

ORCUTT UNION SCHOOL DISTRICT  
Regular Meeting of the Board of Trustees  
Wednesday, June 13, 2018  
Public Session – 12:00 PM  
**District Office Board Room**  
**500 Dyer Street, Orcutt, CA. 93455**

**CALL TO ORDER** 12:00 P.M.

- A. Pledge of Allegiance

**PUBLIC SESSION** 12:00 P.M.

- B. Adoption of June 13, 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.

- C. 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.

**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

It is recommended that the Board of Trustees approve Consent Agenda Items A and B as submitted.

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

**ITEMS SCHEDULED FOR ACTION**

A. GENERAL

1. 2017/18 Resolution No. 27, Renewing the Charter of the Orcutt Academy Charter School  
It is recommended that the Board adopt 2017/18 Resolution No. 27, Renewing the Charter of the Orcutt Academy Charter School, as submitted.

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

B. BUSINESS

1. Award the Bid for the OUSD Ancillary Structures Demolition Project  
Staff recommends that the Board of Trustees approve the bid award to Midwest Environmental Control, for \$72,421, as submitted.

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

2. Award the Bids for the Alice Shaw Site Safety Plan Project  
Staff recommends that the Board of Trustees approve the bid awards to Cal Portland, Category 1, Site Work for \$175,800, Big Wakoo Fence, Inc., Category 2, Fencing & Gates, for \$185,000, and Quincom, Category 3, General Contractor, for \$368,769, as submitted.

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

3. Alice Shaw Site Safety Project Estimated Budget for the Measure G Bond  
Staff recommends that the Board of Trustees approve the Estimated Budget for the Alice Shaw Site Safety Project for the Measure G Bond, as submitted.

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

4. Flexible Furniture Purchase  
Staff recommends that the Board of Trustees approve the purchase of Flexible Furniture with Culver Newlin, as submitted.

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

6. 2018/2019 Adopted Charter Budget  
Staff recommends that the Board of Trustees approve the 2018/2019 Adopted Charter Budget, as submitted.

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

7. 2018/2019 Adopted District Budget  
Staff recommends that the Board of Trustees approve the 2018/2019 Adopted District Budget, as submitted.

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

C. EDUCATIONAL SERVICES

1. Local Control Accountability Plan (LCAP)

Staff recommends that the Board of Trustees approve the Local Control Accountability Plan (LCAP), as submitted.

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

2. Local Control Accountability Plan (LCAP) ESSA Addendum

Staff recommends that the Board of Trustees approve the Local Control Accountability Plan (LCAP) ESSA Addendum, 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, August 8, 2018, with Closed Session beginning at 6:45 pm followed by Public Session at 7:15 p.m. in the District Office Board Room, 500 Dyer Street, Orcutt, CA. There is a special board meeting scheduled for Saturday, June 16, 2018, with Public Session beginning at 8:00 am, at the Radisson Hotel 3455 Skyway Drive, Santa Maria, CA 93455

