuously improve and develop the program we will continue to review and refer to the Quality Standards for Expanded Learning Programs.

Quality Standards for Expanded Learning

Expanded Learning - 180 School Days program

The ELO-P provides educational experience and serves pupils from TK-6th grade. This program is going to include 180-School days and additional 30 Intersession/Summer days. During the 180-School days the district will offer an after school program that runs from 2:30 PM - 6:00 PM (Regular) and 12:30 PM - 6:00 PM (Minimum). The staff ratio is the following: TK-K 1:10 ratio and 1st-6th grades 1:20 ratio.

Tutors are provided to the students for assistance in their current curriculum. Assistance will help the students complete their daily homework. This will help support students at their current level and move them towards a positive performance.

The district focuses on developing the academic, social, emotional skill sets and incorporates sports as part of the healthy choices program . All of the activities will give students an opportunity to challenge their personal skill set within the thematic instructional environment.

Expanded Learning- Spring Break

The power of a field trip as an educational experience can't be overstated. A group of children exploring the scientific, artistic, historical, or natural world around them creates lasting and meaningful learning. In addition, our students get to bond in a different way with both their peers and their teachers. Field Trips offer a unique opportunity for students to create connections, which will help them gain an understanding and develop an enjoyment for learning.

Students on field trips sharpens their skills of observation and perception by utilizing all their senses (narbors et al., 2009). Planned and scheduled local field trips will require use of our own school buses. Our drivers are fully licensed and remain up to date with all safety training. Our buses are also inspected daily before each bus runs in their pre-trip inspection as well as annually by California Highway Patrol. Planned and scheduled extended field trips (fifty miles or further) will utilize professional charter transportation organizations that meet all safety requirements and are driven by fully licensed and insured drivers. If scheduled field trips do not materialize due to inclement weather or other unforeseen but unsafe circumstances, the program will go on as noted below.

The Expanded Learning Spring Break Program is a 9-hour program that begins with a nutritional breakfast. Immediately after breakfast students will proceed to their instructional program location where groups of 15-20 students will transition between individualized or small group instruction and academic support and STEAM project-based enrichment. Each of the program components will last 45 minutes to one hour. During academic support, activity leaders group each student in the appropriate group according to class assignment or intervention needs.

If leading intervention, the activity leader will use curriculum provided by regular instructional day teachers while the other students work on an activity of their choice from a menu provided by staff. During the enrichment programming activity leaders will lead students in a variety of lessons that focus on STEAM-related activities including, but not limited to, hands-on, real-life problems/solutions, that allow students to explore, investigate, research and create.

Attendance Recovery (AR) for all students during Spring Break. The AR will be provided by employed certificated teachers.

<u>Expanded learning- Summer School</u>

The Expanded Learning Spring Break Program is a 9-hour program that begins with a nutritional breakfast. Immediately after breakfast students will proceed to their instructional program location where groups of 15-20 students will transition between individualized or small group instruction and academic support and STEAM project-based enrichment. Each of the program components will last 45 minutes to one hour. During academic support, activity leaders group each student in the appropriate group according to class assignment or intervention needs.

Our current Summer School program is a program operating for up to six days a week for four weeks. This program will be expanded to operate from 7:30 a.m. - 4:30 p.m. for a total of nine hours per day. The summer program includes Saturday field trips and Test Prep Academies.

Attendance Recovery for "banked hours" of absences will be offered in the month of July for that current fiscal year. The AR will be provided by employed certificated teachers.

Our program is open to TK - 6th grade students and incoming kindergarten students. Our goal is to design a program that is robust and includes the required educational and literacy element in which tutoring is provided in the following areas: language arts, Mathematics, all STEAM curricular areas including Science, Technology, Engineering, Art, and Mathematics (STEM standards).

The special education staff will provide a detailed list of the students' needs identified in Student Study Team (SST), 504 and IEP plans. These detailed lists will be provided to all of the staff leading and providing assistance in Saturday field trips, Academies, Spring & Summer Break. In addition to the list, support staff will receive critical and important information to ensure specific and direct academic/activity support.

A Comprehensive School Safety Plan, approved by the School Board, includes all procedures and safety practices available to all stakeholders during the regular school day and non-school day (Saturdays, Intersession, and Summer program).

Safety drills take place during the implementation of the program on a monthly basis; except for intersession and summer programs.

ExL staff will participate in emergency and school wide systems training on March 30, 2023. Additional Positive Behavior Interventions Supports (PBIS) staff training occurred in the initial professional development training period at the start of the school year (August 2022).

In addition, the design is to have an educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities (mental health). We look to offer a variety of different options and opportunities based on student interest surveys and parent feedback from previous programs. Examples of the activities that we will look to have the students engage in are:

- Coding and robotics competitions using multiple resources including Ozobots, EV3 Lego Mindstorms EV3 robots and other Basic Beginner Lego Robotics kits- students learn to construct their own robots following directions and visual models. Once complete they work collaboratively to code and develop obstacle courses for their models. As they advance in their learning, they will also increase the complexity of their constructed robots adding knowledge related to pulleys, inertia, speed, distance and elasticity as well as motors, sensors, controllers and advanced programming.

- Engineering - Rocketry and students' creation of their own stomp rockets where they learn basic concepts of rocketry, learn the dynamics of bridge construction, and robot design.

- Cooking- where students use skills such as:
  - ❖ Reading skills: following directions, new vocabulary, sequencing
  - ❖ Math Skills: measurement, math calculations, fractions, temperature and shapes
  - ❖ Health lessons: healthy eating, food groups, safety and cleanliness
  - ❖ Fine motor skills: sifting, measuring, kneading, pouring, sifting, rolling, whisking
  - ❖ Social skills: cooperation, working together, teamwork, responsibility, sharing, self-esteem
  - ❖ Chemistry and Science: making predictions, chemical reactions, how temperature impacts gasses, liquids and solids.

- Art: Students are able to use a variety of mediums to design and develop unique creations. (paintings, murals, watercolor, oil pastels, posters, ceramics just to name a few). A muralist will guide students to refresh our school murals.

- Agriculture: Students have been able to build planter boxes measuring and cutting materials then assembling all of the pieces. Design and research temperature, soil conditions and plant types that will survive, grow and thrive in our climate. Learn how to compost from cafeteria leftovers. Plant their own gardens (vegetables, flowers, plants) and learn about the necessity of sunlight and water.

- Music Instruction - Students will learn basic note reading and will apply their music note reading to playing one of the following instruments: marimba, xylophone, guitar, trumpet or drum corps drumming

- Technology - Acquire and improve upon their computer literacy skills while they learn how to develop their own powerpoint presentations, animation design based on summer program themes. Students will prepare the weekly announcements pertaining to the summer programs activities.

- Athletics / Sports - Students will experience the dynamics of all major sports. They will take an active role in their own physical wellness development and learn all of the varied rules for good sportsmanship and sport-specific rules and regulations of fair play. This group will organize a turkey trot at the end of the summer program that includes all summer school participants.

- Field Trips - All field trips will focus on meeting STEAM goals and objectives.

Staff level:
The majority of staff in our after school and summer expanded learning program will also work in the instructional day. This will provide the opportunity for continual, open communication about students' needs and desired support.

Participant Level:
Our entire campus will be open to our expanded learning programs. They are an extension of what we do to provide support to our students and their families. We will allow them access to any resource or materials they need including our library, our technology, our playgrounds and sports materials.

3 – SKILL BUILDING IN ACTION

Describe how the program will provide opportunities for students to experience skill building.

Programmatic Level
Response

The summer program will be designed to allow students the opportunity to select their choice for hands-on study. All of the themes and support activities will give students an opportunity to challenge their personal skill set. Additionally, all areas of study will have a final presentation element that will allow students to demonstrate their new knowledge via presentation, performance or artifacts.

All enrichment opportunities in the program will be designed to inspire creativity and innovation, we will work to increase critical thinking and problem solving, by using constant and meaningful communication and collaboration these goals can be achieved. The activities and lessons will be designed to support students at their current level of performance and move them towards mastery of skills they have not yet mastered.

Continuous collaboration and input will be facilitated between the Expanded Learning Program and the instructional day staff because the Expanded Learning Program will not replicate the instructional day. It is the full intent of the administration to acquire all instructors from the existing list of instructional day educators. The intent is to ensure all will work together with

shared goals, a shared culture, shared expectations, diverse and dynamic learning modalities and time that will help us move outside of the limitations that can bind the instructional day. This will provide the opportunity for continual, open communication about students' needs and desired support.

Expanded Learning (Spring Break)

There are a few activities that we are able to introduce and support in the instructional day but may not receive the time or attention needed to support mastery. In expanded learning we can work collaboratively with local agencies, who will share their knowledge base and skill set, to increase the depth of learning and the level of performance of our students via field trips.

The power of a field trip as an educational experience can't be overstated. A group of children exploring the scientific, artistic, historical, or natural world around them creates lasting and meaningful learning. In addition, our students get to bond in a different way with both their peers and their teachers. Field Trips offer a unique opportunity for students to create connections, which will help them gain an understanding and develop an enjoyment for learning. Students on field trips sharpens their skills of observation and perception by utilizing all their senses (narbors et al., 2009). The curriculum with study packets will be reviewed and prepared based on the thematic focus of specific field trips. In the daily academics we offer language arts, math and STEAM classes.

Planned and scheduled local field trips may require use of our own school buses. Our drivers are fully licensed and remain up to date with all safety training. Our buses are also inspected daily before each bus runs in their pre-trip inspection as well as annually by California Highway Patrol. Planned and scheduled extended field trips (fifty miles or further) will utilize professional charter transportation organizations that meet all safety requirements and are driven by fully licensed and insured drivers. If scheduled field trips do not materialize due to inclement weather or other unforeseen but unsafe circumstances, the program will go on as noted below.

Expanded Learning- Summer School

Our summer program will be an enrichment intensive STEAM focused program that provides very diverse experiences that allow students the time and support to learn new skills, invest time in building mastery and gaining confidence and then showcasing these skills at the end of the session in various culminating activities dependent upon the skill. These culminating activities may be a talent show, an open house, a carnival with student created booths and games. All of these opportunities will be presented to students for them to decide what they would like to do as they are instrumental in developing the program and providing the activities.

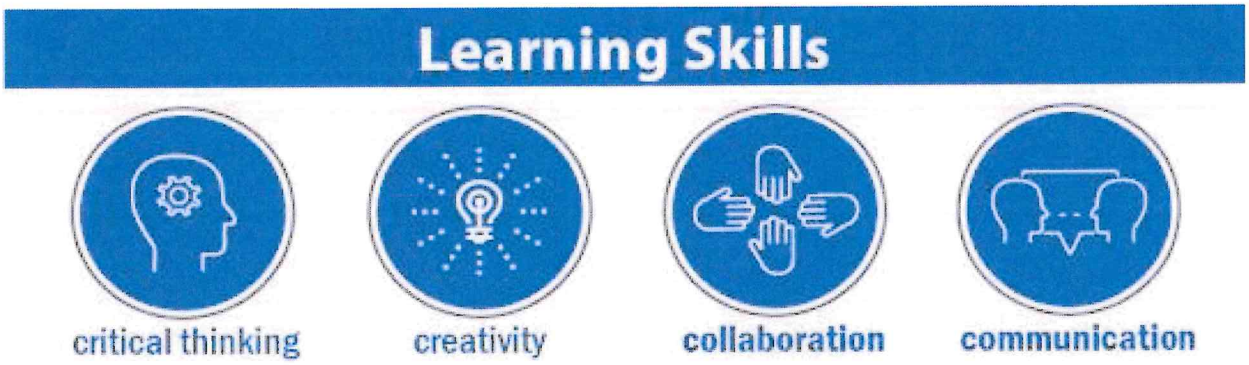
Staff level

In supporting students and helping to move their learning forward they have the ability to practice skills. They can also offer coaching and positive feedback. They are able to spend time with students and offer support as they move through the inevitable experiences of trying, failing, reflecting and growing from our experiences. The supportive, open and caring relationships that they have developed will help them be a trusted adult for the students to rely on. Staff will be specifically hired and retained for their character that they exhibit when working with our students. We know that we can teach people how to teach, coach, do crafts, etc., but we cannot teach them to care.

Participant level

The activities and events that are integrated in both the expanded learning after school and summer program will provide support to engage students in 21st Century skills. They will have numerous opportunities to work collaboratively in multi-age groups that help them build higher level communication skills. They will also have the opportunity to showcase their projects and their talents in various venues throughout the academic year and the summer.

21st Century Skills



More educators know about these skills because they're universal needs for any career. They also vary in terms of importance, depending on an individual's career aspirations.

- **Critical thinking**: Finding solutions to problems
- **Creativity**: Thinking outside the box
- **Collaboration**: Working with others
- **Communication**: Talking to others

Literacy Skills



They're sometimes called IMT skills, and they're each concerned with a different element in digital comprehension.

- Information literacy: Understanding facts, figures, statistics, and data
- Media literacy: Understanding the methods and outlets in which information is published
- Technology literacy: Understanding the machines that make the Information Age possible

Life Skills



Also called FLIPS, these skills all pertain to someone's personal life, but they also bleed into professional settings.

- Flexibility: Deviating from plans as needed
- Leadership: Motivating a team to accomplish a goal
- Initiative: Starting projects, strategies, and plans on one's own
- Productivity: Maintaining efficiency in an age of distractions
- Social skills: Meeting and networking with others for mutual benefit

4 – YOUTH VOICE AND LEADERSHIP

Describe how the program will provide opportunities for students to engage in youth voice and leadership

Programmatic Level

Response

Student Leadership and voice is an integral part of our program. With the help of our Technology Specialist, we have developed a very active student council team. Our advisor mentors these students and helps them to develop and refine their skills and to develop essential character traits including: responsibility, respect, trustworthiness, fairness and caring. As the students work and grow in these skills, they use their new found knowledge and empowerment to influence others. These students will be very instrumental on our campus in a variety of ways including our ELO-P. They will help promote the program, they may help mentor younger students, they will help sponsor and support activities and they may also serve as "big buddies" or "peer tutors".

