

ORCUTT UNION SCHOOL DISTRICT  
Regular Meeting of the Board of Trustees  
Wednesday, May 9, 2018  
Closed Session – 6:45 P.M.  
Public Session – 7:15 P.M.  
District Office Board Room 500  
Dyer Street, Orcutt, CA 93455

**CALL TO ORDER** 6:45 P.M.

- A. Pledge of Allegiance

**CLOSED SESSION PUBLIC COMMENTS**

This section of the agenda is intended for members of the public to address the Board of Trustees on items that are being considered in Closed Session.

**ADJOURN TO CLOSED SESSION**

Adjourn to Closed Session for the purpose of discussing matters expressly authorized by Government Code Section 3549.1, 54956.95, 54957, and 54957.6.

1. Public Employment per Personnel Report.
2. Public Employee Employment/Discipline/Dismissal/Release.
3. Conference with labor negotiator Dr. Deborah Blow, Superintendent and/or Susan Salucci
  - a. OEA
  - b. CSEA
4. Conference with labor negotiators for unrepresented employees:
  - a. Certificated and Classified Management, and Confidential.  
Agency representative – Superintendent.
  - b. Superintendent. Agency representative – Board of Trustees
5. Student disciplinary/expulsion matters.
6. Conference with Legal Counsel: Anticipated Litigation  
Pursuant to California Government Code section 54956.9(d)(2)

**RECONVENE TO PUBLIC SESSION** 7:15 P.M.

- B. Public Report on Action Taken in Closed Session  
C. Adoption of May 9, 2018 Agenda

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**PUBLIC COMMENT ANNOUNCEMENT**

The Board of Trustees welcomes comments about items appearing or not appearing on tonight's agenda. The audience members wishing to address the Board during the Public Comment segment of the agenda are reminded to fill out a *Public Comment Form* from the Superintendent's secretary and submit it prior to the time the presiding officer calls for Public Comment.

A maximum of thirty (30) minutes is set aside for Public Comment; speakers are allowed a maximum of three (3) minutes to address the Board on any items within the Board's jurisdiction in accordance with the Brown Act. The Board will limit any response to public comments to brief statements, referral to staff, or referral to a future board meeting.

- D. Superintendent's Report  
An opportunity for the Superintendent to share matters of special interest or importance which are not on the board agenda and/or special presentations of district programs or activities such as curriculum/instructional updates, timely events/information, and district activities.
1. Pupil Transportation, LLC Study Report
  2. OCAF

E. Public Comment

An opportunity for the public to provide input to the Board of Trustees. Those wishing to speak about a specific agenda item may do so during the Public Comment segment or when the item is being considered. Any request to speak must be submitted on a *Request for Public Comment Form* which can be obtained from the Superintendent’s secretary and submitted prior to the presiding officer addressing the item. If you choose to speak when an item is before the Board, your name will be called prior to Board consideration. An item not on the agenda must be addressed during the Public Comment segment of the agenda.

F. Written Communication

Documents addressed to or by board members as communications during a Board of Education meeting are defined as letters from parents or community members regarding issues within the jurisdiction of authority of the Board of Education; information or reports from professional organizations, i.e., CSBA, SBCSBA, etc.; letters or reports from other public agencies; letters or reports from legislators; or letters or reports from district schools or staff.

**CONSENT AGENDA ITEMS**

Actions proposed for Consent Agenda (block vote) items are consistent with approved practices of the district and are deemed routine in nature. Since trustees receive board agenda backup information in advance of scheduled meetings, they are prepared to vote with knowledge on the block vote items. Consent Agenda items are voted on at one time, although any such item can be considered separately at a board member’s request.

- A. Classified Personnel Action Report
- B. Certificated Personnel Action Report
- C. Approval of Warrants
- D. Minutes, Regular Meeting, April 11, 2018
- E. Minutes, Special Meeting, May 2, 2018
- F. Board Policy 6142.7, Physical Education and Activity, for second reading
- G. Solvang School District Interdistrict Attendance Agreement 2018-19

It is recommended that the Board of Trustees approve Consent Agenda Items A through G, as submitted.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**ITEMS SCHEDULED FOR ACTION**

A. GENERAL

1. Acceptance of Gifts

Alice Shaw Elementary

- \$1200 from Pacific Petroleum California, Inc., to be used to send four students to Outdoor School
- Drums and bells donation from, Cheri Palin
- Paint, map stencils and volunteer painters to assist with the playground beautification from Serve Santa Maria, Pastor Carl Nielsen.
- \$300 from Santa Maria Chapter of California Women for Agriculture, to be used for garden Supplies
- \$280 from Santa Maria Tool, Inc. for a student scholarship for Outdoor School

Olga Reed

- \$1000 from Vino Farms, LLC, to offset the cost of a new water filtration system.

It is recommended that the Board of Trustees accept these gifts and request that a letter of acceptance and appreciation be forwarded to Pacific Petroleum California, Inc., Cheri Palin, Serve Santa Maria, Chapter of California Women for Agriculture, Santa Maria Tool, and Vino Farms, LLC.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

2. Strategic Plan Targets - 2018-2019

It is recommended that the Board of Trustees adopt the Orcutt Union School District Strategic Plan Targets for the 2018-2019 school year.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

3. Approve the agreement between Orcutt Union School District and Cabinet Employees for Compensation for the 2017-18 school year

It is recommended that the Board of Trustees approve the Cabinet Employees Compensation for the 2017-18 school year, as submitted.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

4. Approve Resolution Number 23, Intent to Initiate Transition from At-Large Elections to By-Trustee Area Elections

It is recommended that the Board of Trustees approve Resolution Number 23, Intent to Initiate Transition from At-Large Elections to By-Trustee Area Elections, as submitted.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

B. BUSINESS SERVICES

1. Prop 39 District Energy Manager and Reporting Services agreement with Indoor Environmental Services (IES)

It is recommended that the Board of Trustees approve the Energy Manager and Reporting Services agreement with Indoor Environmental Services (IES), as submitted.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

2. Surplus Items

It is recommended that the Board of Trustees approve the list of surplus items, as submitted.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

3. Board Policy 3100, Budget

It is recommended that the Board of Trustees adopt Board Policy 3100, Budget, for first reading and that it is placed on the next Consent Agenda for second reading.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

4. Board Policy 3280, Sale, Lease, Rental of District-Owned Property

It is recommended that the Board of Trustees adopt Board Policy 3280, Sale, Lease, Rental of District-Owned Property, for first reading and that it is placed on the next Consent Agenda for second reading.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

5. Board Policy 3513.4 Drug & Alcohol Free Schools

It is recommended that the Board of Trustees adopt Board Policy 3513.4, Drug and Alcohol Free Schools, for first reading and that it is placed on the next Consent Agenda for second reading.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

6. Board Policy 3515.7, Firearms on School Grounds

It is recommended that the Board of Trustees adopt Board Policy 3515.7, Firearms on School Grounds, for first reading and that it is placed on the next Consent Agenda for second reading.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

7. Board Policy 3551, Food Service Operations/Cafeteria Fund

It is recommended that the Board of Trustees adopt Board Policy 3551, Food Service Operations/Cafeteria Fund, for first reading and that it is placed on the next Consent Agenda for second reading.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

8. Board Policy 3553, Business and Noninstructional-Operation

It is recommended that the Board of Trustees adopt Board Policy 3553, Business and Noninstructional Operation, for first reading and that it is placed on the next Consent Agenda for second reading.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

9. Out-of-State Travel for the Director of Child Nutrition

It is recommended that the Board of Trustees approve the Out-of-State Travel for the Director of Child Nutrition, Bethany Markee to Las Vegas, Nevada, July 9-12, 2018, as submitted.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

C. EDUCATIONAL SERVICES

1. Board Policy 1312.3, Uniform Complaint Procedures

It is recommended that the Board of Trustees adopt Board Policy 1312.3, Uniform Complaint Procedures, for first reading and that it is placed on the next Consent Agenda for second reading.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

2. Board Policy 5022, Student and Family Privacy Rights

It is recommended that the Board of Trustees adopt Board Policy 5022, Student and Family Privacy Rights, for first reading and that it is placed on the next Consent Agenda for second reading.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

3. Board Policy 5145.6, Parental Notifications

It is recommended that the Board of Trustees adopt Board Policy 5145.6, Parental Notifications, for first reading and that it is placed on the next Consent Agenda for second reading.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

4. Board Policy 6162.5, Student Assessment

It is recommended that the Board of Trustees adopt Board Policy 6162.5, Student Assessment, for first reading and that it is placed on the next Consent Agenda for second reading.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

5. Board Policy 6171, Title I Programs

It is recommended that the Board of Trustees adopt Board Policy 6171, Title I Programs, for first reading and that it is placed on the next Consent Agenda for second reading.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

6. California Department of Education Library Survey

It is recommended that the Board of Trustees approve the results for the California Department of Education Library Survey for nine school sites as presented. The California Department of Education Library Surveys are available for review at the District Office, 500 Dyer St., Orcutt, CA M-F 7:30am – 4:30pm

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

7. Orcutt JHS Seventh and Eighth Grade Honor Society Trips

It is recommended that the Board of Trustees approve the Seventh and Eighth Grade Honor Society Trips to Universal Studios (seventh grade) and Magic Mountain (eighth grade) on June 6, 2018, as submitted.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

D. HUMAN RESOURCES

1. Board Policy 4111,4211,4311, Recruitment and Selection

It is recommended that the Board of Trustees adopt Board Policy 4111,4211,4311, Recruitment and Selection, for first reading and that it is placed on the next Consent Agenda for second reading.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

2. Approval of Addendum to Employment Agreement between the Orcutt Union School District and Dr. Deborah Blow

It is recommended that the Board of Trustees approve the Addendum to Dr. Blow's employment agreement, as submitted.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

3. 2017/2018 Resolution No. 20, Day of the Teacher

It is recommended that the Board of Trustees approve the 2017/2018 Resolution No. 20, Day of the Teacher, as submitted.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

4. Brandman University Supervised Internship Agreement

It is recommended that the Board of Trustees approve the Brandman University Internship Contract Agreement for the Multiple, Single and Special Education Credential Programs with the Orcutt Union School District, as submitted.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

5. 2017-18 Resolution No. 21, Declaration of Need

It is recommended that the Board of adopt Resolution No. 21, Declaration of Need for Fully Qualified Educators. as submitted.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

6. Accept Initial Collective Bargaining Proposal with California School Employees Association and its Orcutt Chapter #255 for the 2018/2019 School Year

It is recommended that the Board approve the Initial Collective Bargaining Proposal with California School Employees Association (CSEA), as submitted

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**ITEMS SCHEDULED FOR INFORMATION/DISCUSSION**

1. Items from the Board

**GENERAL ANNOUNCEMENTS**

Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, June 7, 2018, beginning with Closed Session beginning at 6:45 p.m., Public Session at 7:15 p.m. in the District Office Board Room, 500 Dyer Street, Orcutt, CA. Special Retiree Recognition will be on June 7, 2018, beginning at 4:00 p.m. at Orcutt Junior High School Gym.

**RECONVENE TO CLOSED SESSION (if second closed session is necessary)**

E. Public Report on Action Taken in Closed Session

**ADJOURN**

*In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Superintendent's Office at (805) 938-8907. Notification 48 hours prior to the meeting will enable the district to make reasonable arrangements to ensure accessibility to this meeting.*

*All documents related to the open session agenda are available for review 72 hours prior to the meeting at the Orcutt Union School District Office, 500 Dyer Street, Orcutt, CA.*

Classified Personnel Action Report  
 Orcutt Union School District  
 May 9, 2018

TO: Deborah Blow, Ed.D.

SUBMITTED BY: Susan Salucci, Assistant Superintendent/Human Resources



SUBJECT: Recommendations for Board Approval

Name	Site/Dept.	Classification	Step/ Range	Hours	Rate of Pay	Effective	Action/Information
Agayoff, Debbie	Enrollment	Office Assistant	14/6		\$19.48 per hour	6/15-6/26 & 7/23-8/31/2018	Temporary summer assignment
Arguilles, Maria	Transportation	Bus Attendant	11/6	4.402	\$18.09 per hour	6/14/2018	Layoff
Azziz, Ali	Nightingale	Instructional Assistant II	12/4	6.0	\$16.81 per hour	4/9/2018	Promotion
Badenell, Lisa	Transportation	Bus Attendant	11/6	28.99 per week	\$18.09 per hour	4/1/2018	Increase in hours
Badenell, Lisa	Transportation	Bus Attendant	11/6	5.798	\$18.09 per hour	6/14/2018	Layoff
Bischoff, Terri	Nutrition	Child Nutrition Worker			\$15.61 per hour	6/11 – 8/10/2018	Temporary summer assignment
Borsch, Dana	Enrollment	Office Assistant	14/6		\$19.48 per hour	6/15 – 8/10/2018	Temporary summer assignment
Brown, Gail	Alice Shaw	Instructional Assistant/PE	11/6	2.5	\$18.09 per hour	6/14/2018	Layoff
Calvillo, Tiffany	Nightingale	Instructional Assistant II	11/1	3.5	\$14.53 per hour	5/10/2018	Permanent/Probationary
Chacon, Erica	Transportation	Bus Attendant	11/1	4.75	\$14.17 per hour	6/14/2018	Layoff
Chavez, Sandi	Nutrition	Child Nutrition Production Cook, Lead			\$19.51 per hour	6/11 – 8/10/2018	Temporary summer assignment
Childers, Heather	Dunlap	Nurse		Not to exceed 50 hours	\$50.00 per hour	6/9 – 7/17/2018	Extended School Year
Crisp, Tiffany	Dunlap	Nurse		Not to exceed 50 hours	\$50.00 per hour	6/9- 7/17/2018	Extended School Year
Cruddas, Lori	Dunlap	Noon Duty Supervisor	6/1		\$12.53 per hour	4/19/2018	Resignation
Decaires, Dennis	Transportation	Bus Driver	18/6	27.18 per week	\$21.50 per hour	5/1/2018	Increase in hours

Classified Personnel Action Report  
Orcutt Union School District  
May 9, 2018

TO: Deborah Blow, Ed.D.

SUBMITTED BY: Susan Salucci, Assistant Superintendent/Human Resources



SUBJECT: Recommendations for Board Approval

Name	Site/Dept.	Classification	Step/ Range	Hours	Rate of Pay	Effective	Action/Information
Draper, Nicola	District Office/Business Services	Senior Payroll Technician	28/6	8.0	\$4,787 per month	7/31/2018	Retirement
Frost, Rowena	Nutrition	Child Nutrition Worker			\$15.61 per hour	6/11 – 8/10/2018	Temporary summer assignment
Heaney, Loriann	Nutrition	Child Nutrition Worker			\$15.61 per hour	6/11 – 8/10/2018	Temporary summer assignment
Hyatt, Donna	Orcutt	Instructional Assistant II	12/6	6.0	\$18.53 per hour	4/9/2018	Promotion
Landron, Mary	Transportation	Bus Driver	18/3	29.6 per week	\$18.57 per hour	5/1/2018	Increase in hours
Locarnini, JoAnne	Enrollment	Office Assistant	14/6		\$19.48 per hour	6/15 – 8/10/2018	Temporary summer assignment
Lopez, Lisa	Patterson	Instructional Assistant/PE	11/1	.60	\$14.17 per hour	6/14/2018	Layoff
Mariscal, Maria	Patterson	Instructional Assistant	11/3	3.5	\$15.62 per hour	3/29/2018	Resignation
McGeary, Rebecca	Transportation	Bus Driver	18/6	31.74 per hour	\$21.50 per hour	5/1/2018	Increase in hours
McGinnis, Sharon	Dunlap	Instructional Assistant/PE	11/6	2.5	\$18.09 per hour	6/14/2018	Layoff
McMann, Kellie	Transportation	Bus Driver	18/6	26.35 per week	\$21.50 per hour	4/1/2018	Increase in hours
McMann, Kellie	Transportation	Bus Driver	18/6	24.9 per week	\$21.50 per hour	5/1/2018	Voluntary reduction in hours
Molina, Lisa	Patterson	Instructional Assistant/PE	11/4	2.5	\$16.40 per hour	6/14/2018	Layoff
Musumeci, Randy	Transportation	Bus Driver	18/2	17.75 per week	\$17.69 per hour	5/1/2018	Increase in hours
Norling, Neva	Transportation	Bus Driver	18/6	29.92 per week	\$21.50 per hour	5/1/2018	Increase in hours
Palin, Cheri	Enrollment	Office Assistant	14/5		\$18.55 per hour	6/15 – 6/30/2018	Temporary summer assignment



Classified Personnel Action Report  
 Orcutt Union School District  
 May 9, 2018

TO: Deborah Blow, Ed.D.

SUBMITTED BY: Susan Salucci, Assistant Superintendent/Human Resources



SUBJECT: Recommendations for Board Approval

Name	Site/Dept.	Classification	Step/ Range	Hours	Rate of Pay	Effective	Action/Information
Palin, Cheri	Enrollment	Office Assistant	14/6		\$19.48 per hour	7/1 – 8/10/2018	Temporary summer assignment
Perea, Nancy	Pine Grove	Instructional Assistant/PE	11/1	2.5	\$14.17 per hour	6/14/2018	Layoff
Pirouz, Rachel	Dunlap	Occupational Therapist		Not to exceed 100 hours	\$40.00 per hour	6/19-7/17/2018	Extended School Year
Rowe, Summer	Nutrition	Child Nutrition Worker			\$15.61 per hour	6/11 – 8/10/2018	Temporary summer assignment
Ruiz, Christina	Transportation	Bus Driver	18/6	5.298	\$21.50 per hour	4/14/2018	Resignation from permanent position
Ruiz, Christina	Transportation	Bus Attendant, Substitute	11/1		\$14.17 per hour	5/3/2018	Substitute
Silveira, Michelle	Nutrition	Child Nutrition Worker			\$15.61 per hour	6/11 – 8/10/2018	Temporary summer assignment
Thompson, Shannon	Nutrition	Child Nutrition Worker			\$15.61 per hour	6/11 – 8/10/2018	Temporary summer assignment
Vader Kidd, Leanne	Nightingale	Instructional Assistant/PE	11/1	1.2	\$14.17 per hour	6/14/2018	Layoff
Ware, Judy	Transportation	Bus Driver, Lead	23/6	8.0	\$24.33 per hour	5/1/2018	Reassignment
Ware, Judy	Transportation	Bus Driver, Lead	23/6	8.0	\$24.33 per hour	6/30/2018	Retirement/Request Early Retirement Program
Woo, Kristen	Nutrition	Child Nutrition Worker			\$15.61 per hour	6/11 – 8/10/2018	Temporary summer assignment
Wright, Terry	Dunlap	Office Clerk		Not to Exceed 200 hours	\$17.00 per hour	6/19-7/17/2018	Extended School Year

# ORCUTT UNION SCHOOL DISTRICT

## Certificated Personnel Action Report

**TO:** Dr. Deborah Blow  
District Superintendent

**FROM:** Susan Salucci  
Assistant Superintendent of Human Resources

**DATE:** Board Meeting of May 9, 2018

**RE:** **RECOMMENDATIONS FOR APPROVAL AND RATIFICATION**

NAME	SCHOOL	CLASS/ STEP	SALARY	EFFECTIVE DATE	ACTION INFORMATION
Alnas, Rachel	Orcutt	Hourly	\$25	2/14/18	ELD Meeting, 5.5 hrs
Alvarado, Lupe	District	Hourly	\$25	2/1-2/27/18	NWEA Proctor, 49.75 hrs
Anadon, Alyssa	Unknown	IV-1	\$50,614 \$5,000*	2018-19	Prob 1 Signing Bonus over 2 years
Ayers, Kelly	Unknown	V-3	\$56,625 \$5,000*	2018-19	Prob 1 Signing Bonus over 2 years
Baldwin, Beth	District	Extra Duty	\$40/hr	3/12-3/28/18	Home & Hospital, 13 hrs
Barba, Patti	Shaw	Extra Duty	\$40/hr	2/22-3/12/18	IEP Meeting, 2.5 hrs
Beach, Tammy	Dunlap	Extra Duty	\$47.10/hr	3/22/18	IEP Meeting, .80 hr
Blanchard, Kimberly	Nightingale	Hourly	\$25	2/14/18	ELD Meeting, 2 hrs
Brickey, Patrick	Lakeview	Extra Duty	\$40/hr	3/10/18 3/5-3/27/18	Academic Intervention, 3.25 hrs After School Computer Lab, 8 hrs
Briney, Brittany	District	Hourly	\$30	12/11-1/10/18	Home & Hospital, 8 hrs
Buchanan, Sally	Patterson District	Hourly	\$25 \$30	2/22/18 2/20-3/29/18	After School Computer Lab, 1 hr Home & Hospital, 24.5 hrs
Byrne, Jennifer	Dunlap	Hourly	\$25	2/14/18	ELD Meeting, 2.5 hrs
Cabrera, Kristen	District	Hourly	\$25	2/5-3/1/18	NWEA Proctor, 58 hrs
Callis, Wendy	Patterson	Hourly	\$30	3/27/18	IEP Meeting, .75 hr

\*To be prorated

<i>NAME</i>	<i>SCHOOL</i>	<i>CLASS/STEP</i>	<i>SALARY</i>	<i>EFFECTIVE DATE</i>	<i>ACTION INFORMATION</i>
Camacho, Diane	District Nightingale	Hourly	\$30 \$25	2/26-3/29/18 2/14/18	Home & Hospital, 23 hrs ELD Meeting, 2 hrs
Carmichael, Christina	Lakeview	Extra Duty V-2	\$47.10/hr \$54,786	2/6-3/28/18 6/13/18	IEP Meeting, 4.75 hrs Resignation
Castillo, Regina	Shaw	Hourly	\$25	2/14/18	ELD Meeting, 1.5 hrs
Chambless, Amy	Shaw	Extra Duty	\$47.10/hr	2/20-3/12/18	IEP Meeting, 5.80 hrs
Chase, Angela	Pine Grove	VI-6	\$65,491	2018-19	Temporary
Cleveland, Paul	Lakeview	Extra Duty	\$40/hr	3/1-3/30/18 3/7/18	SysOp, 5 hrs Articulation Meeting, 4 hrs
Coughlin, Sarah	Patterson	Extra Duty	\$40/hr	3/20/18	IEP Meeting, 1.5 hrs
Cutler, Elizabeth	Lakeview	Extra Duty	\$40/hr	3/7-3/21/18	Intervention, 1.5 hrs
Dacus, Cody	Nightingale	Hourly	\$25	2/6-2/27/18 3/1-3/27/18	Academic Intervention, 7 hrs After School Computer Lab, 7 hrs
DelCarmen, Maria	Lakeview	Extra Duty	\$40/hr	3/21/18	Articulation, 4 hrs
Devereaux, William	Nightingale	Extra Duty	\$40/hr	3/12/18	IEP Meeting, .5 hr
Feliz, Jessica	Patterson	III-2	\$49,946	2018-19	Temporary
Flatley, Lauren	Unknown	IV-2	\$52,310 \$5,000*	2018-19	Prob 1 Signing Bonus over 2 years
Flores, Debra	District	Hourly	\$30	3/12-3/29/18	Home & Hospital, 13 hrs
Fraser, Jamie	Pine Grove	Extra Duty	\$47.10/hr	3/5-3/26/18	IEP Meeting, 3.75 hrs
Freeland, Susan	Nightingale	Hourly	\$25	2/8-2/27/18 3/1-3/27/18	After School Computer Lab, 6 hrs Academic Intervention, 6 hrs
Garza, Linda	District	Hourly	\$50	3/6-4/9/18 3/8-4/17/18	CASC Mentor, 10 hrs TIP Mentor, 24 hrs
Golden, Cassandra	Dunlap	Hourly	\$30	3/8/18	IEP Meeting, .5 hr
Goroski, Brenda	Lakeview	VI-18	\$93,309*	2018-19	60% Contract
Hart, Debra	Olga Reed	Extra Duty	\$50/ea \$47.10/hr	3/12/18 3/1-3/20/18	Sports Supervisor, 1 game IEP Meeting, 5 hrs
Herrera, Marina	Shaw/Olga Reed	IV-3	\$54,065	6/13/18	Resignation
Hildebrant, Jennifer	Pine Grove	IV-6	\$59,691	2018-19	Temporary

\*To be prorated

<i>NAME</i>	<i>SCHOOL</i>	<i>CLASS/STEP</i>	<i>SALARY</i>	<i>EFFECTIVE DATE</i>	<i>ACTION INFORMATION</i>
Hopkins, Tiffany	Shaw	Hourly	\$25	2/14-3/19/18	ELD Meeting, 10 hrs
Hotchkiss, Molly	Patterson	Extra Duty	\$47.10/hr	3/2-3/28/18	IEP Meeting, 9.75 hrs
Hughes, Michelle	District	Hourly	\$25	2/5-2/16/18 3/6-3/21/18	NWEA Proctor, 48 hrs ELPAC Proctor, 24.5 hrs
Jackson, Kacie	Orcutt	Extra Duty	\$40/hr	3/31/18	SysOp, 2.5 hrs
Karamitsos, Beth	Patterson	Extra Duty	\$40/hr	3/28/18	IEP Meeting, 2.5 hrs
Kazanjian, Janae	Patterson	Extra Duty	\$40/hr	3/7/18	IEP Meeting, 1 hr
Kirby, Jeff	Orcutt	Extra Duty	\$470	1/30-3/21/18	Sports Supervisor, 8 games (bonus)
			\$40/hr	2/26-3/27/18	Long Term Sub Support, 19 hrs
				1/29-3/6/18	Articulation, 5 hrs
				3/1-3/27/18	Academic Intervention, 7 hrs
Kozel, Aaron	Dunlap	III-2	\$49,946	2018-19	Temporary
Krausse, Sheila	District	Hourly	\$25	3/1-3/29/8	ELPAC Proctor, 96.5 hrs
Kuykendall, Colleen	Patterson	Extra Duty	\$40/hr	2/15-3/29/18	Academic Intervention, 11 hrs
Laflin, Debra	Olga Reed	Extra Duty	\$50/ea	3/8/18	Sports Supervisor, 1 game
			\$40/hr	3/6/18	IEP Meeting, 2.5 hrs
Langley, Cassidy	Pine Grove	VI-5	\$63,363	2018-19	Completed MA
Leyden, Candance	Patterson	Hourly	\$25	2/15-2/28/18	After School Computer Lab, 3 hrs
				3/1-3/29/18	Academic Intervention, 8 hrs
Luis, Michael	Olga Reed	Extra Duty	\$40/hr	3/7/18	IEP Meeting, 1.5 hrs
Lyon, Shane	District	Hourly	\$25	2/15-3/2/18	NWEA Proctor, 46 hrs
Maloney, Colleen	Pine Grove	Extra Duty	\$40/hr	3/21/18	IEP Meeting, 1 hr
Manfredi, Patty	Lakeview	Extra Duty	\$40/hr	3/6-3/28/18	After School Computer, 8 hrs
McDevitt, Teresa	District Nightingale	Extra Duty	\$40/hr	3/20-3/22/18	Home & Hospital, 4 hrs
			\$47.10/hr	3/6-3/22/18	IEP Meeting, 6.25 hrs
McGarity, Susan	Pine Grove/ Olga Reed	Extra Duty	\$40/hr	3/1-3/29/18	Before / After School Band, 16 hrs
McGray, Cheryl	District	Hourly	\$25	3/1-3/28/18	ELPAC Proctor, 46 hrs
Meertens, Karen	Patterson	Extra Duty	\$40/hr	3/2-3/26/18	IEP Meeting, 2 hrs
Millan, Laurie	Shaw	Hourly	\$25	3/1-3/27/18	Academic Intervention, 7 hrs
				3/7/18	SIPPS, 1 hr

\*To be prorated

<i>NAME</i>	<i>SCHOOL</i>	<i>CLASS/STEP</i>	<i>SALARY</i>	<i>EFFECTIVE DATE</i>	<i>ACTION INFORMATION</i>
Miller, Ashley	Shaw	Extra Duty	\$47.10/hr	2/26/18	IEP Meeting, 1 hr
Monahan, Stefanie	District	Extra Duty	\$40/hr \$47.10/hr	3/12-3/28/18 3/1-3/27/18	Home & Hospital, 11.5 hrs IEP Meeting, 2.75 hrs
Moreno, Saul	Olga Reed	IV-3	\$54,065	6/13/18	Resignation
Musumeci, Tracie	Dunlap	Extra Duty	\$47.10/hr	3/5-3/20/18	IEP Meeting, 1 hr
Naess, Jennifer	Pine Grove	Extra Duty	\$47.10/hr	3/5-3/26/18	IEP Meeting, 3.3 hrs
Norling, Michaela	Pine Grove	Extra Duty	\$47.10/hr	3/21/18	IEP Meeting, 1.75 hrs
Papworth, Lara	District	Hourly	\$25	2/9-3/9/18	ELPAC Proctor, 13.5 hrs
Parsley, Meghan	Shaw	Hourly	\$25	2/8/18 3/7/18	After School Intervention, 1 hr SIPPS, 1 hr
Partida, Kristi	Lakeview	Extra Duty	\$40/hr	3/6/18	Articulation, 2.5 hrs
Perales, Anita	Olga Reed	Extra Duty	\$47.10/hr	3/5-3/14/18	IEP Meeting, 2.5 hrs
Perez, Cecilia	Patterson	Extra Duty	\$47.10/hr	3/13-3/23/18	IEP Meeting, 4.75 hrs
Pollock, Christin	Dunlap	Extra Duty	\$40/hr	3/6/18	IEP Meeting, .5 hr
Prachar, Matthew	Shaw/Dunlap	I-2	\$45,536	6/13/18	Resignation
Pugh, Caline	Pine Grove	IV-2 Extra Duty	\$52,310 \$40/hr	2018-19 2/23/18	Temporary IEP Meeting, 1 hr
Qian, Susan	Unknown	V-4	\$58,525 \$5,000*	2018-19	Prob 1 Signing Bonus over 2 years
Reinartz, Mary	Patterson	Extra Duty	\$40/hr	2/15-3/27/18	Academic Intervention, 11 hrs
Richardson, Laura	District	Hourly	\$25	2/15-3/1/18	NWEA Proctor, 58.25 hrs
Riezebos, Analise	Shaw	III-1	\$48,325	2018-19	Temporary
Ruth, Amy	Shaw	Extra Duty	\$40/hr	2/27/18	IEP Meeting, 1.25 hrs
Saleen, Julie	Patterson	Extra Duty	\$40/hr	3/8-3/9/18	IEP Meeting, 2 hrs
Salinas, Janinne	District	Extra Duty	\$750 \$6,000	4/16-7/17/18	ESY Preparation ESY Administrator
Salvesen, Kris	District	Hourly	\$25	2/9-3/2/18	NWEA Proctor, 44.5 hrs
Sanders, Greg	Lakeview	Extra Duty	\$40/hr	3/15-3/23/18 3/1-3/22/18	Worked Prep, 2 hrs After School Computer Lab, 4 hrs
Sharp, Augusta	District	Extra Duty	\$47.10/hr	3/6/18	IEP Meeting, 1 hr
Sheahan, Jonathan	Lakeview	II-2	\$47,690	2018-19	Prob 1

\*To be prorated

<i>NAME</i>	<i>SCHOOL</i>	<i>CLASS/STEP</i>	<i>SALARY</i>	<i>EFFECTIVE DATE</i>	<i>ACTION INFORMATION</i>
Shuffield, Jamie	District Nightingale	Hourly	\$25	2/6-2/27/18 3/1-3/27/18	NWEA Proctor, 7 hrs After School Computer Lab, 6 hrs
Silva, Julie	Pine Grove	Extra Duty	\$40/hr	3/20/18	IEP Meeting, 1 hr
Slider, Julie	Nightingale	Extra Duty	\$40/hr	3/1-3/27/18	Intervention, 7 hrs
Slovek, Julie	Pine Grove	VI-6	\$65,491	2018-19	Temporary
Smith, April	Lakeview	Hourly	\$50/ea	2/1-3/13/18	Sport Supervisor, 3 games
Smith, Timothy	Lakeview	Extra Duty	\$50/ea	3/15/18	Sport Supervisor, 1 game
Sussex, Joy	Patterson	Extra Duty	\$40/hr	3/12/18	IEP Meeting, 1 hr
Thompson, Linda	Shaw	Extra Duty	\$47.10/hr	2/20-2/27/18	IEP Meeting, 2.15 hrs
Torbert, Arlene	Patterson	Extra Duty	\$40/hr	3/6-3/27/18	Academic Intervention, 4 hrs
Tullis, Polly	Lakeview	VI-20	\$97,555*	2018-19	60% Contract
Tummolo, Launi	Lakeview	Extra Duty	\$40/hr	3/7-3/28/18	After School Computer Lab, 3 hrs
Turner, Kathryn	District	Hourly	\$25	3/7-3/16/18	ELPAC Proctor, 35.5 hrs
Van Allen, William	Lakeview	Extra Duty	\$350 \$40/hr	2/1-3/15/18 3/1-3/29/18	Sports Supervisor, 6 games (bonus) Academic Intervention, 9 hrs
Villasenor, Jessica	Olga Reed	I-2	\$45,536	2018-19	Temporary
Waggoner, Amy	District	Hourly	\$30	1/30-3/29/18	Home & Hospital, 60 hrs
Westhoff, Kazan	Nightingale	Extra Duty	\$47.10/hr	3/5/18	IEP Meeting, 1.5 hrs
Whitley, Wendy	Patterson	Extra Duty	\$47.10/hr	3/12-3/27/18	IEP Meeting, 4.5 hrs
Wilkanoski, Lisa	Olga Reed	Extra Duty	\$40/hr	2/6-3/7/18	IEP Meeting, 1.5 hr
Winkelpleck, Dustin	Patterson	III-2	\$49,946	2018-19	Temporary
Winkelpleck, Lyn	Orcutt	Extra Duty	\$40/hr	3/6/18 3/1-3/29/18 3/1-3/29/18	After School Computer Lab, 1 hr Detention, 9 hrs Long Term Sub Support, 49 hrs
Yamamoto, Alana	Dunlap	Extra Duty	\$47.10/hr	2/9-3/8/18	IEP Meeting, 1 hr
Zamudio, Kelli	Orcutt	Extra Duty	\$350	1/30-3/21/18	Sports Supervisor, 7 games (bonus)
Zucker, Anna	Orcutt	Extra Duty	\$530 \$40/hr	1/17-3/21/18 2/12-3/8/18	Sports Supervisor, 9 games (bonus) Articulation, 5.5 hrs

\*To be prorated

## Warrants

These materials are not included in this copy of the agenda. The warrants are available for review at the District Office, 500 Dyer Street, Orcutt, CA. Monday-Friday from 7:30 am – 4:30 pm.

This procedure is in compliance with the Public Document Law, Government Code Section Number 6257.

**ORCUTT UNION SCHOOL DISTRICT  
BOARD OF TRUSTEES  
April 11, 2018**

**CALL TO ORDER**

A regular meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, April 11, 2018, beginning with Dr. Peterson calling Public Session to order at 7:00 p.m. The Pledge of Allegiance was led by Dr. Blow, Members Present: Buchanan, Peterson, Hatch, Phillips and Morinini. Administrators Present: Blow, Salucci, Con and Fell Absent: Edds. It was moved by Lisa Morinini seconded by Liz Phillips and carried to adjourn to Closed Session at 7:01 p.m. Ayes: Buchanan, Peterson, Hatch, Phillips, and Morinini.

**RECONVENE TO PUBLIC SESSION**

The meeting reconvened to Public Session at 7:41 p.m. and Dr. Peterson reported that no action was taken in Closed Session. Jim Peterson stated that the board will adjourn back into closed session at the end of the board meeting. It was moved by Liz Phillips, seconded by Lisa Morinini and carried to adopt the April 11, 2018, agenda as presented. Ayes: Buchanan, Peterson, Hatch, Phillips, and Morinini.

**SUPERINTENDENT'S REPORT**

Ted Lyon introduced Camila Gomez, who created a short video presentation for Lakeview Junior High School. LeeAnn Luongo, Director of OCAF, introduced herself to the board and informed the board that she is working on grants. Tammy Hart, Cher Manich, Karen Cornwell and Christy Callaghan gave a presentation on their work as Teacher on Special Assignment (TOSA). Rob Buchanan thank the Teachers for all their hard work. Dr. Peterson and Dr. Blow awarded Eimile Pay with a "Kids First" pin as director for district play, "The King & I."

**PUBLIC COMMENT**

Scott Gelotti, a teacher at Orcutt Academy High School, commented on the approval of the OEA agreement.

**CONSENT AGENDA ITEMS**

- A. Classified Personnel Action Report
- B. Certificated Personnel Action Report
- C. Hiring of Additional Coaches for the 2017-18 School Year
- D. Approval of Warrants
- E. Minutes, Regular Meeting, March 14, 2018
- F. Minutes, Special Board Meeting, March 21, 2018
- G. Williams/Valenzuela Uniform Complaints Quarterly Report
- H. Interdistrict Attendance Agreement with Los Olivos Elementary School District
- I. Board Policy 6145.5, Student Organizations and Equal Access, for second reading
- J. Board Policy 6174, Education for English Language Learners, for second reading
- K. Board Policy 4030, Nondiscrimination in Employment, for second reading
- L. Board Policy 4119.11, Sexual Harassment, for second reading

It was moved by Liz Phillips, seconded by Bob Hatch and carried to approve Consent Agenda Items A through L, as submitted. Ayes: Buchanan, Peterson, Hatch, Phillips, and Morinini.

**ACTION AGENDA ITEMS**

**Acceptance of Gift**

It was moved by Lisa Morinini, seconded by Liz Phillips, and carried to approve the donations of \$91 from Mr. Bradley, 560 books from Pacific Christian School for the Los Alamos Library, \$500 from Jaguar Farm Labor Contracting, \$50 from Santa Maria Tax & Bookkeeping Services, \$1100 for classroom supplies/services, \$500 for school playground equipment, \$3,000 to offset costs for Accelerated Reader, and \$1,000 to offset garden costs and instruction, all from Olga Reed PTSA and \$10,322 from the Pine Grove PTSA. Ayes: Buchanan, Hatch, Peterson, Phillips, and Morinini.



**Public Hearing – Resolution No. 15, Making Determinations and Adopting the Notice of Exemption Pursuant to California Code of Regulations, Title 14, Sections 15061 (b) (3) and 15062 Relating to a Project for Design/Build Energy Efficiency and Conservation Measures at nine school sites**

Dr. Peterson opened the Public Hearing for Energy Efficiency and Conservation and called for discussion. There being no discussion he closed the hearing. It was moved by Bob Hatch, seconded by Liz Phillips, and carried to approve Resolution No 15, Making Determinations and Adopting the Notice of Exemption Pursuant to California Code of Regulations, Title 14, Sections 15061 (b)(3) and 15062 Relating to a Project for Design/Build Energy Efficiency and Conservation Measures at nine schools, as submitted. Ayes: Buchanan, Peterson, Hatch, Phillips, and Morinini.

**RESOLUTION NO. 16. Resolution for Approval of Energy Efficiency Design/Build Services with Indoor Environmental Services.** The Board is authorized to enter into the contracts pursuant to Government Code section 4217.10 et seq., for the performance of energy conservation measures. District staff and consultants have determined that entering into an Energy Conservation Services Contract with Indoor Environmental Services would be in the best interest of the District.

It was moved by Liz Phillips, seconded by Lisa Morinini, and carried to approve Resolution No 16, Approval of the Energy Efficiency Design/Build Services with Indoor Environmental Services (IES), as submitted. Ayes: Buchanan, Peterson, Hatch, Phillips, and Morinini.

**Public Hearing – AB1200 Public Disclosure**

Dr. Peterson opened the Public Hearing for the AB1200 Public Disclosure and called for discussion. There being no discussion he closed the hearing.

It was moved by Liz Phillips, seconded by Lisa Morinini, and carried to approve AB1200 Public Disclosure, as submitted.

Ayes: Buchanan, Peterson, Hatch, Phillips, and Morinini.

**Board Policy 6142.7, Physical Education and Activity**

It was moved by Liz Phillips, seconded by Bob Hatch, and carried to approve Board Policy 6142.7, Physical Education and Activity, for first reading and that it be placed on the next Consent Agenda for the second reading. Ayes: Buchanan, Peterson, Hatch, Phillips, and Morinini.

**Approval of Staff to Attend DIBELS Super Institute and Mentor Summit (Out of State Travel)**

It was moved by Liz Phillips, seconded by Lisa Morinini, and carried to approve Staff to Attend DIBELS Super Institute and Mentor Summit (Out of State Travel), as submitted. Ayes: Buchanan, Peterson, Hatch, Phillips, and Morinini.

**Ratification of Agreement with California School Employees' Association (CSEA) Orcutt**

It was moved by Bob Hatch, seconded by Liz Phillips and carried to approve the Ratification of the Agreement with California School Employees' Association (CSEA) Orcutt, as submitted. Ayes: Buchanan, Hatch, Peterson, Phillips, and Morinini.

**Ratification of Agreement with Orcutt Union School District Confidential Employees**

It was moved by Lisa Morinini, seconded by Liz Phillips and carried to approve the Ratification of Agreement with Orcutt Union School District Confidential Employees, as submitted. Ayes: Buchanan, Hatch, Peterson, Phillips, and Morinini.

**Ratification of Agreement with Orcutt Union School District Administrative and Management Employees**

It was moved by Liz Phillips, seconded by Lisa Morinini and carried to approve the agreement with Orcutt Union School District Administrative and Management Employees, as submitted. Ayes: Buchanan, Hatch, Peterson, Phillips, and Morinini.

**2017/2018 Resolution No. 13 Classified Lay-Offs as a Result of Lack of Work and/or Lack of Funds**

It was moved by Rob Buchanan, seconded by Bob Hatch and carried to approve 2017/2018 Resolution No. 13 Classified Lay-Offs as a Result of Lack of Work and/or Lack of Funds, as submitted. Ayes: Buchanan, Hatch, Peterson, Phillips, and Morinini.

**2017/2018 Resolution No. 14 Classified Employees Week**

It was moved by Lisa Morinini, seconded by Liz Phillips and carried to approve 2017/2018 Resolution No. 14 Classified Employees Week, as submitted. Ayes: Buchanan, Hatch, Peterson, Phillips, and Morinini.

**ITEMS FROM THE BOARD**

Rob Buchanan and Bob Hatch visited Pine Grove Elementary School on Thursday, March 28, 2018. They toured approximately 18 classrooms. They complimented the grounds team on how great the school grounds look, and what a great job the Pine Grove staff is doing.

**GENERAL ANNOUNCEMENTS**

Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, May 9, 2018, with Closed Session beginning at 6:45 p.m. followed by Public Session at 7:15 p.m. in the District Office Board Room, 500 Dyer Street, Orcutt, CA.

**ADJOURN**

It was moved by Liz Phillips, seconded by Bob Hatch and carried to adjourn the meeting at 8:32 p.m.

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Deborah L. Blow, Ed.D. Board Secretary

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Lisa Morinini, Clerk, Board of Trustees

**ORCUTT UNION SCHOOL DISTRICT  
BOARD OF TRUSTEES  
SPECIAL BOARD MEETING  
BOARD STUDY SESSION  
May 2, 2018**

**CALL TO ORDER**

A special meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, May 2, 2018, beginning with Dr. Peterson calling Public Session to order at 6:30 p.m. Walter Con led the Pledge of Allegiance. Members Present: Peterson, Buchanan, Hatch, and Morinini. Absent: Phillips. Administrators Present: Blow, Con, Edds, Salucci and Fell. It was moved by Lisa Morinini and seconded by Rob Buchanan and carried to adopt the May 2, 2018 agenda, as presented. Ayes: Peterson, Buchanan, Hatch and Phillips.

**PUBLIC COMMENT**

There was no public comment.

**RECONVENE TO PUBLIC SESSION**

The meeting reconvened to Public Session at 7 p.m. Dr. Peterson reported that no action was taken in Closed Session. Dr. Blow reviewed the Facilities Board Study Session Agenda. Walter Con reviewed the Series A and Series B bond projects. Pete Hemesath with Diani Building Corporation gave updates on Alice Shaw site safety project, all other sites safety projects and the Technology Center update. Dr. Blow and Walter Con gave a presentation on Flexible Furniture for elementary classrooms. In conclusion the board gave their recommendation to revise the current Series A and Series B bond project lists to include moving forward immediately with the Technology Center Room and Flexible Furniture. Revised recommendations will be brought to the board on the June 7, 2018 board meeting.

It was moved by Bob Hatch, seconded by Lisa Morinini and carried to adjourn the meeting at 8:20 p.m.

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Deborah Blow, Ed.D., Board Secretary

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Lisa Morinini, Clerk, Board of Trustees

# Solvang School District



## TRUSTEES

Jason Dewett  
Csaba Illes  
Dennis Keever  
Ben Olmedo  
Melissa Parlee Hirth

565 Atterdag Road  
Solvang, California 93463  
Telephone (805) 688-4810  
FAX (805) 688-6410

## SUPERINTENDENT

Dr. Steve Seaford

## PRINCIPAL

Pam Rennick

## Interdistrict Attendance Agreement 2018-19

1. **Parties.** The parties to this interdistrict attendance agreement (hereinafter referred to as the Agreement) are the Governing Boards of Solvang Elementary School District and Orcutt School District.
2. **Duties.** This reciprocal agreement constitutes a written recital of practices between the districts as they have been historically carried out in the absence of a written agreement. In consideration of the mutual promises contained in this Agreement, the parties agree as follows:
  - a. The District of Attendance shall accept applications for interdistrict transfer permits, insofar as facilities and budget permit and in accordance with Board of Education policy, from pupils who are residents of the District of Residence and eligible to attend the elementary schools of the District of Residence.
  - b. Approval of an interdistrict transfer permit by the District of Residence does not guarantee approval by the District of Attendance. All permits received by the District of Attendance will be approved or denied pursuant to its board policies.
  - c. Any interdistrict transfer permit approved by the District of Attendance may be revoked pursuant to the specific interdistrict attendance policies in place at that District.
  - d. Interdistrict transfer permits are valid only for the school year that they are issued. Approval of an interdistrict transfer permit does not create a continued right of enrollment at the District of Attendance. Pupils from the District of Residence seeking to enroll at the District of Attendance over multiple school years shall reapply for an interdistrict transfer permit every school year.
  - e. The District of Attendance shall furnish the pupils who are residents of the District of Residence and attending schools in the District of Attendance the same advantages, equipment, supplies, and services as are furnished to other pupils in attendance in its schools, excluding transportation to and from the schools.

3. **Stipulations.** Stipulations are pursuant to Board Policy and Administrative Regulation 5117, Interdistrict Attendance.
4. **Term.** This agreement is effective only for the period July 1, 2018, through June 30, 2019.

**IN WITNESS WHEREOF** the parties to this agreement have caused the agreement to be signed on their behalf by the president and secretary of their respective governing boards.

SOLVANG ELEMENTARY SCHOOL DISTRICT

By:   
Superintendent

Date: \_\_\_\_\_

ORCUTT SCHOOL DISTRICT

By: \_\_\_\_\_  
Superintendent

Date: \_\_\_\_\_



# Shaw Elementary School

759 Dahlia Place  
Santa Maria, California 93455  
Orcutt Union School District

Phone: (805) 938-8850

www.aliceshawschool.net

Fax: (805) 938-8899

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Date 04/09/18

Dr. Blow  
Superintendent &  
The Board of Trustees  
Orcutt Union School District  
501 Dyer St.  
Orcutt, CA 93455

Dear Dr. Blow and Board:

On behalf of Alice Shaw School, I am requesting that the Board of Trustees accept a donation of \$1200.00 from Pacific Petroleum California, Inc. .

This donation will be used to scholarship 4 students to Outdoor School. We thank Pacific Petroleum California, Inc. for this donation and appreciate their support.

Sincerely,

  
Principal

Cc:  
Pacific Petroleum California, Inc.  
Post Office Box 2646  
Orcutt, CA 93457

805-925-1947



# ORCUTT UNION SCHOOL DISTRICT REQUEST FOR ACCEPTANCE OF GIFT

**SCHOOL:** Shaw Elementary School Date: 4/9/2018

**DONOR:** Name: Pacific Patroleum California, Inc  
Address: Post Office Box 2646  
Phone No. 805-925-1947

**GIFT:** Item Donated \_\_\_\_\_ or Cash Donation \$ 1,200.00  
(Fill in if money is donated)  
Designated for: Outdoor School Scholarships  
General Description: Check  
Model No.: \_\_\_\_\_ Condition:  New  Used  
Value (estimated): \$1,200.00  
Purpose of Gift: Scholarships  
Will gift be purchased through Business Services Office?  Yes  No  
Donor Conditions of Acceptance: \_\_\_\_\_

### INSTALLATION AND OPERATION (If answer to A is yes , answer B and C)

- A. Will gift require installation?  Yes  No
- B. What type of installation is required? \_\_\_\_\_
- C. Will donor pay installation costs?  Yes  No
- D. Will there be operating costs?  Yes  No  
If yes, what type? \_\_\_\_\_

Acceptance Requested By (OUSD Staff Member): Natalie Montoya / Office Manager

Acceptance Approved By (Administrator): *J. Juarez*

RECOMMENDATIONS: Principal or District Representative \_\_\_\_\_

BOARD ACTION: Date Accepted: \_\_\_\_\_ Date Denied: \_\_\_\_\_

Please submit request to the Superintendent's Office. (If denied, explanation is on reverse side of this form.)



# Shaw Elementary School

759 Dahlia Place  
Santa Maria, California 93455  
*Orcutt Union School District*

Phone: (805) 938-8850

[www.aliceshawschool.net](http://www.aliceshawschool.net)

Fax: (805) 938-8899

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Date 04/09/18

Dr. Blow  
Superintendent &  
The Board of Trustees  
Orcutt Union School District  
501 Dyer St.  
Orcutt, CA 93455

Dear Dr. Blow and Board:

On behalf of Alice Shaw School, I am requesting that the Board of Trustees accept a donation of drums and bells.

This donation will be used for music room instruction. We thank Cheri Palin for this donation and appreciate her support.

Sincerely,

Principal

Cc:  
Cheri Palin  
3146 Lancaster Dr.  
Santa Maria, CA 93455

805-717-8485





**ORCUTT UNION SCHOOL DISTRICT**  
**REQUEST FOR ACCEPTANCE OF GIFT**

**SCHOOL:** Shaw Elementary School Date: 4/9/2018

**DONOR:** Name: Cheri Palin  
Address: Lancaster Dr.  
Phone No. 805-717-8485

**GIFT:** Item Donated Bells, Drums and Case or Cash Donation \$ \_\_\_\_\_  
(Fill in if money is donated)  
Designated for: Music Instruction  
General Description: Bells, drums and case  
Model No.: \_\_\_\_\_ Condition:  New  Used  
Value (estimated): \$500.00  
Purpose of Gift: Music instruction for student  
Will gift be purchased through Business Services Office?  Yes  No  
Donor Conditions of Acceptance: \_\_\_\_\_

**INSTALLATION AND OPERATION (If answer to A is yes , answer B and C)**

- A. Will gift require installation?  Yes  No
- B. What type of installation is required? \_\_\_\_\_
- C. Will donor pay installation costs?  Yes  No
- D. Will there be operating costs?  
If yes, what type?  Yes  No  
\_\_\_\_\_  
\_\_\_\_\_

Acceptance Requested By (OUSD Staff Member): Natalie Montoya / Office Manager

Acceptance Approved By (Administrator): *[Signature]*

RECOMMENDATIONS: Principal or District Representative \_\_\_\_\_

BOARD ACTION: Date Accepted: \_\_\_\_\_ Date Denied: \_\_\_\_\_

**Please submit request to the Superintendent's Office.** (If denied, explanation is on reverse side of this form.)



# Shaw Elementary School

759 Dahlia Place  
Santa Maria, California 93455  
*Orcutt Union School District*

Phone: (805) 938-8850

[www.aliceshawschool.net](http://www.aliceshawschool.net)

Fax: (805) 938-8899

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Date 04/13/18

Dr. Blow  
Superintendent &  
The Board of Trustees  
Orcutt Union School District  
501 Dyer St.  
Orcutt, CA 93455

Dear Dr. Blow and Board:

On behalf of Alice Shaw School, I am requesting that the Board of Trustees accept a donation of paint, map stencils and volunteer painters from Serve Santa Maria.