**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  
June 13, 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
Aguilera, Blanca	Patterson	Instructional Assistant	11/2	3.5	\$14.8 per hour	6/13/2018	Release from Probationary Employment
Applebay, Thomas	Technology	Technology Application Spec.	27/2	8	\$50.00 per month	6/1/2018	Professional Growth (1) increment (total of 4)
Arguilles, Maria	Transportation	Bus Attendant	11/6	Approx. 4	\$18.09 per hour	6/19 – 7/17/2018	Extended School Year
Arguilles, Maria	Transportation	Utility Worker	18/1		\$16.85 per hour	6/19/2018	Summer Work
Bouget, Lorie	Educational Services	Educational Services Support Clerk, Sub	18/1		\$15.89 per hour	7/16 – 7/31/2018	Temporary Work
Bouget, Lorie	Educational Services	Educational Services Support Clerk	18/5	8	\$20.48 per hour	8/1/2018	Permanent/Probationary
Brieske, Michael	Technology	Intern – Computer Support Specialist			\$18.00 per hour	After reaching 1,004 hours	Increase in hourly rate after completion of 1,004 hours
Chacon, Erica	Transportation	Bus Attendant	11/1	Approx. 4	\$14.17 per hour	6/19 – 6/30/2018	Extended School Year
Chacon, Erica	Transportation	Bus Attendant	11/2	Approx. 4	\$14.88 per hour	7/1 – 7/17/2018	Extended School Year
Chacon, Erica	Transportation	Utility Worker	18/1		\$16.85 per hour	6/19/2018	Summer Work
Dean, Madison	Transportation	Bus Attendant, Substitute	11/1	Approx. 4	\$13.36 per hour	6/19 – 7/17/2018	Extended School Year
Dean, Madison	Transportation	Utility Worker, Substitute	18/1		\$15.89 per hour	6/19/2018	Summer Work
DeCaires, Wendy	Transportation	Bus Driver	18/6	Approx. 4	\$21.50 per hour	6/19 – 7/17/2018	Extended School Year
DeCaires, Wendy	Transportation	Utility Worker	18/1		\$16.85 per hour	6/19/2018	Summer Work
Graham, Jana	Transportation	Trainer/Dispatcher	30/3	Approx. 4	\$24.97 per hour	7/1 – 7/17/2018	Extended School Year
Headrick, William	Pupil Services	Behavior Intervention Specialist			\$78,680 annually	7/1/2018	Permanent/Probationary

Classified Personnel Action Report  
 Orcutt Union School District  
 June 13, 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
Headrick, William	Pupil Services	Behavior Intervention Specialist			\$25.00 per month	7/1/2018	Phone Stipend
Lacourse, Tami	Transportation	Bus Driver	18/6	Approx. 4	\$21.50 per hour	6/19 – 7/17/2018	Extended School Year
Lacourse, Tami	Transportation	Utility Worker	18/1		\$16.85 per hour	6/19/2018	Summer Work
Landron, Mary	Transportation	Bus Driver	18/3	Approx. 4	\$18.57 per hour	6/19 – 6/30/2018	Extended School Year
Landron, Mary	Transportation	Bus Driver	18/4	Approx. 4	\$19.51 per hour	7/1 – 7/19/2018	Extended School Year
Landron, Mary	Transportation	Utility Worker	18/1		\$16.85 per hour	6/19/2018	Summer Work
Lara, Charlene	Transportation	Driver	15/3	Approx. 4	\$17.24 per hour	6/19 – 6/30/2018	Extended School Year
Lara, Charlene	Transportation	Driver	15/4	Approx. 4	\$18.10 per hour	7/1 – 7/17/2018	Extended School Year
Lara, Charlene	Transportation	Utility Worker	18/1		\$16.85 per hour	6/19/2018	Summer Work
Lopez, Lisa	MOT	Office Assistant	14/2	Approx. 20	\$16.02 per hour	6/11 – 6/14/2018	Temporary Assignment
McGeary, Rebecca	Transportation	Bus Driver	18/6	Approx. 4	\$21.50 per hour	6/19 – 7/17/2018	Extended School Year
McGeary, Rebecca	Transportation	Utility Worker	18/1		\$16.85 per hour	6/19/2018	Summer Work
Norling, Neva	Transportation	Bus Driver	18/6	Approx. 4	\$21.50 per hour	6/19 – 7/17/2018	Extended School Year
Norling, Neva	Transportation	Utility Worker	18/1		\$16.85 per hour	6/19/2018	Summer Work
Rojo, Pack	Olga Reed	Noon Duty Supervisor	6/2	1.5	\$13.16 per hour	6/13/2018	Resignation
Ruiz, Christina	Transportation	Bus Attendant, Substitute	11/1	Approx. 4	\$14.17 per hour	6/19 – 7/17/2018	Extended School Year