Staff level

Expanded Learning- Spring Break

The power of a field trip as an educational experience can't be overstated. A group of children exploring the scientific, artistic, historical, or natural world around them creates lasting and meaningful learning. In addition, our students get to bond in a different way with both their peers and their teachers. Field Trips offer a unique opportunity for students to create connections, which will help them gain an understanding and develop an enjoyment for learning. Students on field trips sharpens their skills of observation and perception by utilizing all their senses (narbors et al., 2009). The curriculum with study packets will be reviewed and prepared based on the thematic focus of specific field trips. In the daily academics we offer language arts, math and STEAM classes. Finally, kids in the field trip group " scored higher on end-of-the-grade exams, received higher course grades, were absent less often, and had fewer behavioral infractions," compared to a ScienceDaily brief. April 8, 2022.

Planned and scheduled local field trips may require use of our own school buses. Our drivers are fully licensed and remain up to date with all safety training. Our buses are also inspected daily before each bus runs in their pre-trip inspection as well as annually by California Highway Patrol. Planned and scheduled extended field trips (fifty miles or further) will utilize professional charter transportation organizations that meet all safety requirements and are driven by fully

licensed and insured drivers. If scheduled field trips do not materialize due to inclement weather or other unforeseen but unsafe circumstances, the program will go on as noted below.

Expanded Learning- Summer School

The staff in our after-school program will be very intentional in making certain that our students have the opportunity to share their opinions, express their desires and take on leadership tasks. The students will be provided choices related to what the program offerings will be, what activities they would like to participate in and how they will celebrate their learning. As we continue to grow and establish our program, we intend to replicate the phenomenal work that is happening with our student leadership team and create an expanded learning leadership team with multi-age group representatives and leaders who will then help support the other students engaged in the program. These activities and experiences are exceptionally well suited to prepare students for moving into high school and working on Link Crew and Student government.

As in the afterschool program we will work to continue to grow and increase the student's leadership facilitation and application of key learning. Again, as we continue to grow and establish our program, we intend to replicate the phenomenal work that is happening with our student leadership team and create an expanded learning leadership team with multi age group representatives and leaders who will then help support the other students engaged in the program. These activities and experiences are exceptionally well suited to prepare students for moving into high school and working on Link Crew and Student government.

Participant level

The use of our formal and informal means of collecting data related to program offerings allows the students the opportunity to provide feedback, participate in discussions and participate in developing the program. During the summer program students will enjoy the ability to spend extended time on self-selected activities, taking responsibility for completing projects and participating in culminating events that help them show what they know.

5 – HEALTHY CHOICES AND BEHAVIORS

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

Programmatic Level
Response

We are committed to helping our students and their families develop and promote healthy lifestyles. We spend a great deal of time in our instructional day making certain that every grade level from TK to 8th grade have access to regular physical education classes with instructors who are specifically assigned to support them in skill building and practice. These instructors provide multiple options so that students can explore and learn new skills, try new sports and experience success. Additionally, we offer a sports program in which our 4th-6th grade students participate in seasonal leagues and compete all year long with other schools. One of the greatest attributes of this program is that all students participate and have the ability to learn and grow. It is evident in our culture that fitness and nutritious eating and promotion of a healthy lifestyle is important. This culture will be carried into our Spring Break and summer school program by actions, intentional learning opportunities and activities. Our policies will reflect the intent of our program which is to support our students in developing, learning and continuing to live a healthy lifestyle.

An annual survey is conducted by our food services manager to help gauge student preferences and choices of healthy meals during our regular instructional program as well as during our Spring and Summer programs. We anticipate providing students with their preferred breakfast, lunch and snack choices during both the Spring and Summer programs within the Child Nutrition Program guidelines.

Our Cafeteria Manager has completed a student survey of preferred meals. Based on the survey of healthy foods, all of the Saturday field trips, Academies, Spring & Summer Break will include meals based on these student preferences. A nutritionist will be scheduled to discuss healthy choices and behaviors pertaining to improved and maintenance of good physical health.

<u>Expanded Learning- Spring Break</u>
Active and engaged learning is the hallmark of our program. Snacks that are served to the students in the program also follow the national school lunch nutrition guidelines that apply to all food items served at school. In addition to learning about positive behaviors students are also instructed in and encouraged to learn responsible behaviors related to things to avoid in their lives that could negatively impact them such as tobacco, drugs, vaping, and alcohol. We expect students will enhance their knowledge of making the best choices by also participating in selected field trip experiences.

The power of a field trip as an educational experience can't be overstated. A group of children exploring the scientific, artistic, historical, or natural world around them creates lasting and meaningful learning. In addition, our students get to bond in a different way with both their peers and their teachers. Field Trips offer a unique opportunity for students to create connections, which will help them gain an understanding and develop an enjoyment for learning. Students on field trips sharpens their skills of observation and perception by utilizing all their senses (narbors et al., 2009). The curriculum with study packets will be reviewed and prepared based on the thematic focus of specific field trips. In the daily academics we offer language arts, math and STEAM classes.

Planned and scheduled local field trips may require use of our own school buses. A smaller school bus will be purchased with ELOP funds (50%) and funds matched (50%) by the general funds. Our drivers are fully licensed and remain up to date with all safety training. Our buses are also inspected daily before each bus runs in their pre-trip inspection as well as annually by California Highway Patrol. Planned and scheduled extended field trips (fifty miles or further) will utilize professional charter transportation organizations that meet all safety requirements and are driven by fully licensed and insured drivers. If scheduled field trips do not materialize due to inclement weather or other unforeseen but unsafe circumstances, the program will go on as noted below.

Expanded Learning- Summer School

In addition to the aforementioned aspects of the program and our culture, we will also have options for students to participate in gardening as well as cooking and nutrition classes.

Staff level

Our staff will model healthy living and the professionals we bring in will support that goal.

Participant level

Each activity that we participate in encourages our students to make healthy choices and to extend their learning beyond just the program.

6 – DIVERSITY, ACCESS AND EQUITY

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the

Programmatic Level
Response

Expanded Learning

Communication is vital to our success and we use multiple means to communicate with our small community at all times. We use our Facebook pages, our websites, REMIND phone calls/emails as well as hard copy notifications. Expanded learning staff will maintain current contact information for all students enrolled or interested in enrolling in the program so that they can contact them at all times. All promotional materials for any application, program openings or events will also be advertised in all of the above ways.

We welcome all students interested in enrolling in the program. If students have any special needs, we make sure to have open communication so that staff are well aware and provided resources for serving those students. The only time a child is not immediately enrolled in the program is when we are limited by having enough staff to support our staff to student ratios. Students with Special needs will have additional individual teacher assistants and support as indicated in their IEP.

Our staff is also very representative of the students that we serve. In such a small community we often hire either family members or former students of our school.

The Expanded Learning Summer program will also be open to TK-6th grade students. Our program will celebrate diversity and welcome all students. Our program will be open to all and focused on meeting our mission and vision of supporting all students and supporting their growth while appreciating their diversity.

Staff level
Staff are well trained to serve all students. All school faculty and staff have been trained in CPR and First Aid and are prepared to follow any and all emergency procedures outlined in our Comprehensive School Safety Plan including following all protocols for fire and earthquake drills. A fire drill will be initiated during the first week of our summer program. All Spring and Summer staff will be identified by wearing school and program specific identification e.g. badges, vests and/or staff shirts. The majority of staff in our after school and summer expanded learning program will also work in the instructional day. Bilingual staff has been hired to ensure

primary language instruction is maintained for all of our English Learner students. This will provide the opportunity for continual, open communication about students' needs and desired support.

The special education staff will provide a detailed list of the students' needs identified in Student Study Team (SST), 504 and IEP plans. These detailed lists will be provided to all of the staff leading and providing assistance in Saturday field trips, Academies, Spring & Summer Break. In addition to the list, support staff will receive critical and important information to ensure specific and direct academic/activity support.

Participant level

Our focus is on building relationships with our students and creating a safe space for them to feel comfortable and thrive.

7 – QUALITY STAFF

Describe how the program will provide opportunities for students to engage with quality staff.

Programmatic Level

Response

Rigorous recruiting is done throughout the community by a variety of methods. We post flyers in the office and send out announcements via previously mentioned digital platforms. We also have made significant increases to the salaries and hours for the program to make the positions more enticing.

Due to our rural location all of our applicants come right from our school community and most are related to our families or are siblings who have already graduated from our school so they definitely reflect our students, staff and parents. We purposefully seek to hire individuals who exhibit integrity, professionalism, caring and work to be positive role models. The majority of staff in our after school, Spring Program and summer expanded learning program will also work in the instructional day. Bilingual staff has been hired to ensure primary language instruction is maintained for all of our English Learner students. This will provide the opportunity for continual, open communication about students' needs and desired support.

Staffing is accomplished by hiring a combination of Classified and Certificated staff employees.

All staff have had their fingerprints cleared by both the FBI and DOJ (Department of Justice).

Classified Staff:
Completed a variety of training via Public School Works that range from Mandatory Reporter Training to CPR/First Aid.
Minimum Qualifications: No Child Left Behind or 48 semester college units

Certificated Staff:
Completed a variety of training via Public School Works that range from Mandatory Reporter Training to CPR/First Aid.
Minimum Qualifications: CA Teaching Credential or teaching permit from Commission of Teaching Credentialing

Staff level

Staff are clearly identified with staff IDs and lanyards that identify them as staff members.

Staff will be made aware of grant requirements and work to maintain all assurances. Staff will check in weekly with the District Administration to ensure open communication and adherence to grant requirements.

Participant level

While our participants do not have a part in our staff selection process their input would definitely be considered if we ever had a problem with a staff member. Our staff, as previously mentioned, are often part of our instructional day staff as well so they have very positive trusting relationships built with our students.

8 – CLEAR VISION, MISSION AND PURPOSE

Describe the program's clear vision, mission, and purpose.

Programmatic Level
Response

The program's mission and vision are a reflection of our district's mission and vision.

Chualar USD - Expanded Learning Opportunity Program
Our district's mission is to Encourage, Engage, and Educate.

Our district's vision is to provide a safe and engaging environment where students develop academic, social and life skills to become productive, responsible citizens in a constantly changing global society.

The vision and mission were developed in a collaborative effort with our teachers, staff, and community members.

The primary purpose of the ELO-P is to support those goals.

Staff level
The staff are the instruments for achieving our goals. The training, planning, focus, and work done by the staff will lead the students where they need to be. Through surveys, assessments, data-meetings, communication with parents and students, the staff will refine the mechanisms of the program to achieve the districts' goals.

Participant level

Students will experience the outcome of our mission and vision without the need to teach it. If our program functions correctly, the outcomes mentioned in the mission and vision will manifest themselves in the products the students produce.

9 – COLLABORATIVE PARTNERSHIPS

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P.

Programmatic Level
Response

Our greatest effort for collaboration is among the school staff and the program staff to ensure that we are all working together to serve our students. Over the years we have developed several

partners who we continue to work with as well as some new partnerships that we are working to increase. Support of the local School Board of Trustees, classified staff, and teachers is a vital piece to the

success of our program. Communicating and celebrating the great work that is going on there to support our families is important.

Expanded Learning- After School & Summer School

Summer School as well as the instructional day program work with the same collaborative partners in support of our students.

Our partners include, but are not limited:

- Monterey County Office of Education
- Harmony At Home
    - Bullying Prevention
    - Sticks and Stones
    - General Counseling Program
- Gonzales Union School District
- Alisal Union School District
- Alisal Community Arts Network (ACAN)
- Fire Department Station #
- Wise Music
- AmeriCorps
- UMASS, CalTeach, CSUMB
- Girl Scouts

Staff level

Communication is a vital part of our program and our school community as a whole. We employ multiple means of communicating with our parents, our staff, and our community. We use our Facebook pages, our websites, ClassDojo, REMIND phone calls/emails and hard copy notifications.

Participant level

Students will be very instrumental in sharing what these partnerships will mean to their program. They will be invited to the Board meeting to share activities, they will share with the instructional day staff and we all share the same spaces so this will create a seamless transition from instructional day to expanded learning with our students, our families, our staff, and our community partners.

10 – CONTINUOUS QUALITY IMPROVEMENT

Describe the program's Continuous Quality Improvement plan.

Programmatic Level
Response

We have a long history of using a quality improvement cycle to develop, implement, review and adjust our systems as we work to provide the best possible services to our students. In addition to data driven decision making we are also committed to providing a program that serves the needs of our community, our families and our students.

Continuous Quality Improvement Cycle

Collect data on the program using multiple strategies. Data comes from sources including self-assessments, review of program policies and manuals, interviews and surveys conducted with staff, youth, and other stakeholders, and observation of program activities. Students will complete and submit a field trip survey which will provide us with essential information for scheduling of future field trips.

Administration, faculty and staff will reflect on program data and use data to generate and implement an action plan for program improvement. Action plans can be used to revise and refine organizational strategies and goals, to direct organizational resources towards areas that need improvement, and to guide professional development for staff.

Implementation of the action plan, and taking time to reflect on progress along the way will be essential to ensure the program is meeting the needs of all student participants. Once key goals are met, it will be essential to reassess and update the action plan accordingly.

Expanded Learning- Spring Break & Summer School
Both programs will follow the same data driven assessment outlined above.

Staff level

The expectation is that staff will be very reflective and communicative. Staff will regularly

collect necessary data required for the management of the program. They will also commit to continuous improvement.

Participant level

We will develop a formal process for obtaining student input specifically related to our program once it has been implemented for a significant portion of time and has the capacity to increase services. Moving forward we will continue to ask for input and use it to develop our program.

11 – PROGRAM MANAGEMENT

Describe the plan for program management.

Programmatic Level
Response

This program is dependent upon open and frequent communication between the Superintendent/Principal, Business Manager, Human Resources Coordinator, Cafeteria Manager, Technology Specialist, Assistant Administrator, program support managers, faculty and staff. All fiscal management is done by the Business Manager using the SACS coding system and tracked in our budgeting software, ESCAPE.