This donation will be used for repainting of USA/World maps, 4 square, and hop scotch. We thank Serve Santa Maria Volunteers for this donation and appreciate their support.

Sincerely,

  
\_\_\_\_\_  
Principal

Cc:  
Pastor Carl Nielsen  
624 E. Camino Colegio  
Santa Maria, Ca 93454

805-922-6601  
[www.servesantamaria.com](http://www.servesantamaria.com)



# ORCUTT UNION SCHOOL DISTRICT REQUEST FOR ACCEPTANCE OF GIFT

**SCHOOL:** Shaw Elementary School Date: 4/10/2018

**DONOR:** Name: Serve Santa Maria / Pastor Carl Nielsen  
Address: 624 E. Camino Colegio Santa Maria CA 93454  
Phone No. 805-922-6601

**GIFT:** Item Donated paint and stencils or Cash Donation \$ \_\_\_\_\_  
(Fill in if money is donated)  
Designated for: playground paint, US Map stencils  
General Description: repainting US map and playground games  
Model No.: \_\_\_\_\_ Condition:  New  Used  
Value (estimated): \_\_\_\_\_  
Purpose of Gift: playground beautification  
Will gift be purchased through Business Services Office?  Yes  No  
Donor Conditions of Acceptance: \_\_\_\_\_

### INSTALLATION AND OPERATION (If answer to A is yes , answer B and C)

- A. Will gift require installation?  Yes  No
- B. What type of installation is required? \_\_\_\_\_
- C. Will donor pay installation costs?  Yes  No
- D. Will there be operating costs?  Yes  No  
If yes, what type? \_\_\_\_\_

Acceptance Requested By (OUSD Staff Member): Natalie Montoya / Office Manager  
Acceptance Approved By (Administrator): *J. Guzman*  
RECOMMENDATIONS: Principal or District Representative \_\_\_\_\_

BOARD ACTION: Date Accepted: \_\_\_\_\_ Date Denied: \_\_\_\_\_

Please submit request to the Superintendent's Office. (If denied, explanation is on reverse side of this form.)



# Shaw Elementary School

759 Dahlia Place  
Santa Maria, California 93455  
*Orcutt Union School District*

Phone: (805) 938-8850

[www.aliceshawschool.net](http://www.aliceshawschool.net)

Fax: (805) 938-8899

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Date 04/24/18

Dr. Blow  
Superintendent &  
The Board of Trustees  
Orcutt Union School District  
501 Dyer St.  
Orcutt, CA 93455

Dear Dr. Blow and Board:

On behalf of Alice Shaw School, I am requesting that the Board of Trustees accept a donation of \$300.00 from Santa Maria Chapter of California Women for Agriculture.

This donation will be used for garden supplies. We thank California Women for Agriculture for this donation and appreciate their support.

Sincerely,

  
Principal

Cc:  
Santa Maria Chapter of California Women in Agriculture  
P.O. BOX 1898  
Santa Maria, CA 93456

[www.santamariacwa.com](http://www.santamariacwa.com)



**ORCUTT UNION SCHOOL DISTRICT**  
**REQUEST FOR ACCEPTANCE OF GIFT**

**SCHOOL:** Shaw Elementary School Date: 4/24/2018

**DONOR:** Name: Santa Maria Chapter of California Women for Agriculture  
Address: P.O. BOX 1898 Santa Maria CA 93456  
Phone No. 805 925-2126

**GIFT:** Item Donated \_\_\_\_\_ or Cash Donation \$ 300.00  
(Fill in if money is donated)  
Designated for: Garden  
General Description: \_\_\_\_\_  
Model No.: \_\_\_\_\_ Condition:  New  Used  
Value (estimated): \_\_\_\_\_  
Purpose of Gift: Garden supplies  
Will gift be purchased through Business Services Office?  Yes  No  
Donor Conditions of Acceptance: \_\_\_\_\_

**INSTALLATION AND OPERATION (If answer to A is yes , answer B and C)**

- A. Will gift require installation?  Yes  No
- B. What type of installation is required? \_\_\_\_\_
- C. Will donor pay installation costs?  Yes  No
- D. Will there be operating costs?  Yes  No  
If yes, what type? \_\_\_\_\_

Acceptance Requested By (OUSD Staff Member): Natalie Montoya / Office Manager  
Acceptance Approved By (Administrator): *J. Burbano*  
RECOMMENDATIONS: Principal or District Representative \_\_\_\_\_

BOARD ACTION: Date Accepted: \_\_\_\_\_ Date Denied: \_\_\_\_\_  
**Please submit request to the Superintendent's Office.** (If denied, explanation is on reverse side of this form.)



CALIFORNIA WOMEN *for* AGRICULTURE

March 31, 2018

Alice Shaw Elementary School  
Attn: Valerie Trenev  
759 Dahlia Place  
Santa Maria, CA 93455

RE: School Garden Grant

Dear Valerie,

All of us at the Santa Maria Chapter of California Women for Agriculture are pleased to award Alice Shaw Elementary School with a School Garden Grant in the amount of \$300.00. Please find the check enclosed. We are glad to be able to assist in your garden efforts and look forward to seeing the progress you make.

As President of Santa Maria CWA this year, I have asked our members to volunteer as ambassadors to the schools we support. The ambassadors are meant to serve as a liaison between the school and CWA to keep us connected and informed as to your progress and needs. The ambassador should be reaching out to you soon. In addition, we will contact you to deliver a sign for your garden to let everyone know that your efforts are supported by Santa Maria CWA.

Congratulations on your award and thank you for supporting the education of our youth about the importance of agriculture.

Sincerely,  
for Santa Maria CWA

Laretta Griffin  
President  
laretta@innovativeproduce.com



# Shaw Elementary School

759 Dahlia Place  
Santa Maria, California 93455  
Orcutt Union School District

Phone: (805) 938-8850

[www.aliceshawschool.net](http://www.aliceshawschool.net)

Fax: (805) 938-8899

---

Date 04/24/18

Dr. Blow  
Superintendent &  
The Board of Trustees  
Orcutt Union School District  
501 Dyer St.  
Orcutt, CA 93455

Dear Dr. Blow and Board:

On behalf of Alice Shaw School, I am requesting that the Board of Trustees accept a donation of \$280.00 from Santa Maria Tool, INC.

This donation will be used to scholarship a student for Outdoor School. We thank Santa Maria Tool, INC for this donation and appreciate their support.

Sincerely,

  
Principal

Cc:  
Santa Maria Tool, INC  
Brian Weber  
P.O. BOX 981  
Santa Maria, CA 93456

(805) 925-2126



ORCUTT UNION SCHOOL DISTRICT
REQUEST FOR ACCEPTANCE OF GIFT

SCHOOL: Shaw Elementary School Date: 4/24/2018

DONOR: Name: Santa Maria Tool, INC
Address: P.O. BOX 981 Santa Maria CA 93456
Phone No. 805 925-2126

GIFT: Item Donated or Cash Donation \$ 280.00
Designated for:
General Description:
Model No.: Condition: [X] New [ ] Used
Value (estimated):
Purpose of Gift: Scholarship for Outdoor School Student
Will gift be purchased through Business Services Office? [ ] Yes [X] No
Donor Conditions of Acceptance:

INSTALLATION AND OPERATION (If answer to A is yes, answer B and C)

- A. Will gift require installation? [ ] Yes [X] No
B. What type of installation is required?
C. Will donor pay installation costs? [ ] Yes [X] No
D. Will there be operating costs? [ ] Yes [X] No
If yes, what type?

Acceptance Requested By (OUSD Staff Member): Natalie Montoya / Office Manager
Acceptance Approved By (Administrator): [Signature]
RECOMMENDATIONS: Principal or District Representative

BOARD ACTION: Date Accepted: Date Denied:

Please submit request to the Superintendent's Office. (If denied, explanation is on reverse side of this form.)





ORCUTT UNION SCHOOL DISTRICT
REQUEST FOR ACCEPTANCE OF GIFT

SCHOOL: Olga Reed School Date: 4-16-18

DONOR: Name: Vina Farms, LLC
Address: 1377 E. Lodi Ave
Phone No. Lodi, CA 95240

GIFT: Item Donated or Cash Donation \$ 1000.00
Designated for: New Water Filtration System at Olga Reed
General Description:
Model No.: Condition: [X] New [X] Used
Value (estimated):
Purpose of Gift: Offset the cost of a new water filtration system
Will gift be purchased through Business Services Office? [X] Yes [ ] No
Donor Conditions of Acceptance:

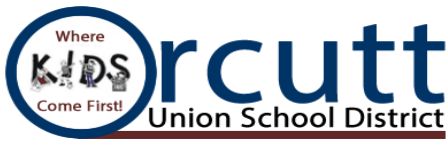
INSTALLATION AND OPERATION (If answer to A is yes, answer B and C)

- A. Will gift require installation? [ ] Yes [ ] No
B. What type of installation is required?
C. Will donor pay installation costs? [ ] Yes [ ] No
D. Will there be operating costs? [ ] Yes [ ] No
If yes, what type?

Acceptance Requested By (OUSD Staff Member):
Acceptance Approved By (Administrator):
RECOMMENDATIONS: Principal or District Representative

BOARD ACTION: Date Accepted: Date Denied:

Please submit request to the Superintendent's Office. (If denied, explanation is on reverse side of this form.)



Where a Dedicated Staff Means  
**KIDS COME FIRST**

**BOARD OF TRUSTEES**

ROB BUCHANAN  
ROBERT HATCH  
LISA MORININI  
DR. JAMES PETERSON  
LIZ PHILLIPS

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SUSAN SALUCCI  
*Assistant Superintendent*  
KIRBY FELL  
*Chief Technology Officer*

TO: Board of Trustees  
FROM: Dr. Deborah Blow

BOARD MEETING DATE: May 9, 2018

BOARD AGENDA ITEM: Strategic Plan 2018-2019

BACKGROUND: The Strategic Planning Committee met on March 2, 2018, to plan and discuss Targets for the 2018-19 school year. The committee broke out into groups and addressed each targeted area. Additionally, input regarding the 2018-19 Targets was gathered from participants during the State of the District Breakfast on March 7, 2018. The draft of the Targets were also reviewed by the Instructional Leadership Council.

The Strategic Planning Targets for 2018-19 are attached for your review.

RECOMMENDATION: Staff recommends the Board of Trustees approve the Strategic Planning Targets for 2018-19 as submitted.

FUNDING: N/A



# STRATEGIC PLAN TARGETS 2018-19

## High Quality Instruction

TARGETS	ACTIONS
A.1 Provide high quality curriculum and instruction through the implementation of Common Core State Standards	A. 1.1 Continue collaboration meetings focusing on intervention strategies, California State Standards, data analysis, and the implementation of newly adopted curriculum
	A. 1.2 Train teachers and administrators in technology components of our adopted curriculum
	A. 1.3 Offer Parent/Family Education to encompass all curricular areas (ELA, Math, Tech, NGSS, STEAM, etc.)
A. 2 Provide targeted intervention and instruction to meet the needs of all students in ELA and Math with a focus on English Learners, Economically Disadvantaged, Special Needs and Foster Youth	A. 2.1 Continue to have students receive targeted support through on-site interventions
	A. 2.2 Work to expand digital access for students outside of the school day
	A. 2.3 Continue usage of computer enhanced interventions for identified students.
	A. 2.4 Develop and disseminate a menu of resources to provide Tier 2 level interventions for students in need
	A. 2.5 Continue to refine Jr. High School Extended Learning Opportunities
A. 3 Provide a comprehensive process for the identification and support of students in need of academic behavioral and social emotional support	A. 3.1 Continue MTSS Task Force with a focus on academic and behavior supports
	A. 3.2 Review and refine the SST process and MTSS, so that it is consistent across the district
A. 4 Expand the focus on data analysis to drive instructional decisions	A. 4.1 Continue to develop site and grade level data usage and analysis through leadership teams and PLC time
A. 5 Develop, refine and administer a variety of quality assessments to measure student progress in ELA and Mathematics	A. 5.1 Continue to develop, refine, and administer a common formative assessment process
	A. 5.2 Provide training in the administration and analysis of common formative assessments
A. 6 Provide high quality professional development to teacher, administrators, and classified staff	A. 6.1 Continue training for administrators and site leadership teams in effective PLCs
	A. 6.2 Provide training to support lesson design strategies and the integration of technology that ensures student access to the core curriculum
	A. 6.3 Provide professional development and support for California State Standards



# STRATEGIC PLAN TARGETS 2018-19

## 21<sup>st</sup> Century Skills

TARGETS	ACTIONS
B.1 Provide opportunities for creativity and innovation in student work and finished products	B. 1.1 Continue to provide training for families in use of digital tools
	B. 1.2 Continue and expand the implementation of Maker Spaces for student exploration at all schools
	B. 1.3 Continue digital media training and creation
	B. 1.4 Continue the Showcase of Innovation
B. 2 Provide opportunities for students to work in collaborative groups on projects and hands-on learning experience	B. 2.1 Continue providing opportunities for students to participate in STEAM activities
	B. 2.2 Increase opportunities for students to participate in hands-on labs and activities
	B. 2.3 Continue use of the Google Suite for student collaboration
B. 3 Increase 21 <sup>st</sup> Century communication skills and digital literacy	B. 3.1 Continue and expand Ed Tech Academies for teachers
	B. 3.2 Continue and expand use of embedded digital tools in curriculum adoptions
	B. 3.3 Continue to roll out devices under the current academy model
	B. 3.4 Assist families with access to devices and Internet
	B. 3.5 Provide training in identification of reliable source materials, and how to be smart consumers of information
B. 4 Increase and improve the level of rigor and critical thinking skills	B. 4.1 Continue to provide opportunities for students to participate in real world problem solving
	B. 4.2 Continue and expand Ed Tech Academies for completion of school projects and action research
	B. 4.3 Continue to provide opportunities and instruction in coding, robotics, gaming and animation
B. 5 Promote digital citizenship and mutual respect among students, families, and our community	B. 5.1 Continue to provide students and families with training in the importance of Digital Citizenship including appropriate use of technology, the Internet, and social media



# STRATEGIC PLAN TARGETS 2018-19

## Flexible Learning Environment

TARGETS	ACTIONS
C.1 Provide ways to expand learning time and opportunities, for both students and staff	C. 1.1 Provide multiple learning opportunities for staff
	C. 1.2 Continue to provide targeted instruction using a variety of instructional strategies
	C. 1.3 Explore ways to offer STEM in Campus Connection, After School Education and Safety, (ASES) and Enrichment Programs
	C. 1.4 Provide Homework support in Campus Connection and After School Education and Safety (ASES) programs
C. 2 Create ways for alternative learning environments	C. 2.1 Continue parent education nights and include students as learners when appropriate
C. 3 Explore ways to create flexible and creative learning spaces	C. 3.1 Continue and expand the installation of flexible classroom furniture to improve and enhance the 21 <sup>st</sup> century learning environment
	C. 3.2 Continue school gardens as a flexible learning opportunity
	C. 3.3 Implement the recommendations of the Dual Language Immersion Task Force



# STRATEGIC PLAN TARGETS 2018-19

## Whole Child

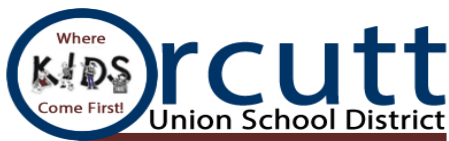
TARGETS	ACTIONS
D.1 Support the social and emotional needs of all students	D. 1.1 Continue to provide small group counseling for students whose social emotional needs impact their learning
	D. 1.2 Continue Suicide Prevention training for Secondary Staff
	D. 1.3 Provide training in identifying and overcoming the effects of trauma and stress
	D. 1.4 Continue to explore character education programs
D. 2 Provide a positive climate at all schools	D. 2.1 Continue the implementation of Positive Behavior Intervention and Supports (PBIS)
	D. 2.2 Revise and align the Student Study Team (SST) and Multi-Tiered Systems of Support (MTSS) programs across the district
	D. 2.3 Offer Peer Mediation programs at all schools
	D. 2.4 Explore other alternatives to suspension, i.e. Restorative Practices
D. 3 Provide opportunities within the Visual and Performing Arts (VAPA) for all students	D. 3.1 Continue and expand the Arts Attack program TK-8 <sup>th</sup> grade
	D. 3.2 Continue to offer Visual and Performing Arts before and after school enrichment and arts camp opportunities
	D. 3.3 Continue to expand and support the district music programs, both instrumental and vocal
	D. 3.4 Continue training of music and PE teachers in the integration of Dance Instruction
	D. 3.5 Continue to provide Drama offerings, including the District Play
D. 4 Promote physical fitness and wellness for all students	D. 4.1 Continue physical education training and health curriculum implementation
	D. 4.2 Continue training and focus on the implementation of the district Wellness Policy
	D. 4.3 Provide and refine school gardens
D. 5 Provide a safe and secure physical environment	D. 5.1 Continue to evaluate and improve the district Drop-off and Pick-up areas utilizing Measure G Funds
	D. 5.2 Provide district-wide training in Active Shooter and Disaster Preparedness
	D. 5.3 Continue to conduct emergency preparedness drills at all sites and the district office



# STRATEGIC PLAN TARGETS 2018-19

## Resources

TARGETS	ACTIONS
E.1 Effectively utilize financial resources	E. 1.1 Explore ways of expanding financial resources
	E. 1.2 Implement Proposition 39 Energy Expenditure Plan (EEP)
	E. 1.3 Continue investment of Measure G Funds into our facilities
	E. 1.4 Continue to explore possibilities and work with Key Site 17
	E. 1.5 Work to maximize Average Daily Attendance
	E. 1.6 Monitor District Enrollment and take advantage of Charter and Inter-district transfers
E. 2 Effectively utilize facilities	E. 2.1 Continue to explore ways to address classroom space needs (Intervention, Arts, ELD, Counseling)
	E. 2.2 Identify and improve site safety and security needs
E. 3 Attract, retain, and develop Highly Qualified Staff	E. 3.1 Continue to improve and refine recruitment and selection processes for new staff and retention measures for current staff
	E. 3.2 Continue high quality training and support for newly hired certificated and classified employees
	E. 3.3 Continue to attract and retain Highly Qualified Staff
	E. 3.4 Continue to provide awards and recognition of staff
E. 4 Effectively utilize staff and student time	E. 4.1 Refine the process for professional development and collaboration time for <u>all</u> district staff
E. 5 Assure access to technology to support learning & administrative tasks	E. 5.1 Expand/improve infrastructure capacity to support district needs, safety and security of technology
	E. 5.2 Expand access to laptop and tablet technology
	E. 5.3 Continue and expand all Education Tech Academies
	E. 5.4 Explore new technologies to enhance student learning, engagement, and communication



**BOARD OF TRUSTEES**

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ROBERT HATCH  
LISA MORININI  
DR. JAMES PETERSON  
LIZ PHILLIPS

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*District Superintendent*  
WALTER CON  
*Assistant Superintendent*  
HOLLY EDDS, Ed.D.  
*Assistant Superintendent*  
SUSAN SALUCCI  
*Assistant Superintendent*  
KIRBY FELL  
*Chief Technology Officer*

Where a Dedicated Staff Means  
**KIDS COME FIRST**

TO: Board of Trustees  
FROM: Dr. Deborah Blow  
BOARD MEETING DATE: May 9, 2018  
BOARD AGENDA ITEM: Approve the agreement between the Orcutt Union School District Cabinet Employees Compensation for the 2017-2018 school year.

BACKGROUND: The District has reached an agreement with its cabinet level employees for compensation for the 2017-2018 school year. Additional details are included in the April AB 1200 Public Disclosure in the Business Service Agenda items.

The AB 1200 Public Disclosure was previously presented for public hearing and approved by the Board of Trustees.

The recommended compensation increase is a \$1,280.00 one-time or “off schedule” salary increase to be paid after approval by the Board of Trustees for the following positions and individuals:

- (1) Dr. Holly Edds, Assistant Superintendent of Educational Services
- (2) Susan Salucci, Assistant Superintendent of Human Resources
- (3) Walter Con, Assistant Superintendent of Business Services
- (4) Kirby Fell, Chief Technology Officer

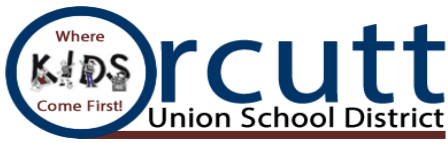
RECOMMENDATION: It is recommended that the Board of Trustees approve the one-time compensation to the four positions described herein.

FINANCIAL IMPACT: Increased cost to the district is including related statutory costs:

<u>One Time</u>	<u>Ongoing</u>	<u>Total</u>
\$6221.85	\$0.00	\$6221.85

The increased cost impacts the General Fund.





**BOARD OF TRUSTEES**

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KIRBY FELL  
*Chief Technology Officer*

Where a Dedicated Staff Means  
**KIDS COME FIRST**

TO: Board of Trustees  
FROM: Dr. Deborah Blow  
BOARD MEETING DATE: May 9, 2018  
BOARD AGENDA ITEM: Approve Resolution Number 23 Intent to Initiate Transition from At-Large Elections to "District Voting" City Council

BACKGROUND: Currently, the Board of Trustees are elected "at-large." Each member may be voted for by all the voters throughout the District. The California Voting Rights Act or CVRA prohibits the use of "at-large" elections in certain circumstances. Trustee area elections are elections where a board is elected by voters from within geographical subdivisions of the jurisdiction. Trustee area elections are immune from challenge under the CVRA. As a result, many school districts, cities, counties, and other municipalities are transitioning from at-large to by-trustee area elections to avoid the costs associated with CVRA litigation.

Many other local municipalities, including neighboring school districts, are voluntarily transitioning to by-trustee area elections without threat of litigation or requests from voters. There are valid and sound reasons for taking this action voluntarily.

In 2020, the federal government will conduct its Decennial Census. Data from that census will allow the District draw proposed trustee areas with the most up to date demographic information for implementation in the 2022 election.

The process to make this transition will include obtaining public input and holding public hearings on proposed maps.

RECOMMENDATION: It is recommended that the Board of Trustees approve Resolution No. 23

Moved: \_\_\_\_\_ Seconded: \_\_\_\_\_ Roll Call Vote:

Buchanan: \_\_\_\_\_  
Hatch: \_\_\_\_\_  
Peterson: \_\_\_\_\_  
Morinini: \_\_\_\_\_  
Phillips: \_\_\_\_\_

**RESOLUTION NO.: 23**

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE  
ORCUTT UNION SCHOOL DISTRICT  
OF  
INTENT TO INITIATE TRANSITION FROM AT-LARGE ELECTIONS TO  
BY-TRUSTEE AREA ELECTIONS**

WHEREAS, the Orcutt Union School District ("District") is governed by a five member Board of Trustees ("Board"); and

WHEREAS, the members of the Board are currently elected "at large," meaning the voters of the entire jurisdiction elect the members of the governing body (Elec. Code, § 14026(a)(1); Ed. Code, § 5030(a)); and

WHEREAS, the at-large election system has been a historically successful system for the District and the District has not received a request from voters within the District's jurisdiction that this method of election be changed; and

WHEREAS, "at-large" electoral systems such as the one currently used by the District have been subjected to challenges throughout the State of California under the California Voting Rights Act ("CVRA") (Elec. Code, §§ 14025-14032); and

WHEREAS, the District does not wish to encounter costly litigation; and

WHEREAS, data from the 2020 Decennial Census will permit trustee areas to be drawn and implemented using the most current demographic data available; and

WHEREAS, after due consideration, the Board has determined that beginning with the 2022 election and with the benefit of the 2020 Decennial Census data, the public interest may also be well-served by an election of its Board members through District-based elections or "by-trustee area" elections; that is, where one or more members residing in a divisible part of the District, known as a trustee area, is elected by the registered voters of that particular trustee area (Elec. Code, § 14026(b); Ed. Code, § 5030(b)); and

NOW, THEREFORE, BE IT RESOLVED, as follows:

- A. The Board intends to take all needed and appropriate steps, including through the engagement and participation of District residents, to move from an at-large system of electing members of the Board to a by-trustee area system beginning in 2022, following the 2020 Decennial Census.
- B. The Board hereby determines that the trustee area boundary lines shall be developed to provide for elections by-trustee areas for its elections in 2022.
- C. Before submitting a specific proposal for a trustee area plan using the 2020 Decennial Census data, public hearings shall be scheduled to obtain public input on such proposals.
- D. The Board intends to apply to the Santa Barbara County Committee on School District Organization for establishment of trustee areas pursuant to California

Education Code section 5019(i) in a timely manner to have the 2022 elections for the Board conducted within the new trustee areas.

PASSED AND ADOPTED by the ORCUTT UNION SCHOOL DISTRICT Board of Trustees, County of Santa Barbara, State of California, this 9th day of May, 2018, by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSTAIN: \_\_\_\_\_

ABSENT: \_\_\_\_\_

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

Dr. James Peterson  
President of the Board of Education  
Orcutt Union School District


Attested to:

\_\_\_\_\_  
Lisa Morinini  
Clerk of the Board of Education  
Orcutt Union School District



## BUSINESS SERVICES MEMORANDUM

**TO:** Board of Trustees  
Debbie Blow, Ed.D.

**FROM:** Walter Con   
Assistant Superintendent, Business Services

**BOARD MEETING DATE:** May 9, 2018

**BOARD AGENDA ITEM:** Approval of Proposition 39 District Energy Manager and Reporting Services Agreement with Indoor Environmental Services (IES) Agreement

**BACKGROUND:** The Board of Trustees has approved indoor Environmental Services (IES) for the Proposition 39 energy reduction improvements. The attached agreement is for the Proposition 39 Energy Manager and Reporting Services. The purpose of this agreement will be to train, manage, and assist District personnel to aid in the energy reporting requirements. Just a few of the items that The Energy Manager and Reporting Services will cover are as follows:

- Energy Management – Evaluate the school’s energy use and implementing energy policies
- Student Education – Provide energy-related classroom presentation learning opportunities for the District
- Energy Training – Staff support
- PROP 39 Energy Reporting Services – California Energy Commission (CEC) annual progress and final PROP 39 reporting requirements
- Submit Final Report – Final documents submitted 12-15 months after project completion

Services will be implemented for a term of 2 years and will re-new annually upon the District approval.

**RECOMMENDATION:** Staff recommends the board to approve the Proposition 39 District Energy Manager and Reporting Services Agreement with Indoor Environmental Services (IES), as submitted.

**FUNDING:** Proposition 39 funding, if applicable, per the mandated requirements.

**PROPOSAL/AGREEMENT TO PROVIDE  
Prop 39 District Energy Manager and Reporting Services**

**For**

**Orcutt Union School District  
Orcutt Academy**

500 Dyer Street, Orcutt, CA 93455

**Mr. Walter Con  
Assistant Superintendent of Business Services**

**Prepared by:**

**Indoor Environmental Services  
1512 Silica Avenue  
Sacramento, CA 95815  
(916) 988-8808**

## **PURPOSE OF AGREEMENT**

Indoor Environmental Services (“IES”) is pleased to offer our assistance to Orcutt Union School District and Orcutt Academy (“District”). IES will assist the District with an IES Energy Manager to work with District personnel to aide in the energy reporting requirements for the District.

## **CONTRACT DELIVERY METHOD FOR PROJECT IMPLEMENTATION**

IES will utilize Prop 39 funding, if applicable, per the mandated requirements.

## **PROPOSITION 39 ENERGY MANAGER AND TRAINING SERVICES:**

### ***ENERGY MANAGMENT***

*Responsibility is to improve energy efficiency by evaluating the school’s energy use and implementing energy policies, strategies, programs, and energy measures.*

- Evaluate the District’s energy use and help implement energy saving policies, strategies, and programs and make adjustments in coordination with the District.
- Annual on-site inspections to identify saving opportunities and efficiency issues that may arise and identifying energy savings opportunities in existing facilities
- Quarterly utility bill analysis and energy monitoring review and discussion with District personnel to evaluate performance and make further improvements.
- Annual submission of utility and site information to Energy Star for potential certification. Data will be reviewed and submitted by a Professional Engineer in-house.
- Work with District staff to update existing lighting and mechanical HVAC controls systems including updating set points and holidays on thermostats/controls to maintain savings.

Additionally, student classroom presentations or trainings are offered to students through our Energy Education Program. This program provides an opportunity for the youth to become educated and aware of energy consumption and conservation, renewable energy options, and career opportunities in the energy industry. By approaching energy management internally and externally, long-term energy conservation becomes an inclusive effort:

### ***STUDENT EDUCATION***

- Provide energy related classroom presentation learning opportunities for the District.
  - Two (2) one-day student lessons at the School of the District’s choosing to demonstrate importance of energy efficiency, conservation, energy labels, and energy careers or demonstration of Solar and how solar energy works.

### ***ENERGY TRAINING***

*Training and information focused on helping staff understand how they can support and maximize the achievement of energy savings envisioned by the funded project.*

- Energy education for classified staff:
  - One annual 1-hour training to maintenance staff (or lead custodial staff) from IES staff on the importance of preventative maintenance (PM), updating of programming on Thermostats.

## **PROP 39 ENERGY REPORTING SERVICES**

Complete documentation and reporting to the California Energy Commission (CEC) to meet Proposition 39 project annual progress and final reporting requirements below. IES will use available methods developed by the CEC including program calculators and reporting forms for project energy savings.

### **ANNUAL PROGRESS REPORT**

Submitted annually for all current or open projects:

- Amount spent to-date on energy manager and training services
- Amount spent to-date on all and each energy efficiency measure (EEM) on a per-site bases
- Estimated start and end date and written summary narrative of project status.
- DIR Project ID for all contractors on project (if applicable)

### **FINAL REPORT**

Submitted 12-15 months after project completion:

#### **Information per LEA or District:**

- Amount spent to-date on energy manager and training services
- Supporting documents of project completion
  - Updated savings calculation or post-project energy saving report
  - Pictures of installed measures

#### **Information per site:**

- Project start and end date and written summary narrative of project status.
- Benchmarking:
  - All utility data usage and charges including on-site generation information
  - Updated Square footage of all sites
- Energy Efficiency Measure information:
  - Energy and cost saving information
  - Amount spent on each energy EEMs on a per-site bases
- DIR Project ID for all contractors on project (if applicable)

Per Code Guidelines and Regulations, IES will complete the Services as listed. IES will not perform additional services without prior District authorization.

### **SCOPE ASSUMPTIONS AND CLARIFICATIONS**

- This Scope of Work is based on the assumption that unfettered access to any work areas and school sites will be provided to IES.
- Full access to online CEC and utility accounts including approval to obtain utility billing information.

- Coordination with appropriate staff for updates and information gathering as necessary.
- Additional tasks as requested by the District above and beyond this scope will be billable.
- IES will not perform additional services without prior authorization.

**SCOPE EXCLUSION**

The following exclusions have not been estimated in the above Scope of Work:

- Warranty, repair and/or upgrades to the existing control and mechanical or electrical systems and system components installed at District sites.
- Any and all system defects as a result of pre-existing condition.
- Overtime labor.
- Any and all other items not specified in this scope.

**Services TERM Summary:**

Services will be implemented for a term of 2 years and will re-new annually upon District approval:

<b>Total Proposition 39 Energy Manager</b>	
<b>Energy Management Activities</b>	<b>Funding</b>
Orcutt Union School District	<b>\$ 45,000</b>
Orcutt Academy Charter	<b>\$ 6,000</b>
<b>Total</b>	<b>\$ 51,000</b>

Annual invoicing for services identified: \$26,000

First invoice will be submitted to the District upon signed agreement. All subsequent invoices will be submitted annual thereafter.

**This agreement is between the District and Indoor Environmental Services.**

\_\_\_\_\_  
 Mr. Walter Con  
 Assistant Superintendent of Business  
 Services

\_\_\_\_\_  
 Matt Spence  
 Program Director  
 IES

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Date



## **TERMS OF SERVICE - INDOOR ENVIRONMENTAL SERVICES GENERAL TERMS AND CONDITIONS**

These General Terms and Conditions ("Terms") are incorporated into and are made a part of a work authorization, proposal, or contract (the "Contract") between Famaand, Inc., a California corporation, dba Indoor Environmental Services ("IES") and the customer identified in the Contract (the "Customer"). Each of IES and the Customer, and each of their successors-in-interest, are sometimes individually referred to as a "Party" and collectively as the "Parties." IES has agreed to provide the labor (the "Services") and Materials (defined below) (collectively, the "Work") at the location (the "Job Site") for the price (the "Price") specified in the Contract. The Contract, all of its relevant addenda, and these Terms are collectively referred to as the "Agreement".

1. **Performance of Services.** IES will perform the Services in a good and workmanlike manner. IES warrants that the Services will be free from defects in workmanship for a period of one year from the date the Services are first performed. Defects that occur within the one-year warranty period, under normal use and care, will be repaired or replaced at the sole discretion of IES with no charge for the labor.
2. **Disclaimer of All Warranties.** IES does not provide any warranty with respect to any materials, equipment, assemblies, or units (collectively, the "Materials") that IES will provide as part of the Work. All Materials are subject only to manufacturer's or processor's warranties, if any. Except as provided in Section 1 above, IES specifically disclaims all warranties with respect to the Services and Materials, and the Customer is acquiring all Services and Materials from IES as is, without any express or implied warranties, including without limitation, any warranty as to merchantability, fitness for a particular use, title, and infringement.
3. **Limitation on Liability.** In no event shall IES be liable to Customer or any of its shareholders, directors, officers, employees, agents, or to any other third party, whatsoever the nature of the claim, for any amount in excess of the total amount actually paid by Customer to IES under the Contract for the Services, unless it is finally determined that IES was grossly negligent or acted willfully or fraudulently. In no event shall IES be liable for any special, consequential, indirect, exemplary, punitive, lost profits, or similar damages, even if IES has been apprised of the possibility thereof. IES will not be liable for any failure or delay in the performance of its obligations hereunder by reason of any cause which is beyond its reasonable control.
4. **Insurance.** Customer shall continuously provide, at its sole expense, adequate property damage and public liability insurance to cover the scope of all contemplated activities and the value of all Services and Materials involved in the Contract, as well as all reasonable potential claims that may occur during the course of the Work. IES will maintain comparable insurance.
5. **Change Orders.** The scope of the work to be performed under the Contract is limited to the Work specifically described in the Contract. Should additional or different work be required or requested, IES may ask Customer to authorize such additional or different work by signing a change order form. These Terms shall be incorporated into and made a part of any signed change order form authorizing additional or different Work. IES shall have the right to cease performance of additional or different Work if a signed change order authorizing such additional or different work is not obtained from Customer. Notwithstanding the foregoing, the failure of IES to request or require such a change order shall not limit IES's right to receive payment for additional or different Work performed at Customer's request.
6. **Payment Terms; Penalties for Late Payment.** Invoices are due and payable to IES within 30 days of receipt or as otherwise provided in the Contract. If Customer fails to make any payment when due, Customer shall (i) include a 10% late payment fee with its payment (calculated on the amount of the late payment); and (ii) pay interest of one and one-half percent (1.5%) per month on the unpaid balance. Disputes regarding the Work shall not, under any circumstances, be grounds for withholding payment under the terms of the Contract.
7. **Work Stoppage.** IES shall have the right to cease performing the Services if any payment is not made to IES when due. If IES's performance is stopped for a period of thirty (30) days or more for any reason other than IES's breach of the Agreement, IES may, at its option, upon five (5) days written notice to Customer, demand and receive payment for:  
(i) all Services performed and for Materials ordered or supplied prior to the Work stoppage; and (ii) any other loss sustained due to the Work stoppage, including IES's normal overhead plus its profit margin. Thereafter, IES shall be relieved from any further liability for performance of the Work. If performance of the Services stops for any reason, Customer shall provide for the protection of all Materials on the Job Site and shall be responsible for any damage to or loss of those Materials.
8. **Remedies in Event of Default by Customer.** If Customer defaults in any of its obligations under the Contract, IES shall have the right to recover, as damages, at IES's option, either the reasonable value of Work performed by IES or the balance of the Price plus any other damages sustained as a result of Customer's default. Title to and ownership of all Materials installed by IES is expressly agreed to be and remain in IES until Customer pays IES in full. In the event of default by Customer, in addition to any other legal remedies or processes available, beginning five (5) days after the event giving rise to the default, IES shall have the right to terminate the Contract and enter the Job Site to take possession of and remove its Materials. Such entry may be made by IES without recourse to any legal proceedings for that purpose, without notice to Customer, and without any liability for IES arising therefrom.

9. *Environmental Conditions.* The Services do not include the detection, identification, abatement, encapsulation, or removal of any Hazardous Substance. "Hazardous Substance" is defined herein as any substance, whether solid, liquid, or gas, which is a physical or health hazard when it is inhaled, ingested, or otherwise comes in contact with any person present in the area where it is located and includes, without limitation, asbestos in either friable or nonfriable condition, and excludes any substance IES brings onto the Job Site for purposes of performing the Work. Customer represents and warrants to IES that there is no Hazardous Substance in or under any area of the Job Site wherein the Work is to be performed which has not been fully disclosed to IES in advance of the performance of the Work. In the event IES encounters on the Job Site any Hazardous Substance in the course of performing the Work, IES may immediately discontinue performance of the Work and remove its employees and subcontractors from the Job Site, and IES shall not resume the Work in the affected area until the Hazardous Substance is removed from the Job Site or rendered harmless to IES's sole satisfaction. IES will not be liable for any delay in the completion of the Work due to the presence of any Hazardous Substance at the Job Site. If, in the sole determination of IES, any Hazardous Substance or threat of harm therefrom cannot be removed from the Job Site in a reasonable amount of time, IES may terminate the Contract and IES shall be entitled to those damages set forth in Section 7 hereof. IES shall not be required to perform any work relating to Hazardous Substances unless IES consents to do such work and IES is authorized to do such work by any applicable governmental authority having jurisdiction over such work. Notwithstanding any other provision of the Contract, Customer agrees to defend (with counsel satisfactory to IES), indemnify, and hold harmless IES and its shareholders, directors, officers, employees, and agents from and against any and all liabilities, claims, actions, causes of action, losses, damages, fees, or costs (including without limitation attorneys' fees and court costs) arising out of any claims of Customer, residents, tenants, guests, invitees, or other third parties, which claims are based on or arise out of the presence of any Hazardous Substance at the Job Site.

10. *Indemnification and Waiver.* Customer agrees, to the fullest extent permitted by law, to defend (with counsel satisfactory to IES), indemnify, and hold harmless IES and its shareholders, directors, officers, employees, and agents from and against any and all liabilities, claims, actions, causes of action, losses, damages, fees, or costs (including without limitation attorneys' fees and court costs) (the "Damages"), arising out of any claims of residents, tenants, guests, employees, invitees, or other third parties caused by Customer or its agents.

11. *Arbitration of Disputes.* In the event of any dispute between the Parties hereto, whether involving a claim in tort, contract, or otherwise, the same shall be submitted to arbitration. Arbitration shall be compulsory and binding and, except as provided herein, shall be conducted and governed by the provisions of the California Arbitration Act, Sections 1280 through 1294.2 of the California Code of Civil Procedure. Within a reasonable period of time after receipt of notice of demand for arbitration, the Parties to the dispute shall each appoint a third party arbitrator and give notice of such appointment to the other. Within a reasonable period of time after the appointment of the third party arbitrators, the two arbitrators so selected shall select a neutral arbitrator and give notice of the selection thereof to the Parties. The arbitrators shall hold a hearing within a reasonable period of time from the date of notice of selection of the neutral arbitrator. The decision of the arbitration panel will be final and conclusive upon both Parties. Venue for the arbitration of disputes shall lie in Sacramento County, California. Either Party is entitled to utilize attachment and mechanic's lien proceedings concurrently with arbitration proceedings and neither Party will be held to have waived the right to arbitrate by virtue of levy of attachment or recording and perfecting a mechanic's lien. The prevailing Party shall be entitled to recover its fees and costs (including reasonable attorneys' fees).

12. *Miscellaneous.* The Agreement constitutes the complete and entire agreement between the Parties with regard to the Work. The Agreement, and any dispute arising from the relationship between the Parties, shall be governed by California law, exclusive of its choice of law provisions. No action or claim of any kind, whether arising in tort, contract, statute or otherwise, arising from or in any way related to this Agreement, or the performance thereof, shall be commenced by any Party against the other more than two (2) years after the earlier of (i) the completion of Work under the Contract; or (ii) the termination of the Contract by either Party. All notices, demands, or other communications given hereunder shall be in writing and shall be sufficiently given if personally delivered or delivered by overnight delivery service or sent by registered or certified mail, first class, postage prepaid, addressed to the respective Parties at the addresses provided in the Contract, or such other address with respect to any Party hereto as such Party may from time to time notify (as provided above) to the other Party hereto. Any such notice, demand, or communication shall be deemed to have been given: (a) if mailed as provided above, as of the close of the third (3rd) business day following the date so mailed; and (b) if personally delivered or sent by overnight delivery, on the date delivered. The terms and conditions of the Agreement that by their nature, sense, or context survive or are intended to survive expiration or termination of the Agreement, including, not by way of limitation, arbitration, indemnification, and limitation of warranty and liability provisions, shall survive the expiration or termination of the Agreement. No provision of the Agreement is intended to confer any benefit upon any third party and no third party shall have the right to enforce any of the provisions of the Agreement. The Agreement shall be interpreted without regard to any presumption against the Party that was responsible for its drafting and in an even-handed manner rather than against the drafting Party. In the case any provision of the Agreement is held invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining portions will not in any way be affected or impaired thereby.



## BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees  
Deborah Blow, Ed.D.

FROM: Walter Con  
Assistant Superintendent, Business Services

BOARD MEETING DATE: May 9, 2018

BOARD AGENDA ITEM: Surplus Items

BACKGROUND: In accordance with Education Code Sections 39520- 39530 and BP 3260; staff has inspected the equipment turned in and recommends that the following items be declared surplus and unusable property.

Quantity	Item	Fixed Asset Number
1	Rooftop Exhaust Fan	N/A
1	Locker	N/A
1	Laptop Charging Cart	N/A
6	Bus Seats	N/A
3	Parking Lot Light	N/A
3	Roller Stands	N/A
1	Workbench	N/A
5	Floor Machine for Parts	#1622 and #9138
2	Pressure Washer for Parts	N/A
1	Large water Tank	N/A
1	Small Water Tank	N/A
1	Small Water Tank with Pedestal	N/A
1	2000 Bluebird Bus 42 Passenger	N/A
1	Floor Fan for Carpet Drying	N/A
1	Power Projector Screen	N/A
1	Overseeder	#2705
1	Battery Tester	#1774

RECOMMENDATION: Staff recommends to surplus the items as stated above.

FUNDING: N/A



## BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees  
Deborah Blow, Ed.D.

FROM: Walter Con  
Assistant Superintendent, Business Services

BOARD MEETING DATE: May 9, 2018

BOARD AGENDA ITEM: Board Policy 3100, Budget

BACKGROUND: In our continued effort to be current with district board policies, attached is board policy 3100 for first reading. This policy has been reviewed by the School Boards Association legal counsel to comply with current requirements. This will bring us up-to-date with current practices and legalese.

RECOMMENDATION: It is recommended that the Board of Trustees adopt Board Policy 3100 as presented for first reading.

FUNDING: N/A

**BUDGET**

The **Governing** Board of Trustees recognizes its critical responsibility for adopting a sound budget for each fiscal year which is aligned with the district's vision, goals, ~~and~~ priorities, **local control and accountability plan (LCAP), and other comprehensive plans**. The district budget shall guide administrative decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the district.

- (cf. 0000 - Vision)
- (cf. 0200 - Goals for the School District)
- (cf. 0400 - Comprehensive Plans)
- (cf. 3000 - Concepts and Roles)
- (cf. 3300 - Expenditures and Purchases)
- (cf. 3460 - Financial Reports and Accountability)
- (cf. 9000 - Role of the Board)

The district budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations subject to limitation as determined pursuant to Government Code 7900-7914. (Education Code 42122)

**Budget Development and Adoption Process**

In order to provide guidance in the development of the budget, the Board shall annually establish budget priorities based on identified district needs and goals and on realistic projections of available funds.

The Superintendent or designee shall oversee the preparation of a proposed district budget for approval by the Board and shall involve appropriate staff in the development of budget projections.

The Board shall hold a public hearing on the proposed budget in accordance with Education Code 42103 and 42127.

- (cf. 9320 - Meetings and Notices)
- (cf. 9322 - Agenda/Meeting Materials)
- (cf. 9323 - Meeting Conduct)

The Board shall adopt the district budget on or before July 1 of each year. (Education Code 42127)

At a public meeting held on a date after the public hearing on the budget, the Board shall, ~~adopt the budget~~ following its adoption of the LCAP or an annual update to the LCAP, **adopt the budget at the same meeting**. The budget shall include the expenditures necessary to implement the LCAP or the annual update to the LCAP. (Education Code 42127, **52062**)

The budget that is formally adopted by the Board shall adhere to the state's Standardized Account Code Structure as prescribed by the Superintendent of Public Instruction. (Education Code 42126, 42127)

The Superintendent or designee may supplement this format with additional information as necessary to effectively communicate the budget to the Board, staff, and public.

No later than five days after the Board adopts the district budget or by July 1, whichever occurs first, the Board shall file with the County Superintendent of Schools the adopted district budget and supporting data. The budget and supporting data shall be maintained and made available for public review.

(Education Code 42127)

- (cf. 1340 - Access to District Records)

**BUDGET**

If the County Superintendent disapproves or conditionally approves the district's budget, the Board shall review and respond to his/her recommendations at a public meeting on or before ~~(September)~~ October 8. The response shall include any revisions to the adopted budget and any other proposed actions to be taken as a result of those recommendations. (Education Code 42127), ~~as amended by SB 78, Ch. 19, Statutes of 2015~~

**Budget Advisory Committee**

The Superintendent or designee may appoint a budget advisory committee composed of staff, Board representatives, and/or members of the community.

The committee shall submit recommendations during the budget development process and its duties shall be assigned each year based on district needs. All recommendations of the committee shall be advisory only and shall not be binding on the Board.

- (cf. 1220 - Citizen Advisory Committees)
- (cf. 2230 - Representative and Deliberative Groups)
- (cf. 3350 - Travel Expenses)
- (cf. 9130 - Board Committees)
- (cf. 9140 - Board Representatives)

**Budget Criteria and Standards**

The Superintendent or designee shall develop a district budget in accordance with state criteria and standards specified in 5 CCR 15440-15450 as they relate to projections of average daily attendance (ADA), enrollment, ratio of ADA to enrollment, local control funding formula revenue, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, unrestricted general fund balance, and reserves. In addition, he/she shall provide the supplemental information specified in 5 CCR 15451 which addresses the methodology and budget assumptions used, contingent liabilities, use of one-time revenues for ongoing expenditures, use of ongoing revenues for one-time expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, status of collective bargaining agreements, the LCAP, and LCAP expenditures. (Education Code 33128, 33128.3, 33129, 42127.01; 5 CCR 15440-15451)

The district budget shall provide for increasing or improving services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students **in accordance with 5 CCR 15496**. Unduplicated students are students ~~who~~ are eligible for free or reduced-price meals, English learners, and/or foster youth. (Education Code 42238.07; 5 CCR 15496)

- (cf. 3553 - Free and Reduced Price Meals)
- (cf. 6173.1 - Education for Foster Youth)
- (cf. 6174 - Education for English Language Learners)

The Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, ~~categorical~~ program requirements, and any other factors necessary to ensure that the budget is a realistic plan for district revenues and expenditures.

- (cf. 2210 - Administrative Discretion Regarding Board Policy)
- (cf. 3110 - Transfer of Funds)

**BUDGET**

Fund Balance

The district shall classify fund balances in compliance with Governmental Accounting Standards Board (GASB) Statement 54, as follows:

1. Nonspendable fund balance includes amounts that are not expected to be converted to cash, such as resources that are not in a spendable form (e.g., inventories and prepaids) or that are legally or contractually required to be maintained intact.
2. Restricted fund balance includes amounts constrained to specific purposes by their providers or by law.
3. Committed fund balance includes amounts constrained to specific purposes by the Board. For this purpose, all commitments of funds shall be approved by a majority vote of the Board. The constraints shall be imposed no later than the end of the reporting period (June 30), although the actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements.
4. Assigned fund balance includes amounts which are intended for a specific purpose but do not meet the criteria to be classified as restricted or committed.

The Board delegates authority to assign funds to the assigned fund balance to the Superintendent and authorizes the assignment of such funds to be made any time prior to the issuance of the financial statements. The Superintendent may further delegate the authority to assign funds at his/her discretion.

5. Unassigned fund balance includes amounts that are available for any purpose.

When multiple types of funds are available for an expenditure, the district shall first utilize funds from the restricted fund balance as appropriate, then from the committed fund balance, then from the assigned fund balance, and lastly from the unassigned fund balance.

The Board intends to maintain a minimum assigned and unassigned fund balance in an amount the Board deems sufficient to maintain fiscal solvency and stability and to protect the district against unforeseen circumstances.

If the assigned and unassigned fund balance falls below the level set by the Board due to an emergency situation, unexpected expenditures, or revenue shortfalls, the Board shall develop a plan to recover the fund balance which may include dedicating new unrestricted revenues, reducing expenditures, and/or increasing revenues or pursuing other funding sources.

**Reserve Balance**

The district budget shall include a minimum reserve balance for economic uncertainties that is consistent with the percentage or amount specified in 5 CCR 15450.

In any year that the district is notified by the Superintendent of Public Instruction that the amount of monies in the state Public School System Stabilization Account equals or exceeds three percent of the combined total of general fund revenues appropriated for school districts and allocated local proceeds of taxes, the district budget shall not contain a combined assigned or unassigned ending general fund balance that is in excess of 10 percent of these funds. (Education Code 41202, 42127.01)

**BUDGET**

Long-Term Financial Obligations

The district's current-year budget and multi-year projections shall include adequate provisions for addressing the district's long-term financial obligations, including, but not limited to, long-term obligations resulting from collective bargaining agreements, financing of facilities projects, unfunded or future liability for retiree benefits, and accrued workers' compensation claims.

(cf. 4141/4241 - Collective Bargaining Agreement)  
(cf. 4154/4254/4354 - Health and Welfare Benefits)  
(cf. 7210 - Facilities Financing)  
(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

The Board shall approve a plan for meeting the district's long-term obligations to fund nonpension, other postemployment benefits (OPEBs). This plan shall include a specific funding strategy and the method that will be used to finance the district's annual fiscal obligations for such benefits in a manner that continually reduces the deficit to the district to the extent possible. The Board reserves the authority to review and amend the funding strategy as necessary to ensure that it continues to serve the best interests of the district and maintains flexibility to adjust for changing budgetary considerations.

When the Superintendent or designee presents a report to the Board on the estimated accrued but unfunded cost of OPEBs, the Board shall disclose, as a separate agenda item at the same meeting, whether or not it will reserve a sufficient amount of money in its budget to fund the present value of the benefits of existing retirees and/or the future cost of employees who are eligible for benefits in the current fiscal year. (Education Code 42140)

When the Superintendent or designee presents a report to the Board on the estimated accrued but unfunded cost of workers' compensation claims, the Board shall disclose, as a separate agenda item at the same meeting, whether or not it will reserve in the budget sufficient amounts to fund the present value of accrued but unfunded workers' compensation claims or if it is otherwise decreasing the amount in its workers' compensation reserve fund. The Board shall annually certify to the County Superintendent the amount, if any, that it has decided to reserve in the budget for these costs. The Board shall submit to the County Superintendent any budget revisions that may be necessary to account for this budget reserve. (Education Code 42141)

**Budget Amendments**

No later than 45 days after the Governor signs the annual Budget Act, the Superintendent or designee shall make available for public review any revisions in budgeted revenues and expenditures which occur as a result of the funding made available by that Budget Act. (Education Code 42127)

Whenever revenues and expenditures change significantly throughout the year, the Superintendent or designee shall recommend budget amendments to ensure accurate projections of the district's net ending balance. When final figures for the prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.