Both programs will be overseen by the Superintendent/Principal who will make staffing decisions, evaluate effectiveness, and monitor the budgeting.

Expanded Learning- Spring Break
Staffing for the Spring Break program will be as follow:

- TK/K/1st ELO-P Aide to work 7:30 AM- 4:30 PM (TK-K of 1:10 and 1st-6th 1:20)
- ELO-P Instruction Aide to work from 7:30 AM- 4:30 PM (TK-K of 1:10 and 1st-6th 1:20)
- Certificated Intervention Specialist (1 faculty)
- Certificated Program Support Coordinator (1 faculty)
- Community partners as budget allows

Expanded Learning- Summer School

Staffing for the Summer School program will be as follows:

- TK/K/1st ELO-P Aide to work 7:30 AM- 4:30 PM (TK-K of 1:10 and 1st-6th 1:20)
- ELO-P Instruction Aide to work from 7:30 AM- 4:30 PM (TK-K of 1:10 and 1st-6th 1:20); to fulfill the non-instructional support time

- Certificated Intervention Specialist (1 faculty)
- Certificated Program Support Coordinator (1 faculty)
- Assistant/Clerk to assist the program
- Community partners as budget allows (Independent Contractors, Career Technical Education)

Staff level

Planning

Staff will meet prior to the beginning of the program to participate in team building, review all policies and procedures and expectations. Staff will be provided with shirts, lanyards and/or badges so that they are easily identifiable on campus and can be seen.

Training

Staff will also attend at a minimum one full day of training prior to the beginning of any sessions (example: Spring Break/Summer/Intersession)

Regular Staff Meetings

Staff meet each morning or afternoon of the program to go over the daily plans and materials prep.

Communication

All staff have walkie talkies while on campus so that they can communicate amongst themselves and call for assistance if needed.

Managing student information

Student information will be available via our student information system ARIES as well as hard copy for quick access.

Professional Development

Additional Professional Development will be provided at the initiation of the Spring and Summer programs and throughout based on staff observations and need.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 20 to 1. (EC Section 46120[b][2][D]). Please address the proposed

schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

Response

Our Transitional Kindergarten and Kindergarten programs currently operate on a full-day schedule. During the 180-School days the district will offer an after school program that runs from 2:30 PM - 6:00 PM (Regular) and 12:30 PM - 6:00 PM (Minimum).

Academy Days - Saturday

These are defined by thematically designed field trip opportunities. To ensure those unique experiences that are often not found in regular classrooms. Saturday Academy Days focus on reading, writing and arithmetic. If we offer field trips on Saturdays, they will be enrolled in the field trip opportunities.

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Students on field trips sharpen their skills of observation and perception by utilizing all their senses (narbors et al., 2009). Finally, kids in the field trip group "scored higher on end-of-the-grade exams, received higher course grades, were absent less often, and had fewer behavioral infractions," compared to a ScienceDaily brief. April 8, 2022.

30-Day Program Schedule

ELO-P Schedule Breakout

Expanded Learning - Afterschool (TK-6th)
12:30 PM - 6:00 PM Minimum Day
2:30 PM - 6:00 PM Regular Day

Saturday Academy - Expanded Learning - (TK-6th)

7:30 AM - 8:00 AM Welcome / Sack Lunch / Bus Pick Up
8:00 AM - 4:30 PM Bus Travel to and from / Event
4:30 PM - Arrival & Parent Pick Up

Academy - Expanded Learning - Spring Break (TK-6th)
7:30 AM - 8:00 AM Welcome / Sack Lunch / Bus Pick Up
8:00 AM - 4:30 PM Academics and Enrichment
4:30 PM - Arrival & Parent Pick Up

Expanded Learning - Summer School (TK-6th)
7:30 AM - 8:00 AM Welcome / Sack Lunch / Bus Pick Up
8:00 AM - 4:30 PM Academics and Enrichment
4:30 PM - Arrival & Parent Pick Up

12 – Sustainability In Action

Programmatic Level

The design of our program and what will make it a quality program is making certain that we are offering opportunities for our students to learn and grow beyond what they can do in the instructional day. In addition to the regular school day which guides the required curriculum, standards and selection of instructional themes, the selection of field trip opportunities supports and supplements the experiences students will have in addition to their regular classroom environment. The themes selected for our field trip experiences are a combination of student and teacher input. The selected themes fall in line with the curriculum for all levels included in the varied programs provided through the ELOP.

The power of a field trip as an educational experience can't be overstated. A group of children exploring the scientific, artistic, historical, or natural world around them creates lasting and meaningful learning. In addition, our students get to bond in a different way with both their peers and their teachers. Field Trips offer a unique opportunity for students to create connections, which will help them gain an understanding and develop an enjoyment for learning. Students on field trips sharpens their skills of observation and perception by utilizing all their senses (narbors et al., 2009). The curriculum with study packets will be reviewed and prepared based on the thematic focus of specific field trips. In the daily academics we offer language arts, math and STEAM classes.

Staff Level

At the end of the field trip experiences, students will have an opportunity to continue to expand their knowledge and skill set during their selection of the varied learning opportunities

previously outlined. At the beginning of the instructional new year, a student and teacher survey will help define which field trip experiences will be kept as annual supplementary study. Teachers and staff will be guided through review of the ELOP budget to ensure favored field trip experiences can be maintained throughout the year.

Participant Level

Our initial experiences through visits to the variety of thematic locations will serve as development of initial partnerships. These partnerships will be sustained through invitations of representatives to visit our school and provide training to teachers and staff pertaining to the partnership themes e,g, Monterey Bay Aquarium would provide marine biologists to supplement the study of our coast's marine life. A field trip to the Monterey Bay Aquarium will be scheduled during an Expanded Learning Saturday. Some of the themes for the Expanded Learning Saturdays are Exploratorium, Tech Museum in San Jose, Academy of Sciences, Oakland Zoo are a few of the planned experiences scheduled for our ELOP program participants.

Included in the decision and selection of appropriate supplemental field trips are organized school site councils and English Language Advisory committees. These committees are inclusive of parents who will share their opinion and input as it pertains to the selection of the supplemental instruction such as field trips. Additionally, parents will be selected school wide to support these outings and will be utilized as chaperones to ensure all children can participate.

Chualar Union School District

2025-2026

Pupil Transportation Services Plan



For the

Chualar Union School District





March 11, 2026

66

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MANDATE

California Education Code Section 39800.1 states:

(a) As a condition of receiving apportionments under Section 41850.1, a local educational agency shall develop a plan describing the transportation services it will offer to its pupils, and how it will prioritize planned transportation services for pupils in transitional kindergarten, kindergarten, and any of grades 1 to 6, inclusive, and pupils who are low income. The plan shall be adopted by the local educational agency's governing board on or before April 1, 2023, and updated by April 1 each year thereafter. The plan shall include the following components:

(1) A description of the local educational agency's transportation services that would be accessible to pupils with disabilities and homeless children and youth, as defined pursuant to the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11301 et seq.).

(2) A description of how unduplicated pupils, as defined in subdivision (b) of Section 42238.02, would be able to access available home-to-school transportation at no cost to the pupils.

(b) (b)

(1) The plan shall be developed in consultation with classified staff, teachers, school administrators, regional local transit authorities, local air pollution control districts and air quality management districts, parents, pupils, and other stakeholders.

(2) The plan shall be presented and adopted by the governing board of the local educational agency in an open meeting with the opportunity for in-person and remote public comment.

(c) The plan may provide for the local educational agency to partner with a municipally owned transit system to provide service pursuant to this section to middle school and high school pupils.

(d) Nothing in a local educational agency's plan shall preclude a local educational agency from providing no-cost transit passes to pupils.

(e) For purposes of this section, "local educational agency" means a school district or a county office of education.

OVERVIEW

The (Local Education Agency) Transportation Services Plan incorporates existing Board Policies (BP) and Administrative Regulations (AR) governing pupil transportation support services, as well as augmented descriptions of available services for the current school year. The plan describes:

- transportation services offered to pupils
- the prioritization of planned transportation services for pupils in transitional kindergarten, kindergarten, and any of grades 1 - 6 inclusive, and pupils who are low income.
- transportation services accessible to pupils with disabilities, and homeless children and youth.
- how unduplicated pupils, would be able to access available home-to-school (HTS) transportation at no-cost to the pupils.
- the required consultation with classified staff, teachers, school administrators, regional local transit authorities, local air pollution control districts and air quality management districts, parents, pupils and other stakeholders.

Pupil Transportation Operations Board Authorization

Transportation services shall be provided for students of the district according to policies adopted by the Governing Board, district Administrative Procedures, and in accordance with Titles V, VIII, and XIII of the California Administrative Code, the Vehicle Code, and the Education Code. (BP 3540)

The Superintendent or designee shall ensure the qualifications of bus drivers and related staff employed by the district, provide for the maintenance and operation of district-owned school buses and other equipment, and ensure adequate facilities for equipment storage and maintenance. (BP 3540)

To provide transportation services, the Governing Board may purchase, rent or lease vehicles; contract with a common carrier or municipally owned transit system; contract with responsible private parties including the parent/guardian of the student being transported; and/or contract with the County Superintendent of Schools. (AR 3540(a))

Pupil Data and Route Management Procedures

The Transportation Department will annually obtain student data updates and their home addresses from Information Technology. The Transportation Department shall assign students to buses and bus stops and so notify affected schools based upon current student transportation eligibility criteria. (AR 3540(a))

School bus route information shall be maintained for all regular and special education home-to-school bus runs. Each route shall show the route of travel, the pick-up and drop-off locations, and the expected time of departure from each location. A school bus stop master listing, showing all active and non-active bus stops, shall also be maintained by the Transportation Department. (AR 3540(a))

The criteria for bus route design is to provide a safe route to and from school, minimize miles driven, allow adequate time for schedules to be met, and to effectively utilize staff and equipment resources. Bus stops shall only be assigned within the transportation eligibility areas established. (AR 3540(a))

The Transportation Department shall adjust and modify routes and schedules as appropriate to maintain an optimum level of transportation services. A complete file of all current bus schedules shall be maintained in the Transportation Department and on the district website. The Transportation Department shall furnish each school with the current bus schedules for that school. The respective schools shall maintain their files with the most current bus schedules as provided by the Transportation Department. Schools shall be responsible to ensure that their bus duty personnel are kept abreast of all changes. (AR 3540(a))

Scope of Pupil Transportation Services Offered

Students who attend a school outside their attendance area may be eligible for transportation services in accordance with Governing Board policy. (AR 3541(a))

The number of available vehicles owned and operated by the district is limited. These vehicles are provided for the purpose of carrying out the required operation of the district and shall not be used for personal reasons. (AR 3541(a))

Transportation services may be provided for students who live within their home school boundary and outside the non-transportation radius area. Non-transportation radius area will be measured in radius fashion, straight-line distance from each school site. The Superintendent or designee shall design transportation routes and stops to promote the safety of students and maximum efficiency in the use of buses. (AR 3541(a))

The following non-transportation radius distances are established. ***Grade TK-5 students are prioritized with a larger transportable zone than students in subsequent grades. Grade 6-8 grade students are prioritized with a larger transportable zone than subsequent grades.***

Grade	Distance
TK-5	1.5 mile radius
6-8	2.0 mile radius
9-12	2.5 mile radius

Students living in the non-transportation radius areas may request access to existing bus routes on a space-available basis as determined by the Director of Transportation. School bus stops will not be positioned within non-transportation radius areas. (AR 3541(a))

The Superintendent or designee shall communicate in writing to parents/guardians regarding bus routes, schedules and stops and/or shall arrange for local media to publish such information. (AR 3541(a))

With the Governing Board's authorization, transportation services may be provided or arranged by the district for:

- Students traveling to and from school during the regular school day
- Field trips and excursions

- School activities, expositions or fairs, or other activities determined to be for the benefit of students
- District employees and parents/guardians traveling to and from educational activities authorized by the district
- Preschool or nursery school students
- Students traveling to full-time occupational classes provided by a Regional Occupational Program or Center
- Matriculated or enrolled adults traveling to and from school, or adults for educational purposes other than to and from school. (AR 3541(b))

The district shall provide home-to-school transportation and additional transportation services as needed for students with disabilities as specified in their individualized education programs. (AR 3541(b))

Bus drivers shall report the names of students who have chosen not to ride the bus to the Transportation Department, if possible. The Transportation Department will notify the school of such an occurrence. (AR 3541(c))

Unduplicated Pupils

The Superintendent or designee shall provide transportation to homeless children in accordance with law, Board policy and administrative regulation. (AR 3541(b))

Transportation Eligibility Exceptions

Students in the following categories shall be eligible for transportation services without regard to boundary limits:

- Students attending schools or classes for students with disabilities. Provision shall be made for handicapped students who have special transportation needs. Such students shall be transported in the same equipment with regular students if possible.
- Students assigned to special training schools or classes, social adjustment classes, or other schools or classes for exceptional children who are physically or mentally disabled. Such students shall be transported in the same equipment with regular students if possible. (BP 3540.1(a))

Transporting students from one school to another for the purpose of balancing class loads to relieve overcrowded conditions, or to provide educational opportunities not available at the regular school of attendance, is authorized at the discretion of the Superintendent, or his/her designee. (BP 3540.1(a))

Bus stops may be established when student density in the area reaches thirty (30) students per school of attendance, providing the pickup and delivery can be accomplished in a single trip. Bus runs will only be scheduled when the total student load is at least thirty (30) students. If an established route falls below thirty (30) riders, the Associated Superintendent of Business Support Services may authorize the cancellation of that route. He/she is required to ensure proper notification of parents. Affected parents must have a minimum of thirty (30) days notification. (BP 3540.1(a))

Buses shall be routed on public thoroughfares only. Locations of stops shall be authorized by the Director of Transportation or designee. (BP 3540.1(a))

Students who voluntarily transfer to other than their home school are not eligible for transportation. (BP 3540.1(a))

Students dismissed at other-than-scheduled school dismissal hours will not be provided transportation services except on regularly-scheduled bus runs. Students who remain at school for after-school activities may be provided transportation on activity school-to-home routes. (BP 3540.1(a))

Non-Mandated Transportation Services

Transportation Fees

The Governing Board desires to provide transportation services for students of the district as long as adequate funding is available for providing this service. Additionally, the Board recognizes that the community places a high priority on having this service available. (BP 3541.5(a))

It is the intent of the Board to limit the expenditure of funds for transportation services that could otherwise be spent on educational programs. Since the community and the Board desire to maintain a reasonable level of transportation services and since additional funds will be needed to provide this service, the Board shall require users of transportation services to provide financial assistance to obtain this service subject to Education Code requirements. (BP 3541.5(a))

When transportation is not specifically required by the IEP or Section 504 plan of a student with disabilities, the student shall be subject to the rules and policies regarding regular transportation offerings within the district, including the district's transportation fee structure and electronic bus pass system. (BP 3541.2(d))

Low Income Eligibility

The Board shall establish financial assistance requirements which shall be reviewed and adjusted periodically to meet the needs of the district. (BP 3541.5(a))

Unduplicated Pupils

No charge shall be made for any transportation of students whose individualized education program requires transportation or whose parents/guardians are determined indigent pursuant to administrative regulations. (BP 3541.5(a))

Unduplicated pupils, residing within transportation eligible zones described in the scope of services, may apply for free school bus passes at the (Local Educational Agency) Transportation Office.

Mandated Transportation Services

Transportation for Students with Disabilities

The Governing Board desires to meet the transportation needs of students with disabilities to enable them to benefit from special education and related services. The district shall provide appropriate transportation services for a student with disabilities when the district is the student's district of residence, and the transportation services are required by his/her individualized education program (IEP) or Section 504 accommodation plan. (BP 3541.2(a))

The specific needs of the student shall be the primary consideration when an IEP team is determining the student's transportation needs. Considerations may include, but are not limited to, the student's health needs, travel distances, physical accessibility and safety of streets and sidewalks, accessibility of public transportation systems, midday or other transportation needs, extended-year services, and, as necessary, implementation of a behavioral intervention plan. (BP 3541.2(a))

The IEP team shall communicate with district transportation staff and/or invite transportation staff to attend IEP team meetings where the student's transportation needs will be discussed. (BP 3541.2(a))

Transportation services specified in a student's IEP or Section 504 plan shall be provided at no cost to the student or his/her parent/guardian. (BP 3541.2(a))

Special Education Services should represent the Transportation Department and their policies and procedures during the IEP process. The Director of Transportation may designate a representative from the Transportation Department to represent transportation issues during an IEP meeting when it is known that there will be detailed discussions of transportation issues. If the Special Education Department is aware of unusual or special transportation needs, a member of the Transportation Department should be present during the IEP process. (BP 3541.2(a))

Pertinent issues of a student's transportation needs, such as wheelchair/stroller, car seats, medical needs, disciplinary issues, and other particular needs, must be noted in the IEP. (BP 3541.2(a))

The above information must then be communicated to the Transportation Department for scheduling of the student using (Local Educational Agency transportation request form) (BP 3541.2(a))

The Transportation Department will make available for each parent/guardian of a special education student requiring transportation services information for parent/guardians, Special Education Handbook, and instructions pertaining to wheelchairs/strollers, car seats, and other transportation devices. The Transportation Department will also provide a parent/guardian release form for each special education student receiving transportation services. A current and correct parent/guardian release form should be on file in the Transportation Department at all times. Student release authorization may be included within the Special Education Transportation request form. (BP 3541.2(b))

The information provided in the above materials will include pick-up/drop-off procedures, illness, suspension of transportation services, guidelines for wheelchairs, strollers, car seats, and other transportation devices, discipline procedures, and general knowledge handbook for parents and staff. (BP 3541.2(b))

All parents/guardians will receive the necessary information on a yearly basis or as needed. (BP 3541.2(b))

The Superintendent or designee shall arrange transportation schedules so that students with disabilities do not spend an excessive amount of time on buses compared to other students. Arrivals and departures shall not reduce the length of the school day for these students except as may be prescribed on an individual basis. (BP 3541.2(c))

The Superintendent or designee shall ensure that any mobile seating devices used on district buses are compatible with bus securement systems required by 49 CFR 571.222. (BP 3541.2(d))

As necessary, a student with disabilities may be accompanied on school transportation by a service animal, as defined in 28 CFR 35.104, including a specially trained guide dog, signal dog, or service dog. (BP 3541.2(d))

Unduplicated Pupils - Homeless Students and Youth in Transition

Within the scope of services offered, and in accordance with law, Board policy and administrative regulation, homeless students and youth in transition, where transportation is a barrier to accessing their educational services, shall be provided transportation on school buses, municipal buses, or through alternative transportation service providers, at no cost to the student.

2025-2026 Projected School Bus and Alternative Transportation Services Offered

Figure 1 below provides details of (Local Education Agency) services provided on school bus routes.

	General Education	Special Education	Total
Number of HTS Routes	27	2	34
Annual Ridership			
Average Daily Ridership	25	2	27
Number of Days Transported	210	180	
TK-6 Students Transported	20	1	21
Unduplicated Students Transported	22	1	23
Percentage of Transportation Eligible Unduplicated Students Transported	41.38%	6.9%	45.28%
Percentage of Total District Unduplicated Students Transported	11.89%	0.88%	12.77%
Bus Passes Sold			
Free Bus Passes Issued			
HTS Miles Driven	32 (am) & 28 (pm)	32 (am) & 28 (pm)	60 miles per day
Number of Lap/Shoulder Belt Equipped Buses	3	3	3
Types of Fuel Sources	Diesel (1 bus) Electric (1 bus)	Gasoline (1van)	3
Student Rider Demographics	Hispanic 100%	Hispanic 100%	100%

Figure 1: School Bus Transportation (2025-2026)

Transportation Funding and Finance

Figure 5 below contains the projected reimbursement for the current school year based on transportation expenses in the 2024-2025 school year.

Revenue Calculation	
Total 2024-25 Transportation Expenses (Function 3600)	$110,584.56
Less Capital Outlay (object 6XXX, Function 3600)	$0
Less Nonagency Expenditures (Goal 7110,7150, Function 3600)	$0
Estimated 60% Reimbursement	$66,350.74
Less 2024-2025 Transportation add-on (from LCFF Calculator)	$63,304.00
Total Revenue (Object 8590, Resource 0000)	($3,046.74)
Expenditures and Other Financing Uses	
2000-2999 - Classified Salaries	$59,520.11
3000-3999 - Employee Benefits	$29,732.98
4000-4999 - Books and Supplies	$11,307.28
5000-5999 - Services and other Operating Expenditures	$10,024.19
6000-6999 - Capital Outlay	
7000-7999 - Other Outgo	
Total Expenditures	$110,584.56

Figure 5: Transportation Funding Reimbursement Calculation for Current School Year

Board Approval Date: March 18th, 2026

The Transportation plan and revenue calculations were developed in accordance with Education Code Sections 39800.1 and 41850.1.

APPENDIX – REQUIRED STAKEHOLDER CONSULTATIONS

In compliance with the mandate, Figure 4 lists the stakeholders invited to collaborate on the development of the (Local Educational Agency) transportation plan.

Stakeholder Entities	Date
Classified staff	02/27/2026
Teachers	02/27/2026
School Administrators	02/25/2026
Pupils	
Parents	03/04/2026
Regional Local Transit Authority	
Local Air Pollution District	
Local Air Quality District	
Other Stakeholders	

Figure 4 Required Stakeholder Consultations

Chualar Union School District

Second Interim Report

Fiscal Year 2025-2026

March 11, 2026

CHUALAR UNION SCHOOL DISTRICT
GOVERNED BY THE
BOARD OF TRUSTEES

Martha Gallegos, Board President	Trustee Area #3
Esperanza Rangel, Board Clerk	Trustee Area #3
Domingo Rangel, Board Member	Trustee Area #3
Itzel Sanchez, Board Member	Trustee Area #2
Andrea Azucena Brambila Flores, Board Member	Trustee Area #1

Ruben Pulido, Interim Superintendent

2025-2026 SECOND INTERIM

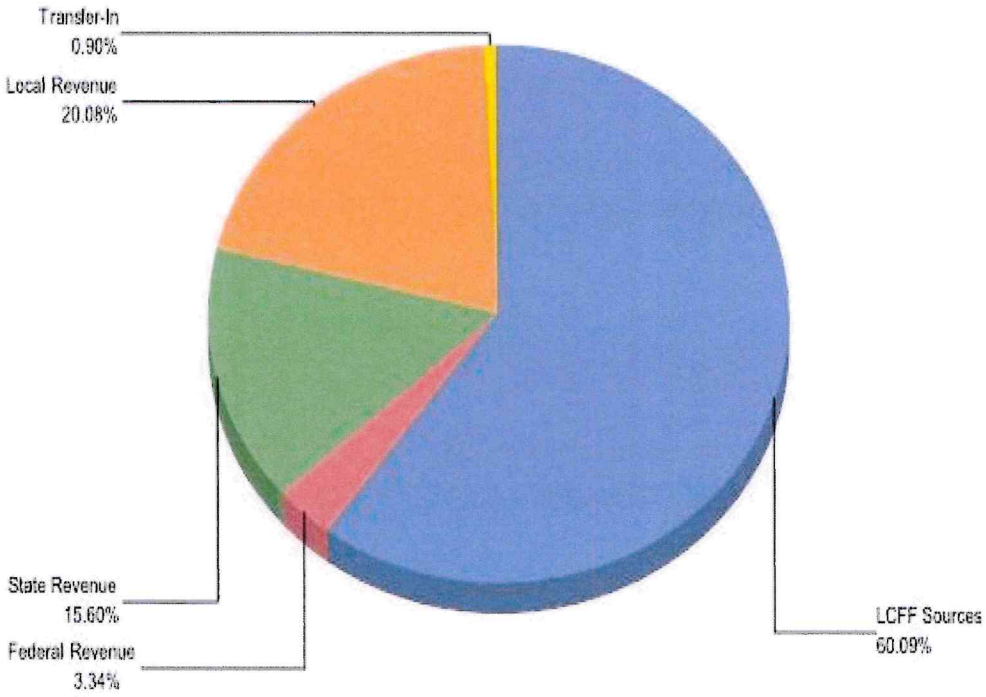
- Local education agencies (LEAs) are required to file two reports during a fiscal year (interim reports).
- Interim reports reflect the status of the LEA's financial health.
- Second interim report is due March 15 for the period ending January 31.
- The interim report must include a certification of whether or not the LEA is able to meet its financial obligations.
  - ❖ Positive certification: district will meet its financial obligations for the current and two subsequent fiscal years.
  - ❖ Qualified certification: district may not meet its financial obligations for the current and two subsequent fiscal years.
  - ❖ Negative certification: district will be unable to meet its financial obligations for the current and two subsequent fiscal years.

Source: California Department of Education (https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp)

2025-2026 SECOND INTERIM

General Fund (Fund 01)

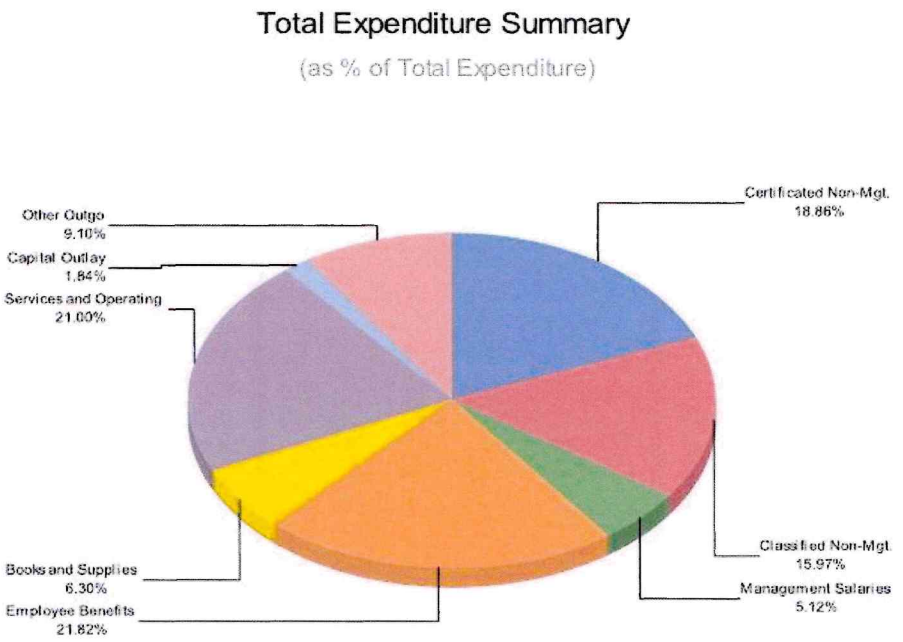
Revenue by Object:	Dollars per ADA	Total Amount
LCFF Sources	3,764,552.00	3,764,552
Federal Revenue	209,093.74	209,094
Other State Revenue	977,139.00	977,139
Other Local Revenue	1,258,165.89	1,258,166
Total Revenue	**$6,208,950.63**	**$6,208,951**
Transfer In & Others	**$56,406.98**	**$56,407**
Total Resources	**$6,265,357.61**	**$6,265,358**



2025-2026 SECOND INTERIM
General Fund (Fund 01)

Model BR26-02 2025-2026 Second Interim	Fiscal Year 2025/26
General Fund	

Expenditure by Object:	Dollars per ADA	Total Amount
Cert. Non-Mgt. Salaries	1,240,530.10	1,240,530
Class. Non-Mgt. Salaries	1,050,109.12	1,050,109
Management Salaries	336,511.49	336,511
Employee Benefits	1,435,123.44	1,435,123
Books and Supplies	414,051.58	414,052
Services and Operating	1,381,223.79	1,381,224
Capital Outlay	121,229.76	121,230
Other Outgo	598,609.19	598,609
Total Expenditure	**$6,577,388.47**	**$6,577,388**
Transfer out and Other:	**$35,000.00**	**$35,000**
Total Uses	**$6,612,388.47**	**$6,612,388**