In addition, budget amendments shall be submitted for Board approval as necessary when collective bargaining agreements are accepted, district income declines, increased revenues or unanticipated savings are made available to the district, program proposals are significantly different from those approved during budget adoption, interfund transfers are needed to meet actual program expenditures, and/or other significant changes occur that impact budget projections.



**BUDGET**

Legal Reference:

EDUCATION CODE

1240 Duties of county superintendent of schools

GOVERNMENT CODE 33127-33131 Standards and criteria for local budgets and expenditures

**41202 Determination of minimum level of education funding**

42103 Public hearing on proposed budget; requirements for content of proposed budget

42122-42129 Budget requirements

42130-42134 Financial certifications

42140-42141 Disclosure of fiscal obligations

42238-42251 Apportionments to districts, especially: 42238.01-42238.07 Local control funding formula

42602 Use of unbudgeted funds

42610 Appropriation of excess funds and limitation thereon

45253 Annual budget of personnel commission

45254 First year budget of personnel commission

52060-52077 Local control and accountability plan

GOVERNMENT CODE

7900-7914 Appropriations limit

CODE OF REGULATIONS, TITLE 5

15060 Standardized account code structure

15440-15451 Criteria and standards for school district budgets

15494-15496 Local control funding formula, expenditures

Management Resources: ~~CSBA PUBLICATIONS~~

California School Accounting Manual

New Requirements for Reporting Fund Balance in Governmental Funds, January 7, 2011

FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS

Fiscal Oversight Guide for AB 1200, AB 2756 and Subsequent Related Legislation, September 2006

GOVERNMENT FINANCE OFFICERS ASSOCIATION

Best Practice: Appropriate Level of Unrestricted Fund Balance in the General Fund, 2009

GOVERNMENTAL ACCOUNTING STANDARDS BOARD STATEMENTS

**Statement 75, Accounting and Financial Reporting by Employers for Post-employment Benefits Other Than Pensions, June 2015**

Statement 54, Fund Balance Reporting and Governmental Fund Type Definitions, March 2009

~~Statement 45, Accounting and Financial Reporting by Employers for Post-employment Benefits Other Than Pensions, June 2004~~

~~Statement 34, Basic Financial Statements and Management's Discussion and Analysis—For State and Local Governments, June 1999~~

WEB SITES

CSBA: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

California Department of Education, Finance and Grants:

<http://www.cde.ca.gov/fg>

California Department of Finance: <http://www.dof.ca.gov>

Fiscal Crisis and Management Assistance Team:

<http://www.fcmat.org>

Government Finance Officers Association: <http://www.gfoa.org>

Governmental Accounting Standards Board: <http://www.gasb.org>

School Services of California, Inc.: <http://www.sscal.com>



## BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees  
Deborah Blow, Ed.D.

FROM: Walter Con  
Assistant Superintendent, Business Services

BOARD MEETING DATE: May 9, 2018

BOARD AGENDA ITEM: Board Policy 3280, Sale, Lease, Rental of District-Owned Property

BACKGROUND: In our continued effort to be current with district board policies, attached is board policy 3280 for first reading. This policy has been reviewed by the School Boards Association legal counsel to comply with current requirements. This will bring us up-to-date with current practices and legalese.

RECOMMENDATION: It is recommended that the Board of Trustees adopt Board Policy 3280 as presented for first reading.

FUNDING: N/A

## Business and Noninstructional Operations

### SALE, LEASE, RENTAL OF DISTRICT-OWNED PROPERTY

The ~~Board of Trustees~~ **Governing Board** believes that ~~the~~ district facilities and resources should be utilized ~~its facilities and resources~~ in **an** ~~the most~~ economical and practical manner. ~~To that end,~~ The Superintendent or designee shall periodically study the current and projected use of all district facilities ~~in order to ensure the efficient utilization of space for and~~ the effective delivery of instruction.

(cf. 1330 - Use of School Facilities)  
(cf. 7110 - Facilities Master Plan)  
(cf. 7111 - Evaluating Existing Buildings)  
(cf. 7160 - Charter School Facilities)

~~Upon determination that district property is no longer needed or may not be needed until some future time, the Board shall offer to sell or lease district-owned real property in accordance with priorities and procedures specified in law, including, but not limited to, Education Code 17230, 17464, 17485-17500, and Government Code 54222.~~

~~(cf. 5148 - Child Care and Development)  
(cf. 5148.2 - Before/After School Programs)  
(cf. 6300 - Preschool/Early Childhood Education)~~

~~When required by law,~~ The Board shall appoint a district advisory committee **prior to the sale or lease of any surplus real property to advise the Board regarding the use or disposition of schools or school building space which is not needed for school purposes. Rentals of surplus property not exceeding 30 days are exempted from this requirement. When the sale, lease, or rental of surplus property is for the purpose of teacher or other employee housing or for the offering of summer school by a private educational institution, the Board may elect not to appoint a district advisory committee. (Education Code 17387-17391)**

~~(cf. 1220 - Citizen Advisory Committees)  
to advise the Board in the development of policies and procedures governing the use or disposition of schools or school building space which is not needed for school purposes.  
(Education Code 17388)~~

~~(cf. 1220 - Citizen Advisory Committees)~~

~~Before ordering the sale or lease of any real property, the Board shall adopt a resolution by a two-thirds vote of all of its members at a regular, open meeting. The resolution shall describe the property proposed to be sold or leased in such a manner as to identify it, specify the minimum price or rental, describe the terms upon which it will be sold or leased, and specify the commission or rate, if any, which the Board will pay to a licensed real estate broker out of the minimum price or rental. The resolution shall fix a time, not~~

**SALE, LEASE, RENTAL OF DISTRICT-OWNED PROPERTY**

~~less than three weeks thereafter, for a public meeting, held at the Board's regular meeting place, at which sealed proposals to purchase or lease will be received and considered. (Education Code 17466)~~

~~(cf. 9323.2 - Actions by the Board)~~

~~The Superintendent or designee shall ensure that notice of the resolution of intention to sell or lease property is provided in accordance with Education Code 17469-17470.~~

If the local planning agency has adopted a general plan that affects or includes the area where the surplus property is located, the Board shall submit a report to the local planning agency describing the location of the surplus property and the purpose and extent of the proposed sale or lease. (Government Code 65402)

The Board shall determine whether the sale or lease of the surplus property is subject to review under the California Environmental Quality Act. (Public Resources Code 21000-21177; 14 CCR 15061-15062)

When selling or leasing district real property, the Board shall comply with the priorities and procedures specified in applicable law. (Education Code 17230, 17464, 17485-17499; Government Code 54222)

(cf. 5148 - Child Care and Development)  
(cf. 5148.2 - Before/After School Programs)  
(cf. 5148.3 - Preschool/Early Childhood Education)

In addition, when selling real property purchased, constructed, or modernized with funds received within the past 10 years from a state school facilities funding program, the Board shall consider whether any of the proceeds from the sale will need to be returned to the State Allocation Board (SAB) pursuant to Education Code 17462.3.

**Resolution of Intention to Sell or Lease**

Before ordering the sale or lease of any real property, the Board shall adopt a resolution by a two-thirds vote of all of its members at a regularly scheduled open meeting. The resolution shall describe the property proposed to be sold or leased in such a manner as to identify it, specify the minimum price or rent, describe the terms upon which it will be sold or leased, and specify the commission or rate, if any, which the Board will pay to a licensed real estate broker out of the minimum price or rent. The resolution shall fix a time, not less than three weeks thereafter, for a public meeting, held at the Board's regular meeting place, at which sealed proposals to purchase or lease will be received and considered. (Education Code 17466)

(cf. 9320 - Meetings and Notices)  
(cf. 9323.2 - Actions by the Board)

**SALE, LEASE, RENTAL OF DISTRICT-OWNED PROPERTY**

The Superintendent or designee shall provide notice of the adoption of the resolution and of the time and place of the meeting that will be held to consider bids by posting copies of the resolution, signed by the Board, in three public places not less than 15 days before the date of the meeting. In addition, the notice shall be published at least once a week for three successive weeks before the meeting, in a newspaper of general circulation published in the county in which the district is located, if such a newspaper exists. (Education Code 17469)

In accordance with Education Code 17470, the Superintendent or designee shall take reasonable steps to provide notification to the former owners of the property of the district's intent to sell it.

Acceptance/Rejection of Bids

At the public meeting specified in the resolution of intention to sell or lease property, the Board shall open, examine, and declare all sealed bids. Before accepting a written proposal, the Board shall call for oral bids in accordance with law. (Education Code 17472, 17473)

The Board may reject any and all bids, either written or oral, and withdraw the properties from sale when the Board determines that rejection is in the best public interest. If no proposals are submitted or the submitted proposals do not conform to all the terms and conditions specified in the resolution of intention to lease, the Board may lease the property in accordance with Education Code 17477. (Education Code 17476, 17477)

Of the proposals submitted by responsible bidders which conform to all terms and conditions specified in the resolution of intention to sell or lease, the Board shall finally accept the highest bid after deducting the commission, if any, to be paid to a licensed real estate broker, unless the Board accepts a higher oral bid or rejects all bids. (Education Code 17472)

The final acceptance of the bid may be made either at the same meeting specified in the resolution or at any adjourned/continued meeting held within 10 days. Upon acceptance of the bid, the Board may adopt a resolution of acceptance that directs the Board president, or any other Board member, to execute the deed or lease and to deliver the document upon performance and compliance by the successful bidder of all of the terms and conditions of the contract. (Education Code 17475-17478)

(cf. 1431 - Waivers)

The Superintendent or designee shall ensure that the proceeds from the sale or lease with an option to purchase of surplus district property are used for one-time expenditures and not for ongoing expenditures such as salaries and general operating expenses. (Education Code 17462)

**SALE, LEASE, RENTAL OF DISTRICT-OWNED PROPERTY**

**Use of Proceeds**

Proceeds from a sale of surplus district property shall be used for capital outlay or maintenance costs that the Board determines will not recur within a five-year period. (Education Code 17462)

Proceeds from a lease of district property with an option to purchase may be deposited into a restricted fund for the routine repair of district facilities, as defined by the SAB, for up to a five-year period. (Education Code 17462)

If the Board and SAB determine that the district has no anticipated need for additional sites or building construction for the next 10 years and no major deferred maintenance requirements, the proceeds from the sale or lease with an option to purchase may be deposited in a special reserve fund for the future maintenance and renovation of school sites or in the district's general fund. Proceeds from the sale or lease with option to purchase of district property may also be deposited in a special reserve fund for capital outlay or maintenance costs of district property that the Board determines will not recur within a five-year period. (Education Code 17462)

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

~~At the public meeting specified in the resolution, the Board shall open, examine, and declare all sealed bids. Before accepting any written proposal, the Board shall call for oral bids in accordance with law. The Board may reject any and all bids, either written or oral, and withdraw the properties from sale when the Board determines that rejection is for the best public interest. (Education Code 17472, 17473)~~

~~Of the proposals submitted by responsible bidders which conform to all terms and conditions specified in the resolution of intention to sell or lease, the Board shall finally accept the highest bid, after deducting commission, if any, to be paid to a licensed real estate broker, unless the Board accepts a higher oral bid or rejects all bids. (Education Code 17472)~~

~~The final acceptance of the bid may be made either at the same meeting specified in the resolution or at any adjourned meeting of the same meeting held within 10 days. Upon acceptance of the bid, the Board may adopt a resolution of acceptance that directs the~~

~~Board president, or any other Board member, to execute the deed or lease and to deliver the document upon performance and compliance by the successful bidder of all of the terms and conditions of the contract. (Education Code 17472-17478)~~

**SALE, LEASE, RENTAL OF DISTRICT-OWNED PROPERTY**

~~(cf. 1431—Waivers)~~

~~(cf. 9320—Meetings and Notices)~~

~~The Superintendent or designee shall ensure that proceeds from the sale or lease with an option to purchase of district surplus property are used in accordance with law.~~

*Legal Reference:*

EDUCATION CODE

~~8469.5 Use of school facilities or grounds for school age child care~~

17219-17224 Acquisition of property not utilized as school site; nonuse payments; exemptions

17230-17234 Surplus property

17385 Conveyances to and from school districts

17387-17391 Advisory committees for use of excess school facilities

17400-17429 Leasing property

17430-17447 Leasing facilities

17453 Lease of surplus district property

17455-17484 Sale or lease of real property

17462.3 State Allocation Board program to reclaim funds

17485-17500 Surplus school playground (Naylor Act)

17515-17526 Joint occupancy

17527-17535 Joint use of district facilities

33050 Request for waiver

38130-38139 Civic Center Act

GOVERNMENT CODE

50001-50002 Definitions

~~**Business and Noninstructional Operations**~~

54220-54232 Surplus land

54222 Offer to sell or lease property

54950-54963 Brown Act, especially:

54952 Legislative body, definition

PUBLIC RESOURCES CODE

21000-21177 California Environmental Quality Act

CODE OF REGULATIONS, TITLE 2

1700 Definitions related to surplus property

COURT DECISIONS

San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley Unified School District, (2006) 139 Cal.App.4th 1356

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Closing a School Best Practices Guide

OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS

Unused Site Program Handbook, ~~October 2004~~ December 2015

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, School Facilities Planning Division: <http://www.cde.ca.gov/ls/fa>

Coalition for Adequate School Housing: <http://www.cashnet.org>

Office of Public School Construction: <http://www.dgs.ca.gov/opsc>

Policy Adopted: ~~2/15/07~~05-09-18

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California



## BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees  
Deborah Blow, Ed.D.

FROM: Walter Con  
Assistant Superintendent, Business Services

BOARD MEETING DATE: May 9, 2018

BOARD AGENDA ITEM: Board Policy 3513.4, Drug & Alcohol Free Schools

BACKGROUND: In our continued effort to be current with district board policies, attached is board policy 3513.4 for first reading. This policy has been reviewed by the School Boards Association legal counsel to comply with current requirements. This will bring us up-to-date with current practices and legalese.

RECOMMENDATION: It is recommended that the Board of Trustees adopt Board Policy 3513.4 as presented for first reading.

FUNDING: N/A



## **Business and Noninstructional Operations**

### **Drug and Alcohol Free Schools**

The Governing Board recognizes the need to keep district schools free of drugs and alcohol in order to create a safe and healthy environment conducive to learning and promote student health and well-being. The Board prohibits the possession, use, or sale of drugs and alcohol at any time in district-owned or leased buildings, on district property, and in district vehicles, unless otherwise permitted by law.

- (cf. 1325 - Advertising and Promotion)
- (cf. 3513.3 - Tobacco-Free Schools)
- (cf. 4020 - Drug and Alcohol-Free Workplace)
- (cf. 4159/4259/4359 - Employee Assistance Programs)
- (cf. 5030 - Student Wellness)
- (cf. 5131.6 - Alcohol and Other Drugs)
- (cf. 5131.62 - Tobacco)
- (cf. 6142.8 - Comprehensive Health Education)

The following substances are prohibited on all district property:

1. Any substance which may not lawfully be possessed, used, or sold in California
2. Cannabis or cannabis products (Health and Safety Code 11362.3; 21 USC 812, 844)
3. Alcoholic beverages, unless approved by the Superintendent or designee for limited purposes specified in Business and Professions Code 25608

- (cf. 1330 - Use of School Facilities)
- (cf. 1330.1 - Joint Use Agreements)

Prescription medication, except for prescribed cannabis, may be administered at school in accordance with law, district policy and regulations, and written statements by the parent/guardian and the student's authorized health care provider as applicable.

- (cf. 5141.21 - Administering Medications and Monitoring Health Conditions)

Information about the district's drug- and alcohol-free school's policy and the consequences for violations shall be communicated clearly to employees, parents/guardians, students, and the community.

### **Enforcement/Discipline**

The Superintendent or designee shall take appropriate action to eliminate the possession, use, or sale of alcohol and other drugs and related paraphernalia in district facilities, on district property, in district vehicles, or at school-sponsored activities. As appropriate, he/she may direct anyone violating this policy to leave school property and/or refer the matter to law enforcement.

**Drug and Alcohol Free Schools**

- (cf. 1250 - Visitors/Outsiders)
- (cf. 3515.2 - Disruptions)
- (cf. 5145.11 - Questioning and Apprehension by Law Enforcement)
- (cf. 5145.12 - Search and Seizure)

Students and employees who violate the terms of this policy may be subject to discipline and/or referred to assistance programs in accordance with law and Board policy.

- (cf. 4112.41/4212.41/4312.41 - Employee Drug Testing)
- (cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)
- (cf. 4117.7/4217.7/4317.7 - Employment Status Reports)
- (cf. 4118 - Dismissal/Suspension/Disciplinary Action)
- (cf. 4218 - Dismissal/Suspension/Disciplinary Action)
- (cf. 5131 - Conduct)
- (cf. 5144 - Discipline)
- (cf. 5144.1 - Suspension and Expulsion/Due Process)
- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
- (cf. 6145 - Extracurricular and Curricular Activities)
- (cf. 6145.2 - Athletic Competition)

Legal Reference:

EDUCATION CODE

- 44940 Compulsory leave of absence for certificated persons
- 44940.5 Procedures when employees are placed on compulsory leave of absence
- 45123 Employment after conviction of controlled substance offense
- 45304 Compulsory leave of absence for classified persons
- 48900 Suspension or expulsion (grounds)
- 48900.5 Suspension, limitation on imposition; exception
- 48901 Smoking or use of tobacco prohibited
- 48901.5 Prohibition of electronic signaling devices
- 48902 Notification of law enforcement authorities; civil or criminal immunity
- 48909 Narcotics or other hallucinogenic drugs
- 48915 Expulsion; particular circumstances

BUSINESS AND PROFESSIONS CODE

- 25608 Alcohol on school property; use in connection with instruction

GOVERNMENT CODE

- 8350-8357 Drug-free workplace

HEALTH AND SAFETY CODE

- 11053-11058 Standards and schedules
- 11353.6 Juvenile Drug Trafficking and Schoolyard Act
- 11362.1 Possession and use of cannabis, persons age 21 and over

**Business and Noninstructional Operations**

BP 3513.4 (c)

**Drug and Alcohol Free Schools**

11362.3 Limitations on possession and use of cannabis

11362.79 Limitations on medical use of cannabis

104559 Tobacco use prohibition

PENAL CODE

13860-13864 Suppression of drug abuse in schools

VEHICLE CODE

13202.5 Drug and alcohol related offenses by person under age of 21, but aged 13 or over;

UNITED STATES CODE, TITLE 20

7101-7122 Student Support and Academic Enrichment Grants

UNITED STATES CODE, TITLE 21

812 Schedules of controlled substances

844 Penalties for possession of controlled substance

UNITED STATES CODE, TITLE 41

8101-8106 Drug-Free Workplace Act

COURT DECISIONS

Ross v. RagingWire Telecommunications, Inc., 42 Cal. 4th 920 (2008)

Policy Adopted: 05-09-18

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, CA



## BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees  
Deborah Blow, Ed.D.

FROM: Walter Con  
Assistant Superintendent, Business Services

BOARD MEETING DATE: May 9, 2018

BOARD AGENDA ITEM: Board Policy 3515.7, Firearms on School Grounds

BACKGROUND: In our continued effort to be current with district board policies, attached is board policy 3515.7 for first reading. This policy has been reviewed by the School Boards Association legal counsel to comply with current requirements. This will bring us up-to-date with current practices and legalese.

RECOMMENDATION: It is recommended that the Board of Trustees adopt Board Policy 3515.7 as presented for first reading.

FUNDING: N/A

## **Business and Noninstructional Operations**

### **Firearms On School Grounds**

The Governing Board is committed to providing a safe environment for students, staff, and visitors on campus. The Superintendent or designee shall consult with local law enforcement and other appropriate individuals and agencies to address the security of school campuses.

(cf. 3515 - Campus Security)  
(cf. 3515.2 - Disruptions)  
(cf. 3515.3 - District Police/Security Department)  
(cf. 4158/4258/4358 - Employee Security)  
(cf. 5131.4 - Student Disturbances)  
(cf. 5131.7 - Weapons and Dangerous Instruments)

Possession of a firearm on or within 1,000 feet of school grounds is prohibited, except under the limited circumstances specified in Penal Code 626.9. School grounds include, but are not limited to, school buildings, fields, storage areas, and parking lots. (Penal Code 626.9)

If a district employee observes or suspects that any unauthorized person is in possession of a firearm on or near school grounds or at a school activity, he/she shall immediately notify the principal or designee and law enforcement.

The prohibition against the possession of firearms on school grounds shall be included in the district's comprehensive safety plan and shall be communicated to district staff, parents/guardians, and the community.

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 1112 - Media Relations)  
(cf. 1113 - District and School Web Sites)  
(cf. 1114 - District-Sponsored Social Media)

#### **Legal Reference:**

##### **EDUCATION CODE**

32281 Comprehensive safety plan  
38001.5 District security officers; requirements if carry firearm

##### **PENAL CODE**

626.9 Gun Free School Zone Act  
830.32 District police department; district decision to authorize carrying of firearm  
16150 Definition of ammunition  
16520 Definition of firearm  
26150-26225 Concealed weapons permit  
30310 Prohibition against ammunition on school grounds

**Business and Noninstructional Operations**

**Firearms On School Grounds**

UNITED STATES CODE, TITLE 18

921 Definitions, firearms and ammunition

922 Firearms, unlawful acts

923 Firearm licensing

UNITED STATES CODE, TITLE 20

7961 Gun-Free Schools Act; student expulsions for possession of firearm

Management Resources:

WEB SITES

Office of the Attorney General: <http://oag.ca.gov/firearms>

Policy Adopted: 05-09-18

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California



## BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees  
Deborah Blow, Ed.D.

FROM: Walter Con  
Assistant Superintendent, Business Services

BOARD MEETING DATE: May 9, 2018

BOARD AGENDA ITEM: Board Policy 3551, Food Service Operations/Cafeteria Fund

BACKGROUND: In our continued effort to be current with district board policies, attached is board policy 3551 for first reading. This policy has been reviewed by the School Boards Association legal counsel to comply with current requirements. This will bring us up-to-date with current practices and legalese.

RECOMMENDATION: It is recommended that the Board of Trustees adopt Board Policy 3551 as presented for first reading.

FUNDING: N/A

## **Business and Noninstructional Operations**

### **FOOD SERVICE OPERATIONS/CAFETERIA FUND**

The **Governing** Board of Trustees intends that, school food services shall be a self-supporting, nonprofit program. To ensure program quality and increase cost effectiveness, the Superintendent or designee, the Board shall centralize and direct the purchasing of foods and supplies, the planning of menus and the auditing of all food service accounts for the district.

(cf. 3100 - Budget)  
(cf. 3300 - Expenditures and Purchases)  
(cf. 3311 - Bids)  
(cf. 3550 – Food Service/Child Nutrition Program)  
**(cf. 3552 – Summer Meal Program)**  
(cf. 5030 – Student Wellness)

The Superintendent or designee shall ensure that all food service personnel possess the required qualifications and receive ongoing professional development related to the effective management and implementation of the district's food service program in accordance with law.

(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)

At least once each year, food service administrators, other appropriate personnel who conduct or oversee administrative procedures, and other food service personnel shall receive training provided by the California Department of Education (CDE). (42 USC 1776), ~~or other approved agencies.~~

#### Meal Sales

Meals may be sold to students, district employees and Board members and employees or members of the fund or association maintaining the cafeteria. (Education Code 38082)  
In addition, meals may be sold to nonstudents, including parents/guardians, volunteers, student siblings, or other individuals, who are on campus for a legitimate purpose. Any meals served to nonstudents shall not be subsidized by federal or state reimbursements, food service revenues, or U.S. Department of Agriculture (USDA) foods.

Meal prices, as recommended by the Superintendent or designee and approved by the Board, shall be based on the costs of providing food services and consistent with Education Code 38084 and 42 USC 1760.

**The Superintendent or designee shall establish strategies and procedures for the collection of meal payments, including delinquent meal payments. Such procedures shall conform with 2 CFR 200.426 and any applicable CDE guidance. The Superintendent or designee shall clearly communicate these procedures to students and parents/guardians, and shall make this policy and the accompanying administrative regulation available to the public.**



**FOOD SERVICE OPERATIONS/CAFETERIA FUND**

The Superintendent or designee shall ensure that a student whose parent/guardian has unpaid school meal fees is not overtly identified, shamed, treated differently, or served a meal that differs from the meal served to other students. (Education Code 49557.5)

Students who are enrolled in the free or reduced-price meal program shall receive meals free of charge or at a reduced price in accordance with law, Board policy, and administrative regulation. Such students shall not be overtly identified or treated differently from other students.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 3553 - Free and Reduced Price Meals)

~~(cf. 5145.3 - Nondiscrimination/Harassment)~~

~~The Superintendent or designee shall establish strategies and procedures for the collection of meal payments, including delinquent meal payments, and shall clearly communicate these procedures and related district policies to students and parents/guardians. The procedures adopted by the Superintendent or designee shall conform with 2 CFR 200.426 and any applicable CDE guidance, and shall not overtly identify students with unrecovered or delinquent debt or treat them differently than other students.~~

**Cafeteria Fund**

The Superintendent or designee shall establish a cafeteria fund independent of the district's general fund.

**OPTION 1:** The wages, salaries, and benefits of food service employees shall be paid from the district's general fund. At any time, the Board may order reimbursement from the district's cafeteria fund for these payments in amounts prescribed by the Board and not exceeding the costs actually incurred. (Education Code 38103)

**OPTION 2:** The wages, salaries, and benefits of food service employees shall be paid from the cafeteria fund. (Education Code 38103)

The Superintendent or designee shall ensure that state and federal funds provided through school meal programs are allocated only for purposes related to the operation or improvement of food services and reasonable and necessary indirect program costs as allowed by law.

~~(cf. 3553 - Free and Reduced Price Meals)~~

(cf. 3230 - Federal Grand Funds)

(cf. 3400 - Management of District Assets/Accounts)

(cf. 3460 - Financial Reports and Accountability)

**FOOD SERVICE OPERATIONS/CAFETERIA FUND**

Contracts with Outside Services

With Board approval, the district may enter into a contract for food service consulting services or management services in one or more district schools. (Education Code 45103.5; 42 USC 1758; 7 CFR 210.16)

*(cf. 3312 - Contracts)*

*(cf. 3600 - Consultants)*

Procurement of Foods, **Equipment and Supplies**

To the maximum extent practicable, foods purchased for use in school meals by the district or by any entity purchasing food on its behalf shall be domestic commodities or products. Domestic commodity or product means an agricultural commodity that is produced in the United States and a food product that is processed in the United States substantially using agricultural commodities that are produced in the United States. (42 USC 1760; 7 CFR 210.21)

A nondomestic food product may be purchased for use in the district's food service program only as a last resort when the product is not produced or manufactured in the United States in sufficient and reasonable quantities of a satisfactory quality, or when competitive bids reveal the costs of a United States product are significantly higher than the nondomestic product. In such cases, the Superintendent or designee shall retain documentation justifying the exception.

Furthermore, the district shall accept a bid or price for an agricultural product grown in California before accepting a bid or price for an agricultural product grown outside the state, if the quality of the California-grown product is comparable and the bid or price does not exceed the lowest bid or price of a product produced outside the state. (Food and Agriculture Code 58595)

Bid solicitations and awards for purchases of equipment, materials, or supplies in support of the district's child nutrition program, or for contracts awarded pursuant to Public Contract Code 2000, shall be consistent with the federal procurement standards in 2 CFR 200.318-200.326. Awards shall be let to the most responsive and responsible party. Price shall be the primary consideration, but not the only determining factor, in making such an award. (Public Contract Code 20111)

Program Monitoring and Evaluation

The Superintendent or designee shall present to the Board, at least annually, financial reports regarding revenues and expenditures related to the food service program.

**FOOD SERVICE OPERATIONS/CAFETERIA FUND**

The Superintendent or designee shall provide all necessary documentation required for the Administrative Review conducted by the CDE to ensure compliance of the district's food service program with federal requirements related to maintenance of the nonprofit school food service account, meal charges, paid lunch equity, revenue from nonprogram goods, indirect costs, and USDA foods.

(cf. 3555 - Nutrition Program Compliance)

Legal Reference:

EDUCATION CODE

38080-38085 Cafeteria, establishment and use  
38090-38095 Cafeterias, funds and accounts  
38100-38103 Cafeterias, allocation of charges  
42646 Alternate payroll procedure  
45103.5 Contracts for management consulting services; restrictions  
49490-49493 School breakfast and lunch programs  
49500-49505 School meals  
49554 Contract services  
49550-49562 Meals for needy students

49580-49581 Food recovery program

FOOD AND AGRICULTURE CODE

58595 Preference for California-grown agricultural products

HEALTH AND SAFETY CODE

113700-114437 California Retail Food Code

PUBLIC CONTRACT CODE

2000-2002 Responsive bidders

20111 Contracts

CODE OF REGULATIONS, TITLE 5

15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 42

1751-1769j School lunch programs

1771-1791 Child nutrition, including:

1773 School breakfast program

CODE OF FEDERAL REGULATIONS, TITLE 2

200.56 Indirect costs, definition

200.318-200.326 Procurement standards

200.400-200.475 Cost principals

200 Appendix VII Indirect cost proposals

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

220.1-220.21 National School Breakfast Program

250.1-250.70 USDA foods

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

Food Distribution Program Administrative Manual

Storage and Inventory Management of U.S. Department of Agriculture Foods,

Unpaid Meal Charges: Local Meal Charge Policies, Clarification on Collection of Delinquent Meal Payments, and Excess Student Account Balances, Management Bulletin, SNP-03-2017, April 2017

Clarification for the Use of Alternate Meals in the National School Lunch and School Breakfast Programs, Bad Debt Policies, and the Handling of Unpaid Meal Charges, Management Bulletin USDA-SNP-06-2015, May 2015

Cafeteria Funds--Allowable Uses, Management Bulletin NSD-SNP-07-2013, May 2013

**FOOD SERVICE OPERATIONS/CAFETERIA FUND**

Paid Lunch Equity Requirement, Management Bulletin USDA-SNP-16-2012, October 2012

~~Storage and Inventory Management of United States Department of Agriculture (USDA) Donated Foods,~~  
Management Bulletin USDA-FDP-02-2010, August 2010

Adult and Sibling Meals in the National School Lunch and School Breakfast Programs, Management Bulletin 00-111, July 2000

**U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS**

FAQs About School Meals

Unpaid Meal Charges: Guidance and Q&A, SP 23-2017, March 2017

Indirect Costs: Guidance for State Agencies and School Food Authorities SP 60-2016, September 2016

Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools, September 2016

Unpaid Meal Charges: Local Meal Charge Policies, SP 46-2016, July 2016

Compliance with and Enforcement of the Buy American Provision in the National School Lunch Program, SP 24-2016, February 2016

Discretionary Elimination of Reduced Price Charges in the School Meal Programs, SP 17-2014, January 2014

**WEB SITES**

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

California School Nutrition Association: <http://www.calsna.org>

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/cnd>

Policy Adopted: ~~8/9/17~~ 05-09-18

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California



## BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees  
Deborah Blow, Ed.D.

FROM: Walter Con  
Assistant Superintendent, Business Services

BOARD MEETING DATE: May 9, 2018

BOARD AGENDA ITEM: Board Policy 3553, Free and Reduced Price Meals

BACKGROUND: In our continued effort to be current with district board policies, attached is board policy 3553 for first reading. This policy has been reviewed by the School Boards Association legal counsel to comply with current requirements. This will bring us up-to-date with current practices and legalese.

RECOMMENDATION: It is recommended that the Board of Trustees adopt Board Policy 3553 as presented for first reading.

FUNDING: N/A

## **Business and Noninstructional Operations**

**BP 3553 (a)**

### **Free and Reduced Price Meals**

The Governing Board recognizes that adequate nutrition is essential to the development, health, and learning of all students. The Superintendent or designee shall facilitate and encourage the participation of students from low-income families in the district's food service program.

(cf. 3551 - Food Service Operations/Cafeteria Fund)

(cf. 3552 - Summer Meal Program)

(cf. 5030 - Student Wellness)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 6177 - Summer School)

The district shall provide at least one nutritionally adequate meal each school day, free of charge or at a reduced price, for students whose families meet federal eligibility criteria. (Education Code 49550, 49552)

To provide optimal nutrition and reduce the administrative burden of food service operations, the Superintendent or designee shall assess the eligibility of district schools to provide breakfast and/or lunch free of charge to all students at the school under a federally funded universal meal service provision, such as Provision 2 or the Community Eligibility Provision, pursuant to 42 USC 1759a.

If any district school meets the criteria for a "very high poverty school" through its eligibility for the federal Community Eligibility Provision reimbursement rate pursuant to 42 USC 1759a, the district shall apply to the California Department of Education (CDE) to operate a universal meal service, unless the Board adopts a resolution stating that the district is unable to comply with this requirement due to fiscal hardship. The resolution shall be part of the public agenda for at least two consecutive Board meetings, first as an information item and then as an action item. The Board shall reconsider the resolution at least once every four years. (Education Code 49564; 42 USC 1759a)

The Superintendent or designee shall ensure that meals provided through the free and reduced-price meals program meet applicable state and/or federal nutritional standards in accordance with law, Board policy, and administrative regulation.

(cf. 3550 - Food Service/Child Nutrition Program)

Schools participating in the Special Milk Program pursuant to 42 USC 1772 shall provide milk at no charge to students who meet federal eligibility criteria for free or reduced-price meals.

The Board shall approve, and shall submit to the ~~California Department of Education~~ CDE for approval, a plan that ensures that students eligible to receive free or reduced-price meals and milk are not treated differently from other students. (Education Code 49557)

## Business and Noninstructional Operations

BP 3553 (b)

### Free and Reduced Price Meals

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 3555 - Nutrition Program Compliance)  
(cf. 5145.3 - Nondiscrimination/Harassment)

### Confidentiality/Release of Records

All applications and records related to eligibility for the free and reduced-price meals program shall be confidential except as provided by law. (Education Code 49558)

(cf. 5125 - Student Records)

~~If a student transfers from the district to another district or to a private school, the Superintendent or designee may release the student's eligibility status or a copy of his/her free and reduced-price meal application to the other district or school to assist in the continuation of the student's meal benefits.~~

The Board authorizes designated employees to use individual records pertaining to student eligibility for the free and reduced-price meals program for the purposes of: (Education Code 49558)

1. Disaggregation of academic achievement data

(cf. 6162.51 - State Academic Achievement Tests)

2. Identification of students eligible for services under the federal Elementary and Secondary Education Act pursuant to 20 USC 6301-6576

(cf. 6171 - Title I Programs)

~~In any school identified as a Title I program improvement school pursuant to 20 USC 6316, identification of students eligible for school choice and supplemental educational services~~

~~(cf. 0520.2 - Title I Program Improvement Schools)  
(cf. 5125 - Student Records)  
(cf. 6162.51 - Standardized Testing and Reporting Program)  
(cf. 6171 - Title I Programs)~~

If a student transfers from the district to another district, charter school, county office of education program, or private school, the Superintendent or designee may share the student's meal eligibility information to the other educational agency to assist in the continuation of the student's meal benefits.

The Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to another school district, charter school,

**Free and Reduced Price Meals**

or county office of education that is serving a student living in the same household for purposes related to program eligibility and data used in local control funding formula calculations. (Education Code 49558)

The Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to the Superintendent of Public Instruction for purposes of determining allocations under the local control funding formula and for assessing accountability of that funding. (Education Code 49558)

The Superintendent or designee may release information on the school lunch program application to the local agency that determines eligibility for participation in the Medi-Cal program if the student has been approved for free meals or, if included in the agreement with the local agency, for reduced-price meals. He/she also may release information on the school lunch application to the local agency that determines eligibility for CalFresh or another nutrition assistance program authorized under 7 CFR 210.1 if the student has been approved for free or reduced-price meals. Information may be released for these purposes only if the student's parent/guardian consents to the sharing of information and the district has entered into a memorandum of understanding with the local agency which, at a minimum, includes the roles and responsibilities of the district and local agency and the process for sharing the information. After sharing information with the local agency for purposes of determining eligibility for that program, no further information shall be shared unless otherwise authorized by law. (Education Code 49557.2, 49557.3, 49558)

(cf. 5141.6 - School Health Services)

~~The Board further authorizes the release of information on the school lunch program application to the local agency that determines Medi-Cal program eligibility, National School Lunch Program with the local agency responsible for determining eligibility for participation in the CalFresh (formerly Food Stamp) or other nutrition assistance provided that the student is approved for free meals and the parent/guardian consents to the sharing of information in accordance with Education Code 49557.2.~~

~~(cf. 5141.6 – School Health Services)~~

Legal Reference:

EDUCATION CODE

48980 Notice at beginning of term

49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001

49490-49494 School breakfast and lunch programs

49500-49505 School meals

49510-49520 Nutrition

49530-49536 Child Nutrition Act of 1974

49547-49548.3 Comprehensive nutrition service



## Free and Reduced Price Meals

49550-49562 Meals for needy students  
CODE OF REGULATIONS, TITLE 5  
15510 Mandatory meals for needy students  
15530-15535 Nutrition education  
15550-15565 School lunch and breakfast programs  
UNITED STATES CODE, TITLE 20  
1232g Federal Educational Rights and Privacy Act  
**6301-6576 Elementary and Secondary Education Act**  
~~6301-6514 Title I programs~~  
UNITED STATES CODE, TITLE 42  
1751-1769j School lunch program  
1771-1791 Child nutrition, especially:  
1773 School breakfast program  
CODE OF FEDERAL REGULATIONS, TITLE 7  
210.1-210.31 National School Lunch Program  
220.10-220.21 National School Breakfast Program  
245.1-245.13 Determination of eligibility for free and reduced-price meals and free milk  
Management Resources:  
CSBA PUBLICATIONS  
Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007  
Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006  
~~CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT BULLETINS~~  
~~USDA-SNP-07-2010 Change in Free and Reduced-Price Meal Application Approval Process, September 2010~~  
~~NSD-SNP-12-2010 Clarification Regarding the Ability to Share Student Meal Program Eligibility Information Between School Food Authorities, April 2010~~  
~~04-103 Implementation of Final Rule on Verification of Applications for Free and Reduced-Price Meals, August 2004~~  
~~98-101 Confidentiality of Free and Reduced-Price Eligibility Information, February 1998~~  
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS  
**Direct Certification Implementation Checklist****Free and Reduced-Price Meals: Universal Meal Service, Nutrition Services Division Management Bulletin SNP-01-2018, January 2018****U.S. Feed More Kids, Improve Program Participation**  
~~Direct Certification Implementation Checklist, May 2008~~  
**DEPARTMENT OF AGRICULTURE PUBLICATIONS**  
**Eligibility Manual for School Meals: Determining and Verifying Eligibility, July 2015**  
U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS  
~~Eligibility Manual for School Meals: Federal Policy for Determining and Verifying Eligibility, July 2015~~  
~~January 2008~~  
Provision 2 Guidance: National School Lunch and School Breakfast Programs, Summer 2002  
WEB SITES  
CSBA: <http://www.csba.org>

## **Free and Reduced Price Meals**

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

**California Food Policy Advocates:** <http://cfpa.net>

~~California Healthy Kids Resource Center:~~ <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/cnd>

Policy Adopted: ~~06/13/2012~~ **05-09-18**

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California



## BUSINESS SERVICES MEMORANDUM

**TO:** Board of Trustees  
Deborah Blow, Ed.D.

**FROM:** Walter Con  
Assistant Superintendent, Business Services

**BOARD MEETING DATE:** May 9, 2018

**BOARD AGENDA ITEM:** Out-Of-State Travel – Director of Child Nutrition

**BACKGROUND:** In accordance with BP 3350 all out-of-state travel for which reimbursement will be claimed must be approved in advance by the Board of Trustees.

The School Nutrition Association Annual National Conference will be held in Las Vegas, Nevada on July 9-12, 2018. Key points of interest are, but are not limited to:

- Child Nutrition Education Sessions
- Networking with other Child Nutrition Directors across the United States
- Culinary Skill Labs
- Culinary Demonstrations
- School Nutrition Research and Best Practice Showcase

The above mentioned topics/workshops are relevant to Child Nutrition and will enhance the policies, procedures and effectiveness of the Child Nutrition Department.

**RECOMMENDATION:** It is recommended that the Board of Trustees approve the travel request for Bethany Markee, Director of Child Nutrition, to attend the School Nutrition Association Annual National Conference in Las Vegas, Nevada on July 9-12, 2018.

**FUNDING:** Estimated cost is \$1700 which is included in the Child Nutrition budget.



Holly Edds, Assistant Superintendent  
hedds@orcutt-schools.net

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TO: Dr. Deborah Blow, Superintendent

FROM: Dr. Holly Edds,  
Assistant Superintendent, Educational Services

BOARD MEETING DATE: May 9, 2018

BOARD AGENDA ITEM: Board Policy 1312.3

#### UNIFORM COMPLAINT PROCEDURES

**BACKGROUND:** Policy updated to list all state and federal programs subject to the uniform complaint procedures (UCP) as specified in the Federal Program Monitoring instrument, reflect new law (AB 699) which includes immigration status as a prohibited basis for discrimination, and reflect new law (AB 365) which authorizes the use of UCP for alleged noncompliance with certain educational rights of children of military families. Policy also revised to clarify that, although complaints of employment discrimination are not subject to UCP, the district has an obligation to investigate such complaints using other district procedures.

**RECOMMENDATION:** It is recommended that the Board of Trustees approve the proposed revisions to BP 1312.3.

**FUNDING:** No funding implications.

## UNIFORM COMPLAINT PROCEDURES

The Board of Trustees recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early, informal resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts a uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

### Complaints Subject to the UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, After School Education and Safety programs, agricultural vocational education, American Indian Education Centers and early childhood education program assessments, **bilingual education, peer assistance and review programs for teachers**, career technical and technical education and training programs, child care and development programs, child nutrition programs, **compensatory education**, consolidated categorical aid programs, **Economic Impact Aid**, English learner programs, **federal education programs in Title I-VII**, ~~Every Student Succeeds Act/No Child Left Behind (Titles I-VIII)~~, migrant education, Regional Occupational Centers and Programs, school safety plans, special education programs, **State Preschool Programs, Tobacco-Use Prevention Education programs**, ~~career technical education (federal)~~, and any other district-implemented program which is listed in Education Code 64000(a) ~~(5 CCR 4610)~~

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3550 - Nutrition Program Compliance)

**(cf. 5131.62 – Tobacco)**

~~(cf. 5141.4 – Child Abuse Prevention and Reporting)~~

(cf. 5148 - Child Care and Development)

(cf. 5148.2 – Before/After School Programs)

**(cf. 5148.3 – Preschool/Early Childhood Education Program)**

(cf. 6159 - Individualized Education Program)

(cf. 6171 - Title I Programs)

(cf. 6174 - Education for English Language Learners)

**(cf. 6175 – Migrant Education Program)**

(cf. 6178 - Career Technical Education)

(cf. 6178.2 - Regional Occupational Center/Program)

2. Any complaint alleging the occurrence of unlawful discrimination, (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on his/her actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220,

**UNIFORM COMPLAINT PROCEDURES**

Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

- (cf. 0410 - Nondiscrimination in District Programs and Activities)
- (cf. 5145.3 - Nondiscrimination/Harassment)
- (cf. 5145.7 - Sexual Harassment)

~~3-~~ Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)

- (cf. 5146 – Married/Pregnant/Parenting Students)

4. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

- (cf. 3260 - Fees and Charges)
- (cf. 3320 – Claims and Actions Against the District)

5. Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)

- (cf. 0460 - Local Control and Accountability Plan)

6. Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

- (cf. 6173.1 - Education for Foster Youth)

7. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, ~~, a former juvenile court school student, or a child of a military family as defined in Education Code 49701 who transfers into the district after his/her second year of high school,~~ alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)

- (cf. 6173 - Education for Homeless Children)
- (cf. 6173.2 – Education of Children of Military Families)
- (cf. 6173.3 –Education for Juvenile Court School Students)

~~8. Any complaint, by or on behalf of a former juvenile court school student who transfers into the district after his/her second year of high school, alleging district noncompliance with any requirements applicable to the student regarding the award of credit for coursework satisfactorily completed in the juvenile court school or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)~~

~~(cf. 6173.3 – Education for Juvenile Court School Students)~~

~~9.8.~~ Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student **in grades 9-12** to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

(cf. 6152 - Class Assignment)

~~10.9~~ Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51223)

(cf. 6142.7 - Physical Education and Activity)

~~11.10~~ Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

~~12.11~~ Any other complaint as specified in a district policy

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) the Superintendent or designee shall keep confidential the identity of the complainant and/or the subject of the complaint, if he/she is different from the complainant, confidential as long as the integrity of the complaint process is maintained.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

(cf. 9011 – Disclosure of Confidential/Privileged Information)

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints in accordance with applicable state law and district policy.

(cf. 3580 - District Records)

#### Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency

(cf. 5141.4 – Child Abuse and Reporting)

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
3. ~~Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.~~
4. 3. Any complaint alleging fraud shall be referred to the **Legal, Audits, and Compliance Branch of the** California Department of Education.

**Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment.**

~~In addition, the district's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve~~ Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments **shall be investigated and resolved in accordance with the procedures in AR 1312.4 – Williams Uniform Complaint Procedures.** . (Education Code 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

222 Reasonable accommodations; lactating students

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18203 School libraries

32289 School safety plan, uniform complaint procedure

**33380-32284 California Indian Education Centers**

35186 Williams uniform complaint procedure

**44500-44508 California Peer Assistance and Review Program for Teachers**

48853-48853.5 Foster youth

48985 Notices in language other than English

49010-49013 Student fees

49060-49079 Student records

49069.4 Rights of parents

49490-49590 Child nutrition programs

**49701 Interstate Compact on Educational Opportunity for Military Children**

51210 Courses of study grades 1-6

51223 Physical education, elementary schools

51225.1 Foster youth, homeless children, former juvenile court school students, **and military-connected students**; course credits; graduation requirements

**51226-51226.1 Career technical education**

51228.1-51228.3 Course periods without educational content

52060-52077 Local control and accountability plan, especially

52060-52077 Compliant for lack of compliance with local control and accountability plan requirements

52160-52178 Bilingual education programs

52300-52490 Career-technical education

52500-52616.24 Adult schools

54400-54425 Compensatory education programs

54440-54445 Migrant education



54460-54529 Compensatory education programs  
56000-56867 Special education programs  
59000-59300 Special schools and centers  
64000-64001 Consolidated application process  
GOVERNMENT CODE  
11135 Nondiscrimination in programs or activities funded by state  
12900-12996 Fair Employment and Housing Act  
**HEALTH AND SAFETY CODE**  
**104420 Tobacco-Use Prevention Education**  
PENAL CODE  
422.55 Hate crime; definition  
422.6 Interference with constitutional right or privilege  
CODE OF REGULATIONS, TITLE 2  
11023 Harassment and discrimination prevention and correction  
CODE OF REGULATIONS, TITLE 5  
3080 Application of section  
4600-4687 Uniform complaint procedures  
4900-4965 Nondiscrimination in elementary and secondary education programs  
UNITED STATES CODE, TITLE 20  
1221 Application of laws  
1232g Family Educational Rights and Privacy Act  
1681-1688 Title IX of the Education Amendments of 1972  
6301-6577 Title I basic programs  
6801-6871 Title III language instruction for limited English proficient and immigrant students  
7101-7184 Safe and Drug-Free Schools and Communities Act  
7201-7283g Title V promoting informed parental choice and innovative programs  
7301-7372 Title V rural and low-income school programs  
12101-12213 Title II equal opportunity for individuals with disabilities  
UNITED STATES CODE, TITLE 29  
794 Section 504 of Rehabilitation Act of 1973  
UNITED STATES CODE, TITLE 42  
2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended  
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964  
6101-6107 Age Discrimination Act of 1975  
CODE OF FEDERAL REGULATIONS, TITLE 28  
35.107 Nondiscrimination on basis of disability; complaints  
CODE OF FEDERAL REGULATIONS, TITLE 34  
99.1-99.67 Family Educational Rights and Privacy Act  
100.3 Prohibition of discrimination on basis of race, color or national origin  
104.7 Designation of responsible employee for Section 504  
**CODE OF REGULATIONS, TITLE 34**  
106.8 Designation of responsible employee for Title IX  
106.9 Notification of nondiscrimination on basis of sex  
110.25 Notification of nondiscrimination on the basis of age  
**Management Resources:**  
**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**  
**Sample UCP Board Policies and Procedures**  
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS  
Dear Colleague Letter: Title IX Coordinators, April 2015  
~~Questions and Answers on Title IX and Sexual Violence, April 2014~~  
Dear Colleague Letter: Bullying of Students with Disabilities, August 2013  
~~Dear Colleague Letter: Sexual Violence, April 2014~~  
Dear Colleague Letter: Harassment and Bullying, October 2010  
Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001  
U.S. DEPARTMENT OF JUSTICE PUBLICATIONS  
Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002  
WEB SITES  
CSBA: <http://www.csba.org>  
California Department of Education: <http://www.cde.ca.gov>  
Family Policy Compliance Office: <http://familypolicy.ed.gov>  
U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/offices/OCR>  
U.S. Department of Justice: <http://www.justice.gov>



Holly Edds, Assistant Superintendent  
hedds@orcutt-schools.net

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TO: Dr. Deborah Blow, Superintendent

FROM: Dr. Holly Edds,  
Assistant Superintendent, Educational Services

BOARD MEETING DATE: May 9, 2018

BOARD AGENDA ITEM: Board Policy 5022

#### STUDENT AND FAMILY PRIVACY RIGHTS

**BACKGROUND:** Policy updated to add options formerly in AR regarding the disclosure of students' personal information for marketing purposes. Policy also reflects state law which prohibits the collection of social security numbers or the last four digits of social security numbers for such purposes and new law (AB 699) which prohibits the collection of information regarding the citizenship or immigration status of students or their families.