2025-2026 SECOND INTERIM

General Fund (Fund 01) Unrestricted and Restricted

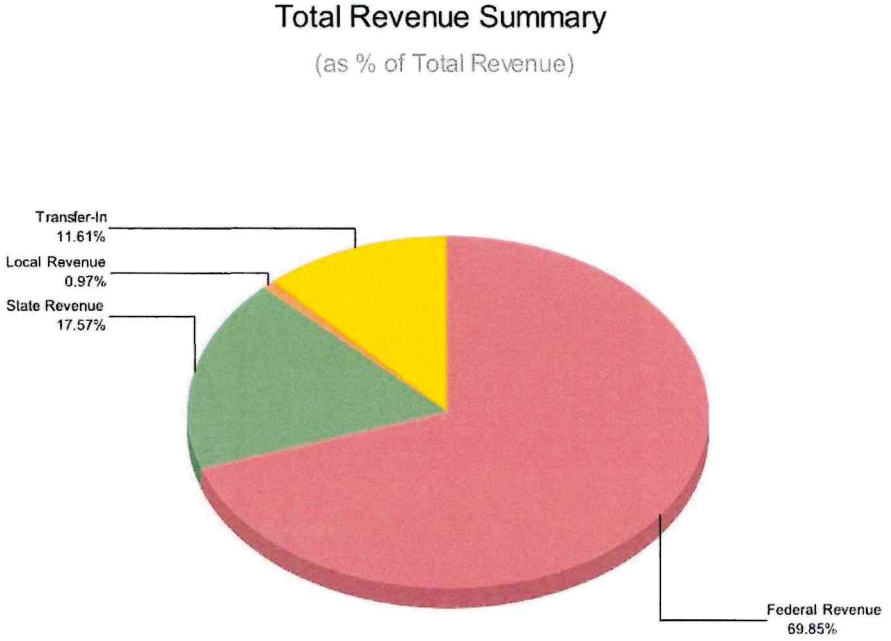
Description	2025-2026 Second Interim	2026-2027 Projection	2027-2028 Projection
Beginning Balance	**$ 3,471,259.48**	**$ 3,124,228.62**	**$ 2,192,889.12**
Add: Revenues and Transfer In	$ 6,265,357.61	$ 5,095,873.85	$ 5,156,542.77
Less: Expenditures and Transfer Out	$ (6,612,388.47)	$ (6,027,213.35)	$ (6,092,361.09)
Surplus/(Deficit)	$ (347,030.86)	$ (931,339.50)	$ (935,818.32)
Projected Ending Balance (Fund 01)	**$ 3,124,228.62**	**$ 2,192,889.12**	**$ 1,257,070.80**
Reserve for Economic Uncertainties (6.15% - 6.73%)	$ (406,813.74)	$ (410,552.00)	$ (410,000.00)
Restricted Ending Balance	$ (924,054.33)	$ (492,544.38)	$ (18,403.61)
Funds Available for Discretionary Spending	**$ 1,793,360.55**	**$ 1,289,792.74**	**$ 828,667.19**
Soccer Field	$ (887,135.26)	$ (887,135.26)	$ (887,135.26)
Funds Available for Discretionary Spending	**$ 906,225.29**	**$ 402,657.48**	**$ (58,468.07)**

2025-2026 SECOND INTERIM

Cafeteria Fund (Fund 13)

Model BR26-02 2025-2026 Second Interim	Fiscal Year 2025/26
Cafeteria Fund	

Revenue by Object:	Dollars per ADA	Total Amount
LCFF Sources	0.00	0
Federal Revenue	210,645.00	210,645
Other State Revenue	53,000.00	53,000
Other Local Revenue	2,940.00	2,940
Total Revenue	**$266,585.00**	**$266,585**
Transfer In & Others	**$35,000.00**	**$35,000**
Total Resources	**$301,585.00**	**$301,585**



2025-2026 SECOND INTERIM

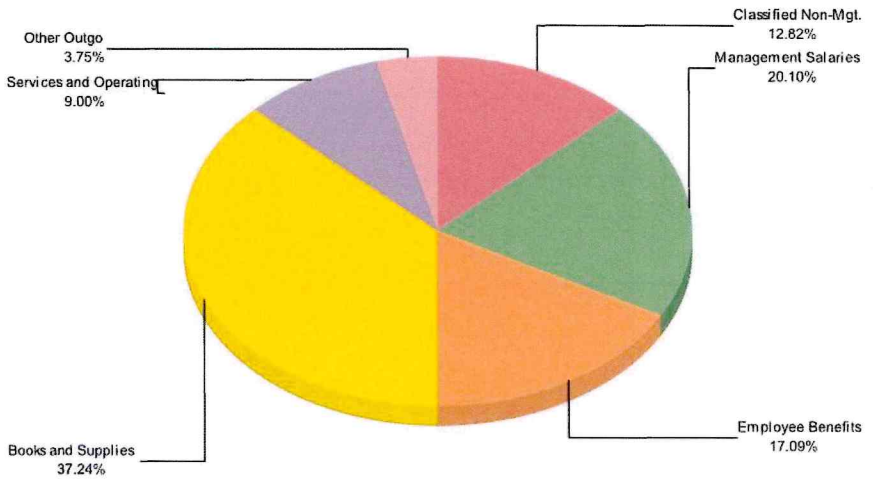
Cafeteria Fund (Fund 13)

Model BR26-02 2025-2026 Second Interim	Fiscal Year 2025/26
Cafeteria Fund	

Expenditure by Object:	Dollars per ADA	Total Amount
Cert. Non-Mgt. Salaries	0.00	0
Class. Non-Mgt. Salaries	45,310.07	45,310
Management Salaries	71,064.11	71,064
Employee Benefits	60,403.73	60,404
Books and Supplies	131,619.56	131,620
Services and Operating	31,820.00	31,820
Capital Outlay	0.00	0
Other Outgo	13,262.87	13,263
Total Expenditure	**$353,480.34**	**$353,480**
Transfer out and Other:	**$0.00**	**$0**
Total Uses	**$353,480.34**	**$353,480**

Total Expenditure Summary

(as % of Total Expenditure)



2025-2026 SECOND INTERIM

Special Reserve Fund for Postemployment Benefits (Fund 20)

Model BR26-02 2025-2026 Second Interim	Fiscal Year 2025/26
Special Reserve Fund for Poste	

	Dollars per ADA	Total Amount
Beginning Fund Balance	$405,564.63	$405,565
+ Total Resources	$23,434.00	$23,434
- Total Uses	$56,406.98	$56,407
Ending Fund Balance	$372,591.65	$372,592
Fund Balance Difference	$32,972.98-	$32,973-

Ending Fund Balance Components

2025-2026 SECOND INTERIM

Building Fund (Fund 21)

Model BR26-02 2025-2026 Second Interim	Fiscal Year 2025/26
Building Fund	

	Dollars per ADA	Total Amount
Beginning Fund Balance	$2,604,450.98	$2,604,451
+ Total Resources	$136,000.00	$136,000
- Total Uses	$2,731,511.66	$2,731,512
Ending Fund Balance	$8,939.32	$8,939
Fund Balance Difference	$2,595,511.66-	$2,595,512-

Ending Fund Balance Components

2025-2026 SECOND INTERIM

Capital Facilities Fund (Fund 25)

Model BR26-02 2025-2026 Second Interim	Fiscal Year 2025/26
Capital Facilities Fund	

	Dollars per ADA	Total Amount
Beginning Fund Balance	$7,549.61	$7,550
+ Total Resources	$346.00	$346
- Total Uses	$5,000.00	$5,000
Ending Fund Balance	$2,895.61	$2,896
Fund Balance Difference	$4,654.00-	$4,654-

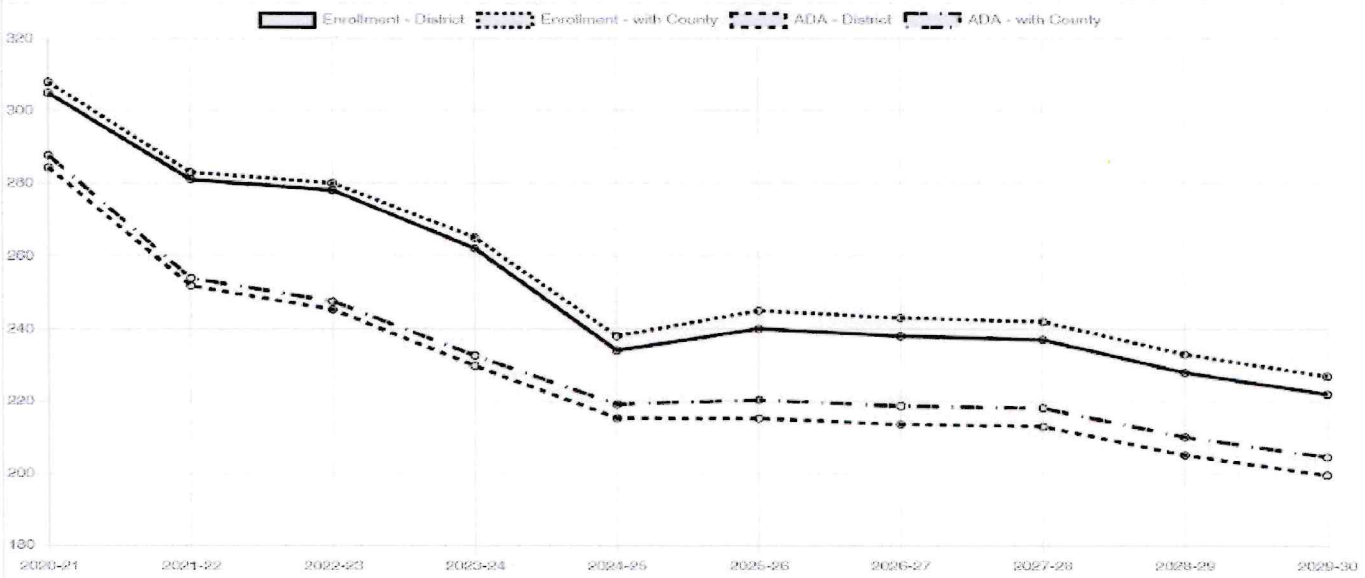
Ending Fund Balance Components

Enrollment Trends

Chualar Union
27-65995-0000000

Student Comparison Report
25-26 Second Interim
Enrollment and Average Daily Attendance (ADA)

Fund 01
Projection# 30214



Enrollment and Average Daily Attendance (ADA)

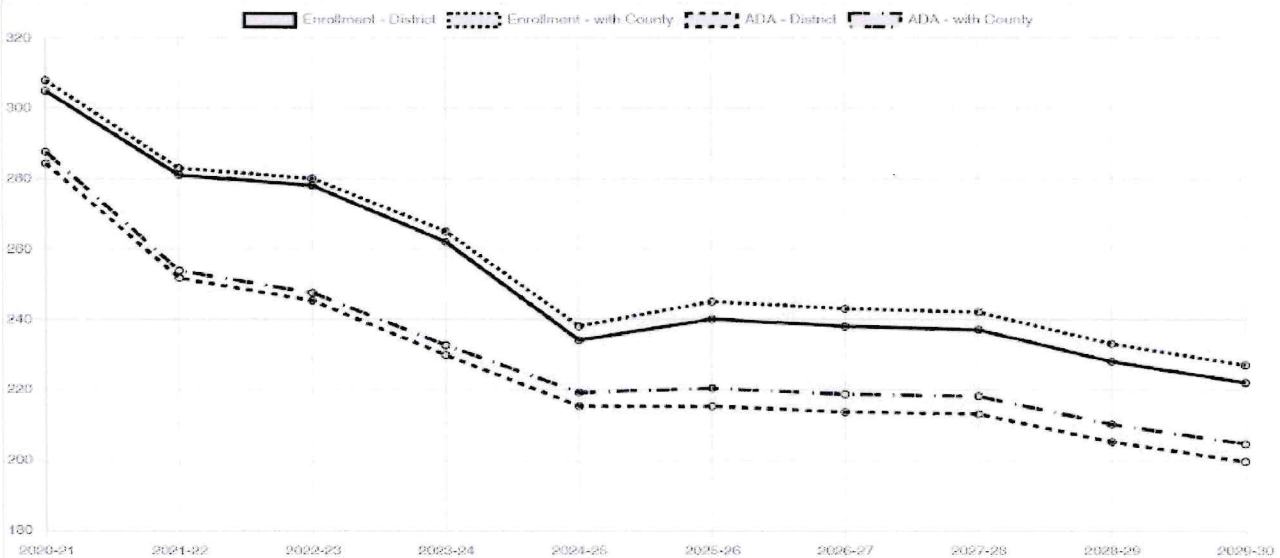
	Historical 5 2020-21	Historical 4 2021-22	Historical 3 2022-23	Historical 2 2023-24	Historical 1 2024-25	Base Year 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30
A. District Enrollment	305	281	278	262	234	240	238	237	228	222
B. County Enrollment	3	2	2	3	4	5	5	5	5	5
Total Enrollment (A+B)	308	283	280	265	238	245	243	242	233	227
C. District ADA	284.42	251.71	245.26	229.78	215.37	215.33	213.67	213.10	205.18	199.62
D. County ADA	3.28	2.12	2.22	2.82	3.80	5.02	5.02	5.02	5.02	5.02
Total ADA (C+D)	287.70	253.83	247.48	232.60	219.17	220.35	218.69	218.12	210.20	204.64

Enrollment Trends (TK-3)

Chualar Union
27-65995-0000000

Student Comparison Report
25-26 Second Interim
Enrollment and Average Daily Attendance (ADA)

Fund 01
Projection# 30214



Enrollment and Average Daily Attendance (ADA)