**RECOMMENDATION:** It is recommended that the Board of Trustees approve the proposed revisions to BP 5022.

**FUNDING:** No funding implications.

**Students**

**STUDENT AND FAMILY PRIVACY RIGHTS**

The Board of Trustees respects the rights of students and their parents/guardians with regard to the privacy of their personal beliefs and the confidentiality of their personal information. ~~The Superintendent or designee shall develop regulations to ensure compliance with law when the district requests, retains, discloses, or otherwise uses the personal information of its students and their families.~~

(cf. 5020 - Parent Rights and Responsibilities)  
(cf. 5021 - Noncustodial Parents)  
(cf. 5125 - Student Records)  
(cf. 5125.1 - Release of Directory Information)  
(cf. 6162.8 - Research)

The Superintendent or designee may collect, disclose, or use students' personal information for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as the following: (20 USC 1232h)

1. College or other postsecondary education recruitment or military recruitment
2. Book clubs, magazines, and programs providing access to low-cost literary products
3. Curriculum and instructional materials used by elementary and secondary schools
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments

(cf. 6162.5 - Student Assessment)  
(cf. 6162.51 - State Academic Achievement Tests)

5. The sale by students of products or services to raise funds for school-related or education-related activities

(cf. 1321 - Solicitation of Funds from and by Students)

6. Student recognition programs

(cf. 5126 - Awards for Achievement)

## Students

BP 5022 (b)

The Superintendent or designee shall consult with parents/guardians regarding the development of regulations pertaining to other uses of personal information, which shall, at a minimum, address the following: ~~The regulations shall, at a minimum, address the following:~~ (20 USC 1232h)

1. ~~Whether the district may collect the personal information of students for marketing or sale~~ Arrangements for protecting student privacy when collecting, disclosing, or using students' individually identifiable information for any purpose
2. ~~How the district will administer surveys that may request information about the personal beliefs and practices of students and their families~~ Arrangements to protect student privacy in the administration of surveys that may request information about the personal beliefs and practices of students and their families
3. The rights of parents/guardians to inspect the following, and any applicable procedures for granting reasonable access to the following in a reasonable period of time:
  - a. Survey instruments requesting information about their personal beliefs and practices or those of their children
  - b. Instructional materials used as part of their children's educational curriculum
  - c. Instruments used in the collection of personal information for the purpose of marketing or sale
4. ~~Whether the district may administer any nonemergency invasive physical examination or screening~~ Any nonemergency physical examinations or screenings that the school may administer

(cf. 0420 - School Plans/Site Councils)  
(cf. 1220 - Citizen Advisory Committee)  
(cf. 1230 - School-Connected Organizations)

5. ~~Notifications that the district will provide to students and parents/guardians with respect to their privacy rights.~~

The Superintendent or designee shall ~~consult with~~ notify parents/guardians of the adoption or continued use of the district's policy pertaining to the rights specified in items #1-4 above. (20 USC 1232h) ~~regarding the development of the procedures.~~

~~(cf. 0420 - School Plans/Site Councils)~~  
~~(cf. 1220 - Citizen Advisory Committee)~~  
~~Cf. 1230 - School-Connected Organizations)~~  
(cf. 5145.6 - Parental Notifications)

## Students

BP 5022 (c)

### Legal Reference:

EDUCATION CODE

**234.7 Student protections relating to immigration and citizenship status**

**49076.7 Privacy of student records; social security numbers**

49450-49457 Physical examinations

49602 Confidentiality of personal information received during counseling

51101 Parents Rights Act of 2002

51513 Test, questionnaire, survey or examination concerning personal beliefs

**51514 Nonremoval of survey questions pertaining to sexual orientation or gender identity**

51938 Sexual Health and HIV/AIDS Prevention Education Act; notice and parental excuse

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

1232h Protection of pupil rights

### Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

~~CDE~~ **California Department of Education**: <http://www.cde.ca.gov>

~~USDOE~~ **U.S. Department of Education**, Family Policy Compliance Office:

<http://www.ed.gov/offices/OM/fpc/>

Policy Adopted: ~~9/14/11~~ **05/09/18**

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California



Holly Edds, Assistant Superintendent  
hedds@orcutt-schools.net

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**TO:** Dr. Deborah Blow, Superintendent

**FROM:** Dr. Holly Edds,  
Assistant Superintendent, Educational Services

**BOARD MEETING DATE:** May 9, 2018

**BOARD AGENDA ITEM:** Board Policy 5145.6

#### PARENTAL NOTIFICATIONS

**BACKGROUND:** Policy updated to reflect federal law applicable to districts participating in certain federal programs which requires that parental notifications be presented in an understandable and uniform format and, to the extent practicable, in a language that parents/guardians can understand. Policy also revised to reflect state law requiring that parental notifications be written in the primary language, in addition to English, whenever 15 percent or more of the students enrolled in a school speak a single primary language other than English.

**RECOMMENDATION:** It is recommended that the Board of Trustees approve the proposed revisions to BP 5145.6.

**FUNDING:** No funding implications.

## Students

### PARENTAL NOTIFICATIONS

The Board of Trustees ~~recognizes that notifications are essential to~~ **desires to promote** effective communication between the school and the home **and to keep parents/guardians informed regarding educational programs, school operations, and the legal rights of students and their parents/guardians.** The Superintendent or designee shall send students and parents/guardians **and students** all notifications required by law **and any other,** ~~including notifications about their legal rights, and any other notifications~~ he/she believes will promote parental understanding and involvement.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5022 - Student and Family Privacy Rights)

(cf. 6020 - Parent Involvement)

~~The notice required pursuant to~~ **Notice of the rights and responsibilities of parents/guardians as specified in** Education Code 48980 shall be sent at the beginning of each academic year and may be provided either by regular mail, in electronic form when so requested by the parent/guardian, or by any other method normally used to communicate with parents/guardians in writing. (Education Code 48981,~~48982~~)

~~If any~~ **No** activity specified in Education Code 48980 will be undertaken ~~by any school during the forthcoming school term, the notice shall state that fact and the approximate date on which any such activity will occur. No such activity shall be undertaken~~ with respect to any particular student unless his/her parent/guardian has been informed of such action through the annual notification or other separate special notification. **Such notice shall state the activity that will be undertaken and the approximate date on which the activity will occur.** (Education Code 48983-48984)

The annual notification shall include a request that the parent/guardian sign the notice and return it to the school or, if the notice is provided in electronic format, that the parent/guardian submit a signed acknowledgment of receipt of the notice to the school. The parent/guardian's signature is an acknowledgment of receipt of the information but does not indicate that consent to participate in any particular program has been given or withheld. (Education Code 48982)

~~Notifications to parents/guardians shall be written both in English and in the family's primary language when so required by law. (Education Code 48981, 48985; 20 USC 6311, 6312)~~

**Whenever a student enrolls in a district school during the school year, his/her parents/guardians shall be given all required parental notifications at that time.**

**Notifications shall be presented in an understandable and uniform format and, to the extent practicable, in a language that parents/guardians can understand.**

## Students

### PARENTAL NOTIFICATIONS

Whenever 15 percent or more of the students enrolled in a district school speak a single primary language other than English, as determined from the California Department of Education census data collected pursuant to Education Code 52164, all notices sent to the parent/guardian of any such student shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language. (Education Code 48981, 48985)

Whenever an employee learns that a student's parent/guardian is for any reason unable to understand the district's printed notifications **for any reason, he/she shall inform** the principal or designee shall work with the parent/guardian to establish other appropriate means of communication.

Legal Reference:

EDUCATION CODE

221.5 Prohibited sex discrimination

231.5 Sexual harassment policy

**234.7 Student protections relating to immigration and citizenship status**

262.3 Appeals;~~for discrimination complaints~~; information regarding: availability of civil remedies

310 Structured English Immersion Program

**313 Reclassification of English learners, parental consultation**

**313.2 Long-term English learner, notification**

**440 English language proficiency assessment; instruction in English language development**

**8483 Before/after school program; enrollment priorities**

17288 ~~Students- school buildings~~ **Building standards for university campuses**

**17611.05-17612 Notification of pesticide use**

32221.5 Insurance for athletic team members

32255-32255.6 Right to refuse harmful or destructive use of animals

32390 Fingerprint program; contracts; funding; consent of parent/guardian

**33479.3 The Eric Pareds Sudden Cardiac Arrest Prevention Act**

**35160.5 Extracurricular and cocurricular activities**

35178.4 Notice of accreditation status

**35182.5 Advertising in the classroom**

35183 School dress codes; uniforms

35186 Complaints concerning deficiencies in instructional materials and facilities

**35211 Driver training; district insurance, parent/guardian liability**

35256 School accountability report card

**35258 School accountability report card**

35291 Rules for student discipline

37616 Consultation regarding year-round schedule

~~37254 Intensive instruction for students who have not passed High School Exit Examination~~

39831.5 School bus rider rules and information

**44050 Employee codes of conduct, employee interactions with students**

44808.5 Permission to leave school grounds

46010.1 Notice re: excuse to obtain confidential medical services



**Students****PARENTAL NOTIFICATIONS**

- 46014 Regulations regarding absences for religious purposes
- 46600-46611 Interdistrict attendance agreements ~~especially:~~
- 48000 Minimum age of admission
- 48070.5 Promotion or retention of students
- 48204 Residency requirements
- 48205 Absence for personal reasons
- 48206.3 Students with temporary disabilities; individual instruction; definitions
- 48207-48208 Students with temporary disabilities in hospitals
- 48213 **Prior notice of exclusion from attendance**
- 48216 Immunization
- 48260.5 Notice to parent re truancy
- 48263 Referral to School Attendance Review Board or probation department
- 48301 **Interdistrict transfers**
- 48350-48361 **Open enrollment**
- 48354 Option to transfer from school identified under Open Enrollment Act
- 48357 Status of application for transfer from school identified under Open Enrollment Act
- 48412 **Certificate of proficiency**
- 48432.3 **Voluntary enrollment in continuation education**
- 48432.5 Involuntary transfers of students
- 48850-48859 **Education of foster youth and homeless students**
- 48900.1 **Parental attendance required after suspension**
- 48904 Liability of parent/guardian for willful student misconduct
- 48904.3 Withholding grades, diplomas, or transcripts
- 48906 Notification of release of student to peace officer
- 48911 Notification in case of suspension
- 48912 Closed sessions; consideration of suspension
- 48915.1 Expelled individuals: enrollment in another district
- 48916 Readmission procedures
- 48918 Rules governing expulsion procedures
- 48929 **Transfer of student convicted of violent felony or misdemeanor**
- 48980 Required notification at beginning of term
- 48980.3 Notification of pesticide use
- 48981 Time and means of notification
- 48982 Parent Signature; acknowledging receipt of notice
- 48983 Contents of notice
- 48984 Activities prohibited unless notice given
- 48985 Notices to parents in language other than English
- 48987 Child abuse information
- 49013 Use of uniform complaint procedures for complaints regarding student fees
- 49063 Notification of parents of their rights
- 49067 Student evaluation; student in danger of failing course
- 49068 Transfer of permanent enrollment and scholarship record
- 49069 Absolute right to access
- 49070 Challenging content of records
- 49073 Release of directory information

**Students**

**PARENTAL NOTIFICATIONS**

**49073.6 Student records, social media**

49076 Access to student records

49077 Access to information concerning a student in compliance with court order

49403 Cooperation in control of communicable disease and immunization

49423 Administration of prescribed medication for student

49451 Physical examinations: parent's refusal to consent

49452.5 Screening for scoliosis

49452.7 Information on type 2 diabetes

49452.8 Oral health assessment

49456 Results of vision or hearing test

**49471-49472 Insurance**

49475 Student athletes; concussions and head injuries

49480 Continuing medication regimen for nonepisodic conditions

49510-49520 Duffy-Moscone Family Nutrition Education and Services Act of 1970

**49557.5 Child Hunger Prevention and Fair Treatment Act of 2017; notice of negative balance in meal account**

**51225.1 Exemption from district graduation requirements**

**51225.2 Course credits; foster youth, homeless youth, former juvenile court school students and military-connected students**

51225.3 Graduation requirements; courses that satisfy college entrance criteria

51229 Course of study for grades 7-12

51513 Personal beliefs; privacy

51938 HIV/AIDS and sexual health instruction

**52164 Language census**

52164.1 Census-taking methods; determination of primary language; assessment of language skills

52164.3 Reassessment of English learners; notification of results

Bilingual education

~~52244 Advanced Placement Program~~

54444.2 Migrant education programs; parent involvement

56301 Child-find system; policies re: written notification rights

56321 Special education: proposed assessment plan

56321.5-56321.6 Notice of parent rights pertaining to special education

56329 Written notice of right to findings; independent assessment

56341.1 Development of Individualized education program ; right to audio record meeting

56341.5 Individualized education program team meetings

56343.5 IEP meetings

**56521.1 Behavioral intervention**

58501 Alternative schools: notice required prior to establishment

60641 Standardized Testing and Reporting Program

**69432.9 Submission of grade point average to Cal Grant program**

~~60850 High school exit examination~~

~~60852.4 High school exit examination waiver for disabled student~~

**CIVIL CODE**

**1798.29 District records, breach of security**

**Students**

**PARENTAL NOTIFICATIONS**

HEALTH AND SAFETY CODE

1596.857 Right to enter child care facility

104420 Tobacco use prevention

104855 Availability of topical fluoride treatment

116277 Lead testing of school drinking water

120365-120375 Immunizations

120440 Sharing immunization information

124100-124105 Health screening and immunizations

PENAL CODE

626.81 Notice of permission granted to sex offender to volunteer on campus

627.5 Hearing request following denial or revocation of registration

CODE OF REGULATIONS, TITLE 5

~~850 Definitions; notification regarding use of California Modified Assessment~~

852 Exemptions from state assessments

863 Standardized Testing and Reporting Program

3052 Behavioral intervention

~~3831 General standards (Gifted and Talented Program)~~

4622 Notification of uniform complaint procedures

4631 Uniform complaint procedures; notification of decision and right to appeal

4702 Student transfer from school identified under Open Enrollment Act

4917 Notification of sexual harassment policy

11303 Reclassification of English learners

~~11309 Parental exception waivers~~

11511.5 English language proficiency assessment; test results

11523 Notice of proficiency examinations

18066 Child care policies regarding excused and unexcused absences

18094-18095 Notice of Action; child care services

18114 Notice of delinquent fees; child care services

18118-18119 Notice of Action; child care services

CODE OF REGULATIONS, TITLE 17

2951 Hearing tests

6040 Time period to obtain needed immunizations

UNITED STATES CODE, TITLE 20

1232g Family Educational and Privacy Rights Act

1232h Privacy rights

1415 Procedural safeguards

6311 State plans

6312 Local education agency plans

6316 Academic assessment and local education agency school improvement

6318 Parental involvement

~~7012 Instruction in English language development~~

7908 Armed forces recruiter access to students

UNITED STATES CODE, TITLE 42

1758 Child nutrition programs

11431-11435 McKinney-Vento Homeless Assistance Act

**Students**

**PARENTAL NOTIFICATIONS**

**CODE OF FEDERAL REGULATIONS, TITLE 7**

245.5 Eligibility criteria for free and reduced-price meals

245.6a Verification of eligibility for free and reduced-price meals

**CODE OF FEDERAL REGULATIONS, TITLE 34**

99.7 Student records, annual notification

99.30 Disclosure of personally identifiable information

99.34 Student records, disclosure to other educational agencies

99.37 Disclosure of directory information

104.32 District responsibility to provide free appropriate public education

104.36 Procedural safeguards

104.8 Nondiscrimination

106.9 Dissemination of policy, nondiscrimination on basis of sex

200.61 48 Teacher qualifications

300.300 Parent consent for special education evaluation

300.322 Parent participation in IEP team meetings

300.502 Independent educational evaluation of student with disability

300.503 Prior written notice regarding identification, evaluation, or placement of student with disability

300.504 Procedural safeguards notice for students with disabilities

300.508 Due process complaint

300.530 Discipline procedures

**CODE OF FEDERAL REGULATIONS, TITLE 40**

763.84 Asbestos inspections, response actions and post-response actions

763.93 Asbestos management plans

**Management Resources:**

**U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS**

Unpaid Meal Charges: Guidance and Q&A, SP 23-2017, March 2017

Civil Rights Compliance and Enforcement -- Nutrition Programs and Services, FNS Instruction 113-1, 2005

**WEB SITES**

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov>

Policy Adopted: ~~3/13/2013~~ 05/09/18

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California

**PARENT NOTIFICATIONS**

Government Code 17581.5 releases districts from the obligation to perform specified mandated activities when the Budget Act does not provide reimbursement during that fiscal year. The Budget Act of 2017 (AB 97, Ch. 14, Statutes of 2017) extends the suspension of these requirements through the 2017-18 fiscal year. As a result, certain provisions of the following Exhibit related to scoliosis screening and bus safety instruction may be suspended.

**I. Annually**

When to Notify: Beginning of each school year  
Education or Other Legal Code: Education Code 234.7  
Board Policy/Administrative Regulation #: See BP 0410  
Subject: Right to a free public year 234.7 education regardless of immigration status or religious beliefs

When to Notify: Beginning of each school year  
Education or Other Legal Code: Education Code 310  
Board Policy/Administrative Regulation #: See BP 6174, See AR 6142.2  
Subject: Information on the district's language acquisition programs

When to Notify: Beginning of each school year  
Education Code or Other Legal Code: Education Code 17611.5, 17612, 48980.3  
Board Policy/Administrative Regulation #: See AR 3514.2  
Subject: Use of pesticide product, active ingredients, Internet address to access information, and, if district uses certain pesticides, integrated pest management plan

When to Notify: Annually by February 1  
Education or Other Legal Code: Education Code 35256, 35258  
Board Policy/Administrative Regulation #: See BP 0510  
Subject: School Accountability Report Card provided

When to Notify: Beginning of each school year  
Education or Other Legal Code: Education Code 35291, 48980  
Board Policy/Administrative Regulation #: See BP 5144, See AR 5144.1  
Subject: District and site discipline rules

When to Notify: Beginning of each school year  
Education or Other Legal Code: Education Code 44050  
Board Policy/Administrative Regulation #: See BP 4119.21, See BP 4219.21, See BP 4319.21  
Subject: Code of conduct addressing employee interactions with students

## **Students**

E 5145.6 (b)

### **PARENT NOTIFICATIONS**

When to Notify: Beginning of each school year  
Education or other legal code: 46010.1  
Board Policy/Administrative Regulation: BP 5113  
Subject: Absence for confidential medical services

When to Notify: Beginning of each school year, if district has adopted policy on involuntary transfer of students convicted of certain crimes when victim is enrolled at same school  
Education or Other Legal Code: Education Code 48929, 48980  
Board Policy/Administrative Regulation #: See BP 5116.2  
Subject: District policy authorizing transfer

When to Notify: Beginning of each school year  
Education or Other Legal Code: Education Code 48980  
Board Policy/Administrative Regulation #: See BP 6111  
Subject: Schedule of minimum days and student-free staff development days

When to Notify: Beginning of each school year  
Education or Other Legal Code: Education Code 48980, 231.5, 5 CCR 4917  
Board Policy/Administrative Regulation #: See AR 5145.7  
Subject: Copy of sexual Harassment Policy as related to students

When to Notify: Beginning of each school year  
Education Code or Other Legal Code: Education Code 48980, 32255-32255.6  
Board Policy/Administrative Regulation #: See AR 5145.8  
Subject: Right to refrain from harmful or destructive use of animals

When to Notify: Beginning of each school year  
Education or Other Legal Code: Education Code 48980, 35160.5, 46600-46611, 48204, 48301, 48350-48361  
Board Policy/Administrative Regulation #: See BP 5111.1, See AR 5116.1, See AR 5117  
Subject: All statutory attendance options, available local attendance options, options for meeting residency, form for changing attendance, appeals process

When to Notify: Beginning of each school year, if Board allows such absence  
Education or Other Legal Code: Education Code 46014, 48980  
Board Policy/Administrative Regulation # See AR 5113  
Subject: Absence for religious exercise or purposes

When to Notify: Beginning of each school year  
Education or Other Legal Code: Education Code 48205, 48980  
Board Policy/Administrative Regulation #: See BP 6154, AR 5113  
Subject: Excused Absences: grade/credit cannot be reduced due to excused absence if work or test has been completed; full text of Education Code 48205

## **Students**

E 5145.6 (c)

### **PARENT NOTIFICATIONS**

When to Notify: Beginning of each school year  
Education or Other Legal Code: Education Code 48206.3, 48207, 48208, 48980  
Board Policy/Administrative Regulation #: See AR 6183  
Subject: Availability of home/hospital instruction for students with temporary disabilities

When to Notify: Beginning of each school year  
Education or Other Legal Code: Education Code: Education Code 49403, 48980  
Board Policy/Administrative Regulation #: See BP 5141.31  
Subject: School immunization program

When to Notify: Beginning of each school year  
Education or Other Legal Code: Education Code 49423, 49480, 48980  
Board Policy/Administrative Regulation #: See AR 5141.21  
Subject: Administration of prescribed medication

When to Notify: Beginning of each school year  
Education or Other Legal Code: Education Code 49451, 48980, 20 USC 1232h  
Board Policy/Administrative Regulation #: See AR 5141.3  
Subject: Right to refuse consent to physical examination

When to Notify: Beginning of each school year  
Education or Other Legal Code: Education Code 49472, 49471, 48980  
Board Policy/Administrative Regulation #: See AR 5143  
Subject: Availability of insurance

When to Notify: Annually  
Education or Other Legal Code: Education Code 49013, 5 CCR 4622  
Board Policy/Administrative Regulation #: See AR 1312.3  
Subject: Uniform complaint procedures and available appeals and civil law remedies

When to Notify: Beginning of each school year  
Education or Other Legal Code: Education Code 49063,  
Board Policy/Administrative Regulation #: See AR 5125, See AR 5125.3  
Subject: Challenge, review and expunging of records

When to Notify: Beginning of each school year  
Education or Other Legal Code: Education Code 49063, 49069, 20 USC 1232g, 34 CFR 99.7  
Board Policy/Administrative Regulation #: See AR 5125  
Subject: Student records; inspect and review, access, types, location, persons' responsible location of log, access criteria, cost of copies, amendment requests, criteria to determine legitimate educational interest, course prospectus availability

## **Students**

E 5145.6 (d)

### **PARENT NOTIFICATIONS**

When to Notify: Beginning of each school year  
Education or Other Legal Code: Education Code 49063, 49073, 20 USC 1232g; 34 CFR 99.37  
Board Policy/Administrative Regulation #: See AR 5125.1  
Subject: Release of directory information

When to Notify: Beginning of each school year  
Education or Other Legal Code: Education Code 49520, 48980, 42 USC 1758, 7 CFR 245.5  
Board Policy/Administrative Regulation #: See AR 3553  
Subject: Free and reduced price meals

When to Notify: Beginning of each school year  
Education or Other Legal Code: Education Code 51513, 20 USC 1232h  
Board Policy/Administrative Regulation #: See AR 5022, See BP 6162.8  
Subject: Notice of privacy policy and dates of activities re: survey, health examination, or collection of personal information for marketing; process to opt out of such activities; inspection rights and procedures

When to Notify: Beginning of each school year  
Education or Other Legal Code: Education Code 56301  
Board Policy/Administrative Regulation #: See BP 6164.4  
Subject: Parental rights re special education identification, referral, assessment, instructional planning, implementation and review, and procedures for initiating a referral for assessment

When to Notify: Beginning of each school year  
Education or Other Legal Code: Education Code 58501, 48980  
Board Policy/Administrative Regulation #: See AR 6181  
Subject: Alternative schools

When to Notify: Beginning of each school year  
Education or Other legal code: Health and Safety Code 104855  
Board Policy/Administrative Regulation: AR 5141.6  
Subject: Availability of dental fluoride treatment; opportunity to accept or deny treatment

When to Notify: Annually  
Education or Other Legal Code: 5 CCR 852; Education Code 60615  
Board Policy/Administrative Regulation: AR 6162.51  
Subject: Student's participation in state assessments; option to request exemption from testing

When to Notify: Beginning of each school year, if district receives Title I funds  
Education or Other Legal Code: Education Code 20 USC 6312, 34 CFR 200.61  
Board Policy/Administrative Regulation #: See AR 4112.24, See AR 4222  
Subject: Right to request information re: professional qualification of their child's teacher and paraprofessional



## **Students**

E 5145.6 (e)

### **PARENT NOTIFICATIONS**

When to Notify: Beginning of each school year  
Education or Other Legal Code: 34 CFR 104.8, 106.9  
Board Policy/Administrative Regulation #: See BP 0410, See BP 6178  
Subject: Nondiscrimination

When to Notify: Beginning of each school to parent, teacher and employee organizations; or in their absence individuals  
Education or Other Legal Code: 40 CFR 763.84, 40 CFR 763.93  
Board Policy/Administrative Regulation #: See AR 3514  
Subject: Availability of asbestos management plan; any inspections, response actions or post-response actions planned or in progress

#### **II. At Specific Times During the Student's Academic Career**

When to Notify: Beginning in grade 7, at least once prior to course selection and career Counseling

Education or Other Legal Code: Education Code 221.5, 48980  
Board Policy/Administrative Regulation #: See BP 6164.2  
Subject: Course selection and career counseling

When to Notify: Upon a student's enrollment  
Education or Other Legal Code: Education Code 310  
Board Policy/Administrative Regulation #: See BP 6174, See AR 6142.2  
Subject: Information on the district's language acquisition programs

When to Notify: When child first enrolls in a public school, if the school offers a fingerprinting program  
Education or Other Legal Code: Education Code 32390, 48980  
Board Policy/Administrative Regulation#: See BP 5142.1  
Subject: Fingerprinting program

When to Notify: When participating in driver training courses under the jurisdiction of the district  
Education or Other Legal Code: Education Code 35211  
Board Policy/Administrative Regulation #: None  
Subject: Civil liability, insurance coverage

When to Notify: Upon registration, if K-6 students have not previously been transported  
Education or Other Legal Code: Education Code 39831.5  
Board Policy/Administrative Regulation #: See AR 3543  
Subject: School bus safety rules and information, list of stops, rules of conduct, red light crossing instructions, bus danger zones, walking to and from stops

## **Students**

E 5145.6 (f)

### **PARENT NOTIFICATIONS**

When to Notify: Beginning of each school year for high school students, if high school is open campus

Education or Other Legal Code: Education Code 44808.5, 48980

Board Policy/Administrative Regulation #: See AR 5112.5

Subject: Open campus

When to Notify: Beginning of each school year in grades 9-12, if district allows career technical education (CTE) course to satisfy graduation requirement

Education or other legal code: 48980, 51225.3

Board Policy/Administrative Regulation: AR 6146.1

Subject: How each high school graduation requirement does or does not satisfy college entrance a-g course criteria; list of district CTE courses that satisfy a-g course criteria

When to Notify: Upon a student's enrollment

Education or Other Legal Code: Education Code 49063

Board Policy/Administrative Regulation #: See AR 5125, See AR 5125.3

Subject: Specified rights related to student records

When to Notify: When students entering grade 7

Education or Other Legal Code: Education Code 49452.7

Board Policy/Administrative Regulation #: See AR 5141.3

Subject: Specified Information on type 2 diabetes

When to Notify: When in kindergarten or first grade if not previously, enrolled in public school

Education or Other Legal Code: Education Code 49452.8

Board Policy/Administrative Regulation #: See AR 5141.32

Subject: Requirement for oral health assessment, explanation of law, importance of oral health, agency contact, privacy rights

When to Notify: Beginning of each school year for students in grades 9-12

Education or Other Legal Code: Education Code 51229, 48980

Board Policy/Administrative Regulation #: See BP 6143

Subject: College admission requirements, UC and CSU web sites that list certified courses, description of CTE and CDE Internet address, how students may meet with counselors

When to Notify: Beginning of each school year for students in grades 7-12, or at time of enrollment if after beginning of year

Education or Other Legal Code: Education Code 51938, 48980

Board Policy/Administrative Regulation #: See AR 6142.1

Subject: Sexual health and HIV prevention education, right to view A/V materials, whether taught by district staff or outside consultants, request specific Education Code sections, right to excuse

## **Students**

E 5145.6 (g)

### **PARENT NOTIFICATIONS**

When to Notify: Within 20 working days of receiving results of standardized achievement tests or, if results not available in school year, within 20 working days of start of next school year

Education or Other Legal Code: Education Code 60641, 5 CCR 863

Board Policy/Administrative Regulation #: See AR 6162.51

Subject: Results of tests; test purpose, individual score and intended use

When/Whom to Notify: By October 15 for students in grade 12

Legal Code: Education Code 69432.9

Board Policy/Administrative Regulation #: See AR 5121, See AR 5125

Subject: Forwarding of student's grade point average to Cal Grant program; timeline to opt out

When to Notify: When child is enrolled in kindergarten

Education or Other Legal Code: Health and Safety Code 124100, 124105

Board Policy/Administrative Regulation #: See BP 5141.32

Subject: Health screening examination

When to Notify: To students in grades 11 and 12, early enough to enable registration for fall test

Education or Other Legal Code: 5 CCR 11523

Board Policy/Administrative Regulation #: See AR 6146.2

Subject: Notice of proficiency examination provided under Education Code 48412

When to Notify: For districts with secondary students receiving Title I funds

Education or Other Legal Code: 20 USC 7908

Board Policy/Administrative Regulation #: See AR 5125.1

Subject: Request that district not release name, address, phone number of child to military recruiters without prior written consent

### **III. When Special Circumstances Occur**

When to Notify: In the event of a breach of security of district records, security of district records

Education or Other Legal Code: Civil Code 1798.29

Board Policy/Administrative Regulation #: See BP 3580

Subject: Types of records affected, date of breach, description of incident, contact information for credit reporting agencies

When to Notify: Upon receipt of a complaint alleging discrimination

Education or Other Legal Code: Education Code 262.3

Board Policy/Administrative Regulation #: See AR 1312.3

Subject: Civil law remedies available to complaints

## Students

E 5145.6 (h)

### PARENT NOTIFICATIONS

When to Notify: When determining whether an English Learner should be reclassified as fluent English proficient

Education or Other Legal Code: 313; 5 CCR 11303

Board Policy/Administrative Regulation #: See AR 6174

Subject: Description of reclassification process, opportunity for parent/guardian to participate

When to Notify: When student is identified as English learner and district receives Title I or Title III funds for English learner programs, not later than 30 days after beginning of school year or within two weeks of placement if identified during school year

Education or Other Legal Code: Education Code 440; 20 USC6312

Board Policy/Administrative Regulation: See AR 6174

Subject: Reason for classification, level of English proficiency, description of program(s), option to decline program or choose alternate, option to remove student from program at any time, exit requirement of program

When to Notify: When homeless or foster youth applies for enrollment in before/after school program

Education or Other Legal Code: Education Code 8483

Board Policy/Administrative Regulation #: See AR 5148.2

Subject: Right to priority enrollment; how to request priority enrollment

When to Notify: Before high school student attends specialized secondary program on a university campus

Education or Other Legal Code: Education Code 17288

Board Policy/Administrative Regulation: None

Subject: University campus buildings may not meet Education Code requirements for structural safety

When to Notify: At least 72 hours before use of pesticide product not included in annual list

Education or Other Legal Code: Education Code 17612

Board Policy/Administrative Regulation #: See AR 3514.2

Subject: Intended use of pesticide product

When to Notify: To members of athletic teams

Education or Other Legal Code: Education Code 32221.5

Board Policy/Administrative Regulation #: See AR 5143

Subject: Offer of insurance, no-cost and low-cost program options

When to Notify: Annually to parents/guardians of student athletes before participation in competition

Education or Other Legal Code: Education Code 33479.3

Board Policy/Administrative Regulation #: See AR 6145.2

Subject: Information on sudden cardiac arrest

## **Students**

E 5145.6 (i)

### **PARENT NOTIFICATIONS**

When to Notify: If school has lost its WASC accreditation status

Education or Other Legal Code: Education Code 35178.4

Board Policy/Administrative Regulation #: See BP 6190

Subject: Loss of status, potential consequences

When/Whom to Notify: When district has contracted for electronic products or services that disseminate advertising

Legal Code: Education Code 35182.5

Board Policy/Administrative Regulation #: BP 3112

Subject: Advertising will be used in the classroom or learning center

When to Notify: At least six months before implementing a school wide uniform policy

Education or Other Legal Code: Education Code 35183

Board Policy/Administrative Regulation #: See AR 5132

Subject: Dress code policy requiring school wide uniform

When to Notify: Before implementing a year-round schedule

Education or Other Legal Code: Education Code 37616

Board Policy/Administrative Regulation #: See BP 6117

Subject: Public Hearing on year-round schedule

When to Notify: When interdistrict transfer is requested and not approved or denied within 30 days

Education or Other Legal Code: Education Code 46601

Board Policy/Administrative Regulation #: See AR 5117

Subject: Appeal process

When to Notify: Before early entry to kindergarten, if offered

Education or Other Legal Code: Education Code 48000

Board Policy/Administrative Regulation #: See AR 5111

Subject: Effects, advantages and disadvantages of early entry

When to Notify: When student identified as being at risk of retention

Education or Other Legal Code: Education Code 48070.5

Board Policy/Administrative Regulation #: See AR 5123

Subject: Student at risk of retention

When to Notify: When student excluded due to quarantine, contagious or infectious disease, danger to safety or health

Education or Other Legal Code: Education Code 48213

Board Policy/Administrative Regulation #: See AR 5112.2, See BP 5141.33

Subject: Student has been excluded from school

## **Students**

E 5145.6 (j)

### **PARENT NOTIFICATIONS**

When to Notify: Before already admitted student is excluded for lack of immunization

Education or Other Legal Code: Education Code 48216, 17 CCR 6040

Board Policy/Administrative Regulation #: See AR 5141.31

Subject: Need to submit evidence of immunization or exemption within 10 school days; referral to medical care

When to Notify: When a student is classified a truant

Education or Other Legal Code: Education Code 48260.5, 48262

Board Policy/Administrative Regulation #: See AR 5113.1

Subject: Truancy, parental obligation, availability of alternative programs, student consequences, need for conference

When to Notify: When a truant is referred to a SARB or probation department

Education or Other Legal Code: Education Code 48263

Board Policy/Administrative Regulation #: See AR 5113.1

Subject: Name and address of SARB or probation department and reason for referral

When to Notify: When a school is identified on the state's Open Enrollment List

Education or Other Legal Code: Education Code 48354; 5 CCR 4702

Board Policy/Administrative Regulation: See AR 5118

Subject: Student's option to transfer to another school

When to Notify: Within 60 days of receiving application for transfer out of open enrollment school

Education or Other Legal Code: Education Code 48357; 5 CCR 4702

Board Policy/Administrative Regulation: See AR 5118

Subject: Whether student's transfer application is accepted or rejected; reasons for rejection

When to Notify: When student requests to voluntarily transfer to continuation school

Education or Other Legal Code: Education Code 48432.3

Board Policy/Administrative Regulation #: See AR 6184

Subject: Copy of district policy and regulation on continuation education

When to Notify: Prior to involuntary transfer to continuation school

Education or Other Legal Code: Education Code 48432.5

Board Policy/Administrative Regulation: See AR 6184

Subject: Right to require a meeting prior to involuntary transfer to continuation school

When/Whom to Notify: To person holding educational rights, prior to recommending placement of foster youth outside school of origin

Education or Other Legal Code: Education Code 48853.5

Board Policy/Administrative Regulation #: See AR 6173.1

Subject: Basis for the placement recommendation

## **Students**

E 5145.6 (k)

### **PARENT NOTIFICATIONS**

When to Notify: When student is removed from class and teacher requires parental attendance at school

Education or Other Legal Code: Education Code 48900.1

Board Policy/Administrative Regulation #: See AR 5144.1

Subject: Parental attendance required; timeline for attendance

When to Notify: Prior to withholding grades, diplomas, or transcripts

Education or Other Legal Code: Education Code 48904

Board Policy/Administrative Regulation #: See AR 5125.2

Subject: Damaged school property

When to Notify: When withholding grades, diplomas or transcripts from transferring student

Education or Other Legal Code: Education Code 48904.3

Board Policy/Administrative Regulation #: See AR 5125.2

Subject: Next school will continue withholding grades, diplomas or transcripts

When to Notify: When student is released to peace officer

Education or Other Legal Code: Education Code 48906

Board Policy/Administrative Regulation #: See BP 5145.11

Subject: Release of student to peace officer for the purpose of removing minor from school, unless taken into custody as victim of suspected child abuse

When to Notify: At time of suspension

Education or Other Legal Code: Education Code 48911

Board Policy/Administrative Regulation #: See BP 5144.1, See AR 5144.1

Subject: Notice of suspension

When to Notify: When original period of suspension is extended

Education or Other Legal Code: Education Code 48911

Board Policy/Administrative Regulation #: See AR 5144.1

Subject: Extension of suspension

When to Notify: At the time a student is assigned to a supervised suspension classroom

Education or Other Legal Code: Education Code 48911.1

Board Policy/Administrative Regulation #: See AR 5144.1

Subject: The student's assignment to a supervised suspension classroom

When to Notify: Before holding a closed session re: suspension

Education or Other Legal Code: Education Code 48912

Board Policy/Administrative Regulation #: See AR 5144.1

Subject: Intent to hold a closed session re: suspension

## Students

E 5145.6 (I)

### PARENT NOTIFICATIONS

When to Notify: When student expelled from another district for certain acts seeks admission  
Education or Other Legal Code: Education Code 48915.1, 48918  
Board Policy/Administrative Regulation #: See AR 5119  
Subject: Hearing re: possible danger presented by expelled student

When to Notify: When readmission is denied  
Education or Other Legal Code: Education Code 48916  
Board Policy/Administrative Regulation #: See BP 5144.1  
Subject: Reasons for denial; determination of assigned program

When to Notify: When expulsion occurs  
Education or Other Legal Code: Education Code 48916  
Board Policy/Administrative Regulation #: See AR 5144.1  
Subject: ~~Description of~~ readmission procedures

When to Notify: 10 calendar days before expulsion hearing  
Education or Other Legal Code: Education Code 48918  
Board Policy/Administrative Regulation #: See AR 5144.1  
Subject: Notice of expulsion hearing

When to Notify: When expulsion or suspension of expulsion occurs  
Education or Other Legal Code: Education Code 48918  
Board Policy/Administrative Regulation #: See AR 5144.1  
Subject: Decision to expel; right to appeal to county board; obligation to inform new district of status

When to Notify: Before involuntary transfer of student convicted of certain crime when victim is enrolled at same school  
Education or Other Legal Code: Education Code 48929, 48980  
Board Policy/Administrative Regulation #: See BP 5116.2  
Subject: Right to request a meeting with principal or designee

When to Notify: One month before the scheduled minimum day  
Education or Other Legal Code: Education Code 48980  
Board Policy/Administrative Regulation #: See BP 6111  
Subject: When minimum days are scheduled after the beginning of the school year

When to Notify: When parents/guardians request guidelines for filing complaint of child abuse at a school site  
Education or Other Legal Code: Education Code 48987  
Board Policy/Administrative Regulation #: See AR 5141.4  
Subject: Guidelines for filing complaint of child abuse at a school site with local child protective agencies



## **Students**

E 5145.6 (m)

### **PARENT NOTIFICATIONS**

When to Notify: When student in danger of failing a course

Education or Other Legal Code: Education Code 49067

Board Policy/Administrative Regulation #: See AR 5121

Subject: Student in danger of failing a course

When to Notify: When student transfers from another district or private school

Education or Other Legal Code: Education Code 49068

Board Policy/Administrative Regulation #: See AR 5125

Subject: Right to receive copy of student's record and to challenge its content

When to Notify: When parent/guardian's challenge of student record is denied and parent/guardian appeals

Education or Other Legal Code: Education Code 49070

Board Policy/Administrative Regulation #: See AR 5125.3

Subject: If board sustains allegations, the correction or destruction of record; if denied, right to submit written objection

When/Whom to Notify: When district is considering program to gather safety-related information from students' social media activity

Legal Code: Education Code 49073.6

Board Policy/Administrative Regulation #: BP 5125

Subject: Opportunity for input on proposed program

When/Whom to Notify: When district adopts program to gather information from students' social media activity, and annually thereafter

Legal Code: Education Code 49073.6

Board Policy/Administrative Regulation #: AR 5125

Subject: Information is being gathered, access to records, process for removal or corrections, destruction of records

When to Notify: Within 24 hours of release of information to a judge or probation officer

Education or Other Legal Code: Education Code 49076

Board Policy/Administrative Regulation #: See AR 5125

Subject: Release of student record to a judge or probation officer for conducting a truancy mediation program or for presenting evidence at a truancy petition

When to Notify: Before release of information pursuant to court order or subpoena

Education or Other Legal Code: Education Code 49077

Board Policy/Administrative Regulation #: See AR 5125

Subject: Release of information pursuant to court order or subpoena

## Students

E 5145.6 (n)

### PARENT NOTIFICATIONS

When to Notify: When screening results in suspicion that student has scoliosis

Education or Other Legal Code: Education Code 49452.5

Board Policy/Administrative Regulation #: See BP 5141.3

Subject: Scoliosis screening

When to Notify: When test results in discovery of visual or hearing defects

Education or Other Legal Code: Education Code 49456; 17 CCR 2951

Board Policy/Administrative Regulation #: See BP 5141.3

Subject: Vision or hearing test results

When to Notify: **Within 10 days of negative balance in meal account**

Education or Other Legal Code: Education Code 49557.5

Board Policy/Administrative Regulation #: See AR 3551

Subject: **Negative balance in meal account; encouragement to apply for free or reduced price meals**

When to Notify: Annually to parents/guardians of student athletes before their first practice or competition

Education or other legal code: 49475

Board Policy/Administrative Regulation: AR 6145.2

Subject: Information on concussions and head injuries

When/Whom to Notify: ~~To person holding educational rights, w~~ Within 30 days of foster youth's, homeless youth, or former juvenile court school student being transferred between high schools  
Legal Code: Educational Code 51225.1

Board Policy/Administrative Regulation #: See BP 6146.1, See AR 6173, See AR 6173.1, See AR 6173.3

Subject: Exemption from local graduation requirements, effect on college admission, option for fifth year of high school

When to Notify: Before any test/survey questioning personal beliefs

Education or Other Legal Code: Education Code 51513

Board Policy/Administrative Regulation #: See AR 5022

Subject: Permission for test, survey questioning personal beliefs

When to Notify: ~~Within~~ **At least** 14 days before HIV prevention or sexual health instruction, if arrangement made for guest speaker after beginning of school year

Education or Other Legal Code: Education Code 51938

Board Policy/Administrative Regulation #: BP 6142.1

Subject: Instruction in HIV/AIDS or sexual health education by guest speaker or outside consultant

## Students

E 5145.6 (o)

### PARENT NOTIFICATIONS

When to Notify: Prior to administering survey regarding health risks and behaviors to students in 7-12

Education or Other Legal Code: Education Code: 51938

Board Policy/Administrative Regulation #: See AR 5022

Subject: Notice that the survey will be administered

When to Notify: 30 calendar days of receipt of results of assessment and reassessment of English proficiency

Education or Other Legal Code: Education Code 52164.1, 52164.3, 5 CCR 11511.5

Board Policy/Administrative Regulation #: See AR 6174

Subject: Result of state test of English Proficiency

When to Notify: When migrant education program is established

Education or Other Legal Code: Education Code 54444.2

Board Policy/Administrative Regulation #: See BP 6175, See AR 6175

Subject: Parent advisory council membership composition

When to Notify: When child participates in licensed child care and development program

Education or Other Legal Code: Health and Safety Code 1596.857

Board Policy/Administrative Regulation #: See AR 5148

Subject: Parent right to enter facility

When to Notify: When district receives Tobacco-Use Prevention Education Funds

Education or Other Legal Code: Health and Safety 104420

Board Policy/Administrative Regulation #: See AR 3513.3

Subject: The district's tobacco-free schools' policy and enforcement procedures

When to Notify: When testing by community water system finds presence of lead exceeding specified level

Education or Other Legal Code: Health and Safety Code 116277

Board Policy/Administrative Regulation #: See AR 3514

Subject: Elevated lead level at school

When to Notify: When sharing student immunization information with an immunization system

Education or Other Legal Code: Health and Safety Code 120440

Board Policy/Administrative Regulation #: See AR 5125

Subject: Types of information to be shared, name and address of agency; acceptable use of the information; right to examine; right to refuse to share

When/Whom to Notify: At least 14 days prior to sex offender coming on campus as volunteer

Education or Other Legal Code: Penal Code 626.81

Board Policy/Administrative Regulation #: See AR 1240, See BP 1250

Subject: Dates and times permission granted; obtaining information from law enforcement

## Students

E 5145.6 (p)

### PARENT NOTIFICATIONS

When to Notify: When hearing is requested by person asked to leave school premises

Education or Other Legal Code: Penal Code 627.5

Board Policy/Administrative Regulation #: See AR 3515.2

Subject: Notice of hearing

When to Notify: When responding to a complaint re: discrimination, special education, or noncompliance with laws

Education or Other Legal Code: 5 CCR 4631

Board Policy/Administrative Regulation #: See AR 1312.3

Subject: Findings, disposition of complaint, any corrective actions, appeal rights and procedures

When to Notify: When child participates in licensed child care and development program

Education or Other Legal Code: 5 CCR 18066

Board Policy/Administrative Regulation #: See AR 5148

Subject: Policies re: excused and unexcused absences

When to Notify: Within 30 days of application for subsidized child care or preschool services

Education or Other Legal Code: 5 CCR 18094, 18118

Board Policy/Administrative Regulation #: See AR 5148, See AR 5148.3

Subject: **Policies re:** Approval or denial of services

When to Notify: Upon recertification or update of application for child care or preschool services

Education or Other Legal Code: 5 CCR 18095, 18119

Board Policy/Administrative Regulation #: See AR 5148, See AR 5148.3

Subject: Any change in service, such as in fees, amount of service, termination of service

When to Notify: Upon child's enrollment in child care program

Education or Other Legal Code: 5 CCR 18114

Board Policy/Administrative Regulation #: See AR 5148

Subject: **Policies re:** Policy on fee collection

When to Notify: When payment of child care fees is seven days late

Education or Other Legal Code: 5 CCR 18114

Board Policy/Administrative Regulation #: See AR 5148

Subject: **Policies re:** Notice of delinquent fees

When to Notify: When district substantively changes policy on student privacy rights

Education or Other Legal Code: 20 USC 1232h

Board Policy/Administrative Regulation #: See AR 5022

Subject: Notice of any substantive change in policy or regulation

## **Students**

E 5145.6 (q)

### **PARENT NOTIFICATIONS**

When to Notify: For districts receiving Title I funds, when a child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet state certification requirements for the grade level/subject taught

Education or Other Legal Code: 20 USC 63142

Board Policy/Administrative Regulation #: See AR 4112.24

Subject: Timely notice to parent/guardian of child's assignment

When to Notify: For districts receiving Title I funds, not later than 30 days after beginning of school year, to parents/guardians of English learners

Education or Other Legal Code: 20 USC 6312

Board Policy/Administrative Regulation #: See AR 6174

Subject: Reasons for placement, level of proficiency, instructional methods, how program meets child's strengths and teaches English, exit requirements, right to choose another program

When to Notify: For schools receiving Title I funds, upon development of parent involvement policy

Education or Other Legal Code: 20 USC 63168

Board Policy/Administrative Regulation #: See AR 6020

Subject: Notice of policy

When to Notify: When household is selected for verification of eligibility for free or reduced price meals

Education or Other Legal Code: 42 USC 1758; 7 CFR 245.6a

Board Policy/Administrative Regulation #: See AR 3553

Subject: Need to submit verification information; any subsequent change in benefits; appeals

When/Whom to Notify: When student is homeless or unaccompanied minor

Legal Code: 2 USC 11432; Education Code 48852.5

Board Policy/Administrative Regulation #: AR 6173

Subject: Educational and related opportunities; transportation services; placement decision and right to appeal

When to Notify: When student transfers out of state and records are disclosed without consent pursuant to 34 CFR 99.30

Education or Other Legal Code: 34 CFR 99.34

Board Policy/Administrative Regulation #: See AR 5125

Subject: Right to review records

When to Notify: When district receives federal funding assistance for nutrition program

Education or Other Legal Code: USDA FNS Instruction 113-1

Board Policy/Administrative Regulation #: See BP 3555

Subject: Rights and responsibilities, nondiscrimination policy, complaint procedures

## **Students**

E 5145.6 (r)

### **PARENT NOTIFICATIONS**

#### **IV. Special Education Notices**

When to Notify: Prior to conducting initial evaluation

Education Code 56301, 56321, 56321.5, 56321.6, 56329, 20 USC 1415(d); 34 CFR 300.502, 300.503

Board Policy/Administrative Regulation #: See BP 6159.1, See AR 6159.1, See AR 6164.4

Subject: Proposed evaluation plan, related parental rights, prior written notice, procedural safeguards

When /Whom to Notify: Before functional behavioral assessment begins

Education or Other Legal Code: 56321

Board Policy/Administrative Regulation #: See AR 6159

Subject: Notification and consent

When to Notify: 24 hours before IEP when district intending to record

Education or Other Legal Code: Education Code 56341.1

Board Policy/Administrative Regulation #: See AR 6159

Subject: Intention to audio record IEP meeting

When to Notify: Early enough to ensure opportunity for parent to attend IEP meeting

Education or Other Legal Code: Education Code 56341.5, 34 CFR 300.322

Board Policy/Administrative Regulation #: See AR 6159

Subject: Time, purpose, location, who will attend, participation of others with special knowledge, transition statements if appropriate

When to Notify: When parent orally requests review of IEP

Education or Other Legal Code: Education Code 56343.5

Board Policy/Administrative Regulation #: See AR-6159

Subject: Need for written request

When to Notify: Within one school day of emergency intervention or serious property damage

Education or Other Legal Code Education Code 56521.1

Board Policy/Administrative Regulation #: See AR 6159.4

Subject: Emergency intervention

When to Notify: Whenever there is a proposal or refusal to initiate or change the identification, evaluation or placement, or FAPE, including when parent/guardian revokes consent for services

Education or Other Legal Code: 20 USC 1415(c), 34 CFR 300.300, 300.503

Board Policy/Administrative Regulation #: See AR 6159, AR 6159.1

Subject: Prior written notice

**Students**

E 5145.6 (s)

**PARENT NOTIFICATIONS**

When to Notify: Upon filing of state complaint  
Education or Other Legal Code: 20 USC 1415(d) 34 CFR 300.504  
Board Policy/Administrative Regulation #: See AR 6159.1  
Subject: Procedural safeguards notice

When to Notify: When disciplinary measures are taken or change in placement  
Education or Other Legal Code: 20 USC 1415(k) 34 CFR 300.530  
Board Policy/Administrative Regulation #: See AR 5144.2  
Subject: Decision and procedural safeguards notice

When to Notify: Upon requesting a due process hearing  
Education or Other Legal Code: 20 USC 1415(k), 34 CFR 300.508  
Board Policy/Administrative Regulation #: See AR 6159.1  
Subject: Child's name, address, school, description of problem, proposed resolution

When to Notify: Eligibility for services under Section 504  
Education or Other Legal Code: 34 CFR 104.32, 104.36  
Board Policy/Administrative Regulation #: See AR 6164.6  
Subject: District responsibilities, district actions, procedural safeguards

**V. Classroom Notices**

When to Notify: In each classroom in each school  
Education or Other Legal Code: Education Code 35186  
Board Policy/Administrative Regulation #: See AR/E 1312.4  
Subject: Complaint rights re: sufficiency instructional materials, teacher vacancy and misassignment, maintenance of facilities, right of students who did not pass the exit exam to receive intensive instruction after grade 12.

Exhibit Approved: ~~09/15/2017~~05/09/18

ORCUTT UNION SCHOOL DISTRICT



Holly Edds, Assistant Superintendent  
hedds@orcutt-schools.net

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TO: Dr. Deborah Blow, Superintendent

FROM: Dr. Holly Edds,  
Assistant Superintendent, Educational Services

BOARD MEETING DATE: May 9, 2018

BOARD AGENDA ITEM: Board Policy 6162.5

#### STUDENT ASSESSMENT

**BACKGROUND:** Policy updated to reflect new law (AB 1035) which addresses the use and purpose of interim and formative assessments that are part of the California Assessment of Student Performance and Progress, prohibits their use for high-stakes purposes as defined, and requires that teachers who administer the assessments have access to all pertinent functions and information.

**RECOMMENDATION:** It is recommended that the Board of Trustees approve the proposed revisions to BP 6162.5.

**FUNDING:** No funding implications.



**STUDENT ASSESSMENT**

The Board of Trustees recognizes that student assessments are an important instructional and accountability tool. **To obtain the most accurate evaluation of student performance, the district shall use a variety of measures, including district, state, and/or national assessments.**

*(cf. 6162.51 – State Academic Achievement Tests)*

Assessment data shall be used to help determine individual students' progress, mastery of academic standards, appropriate placement in district programs, and/or eligibility for graduation. In addition, summary data on student assessment results shall be used by the district to identify and review student achievement goals in the district's local control and accountability plan, evaluate district educational programs in order to identify needed improvements, and, as appropriate, evaluate staff performance.

*(cf. 0460 - Local Control and Accountability Plan)*  
*(cf. 0500 – Accountability)*  
*(cf. 2140 - Evaluation of the Superintendent)*  
*(cf. 4115 – Evaluation/Supervision)*  
*(cf. 4315 - Evaluation/Supervision)*  
*(cf. 5121 - Grades/Evaluation of Student Achievement)*  
*(cf. 5123 – Promotion/Acceleration/Retention)*  
*(cf. 6011 – Academic Standards)*  
*(cf. 6142.7 - Physical Education and Activity)*  
~~*(cf. 6162.51 – State Academic Achievement Tests)*~~  
~~*(cf. 6162.52 – High School Exit Examination)*~~  
*(cf. 6190 – Evaluation of the Instructional Program)*

~~To obtain the most accurate evaluation of student performance, the district shall use a variety of measures, including district, state, and/or national assessments. As appropriate, assessment results shall be disaggregated by student subgroup, classroom, grade level, or school site to allow for critical analysis of student needs.~~

~~*(cf. 3553 – Free and Reduced Price Meals)*~~

In selecting or developing a district assessment, the Superintendent or designee shall examine evidence of its reliability, its validity for the intended purpose and for various student populations, and the extent to which it corresponds to the material that is being taught.

The Superintendent or designee shall ensure that assessments are administered in accordance with law and the test publisher's directions and that test administration procedures are fair and equitable for all students.

*(cf. 0410 – Nondiscrimination in District Programs and Activities)*  
*(cf. 6162.54 – Test Integrity/Test Preparation)*

As appropriate, assessment results shall be disaggregated by student subgroup, classroom, grade level, and/or school site to allow for critical analysis of student needs.

The Superintendent or designee shall provide professional development to assist **administrators and teachers** ~~and paraprofessionals~~ in interpreting and using assessment data to improve student performance and the instructional program.

*(cf. 4131 – Staff Development)*  
*(cf. 4331 – Staff Development)*

When districtwide and school-level results of student assessments are published by the state, the Superintendent or designee may provide supplementary information to assist parents/guardians and the local community in interpreting test results ~~and evaluating school performance~~.

*(cf. 0510 - School Accountability Report Card)*

### Interim and Formative Assessments

State interim and formative assessments may be used in combination with other sources of information to gain timely feedback about student progress in an effort to continually adjust instruction to improve learning. Results from interim and formative assessments shall not be used for any high-stakes purpose, including, but not limited to, teacher or other school staff evaluation, accountability, student grade promotion or retention, graduation, course or class placement, identification for gifted or talented education, reclassification of English learners, or identification as an individual with exceptional needs. (Education Code 60642.6, 60642.7)

*(cf. 5123 - Promotion/Acceleration/Retention)*  
*(cf. 6146.1 - High School Graduation Requirements)*  
*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*  
*(cf. 6174 - Education for English Learners)*

The Superintendent or designee shall ensure that teachers who administer interim and formative assessments have access to all functions and information designed for teacher use related to such assessments and student performance on the assessments. (Education Code 60642.6)

### Individual Record of Accomplishment

The Superintendent or designee shall ensure that each student, by the end of grade 12, has an individual record of accomplishment that includes the following (Education Code 60607)

1. The results of the **state** achievement tests **required and** administered **as part of the California Assessment of Student Performance and Progress** or any predecessor assessments, pursuant to Education Code 60640-60649
2. The results of any end-of-course examinations taken
3. The results of any vocational education certification examinations taken

(cf. 6178 - Career Technical Education)

No individual record of accomplishment shall be released to any person, other than the student's parent/guardian or a teacher, counselor, or administrator directly involved with the student without the written consent of the student's parent/guardian or the student if he/she is an adult or emancipated minor. The student or his/her parent/guardian may authorize the release of the record of accomplishment to a postsecondary educational institution for the purposes of credit, placement, or admission. (Education Code 60607)

cf. 5125 – Student Records)

*Legal Reference:*

EDUCATION CODE

313 Assessment of English language development  
10600-10610 California Education Information System  
44660-44665 Evaluation and assessment of performance of certificated employees (Stull Act)  
49558 Free and reduced-price meals; use of individual applications and records  
51041 Evaluation of educational program  
51450-51455 Golden State Seal Merit Diploma  
52052 ~~Academic Performance Index~~ **Accountability**; numerically significant student subgroups  
52060-52077 Local control and accountability plan  
60600-60649 Assessment of academic achievement especially:  
60640-61649 California Assessment of Student Performance and Progress  
60800 Physical fitness testing  
60810 Assessment of English language development  
~~60850-60856 High School Exit examination~~  
60900 California Longitudinal Pupil Achievement Data System

CODE OF REGULATIONS, TITLE 5

850-870 California Assessment of Student Performance and Progress  
~~1200-1225 High School Exit Examination~~

UNITED STATES CODE, TITLE 20

9622 National Assessment of Educational Progress

*Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Key Elements of Testing, 2004*

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

*Teachers' Use of Student Data Systems to Improve Instruction, 2007*

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Testing, and Accountability: <http://www.cde.ca.gov/ta>

Smarter Balanced Assessment Consortium: <http://www.smarterbalanced.org>

U.S. Department of Education: <http://www.ed.gov>

Policy Adopted: ~~09/10/2014~~ **05/09/2018**

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California



Holly Edds, Assistant Superintendent  
hedds@orcutt-schools.net

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TO: Dr. Deborah Blow, Superintendent

FROM: Dr. Holly Edds,  
Assistant Superintendent, Educational Services

BOARD MEETING DATE: May 9, 2018

BOARD AGENDA ITEM: Board Policy 6171

#### TITLE I PROGRAMS

**BACKGROUND:** Policy updated to address (1) the requirement to use federal Title I funds to supplement, not supplant, funds available from state and local sources; (2) use of the district's local control and accountability plan to fulfill requirements for the Title I local educational agency plan; and (3) methods for demonstrating the comparability of services between Title I and non-Title I schools.

**RECOMMENDATION:** It is recommended that the Board of Trustees approve the proposed revisions to BP 6171.

**FUNDING:** No funding implications.

**TITLE I PROGRAMS**

The Governing Board desires to provide a high-quality education that enables all students to meet challenging state academic standards. In schools with a large number or percentage of economically disadvantaged families, the district shall use Title I funds to provide services that strengthen the academic program and provide support to students at risk of failing to achieve academic standards.

~~In order to improve the academic achievement of disadvantaged students, the district shall use federal Title I funds to provide eligible students with supplementary services to reinforce the core curriculum and assist students in attaining proficiency on state academic standards and assessments.~~

~~(cf. 5149 – At Risk Students)~~

~~(cf. 6011 – Academic Standards)~~

~~(cf. 6162.5 – Student Assessment)~~

~~(cf. 6162.51 – Standardized Testing and Reporting Program State Academic Achievement Tests)~~

~~In any school receiving Title I funds that does not operate a schoolwide program, the district shall use Title I funds only for targeted assistance programs for eligible students. (20 USC 6315)~~

~~The Superintendent or designee shall provide technical assistance and support to any school participating in the Title I program, including consultation in the development and implementation of school plans and activities.~~

~~The Superintendent or designee shall ensure the coordination of Title I activities with other programs as appropriate.~~

Title I funds shall be used to supplement, not supplant, funds available from state and local sources for the education of students participating in Title I programs. (20 USC 6314, 6321)

**District Plan**

~~The district shall submit to the California Department of Education a plan containing the components specified in 20 USC 6312, which describe the assessments, strategies and services the district will use to help low-achieving students meet challenging academic standards. (20 USC 6312)~~

~~(cf. 0420 – School Plans/Site Councils)~~

~~The district shall periodically review and, as necessary, revise the district plan. (20 USC 6312)~~

**Parent Involvement**

~~Title I programs, activities and procedures shall be developed and agreed upon with parents/guardians of participating students. (20 USC 6318)~~

~~(cf. 1220—Citizen Advisory Committees)~~

~~(cf. 6020—Parent Involvement)~~

Descriptions of how the district will address the required components of the Title I local educational agency plan, as specified in 20 USC 6312, shall be included within the district's control and accountability plan (LCAP), the LCAP Federal Addendum, or another document. School-level strategies shall be aligned with the district's plan and be tailored to the specific needs of the students at the school.

(cf. 0420 - School Plans/Site Councils)

(cf. 0400 - Comprehensive Plans)

(cf. 0460 - Local Control and Accountability Plan)

In addition, the district and each school receiving Title I funds shall develop a written parent/guardian and family engagement policy in accordance with 20 USC 6318.

(cf. 6020 - Parent Involvement)

~~The Superintendent or designee shall: (20 USC 6318)~~

- ~~1. Involve parents/guardians in the joint development of the district's Title I plan pursuant to 20 USC 6312, and the process of school review and improvement pursuant to 20 USC 6316~~
- ~~2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performances~~
- ~~3. Build the capacity of schools and parents/guardians for strong parent involvement~~
- ~~4. Coordinate and integrate Title I parent involvement strategies with parent involvement strategies under other programs specified in 20 USC 6318~~
- ~~5. Conduct, with parent/guardian involvement, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I, including:
  - ~~a. Identifying barriers to greater participation by parents/guardians in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background~~~~

~~b. Using evaluation findings to design strategies for more effective parent involvement~~

~~c. If necessary, revising the district and school parent involvement policies~~

~~6. Involve parents/guardians in the activities of schools served by Title I~~

~~This policy shall be distributed to parents/guardians of participating students and incorporated into the district's Title I plan. (20 USC 6318)~~

### **Comparability of Services**

In schools receiving Title I funds, state and local funds shall be used to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds or, if all district schools are receiving Title I funds, that are substantially comparable in each school. Comparability may be determined on a school-by-school basis or by grade span. (20 USC 6321)

To demonstrate comparability of services among district schools, the district shall:

1. Adopt and implement a districtwide salary schedule
2. Ensure equivalence in teachers, administrators, and other staff, as measured by either or both of the following:
  - a. The ratio of students to instructional staff at each Title I school within a grade span, which shall not exceed 110 percent of the average ratio for all non-Title I district schools within that grade span
  - b. Salary expenditures for instructional staff at each Title I school, which shall be no less than 90 percent of the average salary expenditure across non-Title I district schools.
3. Ensure equivalence in the provision of curriculum materials and instructional supplies, by determining whether the per-student expenditure of state and local funds for curriculum materials and instructional supplies in Title I schools is between 90 and 110 percent of the districtwide average
4. Determine whether the amount of state and local funds allocated per student for each grade span is between 90 and 110 percent of the per student average for each grade span in non-Title I schools

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

In determining comparability, the district shall not include staff salary differentials for years of employment. The district also may exclude unpredictable changes in student enrollment or personnel assignments that occur after the beginning of the school year, state and local funds expended for language instruction educational programs, state and

local funds expended for the excess costs of providing services to students with disabilities, and supplemental state or local funds expended in any school attendance area or school for programs that specifically meet the intent and purposes of Title I. (20 USC 6321)

The Superintendent or designee shall annually assess comparability in accordance with the above criteria and maintain records documenting the district's compliance. If any instances of noncomparability are identified, the Superintendent or designee shall promptly implement adjustments as needed to ensure comparability.

### **Participation of Private School Students**

The district shall provide or contract to provide special educational services, instructional services (including evaluations to determine the progress being made in meeting students' academic needs), counseling, mentoring, one-on-one tutoring, or other Title I benefits to eligible private school students residing in a participating school attendance area. Such services and benefits shall be provided on an equitable basis in comparison to services and other benefits for public school students. (20 USC 6320, 7881)

### **Program Evaluation**

~~The Board shall use state assessment results and other available measures or indicators to annually review the progress of each participating school and determine whether the school is making adequate yearly progress toward ensuring that all students meet the state's proficient level of achievement on state assessments. (20 USC 6312)~~

The Board shall regularly monitor the progress of economically disadvantaged and low-achieving students in Title I schools. During the annual evaluation of the district's progress toward achieving each goal identified in the LCAP or other planning document addressing 20 USC 6312, the Board shall review disaggregated data on academic achievement, school attendance, and other outcomes for such students and shall ensure that strategies are revised as necessary to support continuous improvement.

*(cf. 0500 Accountability)*

~~*(cf. 0520.2 Title I Program Improvement Schools)*~~

~~*(cf. 6190 – Evaluation of the Instructional Program)*~~

~~*(cf. 9000 – Role of the Board)*~~

*Legal Reference:*

EDUCATION CODE

~~11500-11506 Programs to encourage parent involvement~~

11503 Parent involvement programs in Title I schools

52060-52077 Local control and accountability plan

54420-54425 State Compensatory Education

64001 Single plan for student achievement, consolidated application programs

UNITED STATES CODE, TITLE 20

6301 Program purpose

6311-6322 Improving basic programs for disadvantaged students, including:

6312 Local educational agency plan



6313 Eligibility of schools and school attendance areas; funding allocation  
6314 Title I schoolwide programs  
6315 Targeted assistance schools  
~~6316 School Improvement~~  
6318 Parent ~~involvement~~ and family engagement  
6320 Participation of private school students  
6321 Comparability of services  
6333-6335 Grants to local educational agencies  
6391-6399 Education for migrant students  
~~6322 Coordination with early childhood education programs~~  
7881 Participation of private school students  
CODE OF FEDERAL REGULATIONS, TITLE 34  
200.1-200.73 Improving basic programs for disadvantaged students

*Management Resources:*

CSBA ADVISORIES

~~Supplemental Educational Services for NCLB: School Districts and County Offices as Providers, November 2002~~

~~The “No Child Left Behind” Act of 2001: Policy Implications for School Districts, July 2002~~

USODE GUIDANCE

~~Supplemental Educational Services, draft nonregulatory guidance, August 6, 2002~~

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

Frequently Asked Questions About Title I Schoolwide Programs

Local Control and Accountability Plan Federal Addendum Template

Meeting Title I, Part A Comparability Requirements, October 2017

**U.S. DEPARTMENT OF EDUCATION PUBLICATIONS**

Fiscal Changes and Equitable Services Requirements Under the Elementary and Secondary Education Act of 1965 (ESEA), as Amended by the Every Student Succeeds Act, Non-Regulatory Guidance, November 21, 2016

Title I Fiscal Issues, Non-Regulatory Guidance, February 2008

Designing Schoolwide Programs, Non-Regulatory Guidance, March 22, 2006

Title I Services to Eligible Private School Students, October 17, 2003

WEB SITES

CSBA: <http://www.csba.org>

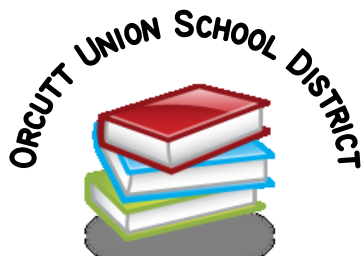
CDE: <http://www.cde.ca.gov/iasa/titleone>

U.S. Department of Education: <http://www.ed.gov>

No Child Left Behind: <http://www.nclb.gov>

Policy Adopted: ~~12/13/06~~ 05/09/2018

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California



## Educational Services

Holly Edds – Assistant Superintendent, Educational Services  
hedds@orcutt-schools.net

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**TO:** Deborah Blow, Superintendent

**FROM:** Holly Edds  
Assistant Superintendent, Educational Services

**BOARD MEETING DATE:** May 9, 2018

**BOARD AGENDA ITEM:** California Department of Education Library Survey

**BACKGROUND:** As required by California Education code 18122, all nine district schools have completed the 2014-2015 State Library Survey. The attached results from this online survey are also available online by going to the California Department of Education website.

In compliance with law, the board of trustees is being informed of the district's completion of this requirement. Results will be used to improve the quality of library services and collection holdings.

**RECOMMENDATION:** N/A

**FUNDING:** No impact to General Fund



Change Text Size: A A A



## School Library Survey Collecting Information from the 2016–2017 Academic Year

### Submission Record

**Submission ID:** 6135

**Submission Date:** 4/20/2018 11:42:51 AM PT

**School:** Alice Shaw Elementary (CDS Code: 42692606045736)

#### 1. Did you have a dedicated common area in your school designated as the library in the 2016–2017 academic year?

- Yes, our school had a library located on campus.  
 Yes, our school had a joint-use school library.  
 No, we did not have a designated library facility.  
 No, we used a library on an adjacent school campus (provide the name of adjacent library used).

No response

#### If your school building did NOT have a designated library facility, was it because:

- This is a new facility and wasn't open in 2016–2017.  
 It never had a library facility.  
 The library facility closed during the past three years.  
 The library facility closed more than three years ago.

#### If your school had a library facility in the past but no longer does, what were the reasons for the closure of the school library? Please check all that apply:

- Budget cuts  
 Administrative decision  
 Staffing cuts  
 Collection was too old to be useful and the cost to update too prohibitive  
 Space needed for other purposes  
 Lack of use  
 Other  
 I'm not sure

#### 2. Our school had a joint-use school library with a:

- Public Library  
 College  
 Another K–12 school – Within district or outside of district?

Specify name of the joint-use partner:

No response

#### 3. If possible, briefly explain how the joint-use school library was funded and managed (e.g., each site had its own budget for collection development, and we shared staff; I'm not sure).

No response

These questions (unless noted) focus on the library program at the site level. If you worked at multiple sites, answer the questions as the program ran for the present school you are completing the survey for, and complete a separate survey for each site at which you worked.

The [California Model School Library Standards](#) (CA MSLS) for students delineates what students should know and be able to do at each grade level or grade span to enable students to succeed in school, higher education, and the workforce, also known as college and career readiness. The standards are organized as follows: (1) students access information, (2) students evaluate information, (3) students use information, and (4) students integrate information literacy skills into all areas of learning.

#### 4. Share ways in which your school library supported students in preparing them for college and career readiness (e.g., maintained

organization of resources so students felt comfortable navigating any public or college library, offered extended hours of access to the library, provided lessons on information and digital literacy, offered access to subscription databases, worked with teachers and administration to offer current quality resources that supported learning).

N/A

**5. We had a partnership with our local public library.**

- Yes  
 No

If the above answer is "Yes," please provide a brief description of the partnership (e.g., after school programs, accessing public library databases – online eCard, One Card program – student ID is full public library access card).  
 No response

## Library Staffing

For purposes of answering questions referring to staff working in the library, the following applies:

**Credentialed Teacher Librarian** – Individual holds a California teaching credential and a California Teacher Librarian Services Credential or an Emergency Teacher Librarian Services Credential and is paid as a teacher.

**Credentialed Teacher, Not Librarian** – Individual holds a California teaching credential with no library endorsement and is paid as a teacher.

**Library Paraprofessional** – May be called librarian, aide, clerk, technician, assistant, etc., but is NOT paid as a teacher.

**6. Did you have at least one paid credentialed staff working in the school library?**

(Teacher contract and certificated salary schedule) (*Contracting for a Librarian of Record does not count at the school level.*)

- Yes  
 No

**7. What certificate did the credentialed staff hold?**

- Credentialed teacher librarian  
 Emergency-credentialed teacher librarian  
 Credentialed teacher without a teacher librarian credential  
 Other (please explain)

No response

**8. Did you have at least one paid classified employee working in the school library?**

(Classified contract and classified salary schedule)

- Yes  
 No

Some districts require their classified library staff to possess an A.A. degree in Library Support Staff Certification (LSSC). For further information, visit [LSSC home page](#).

**9. What level of training did the classified library staff possess and/or receive? (Select all that apply.)**

- None  
 District-based training  
 County Office of Education sponsored training  
 Public library sponsored training  
 Conferences (e.g., CSLA Annual Conference, regional workshops, CUE)  
 Professional Growth Units (e.g., Infopeople courses, Instructional Media Resource Assistant [IMRA])  
 A.A. degree in Library Support Staff Certification (specify where you earned your certificate below)  
 Other (specify below)

Specify where you earned your certificate:  
 No response

Specify other:  
 No response

Please enter the total number of **weekly** hours worked for all paid staff assigned to **this single** school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. The Full-Time Equivalent (FTE) hours will be calculated for you.

Profession	Weekly Hours	FTE
10. Credentialed staff	0.00	0.000
11. Library aide, technician, paraprofessional, or clerk	24.00	0.600
<b>Totals:</b>	24.00	0.600

12. How many different school libraries did the certificated staff serve in 2016–2017?

(If there were no certificated staff serving this site, then mark 0.) 0

13. How many different school libraries did the classified staff serve in 2016–2017?

(If there were no classified staff serving this site, then mark 0.) 3

In the following section, some of the questions focus on Access as outlined in the [California Model School Library Standards \(CA MSLS\)](#) – School Library Program Standard B (Access).

## Library Access

### Library Service Hours in a Typical Week

Report the typical **weekly** number of hours the school library was staffed and open for use.

Description	Weekly Hours
14. Regular school hours in a typical week (e.g., M–F 8:00 a.m.–2:45 p.m. and were hours during which classes met or students were at lunch, recess, etc.)	M-TH 8:00 - 2:30
15. a) What were your library’s normal open hours of operation (e.g., M,W,F 7:30 a.m.–3:30 p.m. and T, TH 7:30 a.m.–12:30 p.m.)?	M-TH 8:00 - 2:30
b) How many hours total was the school library open per week (e.g., 32 hours)?*	24
16. Within the hours the library was open, how many hours was the library flexibly scheduled per typical school week?*	0

\*CA MSLS recommend a minimum of 36 hours per week.

\*\*CA MSLS recommend a flexible schedule (at least 20 hours per week).

17. When was your school library facility typically open for student use? (Select all that apply.)

- Before classes started
- During class time
- During breaks (e.g., nutrition)
- During lunch
- After school
- Some evenings
- On weekends
- Summer school
- None of the above

18. Which of the following terms best describe the method used to schedule classes in the school library?

- Fixed/Block (classes scheduled at regularly specified times)
- Flexible (open schedule [i.e., scheduled visits at varying times according to need])
- Mixed (some classes block scheduled/flexibly scheduled)
- No class visits

19. Approximately how many school days per school year was the library in your building closed for use as a testing space or other use not related specifically to the library program?

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

20. How many times a week did you go to classrooms to work with students and teachers?

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

### Library's Physical Space

Description	Yes/No Answer
21. a) The library facility had enough space to accommodate one class for instruction.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
b) Plus additional individuals and small groups working independently.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
22. There was enough space to accommodate the library collection, furnishings, and equipment.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
23. The space was flexible, allowing for different configurations depending upon need.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24. The library had a makerspace.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25. Our library was a learning commons.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

### Library's Virtual Presence

Did the school library have:

Description	Answer
26. An automated catalog	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27. A library Web site with or without access to online library catalog	<input type="checkbox"/> With <input type="checkbox"/> Without <input checked="" type="checkbox"/> Not applicable (school library did not have Web site)
28. Automated library circulation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
29. Automated textbook circulation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
30. Integrated online information searching that included your library catalog, paid access databases, and open educational resources	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not applicable (school library did not have a Web site/online resources)
31. Wireless Internet access for students	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
32. Cable/hard-wire Internet access for students	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
33. A library blog	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
34. A library wiki	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
35. Collaboration software (e.g., SharePoint, Google Drive, etc.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
36. A library Twitter account	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not applicable (school library was not permitted to have a Twitter account)
37. A library Facebook page	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not applicable (school library was not permitted to have a Facebook page)

### Computers/Tablet Devices

CA MSLS recommend the following number of computers in the school library: minimum of one class set of networked computers composed of at least 10 at the elementary school, 15 at the middle school, and 25 at the high school.

38. How many computers were housed in and available in your school library for direct instruction and/or student use during library programs? 1

39. Did your school issue every student a laptop or tablet? (Select all that apply.)

- Laptop (including Chromebooks)
- Tablets (e.g., iPad, iPod, Playbook, Xoom, Galaxy Tab, etc.)
- Not applicable (we were not a 1:1 school)
- Other (please specify [e.g., 1:1 for third grade on up])

No response

40. **Considering the school district's filtering software, were students able to access and utilize Web-based productivity/collaboration tools (e.g., wikis, blogs, Google Docs, or similar tools) via the school network?**

- Yes, with unlimited access  
 Yes, with limited access  
 No access

41. **Did your school library provide eBook readers/portable devices for students to check out?**

- Yes  
 No

42. **When were students allowed to bring their own computers/devices to the library? (Select all that apply.)**

- For individual use  
 For class use  
 For direct instruction  
 Not allowed

## RESOURCES: School Library Collection

In the following section, some of the questions focus on Resources as outlined in the [California Model School Library Standards](#) – School Library Program Standard D (Resources). *Resources include print and digital materials (e.g., subscription databases, audiobooks, e-books) that align with the curriculum and are accessible to students with various cognitive or language needs.*

### Overall Collection

43. **Enter the number of print books in the school library collection at the end of the 2016–2017 academic year. Include reference books in your count, and count each reference volume as one.**

- 2,499 or less  
 2,500–4,999  
 5,000–7,499  
 7,500–9,999  
 10,000–12,499  
 12,500–14,999  
 15,000–17,499  
 17,500–19,999  
 20,000–22,499  
 22,500–24,999  
 25,000–27,499  
 27,500–29,999  
 30,000–32,499  
 32,500–34,999  
 35,000–37,499  
 37,500–39,999  
 40,000–42,499  
 42,500–44,999  
 45,000–47,499  
 47,500–50,000  
 50,001 or more

44. **Enter the number of electronic book (eBook) titles purchased for library use during the 2016–2017 academic year.**

- Zero  
 99 or fewer  
 100–499  
 500–999  
 1,000–1,499  
 1,500–1,999  
 2,000–2,499  
 2,500 or more

45. Enter the number of print subscriptions to magazines and newspapers during the 2016–2017 academic year (count subscriptions, not individual titles or issues).

- Zero  
 10 or fewer  
 11–20  
 21–30  
 More than 30

46. Did you check out audio materials (CDs, audio books)?

- Yes  
 No

If the above answer is "Yes," were they for in-house use only?  Yes  No

47. Did you check out video materials (VHS and DVDs)?

- Yes  
 No

If the above answer is "Yes," were they for in-house use only?  Yes  No

## Age of Collection

48. Enter the average copyright date of the books in the library's 629 section. Include books in the 629 circulating section, 629 reference section, and 629 digital titles owned by the library.

- Enter "0" in the box if the library had no books in the 629 Dewey section, and continue with the survey.
- Count the number of books in all of the 629s (from 629 through 629.999).
- Next, add up the copyright dates of all the books in the 629s.
- Divide the sum of the copyright dates by the total number of books in the 629s.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- **Example:** Assuming you had only six books in the 629s and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then:  $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$ . Then  $12,004 \div 6 = 2001$  (rounded off to a whole number).
- **Correct entry:** 2001.

Average copyright date of books in Dewey section 629. Round off to a four-digit year. 1984

49. What was the name of the most recent U.S. president who had a whole book on him IN THE LIBRARY COLLECTION?

Bill Clinton

## Licensed Databases

50. Did your library offer access to any online subscription information databases for students in the 2016–2017 academic year? This question does not apply to databases offered by the local public library, CD-ROM databases, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale's *In Context*, *World Book Online*, etc.

- Yes  No

## 2016–2017 Budget

51. How much money was spent in the school library for the purchase of library books during the 2016–2017 academic year? Include both print titles and digital titles (eBooks). Include processing costs if purchased with library books.

- No Budget  
 Less than \$1,000  
 Less than \$2,000  
 Less than \$3,000  
 Less than \$4,000  
 Less than \$5,000  
 \$5,000–\$9,999  
 \$10,000–\$14,999  
 \$15,000–\$19,999  
 \$20,000–\$24,999  
 \$25,000–\$29,999



- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more

52. If you spent more than \$50,000 on books, enter the amount here.

**PLEASE NOTE:** Enter whole numbers only. Do not use letters, words, or any form of punctuation.

**Correct entry:** 150000.

**Incorrect entries:** "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

53. How much money was spent in the school library for the purchase of library materials **other than books** during the 2016–2017 academic year? Include periodicals (paper or electronic), technology and media resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000 or more

54. If you spent more than \$25,000 on materials other than books, enter the amount here.

**PLEASE NOTE:** Enter whole numbers only. Do not use letters, words, or any form of punctuation.

**Correct entry:** 150000.

**Incorrect entries:** "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

55. Check one or more of the following funds used to purchase library materials during the 2016–2017 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)
- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- Other (One-time discretionary grants to districts, etc.)
- None of the above

56. Was your library program written into your Local Control Accountability Plan (LCAP)?

- Yes
- No

If the above answer is "Yes," was the library funding tied to your LCAP?

- Yes
- No

## Curriculum and Instruction

### General Programming

This section is designed to gather a basic understanding of the type of library program offered to your school community. The questions move from broad general program questions to progressively more focused questions on instruction and teaching. The [California Model School Library Standards](#) provide the emphasis on instruction and teaching.

57. Did your school have a library advisory committee?

- Yes

No

**a. What was the composition of committee members? (Select all that apply.)**

- Teacher librarians
- Teachers
- Students
- Community members
- Other (please list below):

No response

**b. How did the library advisory committee support the library program? (Select all that apply.)**

- Volunteer management
- Financial advice
- Collection development advice
- Censorship challenges
- Other (please list):

No response

**58. Did the library staff serve on the school site council?**

- Yes
- No

If you answered "No," above, did library staff attend meetings of the school site council two or more times per academic year?

- Yes
- No

**59. Did you have a library policy/procedure manual?**

- Yes
- No

**60. When was the last time library staff job descriptions were updated and approved?**

- No response
- I'm not sure

**61. How often did the library staff in your district meet for planning and professional development?**

- Monthly (or more frequently)
- Quarterly
- Twice a year
- Once a year
- None

Who was responsible for organizing and leading these meetings (if there were no meetings, answer N/A)?

District

## Basic Services

This section of questions asks about general services and basic instruction that might be performed by any and all library staff regardless of credential and/or title.

Description	Answer
62. Informally instructed students in the use of resources (e.g., care and handling of books, library layout, parts of books, locating books, etc.)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input checked="" type="checkbox"/> Once per month

	<input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
63. Provided teachers with information about new resources	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input checked="" type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
64. Helped students and teachers find and use resources outside school library	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
65. Provided reading, listening, and viewing guidance for students	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
66. Helped parents realize importance of lifelong learning	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
67. Coordinated in-school production of materials	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
68. Coordinated or disseminated audio/video programming (e.g., video streaming, distance education, cable TV)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
69. Provided support for school library computer networks	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
70. Provided access to online library catalog and circulation	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input checked="" type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never

71. Provided Internet access for students in the library	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
72. Provided electronic access to a resource sharing network	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
73. Communicated proactively with principal	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never
74. Managed a schoolwide reading program (e.g., AR, Read 180, Reading Counts)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never

**75. What types of activities occurred during a typical class visit? (Select all that apply.)**

- Returned, selected, and checked out new books
- Storytime/Book talks
- Provided training in basic library skills (e.g., care and handling of books, library layout, parts of books, locating books, etc.)
- Worked on research projects

**76. What was the average number of classes who visited the library in a typical week? 21**

**77. A typical class visit lasted:**

- 20 minutes or less
- 30 minutes
- 45 minutes
- 60 minutes
- Varied depending on class and project needs

## Teaching Approaches

These next questions are intended to gain an accurate picture of what level of services were being provided in your school library program. While the questions' emphases are on a strong library program – the ideal: a team of a teacher librarian + library support staff – we expect to see a range of services provided that correspond to the staffing level and staff expertise.

Report how often you engaged in various teaching activities as defined in the [California Model School Library Standards](#) – School Library Program Standard C (teacher librarian responsibilities).

How often did you engage in the following activities?

Question	Answer
78. Planned instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week

	<input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
79. Taught students cooperatively with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
80. Facilitated learning activities where students work collaboratively in groups	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
81. Taught students how to use digital resources	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
82. Facilitated opportunities for student-led inquiry	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
83. a) Managed the library, including collection development and supervision of ordering	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input checked="" type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
b) Our collection development included weeding, de-selection, and withdrawals	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input checked="" type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
84. Responsible for cataloging	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input checked="" type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month

	<input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
85. Supervised the work of paraprofessionals, student aides, and volunteers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
86. Went into classrooms to provide instruction	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian

**87. Library classes were taught while classroom teachers had planning time.**

- Yes
- No

If the above answer is "Yes," please explain what types of activities or instruction occurred in the library during teaching planning time:  
 No response

**88. How did you implement the CA MSLS?**

- Aligned the standards to our library instruction.
- Embedded the standards into the curriculum.
- While we were familiar with the standards, we did not use them to guide instruction.
- We were not familiar with these standards.

**89. I was called upon to lead and/or provide professional development.**

- Yes
- No

If the above answer is "Yes," answer the next question.

I led and provided professional development in the following manner (select all that apply):

- 1:1
- Small groups of teachers
- Grade-level meetings
- Staff meetings
- District-level trainings
- Other (please specify)

No response

## Contact Information

### Respondent Information

**Name:** Courtnie Ries  
**Title:** Media Specialist  
**E-mail:** cries@orcutt-schools.net  
**Phone:** 805-938-8900

**Library Web site URL:** No response  
(If your library has a Web site.)

**In case we need to clarify any of your answers, please provide the appropriate contact information for the individual responsible for library services in your district.** (In some cases this may be the same individual as above.)

**Name:** Courtnie Ries  
**E-mail:** cries@orcutt-schools.net  
**Phone:** 805-938-8900

Thank you for your time and effort to complete this survey. Your answers are invaluable.

---

Questions: [Renée Ousley-Swank, Education Consultant](#) | [ROusleySwank@cde.ca.gov](mailto:ROusleySwank@cde.ca.gov) | 916-319-0449

California Department of Education  
1430 N Street  
Sacramento, CA 95814

[Web Policy](#)



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## School Library Survey Collecting Information from the 2016–2017 Academic Year

### Submission Record

**Submission ID:** 4352

**Submission Date:** 1/30/2018 10:06:04 AM PT

**School:** Joe Nightingale Elementary (CDS Code: 42692606045777)

#### 1. Did you have a dedicated common area in your school designated as the library in the 2016–2017 academic year?

- Yes, our school had a library located on campus.  
 Yes, our school had a joint-use school library.  
 No, we did not have a designated library facility.  
 No, we used a library on an adjacent school campus (provide the name of adjacent library used).

No response

#### If your school building did NOT have a designated library facility, was it because:

- This is a new facility and wasn't open in 2016–2017.  
 It never had a library facility.  
 The library facility closed during the past three years.  
 The library facility closed more than three years ago.

#### If your school had a library facility in the past but no longer does, what were the reasons for the closure of the school library? Please check all that apply:

- Budget cuts  
 Administrative decision  
 Staffing cuts  
 Collection was too old to be useful and the cost to update too prohibitive  
 Space needed for other purposes  
 Lack of use  
 Other  
 I'm not sure

#### 2. Our school had a joint-use school library with a:

- Public Library  
 College  
 Another K–12 school – Within district or outside of district?

Specify name of the joint-use partner:

No response

#### 3. If possible, briefly explain how the joint-use school library was funded and managed (e.g., each site had its own budget for collection development, and we shared staff; I'm not sure).

No response

These questions (unless noted) focus on the library program at the site level. If you worked at multiple sites, answer the questions as the program ran for the present school you are completing the survey for, and complete a separate survey for each site at which you worked.

The [California Model School Library Standards](#) (CA MSLS) for students delineates what students should know and be able to do at each grade level or grade span to enable students to succeed in school, higher education, and the workforce, also known as college and career readiness. The standards are organized as follows: (1) students access information, (2) students evaluate information, (3) students use information, and (4) students integrate information literacy skills into all areas of learning.

#### 4. Share ways in which your school library supported students in preparing them for college and career readiness (e.g., maintained



organization of resources so students felt comfortable navigating any public or college library, offered extended hours of access to the library, provided lessons on information and digital literacy, offered access to subscription databases, worked with teachers and administration to offer current quality resources that supported learning).

We offer books on various careers. Students have access to computers and the internet in the library.

**5. We had a partnership with our local public library.**

- Yes  
 No

If the above answer is "Yes," please provide a brief description of the partnership (e.g., after school programs, accessing public library databases – online eCard, One Card program – student ID is full public library access card).  
 No response

## Library Staffing

For purposes of answering questions referring to staff working in the library, the following applies:

**Credentialed Teacher Librarian** – Individual holds a California teaching credential and a California Teacher Librarian Services Credential or an Emergency Teacher Librarian Services Credential and is paid as a teacher.

**Credentialed Teacher, Not Librarian** – Individual holds a California teaching credential with no library endorsement and is paid as a teacher.

**Library Paraprofessional** – May be called librarian, aide, clerk, technician, assistant, etc., but is NOT paid as a teacher.

**6. Did you have at least one paid credentialed staff working in the school library?**

(Teacher contract and certificated salary schedule) (*Contracting for a Librarian of Record does not count at the school level.*)

- Yes  
 No

**7. What certificate did the credentialed staff hold?**

- Credentialed teacher librarian  
 Emergency-credentialed teacher librarian  
 Credentialed teacher without a teacher librarian credential  
 Other (please explain)

No response

**8. Did you have at least one paid classified employee working in the school library?**

(Classified contract and classified salary schedule)

- Yes  
 No

Some districts require their classified library staff to possess an A.A. degree in Library Support Staff Certification (LSSC). For further information, visit [LSSC home page](#).

**9. What level of training did the classified library staff possess and/or receive? (Select all that apply.)**

- None  
 District-based training  
 County Office of Education sponsored training  
 Public library sponsored training  
 Conferences (e.g., CSLA Annual Conference, regional workshops, CUE)  
 Professional Growth Units (e.g., Infopeople courses, Instructional Media Resource Assistant [IMRA])  
 A.A. degree in Library Support Staff Certification (specify where you earned your certificate below)  
 Other (specify below)

Specify where you earned your certificate:  
 No response

Specify other:  
 No response

Please enter the total number of **weekly** hours worked for all paid staff assigned to **this single** school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. The Full-Time Equivalent (FTE) hours will be calculated for you.

Profession	Weekly Hours	FTE
10. Credentialed staff	0.00	0.000
11. Library aide, technician, paraprofessional, or clerk	35.00	0.875
<b>Totals:</b>	35.00	0.875

12. How many different school libraries did the certificated staff serve in 2016–2017?

(If there were no certificated staff serving this site, then mark 0.) 0

13. How many different school libraries did the classified staff serve in 2016–2017?

(If there were no classified staff serving this site, then mark 0.) 2

In the following section, some of the questions focus on Access as outlined in the [California Model School Library Standards \(CA MSLS\)](#) – School Library Program Standard B (Access).

## Library Access

### Library Service Hours in a Typical Week

Report the typical **weekly** number of hours the school library was staffed and open for use.

Description	Weekly Hours
14. Regular school hours in a typical week (e.g., M–F 8:00 a.m.–2:45 p.m. and were hours during which classes met or students were at lunch, recess, etc.)	M-Th 7:45-3:00
15. a) What were your library’s normal open hours of operation (e.g., M,W,F 7:30 a.m.–3:30 p.m. and T, TH 7:30 a.m.–12:30 p.m.)?	M-Th 7:45-3:00
b) How many hours total was the school library open per week (e.g., 32 hours)?*	30
16. Within the hours the library was open, how many hours was the library flexibly scheduled per typical school week?*	5

\*CA MSLS recommend a minimum of 36 hours per week.

\*\*CA MSLS recommend a flexible schedule (at least 20 hours per week).

17. When was your school library facility typically open for student use? (Select all that apply.)

- Before classes started
- During class time
- During breaks (e.g., nutrition)
- During lunch
- After school
- Some evenings
- On weekends
- Summer school
- None of the above

18. Which of the following terms best describe the method used to schedule classes in the school library?

- Fixed/Block (classes scheduled at regularly specified times)
- Flexible (open schedule [i.e., scheduled visits at varying times according to need])
- Mixed (some classes block scheduled/flexibly scheduled)
- No class visits

19. Approximately how many school days per school year was the library in your building closed for use as a testing space or other use not related specifically to the library program?

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

20. How many times a week did you go to classrooms to work with students and teachers?

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

### Library's Physical Space

Description	Yes/No Answer
21. a) The library facility had enough space to accommodate one class for instruction.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
b) Plus additional individuals and small groups working independently.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
22. There was enough space to accommodate the library collection, furnishings, and equipment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23. The space was flexible, allowing for different configurations depending upon need.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
24. The library had a makerspace.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25. Our library was a learning commons.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

### Library's Virtual Presence

Did the school library have:

Description	Answer
26. An automated catalog	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27. A library Web site with or without access to online library catalog	<input checked="" type="checkbox"/> With <input type="checkbox"/> Without <input type="checkbox"/> Not applicable (school library did not have Web site)
28. Automated library circulation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
29. Automated textbook circulation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
30. Integrated online information searching that included your library catalog, paid access databases, and open educational resources	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not applicable (school library did not have a Web site/online resources)
31. Wireless Internet access for students	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
32. Cable/hard-wire Internet access for students	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
33. A library blog	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
34. A library wiki	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
35. Collaboration software (e.g., SharePoint, Google Drive, etc.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
36. A library Twitter account	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not applicable (school library was not permitted to have a Twitter account)
37. A library Facebook page	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not applicable (school library was not permitted to have a Facebook page)

### Computers/Tablet Devices

CA MSLS recommend the following number of computers in the school library: minimum of one class set of networked computers composed of at least 10 at the elementary school, 15 at the middle school, and 25 at the high school.

38. How many computers were housed in and available in your school library for direct instruction and/or student use during library programs? 3

39. Did your school issue every student a laptop or tablet? (Select all that apply.)

- Laptop (including Chromebooks)
- Tablets (e.g., iPad, iPod, Playbook, Xoom, Galaxy Tab, etc.)
- Not applicable (we were not a 1:1 school)
- Other (please specify [e.g., 1:1 for third grade on up])

No response

40. Considering the school district's filtering software, were students able to access and utilize Web-based productivity/collaboration tools (e.g., wikis, blogs, Google Docs, or similar tools) via the school network?

- Yes, with unlimited access
- Yes, with limited access
- No access

41. Did your school library provide eBook readers/portable devices for students to check out?

- Yes
- No

42. When were students allowed to bring their own computers/devices to the library? (Select all that apply.)

- For individual use
- For class use
- For direct instruction
- Not allowed

## RESOURCES: School Library Collection

In the following section, some of the questions focus on Resources as outlined in the [California Model School Library Standards](#) – School Library Program Standard D (Resources). *Resources include print and digital materials (e.g., subscription databases, audiobooks, e-books) that align with the curriculum and are accessible to students with various cognitive or language needs.*

### Overall Collection

43. Enter the number of print books in the school library collection at the end of the 2016–2017 academic year. Include reference books in your count, and count each reference volume as one.

- 2,499 or less
- 2,500–4,999
- 5,000–7,499
- 7,500–9,999
- 10,000–12,499
- 12,500–14,999
- 15,000–17,499
- 17,500–19,999
- 20,000–22,499
- 22,500–24,999
- 25,000–27,499
- 27,500–29,999
- 30,000–32,499
- 32,500–34,999
- 35,000–37,499
- 37,500–39,999
- 40,000–42,499
- 42,500–44,999
- 45,000–47,499
- 47,500–50,000
- 50,001 or more

44. Enter the number of electronic book (eBook) titles purchased for library use during the 2016–2017 academic year.

- Zero
- 99 or fewer
- 100–499
- 500–999
- 1,000–1,499
- 1,500–1,999
- 2,000–2,499
- 2,500 or more

45. Enter the number of print subscriptions to magazines and newspapers during the 2016–2017 academic year (count subscriptions, not individual titles or issues).

- Zero  
 10 or fewer  
 11–20  
 21–30  
 More than 30

46. Did you check out audio materials (CDs, audio books)?

- Yes  
 No

If the above answer is "Yes," were they for in-house use only?  Yes  No

47. Did you check out video materials (VHS and DVDs)?

- Yes  
 No

If the above answer is "Yes," were they for in-house use only?  Yes  No

## Age of Collection

48. Enter the average copyright date of the books in the library's 629 section. Include books in the 629 circulating section, 629 reference section, and 629 digital titles owned by the library.

- Enter "0" in the box if the library had no books in the 629 Dewey section, and continue with the survey.
- Count the number of books in all of the 629s (from 629 through 629.999).
- Next, add up the copyright dates of all the books in the 629s.
- Divide the sum of the copyright dates by the total number of books in the 629s.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- **Example:** Assuming you had only six books in the 629s and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then:  $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$ . Then  $12,004 \div 6 = 2001$  (rounded off to a whole number).
- **Correct entry:** 2001.

Average copyright date of books in Dewey section 629. Round off to a four-digit year. 1998

49. What was the name of the most recent U.S. president who had a whole book on him IN THE LIBRARY COLLECTION?

Obama

## Licensed Databases

50. Did your library offer access to any online subscription information databases for students in the 2016–2017 academic year? This question does not apply to databases offered by the local public library, CD-ROM databases, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale's *In Context*, *World Book Online*, etc.

- Yes  No

## 2016–2017 Budget

51. How much money was spent in the school library for the purchase of library books during the 2016–2017 academic year? Include both print titles and digital titles (eBooks). Include processing costs if purchased with library books.

- No Budget  
 Less than \$1,000  
 Less than \$2,000  
 Less than \$3,000  
 Less than \$4,000  
 Less than \$5,000  
 \$5,000–\$9,999  
 \$10,000–\$14,999  
 \$15,000–\$19,999  
 \$20,000–\$24,999  
 \$25,000–\$29,999

- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more

52. If you spent more than \$50,000 on books, enter the amount here.

**PLEASE NOTE:** Enter whole numbers only. Do not use letters, words, or any form of punctuation.

**Correct entry:** 150000.

**Incorrect entries:** "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

53. How much money was spent in the school library for the purchase of library materials **other than books** during the 2016–2017 academic year? Include periodicals (paper or electronic), technology and media resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000 or more

54. If you spent more than \$25,000 on materials other than books, enter the amount here.

**PLEASE NOTE:** Enter whole numbers only. Do not use letters, words, or any form of punctuation.

**Correct entry:** 150000.

**Incorrect entries:** "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

55. Check one or more of the following funds used to purchase library materials during the 2016–2017 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)
- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- Other (One-time discretionary grants to districts, etc.)
- None of the above

56. Was your library program written into your Local Control Accountability Plan (LCAP)?

- Yes
- No

If the above answer is "Yes," was the library funding tied to your LCAP?

- Yes
- No

## Curriculum and Instruction

### General Programming

This section is designed to gather a basic understanding of the type of library program offered to your school community. The questions move from broad general program questions to progressively more focused questions on instruction and teaching. The [California Model School Library Standards](#) provide the emphasis on instruction and teaching.

57. Did your school have a library advisory committee?

- Yes

No

**a. What was the composition of committee members? (Select all that apply.)**

- Teacher librarians
- Teachers
- Students
- Community members
- Other (please list below):

No response

**b. How did the library advisory committee support the library program? (Select all that apply.)**

- Volunteer management
- Financial advice
- Collection development advice
- Censorship challenges
- Other (please list):

No response

**58. Did the library staff serve on the school site council?**

- Yes
- No

If you answered "No," above, did library staff attend meetings of the school site council two or more times per academic year?

- Yes
- No

**59. Did you have a library policy/procedure manual?**

- Yes
- No

**60. When was the last time library staff job descriptions were updated and approved?**

- No response
- I'm not sure

**61. How often did the library staff in your district meet for planning and professional development?**

- Monthly (or more frequently)
- Quarterly
- Twice a year
- Once a year
- None

Who was responsible for organizing and leading these meetings (if there were no meetings, answer N/A)?

Asst. Supt.

## Basic Services

This section of questions asks about general services and basic instruction that might be performed by any and all library staff regardless of credential and/or title.

Description	Answer
62. Informally instructed students in the use of resources (e.g., care and handling of books, library layout, parts of books, locating books, etc.)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month

	<input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never
63. Provided teachers with information about new resources	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never
64. Helped students and teachers find and use resources outside school library	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
65. Provided reading, listening, and viewing guidance for students	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
66. Helped parents realize importance of lifelong learning	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never
67. Coordinated in-school production of materials	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
68. Coordinated or disseminated audio/video programming (e.g., video streaming, distance education, cable TV)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
69. Provided support for school library computer networks	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
70. Provided access to online library catalog and circulation	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never



71. Provided Internet access for students in the library	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
72. Provided electronic access to a resource sharing network	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
73. Communicated proactively with principal	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input checked="" type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
74. Managed a schoolwide reading program (e.g., AR, Read 180, Reading Counts)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input checked="" type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never

**75. What types of activities occurred during a typical class visit? (Select all that apply.)**

- Returned, selected, and checked out new books
- Storytime/Book talks
- Provided training in basic library skills (e.g., care and handling of books, library layout, parts of books, locating books, etc.)
- Worked on research projects

**76. What was the average number of classes who visited the library in a typical week? 26**

**77. A typical class visit lasted:**

- 20 minutes or less
- 30 minutes
- 45 minutes
- 60 minutes
- Varied depending on class and project needs

## Teaching Approaches

These next questions are intended to gain an accurate picture of what level of services were being provided in your school library program. While the questions' emphases are on a strong library program – the ideal: a team of a teacher librarian + library support staff – we expect to see a range of services provided that correspond to the staffing level and staff expertise.

Report how often you engaged in various teaching activities as defined in the [California Model School Library Standards](#) – School Library Program Standard C (teacher librarian responsibilities).

How often did you engage in the following activities?

Question	Answer
78. Planned instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week

	<input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
79. Taught students cooperatively with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
80. Facilitated learning activities where students work collaboratively in groups	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
81. Taught students how to use digital resources	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
82. Facilitated opportunities for student-led inquiry	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
83. a) Managed the library, including collection development and supervision of ordering	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
b) Our collection development included weeding, de-selection, and withdrawals	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
84. Responsible for cataloging	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month

	<input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
85. Supervised the work of paraprofessionals, student aides, and volunteers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
86. Went into classrooms to provide instruction	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian

**87. Library classes were taught while classroom teachers had planning time.**

- Yes  
 No

If the above answer is "Yes," please explain what types of activities or instruction occurred in the library during teaching planning time:  
No response

**88. How did you implement the CA MSLS?**

- Aligned the standards to our library instruction.  
 Embedded the standards into the curriculum.  
 While we were familiar with the standards, we did not use them to guide instruction.  
 We were not familiar with these standards.

**89. I was called upon to lead and/or provide professional development.**

- Yes  
 No

If the above answer is "Yes," answer the next question.

I led and provided professional development in the following manner (select all that apply):

- 1:1  
 Small groups of teachers  
 Grade-level meetings  
 Staff meetings  
 District-level trainings  
 Other (please specify)

No response

## Contact Information

### Respondent Information

**Name:** Kara Lane  
**Title:** media specialist  
**E-mail:** klane@orcutt-schools.net  
**Phone:** 805-938-8650

**Library Web site URL:** <https://sites.google.com/orcutt-schools.net/jnlibrary/home>  
(If your library has a Web site.)

**In case we need to clarify any of your answers, please provide the appropriate contact information for the individual responsible for library services in your district.** (In some cases this may be the same individual as above.)

**Name:** Kara Lane  
**E-mail:** [klane@orcutt-schools.net](mailto:klane@orcutt-schools.net)  
**Phone:** 805-938-8650

Thank you for your time and effort to complete this survey. Your answers are invaluable.

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Questions: [Renée Ousley-Swank, Education Consultant](#) | [ROusleySwank@cde.ca.gov](mailto:ROusleySwank@cde.ca.gov) | 916-319-0449

California Department of Education  
1430 N Street  
Sacramento, CA 95814

[Web Policy](#)



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## School Library Survey Collecting Information from the 2016–2017 Academic Year

### Submission Record

**Submission ID:** 4416

**Submission Date:** 2/16/2018 12:32:18 PM PT

**School:** Patterson Road Elementary (CDS Code: 42692606045793)

#### 1. Did you have a dedicated common area in your school designated as the library in the 2016–2017 academic year?

- Yes, our school had a library located on campus.
- Yes, our school had a joint-use school library.
- No, we did not have a designated library facility.
- No, we used a library on an adjacent school campus (provide the name of adjacent library used).

No response

#### If your school building did NOT have a designated library facility, was it because:

- This is a new facility and wasn't open in 2016–2017.
- It never had a library facility.
- The library facility closed during the past three years.
- The library facility closed more than three years ago.

#### If your school had a library facility in the past but no longer does, what were the reasons for the closure of the school library? Please check all that apply:

- Budget cuts
- Administrative decision
- Staffing cuts
- Collection was too old to be useful and the cost to update too prohibitive
- Space needed for other purposes
- Lack of use
- Other
- I'm not sure

#### 2. Our school had a joint-use school library with a:

- Public Library
- College
- Another K–12 school – Within district or outside of district?

Specify name of the joint-use partner:

No response

#### 3. If possible, briefly explain how the joint-use school library was funded and managed (e.g., each site had its own budget for collection development, and we shared staff; I'm not sure).

No response

These questions (unless noted) focus on the library program at the site level. If you worked at multiple sites, answer the questions as the program ran for the present school you are completing the survey for, and complete a separate survey for each site at which you worked.

The [California Model School Library Standards](#) (CA MSLS) for students delineates what students should know and be able to do at each grade level or grade span to enable students to succeed in school, higher education, and the workforce, also known as college and career readiness. The standards are organized as follows: (1) students access information, (2) students evaluate information, (3) students use information, and (4) students integrate information literacy skills into all areas of learning.