	Historical 5 2020-21	Historical 4 2021-22	Historical 3 2022-23	Historical 2 2023-24	Historical 1 2024-25	Base Year 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30
A. District Enrollment	305	281	278	262	234	240	238	237	228	222
B. County Enrollment	3	2	2	3	4	5	5	5	5	5
Total Enrollment (A+B)	308	283	280	265	238	245	243	242	233	227
C. District ADA	284.42	251.71	245.26	229.78	215.37	215.33	213.67	213.10	205.18	199.62
D. County ADA	3.28	2.12	2.22	2.82	3.80	5.02	5.02	5.02	5.02	5.02
Total ADA (C+D)	287.70	253.83	247.48	232.60	219.17	220.35	218.69	218.12	210.20	204.64

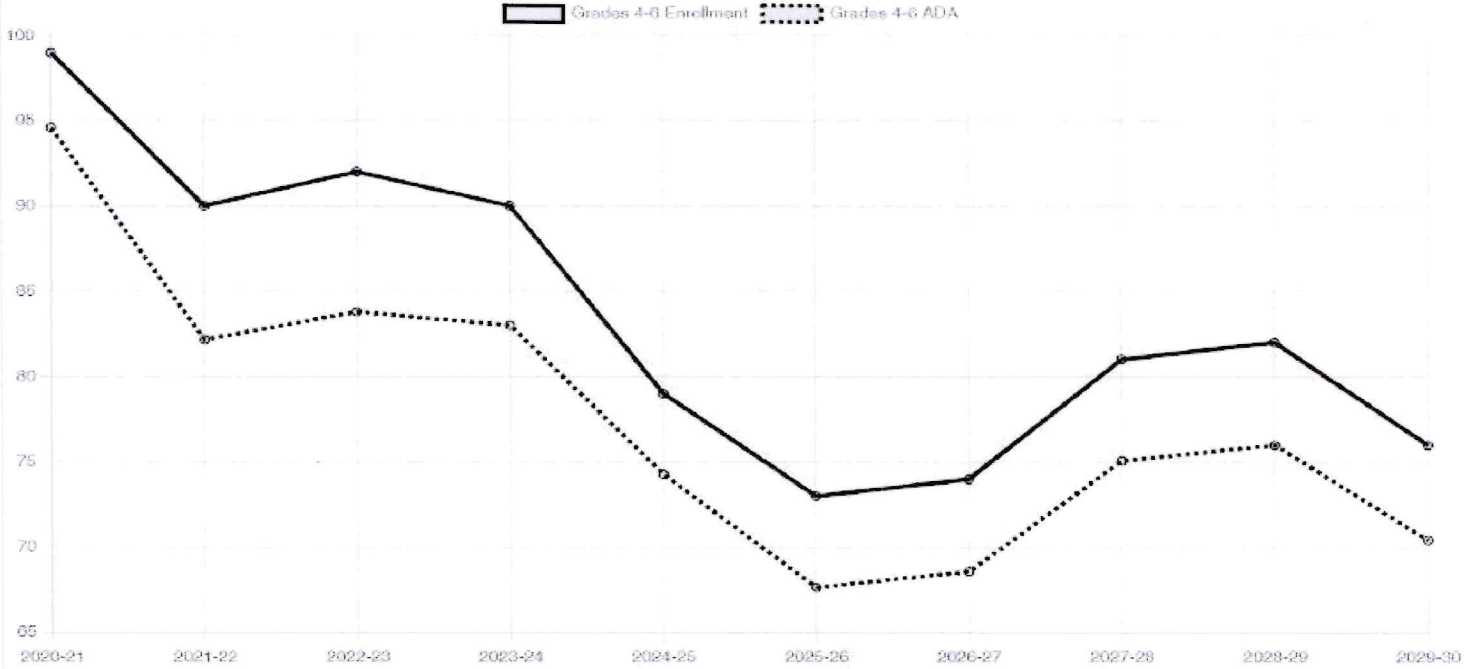
9b

Enrollment Trends (Grades 4-6)

Chualar Union
27-65995-0000000

Student Comparison Report
25-26 Second Interim
Enrollment and Average Daily Attendance (ADA): Grades 4-6

Fund 01
Projection# 30214



Enrollment and Average Daily Attendance (ADA): Grades 4-6

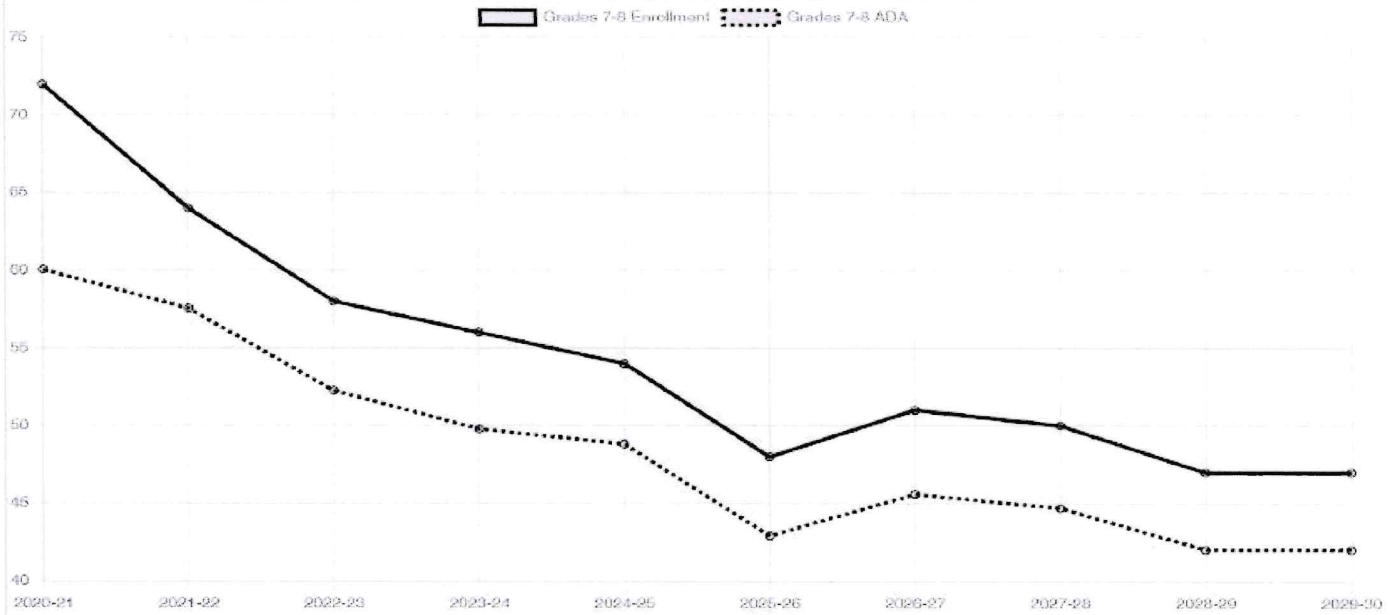
	Historical 5 2020-21	Historical 4 2021-22	Historical 3 2022-23	Historical 2 2023-24	Historical 1 2024-25	Base Year 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30
Grades 4-6 Enrollment	99	90	92	90	79	73	74	81	82	76
Grades 4-6 ADA	94.60	82.15	83.78	82.98	74.29	67.66	68.59	75.08	76.00	70.44

Enrollment Trends (Grades 7-8)

Chualar Union
27-65995-0000000

Student Comparison Report
25-26 Second Interim
Enrollment and Average Daily Attendance (ADA): Grades 7-8

Fund 01
Projection# 30214



Enrollment and Average Daily Attendance (ADA): Grades 7-8

	Historical 5 2020-21	Historical 4 2021-22	Historical 3 2022-23	Historical 2 2023-24	Historical 1 2024-25	Base Year 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30
Grades 7-8 Enrollment	72	64	58	56	54	48	51	50	47	47
Grades 7-8 ADA	60.05	57.55	52.24	49.78	48.82	42.91	45.60	44.70	42.02	42.02

Average Daily Attendance

Greater of total ADA from Current Year, Prior Year,
or Three Prior Years Average

Current year (P-1)	203.07 = 198.50 + 4.57 (County)
Prior year	218.18
Three prior years	234.44

- Grades TK/K-3 96.43
- Grades 4-6 61.70
- Grades 7-8 40.37

Total ADA 198.50

Certification of Financial Condition

Positive Certification

District will meet its financial obligations for the current and two subsequent fiscal years.

hb

Thank you!

CHUALAR UNION SCHOOL DISTRICT

INDEPENDENT CONTRACTOR SERVICES AGREEMENT:

This Independent Contractor Services Agreement ("Agreement") is made and entered into effective **August 21, 2025** by and between the Chualar Unified School District ("District") and **Beatriz Huerta** ("Contractor").

1. Contractor Services. Contractor agrees to provide the following services: **Psychoeducational assessments**.
2. Contractor Qualifications. Contractor represents that it or its principals or employees assigned to provide services under this Agreement have or shall have in effect all licenses, credentials, permits and has otherwise all legal qualifications to perform this Agreement.
3. Term. This Agreement shall begin on **08/21/2025** and shall terminate upon completion of the scope of work, but no later than **06/30/2026**. There shall be no extension of the term of this Agreement without express written consent by the District and Contractor.
4. Termination. The District may terminate this Agreement immediately at any time by giving written notice to the Contractor.
5. Payment. District agrees to pay Contractor **$1,000 per psychoeducational assessment**. The rate shall not be increased by the Contractor over the course of this Agreement. Total payment by District to Contractor shall not exceed **$3,000**. District agrees to pay Contractor within thirty (30) days of receipt of a detailed invoice.
6. California Residency. Contractor is a resident of the State of California.
7. Indemnity. The Contractor shall defend, indemnify, and hold harmless the District and its agents, employees, Board of Trustees, and members of the Board of Trustees, from and against claims, damages, losses, and expenses (including, but not limited to attorney's fees and costs including fees of consultants) arising out of or resulting from performance of this Agreement including, but not limited to, the Contractor's use of the site,; the Contractor's completion of its duties under this Agreement; injury to or death of persons or damage to property or delay or damage to the District, its agents, employees, Board of Trustees, members of the Board of Trustees, for any act, omission, negligence, or willful misconduct of the Contractor of its respective agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a part, person, or entity described in this paragraph.
8. Comprehensive General Liability and Automobile Insurance. Without limiting Contractor's indemnification as set forth in Section 7 hereof, Contractor shall, before beginning any of the services or work called for by any term of this Agreement, secure and Contractor pursuant to this Agreement will be reported to Federal and State taxing authorities as required. District will not withhold any money from compensation payable to Contractor. In particular, District will not withhold FICA (social security); state or federal unemployment insurance contributions, state or federal Income tax or disability insurance. Contractor agrees to defend, indemnify and hold District harmless from all State and Federal tax consequences and any related consequences stemming from or related to this Agreement. Contractor is independently responsible for the payment of all applicable taxes.
9. Assignment. The Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations under this Agreement without the prior written consent of the District.
10. Binding Effect. This Agreement shall insure to the benefit of and shall be binding upon the Contractor and the District and their respective successors and assigns.
11. Severability. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this Agreement.
12. Amendments. The terms of the Agreement shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by both parties.
13. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California and any action or proceeding seeking any relief under or with respect to this Agreement shall be

brought solely in the Superior Court of the State of California for Monterey County, subject to any motion for transfer of venue.

14. Written Notice. Written notice shall be deemed to have been duly served if delivered in person to the Contractor, or if delivered at or sent by registered or certified mail to the last business address known to the person who sends the notice.

District:	Contractor:
Chualar Union School District Yen Le, Business Manager 24285 Lincoln St. Chualar, CA 93925	Beatriz Huerta 1231 Morris Ave Greenfield, CA 93927 (831) 578-5486

15. Compliance with Law. Each and every provision of law and clause required by law to be inserted into this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein. Contractor shall comply with all applicable federal, state, and local laws, rules, regulations and ordinances, including fingerprinting under Education Code section 45125.1, confidentiality of records, Education Code section 49406 and others. Contractor agrees that it shall comply with all legal requirements for the performance of duties under this agreement and that failure to do so shall constitute material breach.
16. Entire Agreement. This Agreement is intended by the Parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.
17. Execution of Other Documents. The parties to this Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of this Agreement.
18. Execution in Counterparts. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, facsimile, or an original, with all signatures appended together, shall be deemed a fully executed agreement.
19. Board Approval/Ratification. The effectiveness of this Agreement is contingent upon approval or ratification by the District's Governing Board.

CHUALAR UNION SCHOOL DISTRICT

By: _____ Date: _____

Name: Ruben Pulido
Title: Superintendent/Principal

By: _____ Date: _____

Name: Yen Le
Title: Business Manager

CONTRACTOR

By: Beatriz Huerta Date: 03/03/2026

Name: Beatriz Huerta
Title: School Psychologist

Chualar Union School District
and the
California School Employees Association and its Chapter #695

Tentative Agreement
January 21, 2026

The Chualar Union School District ("District") and the California School Employees Association and its Chapter 695 ("CSEA"), collectively known as the parties, reach this Tentative Agreement regarding negotiations for the 2025-2026 school year.

1. Article V 5.1: Pay and Allowances: Effective July 1, 2025, the current salary schedule shall be increased by two percent (2%) to all bargaining unit members. (Revised Salary Schedule Attached)

2. Article VI 6.2: Health and Welfare Benefits: The District shall increase the CAP by two thousand dollars ($2,000.00), not to exceed $25,174.04 it was also agreed to change the Health care plans from Composite to the Four Tier plans effective April 1, 2026.

   6.3 Remove the Bronze plan from plans paired with prescription Plan B.

   6.4 It was also agreed to change contract language to remove spouse from the retiree plan (as attached)

3. Article X 10.1c: Evaluation Procedure: As attached it was agreed to modify the evaluation period to begin January 1 – end of February.

4. Article XVII 17.1: Disciplinary Procedure: As attached it was agreed to update the probationary period to six months (6).

5. Article XVIII 18.3: Professional Growth: As attached it was agreed to update the probationary period to six months (6).