#### 4. Share ways in which your school library supported students in preparing them for college and career readiness (e.g., maintained

organization of resources so students felt comfortable navigating any public or college library, offered extended hours of access to the library, provided lessons on information and digital literacy, offered access to subscription databases, worked with teachers and administration to offer current quality resources that supported learning).

Have a collection of Common Core reading material for grade levels K-6th.

**5. We had a partnership with our local public library.**

- Yes  
 No

If the above answer is "Yes," please provide a brief description of the partnership (e.g., after school programs, accessing public library databases – online eCard, One Card program – student ID is full public library access card).  
 No response

## Library Staffing

For purposes of answering questions referring to staff working in the library, the following applies:

**Credentialed Teacher Librarian** – Individual holds a California teaching credential and a California Teacher Librarian Services Credential or an Emergency Teacher Librarian Services Credential and is paid as a teacher.

**Credentialed Teacher, Not Librarian** – Individual holds a California teaching credential with no library endorsement and is paid as a teacher.

**Library Paraprofessional** – May be called librarian, aide, clerk, technician, assistant, etc., but is NOT paid as a teacher.

**6. Did you have at least one paid credentialed staff working in the school library?**

(Teacher contract and certificated salary schedule) (*Contracting for a Librarian of Record does not count at the school level.*)

- Yes  
 No

**7. What certificate did the credentialed staff hold?**

- Credentialed teacher librarian  
 Emergency-credentialed teacher librarian  
 Credentialed teacher without a teacher librarian credential  
 Other (please explain)

No response

**8. Did you have at least one paid classified employee working in the school library?**

(Classified contract and classified salary schedule)

- Yes  
 No

Some districts require their classified library staff to possess an A.A. degree in Library Support Staff Certification (LSSC). For further information, visit [LSSC home page](#).

**9. What level of training did the classified library staff possess and/or receive? (Select all that apply.)**

- None  
 District-based training  
 County Office of Education sponsored training  
 Public library sponsored training  
 Conferences (e.g., CSLA Annual Conference, regional workshops, CUE)  
 Professional Growth Units (e.g., Infopeople courses, Instructional Media Resource Assistant [IMRA])  
 A.A. degree in Library Support Staff Certification (specify where you earned your certificate below)  
 Other (specify below)

Specify where you earned your certificate:  
 No response

Specify other:  
 No response

Please enter the total number of **weekly** hours worked for all paid staff assigned to **this single** school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. The Full-Time Equivalent (FTE) hours will be calculated for you.

Profession	Weekly Hours	FTE
10. Credentialed staff	0.00	0.000
11. Library aide, technician, paraprofessional, or clerk	24.00	0.600
<b>Totals:</b>	24.00	0.600

12. How many different school libraries did the certificated staff serve in 2016–2017?

(If there were no certificated staff serving this site, then mark 0.) 0

13. How many different school libraries did the classified staff serve in 2016–2017?

(If there were no classified staff serving this site, then mark 0.) 2

In the following section, some of the questions focus on Access as outlined in the [California Model School Library Standards \(CA MSLS\)](#) – School Library Program Standard B (Access).

## Library Access

### Library Service Hours in a Typical Week

Report the typical **weekly** number of hours the school library was staffed and open for use.

Description	Weekly Hours
14. Regular school hours in a typical week (e.g., M–F 8:00 a.m.–2:45 p.m. and were hours during which classes met or students were at lunch, recess, etc.)	M/T- 8:00 -2:15 W-8:00-1:00 TH/F-8:00-2:15
15. a) What were your library’s normal open hours of operation (e.g., M,W,F 7:30 a.m.–3:30 p.m. and T, TH 7:30 a.m.–12:30 p.m.)?	M -1:00-3:00 T - F -7:30 - 3:00
b) How many hours total was the school library open per week (e.g., 32 hours)?*	24
16. Within the hours the library was open, how many hours was the library flexibly scheduled per typical school week?***	5

\*CA MSLS recommend a minimum of 36 hours per week.

\*\*CA MSLS recommend a flexible schedule (at least 20 hours per week).

17. When was your school library facility typically open for student use? (Select all that apply.)

- Before classes started
- During class time
- During breaks (e.g., nutrition)
- During lunch
- After school
- Some evenings
- On weekends
- Summer school
- None of the above

18. Which of the following terms best describe the method used to schedule classes in the school library?

- Fixed/Block (classes scheduled at regularly specified times)
- Flexible (open schedule [i.e., scheduled visits at varying times according to need])
- Mixed (some classes block scheduled/flexibly scheduled)
- No class visits

19. Approximately how many school days per school year was the library in your building closed for use as a testing space or other use not related specifically to the library program?

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

**20. How many times a week did you go to classrooms to work with students and teachers?**

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

**Library's Physical Space**

Description	Yes/No Answer
21. a) The library facility had enough space to accommodate one class for instruction.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
b) Plus additional individuals and small groups working independently.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
22. There was enough space to accommodate the library collection, furnishings, and equipment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23. The space was flexible, allowing for different configurations depending upon need.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24. The library had a makerspace.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25. Our library was a learning commons.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**Library's Virtual Presence**

Did the school library have:

Description	Answer
26. An automated catalog	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27. A library Web site with or without access to online library catalog	<input checked="" type="checkbox"/> With <input type="checkbox"/> Without <input type="checkbox"/> Not applicable (school library did not have Web site)
28. Automated library circulation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
29. Automated textbook circulation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
30. Integrated online information searching that included your library catalog, paid access databases, and open educational resources	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not applicable (school library did not have a Web site/online resources)
31. Wireless Internet access for students	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
32. Cable/hard-wire Internet access for students	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
33. A library blog	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
34. A library wiki	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
35. Collaboration software (e.g., SharePoint, Google Drive, etc.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
36. A library Twitter account	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not applicable (school library was not permitted to have a Twitter account)
37. A library Facebook page	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not applicable (school library was not permitted to have a Facebook page)

**Computers/Tablet Devices**

CA MSLS recommend the following number of computers in the school library: minimum of one class set of networked computers composed of at least 10 at the elementary school, 15 at the middle school, and 25 at the high school.

**38. How many computers were housed in and available in your school library for direct instruction and/or student use during library programs? 1**

**39. Did your school issue every student a laptop or tablet? (Select all that apply.)**

- Laptop (including Chromebooks)
- Tablets (e.g., iPad, iPod, Playbook, Xoom, Galaxy Tab, etc.)



- Not applicable (we were not a 1:1 school)
- Other (please specify [e.g., 1:1 for third grade on up])

No response

40. **Considering the school district's filtering software, were students able to access and utilize Web-based productivity/collaboration tools (e.g., wikis, blogs, Google Docs, or similar tools) via the school network?**

- Yes, with unlimited access
- Yes, with limited access
- No access

41. **Did your school library provide eBook readers/portable devices for students to check out?**

- Yes
- No

42. **When were students allowed to bring their own computers/devices to the library? (Select all that apply.)**

- For individual use
- For class use
- For direct instruction
- Not allowed

## RESOURCES: School Library Collection

In the following section, some of the questions focus on Resources as outlined in the [California Model School Library Standards](#) – School Library Program Standard D (Resources). *Resources include print and digital materials (e.g., subscription databases, audiobooks, e-books) that align with the curriculum and are accessible to students with various cognitive or language needs.*

### Overall Collection

43. **Enter the number of print books in the school library collection at the end of the 2016–2017 academic year. Include reference books in your count, and count each reference volume as one.**

- 2,499 or less
- 2,500–4,999
- 5,000–7,499
- 7,500–9,999
- 10,000–12,499
- 12,500–14,999
- 15,000–17,499
- 17,500–19,999
- 20,000–22,499
- 22,500–24,999
- 25,000–27,499
- 27,500–29,999
- 30,000–32,499
- 32,500–34,999
- 35,000–37,499
- 37,500–39,999
- 40,000–42,499
- 42,500–44,999
- 45,000–47,499
- 47,500–50,000
- 50,001 or more

44. **Enter the number of electronic book (eBook) titles purchased for library use during the 2016–2017 academic year.**

- Zero
- 99 or fewer
- 100–499
- 500–999
- 1,000–1,499
- 1,500–1,999

- 2,000–2,499  
 2,500 or more

45. Enter the number of print subscriptions to magazines and newspapers during the 2016–2017 academic year (count subscriptions, not individual titles or issues).

- Zero  
 10 or fewer  
 11–20  
 21–30  
 More than 30

46. Did you check out audio materials (CDs, audio books)?

- Yes  
 No

If the above answer is "Yes," were they for in-house use only?  Yes  No

47. Did you check out video materials (VHS and DVDs)?

- Yes  
 No

If the above answer is "Yes," were they for in-house use only?  Yes  No

## Age of Collection

48. Enter the average copyright date of the books in the library's 629 section. Include books in the 629 circulating section, 629 reference section, and 629 digital titles owned by the library.

- Enter "0" in the box if the library had no books in the 629 Dewey section, and continue with the survey.
- Count the number of books in all of the 629s (from 629 through 629.999).
- Next, add up the copyright dates of all the books in the 629s.
- Divide the sum of the copyright dates by the total number of books in the 629s.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- **Example:** Assuming you had only six books in the 629s and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then:  $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$ . Then  $12,004 \div 6 = 2001$  (rounded off to a whole number).
- **Correct entry:** 2001.

Average copyright date of books in Dewey section 629. Round off to a four-digit year. 1995

49. What was the name of the most recent U.S. president who had a whole book on him IN THE LIBRARY COLLECTION?

Obama

## Licensed Databases

50. Did your library offer access to any online subscription information databases for students in the 2016–2017 academic year? This question does not apply to databases offered by the local public library, CD-ROM databases, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale's *In Context*, *World Book Online*, etc.

- Yes  No

## 2016–2017 Budget

51. How much money was spent in the school library for the purchase of library books during the 2016–2017 academic year? Include both print titles and digital titles (eBooks). Include processing costs if purchased with library books.

- No Budget  
 Less than \$1,000  
 Less than \$2,000  
 Less than \$3,000  
 Less than \$4,000  
 Less than \$5,000  
 \$5,000–\$9,999  
 \$10,000–\$14,999

- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more

52. If you spent more than \$50,000 on books, enter the amount here.

**PLEASE NOTE:** Enter whole numbers only. Do not use letters, words, or any form of punctuation.

**Correct entry:** 150000.

**Incorrect entries:** "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

53. How much money was spent in the school library for the purchase of library materials **other than books** during the 2016–2017 academic year? Include periodicals (paper or electronic), technology and media resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000 or more

54. If you spent more than \$25,000 on materials other than books, enter the amount here.

**PLEASE NOTE:** Enter whole numbers only. Do not use letters, words, or any form of punctuation.

**Correct entry:** 150000.

**Incorrect entries:** "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

55. Check one or more of the following funds used to purchase library materials during the 2016–2017 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)
- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- Other (One-time discretionary grants to districts, etc.)
- None of the above

56. Was your library program written into your Local Control Accountability Plan (LCAP)?

- Yes
- No

If the above answer is "Yes," was the library funding tied to your LCAP?

- Yes
- No

## Curriculum and Instruction

### General Programming

This section is designed to gather a basic understanding of the type of library program offered to your school community. The questions move from broad general program questions to progressively more focused questions on instruction and teaching. The [California Model School Library Standards](#) provide the emphasis on instruction and teaching.

**57. Did your school have a library advisory committee?**

- Yes
- No

**a. What was the composition of committee members? (Select all that apply.)**

- Teacher librarians
- Teachers
- Students
- Community members
- Other (please list below):

No response

**b. How did the library advisory committee support the library program? (Select all that apply.)**

- Volunteer management
- Financial advice
- Collection development advice
- Censorship challenges
- Other (please list):

No response

**58. Did the library staff serve on the school site council?**

- Yes
- No

If you answered "No," above, did library staff attend meetings of the school site council two or more times per academic year?

- Yes
- No

**59. Did you have a library policy/procedure manual?**

- Yes
- No

**60. When was the last time library staff job descriptions were updated and approved?**

2007

- I'm not sure

**61. How often did the library staff in your district meet for planning and professional development?**

- Monthly (or more frequently)
- Quarterly
- Twice a year
- Once a year
- None

Who was responsible for organizing and leading these meetings (if there were no meetings, answer N/A)?

Asst. Superintendent

## Basic Services

This section of questions asks about general services and basic instruction that might be performed by any and all library staff regardless of credential and/or title.

Description	Answer
62. Informally instructed students in the use of resources (e.g., care and handling of books, library layout, parts of books, locating books, etc.)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week

	<input checked="" type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
63. Provided teachers with information about new resources	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input checked="" type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
64. Helped students and teachers find and use resources outside school library	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
65. Provided reading, listening, and viewing guidance for students	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
66. Helped parents realize importance of lifelong learning	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never
67. Coordinated in-school production of materials	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
68. Coordinated or disseminated audio/video programming (e.g., video streaming, distance education, cable TV)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
69. Provided support for school library computer networks	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
70. Provided access to online library catalog and circulation	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month

	<input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
71. Provided Internet access for students in the library	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
72. Provided electronic access to a resource sharing network	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
73. Communicated proactively with principal	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
74. Managed a schoolwide reading program (e.g., AR, Read 180, Reading Counts)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input checked="" type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never

**75. What types of activities occurred during a typical class visit? (Select all that apply.)**

- Returned, selected, and checked out new books
- Storytime/Book talks
- Provided training in basic library skills (e.g., care and handling of books, library layout, parts of books, locating books, etc.)
- Worked on research projects

**76. What was the average number of classes who visited the library in a typical week? 24**

**77. A typical class visit lasted:**

- 20 minutes or less
- 30 minutes
- 45 minutes
- 60 minutes
- Varied depending on class and project needs

## Teaching Approaches

These next questions are intended to gain an accurate picture of what level of services were being provided in your school library program. While the questions' emphases are on a strong library program – the ideal: a team of a teacher librarian + library support staff – we expect to see a range of services provided that correspond to the staffing level and staff expertise.

Report how often you engaged in various teaching activities as defined in the [California Model School Library Standards](#) – School Library Program Standard C (teacher librarian responsibilities).

How often did you engage in the following activities?

Question	Answer
----------	--------

78. Planned instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
79. Taught students cooperatively with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
80. Facilitated learning activities where students work collaboratively in groups	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
81. Taught students how to use digital resources	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
82. Facilitated opportunities for student-led inquiry	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
83. a) Managed the library, including collection development and supervision of ordering	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
b) Our collection development included weeding, de-selection, and withdrawals	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
84. Responsible for cataloging	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week

	<input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
85. Supervised the work of paraprofessionals, student aides, and volunteers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
86. Went into classrooms to provide instruction	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian

**87. Library classes were taught while classroom teachers had planning time.**

- Yes  
 No

If the above answer is "Yes," please explain what types of activities or instruction occurred in the library during teaching planning time:  
No response

**88. How did you implement the CA MSLS?**

- Aligned the standards to our library instruction.  
 Embedded the standards into the curriculum.  
 While we were familiar with the standards, we did not use them to guide instruction.  
 We were not familiar with these standards.

**89. I was called upon to lead and/or provide professional development.**

- Yes  
 No

If the above answer is "Yes," answer the next question.

I led and provided professional development in the following manner (select all that apply):

- 1:1  
 Small groups of teachers  
 Grade-level meetings  
 Staff meetings  
 District-level trainings  
 Other (please specify)

No response

## Contact Information

### Respondent Information

**Name:** Valerie Welch  
**Title:** Media Specialist  
**E-mail:** vwelch@orcutt-schools.net



**Phone:** 805-938-8750

**Library Web site URL:** No response  
(If your library has a Web site.)

**In case we need to clarify any of your answers, please provide the appropriate contact information for the individual responsible for library services in your district.** (In some cases this may be the same individual as above.)

**Name:** Holly Edds Asst. Superintendent

**E-mail:** hedds@orcutt-schools.net

**Phone:** 805-938-8900

Thank you for your time and effort to complete this survey. Your answers are invaluable.

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Questions: [Renée Ousley-Swank, Education Consultant](#) | [ROusleySwank@cde.ca.gov](mailto:ROusleySwank@cde.ca.gov) | 916-319-0449

California Department of Education  
1430 N Street  
Sacramento, CA 95814

[Web Policy](#)



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## School Library Survey Collecting Information from the 2016–2017 Academic Year

### Submission Record

**Submission ID:** 4938

**Submission Date:** 3/2/2018 2:10:17 PM PT

**School:** Pine Grove Elementary (CDS Code: 42692606045801)

#### 1. Did you have a dedicated common area in your school designated as the library in the 2016–2017 academic year?

- Yes, our school had a library located on campus.  
 Yes, our school had a joint-use school library.  
 No, we did not have a designated library facility.  
 No, we used a library on an adjacent school campus (provide the name of adjacent library used).

No response

#### If your school building did NOT have a designated library facility, was it because:

- This is a new facility and wasn't open in 2016–2017.  
 It never had a library facility.  
 The library facility closed during the past three years.  
 The library facility closed more than three years ago.

#### If your school had a library facility in the past but no longer does, what were the reasons for the closure of the school library? Please check all that apply:

- Budget cuts  
 Administrative decision  
 Staffing cuts  
 Collection was too old to be useful and the cost to update too prohibitive  
 Space needed for other purposes  
 Lack of use  
 Other  
 I'm not sure

#### 2. Our school had a joint-use school library with a:

- Public Library  
 College  
 Another K–12 school – Within district or outside of district?

Specify name of the joint-use partner:

No response

#### 3. If possible, briefly explain how the joint-use school library was funded and managed (e.g., each site had its own budget for collection development, and we shared staff; I'm not sure).

No response

These questions (unless noted) focus on the library program at the site level. If you worked at multiple sites, answer the questions as the program ran for the present school you are completing the survey for, and complete a separate survey for each site at which you worked.

The [California Model School Library Standards](#) (CA MSLS) for students delineates what students should know and be able to do at each grade level or grade span to enable students to succeed in school, higher education, and the workforce, also known as college and career readiness. The standards are organized as follows: (1) students access information, (2) students evaluate information, (3) students use information, and (4) students integrate information literacy skills into all areas of learning.

#### 4. Share ways in which your school library supported students in preparing them for college and career readiness (e.g., maintained

organization of resources so students felt comfortable navigating any public or college library, offered extended hours of access to the library, provided lessons on information and digital literacy, offered access to subscription databases, worked with teachers and administration to offer current quality resources that supported learning).

n/a ES library

**5. We had a partnership with our local public library.**

- Yes  
 No

If the above answer is "Yes," please provide a brief description of the partnership (e.g., after school programs, accessing public library databases – online eCard, One Card program – student ID is full public library access card).  
 No response

## Library Staffing

For purposes of answering questions referring to staff working in the library, the following applies:

**Credentialed Teacher Librarian** – Individual holds a California teaching credential and a California Teacher Librarian Services Credential or an Emergency Teacher Librarian Services Credential and is paid as a teacher.

**Credentialed Teacher, Not Librarian** – Individual holds a California teaching credential with no library endorsement and is paid as a teacher.

**Library Paraprofessional** – May be called librarian, aide, clerk, technician, assistant, etc., but is NOT paid as a teacher.

**6. Did you have at least one paid credentialed staff working in the school library?**

(Teacher contract and certificated salary schedule) (*Contracting for a Librarian of Record does not count at the school level.*)

- Yes  
 No

**7. What certificate did the credentialed staff hold?**

- Credentialed teacher librarian  
 Emergency-credentialed teacher librarian  
 Credentialed teacher without a teacher librarian credential  
 Other (please explain)

No response

**8. Did you have at least one paid classified employee working in the school library?**

(Classified contract and classified salary schedule)

- Yes  
 No

Some districts require their classified library staff to possess an A.A. degree in Library Support Staff Certification (LSSC). For further information, visit [LSSC home page](#).

**9. What level of training did the classified library staff possess and/or receive? (Select all that apply.)**

- None  
 District-based training  
 County Office of Education sponsored training  
 Public library sponsored training  
 Conferences (e.g., CSLA Annual Conference, regional workshops, CUE)  
 Professional Growth Units (e.g., Infopeople courses, Instructional Media Resource Assistant [IMRA])  
 A.A. degree in Library Support Staff Certification (specify where you earned your certificate below)  
 Other (specify below)

Specify where you earned your certificate:  
 No response

Specify other:  
 No response

Please enter the total number of **weekly** hours worked for all paid staff assigned to **this single** school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. The Full-Time Equivalent (FTE) hours will be calculated for you.

Profession	Weekly Hours	FTE
10. Credentialed staff	0.00	0.000
11. Library aide, technician, paraprofessional, or clerk	24.00	0.600
<b>Totals:</b>	24.00	0.600

12. How many different school libraries did the certificated staff serve in 2016–2017?

(If there were no certificated staff serving this site, then mark 0.) 0

13. How many different school libraries did the classified staff serve in 2016–2017?

(If there were no classified staff serving this site, then mark 0.) 2

In the following section, some of the questions focus on Access as outlined in the [California Model School Library Standards \(CA MSLS\)](#) – School Library Program Standard B (Access).

## Library Access

### Library Service Hours in a Typical Week

Report the typical **weekly** number of hours the school library was staffed and open for use.

Description	Weekly Hours
14. Regular school hours in a typical week (e.g., M–F 8:00 a.m.–2:45 p.m. and were hours during which classes met or students were at lunch, recess, etc.)	M/Tues/Thur/Fri 8:00am-2:15 Wed 8:00am-1:00pm
15. a) What were your library’s normal open hours of operation (e.g., M,W,F 7:30 a.m.–3:30 p.m. and T, TH 7:30 a.m.–12:30 p.m.)?	M/Tues/Thurs/Fri 8:00-2:30
b) How many hours total was the school library open per week (e.g., 32 hours)?*	24
16. Within the hours the library was open, how many hours was the library flexibly scheduled per typical school week?*	8

\*CA MSLS recommend a minimum of 36 hours per week.

\*\*CA MSLS recommend a flexible schedule (at least 20 hours per week).

17. When was your school library facility typically open for student use? (Select all that apply.)

- Before classes started
- During class time
- During breaks (e.g., nutrition)
- During lunch
- After school
- Some evenings
- On weekends
- Summer school
- None of the above

18. Which of the following terms best describe the method used to schedule classes in the school library?

- Fixed/Block (classes scheduled at regularly specified times)
- Flexible (open schedule [i.e., scheduled visits at varying times according to need])
- Mixed (some classes block scheduled/flexibly scheduled)
- No class visits

19. Approximately how many school days per school year was the library in your building closed for use as a testing space or other use not related specifically to the library program?

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

**20. How many times a week did you go to classrooms to work with students and teachers?**

- 0  
 1–5  
 6–10  
 11–20  
 20 or more

**Library's Physical Space**

Description	Yes/No Answer
21. a) The library facility had enough space to accommodate one class for instruction.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
b) Plus additional individuals and small groups working independently.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
22. There was enough space to accommodate the library collection, furnishings, and equipment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23. The space was flexible, allowing for different configurations depending upon need.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24. The library had a makerspace.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25. Our library was a learning commons.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**Library's Virtual Presence**

Did the school library have:

Description	Answer
26. An automated catalog	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27. A library Web site with or without access to online library catalog	<input checked="" type="checkbox"/> With <input type="checkbox"/> Without <input type="checkbox"/> Not applicable (school library did not have Web site)
28. Automated library circulation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
29. Automated textbook circulation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
30. Integrated online information searching that included your library catalog, paid access databases, and open educational resources	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not applicable (school library did not have a Web site/online resources)
31. Wireless Internet access for students	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
32. Cable/hard-wire Internet access for students	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
33. A library blog	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
34. A library wiki	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
35. Collaboration software (e.g., SharePoint, Google Drive, etc.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
36. A library Twitter account	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not applicable (school library was not permitted to have a Twitter account)
37. A library Facebook page	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not applicable (school library was not permitted to have a Facebook page)

**Computers/Tablet Devices**

CA MSLS recommend the following number of computers in the school library: minimum of one class set of networked computers composed of at least 10 at the elementary school, 15 at the middle school, and 25 at the high school.

**38. How many computers were housed in and available in your school library for direct instruction and/or student use during library programs?** 0

**39. Did your school issue every student a laptop or tablet? (Select all that apply.)**

- Laptop (including Chromebooks)  
 Tablets (e.g., iPad, iPod, Playbook, Xoom, Galaxy Tab, etc.)

- Not applicable (we were not a 1:1 school)
- Other (please specify [e.g., 1:1 for third grade on up])

No response

40. **Considering the school district's filtering software, were students able to access and utilize Web-based productivity/collaboration tools (e.g., wikis, blogs, Google Docs, or similar tools) via the school network?**

- Yes, with unlimited access
- Yes, with limited access
- No access

41. **Did your school library provide eBook readers/portable devices for students to check out?**

- Yes
- No

42. **When were students allowed to bring their own computers/devices to the library? (Select all that apply.)**

- For individual use
- For class use
- For direct instruction
- Not allowed

## RESOURCES: School Library Collection

In the following section, some of the questions focus on Resources as outlined in the [California Model School Library Standards](#) – School Library Program Standard D (Resources). *Resources include print and digital materials (e.g., subscription databases, audiobooks, e-books) that align with the curriculum and are accessible to students with various cognitive or language needs.*

### Overall Collection

43. **Enter the number of print books in the school library collection at the end of the 2016–2017 academic year. Include reference books in your count, and count each reference volume as one.**

- 2,499 or less
- 2,500–4,999
- 5,000–7,499
- 7,500–9,999
- 10,000–12,499
- 12,500–14,999
- 15,000–17,499
- 17,500–19,999
- 20,000–22,499
- 22,500–24,999
- 25,000–27,499
- 27,500–29,999
- 30,000–32,499
- 32,500–34,999
- 35,000–37,499
- 37,500–39,999
- 40,000–42,499
- 42,500–44,999
- 45,000–47,499
- 47,500–50,000
- 50,001 or more

44. **Enter the number of electronic book (eBook) titles purchased for library use during the 2016–2017 academic year.**

- Zero
- 99 or fewer
- 100–499
- 500–999
- 1,000–1,499
- 1,500–1,999

- 2,000–2,499  
 2,500 or more

45. Enter the number of print subscriptions to magazines and newspapers during the 2016–2017 academic year (count subscriptions, not individual titles or issues).

- Zero  
 10 or fewer  
 11–20  
 21–30  
 More than 30

46. Did you check out audio materials (CDs, audio books)?

- Yes  
 No

If the above answer is "Yes," were they for in-house use only?  Yes  No

47. Did you check out video materials (VHS and DVDs)?

- Yes  
 No

If the above answer is "Yes," were they for in-house use only?  Yes  No

## Age of Collection

48. Enter the average copyright date of the books in the library's 629 section. Include books in the 629 circulating section, 629 reference section, and 629 digital titles owned by the library.

- Enter "0" in the box if the library had no books in the 629 Dewey section, and continue with the survey.
- Count the number of books in all of the 629s (from 629 through 629.999).
- Next, add up the copyright dates of all the books in the 629s.
- Divide the sum of the copyright dates by the total number of books in the 629s.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- **Example:** Assuming you had only six books in the 629s and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then:  $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$ . Then  $12,004 \div 6 = 2001$  (rounded off to a whole number).
- **Correct entry:** 2001.

Average copyright date of books in Dewey section 629. Round off to a four-digit year. 2000

49. What was the name of the most recent U.S. president who had a whole book on him IN THE LIBRARY COLLECTION?

Obama

## Licensed Databases

50. Did your library offer access to any online subscription information databases for students in the 2016–2017 academic year? This question does not apply to databases offered by the local public library, CD-ROM databases, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale's *In Context*, *World Book Online*, etc.

- Yes  No

## 2016–2017 Budget

51. How much money was spent in the school library for the purchase of library books during the 2016–2017 academic year? Include both print titles and digital titles (eBooks). Include processing costs if purchased with library books.

- No Budget  
 Less than \$1,000  
 Less than \$2,000  
 Less than \$3,000  
 Less than \$4,000  
 Less than \$5,000  
 \$5,000–\$9,999  
 \$10,000–\$14,999

- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more

52. If you spent more than \$50,000 on books, enter the amount here.

**PLEASE NOTE:** Enter whole numbers only. Do not use letters, words, or any form of punctuation.

**Correct entry:** 150000.

**Incorrect entries:** "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

53. How much money was spent in the school library for the purchase of library materials **other than books** during the 2016–2017 academic year? Include periodicals (paper or electronic), technology and media resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000 or more

54. If you spent more than \$25,000 on materials other than books, enter the amount here.

**PLEASE NOTE:** Enter whole numbers only. Do not use letters, words, or any form of punctuation.

**Correct entry:** 150000.

**Incorrect entries:** "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

55. Check one or more of the following funds used to purchase library materials during the 2016–2017 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)
- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- Other (One-time discretionary grants to districts, etc.)
- None of the above

56. Was your library program written into your Local Control Accountability Plan (LCAP)?

- Yes
- No

If the above answer is "Yes," was the library funding tied to your LCAP?

- Yes
- No

## Curriculum and Instruction

### General Programming

This section is designed to gather a basic understanding of the type of library program offered to your school community. The questions move from broad general program questions to progressively more focused questions on instruction and teaching. The [California Model School Library Standards](#) provide the emphasis on instruction and teaching.



**57. Did your school have a library advisory committee?**

- Yes
- No

**a. What was the composition of committee members? (Select all that apply.)**

- Teacher librarians
- Teachers
- Students
- Community members
- Other (please list below):

No response

**b. How did the library advisory committee support the library program? (Select all that apply.)**

- Volunteer management
- Financial advice
- Collection development advice
- Censorship challenges
- Other (please list):

No response

**58. Did the library staff serve on the school site council?**

- Yes
- No

If you answered "No," above, did library staff attend meetings of the school site council two or more times per academic year?

- Yes
- No

**59. Did you have a library policy/procedure manual?**

- Yes
- No

**60. When was the last time library staff job descriptions were updated and approved?**

- No response
- I'm not sure

**61. How often did the library staff in your district meet for planning and professional development?**

- Monthly (or more frequently)
- Quarterly
- Twice a year
- Once a year
- None

Who was responsible for organizing and leading these meetings (if there were no meetings, answer N/A)?

Asst. Super.

## Basic Services

This section of questions asks about general services and basic instruction that might be performed by any and all library staff regardless of credential and/or title.

Description	Answer
62. Informally instructed students in the use of resources (e.g., care and handling of books, library layout, parts of books, locating books, etc.)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week

	<input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never
63. Provided teachers with information about new resources	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never
64. Helped students and teachers find and use resources outside school library	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
65. Provided reading, listening, and viewing guidance for students	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
66. Helped parents realize importance of lifelong learning	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never
67. Coordinated in-school production of materials	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
68. Coordinated or disseminated audio/video programming (e.g., video streaming, distance education, cable TV)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
69. Provided support for school library computer networks	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
70. Provided access to online library catalog and circulation	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month

	<input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
71. Provided Internet access for students in the library	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
72. Provided electronic access to a resource sharing network	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
73. Communicated proactively with principal	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never
74. Managed a schoolwide reading program (e.g., AR, Read 180, Reading Counts)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never

**75. What types of activities occurred during a typical class visit? (Select all that apply.)**

- Returned, selected, and checked out new books
- Storytime/Book talks
- Provided training in basic library skills (e.g., care and handling of books, library layout, parts of books, locating books, etc.)
- Worked on research projects

**76. What was the average number of classes who visited the library in a typical week? 20**

**77. A typical class visit lasted:**

- 20 minutes or less
- 30 minutes
- 45 minutes
- 60 minutes
- Varied depending on class and project needs

## Teaching Approaches

These next questions are intended to gain an accurate picture of what level of services were being provided in your school library program. While the questions' emphases are on a strong library program – the ideal: a team of a teacher librarian + library support staff – we expect to see a range of services provided that correspond to the staffing level and staff expertise.

Report how often you engaged in various teaching activities as defined in the [California Model School Library Standards](#) – School Library Program Standard C (teacher librarian responsibilities).

How often did you engage in the following activities?

Question	Answer
----------	--------

<p>78. Planned instructional unit with teachers</p>	<p><input type="checkbox"/> Select One...</p> <p><input type="checkbox"/> More than once per week</p> <p><input type="checkbox"/> Once per week</p> <p><input type="checkbox"/> 2–3 times per month</p> <p><input type="checkbox"/> Once per month</p> <p><input type="checkbox"/> Less than once per month</p> <p><input checked="" type="checkbox"/> Never</p> <p><input type="checkbox"/> With guidance and support from district librarian</p>
<p>79. Taught students cooperatively with teachers</p>	<p><input type="checkbox"/> Select One...</p> <p><input type="checkbox"/> More than once per week</p> <p><input type="checkbox"/> Once per week</p> <p><input type="checkbox"/> 2–3 times per month</p> <p><input type="checkbox"/> Once per month</p> <p><input type="checkbox"/> Less than once per month</p> <p><input checked="" type="checkbox"/> Never</p> <p><input type="checkbox"/> With guidance and support from district librarian</p>
<p>80. Facilitated learning activities where students work collaboratively in groups</p>	<p><input type="checkbox"/> Select One...</p> <p><input type="checkbox"/> More than once per week</p> <p><input type="checkbox"/> Once per week</p> <p><input type="checkbox"/> 2–3 times per month</p> <p><input type="checkbox"/> Once per month</p> <p><input type="checkbox"/> Less than once per month</p> <p><input checked="" type="checkbox"/> Never</p> <p><input type="checkbox"/> With guidance and support from district librarian</p>
<p>81. Taught students how to use digital resources</p>	<p><input type="checkbox"/> Select One...</p> <p><input type="checkbox"/> More than once per week</p> <p><input type="checkbox"/> Once per week</p> <p><input type="checkbox"/> 2–3 times per month</p> <p><input type="checkbox"/> Once per month</p> <p><input type="checkbox"/> Less than once per month</p> <p><input checked="" type="checkbox"/> Never</p> <p><input type="checkbox"/> With guidance and support from district librarian</p>
<p>82. Facilitated opportunities for student-led inquiry</p>	<p><input type="checkbox"/> Select One...</p> <p><input type="checkbox"/> More than once per week</p> <p><input type="checkbox"/> Once per week</p> <p><input type="checkbox"/> 2–3 times per month</p> <p><input type="checkbox"/> Once per month</p> <p><input type="checkbox"/> Less than once per month</p> <p><input checked="" type="checkbox"/> Never</p> <p><input type="checkbox"/> With guidance and support from district librarian</p>
<p>83. a) Managed the library, including collection development and supervision of ordering</p>	<p><input type="checkbox"/> Select One...</p> <p><input type="checkbox"/> More than once per week</p> <p><input checked="" type="checkbox"/> Once per week</p> <p><input type="checkbox"/> 2–3 times per month</p> <p><input type="checkbox"/> Once per month</p> <p><input type="checkbox"/> Less than once per month</p> <p><input type="checkbox"/> Never</p> <p><input type="checkbox"/> With guidance and support from district librarian</p>
<p>b) Our collection development included weeding, de-selection, and withdrawals</p>	<p><input type="checkbox"/> Select One...</p> <p><input type="checkbox"/> More than once per week</p> <p><input type="checkbox"/> Once per week</p> <p><input type="checkbox"/> 2–3 times per month</p> <p><input type="checkbox"/> Once per month</p> <p><input checked="" type="checkbox"/> Less than once per month</p> <p><input type="checkbox"/> Never</p> <p><input type="checkbox"/> With guidance and support from district librarian</p>
<p>84. Responsible for cataloging</p>	<p><input type="checkbox"/> Select One...</p> <p><input type="checkbox"/> More than once per week</p>

	<input type="checkbox"/> Once per week <input checked="" type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
85. Supervised the work of paraprofessionals, student aides, and volunteers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
86. Went into classrooms to provide instruction	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian

**87. Library classes were taught while classroom teachers had planning time.**

- Yes  
 No

If the above answer is "Yes," please explain what types of activities or instruction occurred in the library during teaching planning time:  
No response

**88. How did you implement the CA MSLS?**

- Aligned the standards to our library instruction.  
 Embedded the standards into the curriculum.  
 While we were familiar with the standards, we did not use them to guide instruction.  
 We were not familiar with these standards.

**89. I was called upon to lead and/or provide professional development.**

- Yes  
 No

If the above answer is "Yes," answer the next question.

I led and provided professional development in the following manner (select all that apply):

- 1:1  
 Small groups of teachers  
 Grade-level meetings  
 Staff meetings  
 District-level trainings  
 Other (please specify)

No response

## Contact Information

### Respondent Information

**Name:** Donna Nance  
**Title:** Media Center Specialist  
**E-mail:** dnance@orcutt-schools.net

**Phone:** 805-938-8800

**Library Web site URL:** No response  
(If your library has a Web site.)

**In case we need to clarify any of your answers, please provide the appropriate contact information for the individual responsible for library services in your district.** (In some cases this may be the same individual as above.)

**Name:** Holly Edds

**E-mail:** hedds@orcutt-schools.net

**Phone:** 805-938-8929

Thank you for your time and effort to complete this survey. Your answers are invaluable.

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Questions: [Renée Ousley-Swank, Education Consultant](#) | [ROusleySwank@cde.ca.gov](mailto:ROusleySwank@cde.ca.gov) | 916-319-0449

California Department of Education  
1430 N Street  
Sacramento, CA 95814

[Web Policy](#)



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## School Library Survey Collecting Information from the 2016–2017 Academic Year

### Submission Record

**Submission ID:** 4562

**Submission Date:** 2/15/2018 8:57:43 AM PT

**School:** Ralph Dunlap Elementary (CDS Code: 42692606045744)

#### 1. Did you have a dedicated common area in your school designated as the library in the 2016–2017 academic year?

- Yes, our school had a library located on campus.  
 Yes, our school had a joint-use school library.  
 No, we did not have a designated library facility.  
 No, we used a library on an adjacent school campus (provide the name of adjacent library used).

No response

#### If your school building did NOT have a designated library facility, was it because:

- This is a new facility and wasn't open in 2016–2017.  
 It never had a library facility.  
 The library facility closed during the past three years.  
 The library facility closed more than three years ago.

#### If your school had a library facility in the past but no longer does, what were the reasons for the closure of the school library? Please check all that apply:

- Budget cuts  
 Administrative decision  
 Staffing cuts  
 Collection was too old to be useful and the cost to update too prohibitive  
 Space needed for other purposes  
 Lack of use  
 Other  
 I'm not sure

#### 2. Our school had a joint-use school library with a:

- Public Library  
 College  
 Another K–12 school – Within district or outside of district?

Specify name of the joint-use partner:

No response

#### 3. If possible, briefly explain how the joint-use school library was funded and managed (e.g., each site had its own budget for collection development, and we shared staff; I'm not sure).

No response

These questions (unless noted) focus on the library program at the site level. If you worked at multiple sites, answer the questions as the program ran for the present school you are completing the survey for, and complete a separate survey for each site at which you worked.

The [California Model School Library Standards](#) (CA MSLS) for students delineates what students should know and be able to do at each grade level or grade span to enable students to succeed in school, higher education, and the workforce, also known as college and career readiness. The standards are organized as follows: (1) students access information, (2) students evaluate information, (3) students use information, and (4) students integrate information literacy skills into all areas of learning.

#### 4. Share ways in which your school library supported students in preparing them for college and career readiness (e.g., maintained

organization of resources so students felt comfortable navigating any public or college library, offered extended hours of access to the library, provided lessons on information and digital literacy, offered access to subscription databases, worked with teachers and administration to offer current quality resources that supported learning).

N/A

**5. We had a partnership with our local public library.**

- Yes  
 No

If the above answer is "Yes," please provide a brief description of the partnership (e.g., after school programs, accessing public library databases – online eCard, One Card program – student ID is full public library access card).  
 No response

## Library Staffing

For purposes of answering questions referring to staff working in the library, the following applies:

**Credentialed Teacher Librarian** – Individual holds a California teaching credential and a California Teacher Librarian Services Credential or an Emergency Teacher Librarian Services Credential and is paid as a teacher.

**Credentialed Teacher, Not Librarian** – Individual holds a California teaching credential with no library endorsement and is paid as a teacher.

**Library Paraprofessional** – May be called librarian, aide, clerk, technician, assistant, etc., but is NOT paid as a teacher.

**6. Did you have at least one paid credentialed staff working in the school library?**

(Teacher contract and certificated salary schedule) (*Contracting for a Librarian of Record does not count at the school level.*)

- Yes  
 No

**7. What certificate did the credentialed staff hold?**

- Credentialed teacher librarian  
 Emergency-credentialed teacher librarian  
 Credentialed teacher without a teacher librarian credential  
 Other (please explain)

No response

**8. Did you have at least one paid classified employee working in the school library?**

(Classified contract and classified salary schedule)

- Yes  
 No

Some districts require their classified library staff to possess an A.A. degree in Library Support Staff Certification (LSSC). For further information, visit [LSSC home page](#).

**9. What level of training did the classified library staff possess and/or receive? (Select all that apply.)**

- None  
 District-based training  
 County Office of Education sponsored training  
 Public library sponsored training  
 Conferences (e.g., CSLA Annual Conference, regional workshops, CUE)  
 Professional Growth Units (e.g., Infopeople courses, Instructional Media Resource Assistant [IMRA])  
 A.A. degree in Library Support Staff Certification (specify where you earned your certificate below)  
 Other (specify below)

Specify where you earned your certificate:  
 No response

Specify other:  
 No response

Please enter the total number of **weekly** hours worked for all paid staff assigned to **this single** school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. The Full-Time Equivalent (FTE) hours will be calculated for you.



Profession	Weekly Hours	FTE
10. Credentialed staff	0.00	0.000
11. Library aide, technician, paraprofessional, or clerk	23.00	0.575
<b>Totals:</b>	23.00	0.575

12. How many different school libraries did the certificated staff serve in 2016–2017?

(If there were no certificated staff serving this site, then mark 0.) 0

13. How many different school libraries did the classified staff serve in 2016–2017?

(If there were no classified staff serving this site, then mark 0.) 2

In the following section, some of the questions focus on Access as outlined in the [California Model School Library Standards \(CA MSLS\)](#) – School Library Program Standard B (Access).

## Library Access

### Library Service Hours in a Typical Week

Report the typical **weekly** number of hours the school library was staffed and open for use.

Description	Weekly Hours
14. Regular school hours in a typical week (e.g., M–F 8:00 a.m.–2:45 p.m. and were hours during which classes met or students were at lunch, recess, etc.)	M, T, Th, Fr 8:35-2:50 and W 8:35-1:35
15. a) What were your library’s normal open hours of operation (e.g., M,W,F 7:30 a.m.–3:30 p.m. and T, TH 7:30 a.m.–12:30 p.m.)?	M, T, Th 8-2:45, F 8-11:30, W closed
b) How many hours total was the school library open per week (e.g., 32 hours)?*	23
16. Within the hours the library was open, how many hours was the library flexibly scheduled per typical school week?***	11

\*CA MSLS recommend a minimum of 36 hours per week.

\*\*CA MSLS recommend a flexible schedule (at least 20 hours per week).

17. When was your school library facility typically open for student use? (Select all that apply.)

- Before classes started
- During class time
- During breaks (e.g., nutrition)
- During lunch
- After school
- Some evenings
- On weekends
- Summer school
- None of the above

18. Which of the following terms best describe the method used to schedule classes in the school library?

- Fixed/Block (classes scheduled at regularly specified times)
- Flexible (open schedule [i.e., scheduled visits at varying times according to need])
- Mixed (some classes block scheduled/flexibly scheduled)
- No class visits

19. Approximately how many school days per school year was the library in your building closed for use as a testing space or other use not related specifically to the library program?

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

**20. How many times a week did you go to classrooms to work with students and teachers?**

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

### Library's Physical Space

Description	Yes/No Answer
21. a) The library facility had enough space to accommodate one class for instruction.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
b) Plus additional individuals and small groups working independently.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
22. There was enough space to accommodate the library collection, furnishings, and equipment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23. The space was flexible, allowing for different configurations depending upon need.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24. The library had a makerspace.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25. Our library was a learning commons.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

### Library's Virtual Presence

Did the school library have:

Description	Answer
26. An automated catalog	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27. A library Web site with or without access to online library catalog	<input checked="" type="checkbox"/> With <input type="checkbox"/> Without <input type="checkbox"/> Not applicable (school library did not have Web site)
28. Automated library circulation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
29. Automated textbook circulation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
30. Integrated online information searching that included your library catalog, paid access databases, and open educational resources	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not applicable (school library did not have a Web site/online resources)
31. Wireless Internet access for students	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
32. Cable/hard-wire Internet access for students	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
33. A library blog	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
34. A library wiki	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
35. Collaboration software (e.g., SharePoint, Google Drive, etc.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
36. A library Twitter account	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not applicable (school library was not permitted to have a Twitter account)
37. A library Facebook page	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not applicable (school library was not permitted to have a Facebook page)

### Computers/Tablet Devices

CA *MSLS* recommend the following number of computers in the school library: minimum of one class set of networked computers composed of at least 10 at the elementary school, 15 at the middle school, and 25 at the high school.

**38. How many computers were housed in and available in your school library for direct instruction and/or student use during library programs? 1**

**39. Did your school issue every student a laptop or tablet? (Select all that apply.)**

- Laptop (including Chromebooks)
- Tablets (e.g., iPad, iPod, Playbook, Xoom, Galaxy Tab, etc.)

- Not applicable (we were not a 1:1 school)
- Other (please specify [e.g., 1:1 for third grade on up])

No response

40. **Considering the school district's filtering software, were students able to access and utilize Web-based productivity/collaboration tools (e.g., wikis, blogs, Google Docs, or similar tools) via the school network?**

- Yes, with unlimited access
- Yes, with limited access
- No access

41. **Did your school library provide eBook readers/portable devices for students to check out?**

- Yes
- No

42. **When were students allowed to bring their own computers/devices to the library? (Select all that apply.)**

- For individual use
- For class use
- For direct instruction
- Not allowed

## RESOURCES: School Library Collection

In the following section, some of the questions focus on Resources as outlined in the [California Model School Library Standards](#) – School Library Program Standard D (Resources). *Resources include print and digital materials (e.g., subscription databases, audiobooks, e-books) that align with the curriculum and are accessible to students with various cognitive or language needs.*

### Overall Collection

43. **Enter the number of print books in the school library collection at the end of the 2016–2017 academic year. Include reference books in your count, and count each reference volume as one.**

- 2,499 or less
- 2,500–4,999
- 5,000–7,499
- 7,500–9,999
- 10,000–12,499
- 12,500–14,999
- 15,000–17,499
- 17,500–19,999
- 20,000–22,499
- 22,500–24,999
- 25,000–27,499
- 27,500–29,999
- 30,000–32,499
- 32,500–34,999
- 35,000–37,499
- 37,500–39,999
- 40,000–42,499
- 42,500–44,999
- 45,000–47,499
- 47,500–50,000
- 50,001 or more

44. **Enter the number of electronic book (eBook) titles purchased for library use during the 2016–2017 academic year.**

- Zero
- 99 or fewer
- 100–499
- 500–999
- 1,000–1,499
- 1,500–1,999

- 2,000–2,499  
 2,500 or more

45. Enter the number of print subscriptions to magazines and newspapers during the 2016–2017 academic year (count subscriptions, not individual titles or issues).

- Zero  
 10 or fewer  
 11–20  
 21–30  
 More than 30

46. Did you check out audio materials (CDs, audio books)?

- Yes  
 No

If the above answer is "Yes," were they for in-house use only?  Yes  No

47. Did you check out video materials (VHS and DVDs)?

- Yes  
 No

If the above answer is "Yes," were they for in-house use only?  Yes  No

## Age of Collection

48. Enter the average copyright date of the books in the library's 629 section. Include books in the 629 circulating section, 629 reference section, and 629 digital titles owned by the library.

- Enter "0" in the box if the library had no books in the 629 Dewey section, and continue with the survey.
- Count the number of books in all of the 629s (from 629 through 629.999).
- Next, add up the copyright dates of all the books in the 629s.
- Divide the sum of the copyright dates by the total number of books in the 629s.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- **Example:** Assuming you had only six books in the 629s and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then:  $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$ . Then  $12,004 \div 6 = 2001$  (rounded off to a whole number).
- **Correct entry:** 2001.

Average copyright date of books in Dewey section 629. Round off to a four-digit year. 2000

49. What was the name of the most recent U.S. president who had a whole book on him IN THE LIBRARY COLLECTION?

O Bama

## Licensed Databases

50. Did your library offer access to any online subscription information databases for students in the 2016–2017 academic year? This question does not apply to databases offered by the local public library, CD-ROM databases, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale's *In Context*, *World Book Online*, etc.

- Yes  No

## 2016–2017 Budget

51. How much money was spent in the school library for the purchase of library books during the 2016–2017 academic year? Include both print titles and digital titles (eBooks). Include processing costs if purchased with library books.

- No Budget  
 Less than \$1,000  
 Less than \$2,000  
 Less than \$3,000  
 Less than \$4,000  
 Less than \$5,000  
 \$5,000–\$9,999  
 \$10,000–\$14,999

- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more

52. If you spent more than \$50,000 on books, enter the amount here.

**PLEASE NOTE:** Enter whole numbers only. Do not use letters, words, or any form of punctuation.

**Correct entry:** 150000.

**Incorrect entries:** "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

53. How much money was spent in the school library for the purchase of library materials **other than books** during the 2016–2017 academic year? Include periodicals (paper or electronic), technology and media resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000 or more

54. If you spent more than \$25,000 on materials other than books, enter the amount here.

**PLEASE NOTE:** Enter whole numbers only. Do not use letters, words, or any form of punctuation.

**Correct entry:** 150000.

**Incorrect entries:** "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

55. Check one or more of the following funds used to purchase library materials during the 2016–2017 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)
- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- Other (One-time discretionary grants to districts, etc.)
- None of the above

56. Was your library program written into your Local Control Accountability Plan (LCAP)?

- Yes
- No

If the above answer is "Yes," was the library funding tied to your LCAP?

- Yes
- No

## Curriculum and Instruction

### General Programming

This section is designed to gather a basic understanding of the type of library program offered to your school community. The questions move from broad general program questions to progressively more focused questions on instruction and teaching. The [California Model School Library Standards](#) provide the emphasis on instruction and teaching.

**57. Did your school have a library advisory committee?**

- Yes
- No

**a. What was the composition of committee members? (Select all that apply.)**

- Teacher librarians
- Teachers
- Students
- Community members
- Other (please list below):

No response

**b. How did the library advisory committee support the library program? (Select all that apply.)**

- Volunteer management
- Financial advice
- Collection development advice
- Censorship challenges
- Other (please list):

No response

**58. Did the library staff serve on the school site council?**

- Yes
- No

If you answered "No," above, did library staff attend meetings of the school site council two or more times per academic year?

- Yes
- No

**59. Did you have a library policy/procedure manual?**

- Yes
- No

**60. When was the last time library staff job descriptions were updated and approved?**

- No response
- I'm not sure

**61. How often did the library staff in your district meet for planning and professional development?**

- Monthly (or more frequently)
- Quarterly
- Twice a year
- Once a year
- None

Who was responsible for organizing and leading these meetings (if there were no meetings, answer N/A)?

District staff

## Basic Services

This section of questions asks about general services and basic instruction that might be performed by any and all library staff regardless of credential and/or title.

Description	Answer
62. Informally instructed students in the use of resources (e.g., care and handling of books, library layout, parts of books, locating books, etc.)	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week

	<input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
63. Provided teachers with information about new resources	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input checked="" type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
64. Helped students and teachers find and use resources outside school library	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
65. Provided reading, listening, and viewing guidance for students	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
66. Helped parents realize importance of lifelong learning	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never
67. Coordinated in-school production of materials	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
68. Coordinated or disseminated audio/video programming (e.g., video streaming, distance education, cable TV)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
69. Provided support for school library computer networks	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
70. Provided access to online library catalog and circulation	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month

	<input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never
71. Provided Internet access for students in the library	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
72. Provided electronic access to a resource sharing network	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
73. Communicated proactively with principal	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input checked="" type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
74. Managed a schoolwide reading program (e.g., AR, Read 180, Reading Counts)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never

**75. What types of activities occurred during a typical class visit? (Select all that apply.)**

- Returned, selected, and checked out new books
- Storytime/Book talks
- Provided training in basic library skills (e.g., care and handling of books, library layout, parts of books, locating books, etc.)
- Worked on research projects

**76. What was the average number of classes who visited the library in a typical week? 23**

**77. A typical class visit lasted:**

- 20 minutes or less
- 30 minutes
- 45 minutes
- 60 minutes
- Varied depending on class and project needs

## Teaching Approaches

These next questions are intended to gain an accurate picture of what level of services were being provided in your school library program. While the questions' emphases are on a strong library program – the ideal: a team of a teacher librarian + library support staff – we expect to see a range of services provided that correspond to the staffing level and staff expertise.

Report how often you engaged in various teaching activities as defined in the [California Model School Library Standards](#) – School Library Program Standard C (teacher librarian responsibilities).

How often did you engage in the following activities?

Question	Answer
----------	--------



78. Planned instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
79. Taught students cooperatively with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
80. Facilitated learning activities where students work collaboratively in groups	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
81. Taught students how to use digital resources	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
82. Facilitated opportunities for student-led inquiry	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
83. a) Managed the library, including collection development and supervision of ordering	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
b) Our collection development included weeding, de-selection, and withdrawals	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input checked="" type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
84. Responsible for cataloging	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week

	<input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
85. Supervised the work of paraprofessionals, student aides, and volunteers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
86. Went into classrooms to provide instruction	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian

**87. Library classes were taught while classroom teachers had planning time.**

- Yes  
 No

If the above answer is "Yes," please explain what types of activities or instruction occurred in the library during teaching planning time:  
 No response

**88. How did you implement the CA MSLS?**

- Aligned the standards to our library instruction.  
 Embedded the standards into the curriculum.  
 While we were familiar with the standards, we did not use them to guide instruction.  
 We were not familiar with these standards.

**89. I was called upon to lead and/or provide professional development.**

- Yes  
 No

If the above answer is "Yes," answer the next question.

I led and provided professional development in the following manner (select all that apply):

- 1:1  
 Small groups of teachers  
 Grade-level meetings  
 Staff meetings  
 District-level trainings  
 Other (please specify)

No response

## Contact Information

### Respondent Information

**Name:** Diane Christenson  
**Title:** Media Specialist  
**E-mail:** dchristenson@orcutt-schools.net

**Phone:** 805-938-8500

**Library Web site URL:** No response  
(If your library has a Web site.)

**In case we need to clarify any of your answers, please provide the appropriate contact information for the individual responsible for library services in your district.** (In some cases this may be the same individual as above.)

**Name:** Holly Edds

**E-mail:** hedds@orcutt-schools.net

**Phone:** 805-938-8929

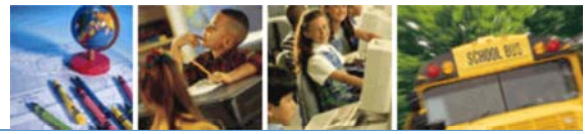
Thank you for your time and effort to complete this survey. Your answers are invaluable.

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Questions: [Renée Ousley-Swank, Education Consultant](#) | [ROusleySwank@cde.ca.gov](mailto:ROusleySwank@cde.ca.gov) | 916-319-0449

California Department of Education  
1430 N Street  
Sacramento, CA 95814

[Web Policy](#)



## School Library Survey Collecting Information from the 2016–2017 Academic Year

### Submission Record

**Submission ID:** 4225

**Submission Date:** 1/29/2018 2:31:08 PM PT

**School:** Lakeview Junior High (CDS Code: 42692606045751)

#### 1. Did you have a dedicated common area in your school designated as the library in the 2016–2017 academic year?

- Yes, our school had a library located on campus.
- Yes, our school had a joint-use school library.
- No, we did not have a designated library facility.
- No, we used a library on an adjacent school campus (provide the name of adjacent library used).

No response

#### If your school building did NOT have a designated library facility, was it because:

- This is a new facility and wasn't open in 2016–2017.
- It never had a library facility.
- The library facility closed during the past three years.
- The library facility closed more than three years ago.

#### If your school had a library facility in the past but no longer does, what were the reasons for the closure of the school library? Please check all that apply:

- Budget cuts
- Administrative decision
- Staffing cuts
- Collection was too old to be useful and the cost to update too prohibitive
- Space needed for other purposes
- Lack of use
- Other
- I'm not sure

#### 2. Our school had a joint-use school library with a:

- Public Library
- College
- Another K–12 school – Within district or outside of district?

Specify name of the joint-use partner:

No response

#### 3. If possible, briefly explain how the joint-use school library was funded and managed (e.g., each site had its own budget for collection development, and we shared staff; I'm not sure).

No response

These questions (unless noted) focus on the library program at the site level. If you worked at multiple sites, answer the questions as the program ran for the present school you are completing the survey for, and complete a separate survey for each site at which you worked.

The [California Model School Library Standards](#) (CA MSLS) for students delineates what students should know and be able to do at each grade level or grade span to enable students to succeed in school, higher education, and the workforce, also known as college and career readiness. The standards are organized as follows: (1) students access information, (2) students evaluate information, (3) students use information, and (4) students integrate information literacy skills into all areas of learning.

#### 4. Share ways in which your school library supported students in preparing them for college and career readiness (e.g., maintained

organization of resources so students felt comfortable navigating any public or college library, offered extended hours of access to the library, provided lessons on information and digital literacy, offered access to subscription databases, worked with teachers and administration to offer current quality resources that supported learning).

worked with teachers and administration to offer current quality resources

**5. We had a partnership with our local public library.**

- Yes  
 No

If the above answer is "Yes," please provide a brief description of the partnership (e.g., after school programs, accessing public library databases – online eCard, One Card program – student ID is full public library access card).  
 No response

## Library Staffing

For purposes of answering questions referring to staff working in the library, the following applies:

**Credentialed Teacher Librarian** – Individual holds a California teaching credential and a California Teacher Librarian Services Credential or an Emergency Teacher Librarian Services Credential and is paid as a teacher.

**Credentialed Teacher, Not Librarian** – Individual holds a California teaching credential with no library endorsement and is paid as a teacher.

**Library Paraprofessional** – May be called librarian, aide, clerk, technician, assistant, etc., but is NOT paid as a teacher.

**6. Did you have at least one paid credentialed staff working in the school library?**

(Teacher contract and certificated salary schedule) (*Contracting for a Librarian of Record does not count at the school level.*)

- Yes  
 No

**7. What certificate did the credentialed staff hold?**

- Credentialed teacher librarian  
 Emergency-credentialed teacher librarian  
 Credentialed teacher without a teacher librarian credential  
 Other (please explain)

No response

**8. Did you have at least one paid classified employee working in the school library?**

(Classified contract and classified salary schedule)

- Yes  
 No

Some districts require their classified library staff to possess an A.A. degree in Library Support Staff Certification (LSSC). For further information, visit [LSSC home page](#).

**9. What level of training did the classified library staff possess and/or receive? (Select all that apply.)**

- None  
 District-based training  
 County Office of Education sponsored training  
 Public library sponsored training  
 Conferences (e.g., CSLA Annual Conference, regional workshops, CUE)  
 Professional Growth Units (e.g., Infopeople courses, Instructional Media Resource Assistant [IMRA])  
 A.A. degree in Library Support Staff Certification (specify where you earned your certificate below)  
 Other (specify below)

Specify where you earned your certificate:  
 No response

Specify other:  
 Brief overview from the outgoing librarian.

Please enter the total number of **weekly** hours worked for all paid staff assigned to **this single** school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. The Full-Time Equivalent (FTE) hours will be calculated for you.

Profession	Weekly Hours	FTE
10. Credentialed staff	0.00	0.000
11. Library aide, technician, paraprofessional, or clerk	17.00	0.425
<b>Totals:</b>	17.00	0.425

12. How many different school libraries did the certificated staff serve in 2016–2017?

(If there were no certificated staff serving this site, then mark 0.) 0

13. How many different school libraries did the classified staff serve in 2016–2017?

(If there were no classified staff serving this site, then mark 0.) 2

In the following section, some of the questions focus on Access as outlined in the [California Model School Library Standards \(CA MSLS\)](#) – School Library Program Standard B (Access).

## Library Access

### Library Service Hours in a Typical Week

Report the typical **weekly** number of hours the school library was staffed and open for use.

Description	Weekly Hours
14. Regular school hours in a typical week (e.g., M–F 8:00 a.m.–2:45 p.m. and were hours during which classes met or students were at lunch, recess, etc.)	M/T/TH/F 9:00 - 3:30, W 10 - 3:30
15. a) What were your library’s normal open hours of operation (e.g., M,W,F 7:30 a.m.–3:30 p.m. and T, TH 7:30 a.m.–12:30 p.m.)?	M 9-1, W 9-1:00 TH 8:30 - 3:00
b) How many hours total was the school library open per week (e.g., 32 hours)?*	15
16. Within the hours the library was open, how many hours was the library flexibly scheduled per typical school week?*	15

\*CA MSLS recommend a minimum of 36 hours per week.

\*\*CA MSLS recommend a flexible schedule (at least 20 hours per week).

17. When was your school library facility typically open for student use? (Select all that apply.)

- Before classes started
- During class time
- During breaks (e.g., nutrition)
- During lunch
- After school
- Some evenings
- On weekends
- Summer school
- None of the above

18. Which of the following terms best describe the method used to schedule classes in the school library?

- Fixed/Block (classes scheduled at regularly specified times)
- Flexible (open schedule [i.e., scheduled visits at varying times according to need])
- Mixed (some classes block scheduled/flexibly scheduled)
- No class visits

19. Approximately how many school days per school year was the library in your building closed for use as a testing space or other use not related specifically to the library program?

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

**20. How many times a week did you go to classrooms to work with students and teachers?**

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

### Library's Physical Space

Description	Yes/No Answer
21. a) The library facility had enough space to accommodate one class for instruction.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
b) Plus additional individuals and small groups working independently.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
22. There was enough space to accommodate the library collection, furnishings, and equipment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23. The space was flexible, allowing for different configurations depending upon need.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24. The library had a makerspace.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25. Our library was a learning commons.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

### Library's Virtual Presence

Did the school library have:

Description	Answer
26. An automated catalog	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27. A library Web site with or without access to online library catalog	<input type="checkbox"/> With <input type="checkbox"/> Without <input checked="" type="checkbox"/> Not applicable (school library did not have Web site)
28. Automated library circulation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
29. Automated textbook circulation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
30. Integrated online information searching that included your library catalog, paid access databases, and open educational resources	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not applicable (school library did not have a Web site/online resources)
31. Wireless Internet access for students	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
32. Cable/hard-wire Internet access for students	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
33. A library blog	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
34. A library wiki	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
35. Collaboration software (e.g., SharePoint, Google Drive, etc.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
36. A library Twitter account	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable (school library was not permitted to have a Twitter account)
37. A library Facebook page	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not applicable (school library was not permitted to have a Facebook page)

### Computers/Tablet Devices

CA MSLS recommend the following number of computers in the school library: minimum of one class set of networked computers composed of at least 10 at the elementary school, 15 at the middle school, and 25 at the high school.

**38. How many computers were housed in and available in your school library for direct instruction and/or student use during library programs?** 0

**39. Did your school issue every student a laptop or tablet? (Select all that apply.)**

- Laptop (including Chromebooks)
- Tablets (e.g., iPad, iPod, Playbook, Xoom, Galaxy Tab, etc.)

- Not applicable (we were not a 1:1 school)
- Other (please specify [e.g., 1:1 for third grade on up])

No response

40. **Considering the school district's filtering software, were students able to access and utilize Web-based productivity/collaboration tools (e.g., wikis, blogs, Google Docs, or similar tools) via the school network?**

- Yes, with unlimited access
- Yes, with limited access
- No access

41. **Did your school library provide eBook readers/portable devices for students to check out?**

- Yes
- No

42. **When were students allowed to bring their own computers/devices to the library? (Select all that apply.)**

- For individual use
- For class use
- For direct instruction
- Not allowed

## RESOURCES: School Library Collection

In the following section, some of the questions focus on Resources as outlined in the [California Model School Library Standards](#) – School Library Program Standard D (Resources). *Resources include print and digital materials (e.g., subscription databases, audiobooks, e-books) that align with the curriculum and are accessible to students with various cognitive or language needs.*

### Overall Collection

43. **Enter the number of print books in the school library collection at the end of the 2016–2017 academic year. Include reference books in your count, and count each reference volume as one.**

- 2,499 or less
- 2,500–4,999
- 5,000–7,499
- 7,500–9,999
- 10,000–12,499
- 12,500–14,999
- 15,000–17,499
- 17,500–19,999
- 20,000–22,499
- 22,500–24,999
- 25,000–27,499
- 27,500–29,999
- 30,000–32,499
- 32,500–34,999
- 35,000–37,499
- 37,500–39,999
- 40,000–42,499
- 42,500–44,999
- 45,000–47,499
- 47,500–50,000
- 50,001 or more

44. **Enter the number of electronic book (eBook) titles purchased for library use during the 2016–2017 academic year.**

- Zero
- 99 or fewer
- 100–499
- 500–999
- 1,000–1,499
- 1,500–1,999



- 2,000–2,499  
 2,500 or more

45. Enter the number of print subscriptions to magazines and newspapers during the 2016–2017 academic year (count subscriptions, not individual titles or issues).

- Zero  
 10 or fewer  
 11–20  
 21–30  
 More than 30

46. Did you check out audio materials (CDs, audio books)?

- Yes  
 No

If the above answer is "Yes," were they for in-house use only?  Yes  No

47. Did you check out video materials (VHS and DVDs)?

- Yes  
 No

If the above answer is "Yes," were they for in-house use only?  Yes  No

## Age of Collection

48. Enter the average copyright date of the books in the library's 629 section. Include books in the 629 circulating section, 629 reference section, and 629 digital titles owned by the library.

- Enter "0" in the box if the library had no books in the 629 Dewey section, and continue with the survey.
- Count the number of books in all of the 629s (from 629 through 629.999).
- Next, add up the copyright dates of all the books in the 629s.
- Divide the sum of the copyright dates by the total number of books in the 629s.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- **Example:** Assuming you had only six books in the 629s and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then:  $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$ . Then  $12,004 \div 6 = 2001$  (rounded off to a whole number).
- **Correct entry:** 2001.

Average copyright date of books in Dewey section 629. Round off to a four-digit year. 1999

49. What was the name of the most recent U.S. president who had a whole book on him IN THE LIBRARY COLLECTION?

Barack Obama

## Licensed Databases

50. Did your library offer access to any online subscription information databases for students in the 2016–2017 academic year? This question does not apply to databases offered by the local public library, CD-ROM databases, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale's *In Context*, *World Book Online*, etc.

- Yes  No

## 2016–2017 Budget

51. How much money was spent in the school library for the purchase of library books during the 2016–2017 academic year? Include both print titles and digital titles (eBooks). Include processing costs if purchased with library books.

- No Budget  
 Less than \$1,000  
 Less than \$2,000  
 Less than \$3,000  
 Less than \$4,000  
 Less than \$5,000  
 \$5,000–\$9,999  
 \$10,000–\$14,999

- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more

52. If you spent more than \$50,000 on books, enter the amount here.

**PLEASE NOTE:** Enter whole numbers only. Do not use letters, words, or any form of punctuation.

**Correct entry:** 150000.

**Incorrect entries:** "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

53. How much money was spent in the school library for the purchase of library materials **other than books** during the 2016–2017 academic year? Include periodicals (paper or electronic), technology and media resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000 or more

54. If you spent more than \$25,000 on materials other than books, enter the amount here.

**PLEASE NOTE:** Enter whole numbers only. Do not use letters, words, or any form of punctuation.

**Correct entry:** 150000.

**Incorrect entries:** "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

55. Check one or more of the following funds used to purchase library materials during the 2016–2017 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)
- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- Other (One-time discretionary grants to districts, etc.)
- None of the above

56. Was your library program written into your Local Control Accountability Plan (LCAP)?

- Yes
- No

If the above answer is "Yes," was the library funding tied to your LCAP?

- Yes
- No

## Curriculum and Instruction

### General Programming

This section is designed to gather a basic understanding of the type of library program offered to your school community. The questions move from broad general program questions to progressively more focused questions on instruction and teaching. The [California Model School Library Standards](#) provide the emphasis on instruction and teaching.

**57. Did your school have a library advisory committee?**

- Yes
- No

**a. What was the composition of committee members? (Select all that apply.)**

- Teacher librarians
- Teachers
- Students
- Community members
- Other (please list below):

No response

**b. How did the library advisory committee support the library program? (Select all that apply.)**

- Volunteer management
- Financial advice
- Collection development advice
- Censorship challenges
- Other (please list):

No response

**58. Did the library staff serve on the school site council?**

- Yes
- No

If you answered "No," above, did library staff attend meetings of the school site council two or more times per academic year?

- Yes
- No

**59. Did you have a library policy/procedure manual?**

- Yes
- No

**60. When was the last time library staff job descriptions were updated and approved?**

- No response
- I'm not sure

**61. How often did the library staff in your district meet for planning and professional development?**

- Monthly (or more frequently)
- Quarterly
- Twice a year
- Once a year
- None

Who was responsible for organizing and leading these meetings (if there were no meetings, answer N/A)?

District Media Specialists

## Basic Services

This section of questions asks about general services and basic instruction that might be performed by any and all library staff regardless of credential and/or title.

Description	Answer
62. Informally instructed students in the use of resources (e.g., care and handling of books, library layout, parts of books, locating books, etc.)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week

	<input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never
63. Provided teachers with information about new resources	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never
64. Helped students and teachers find and use resources outside school library	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
65. Provided reading, listening, and viewing guidance for students	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
66. Helped parents realize importance of lifelong learning	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
67. Coordinated in-school production of materials	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input checked="" type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
68. Coordinated or disseminated audio/video programming (e.g., video streaming, distance education, cable TV)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
69. Provided support for school library computer networks	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
70. Provided access to online library catalog and circulation	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month

	<input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
71. Provided Internet access for students in the library	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
72. Provided electronic access to a resource sharing network	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
73. Communicated proactively with principal	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
74. Managed a schoolwide reading program (e.g., AR, Read 180, Reading Counts)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never

**75. What types of activities occurred during a typical class visit? (Select all that apply.)**

- Returned, selected, and checked out new books
- Storytime/Book talks
- Provided training in basic library skills (e.g., care and handling of books, library layout, parts of books, locating books, etc.)
- Worked on research projects

**76. What was the average number of classes who visited the library in a typical week? 7**

**77. A typical class visit lasted:**

- 20 minutes or less
- 30 minutes
- 45 minutes
- 60 minutes
- Varied depending on class and project needs

## Teaching Approaches

These next questions are intended to gain an accurate picture of what level of services were being provided in your school library program. While the questions' emphases are on a strong library program – the ideal: a team of a teacher librarian + library support staff – we expect to see a range of services provided that correspond to the staffing level and staff expertise.

Report how often you engaged in various teaching activities as defined in the [California Model School Library Standards](#) – School Library Program Standard C (teacher librarian responsibilities).

How often did you engage in the following activities?

Question	Answer
----------	--------

78. Planned instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
79. Taught students cooperatively with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
80. Facilitated learning activities where students work collaboratively in groups	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
81. Taught students how to use digital resources	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
82. Facilitated opportunities for student-led inquiry	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
83. a) Managed the library, including collection development and supervision of ordering	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
b) Our collection development included weeding, de-selection, and withdrawals	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input checked="" type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
84. Responsible for cataloging	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week

	<input type="checkbox"/> Once per week <input checked="" type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
85. Supervised the work of paraprofessionals, student aides, and volunteers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
86. Went into classrooms to provide instruction	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian

**87. Library classes were taught while classroom teachers had planning time.**

- Yes  
 No

If the above answer is "Yes," please explain what types of activities or instruction occurred in the library during teaching planning time:  
No response

**88. How did you implement the CA MSLS?**

- Aligned the standards to our library instruction.  
 Embedded the standards into the curriculum.  
 While we were familiar with the standards, we did not use them to guide instruction.  
 We were not familiar with these standards.

**89. I was called upon to lead and/or provide professional development.**

- Yes  
 No

If the above answer is "Yes," answer the next question.

I led and provided professional development in the following manner (select all that apply):

- 1:1  
 Small groups of teachers  
 Grade-level meetings  
 Staff meetings  
 District-level trainings  
 Other (please specify)

No response

## Contact Information

### Respondent Information

**Name:** Chadley Landreth  
**Title:** Media Specialist  
**E-mail:** clandreth@orcutt-schools.net

**Phone:** 805-938-8600

**Library Web site URL:** No response  
(If your library has a Web site.)

**In case we need to clarify any of your answers, please provide the appropriate contact information for the individual responsible for library services in your district.** (In some cases this may be the same individual as above.)

**Name:** Holly Edds

**E-mail:** Hedds@orcutt-schoos.net

**Phone:** 805-938-8600

Thank you for your time and effort to complete this survey. Your answers are invaluable.

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Questions: [Renée Ousley-Swank, Education Consultant](#) | [ROusleySwank@cde.ca.gov](mailto:ROusleySwank@cde.ca.gov) | 916-319-0449

California Department of Education  
1430 N Street  
Sacramento, CA 95814

[Web Policy](#)





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## School Library Survey Collecting Information from the 2016–2017 Academic Year

### Submission Record

**Submission ID:** 6101

**Submission Date:** 4/19/2018 10:34:59 AM PT

**School:** Orcutt Junior High (CDS Code: 42692606045785)

#### 1. Did you have a dedicated common area in your school designated as the library in the 2016–2017 academic year?

- Yes, our school had a library located on campus.  
 Yes, our school had a joint-use school library.  
 No, we did not have a designated library facility.  
 No, we used a library on an adjacent school campus (provide the name of adjacent library used).

No response

#### If your school building did NOT have a designated library facility, was it because:

- This is a new facility and wasn't open in 2016–2017.  
 It never had a library facility.  
 The library facility closed during the past three years.  
 The library facility closed more than three years ago.

#### If your school had a library facility in the past but no longer does, what were the reasons for the closure of the school library? Please check all that apply:

- Budget cuts  
 Administrative decision  
 Staffing cuts  
 Collection was too old to be useful and the cost to update too prohibitive  
 Space needed for other purposes  
 Lack of use  
 Other  
 I'm not sure

#### 2. Our school had a joint-use school library with a:

- Public Library  
 College  
 Another K–12 school – Within district or outside of district?

Specify name of the joint-use partner:

No response

#### 3. If possible, briefly explain how the joint-use school library was funded and managed (e.g., each site had its own budget for collection development, and we shared staff; I'm not sure).

No response

These questions (unless noted) focus on the library program at the site level. If you worked at multiple sites, answer the questions as the program ran for the present school you are completing the survey for, and complete a separate survey for each site at which you worked.

The [California Model School Library Standards](#) (CA MSLS) for students delineates what students should know and be able to do at each grade level or grade span to enable students to succeed in school, higher education, and the workforce, also known as college and career readiness. The standards are organized as follows: (1) students access information, (2) students evaluate information, (3) students use information, and (4) students integrate information literacy skills into all areas of learning.

#### 4. Share ways in which your school library supported students in preparing them for college and career readiness (e.g., maintained

organization of resources so students felt comfortable navigating any public or college library, offered extended hours of access to the library, provided lessons on information and digital literacy, offered access to subscription databases, worked with teachers and administration to offer current quality resources that supported learning).

Student access to the library available 1.25 hours before school, 2 days per week.

**5. We had a partnership with our local public library.**

- Yes  
 No

If the above answer is "Yes," please provide a brief description of the partnership (e.g., after school programs, accessing public library databases – online eCard, One Card program – student ID is full public library access card).  
 No response

## Library Staffing

For purposes of answering questions referring to staff working in the library, the following applies:

**Credentialed Teacher Librarian** – Individual holds a California teaching credential and a California Teacher Librarian Services Credential or an Emergency Teacher Librarian Services Credential and is paid as a teacher.

**Credentialed Teacher, Not Librarian** – Individual holds a California teaching credential with no library endorsement and is paid as a teacher.

**Library Paraprofessional** – May be called librarian, aide, clerk, technician, assistant, etc., but is NOT paid as a teacher.

**6. Did you have at least one paid credentialed staff working in the school library?**

(Teacher contract and certificated salary schedule) (*Contracting for a Librarian of Record does not count at the school level.*)

- Yes  
 No

**7. What certificate did the credentialed staff hold?**

- Credentialed teacher librarian  
 Emergency-credentialed teacher librarian  
 Credentialed teacher without a teacher librarian credential  
 Other (please explain)

No response

**8. Did you have at least one paid classified employee working in the school library?**

(Classified contract and classified salary schedule)

- Yes  
 No

Some districts require their classified library staff to possess an A.A. degree in Library Support Staff Certification (LSSC). For further information, visit [LSSC home page](#).

**9. What level of training did the classified library staff possess and/or receive? (Select all that apply.)**

- None  
 District-based training  
 County Office of Education sponsored training  
 Public library sponsored training  
 Conferences (e.g., CSLA Annual Conference, regional workshops, CUE)  
 Professional Growth Units (e.g., Infopeople courses, Instructional Media Resource Assistant [IMRA])  
 A.A. degree in Library Support Staff Certification (specify where you earned your certificate below)  
 Other (specify below)

Specify where you earned your certificate:  
 No response

Specify other:  
 No response

Please enter the total number of **weekly** hours worked for all paid staff assigned to **this single** school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. The Full-Time Equivalent (FTE) hours will be calculated for you.

Profession	Weekly Hours	FTE
10. Credentialed staff	0.00	0.000
11. Library aide, technician, paraprofessional, or clerk	21.00	0.525
<b>Totals:</b>	21.00	0.525

12. How many different school libraries did the certificated staff serve in 2016–2017?

(If there were no certificated staff serving this site, then mark 0.) 0

13. How many different school libraries did the classified staff serve in 2016–2017?

(If there were no classified staff serving this site, then mark 0.) 3

In the following section, some of the questions focus on Access as outlined in the [California Model School Library Standards \(CA MSLS\)](#) – School Library Program Standard B (Access).

## Library Access

### Library Service Hours in a Typical Week

Report the typical **weekly** number of hours the school library was staffed and open for use.

Description	Weekly Hours
14. Regular school hours in a typical week (e.g., M–F 8:00 a.m.–2:45 p.m. and were hours during which classes met or students were at lunch, recess, etc.)	M, T, Th, F 8:58-3:18 W 9:58-3:18
15. a) What were your library’s normal open hours of operation (e.g., M,W,F 7:30 a.m.–3:30 p.m. and T, TH 7:30 a.m.–12:30 p.m.)?	M 7:45-3:20 W 9-3:15 Th 7:45-11:45
b) How many hours total was the school library open per week (e.g., 32 hours)?*	21
16. Within the hours the library was open, how many hours was the library flexibly scheduled per typical school week?*	21

\*CA MSLS recommend a minimum of 36 hours per week.

\*\*CA MSLS recommend a flexible schedule (at least 20 hours per week).

17. When was your school library facility typically open for student use? (Select all that apply.)

- Before classes started
- During class time
- During breaks (e.g., nutrition)
- During lunch
- After school
- Some evenings
- On weekends
- Summer school
- None of the above

18. Which of the following terms best describe the method used to schedule classes in the school library?

- Fixed/Block (classes scheduled at regularly specified times)
- Flexible (open schedule [i.e., scheduled visits at varying times according to need])
- Mixed (some classes block scheduled/flexibly scheduled)
- No class visits

19. Approximately how many school days per school year was the library in your building closed for use as a testing space or other use not related specifically to the library program?

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

**20. How many times a week did you go to classrooms to work with students and teachers?**

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

**Library's Physical Space**

Description	Yes/No Answer
21. a) The library facility had enough space to accommodate one class for instruction.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
b) Plus additional individuals and small groups working independently.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
22. There was enough space to accommodate the library collection, furnishings, and equipment.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
23. The space was flexible, allowing for different configurations depending upon need.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24. The library had a makerspace.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25. Our library was a learning commons.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**Library's Virtual Presence**

Did the school library have:

Description	Answer
26. An automated catalog	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27. A library Web site with or without access to online library catalog	<input checked="" type="checkbox"/> With <input type="checkbox"/> Without <input type="checkbox"/> Not applicable (school library did not have Web site)
28. Automated library circulation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
29. Automated textbook circulation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
30. Integrated online information searching that included your library catalog, paid access databases, and open educational resources	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable (school library did not have a Web site/online resources)
31. Wireless Internet access for students	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
32. Cable/hard-wire Internet access for students	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
33. A library blog	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
34. A library wiki	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
35. Collaboration software (e.g., SharePoint, Google Drive, etc.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
36. A library Twitter account	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not applicable (school library was not permitted to have a Twitter account)
37. A library Facebook page	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not applicable (school library was not permitted to have a Facebook page)

**Computers/Tablet Devices**

CA MSLS recommend the following number of computers in the school library: minimum of one class set of networked computers composed of at least 10 at the elementary school, 15 at the middle school, and 25 at the high school.

**38. How many computers were housed in and available in your school library for direct instruction and/or student use during library programs?** 0

**39. Did your school issue every student a laptop or tablet? (Select all that apply.)**

- Laptop (including Chromebooks)
- Tablets (e.g., iPad, iPod, Playbook, Xoom, Galaxy Tab, etc.)

- Not applicable (we were not a 1:1 school)
- Other (please specify [e.g., 1:1 for third grade on up])

No response

40. **Considering the school district's filtering software, were students able to access and utilize Web-based productivity/collaboration tools (e.g., wikis, blogs, Google Docs, or similar tools) via the school network?**

- Yes, with unlimited access
- Yes, with limited access
- No access

41. **Did your school library provide eBook readers/portable devices for students to check out?**

- Yes
- No

42. **When were students allowed to bring their own computers/devices to the library? (Select all that apply.)**

- For individual use
- For class use
- For direct instruction
- Not allowed

## RESOURCES: School Library Collection

In the following section, some of the questions focus on Resources as outlined in the [California Model School Library Standards](#) – School Library Program Standard D (Resources). *Resources include print and digital materials (e.g., subscription databases, audiobooks, e-books) that align with the curriculum and are accessible to students with various cognitive or language needs.*

### Overall Collection

43. **Enter the number of print books in the school library collection at the end of the 2016–2017 academic year. Include reference books in your count, and count each reference volume as one.**

- 2,499 or less
- 2,500–4,999
- 5,000–7,499
- 7,500–9,999
- 10,000–12,499
- 12,500–14,999
- 15,000–17,499
- 17,500–19,999
- 20,000–22,499
- 22,500–24,999
- 25,000–27,499
- 27,500–29,999
- 30,000–32,499
- 32,500–34,999
- 35,000–37,499
- 37,500–39,999
- 40,000–42,499
- 42,500–44,999
- 45,000–47,499
- 47,500–50,000
- 50,001 or more

44. **Enter the number of electronic book (eBook) titles purchased for library use during the 2016–2017 academic year.**

- Zero
- 99 or fewer
- 100–499
- 500–999
- 1,000–1,499
- 1,500–1,999

- 2,000–2,499  
 2,500 or more

45. Enter the number of print subscriptions to magazines and newspapers during the 2016–2017 academic year (count subscriptions, not individual titles or issues).

- Zero  
 10 or fewer  
 11–20  
 21–30  
 More than 30

46. Did you check out audio materials (CDs, audio books)?

- Yes  
 No

If the above answer is "Yes," were they for in-house use only?  Yes  No

47. Did you check out video materials (VHS and DVDs)?

- Yes  
 No

If the above answer is "Yes," were they for in-house use only?  Yes  No

## Age of Collection

48. Enter the average copyright date of the books in the library's 629 section. Include books in the 629 circulating section, 629 reference section, and 629 digital titles owned by the library.

- Enter "0" in the box if the library had no books in the 629 Dewey section, and continue with the survey.
- Count the number of books in all of the 629s (from 629 through 629.999).
- Next, add up the copyright dates of all the books in the 629s.
- Divide the sum of the copyright dates by the total number of books in the 629s.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- **Example:** Assuming you had only six books in the 629s and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then:  $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$ . Then  $12,004 \div 6 = 2001$  (rounded off to a whole number).
- **Correct entry:** 2001.

Average copyright date of books in Dewey section 629. Round off to a four-digit year. 1991

49. What was the name of the most recent U.S. president who had a whole book on him IN THE LIBRARY COLLECTION?

Nixon

## Licensed Databases

50. Did your library offer access to any online subscription information databases for students in the 2016–2017 academic year? This question does not apply to databases offered by the local public library, CD-ROM databases, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale's *In Context*, *World Book Online*, etc.

- Yes  No

## 2016–2017 Budget

51. How much money was spent in the school library for the purchase of library books during the 2016–2017 academic year? Include both print titles and digital titles (eBooks). Include processing costs if purchased with library books.

- No Budget  
 Less than \$1,000  
 Less than \$2,000  
 Less than \$3,000  
 Less than \$4,000  
 Less than \$5,000  
 \$5,000–\$9,999  
 \$10,000–\$14,999

- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more

52. If you spent more than \$50,000 on books, enter the amount here.

**PLEASE NOTE:** Enter whole numbers only. Do not use letters, words, or any form of punctuation.

**Correct entry:** 150000.

**Incorrect entries:** "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

53. How much money was spent in the school library for the purchase of library materials **other than books** during the 2016–2017 academic year? Include periodicals (paper or electronic), technology and media resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000 or more

54. If you spent more than \$25,000 on materials other than books, enter the amount here.

**PLEASE NOTE:** Enter whole numbers only. Do not use letters, words, or any form of punctuation.

**Correct entry:** 150000.

**Incorrect entries:** "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

55. Check one or more of the following funds used to purchase library materials during the 2016–2017 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)
- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- Other (One-time discretionary grants to districts, etc.)
- None of the above

56. Was your library program written into your Local Control Accountability Plan (LCAP)?

- Yes
- No

If the above answer is "Yes," was the library funding tied to your LCAP?

- Yes
- No

## Curriculum and Instruction

### General Programming

This section is designed to gather a basic understanding of the type of library program offered to your school community. The questions move from broad general program questions to progressively more focused questions on instruction and teaching. The [California Model School Library Standards](#) provide the emphasis on instruction and teaching.

**57. Did your school have a library advisory committee?**

- Yes
- No

**a. What was the composition of committee members? (Select all that apply.)**

- Teacher librarians
- Teachers
- Students
- Community members
- Other (please list below):

No response

**b. How did the library advisory committee support the library program? (Select all that apply.)**

- Volunteer management
- Financial advice
- Collection development advice
- Censorship challenges
- Other (please list):

No response

**58. Did the library staff serve on the school site council?**

- Yes
- No

If you answered "No," above, did library staff attend meetings of the school site council two or more times per academic year?

- Yes
- No

**59. Did you have a library policy/procedure manual?**

- Yes
- No

**60. When was the last time library staff job descriptions were updated and approved?**

2007

- I'm not sure

**61. How often did the library staff in your district meet for planning and professional development?**

- Monthly (or more frequently)
- Quarterly
- Twice a year
- Once a year
- None

Who was responsible for organizing and leading these meetings (if there were no meetings, answer N/A)?

Media Specialists as a group

**Basic Services**

This section of questions asks about general services and basic instruction that might be performed by any and all library staff regardless of credential and/or title.

Description	Answer
62. Informally instructed students in the use of resources (e.g., care and handling of books, library layout, parts of books, locating books, etc.)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week



	<input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never
63. Provided teachers with information about new resources	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never
64. Helped students and teachers find and use resources outside school library	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never
65. Provided reading, listening, and viewing guidance for students	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
66. Helped parents realize importance of lifelong learning	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
67. Coordinated in-school production of materials	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
68. Coordinated or disseminated audio/video programming (e.g., video streaming, distance education, cable TV)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
69. Provided support for school library computer networks	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
70. Provided access to online library catalog and circulation	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month

	<input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
71. Provided Internet access for students in the library	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
72. Provided electronic access to a resource sharing network	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
73. Communicated proactively with principal	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input checked="" type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
74. Managed a schoolwide reading program (e.g., AR, Read 180, Reading Counts)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never

**75. What types of activities occurred during a typical class visit? (Select all that apply.)**

- Returned, selected, and checked out new books
- Storytime/Book talks
- Provided training in basic library skills (e.g., care and handling of books, library layout, parts of books, locating books, etc.)
- Worked on research projects

**76. What was the average number of classes who visited the library in a typical week? 5**

**77. A typical class visit lasted:**

- 20 minutes or less
- 30 minutes
- 45 minutes
- 60 minutes
- Varied depending on class and project needs

## Teaching Approaches

These next questions are intended to gain an accurate picture of what level of services were being provided in your school library program. While the questions' emphases are on a strong library program – the ideal: a team of a teacher librarian + library support staff – we expect to see a range of services provided that correspond to the staffing level and staff expertise.

Report how often you engaged in various teaching activities as defined in the [California Model School Library Standards](#) – School Library Program Standard C (teacher librarian responsibilities).

How often did you engage in the following activities?

Question	Answer
----------	--------

78. Planned instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
79. Taught students cooperatively with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
80. Facilitated learning activities where students work collaboratively in groups	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
81. Taught students how to use digital resources	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
82. Facilitated opportunities for student-led inquiry	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
83. a) Managed the library, including collection development and supervision of ordering	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input checked="" type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
b) Our collection development included weeding, de-selection, and withdrawals	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input checked="" type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
84. Responsible for cataloging	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week

	<input type="checkbox"/> Once per week <input checked="" type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
85. Supervised the work of paraprofessionals, student aides, and volunteers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
86. Went into classrooms to provide instruction	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian

**87. Library classes were taught while classroom teachers had planning time.**

- Yes  
 No

If the above answer is "Yes," please explain what types of activities or instruction occurred in the library during teaching planning time:  
No response

**88. How did you implement the CA MSLS?**

- Aligned the standards to our library instruction.  
 Embedded the standards into the curriculum.  
 While we were familiar with the standards, we did not use them to guide instruction.  
 We were not familiar with these standards.

**89. I was called upon to lead and/or provide professional development.**

- Yes  
 No

If the above answer is "Yes," answer the next question.

I led and provided professional development in the following manner (select all that apply):

- 1:1  
 Small groups of teachers  
 Grade-level meetings  
 Staff meetings  
 District-level trainings  
 Other (please specify)

No response

## Contact Information

### Respondent Information

**Name:** Carly Hernandez  
**Title:** Media Specialist  
**E-mail:** chernandez@orcutt-schools.net

**Phone:** 805-938-8950

**Library Web site URL:** No response  
(If your library has a Web site.)

**In case we need to clarify any of your answers, please provide the appropriate contact information for the individual responsible for library services in your district.** (In some cases this may be the same individual as above.)

**Name:** Carly Hernandez

**E-mail:** chernandez@orcutt-schools.net

**Phone:** 805-938-8950

Thank you for your time and effort to complete this survey. Your answers are invaluable.

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Questions: [Renée Ousley-Swank, Education Consultant](#) | [ROusleySwank@cde.ca.gov](mailto:ROusleySwank@cde.ca.gov) | 916-319-0449

California Department of Education  
1430 N Street  
Sacramento, CA 95814

[Web Policy](#)



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## School Library Survey Collecting Information from the 2016–2017 Academic Year

### Submission Record

**Submission ID:** 6084

**Submission Date:** 4/18/2018 11:00:10 AM PT

**School:** Olga L. Reed Elementary (CDS Code: 42692606045702)

#### 1. Did you have a dedicated common area in your school designated as the library in the 2016–2017 academic year?

- Yes, our school had a library located on campus.  
 Yes, our school had a joint-use school library.  
 No, we did not have a designated library facility.  
 No, we used a library on an adjacent school campus (provide the name of adjacent library used).

No response

#### If your school building did NOT have a designated library facility, was it because:

- This is a new facility and wasn't open in 2016–2017.  
 It never had a library facility.  
 The library facility closed during the past three years.  
 The library facility closed more than three years ago.

#### If your school had a library facility in the past but no longer does, what were the reasons for the closure of the school library? Please check all that apply:

- Budget cuts  
 Administrative decision  
 Staffing cuts  
 Collection was too old to be useful and the cost to update too prohibitive  
 Space needed for other purposes  
 Lack of use  
 Other  
 I'm not sure

#### 2. Our school had a joint-use school library with a:

- Public Library  
 College  
 Another K–12 school – Within district or outside of district?

Specify name of the joint-use partner:

No response

#### 3. If possible, briefly explain how the joint-use school library was funded and managed (e.g., each site had its own budget for collection development, and we shared staff; I'm not sure).

No response

These questions (unless noted) focus on the library program at the site level. If you worked at multiple sites, answer the questions as the program ran for the present school you are completing the survey for, and complete a separate survey for each site at which you worked.

The [California Model School Library Standards](#) (CA MSLS) for students delineates what students should know and be able to do at each grade level or grade span to enable students to succeed in school, higher education, and the workforce, also known as college and career readiness. The standards are organized as follows: (1) students access information, (2) students evaluate information, (3) students use information, and (4) students integrate information literacy skills into all areas of learning.

#### 4. Share ways in which your school library supported students in preparing them for college and career readiness (e.g., maintained

organization of resources so students felt comfortable navigating any public or college library, offered extended hours of access to the library, provided lessons on information and digital literacy, offered access to subscription databases, worked with teachers and administration to offer current quality resources that supported learning).

Provided books on different career choices

**5. We had a partnership with our local public library.**

- Yes  
 No

If the above answer is "Yes," please provide a brief description of the partnership (e.g., after school programs, accessing public library databases – online eCard, One Card program – student ID is full public library access card).  
 No response

## Library Staffing

For purposes of answering questions referring to staff working in the library, the following applies:

**Credentialed Teacher Librarian** – Individual holds a California teaching credential and a California Teacher Librarian Services Credential or an Emergency Teacher Librarian Services Credential and is paid as a teacher.

**Credentialed Teacher, Not Librarian** – Individual holds a California teaching credential with no library endorsement and is paid as a teacher.

**Library Paraprofessional** – May be called librarian, aide, clerk, technician, assistant, etc., but is NOT paid as a teacher.

**6. Did you have at least one paid credentialed staff working in the school library?**

(Teacher contract and certificated salary schedule) (*Contracting for a Librarian of Record does not count at the school level.*)

- Yes  
 No

**7. What certificate did the credentialed staff hold?**

- Credentialed teacher librarian  
 Emergency-credentialed teacher librarian  
 Credentialed teacher without a teacher librarian credential  
 Other (please explain)

No response

**8. Did you have at least one paid classified employee working in the school library?**

(Classified contract and classified salary schedule)

- Yes  
 No

Some districts require their classified library staff to possess an A.A. degree in Library Support Staff Certification (LSSC). For further information, visit [LSSC home page](#).

**9. What level of training did the classified library staff possess and/or receive? (Select all that apply.)**

- None  
 District-based training  
 County Office of Education sponsored training  
 Public library sponsored training  
 Conferences (e.g., CSLA Annual Conference, regional workshops, CUE)  
 Professional Growth Units (e.g., Infopeople courses, Instructional Media Resource Assistant [IMRA])  
 A.A. degree in Library Support Staff Certification (specify where you earned your certificate below)  
 Other (specify below)

Specify where you earned your certificate:  
 No response

Specify other:  
 No response

Please enter the total number of **weekly** hours worked for all paid staff assigned to **this single** school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. The Full-Time Equivalent (FTE) hours will be calculated for you.

Profession	Weekly Hours	FTE
10. Credentialed staff	0.00	0.000
11. Library aide, technician, paraprofessional, or clerk	15.00	0.375
<b>Totals:</b>	15.00	0.375

12. How many different school libraries did the certificated staff serve in 2016–2017?

(If there were no certificated staff serving this site, then mark 0.) 0

13. How many different school libraries did the classified staff serve in 2016–2017?

(If there were no classified staff serving this site, then mark 0.) 1

In the following section, some of the questions focus on Access as outlined in the [California Model School Library Standards \(CA MSLS\)](#) – School Library Program Standard B (Access).

## Library Access

### Library Service Hours in a Typical Week

Report the typical **weekly** number of hours the school library was staffed and open for use.

Description	Weekly Hours
14. Regular school hours in a typical week (e.g., M–F 8:00 a.m.–2:45 p.m. and were hours during which classes met or students were at lunch, recess, etc.)	M, T, Th, F 8-3; W 8-2
15. a) What were your library’s normal open hours of operation (e.g., M,W,F 7:30 a.m.–3:30 p.m. and T, TH 7:30 a.m.–12:30 p.m.)?	M-Th 9-12; F 10:30-1:30
b) How many hours total was the school library open per week (e.g., 32 hours)?*	15
16. Within the hours the library was open, how many hours was the library flexibly scheduled per typical school week?*	8

\*CA MSLS recommend a minimum of 36 hours per week.

\*\*CA MSLS recommend a flexible schedule (at least 20 hours per week).

17. When was your school library facility typically open for student use? (Select all that apply.)

- Before classes started
- During class time
- During breaks (e.g., nutrition)
- During lunch
- After school
- Some evenings
- On weekends
- Summer school
- None of the above

18. Which of the following terms best describe the method used to schedule classes in the school library?

- Fixed/Block (classes scheduled at regularly specified times)
- Flexible (open schedule [i.e., scheduled visits at varying times according to need])
- Mixed (some classes block scheduled/flexibly scheduled)
- No class visits

19. Approximately how many school days per school year was the library in your building closed for use as a testing space or other use not related specifically to the library program?

- 0
- 1–5
- 6–10
- 11–20
- 20 or more



**20. How many times a week did you go to classrooms to work with students and teachers?**

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

**Library's Physical Space**

Description	Yes/No Answer
21. a) The library facility had enough space to accommodate one class for instruction.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
b) Plus additional individuals and small groups working independently.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
22. There was enough space to accommodate the library collection, furnishings, and equipment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23. The space was flexible, allowing for different configurations depending upon need.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
24. The library had a makerspace.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25. Our library was a learning commons.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**Library's Virtual Presence**

Did the school library have:

Description	Answer
26. An automated catalog	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27. A library Web site with or without access to online library catalog	<input checked="" type="checkbox"/> With <input type="checkbox"/> Without <input type="checkbox"/> Not applicable (school library did not have Web site)
28. Automated library circulation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
29. Automated textbook circulation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
30. Integrated online information searching that included your library catalog, paid access databases, and open educational resources	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not applicable (school library did not have a Web site/online resources)
31. Wireless Internet access for students	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
32. Cable/hard-wire Internet access for students	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
33. A library blog	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
34. A library wiki	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
35. Collaboration software (e.g., SharePoint, Google Drive, etc.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
36. A library Twitter account	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not applicable (school library was not permitted to have a Twitter account)
37. A library Facebook page	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not applicable (school library was not permitted to have a Facebook page)

**Computers/Tablet Devices**

CA MSLS recommend the following number of computers in the school library: minimum of one class set of networked computers composed of at least 10 at the elementary school, 15 at the middle school, and 25 at the high school.

**38. How many computers were housed in and available in your school library for direct instruction and/or student use during library programs? 1**

**39. Did your school issue every student a laptop or tablet? (Select all that apply.)**

- Laptop (including Chromebooks)
- Tablets (e.g., iPad, iPod, Playbook, Xoom, Galaxy Tab, etc.)

- Not applicable (we were not a 1:1 school)
- Other (please specify [e.g., 1:1 for third grade on up])

No response

40. **Considering the school district's filtering software, were students able to access and utilize Web-based productivity/collaboration tools (e.g., wikis, blogs, Google Docs, or similar tools) via the school network?**

- Yes, with unlimited access
- Yes, with limited access
- No access

41. **Did your school library provide eBook readers/portable devices for students to check out?**

- Yes
- No

42. **When were students allowed to bring their own computers/devices to the library? (Select all that apply.)**

- For individual use
- For class use
- For direct instruction
- Not allowed

## RESOURCES: School Library Collection

In the following section, some of the questions focus on Resources as outlined in the [California Model School Library Standards](#) – School Library Program Standard D (Resources). *Resources include print and digital materials (e.g., subscription databases, audiobooks, e-books) that align with the curriculum and are accessible to students with various cognitive or language needs.*

### Overall Collection

43. **Enter the number of print books in the school library collection at the end of the 2016–2017 academic year. Include reference books in your count, and count each reference volume as one.**

- 2,499 or less
- 2,500–4,999
- 5,000–7,499
- 7,500–9,999
- 10,000–12,499
- 12,500–14,999
- 15,000–17,499
- 17,500–19,999
- 20,000–22,499
- 22,500–24,999
- 25,000–27,499
- 27,500–29,999
- 30,000–32,499
- 32,500–34,999
- 35,000–37,499
- 37,500–39,999
- 40,000–42,499
- 42,500–44,999
- 45,000–47,499
- 47,500–50,000
- 50,001 or more

44. **Enter the number of electronic book (eBook) titles purchased for library use during the 2016–2017 academic year.**

- Zero
- 99 or fewer
- 100–499
- 500–999
- 1,000–1,499
- 1,500–1,999

- 2,000–2,499  
 2,500 or more

45. Enter the number of print subscriptions to magazines and newspapers during the 2016–2017 academic year (count subscriptions, not individual titles or issues).

- Zero  
 10 or fewer  
 11–20  
 21–30  
 More than 30

46. Did you check out audio materials (CDs, audio books)?

- Yes  
 No

If the above answer is "Yes," were they for in-house use only?  Yes  No

47. Did you check out video materials (VHS and DVDs)?

- Yes  
 No

If the above answer is "Yes," were they for in-house use only?  Yes  No

## Age of Collection

48. Enter the average copyright date of the books in the library's 629 section. Include books in the 629 circulating section, 629 reference section, and 629 digital titles owned by the library.

- Enter "0" in the box if the library had no books in the 629 Dewey section, and continue with the survey.
- Count the number of books in all of the 629s (from 629 through 629.999).
- Next, add up the copyright dates of all the books in the 629s.
- Divide the sum of the copyright dates by the total number of books in the 629s.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- **Example:** Assuming you had only six books in the 629s and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then:  $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$ . Then  $12,004 \div 6 = 2001$  (rounded off to a whole number).
- **Correct entry:** 2001.

Average copyright date of books in Dewey section 629. Round off to a four-digit year. 1995

49. What was the name of the most recent U.S. president who had a whole book on him IN THE LIBRARY COLLECTION?

George W. Bush

## Licensed Databases

50. Did your library offer access to any online subscription information databases for students in the 2016–2017 academic year? This question does not apply to databases offered by the local public library, CD-ROM databases, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale's *In Context*, *World Book Online*, etc.

- Yes  No

## 2016–2017 Budget

51. How much money was spent in the school library for the purchase of library books during the 2016–2017 academic year? Include both print titles and digital titles (eBooks). Include processing costs if purchased with library books.

- No Budget  
 Less than \$1,000  
 Less than \$2,000  
 Less than \$3,000  
 Less than \$4,000  
 Less than \$5,000  
 \$5,000–\$9,999  
 \$10,000–\$14,999

- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more

52. If you spent more than \$50,000 on books, enter the amount here.

**PLEASE NOTE:** Enter whole numbers only. Do not use letters, words, or any form of punctuation.

**Correct entry:** 150000.

**Incorrect entries:** "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

53. How much money was spent in the school library for the purchase of library materials **other than books** during the 2016–2017 academic year? Include periodicals (paper or electronic), technology and media resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000 or more

54. If you spent more than \$25,000 on materials other than books, enter the amount here.

**PLEASE NOTE:** Enter whole numbers only. Do not use letters, words, or any form of punctuation.

**Correct entry:** 150000.

**Incorrect entries:** "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

55. Check one or more of the following funds used to purchase library materials during the 2016–2017 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)
- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- Other (One-time discretionary grants to districts, etc.)
- None of the above

56. Was your library program written into your Local Control Accountability Plan (LCAP)?

- Yes
- No

If the above answer is "Yes," was the library funding tied to your LCAP?

- Yes
- No

## Curriculum and Instruction

### General Programming

This section is designed to gather a basic understanding of the type of library program offered to your school community. The questions move from broad general program questions to progressively more focused questions on instruction and teaching. The [California Model School Library Standards](#) provide the emphasis on instruction and teaching.