District Negotiations Team

CSEA Negotiations Team

Chualar Union School District

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Cafeteria Fund

Bargaining Unit: CSEA

	Column 1 Latest Board-Approved Budget Before Settlement (As of 12/10/2025)	Column 2 Adjustments as a Result of Settlement	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Funding Sources (8010-8099)	$ -	$ -	$ -	$ -
Remaining Revenues (8100-8799)	$ 266,735	$ -	$ -	$ 266,735
TOTAL REVENUES	$ 266,735	$ -	$ -	$ 266,735
EXPENDITURES				
Certificated Salaries (1000-1999)	$ -	$ -	$ -	$ -
Classified Salaries (2000-2999)	$ 114,932	$ 2,817	$ 1,331	$ 119,080
Employee Benefits (3000-3999)	$ 68,024	$ 162	$ 471	$ 68,657
Books and Supplies (4000-4999)	$ 97,854	$ -	$ -	$ 97,854
Services, Other Operating Expenses (5000-5999)	$ 31,820	$ -	$ -	$ 31,820
Capital Outlay (6000-6999)	$ -	$ -	$ -	$ -
Other Outgo (7100-7299) (7400-7499)	$ -	$ -	$ -	$ -
Direct Support/Indirect Cost (7300-7399)	$ 13,646	$ -	$ -	$ 13,646
TOTAL EXPENDITURES	$ 326,277	$ 2,979	$ 1,802	$ 331,058
OPERATING SURPLUS (DEFICIT)	$ (59,542)	$ (2,979)	$ (1,802)	$ (64,323)
Transfers In and Other Sources (8910-8979)	$ 35,000	$ -	$ -	$ 35,000
Transfers Out and Other Uses (7610-7699)	$ -	$ -	$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (24,542)	* $ (2,979)	$ (1,802)	$ (29,323)
BEGINNING FUND BALANCE	$ 67,163			$ 67,163
Pri Yr Audit Adjustmnts/Restatemnts (9793/9795)	$ -			$ -
CURRENT YEAR ENDING FUND BALANCE	$ 42,621	$ (2,979)	$ (1,802)	$ 37,840
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable Amounts (9711-9719)	$ -	$ -	$ -	$ -
Restricted Amounts (9740)	$ 42,621	$ (2,979)	$ (1,802)	$ 37,840
Committed/Assigned Amounts (9750-9780)	$ 0	$ -	$ -	$ 0

* Please see question on page 7.

Monterey County Office of Education

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT
in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District:	Chualar Union School District
Name of Bargaining Unit:	CSEA
Certificated, Classified, Other:	Classified

The proposed agreement covers the period beginning: July 1, 2025 (date) and ending: June 30, 2026 (date)

The Governing Board will act upon this agreement on: March 11, 2026 (date)

This form, along with a copy of the proposed agreement, should be submitted to the County Office at least 10 working days prior to the date the Governing Board will take action. **Please note that school districts with a Qualified or Negative certification pursuant to E.C. section 42131 must allow the COE at least ten (10) working days to review and comment on any proposed agreement.**

A. Proposed Change in Compensation

	Compensation	Column 1 Current Year Annual Cost Prior to Proposed Agreement 2025-26	Fiscal Impact of Proposed Agreement: Column 2 Current Year Increase/(Decrease) FY 2025-26	Column 3 MultiYr Agreement only: 1st Subsequent Year Increase/(Decrease) FY 2026-27	Column 4 Multiyr Agreement only: 2nd Subsequent Year Increase/(Decrease) FY 2027-28
1	**Salary Schedule** (This is to include Step and Column, which is also reported separately in Item 6.)	$ 573,793	$ 11,949	$ -	$ -
			2.08%	0.00%	0.00%
2	**Other Compensation -** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	$ 171,474	$ 3,429	$ -	$ -
			2.00%	#DIV/0!	#DIV/0!
	Description of other compensation				
3	**Statutory Benefits -** STRS, PERS, FICA, WC, UI, Medicare, etc.	$ 274,381	$ 5,662	$ -	$ -
			2.064%	0.00%	0.00%
4	**Health/Welfare Plans**	$ 139,044	$ 12,000	$ -	$ -
			8.63%	0.00%	0.00%
5	**Total Compensation -** Add Items 1 thru 4	$ 1,158,692	$ 33,040	$ -	$ -
			2.852%	0.00%	0.00%
6	**Step and Column -** Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	$ 16,156	$ -	$ 16,889	$ 12,764
7	**Total Number of Represented Employees** (Use FTEs if appropriate)	15.56	15.56	12.94	12.94
8	**Total Compensation Average Cost per Employee**	$ 74,466	$ 2,123	$ -	$ -
			2.852%	0.00%	0.00%

Chualar Union School District

9. What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

The District agreed to increase the Classified salary by 2% on-going, effective 07/01/2025.

10. What was the negotiated percentage increase: On-Going [X] OR One-Time [ ]

11. Are there reopeners? Yes [X] No [ ]

12. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

No.

13. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

The District attached the signed tentative agreement and updated salary schedule to this submission.

14. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes [X] No [ ]

If yes, please describe the cap amount.

$25,174.04

B. Proposed negotiated changes in noncompensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

Yes. Item #2 - the District increases the CAP of Health and Welfare benefits by $2,000. However, the CSEA members will move to 4-Tier plan from Composite plan. The District will save the money from now going on with this movement.

C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

The District will eliminate three full-time Classified/Confidential positions: Business Services Specialist, Computer Lab Technician, and Adminstrative Assistant. The District will not fill a vacant Special Education Paraeductor position.

Chualar Union School District

D. What contingency language is included in the proposed agreement?

The salary schedule 2% increase is contingent on CSEA's agreement to move health care plan from Composite to four-tiered plan starting April 1st, 2026. The District's maximum contribution will not to exceed $25,174.04, per member, per year. The CSEA also agrees to remove spouse from the retiree plan.

E. Will this agreement create or increase deficit spending in the current or subsequent year(s)?
"Deficit Spending" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

Yes, this agreement will increase deficit spending in the current year but not the subsequent years. The District receives 2.30% COLA and reduces expenditures from eliminating three full-time Classified positions starting July 1st, 2026.

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

N/A

G. Source of Funding for Proposed Agreement:

1. Current Year

LCAP, Federal, and State Grants.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

The District will use the LCAP, Federal, and State and Grants to cover the ongoing cost of this agreement.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

N/A

Chualar Union School District

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Bargaining Unit: CSEA

	Column 1 Latest Board-Approved Budget Before Settlement (As of 12/10/2025)	* Column 2 Adjustments as a Result of Settlement	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
UNRESTRICTED REVENUES				
LCFF Funding Sources (8010-8099)	$ 3,741,111	$ -	$ -	$ 3,741,111
Remaining Revenues (8100-8799)	$ 237,065	$ -	$ -	$ 237,065
TOTAL UNRESTRICTED REVENUES	$ 3,978,176	$ -	$ -	$ 3,978,176
UNRESTRICTED EXPENDITURES				
Certificated Salaries (1000-1999)	$ 971,873		$ 24,375	$ 996,248
Classified Salaries (2000-2999)	$ 995,380	$ 9,165	$ 7,615	$ 1,012,160
Employee Benefits (3000-3999)	$ 1,205,050	$ 16,250	$ 8,387	$ 1,229,687
Books and Supplies (4000-4999)	$ 138,768	$ -	$ -	$ 138,768
Services, Other Operating Expenses (5000-5999)	$ 424,335	$ -	$ -	$ 424,335
Capital Outlay (6000-6599)	$ -	$ -	$ -	$ -
Other Outgo (7100-7299) (7400-7499)	$ 84,917	$ -	$ -	$ 84,917
Direct Support/Indirect Cost (7300-7399)	$ (156,199)	$ -	$ -	$ (156,199)
Other Adjustments				
TOTAL UNRESTRICTED EXPENDITURES	$ 3,664,124	$ 25,415	$ 40,377	$ 3,729,916
OPERATING SURPLUS/(DEFICIT)	$ 314,051	$ (25,415)	$ (40,377)	$ 248,259
Transfers In and Other Sources (8910-8979)	$ 65,171	$ -	$ -	$ 65,171
Transfers Out and Other Uses (7610-7699)	$ 35,000	$ -	$ -	$ 35,000
Contributions (8980-8999)	$ (687,412)	$ -	$ -	$ (687,412)
CURRENT YEAR INCREASE (DECREASE) IN UNRESTRICTED FUND BALANCE	$ (343,190)	* $ (25,415)	$ (40,377)	$ (408,982)
UNRESTRICTED BEGINNING FUND BALANCE	$ 1,755,052			$ 1,755,052
Pri Yr Audit Adjustmnts/Restatemnts (9793/9795)	$ -			$ -
CURR YR UNRESTRICTED ENDING BALANCE	$ 1,411,862	$ (25,415)	$ (40,377)	$ 1,346,070
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable Amounts (9711-9719)	$ -	$ -	$ -	$ -
Committed/Assigned Amounts (9750-9780)	$ 1,005,048	$ (25,415)	$ (40,377)	$ 939,256
Reserve for Economic Uncertainties (9789)	$ 406,814	$ -	$ -	$ 406,814
Unappropriated/Unappropriated Amounts (9790)	$ 0	$ -	$ -	$ 0

* Please see question on page 7.

Chualar Union School District

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Bargaining Unit: CSEA

	Column 1 Latest Board-Approved Budget Before Settlement (As of 12/10/2025)	* Column 2 Adjustments as a Result of Settlement	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
RESTRICTED REVENUES				
LCFF Funding Sources (8010-8099)	$ -	$ -	$ -	$ -
Remaining Revenues (8100-8799)	$ 1,322,814	$ -	$ -	$ 1,322,814
TOTAL RESTRICTED REVENUES	$ 1,322,814	$ -	$ -	$ 1,322,814
RESTRICTED EXPENDITURES				
Certificated Salaries (1000-1999)	$ 353,277	$ -	$ 4,770	$ 358,047
Classified Salaries (2000-2999)	$ 269,133	$ 3,396	$ 1,288	$ 273,817
Employee Benefits (3000-3999)	$ 416,743	$ 1,250	$ 1,567	$ 419,560
Books and Supplies (4000-4999)	$ 234,863	$ -	$ -	$ 234,863
Services, Other Operating Expenses (5000-5999)	$ 829,591	$ -	$ -	$ 829,591
Capital Outlay (6000-6599)	$ 65,341	$ -	$ -	$ 65,341
Other Outgo (7100-7299) (7400-7499)	$ 480,170	$ -	$ -	$ 480,170
Direct Support/Indirect Cost (7300-7399)	$ 142,553	$ -	$ -	$ 142,553
Other Adjustments				
TOTAL RESTRICTED EXPENDITURES	$ 2,791,671	$ 4,646	$ 7,625	$ 2,803,942
OPERATING SURPLUS (DEFICIT)	$ (1,468,857)	$ (4,646)	$ (7,625)	$ (1,481,128)
Transfers In and Other Sources (8910-8979)	$ -	$ -	$ -	$ -
Transfers Out and Other Uses (7610-7699)	$ -	$ -	$ -	$ -
Contributions (8980-8999)	$ 687,412	$ -	$ -	$ 687,412
CURRENT YEAR INCREASE (DECREASE) IN RESTRICTED FUND BALANCE	$ (781,445)	* $ (4,646)	$ (7,625)	$ (793,716)
RESTRICTED BEGINNING FUND BALANCE	$ 1,716,208			$ 1,716,208
Pri Yr Audit Adjustmnts/Restatemnts (9793/9795)	$ -			$ -
CURR YR RESTRICTED ENDING BALANCE	$ 934,763	$ (4,646)	$ (7,625)	$ 922,492
COMPONENTS OF ENDING FUND BALANCE:				
Restricted Amounts (9740)	$ 934,763	$ (4,646)	$ (7,625)	$ 922,492

* Please see question on page 7.

Chualar Union School District

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Bargaining Unit: CSEA

	2 Latest Board-Approved Budget Before Settlement (As of 12/10/2025)	* Column 2 Adjustments as a Result of Settlement	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Funding Sources (8010-8099)	$ 3,741,111	$ -	$ -	$ 3,741,111
Remaining Revenues (8100-8799)	$ 1,559,879	$ -	$ -	$ 1,559,879
TOTAL REVENUES	$ 5,300,990	$ -	$ -	$ 5,300,990
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 1,325,150	$ -	$ 29,145	$ 1,354,295
Classified Salaries (2000-2999)	$ 1,264,513	$ 12,561	$ 8,903	$ 1,285,977
Employee Benefits (3000-3999)	$ 1,621,793	$ 17,500	$ 9,954	$ 1,649,247
Books and Supplies (4000-4999)	$ 373,632	$ -	$ -	$ 373,632
Services, Other Operating Expenses (5000-5999)	$ 1,253,926	$ -	$ -	$ 1,253,926
Capital Outlay (6000-6599)	$ 65,341	$ -	$ -	$ 65,341
Other Outgo (7100-7299) (7400-7499)	$ 565,087	$ -	$ -	$ 565,087
Direct Support/Indirect Cost (7300-7399)	$ (13,646)	$ -	$ -	$ (13,646)
Other Adjustments				
TOTAL EXPENDITURES	$ 6,455,795	$ 30,061	$ 48,002	$ 6,533,858
OPERATING SURPLUS (DEFICIT)	$ (1,154,805)	$ (30,061)	$ (48,002)	$ (1,232,868)
Transfer In and Other Sources (8910-8979)	$ 65,171	$ -	$ -	$ 65,171
Transfers Out and Other Uses (7610-7699)	$ 35,000	$ -	$ -	$ 35,000
Contributions (8980-8999)	$ -	$ -	$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (1,124,634)	* $ (30,061)	$ (48,002)	$ (1,202,697)
BEGINNING FUND BALANCE	$ 3,471,259			$ 3,471,259
Pri Yr Audit Adjustmnts/Restatemnts (9793/9795)	$ -		$ -	$ -
CURRENT YEAR ENDING FUND BALANCE	$ 2,346,625	$ (30,061)	$ (48,002)	$ 2,268,562
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable Amounts (9711-9719)	$ -	$ -	$ -	$ -
Restricted Amounts (9740)	$ 934,763	$ (4,646)	$ (7,625)	$ 922,492
Committed/Assigned Amounts (9750-9780)	$ 1,005,048	$ (25,415)	$ (40,377)	$ 939,256
Reserve for Economic Uncertainties (9789)	$ 406,814	$ -	$ -	$ 406,814
Unappropriated/Unappropriated Amounts (9790)	$ 0	$ -	$ -	$ 0
Reserve for Economic Uncertainties Percentage	6.27%			6.19%

* Please see question on page 7.