**57. Did your school have a library advisory committee?**

- Yes
- No

**a. What was the composition of committee members? (Select all that apply.)**

- Teacher librarians
- Teachers
- Students
- Community members
- Other (please list below):

No response

**b. How did the library advisory committee support the library program? (Select all that apply.)**

- Volunteer management
- Financial advice
- Collection development advice
- Censorship challenges
- Other (please list):

No response

**58. Did the library staff serve on the school site council?**

- Yes
- No

If you answered "No," above, did library staff attend meetings of the school site council two or more times per academic year?

- Yes
- No

**59. Did you have a library policy/procedure manual?**

- Yes
- No

**60. When was the last time library staff job descriptions were updated and approved?**

- No response
- I'm not sure

**61. How often did the library staff in your district meet for planning and professional development?**

- Monthly (or more frequently)
- Quarterly
- Twice a year
- Once a year
- None

Who was responsible for organizing and leading these meetings (if there were no meetings, answer N/A)?

Media Specialists

## Basic Services

This section of questions asks about general services and basic instruction that might be performed by any and all library staff regardless of credential and/or title.

Description	Answer
62. Informally instructed students in the use of resources (e.g., care and handling of books, library layout, parts of books, locating books, etc.)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week

	<input type="checkbox"/> 2-3 times per month <input checked="" type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
63. Provided teachers with information about new resources	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never
64. Helped students and teachers find and use resources outside school library	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never
65. Provided reading, listening, and viewing guidance for students	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input checked="" type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
66. Helped parents realize importance of lifelong learning	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
67. Coordinated in-school production of materials	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
68. Coordinated or disseminated audio/video programming (e.g., video streaming, distance education, cable TV)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
69. Provided support for school library computer networks	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
70. Provided access to online library catalog and circulation	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month

	<input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
71. Provided Internet access for students in the library	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
72. Provided electronic access to a resource sharing network	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
73. Communicated proactively with principal	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input checked="" type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
74. Managed a schoolwide reading program (e.g., AR, Read 180, Reading Counts)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never

**75. What types of activities occurred during a typical class visit? (Select all that apply.)**

- Returned, selected, and checked out new books
- Storytime/Book talks
- Provided training in basic library skills (e.g., care and handling of books, library layout, parts of books, locating books, etc.)
- Worked on research projects

**76. What was the average number of classes who visited the library in a typical week? 8**

**77. A typical class visit lasted:**

- 20 minutes or less
- 30 minutes
- 45 minutes
- 60 minutes
- Varied depending on class and project needs

## Teaching Approaches

These next questions are intended to gain an accurate picture of what level of services were being provided in your school library program. While the questions' emphases are on a strong library program – the ideal: a team of a teacher librarian + library support staff – we expect to see a range of services provided that correspond to the staffing level and staff expertise.

Report how often you engaged in various teaching activities as defined in the [California Model School Library Standards](#) – School Library Program Standard C (teacher librarian responsibilities).

How often did you engage in the following activities?

Question	Answer
----------	--------

78. Planned instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
79. Taught students cooperatively with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
80. Facilitated learning activities where students work collaboratively in groups	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
81. Taught students how to use digital resources	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
82. Facilitated opportunities for student-led inquiry	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
83. a) Managed the library, including collection development and supervision of ordering	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
b) Our collection development included weeding, de-selection, and withdrawals	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
84. Responsible for cataloging	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week



	<input checked="" type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
85. Supervised the work of paraprofessionals, student aides, and volunteers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
86. Went into classrooms to provide instruction	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian

**87. Library classes were taught while classroom teachers had planning time.**

- Yes  
 No

If the above answer is "Yes," please explain what types of activities or instruction occurred in the library during teaching planning time:  
No response

**88. How did you implement the CA MSLS?**

- Aligned the standards to our library instruction.  
 Embedded the standards into the curriculum.  
 While we were familiar with the standards, we did not use them to guide instruction.  
 We were not familiar with these standards.

**89. I was called upon to lead and/or provide professional development.**

- Yes  
 No

If the above answer is "Yes," answer the next question.

I led and provided professional development in the following manner (select all that apply):

- 1:1  
 Small groups of teachers  
 Grade-level meetings  
 Staff meetings  
 District-level trainings  
 Other (please specify)

No response

## Contact Information

### Respondent Information

**Name:** Laura Carrier  
**Title:** Media Specialist  
**E-mail:** lcarrier@orcutt-schools.net

**Phone:** 805-344-2401

**Library Web site URL:** No response  
(If your library has a Web site.)

**In case we need to clarify any of your answers, please provide the appropriate contact information for the individual responsible for library services in your district.** (In some cases this may be the same individual as above.)

**Name:** Holly Edds

**E-mail:** hedds@orcutt-schools.net

**Phone:** 805-938-8550

Thank you for your time and effort to complete this survey. Your answers are invaluable.

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Questions: [Renée Ousley-Swank, Education Consultant](#) | [ROusleySwank@cde.ca.gov](mailto:ROusleySwank@cde.ca.gov) | 916-319-0449

California Department of Education  
1430 N Street  
Sacramento, CA 95814

[Web Policy](#)



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## School Library Survey Collecting Information from the 2016–2017 Academic Year

### Submission Record

**Submission ID:** 6088

**Submission Date:** 4/18/2018 11:56:35 AM PT

**School:** Orcutt Academy Charter (CDS Code: 42692600116434)

#### 1. Did you have a dedicated common area in your school designated as the library in the 2016–2017 academic year?

- Yes, our school had a library located on campus.  
 Yes, our school had a joint-use school library.  
 No, we did not have a designated library facility.  
 No, we used a library on an adjacent school campus (provide the name of adjacent library used).

No response

#### If your school building did NOT have a designated library facility, was it because:

- This is a new facility and wasn't open in 2016–2017.  
 It never had a library facility.  
 The library facility closed during the past three years.  
 The library facility closed more than three years ago.

#### If your school had a library facility in the past but no longer does, what were the reasons for the closure of the school library? Please check all that apply:

- Budget cuts  
 Administrative decision  
 Staffing cuts  
 Collection was too old to be useful and the cost to update too prohibitive  
 Space needed for other purposes  
 Lack of use  
 Other  
 I'm not sure

#### 2. Our school had a joint-use school library with a:

- Public Library  
 College  
 Another K–12 school – Within district or outside of district?

Specify name of the joint-use partner:

No response

#### 3. If possible, briefly explain how the joint-use school library was funded and managed (e.g., each site had its own budget for collection development, and we shared staff; I'm not sure).

No response

These questions (unless noted) focus on the library program at the site level. If you worked at multiple sites, answer the questions as the program ran for the present school you are completing the survey for, and complete a separate survey for each site at which you worked.

The [California Model School Library Standards](#) (CA MSLS) for students delineates what students should know and be able to do at each grade level or grade span to enable students to succeed in school, higher education, and the workforce, also known as college and career readiness. The standards are organized as follows: (1) students access information, (2) students evaluate information, (3) students use information, and (4) students integrate information literacy skills into all areas of learning.

#### 4. Share ways in which your school library supported students in preparing them for college and career readiness (e.g., maintained

organization of resources so students felt comfortable navigating any public or college library, offered extended hours of access to the library, provided lessons on information and digital literacy, offered access to subscription databases, worked with teachers and administration to offer current quality resources that supported learning).

Provided books on different career choices

**5. We had a partnership with our local public library.**

- Yes  
 No

If the above answer is "Yes," please provide a brief description of the partnership (e.g., after school programs, accessing public library databases – online eCard, One Card program – student ID is full public library access card).  
 No response

## Library Staffing

For purposes of answering questions referring to staff working in the library, the following applies:

**Credentialed Teacher Librarian** – Individual holds a California teaching credential and a California Teacher Librarian Services Credential or an Emergency Teacher Librarian Services Credential and is paid as a teacher.

**Credentialed Teacher, Not Librarian** – Individual holds a California teaching credential with no library endorsement and is paid as a teacher.

**Library Paraprofessional** – May be called librarian, aide, clerk, technician, assistant, etc., but is NOT paid as a teacher.

**6. Did you have at least one paid credentialed staff working in the school library?**

(Teacher contract and certificated salary schedule) (*Contracting for a Librarian of Record does not count at the school level.*)

- Yes  
 No

**7. What certificate did the credentialed staff hold?**

- Credentialed teacher librarian  
 Emergency-credentialed teacher librarian  
 Credentialed teacher without a teacher librarian credential  
 Other (please explain)

No response

**8. Did you have at least one paid classified employee working in the school library?**

(Classified contract and classified salary schedule)

- Yes  
 No

Some districts require their classified library staff to possess an A.A. degree in Library Support Staff Certification (LSSC). For further information, visit [LSSC home page](#).

**9. What level of training did the classified library staff possess and/or receive? (Select all that apply.)**

- None  
 District-based training  
 County Office of Education sponsored training  
 Public library sponsored training  
 Conferences (e.g., CSLA Annual Conference, regional workshops, CUE)  
 Professional Growth Units (e.g., Infopeople courses, Instructional Media Resource Assistant [IMRA])  
 A.A. degree in Library Support Staff Certification (specify where you earned your certificate below)  
 Other (specify below)

Specify where you earned your certificate:  
 No response

Specify other:  
 No response

Please enter the total number of **weekly** hours worked for all paid staff assigned to **this single** school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. The Full-Time Equivalent (FTE) hours will be calculated for you.

Profession	Weekly Hours	FTE
10. Credentialed staff	0.00	0.000
11. Library aide, technician, paraprofessional, or clerk	15.00	0.375
<b>Totals:</b>	15.00	0.375

12. How many different school libraries did the certificated staff serve in 2016–2017?

(If there were no certificated staff serving this site, then mark 0.) 0

13. How many different school libraries did the classified staff serve in 2016–2017?

(If there were no classified staff serving this site, then mark 0.) 1

In the following section, some of the questions focus on Access as outlined in the [California Model School Library Standards \(CA MSLS\)](#) – School Library Program Standard B (Access).

## Library Access

### Library Service Hours in a Typical Week

Report the typical **weekly** number of hours the school library was staffed and open for use.

Description	Weekly Hours
14. Regular school hours in a typical week (e.g., M–F 8:00 a.m.–2:45 p.m. and were hours during which classes met or students were at lunch, recess, etc.)	M, T, Th, F 8:40-3:00, W 8:40-2:00
15. a) What were your library’s normal open hours of operation (e.g., M,W,F 7:30 a.m.–3:30 p.m. and T, TH 7:30 a.m.–12:30 p.m.)?	M-Th 9:00-12:00, F 10:30-1:30
b) How many hours total was the school library open per week (e.g., 32 hours)?*	15
16. Within the hours the library was open, how many hours was the library flexibly scheduled per typical school week?*	8

\*CA MSLS recommend a minimum of 36 hours per week.

\*\*CA MSLS recommend a flexible schedule (at least 20 hours per week).

17. When was your school library facility typically open for student use? (Select all that apply.)

- Before classes started
- During class time
- During breaks (e.g., nutrition)
- During lunch
- After school
- Some evenings
- On weekends
- Summer school
- None of the above

18. Which of the following terms best describe the method used to schedule classes in the school library?

- Fixed/Block (classes scheduled at regularly specified times)
- Flexible (open schedule [i.e., scheduled visits at varying times according to need])
- Mixed (some classes block scheduled/flexibly scheduled)
- No class visits

19. Approximately how many school days per school year was the library in your building closed for use as a testing space or other use not related specifically to the library program?

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

**20. How many times a week did you go to classrooms to work with students and teachers?**

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

### Library's Physical Space

Description	Yes/No Answer
21. a) The library facility had enough space to accommodate one class for instruction.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
b) Plus additional individuals and small groups working independently.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
22. There was enough space to accommodate the library collection, furnishings, and equipment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23. The space was flexible, allowing for different configurations depending upon need.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
24. The library had a makerspace.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25. Our library was a learning commons.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

### Library's Virtual Presence

Did the school library have:

Description	Answer
26. An automated catalog	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27. A library Web site with or without access to online library catalog	<input checked="" type="checkbox"/> With <input type="checkbox"/> Without <input type="checkbox"/> Not applicable (school library did not have Web site)
28. Automated library circulation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
29. Automated textbook circulation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
30. Integrated online information searching that included your library catalog, paid access databases, and open educational resources	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not applicable (school library did not have a Web site/online resources)
31. Wireless Internet access for students	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
32. Cable/hard-wire Internet access for students	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
33. A library blog	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
34. A library wiki	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
35. Collaboration software (e.g., SharePoint, Google Drive, etc.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
36. A library Twitter account	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not applicable (school library was not permitted to have a Twitter account)
37. A library Facebook page	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not applicable (school library was not permitted to have a Facebook page)

### Computers/Tablet Devices

CA MSLS recommend the following number of computers in the school library: minimum of one class set of networked computers composed of at least 10 at the elementary school, 15 at the middle school, and 25 at the high school.

**38. How many computers were housed in and available in your school library for direct instruction and/or student use during library programs? 1**

**39. Did your school issue every student a laptop or tablet? (Select all that apply.)**

- Laptop (including Chromebooks)
- Tablets (e.g., iPad, iPod, Playbook, Xoom, Galaxy Tab, etc.)

- Not applicable (we were not a 1:1 school)
- Other (please specify [e.g., 1:1 for third grade on up])

No response

40. **Considering the school district's filtering software, were students able to access and utilize Web-based productivity/collaboration tools (e.g., wikis, blogs, Google Docs, or similar tools) via the school network?**

- Yes, with unlimited access
- Yes, with limited access
- No access

41. **Did your school library provide eBook readers/portable devices for students to check out?**

- Yes
- No

42. **When were students allowed to bring their own computers/devices to the library? (Select all that apply.)**

- For individual use
- For class use
- For direct instruction
- Not allowed

## RESOURCES: School Library Collection

In the following section, some of the questions focus on Resources as outlined in the [California Model School Library Standards](#) – School Library Program Standard D (Resources). *Resources include print and digital materials (e.g., subscription databases, audiobooks, e-books) that align with the curriculum and are accessible to students with various cognitive or language needs.*

### Overall Collection

43. **Enter the number of print books in the school library collection at the end of the 2016–2017 academic year. Include reference books in your count, and count each reference volume as one.**

- 2,499 or less
- 2,500–4,999
- 5,000–7,499
- 7,500–9,999
- 10,000–12,499
- 12,500–14,999
- 15,000–17,499
- 17,500–19,999
- 20,000–22,499
- 22,500–24,999
- 25,000–27,499
- 27,500–29,999
- 30,000–32,499
- 32,500–34,999
- 35,000–37,499
- 37,500–39,999
- 40,000–42,499
- 42,500–44,999
- 45,000–47,499
- 47,500–50,000
- 50,001 or more

44. **Enter the number of electronic book (eBook) titles purchased for library use during the 2016–2017 academic year.**

- Zero
- 99 or fewer
- 100–499
- 500–999
- 1,000–1,499
- 1,500–1,999

- 2,000–2,499  
 2,500 or more

45. Enter the number of print subscriptions to magazines and newspapers during the 2016–2017 academic year (count subscriptions, not individual titles or issues).

- Zero  
 10 or fewer  
 11–20  
 21–30  
 More than 30

46. Did you check out audio materials (CDs, audio books)?

- Yes  
 No

If the above answer is "Yes," were they for in-house use only?  Yes  No

47. Did you check out video materials (VHS and DVDs)?

- Yes  
 No

If the above answer is "Yes," were they for in-house use only?  Yes  No

## Age of Collection

48. Enter the average copyright date of the books in the library's 629 section. Include books in the 629 circulating section, 629 reference section, and 629 digital titles owned by the library.

- Enter "0" in the box if the library had no books in the 629 Dewey section, and continue with the survey.
- Count the number of books in all of the 629s (from 629 through 629.999).
- Next, add up the copyright dates of all the books in the 629s.
- Divide the sum of the copyright dates by the total number of books in the 629s.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- **Example:** Assuming you had only six books in the 629s and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then:  $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$ . Then  $12,004 \div 6 = 2001$  (rounded off to a whole number).
- **Correct entry:** 2001.

Average copyright date of books in Dewey section 629. Round off to a four-digit year. 1995

49. What was the name of the most recent U.S. president who had a whole book on him IN THE LIBRARY COLLECTION?

George W. Bush

## Licensed Databases

50. Did your library offer access to any online subscription information databases for students in the 2016–2017 academic year? This question does not apply to databases offered by the local public library, CD-ROM databases, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale's *In Context*, *World Book Online*, etc.

- Yes  No

## 2016–2017 Budget

51. How much money was spent in the school library for the purchase of library books during the 2016–2017 academic year? Include both print titles and digital titles (eBooks). Include processing costs if purchased with library books.

- No Budget  
 Less than \$1,000  
 Less than \$2,000  
 Less than \$3,000  
 Less than \$4,000  
 Less than \$5,000  
 \$5,000–\$9,999  
 \$10,000–\$14,999



- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more

52. If you spent more than \$50,000 on books, enter the amount here.

**PLEASE NOTE:** Enter whole numbers only. Do not use letters, words, or any form of punctuation.

**Correct entry:** 150000.

**Incorrect entries:** "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

53. How much money was spent in the school library for the purchase of library materials **other than books** during the 2016–2017 academic year? Include periodicals (paper or electronic), technology and media resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000 or more

54. If you spent more than \$25,000 on materials other than books, enter the amount here.

**PLEASE NOTE:** Enter whole numbers only. Do not use letters, words, or any form of punctuation.

**Correct entry:** 150000.

**Incorrect entries:** "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

55. Check one or more of the following funds used to purchase library materials during the 2016–2017 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)
- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- Other (One-time discretionary grants to districts, etc.)
- None of the above

56. Was your library program written into your Local Control Accountability Plan (LCAP)?

- Yes
- No

If the above answer is "Yes," was the library funding tied to your LCAP?

- Yes
- No

## Curriculum and Instruction

### General Programming

This section is designed to gather a basic understanding of the type of library program offered to your school community. The questions move from broad general program questions to progressively more focused questions on instruction and teaching. The [California Model School Library Standards](#) provide the emphasis on instruction and teaching.

**57. Did your school have a library advisory committee?**

- Yes
- No

**a. What was the composition of committee members? (Select all that apply.)**

- Teacher librarians
- Teachers
- Students
- Community members
- Other (please list below):

No response

**b. How did the library advisory committee support the library program? (Select all that apply.)**

- Volunteer management
- Financial advice
- Collection development advice
- Censorship challenges
- Other (please list):

No response

**58. Did the library staff serve on the school site council?**

- Yes
- No

If you answered "No," above, did library staff attend meetings of the school site council two or more times per academic year?

- Yes
- No

**59. Did you have a library policy/procedure manual?**

- Yes
- No

**60. When was the last time library staff job descriptions were updated and approved?**

- No response
- I'm not sure

**61. How often did the library staff in your district meet for planning and professional development?**

- Monthly (or more frequently)
- Quarterly
- Twice a year
- Once a year
- None

Who was responsible for organizing and leading these meetings (if there were no meetings, answer N/A)?

district staff

## Basic Services

This section of questions asks about general services and basic instruction that might be performed by any and all library staff regardless of credential and/or title.

Description	Answer
62. Informally instructed students in the use of resources (e.g., care and handling of books, library layout, parts of books, locating books, etc.)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week

	<input type="checkbox"/> 2-3 times per month <input checked="" type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
63. Provided teachers with information about new resources	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never
64. Helped students and teachers find and use resources outside school library	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never
65. Provided reading, listening, and viewing guidance for students	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input checked="" type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
66. Helped parents realize importance of lifelong learning	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
67. Coordinated in-school production of materials	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
68. Coordinated or disseminated audio/video programming (e.g., video streaming, distance education, cable TV)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
69. Provided support for school library computer networks	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
70. Provided access to online library catalog and circulation	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month

	<input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
71. Provided Internet access for students in the library	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never
72. Provided electronic access to a resource sharing network	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
73. Communicated proactively with principal	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input checked="" type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
74. Managed a schoolwide reading program (e.g., AR, Read 180, Reading Counts)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never

**75. What types of activities occurred during a typical class visit? (Select all that apply.)**

- Returned, selected, and checked out new books
- Storytime/Book talks
- Provided training in basic library skills (e.g., care and handling of books, library layout, parts of books, locating books, etc.)
- Worked on research projects

**76. What was the average number of classes who visited the library in a typical week? 5**

**77. A typical class visit lasted:**

- 20 minutes or less
- 30 minutes
- 45 minutes
- 60 minutes
- Varied depending on class and project needs

## Teaching Approaches

These next questions are intended to gain an accurate picture of what level of services were being provided in your school library program. While the questions' emphases are on a strong library program – the ideal: a team of a teacher librarian + library support staff – we expect to see a range of services provided that correspond to the staffing level and staff expertise.

Report how often you engaged in various teaching activities as defined in the [California Model School Library Standards](#) – School Library Program Standard C (teacher librarian responsibilities).

How often did you engage in the following activities?

Question	Answer
----------	--------

78. Planned instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
79. Taught students cooperatively with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
80. Facilitated learning activities where students work collaboratively in groups	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
81. Taught students how to use digital resources	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
82. Facilitated opportunities for student-led inquiry	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
83. a) Managed the library, including collection development and supervision of ordering	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
b) Our collection development included weeding, de-selection, and withdrawals	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
84. Responsible for cataloging	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week

	<input checked="" type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
85. Supervised the work of paraprofessionals, student aides, and volunteers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
86. Went into classrooms to provide instruction	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian

**87. Library classes were taught while classroom teachers had planning time.**

- Yes  
 No

If the above answer is "Yes," please explain what types of activities or instruction occurred in the library during teaching planning time:  
No response

**88. How did you implement the CA MSLS?**

- Aligned the standards to our library instruction.  
 Embedded the standards into the curriculum.  
 While we were familiar with the standards, we did not use them to guide instruction.  
 We were not familiar with these standards.

**89. I was called upon to lead and/or provide professional development.**

- Yes  
 No

If the above answer is "Yes," answer the next question.

I led and provided professional development in the following manner (select all that apply):

- 1:1  
 Small groups of teachers  
 Grade-level meetings  
 Staff meetings  
 District-level trainings  
 Other (please specify)

No response

## Contact Information

### Respondent Information

**Name:** Laura Carrier  
**Title:** Media Specialist  
**E-mail:** lcarrier@orcutt-schools.net

**Phone:** 805-344-2401

**Library Web site URL:** No response  
(If your library has a Web site.)

**In case we need to clarify any of your answers, please provide the appropriate contact information for the individual responsible for library services in your district.** (In some cases this may be the same individual as above.)

**Name:** Holly Edds

**E-mail:** hedds@orcutt-schools.net

**Phone:** 805-938-8550

Thank you for your time and effort to complete this survey. Your answers are invaluable.

---

Questions: [Renée Ousley-Swank, Education Consultant](#) | [ROusleySwank@cde.ca.gov](mailto:ROusleySwank@cde.ca.gov) | 916-319-0449

California Department of Education  
1430 N Street  
Sacramento, CA 95814

[Web Policy](#)

# ***Orcutt Junior High School***

608 PINAL AVE. ORCUTT, CALIFORNIA 93455  
PHONE (805) 938-8700 FAX (805) 938-8749



April 10, 2018

Dr. Deborah Blow, Superintendent  
Orcutt Union School District  
Pinal and Dyer Streets  
Orcutt, CA 93455

Re: Seventh and eighth grade Honor Society trips

Dear Dr. Blow:

With the permission of the Orcutt Union School District Board of Trustees, we would like permission to take approximately 200 students who have earned the privilege to visit either Universal Studios (seventh grade) or Magic Mountain (eighth grade). The trips will take place on June 6th for both grades.


To earn this opportunity, students had to have averaged a 3.5 G.P.A. for the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> quarters of this school year.

We will be using charter buses for transportation. The approximate departure time from OJHS will be 7 AM and the students will return around 9 PM that same day.

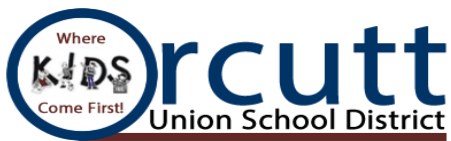
There will be a fee for each student to help cover the cost of the buses and tickets to each park. The approximate cost will be around \$100. The final amount will depend on the number of students who attend.

Thank you for your consideration.

  
Mr. Ernest Salinas, Honor Society Advisor

  
Mrs. Kelly Osborne, Principal





Where a Dedicated Staff Means  
**KIDS COME FIRST**

**BOARD OF TRUSTEES**

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*District Superintendent*  
WALTER CON  
*Assistant Superintendent*  
HOLLY EDDS, Ed.D.  
*Assistant Superintendent*  
SUSAN SALUCCI  
*Assistant Superintendent*  
KIRBY FELL  
*Chief Technology Officer*

TO: Dr. Deborah Blow, Superintendent  
Board of Trustees

FROM: Susan Salucci, Assistant Superintendent, Human Resources

BOARD MEETING DATE: May 9, 2018

BOARD AGENDA ITEM: Board Policy 4111, 4211, 4311

RECRUITMENT AND SELECTION

BACKGROUND: New Board Policy for Recruitment and Selection to employ suitable, qualified individuals to effectively carry out the district's vision, mission and goals.

RECOMMENDATION: It is recommended that the Board of Trustees approve the proposed new BP 4111, 4211, 4311.

FUNDING: No funding implications.

## **RECRUITMENT AND SELECTION**

### **Personnel**

The Governing Board is committed to employing suitable, qualified individuals to effectively carry out the district's vision, mission, and goals.

- (cf. 0000 - Vision)
- (cf. 0200 - Goals for the School District)
- (cf. 4000 - Concepts and Roles)
- (cf. 4100 - Certificated Personnel)
- (cf. 4200 - Classified Personnel)
- (cf. 4300 - Administrative and Supervisory Personnel)

The Superintendent or designee shall develop equitable, fair, and transparent recruitment and selection processes and procedures that ensure individuals are selected based on demonstrated knowledge, skills, and competence and not on any bias, personal preference, or unlawful discrimination.

- (cf. 0410 - Nondiscrimination in District Programs and Activities)
- (cf. 4030 - Nondiscrimination in Employment)
- (cf. 4032 - Reasonable Accommodation)
- (cf. 4111.2/4211.2/4311.2 - Legal Status Requirement)

When a vacancy occurs, the Superintendent or designee shall review the job description for the position to ensure that it accurately describes the major functions and duties of the position. He/she shall also disseminate job announcements to ensure a wide range of candidates.

The district's selection procedures shall include screening processes, interviews, recommendations from previous employers, and observations when appropriate, as necessary to identify the best possible candidate for a position.

- (cf. 4112.61/4212.61/4312.61 - Employment References)

The Superintendent or designee may establish an interview committee to rank candidates and recommend finalists. During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. All discussions and recommendations shall be confidential in accordance with law.

- (cf. 2230 - Representative and Deliberative Groups)

No inquiry shall be made with regard to any information prohibited by state or federal nondiscrimination laws.

## Personnel

The Superintendent or designee shall not inquire, orally or in writing, in regard to an applicant's salary history information, including compensation and benefits. He/she shall also not rely on salary history information as a factor in determining whether to offer employment to an applicant or the salary to offer. However, the Superintendent or designee may consider salary information that is disclosable under state or federal law or that the applicant discloses voluntarily and without prompting. Upon request, the Superintendent or designee shall provide the applicant the pay scale for the position to which he/she is applying. (Labor Code 432.3)

For each position, the Superintendent or designee shall present to the Board one candidate who meets all qualifications established by law and the Board for the position. No person shall be employed by the Board without the recommendation or endorsement of the Superintendent or designee.

(cf. 4112 - Appointment and Conditions of Employment)  
(cf. 4112.2 - Certification)  
(cf. 4112.22 - Staff Teaching English Learners)  
(cf. 4112.23 - Special Education Staff)  
(cf. 4112.8/4212.8/4312.8 - Employment of Relatives)  
(cf. 4212 - Appointment and Conditions of Employment)  
(cf. 4312.1 - Contracts)

## Incentives

With Board approval and in accordance with district needs, the district may provide incentives to recruit teachers, administrators, or other employees, such as signing bonuses, assistance with beginning teacher induction and/or credential costs, mentoring, additional compensation, and/or subsidized housing.

## Legal Reference:

### EDUCATION CODE

200-262.4 Prohibition of discrimination  
35035 Responsibilities of superintendent  
44066 Limitations on certification requirement  
44259 Teaching credential; exception; designated subjects; minimum requirements  
44750 Teacher recruitment resource center  
44830-44831 Employment of certificated persons  
44858 Age or marital status in certificated positions  
44859 Prohibition against certain rules and regulations re: residency  
45103-45139 Employment (classified employees)  
49406 Examination for tuberculosis

### GOVERNMENT CODE

815.2 Liability of public entities and public employees  
6250-6276.48 Public Records Act  
12900-12996 Fair Employment and Housing Act, including:  
12940-12957 Discrimination prohibited; unlawful practices

**Personnel**

HEALTH AND SAFETY CODE

53570-53574 Teacher Housing Act of 2016

LABOR CODE

432.3 Salary information

UNITED STATES CODE, TITLE 5

552 Freedom of Information Act

UNITED STATES CODE, TITLE 8

1324a Unlawful employment of aliens

1324b Unfair immigration related employment practices

UNITED STATES CODE, TITLE 20

1681-1688 Title IX prohibition against discrimination

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 34

106.51-106.61 Nondiscrimination on the basis of sex in employment in education program or activities

COURT DECISIONS

C.A. v William S. Hart Union High School District et al., (2012) 138 Cal.Rptr.3d 1

Management Resources:

CALIFORNIA COUNTY SUPERINTENDENTS EDUCATIONAL SERVICES

ASSOCIATION PUBLICATIONS

Teacher Recruitment in California: An Analysis of Effective Strategies, Research Brief, Veritas Research and Evaluation Group, October 2017

WEB SITES

California County Superintendents Educational Services Association: <http://ccsesa.org/recruit>

California Department of Education: <http://www.cde.ca.gov>

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

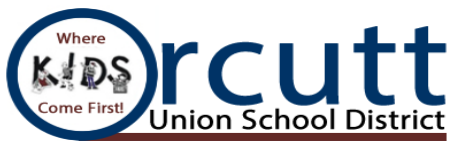
Education Job Opportunities Information Network: <http://www.edjoin.org>

Teach USA: <http://culturalvistas.org/programs/us/teach-usa>

U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

(7/12 12/13) 05/09/18

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, CA



**BOARD OF TRUSTEES**

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HOLLY EDDS, Ed.D.  
*Assistant Superintendent*  
SUSAN SALUCCI  
*Assistant Superintendent*  
KIRBY FELL  
*Chief Technology Officer*

Where a Dedicated Staff Means  
**KIDS COME FIRST**

**TO:** Board of Trustees

**FROM:** Susan Salucci, Assistant Superintendent of Human Resources

**BOARD MEETING DATE:** May 9, 2018

**BOARD AGENDA ITEM:** Approval of Addendum to Employment Agreement between the Orcutt Union School District and Dr. Deborah Blow.

**BACKGROUND:** The District has reached an agreement to a contract addendum with Dr. Deborah Blow for the 2017-2018 school year. The addendum is attached. Additional details are available in the April AB 1200 Public Disclosure in the Business Services agenda items.

The AB 1200 Public Disclosure was previously presented for public hearing and approved by the Board of Trustees.

This Addendum provides a \$1,280.00 one-time or “off schedule” salary increase to be paid after approval by the Board of Trustees.

**RECOMMENDATION:** We recommend the Board of Trustees ratify the Addendum to Dr. Blow’s employment agreement.

**FINANCIAL IMPACT:** Increased cost to the district is, including related statutory costs:

<u>One Time</u>	<u>Ongoing</u>	<u>Total</u>
\$1508.74	\$0.00	\$1508.74

The increased cost impacts the General Fund.

**Orcutt Union School District  
Employment Contract for District Superintendent  
Addendum No. 1**

The Orcutt Union School District Board of Trustees and the District Superintendent Dr. Deborah Blow have agreed upon the following Addendum to Dr. Blow's employment agreement dated July 1, 2015.

1. For contract year 2017-2018, the Superintendent shall receive a one-time, "off schedule" payment in the amount of \$1,280.

GOVERNING BOARD OF THE ORCUTT UNION SCHOOL DISTRICT

By: \_\_\_\_\_  
Dr. James Peterson, President

By: \_\_\_\_\_  
Mr. Robert Buchanan

By: \_\_\_\_\_  
Mrs. Lisa Morinini

By: \_\_\_\_\_  
Mrs. Liz Phillips

By: \_\_\_\_\_  
Mr. Robert Hatch

\_\_\_\_\_  
Date of Acceptance

\_\_\_\_\_  
Deborah Blow, Ed.D., Superintendent

# Orcutt Union School District

## 2017/2018 Resolution No.20 Day of the Teacher May 9, 2018

**Whereas**, quality education represents society's greatest and most lasting gift to new generations; and

**Whereas**, the future of our district depends largely on the work of dedicated and professional teachers; and

**Whereas**, teachers have the important task of helping today's students become tomorrow's leaders; and

**Whereas**, along with academics and instruction, teachers provide students with valuable guidance, support and encouragement; and

**Whereas**, it is appropriate that all Orcutt District recognize and appreciate the many contributions teachers make to the Orcutt Union School District.

**Now Therefore, Be It Resolved**, we the Board of Trustees and Administrators of the Orcutt Union School District, proclaim May 9, 2018, as "Day of the Teacher" in Orcutt, California, and urge all Orcutt citizens to participate in an observance that expresses their appreciation of our dedicated teaching staff.

**Passed And Adopted** by the Board of Trustees of the Orcutt Union School District, County of Santa Barbara, State of California, at a regular meeting, the 9<sup>th</sup> day of May, 2018.

Ayes:

\_\_\_\_\_  
President

Noes:

Absent:

\_\_\_\_\_  
Clerk

\_\_\_\_\_  
Member


\_\_\_\_\_  
Member

\_\_\_\_\_  
Member



## HUMAN RESOURCES MEMORANDUM

**TO:** Dr. Deborah Blow  
District Superintendent

**FROM:** Susan Salucci   
Assistant Superintendent of Human Resources

**DATE:** May 9, 2018

**RE:** Brandman University Supervised Internship Agreement

**BACKGROUND:** Brandman University is requesting approval of the Internship Contract Agreement with the Orcutt Union School District for the Multiple, Single and Special Education Credential Programs.

**RECOMMENDATION:** It is recommended that the Board of Trustees approve the Brandman University Internship Contract Agreement for the Multiple, Single and Special Education Credential Programs with the Orcutt Union School District.

**FUNDING:** N/A





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## INTERNSHIP CONTRACT AGREEMENT

by and between

**BRANDMAN UNIVERSITY**

and

**Orcutt School District**

- **Multiple Subject Internship Credential**
- **Single Subject Internship Credential**
- **Education Specialist Internship Credential**

An Internship Credential authorizes the same service at the same level as the Preliminary Credential with some exceptions. The Internship Credential is only valid in one school district or consortium under the preconditions established by State law (see Appendix A).

For this reason, interns must have a contract before a credential can be issued. Each intern candidate is to work under the direct and continuing supervision of a Brandman University Supervisor, from the Santa Maria Campus, and District Mentor who provides general support at the classroom level of the cooperating school. Also, the Internship Credential shall be issued initially for a two-year period and may be renewed by the Commission. (Education Code Section 44455). For renewals, please see Education Code Section 44456.

### **I. General Provisions**

#### **a. The UNIVERSITY agrees and verifies that:**

- i. Each Intern Teacher shall have met the requirements for enrollment in its Credential Programs
- ii. Each Intern Teacher must have completed the minimum number of preservice hours of University Credential Program course work, as required by the CCTC for issuance of the Intern Credential.
- iii. Each Intern Teacher shall apply for the Internship Credential through the Teacher Accreditation Department at Brandman University, upon verification of employment from the School District.

#### **b. The DISTRICT agrees and verifies that:**

- i. The intern assumes full teaching and legal responsibility for their classroom from the first day of the teaching assignment as a paid employee of the

District for at least **one academic year**, subject to the District's personnel policies and State law(s).

- ii. The intern will attend department and faculty meetings and parent-teacher conferences when appropriate. No intern may coach extracurricular activities nor be required to attend meetings that present a conflict with his/her internship responsibilities at Brandman University.
- iii. The intern is expected to attend all school and district in-service training sessions whenever possible. The intern will also attend assigned District and School orientations that occur prior to the start of the school. If there is a conflict between University and District training, University meetings shall take priority during the Internship period.

## **II. Support and Supervision Requirements**

Pursuant to California Education Code §44321, the supervision and support of interns is the responsibility of both the Commission-approved teacher preparation program and the employer. The Commission requires that each approved intern program must have a signed Memorandum of Understanding (MOU) outlining the respective responsibilities of the program and of the employer.

### **a. General Support and Supervision Provided to All Interns**

The UNIVERSITY and DISTRICT together shall provide a minimum of 144 hours of support/mentoring and supervision to each intern teacher per school year including coaching, modeling, and demonstrating within the classroom, assistance with course planning and problem-solving regarding students, curriculum, and development of effective teaching methodologies. The minimum support, mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to four hours times the number of instructional weeks remaining in the school year. A minimum of two hours of support/mentoring and supervision must be provided to an intern teacher every five instructional days.

- i. The UNIVERSITY shall select supervisors that have current knowledge in their subject matter area; understand the context of public schooling; ability to model best professional practices in teaching and learning, scholarship and service; knowledge about diverse abilities, cultural, language, ethnic and gender diversity; and understanding of academic standards, frameworks, and accountability systems that drive the curriculum of public schools.
- ii. The UNIVERSITY shall provide supervision and ongoing support for a minimum of 72 hours per school year. University supervisors will conduct classroom observations a minimum of four times each term that include pre

and post observation discussions. Supervisors will maintain weekly contact with the intern to provide support related to planning, curriculum, and instruction in addition to problem solving regarding students.

- iii. The DISTRICT shall select mentor teachers who meet the following qualifications:
  - (1) valid corresponding Clear or Life credential,
  - (2) three years successful teaching experience, and
  - (3) the English Learner (EL) Authorization (if responsible for providing specified EL support).

If the mentor does not hold an EL Authorization, the district must identify an individual who does have a valid EL authorization and who is immediately available to assist the intern with planning lessons that are appropriately designed and differentiated for English learners, for assessing language needs and progress, and to support language accessible instruction, through in-classroom modeling and coaching as needed.

- iv. The DISTRICT shall provide supervision and ongoing support for a minimum of 72 hours per school year with a minimum of two hours of support/mentoring and supervision per week. The mentor(s) role is to provide support specifically addressing issues in the intern's classroom (See Appendix B for examples of support/supervision activities). Interns without an English Language Authorization must also receive focused English Language instruction support.
- v. The UNIVERSITY shall provide orientation and training for the district mentors and university supervisors.
- vi. The University Supervisor and District Mentor shall meet together regularly with the intern to ensure the intern is following the California Teaching Performance Expectations.
- vii. The UNIVERSITY shall monitor the completion of university and employer-provided support/mentoring to ensure that interns teachers are receiving the minimum 144 hours of mentoring via forms submitted by the interns in LiveText.
- viii. The District Mentor and site administrator shall participate in surveys that provide feedback to the university regarding the internship experience.

**b. Support and Supervision Specific to Teaching English Learners**

The following additional support/mentoring and supervision shall be provided to an intern teacher who enters the program without a valid English learner authorization listed on a previously issued multiple subject, single subject, or

education specialist instruction teaching credential; a valid English learner or Cross-cultural, Language and Academic Development (CLAD) authorization:

- i. The UNIVERSITY shall provide 45 hours of support/mentoring and supervision per school year, including in-classroom coaching, specific to the needs of English learners. The minimum support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to five hours times the number of months remaining in the school year. The support/mentoring and supervision should be distributed in a manner that sufficiently supports the intern teacher's development of knowledge and skills in the instruction of English learners.
- ii. The DISTRICT shall identify an individual who will be immediately available to assist the intern teacher with planning lessons that are appropriately designed and differentiated for English learners, for assessing language needs and progress, and for support of language accessible instruction through in-classroom modeling and coaching as needed. The identified individual may be the same mentor assigned pursuant to section I above provided the individual possesses an English learner authorization and will be immediately available to assist the intern teacher. (See Appendix B for examples of support/supervision activities).
- iii. An individual who passes the California Teaching of English Learner (CTEL) examinations prior or subsequent to the issuance of the intern credential may be exempted from the additional 45 hours of support/mentoring and supervision specific to the needs of English learners.
- iv. The UNIVERSITY shall monitor the completion of university and employer-provided support/mentoring to ensure that interns teachers are receiving the minimum 45 hours of support/mentoring specific to the needs of English learners via forms submitted by the interns in LiveText.

### **III. THE PARTIES MUTUALLY AGREE**

- A. The parties mutually agree each shall provide and maintain commercial general liability insurance or self-insurance acceptable to both parties in the minimum amounts of \$1,000,000 per occurrence, \$3,000,000 general aggregate and upon request shall furnish proof thereof in the form of a certificate of insurance within 30 days of the effective date of this Agreement. Each Certificate of Insurance shall specify that should any above described policies be cancelled before the expiration date thereof, notice will be delivered in accordance with the policy provisions.
- B. The UNIVERSITY agrees to indemnify, hold harmless, and defend the DISTRICT, its agents and employees from and against all loss or expense (including costs and attorney fees) resulting from liability imposed by law upon the DISTRICT because of bodily injury

to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement and due or claimed to be due to the negligence of the UNIVERSITY, its agents or employees.

The DISTRICT agrees to indemnify, hold harmless, and at the University's request, defend the UNIVERSITY, its agents and employees from and against all loss or expenses (including costs and attorney fees) resulting from liability imposed by law upon the University because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with the Agreement, and due or claimed to be due to the negligence of the DISTRICT, its agents or employees.

- C. Both parties acknowledge they are independent contractors, and nothing contained in this Agreement shall be deemed to create an agency, joint venture, franchise or partnership relation between the parties and neither party shall so hold itself out. Neither party shall have the right to obligate or bind the other party in any manner whatsoever, and nothing contained in this Agreement shall give or is intended to give any right of any kind to third persons.
- D. Any failure of a party to enforce that party's right under any provision of this Agreement shall not be construed or act as a waiver of said party's subsequent right to enforce any provisions contained herein.
- E. Notices required or permitted to be provided under this Agreement shall be in writing and shall be deemed to have been duly given if mailed first class to the parties that signed this agreement and to the addresses below.

FIELDWORK INFORMATION:	SITE	CONTACT	UNIVERSITY INFORMATION:	CONTACT
Orcutt School District 500 Dyer St Orcutt, CA 93455 Attn: Susan Salucci, Asst Superintendent of Human Resources Tel: (805) 938-8900			Brandman University 16355 Laguna Canyon Road Irvine, CA 92618 Attn: School of Education, Dean Fax: (800) 775-0128	

- F. If any term or provision of this Agreement is for any reason held to be invalid, such invalidity shall not affect any other term or provision, and this Agreement shall be interpreted as if such term or provision had never been contained in this Agreement.
- G. In the event of any material default under this Agreement, which default remains uncured for a period of twenty-one (21) days after receipt of written notice of such default, or in the event of the loss of WASC accreditation by the UNIVERSITY, this Agreement may be immediately terminated by the non-defaulting party.


- H. This Agreement fully supersedes any and all prior agreements or understandings between the parties or any of their respective affiliates with respect to the subject matter hereof. No change, modification, addition, amendment, or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by both parties hereto subsequent to the execution of this Agreement.
- I. This Agreement shall be construed in accordance with the laws of the State of California in effect at the time of the execution of this Agreement. Should either party institute legal action to enforce any obligation contained herein, it is agreed that the proper venue of such suit or action shall be Orange County, California.

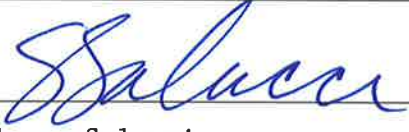
#### **IV. TERM AND TERMINATION OF AGREEMENT**

Brandman University and the Orcutt School District, agree to all the conditions of this Internship Contract Agreement as outlined above, to be effective on July 1, 2018, and continuing until June 30, 2020 (2-year maximum). This agreement may be terminated and the provisions of this agreement may be altered, changed or amended by mutual consent of both parties upon sixty (60) days written notice.

**SIGNATURES:**


DISTRICT  
REPRESENTATIVES:

Signature:   
Name: Dr. Deborah Blow  
Title: Superintendent  
Date: 4/20/2018

Signature:   
Name: Susan Salucci  
Title: Human Resources , Assistant Superintendent  
Date: 4/20/2018

UNIVERSITY:

Signature: \_\_\_\_\_  
Name: Phillip L. Doolittle  
Title: Executive Vice Chancellor of Finance and  
Administration and Chief Financial Officer  
Date: \_\_\_\_\_

Signature:   
Name: Dr. Christine Zeppos  
Title: Dean, School of Education  
Date: \_\_\_\_\_

## APPENDIX A

### Preconditions Established for Internship Programs

For initial program accreditation and continuing accreditation by the Committee on Accreditation, participating districts and universities must adhere to the following requirements of state law or Commission policy.

- (1) **Bachelor's Degree Requirement.** Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code §§44325, 44326, 44453.
- (2) **Subject Matter Requirement.** Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the Intern is authorized to teach, and each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the Intern is authorized to teach. Reference: Education Code § 44325(c) (3).
- (3) **Pre-Service Requirement.**
  - (a) Each Multiple and Single Subject Internship program must include a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and teaching English Learners.
  - (b) Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners.
- (4) **Professional Development Plan.** The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:
  - (a) Provisions for an annual evaluation of the intern.
  - (b) A description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.
  - (c) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.
  - (d) Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.



- (5) **Supervision of Interns.**
- (a) In all internship programs, the participating institutions shall provide supervision of all interns.
- (b) University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. Reference: Education Code § 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.
- (6) **Assignment and Authorization.** To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. Reference: Education Code § 44454. The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). Reference: Education Code § 44458.
- (7) **Participating Districts.** Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. Reference: Education Code §§ 44321 and 44452.
- (8) **Early Program Completion Option.** Each intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential. This option must be made available to interns who meet the following requirements:
- (a) Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:
- Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
  - Techniques to address learning differences, including working with students with special needs
  - Techniques to address working with English learners to provide access to the curriculum
  - Reading instruction in accordance with state standards
  - Assessment of student progress based on the state content and performance standards
  - Classroom management techniques
  - Methods of teaching the subject fields
- (b) Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.
- (c) Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).

- (d) Meet the requirements for teacher fitness.

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program. (Reference: Education Code § 44468).

- (9) **Length of Validity of the Intern Certificate.** Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. Reference: Education Code § 44325 (b).
- (10) **Non-Displacement of Certificated Employees.** The institution and participating districts must certify that interns do not displace certificated employees in participating districts.
- (11) **Justification of Internship Program.** When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.
- (12) **Bilingual Language Proficiency.** Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Crosscultural Language and Academic Development Certificate. Reference: Education Code Section 44325 (c).

**APPENDIX B**  
**Support and Supervision Activities**

<b>Potential Support &amp; Supervision Activities to be Provided by the District</b>
Demonstration Lessons and/or Co-teaching activities with mentor
Classroom Observations and Coaching*
Content Specific Coaching (for example: math coaches, reading coaches, EL coaches*)
Grade Level or Department Meetings related to curriculum, planning, and/or instruction
New Teacher Orientation
Coaching (not evaluation) from Administrator
Co-planning with Special Educator or EL expert to address included special needs students and/or English learners*
Logistical help before and during school year (bulletin boards, seating arrangements, materials acquisition, parent conferences, etc.)
Review/discuss test results with colleagues (CELDT and standardized tests)*
Activities/workshops specifically addressing issues in the intern's classroom—co-attended by intern and mentor(s)
Intern Observations of other teachers and classrooms including observations of SDAIE/ELD lessons*
<b>Support &amp; Supervision Activities Provided through the University</b>
Classroom Observations and Coaching*
Weekly Online Seminars (problem solving issues with students, curriculum, instruction, TPEs, etc.) including EL support*
Weekly Contact with Supervisors via email, phone (voice, text), and/or video conferencing
Intern Observations of other teachers and classrooms including observations of SDAIE/ELD lessons*

*\*May also be used towards the 45-hour EL Support & Supervision Requirement.*



## HUMAN RESOURCES MEMORANDUM

**TO:** Dr. Deborah Blow  
Board of Trustees

**FROM:** Susan Salucci  
Assistant Superintendent of Human Resources

**BOARD MEETING DATE:** May 9, 2018  
2017-18 Resolution No. 21

**BOARD AGENDA ITEM:** Declaration of Need

**BACKGROUND:** The District has a need to submit the Declaration of Need for Fully Qualified Educators for the 2018-19 school year as follows: Four (4) Emergency CLAD Permits and two (2) Resource Specialist Emergency Permits and six (6) Limited Assignment Permits.

**RECOMMENDATION:** Staff recommends that the Board of Trustees adopt a Declaration of Need for Fully Qualified Educators certifying that the District has the need for issuance of four (4) Emergency CLAD permits and two (2) Resource Specialist Emergency Permits and six (6) Limited Assignment Permits during the 2018-19 school year.

**FUNDING:** N/A

**ORCUTT UNION SCHOOL DISTRICT**  
**Orcutt, California 93455**

**2017-18 RESOLUTION NO.21**  
**DECLARATION OF NEED**

**WHEREAS**, it is anticipated that during the 2018-19 school year there will be an insufficient number of certificated persons who meet the specified employment criteria for certain positions in programs operated by the Orcutt Union School District; and

**WHEREAS**, based upon prior experience, it is anticipated that it will be necessary to submit applications for approximately twelve (12) emergency permits for the teaching of classes authorized by Emergency permits for CLAD, Resource Specialists, and Limited Assignment credentials; and

**WHEREAS**, our efforts to recruit certificated personnel include extensive advertising on the internet, posting on district website and contacting college and university placement centers; and

**NOW, THEREFORE BE IT RESOLVED**, that the Governing Board of the Orcutt Union School District adopt an official Declaration of Need to be submitted to the California Commission on Teacher Credentialing to remain in force until June 30, 2019.

**PASSED AND ADOPTED** by the Board of Trustees of the Orcutt Union School District, Santa Barbara County, California, this 9th day of May 2018, by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

STATE OF CALIFORNIA  
COUNTY OF SANTA BARBARA

] ]

\_\_\_\_\_  
*President, Board of Trustees*

I, James Peterson, Clerk of the Board of Trustees of the ORCUTT UNION SCHOOL DISTRICT, hereby certify that the foregoing is a true copy of a resolution duly and legally adopted as a consent action item by the District's Governing Board at a legal meeting of said Board duly and regularly held on May 9, 2018 and that said resolution has not been revoked.

\_\_\_\_\_  
*Clerk, Board of Trustees*



## Human Resources

500 Dyer Street • Orcutt, California, 93455 • 805.938.8914

TO: Board of Trustees  
Dr. Deborah Blow, Superintendent

FROM: Susan Salucci, Assistant Superintendent/Human Resources

BOARD MEETING DATE: May 9, 2018

BOARD AGENDA ITEM: Accept Initial Collective Bargaining Proposal with California School Employees Association and its Orcutt Chapter #255 for the 2018/2019 School Year

BACKGROUND: In accordance with law, the District's initial "sunshine" proposal for negotiations must be accepted by the Board at a public meeting.

FINANCIAL CONSIDERATIONS: The financial impact will be determined by the final agreement reached between the District and California School Employees Association and its Orcutt Chapter #255.

RECOMMENDATION: It is recommended that the Board of Trustees accept the District's initial proposal for negotiations with California School Employees Association and its Orcutt Chapter #255 for the 2018/2019 school year.

ATTACHMENT: Initial Proposal

# **Orcutt Union School District**

**Governing Board Initial Collective Bargaining Proposal To  
California School Employees Association and its Orcutt Chapter  
#255 (CSEA)**

**For A Successor Agreement  
2018-2019**

The Orcutt Union School District Governing Board presents its initial proposal for a successor collective bargaining agreement between the District and the California School Employees Association and its Orcutt Chapter #255 (CSEA).

The Board presents this initial proposal to enable members of the public to be informed about the issues that will be negotiated and to have an opportunity to express their views on the issues to the District Governing Board.

The District seeks modifications and changes addressing the following articles to reflect current operations and expected needs of the District:

1. Article XII – Leaves
2. Article XXII-Disciplinary Action