Chualar Union School District

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Adult Education Fund

Enter Bargaining Unit: CSEA

	Column 1 Latest Board-Approved Budget Before Settlement (As of 12/10/2025)	Column 2 Adjustments as a Result of Settlement	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Funding Sources (8010-8099)	$ -	$ -	$ -	$ -
Remaining Revenues (8100-8799)	$ -	$ -	$ -	$ -
TOTAL REVENUES	$ -	$ -	$ -	$ -
EXPENDITURES				
Certificated Salaries (1000-1999)	$ -	$ -	$ -	$ -
Classified Salaries (2000-2999)	$ -	$ -	$ -	$ -
Employee Benefits (3000-3999)	$ -	$ -	$ -	$ -
Books and Supplies (4000-4999)	$ -	$ -	$ -	$ -
Services, Other Operating Expenses (5000-5999)	$ -	$ -	$ -	$ -
Capital Outlay (6000-6999)	$ -	$ -	$ -	$ -
Other Outgo (7100-7299) (7400-7499)	$ -	$ -	$ -	$ -
Direct Support/Indirect Cost (7300-7399)	$ -	$ -	$ -	$ -
TOTAL EXPENDITURES	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)	$ -	$ -	$ -	$ -
Transfers In and Other Sources (8910-8979)	$ -	$ -	$ -	$ -
Transfers Out and Other Uses (7610-7699)	$ -	$ -	$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ -	* $ -	$ -	$ -
BEGINNING FUND BALANCE	$ -			$ -
Pri Yr Audit Adjustmnts/Restatemnts (9793/9795)	$ -			$ -
CURRENT YEAR ENDING FUND BALANCE	$ -	$ -	$ -	$ -
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable Amounts (9711-9719)	$ -	$ -	$ -	$ -
Restricted Amounts (9740)	$ -	$ -	$ -	$ -
Committed/Assigned Amounts (9750-9780)	$ -	$ -	$ -	$ -

* Please see question on page 7.

Chualar Union School District

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Child Development Fund

Bargaining Unit: CSEA

	Column 1 Latest Board-Approved Budget Before Settlement (As of 12/10/2025)	Column 2 Adjustments as a Result of Settlement	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Funding Sources (8010-8099)	$ -	$ -	$ -	$ -
Remaining Revenues (8100-8799)	$ -	$ -	$ -	$ -
TOTAL REVENUES	$ -	$ -	$ -	$ -
EXPENDITURES				
Certificated Salaries (1000-1999)	$ -	$ -	$ -	$ -
Classified Salaries (2000-2999)	$ -	$ -	$ -	$ -
Employee Benefits (3000-3999)	$ -	$ -	$ -	$ -
Books and Supplies (4000-4999)	$ -	$ -	$ -	$ -
Services, Other Operating Expenses (5000-5999)	$ -	$ -	$ -	$ -
Capital Outlay (6000-6999)	$ -	$ -	$ -	$ -
Other Outgo (7100-7299) (7400-7499)	$ -	$ -	$ -	$ -
Direct Support/Indirect Cost (7300-7399)	$ -	$ -	$ -	$ -
TOTAL EXPENDITURES	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)	$ -	$ -	$ -	$ -
Transfers In and Other Sources (8910-8979)	$ -	$ -	$ -	$ -
Transfers Out and Other Uses (7610-7699)	$ -	$ -	$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ -	* $ -	$ -	$ -
BEGINNING FUND BALANCE	$ -			$ -
Pri Yr Audit Adjustmnts/Restatemnts (9793/9795)	$ -			$ -
CURRENT YEAR ENDING FUND BALANCE	$ -	$ -	$ -	$ -
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable Amounts (9711-9719)	$ -	$ -	$ -	$ -
Restricted Amounts (9740)	$ -	$ -	$ -	$ -
Committed/Assigned Amounts (9750-9780)	$ -	$ -	$ -	$ -

* Please see question on page 7.

Chualar Union School District

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund:

Bargaining Unit: CSEA

	Column 1 Latest Board-Approved Budget Before Settlement (As of 12/10/2025)	Column 2 Adjustments as a Result of Settlement	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Funding Sources (8010-8099)	$ -	$ -	$ -	$ -
Remaining Revenues (8100-8799)	$ -	$ -	$ -	$ -
TOTAL REVENUES	$ -	$ -	$ -	$ -
EXPENDITURES				
Certificated Salaries (1000-1999)	$ -	$ -	$ -	$ -
Classified Salaries (2000-2999)	$ -	$ -	$ -	$ -
Employee Benefits (3000-3999)	$ -	$ -	$ -	$ -
Books and Supplies (4000-4999)	$ -	$ -	$ -	$ -
Services, Other Operating Expenses (5000-5999)	$ -	$ -	$ -	$ -
Capital Outlay (6000-6999)	$ -	$ -	$ -	$ -
Other Outgo (7100-7299) (7400-7499)	$ -	$ -	$ -	$ -
Direct Support/Indirect Cost (7300-7399)	$ -	$ -	$ -	$ -
TOTAL EXPENDITURES	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)	$ -	$ -	$ -	$ -
Transfers In and Other Sources (8910-8979)	$ -	$ -	$ -	$ -
Transfers Out and Other Uses (7610-7699)	$ -	$ -	$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ -	* $ -	$ -	$ -
BEGINNING FUND BALANCE	$ -			$ -
Pri Yr Audit Adjustmnts/Restatemnts (9793/9795)	$ -			$ -
CURRENT YEAR ENDING FUND BALANCE	$ -	$ -	$ -	$ -
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable Amounts (9711-9719)	$ -	$ -	$ -	$ -
Restricted Amounts (9740)	$ -	$ -	$ -	$ -
Committed/Assigned Amounts (9750-9780)	$ -	$ -	$ -	$ -

* Please see question on page 7.

Chualar Union School District

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS UNRESTRICTED FUNDS

Unrestricted General Fund Multiyear Projection

Bargaining Unit: CSEA

	FY 2025-26 Total Current Budget After Settlement	FY 2026-27 First Subsequent Year After Settlement	FY 2027-28 Second Subsequent Year After Settlement
UNRESTRICTED REVENUES			
LCFF Funding Sources (8010-8099)	$ 3,741,111	$ 3,676,715	$ 3,626,030
Remaining Revenues (8100-8799)	$ 237,065	$ 227,000	$ 227,000
TOTAL UNRESTRICTED REVENUES	$ 3,978,176	$ 3,903,715	$ 3,853,030
UNRESTRICTED EXPENDITURES			
Certificated Salaries (1000-1999)	$ 996,248	$ 1,035,422	$ 1,090,174
Classified Salaries (2000-2999)	$ 1,012,160	$ 825,465	$ 877,056
Employee Benefits (3000-3999)	$ 1,229,687	$ 1,077,623	$ 1,150,502
Books and Supplies (4000-4999)	$ 138,768	$ 125,000	$ 105,000
Services, Other Operating Expenses (5000-5999)	$ 424,335	$ 415,000	$ 355,000
Capital Outlay (6000-6999)	$ -	$ -	$ -
Other Outgo (7100-7299) (7400-7499)	$ 84,917	$ 75,000	$ 75,000
Direct Support/Indirect Cost (7300-7399)	$ (156,199)	$ (154,000)	$ (153,500)
Other Adjustments		$ -	$ -
TOTAL UNRESTRICTED EXPENDITURES	$ 3,729,916	$ 3,399,510	$ 3,499,232
OPERATING SURPLUS (DEFICIT)	$ 248,259	$ 504,205	$ 353,798
Transfers In and Other Sources (8910-8979)	$ 65,171	$ 46,000	$ 50,000
Transfers Out and Other Uses (7610-7699)	$ 35,000	$ 25,000	$ 25,000
Contributions (8980-8999) **(Enter as a negative)**	$ (687,412)	$ (550,000)	$ (500,000)
CURRENT YEAR INCREASE (DECREASE) IN UNRESTRICTED FUND BALANCE	$ (408,982)	$ (24,795)	$ (121,202)
UNRESTRICTED BEGINNING FUND BALANCE	$ 1,755,052	$ 1,346,070	$ 1,321,275
Pri Yr Audit Adjustmnts/Restatemnts (9793/9795)	$ -		
UNRESTRICTED ENDING FUND BALANCE	$ 1,346,070	$ 1,321,275	$ 1,200,073
COMPONENTS OF ENDING BALANCE:			
Nonspendable Amounts (9711-9719)	$ -	$ -	$ -
Committed/Assigned Amounts (9750-9780)	$ 939,256	$ 910,723	$ 790,073
Reserve for Economic Uncertainties (9789)	$ 406,814	$ 410,552	$ 410,000
Unappropriated/Unappropriated Amounts (9790)	$ 0	$ (0)	$ (0)

WARNING: 9790 Unappropriated Amounts must be positive

Monterey County Office of Education

Chualar Union School District

J. CALCULATING THE AVAILABLE RESERVE AMOUNT

1. State Reserve Standard

		FY 2025-26	FY 2026-27	FY 2027-28
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	$ 6,568,858	$ 5,879,766	$ 5,878,136
b.	State Standard Minimum Reserve Percentage for this District Enter percentage:	5.00%	5.00%	5.00%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. or $88,000)	$ 328,443	$ 293,988	$ 293,907

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9789)	$ 406,814	$ 410,552	$ 410,000
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	$ 0	$ (0)	$ (0)
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9789)	$ -	$ -	$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriated Amount (9790)	$ -	$ -	$ -
e.	Total Available Reserves	$ 406,814	$ 410,552	$ 410,000
f.	Reserve for Economic Uncertainties Percentage	6.19%	6.98%	6.97%

3. Do unrestricted reserves meet the state minimum reserve amount?

FY 2025-26	Yes	X	No	
FY 2026-27	Yes	X	No	
FY 2027-28	Yes	X	No	

4. If no, how do you plan to restore your reserves?

Chualar Union School District

5. If the total amount of the adjustment in Column 2 on Page 4 does not agree with the amount of the Total Compensation Increase in Section A, Line 5 on Page 1 (i.e., increase was partially budgeted), explain the variance below:

6. Please include any additional comments and explanations of Page 4 as necessary:

Assumptions

The assumptions upon which this certification is made are as follows:

Concerns regarding affordability of agreement in subsequent years (if any):

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

	3/11/2026
District Superintendent (or Designee) (Signature)	**Date**
Yen Le	(831) 679-2504
Contact Person	**Phone**

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on: March 11, 2026 , took action to approve the proposed Agreement with the CSEA Bargaining Unit.

	3/11/2026
President (or Clerk), Governing Board (Signature)	**Date**

Docusign Envelope ID: F90349C8-AB13-454A-85BF-C4856BCEE590

MONTEREY COUNTY OFFICE of EDUCATION

Dr. Deneen Guss
County Superintendent of Schools

February 18, 2026

Ruben Pulido, Superintendent
Chualar Union School District
P.O. Box 188
Chualar, CA 93925

RE: Public Disclosure / Chualar Union School District – Chualar Union School District - California School Employees Association (CSEA) Chapter #695

Dear Superintendent Pulido:

In accordance with AB 1200 and *Government Code* Section 3547.5, the Monterey County Superintendent of Schools Office has received a copy of the Disclosure of Collective Bargaining Agreement for the tentative agreement between Chualar Union School District and the California School Employee Association - (CSEA) Chapter #695 for July 1, 2025 and ending June 30, 2026. The statute allows the County Superintendent of Schools to review and comment on the financial impact of the proposed agreement. In this review, we assess whether the proposed agreement will allow the District to meet its financial obligations in the current fiscal year and is consistent with the budget and financial planning that will enable the District to satisfy its multi-year financial commitments. Based upon the data presented, we offer the following comment:

1. The District has agreed to a 2.0% increase to the salary schedule, Effective July 1, 2025.
2. Health and Welfare
    - $2,000 increase in Health and Welfare benefits cap, not to exceed $25,174.04 annually per represented employee
    - Remove the Bronze plan from plans paired with prescription Plan B
    - Remove Spouses from the retiree plan

The total cost to the District from July 1, 2025 through June 30, 2026 is $33,040.

The purpose of our review is to determine whether this agreement will have a material impact on the financial condition of the District in the current and two subsequent fiscal years. Based upon the projections provided, the District should be able to meet its financial obligations in the current fiscal year and satisfy its multi-year financial commitments with the current set of assumptions.

However, we note that the District is currently deficit spending. The First Interim report projects overall deficit spending of:

2025-26	2026-27	2027-28
($1,124,634)	($720,634)	($887,748)

This negotiated agreement adds to the level of deficit spending, which may weaken the District's fiscal health in the current year and subsequent years.

Docusign Envelope ID: F90349C8-AB13-454A-85BF-C4856BCEE590

If at any time during the fiscal year the County Superintendent of Schools determines that the school District may be unable to meet its financial obligations in the current or two subsequent fiscal years, the County Superintendent shall notify the District governing board of a "Lack of Going Concern" in writing in accordance with Education Code Section 42127.6 (a).

Within 45 days of the ratified settlement, our office should be provided a copy of the Board minutes that include the approval of this agreement, and corresponding Board-approved budget

If you have any questions or concerns, please contact our office by phone at (831) 755-0308 or by email at cstanley@montereycoe.org.

Sincerely,

Signed by:
A6B4F6C26DB2470...

Colleen Stanley Ed.D.,
Chief Business Official
Finance and Business Services Division

Cc: Dr. Deneen Guss, Monterey County Superintendent of Schools
Yen Le, Business Manager, Chualar USD
John Fox, Financial Analyst, MCOE