Classified Personnel Action Report  
 Orcutt Union School District  
 June 13, 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
Ruiz, Christina	Transportation	Utility Worker, Substitute	18/1		\$15.89 per hour	6/19/2018	Summer Work
Sandstrom, Leilani	Transportation	Bus Driver	18/4	Approx. 4	\$19.51 per hour	6/19 – 6/30/2018	Extended School Year
Sandstrom, Leilani	Transportation	Bus Driver	18/5	Approx. 4	\$20.48 per hour	7/1 – 7/17/2018	Extended School Year
Sandstrom Leilani	Transportation	Utility Worker	18/1		\$16.85 per hour	6/19/2018	Summer Work
Siemsen, Elena	Campus Connection	Child Care Assistant, Substitute	6/1		\$11.81 per hour	5/29/2018	Substitute
Siemsen, Elena	Alice Shaw	Child Care Assistant	6/1	3.75	\$12.53 per hour	8/14/2018	Permanent/Probationary
Speer, Ray	Maintenance	Maintenance Craftsman	26/2	8	\$3,750 per month	6/22/2018	Permanent/Probationary

# ORCUTT UNION SCHOOL DISTRICT

## Certificated Personnel Action Report

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

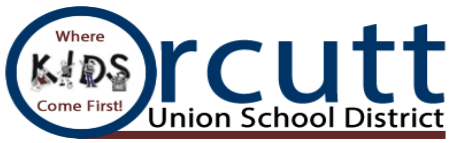
**FROM:** Susan Salucci  
Assistant Superintendent, Human Resources

**DATE:** Board Meeting of June 13, 2018

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

<i>NAME</i>	<i>SCHOOL</i>	<i>CLASS/ STEP</i>	<i>SALARY</i>	<i>EFFECTIVE DATE</i>	<i>ACTION INFORMATION</i>
Alberry, Benjamin	District	V-3	\$56,625	2018-19	Submitted units for movement
Cave, Kelsey	Patterson	III-4	\$53,350	2018-19	Submitted units for movement
Cutler, Elizabeth	Lakeview	VI-7	\$67,696 *	2018-19	Probationary 40%, Temporary, 40%
Doerksen, Allie	Shaw	I-1	\$44,855	2018-19	Temporary, 100%
Dunne, Anthony	Patterson	V-3	\$56,625	2018-19	Probationary
Fichter, Megan	Lakeview	II-6	\$54,414 \$5,000*	2018-19	Probationary Signing Bonus Over 2 years
Hawkins, Markie	Unknown	IV-1	\$50,614	2018-19	Temporary, 100%
McKee, Vada	Orcutt	III-3	\$51,620	2018-19	Additional Year of Service Verified
Rianda, Terry	District	Hourly	\$40	6/19-7/17/18	ESY Teacher, 102.5 hrs
Slezak, Sarah	District	V-6	\$62,524	2018-19	Probationary
Sternjacob, Zachary	Orcutt	IV-1	\$50,614*	2018-19	Temporary, 60%
Sullivan, Katherine	Olga Reed	V-4	\$58,525*	2018-19	Probationary, 16% (Choir)
Sussex, Joy	Patterson	V-6	\$62,524	2018-19	Request Unpaid Leave of Absence
Valdovinos, Mariana	Orcutt	IV-1	\$50,614	2018-19	Probationary

\*To be prorated



**BOARD OF TRUSTEES**

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

DEBORAH BLOW, Ed.D.  
*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: Deborah Blow, Ed.D.  
Superintendent

BOARD MEETING DATE: June 13, 2018

BOARD AGENDA ITEM: 2017/18 Resolution No. 27, Renewing the Charter of the Orcutt Academy Charter School

BACKGROUND: The existing Charter for the Orcutt Charter Academy Charter School runs through June 30, 2018, and a renewal of the Charter is requested so that the Charter School may continue to operate for another five years. The renewal petition was received by the Board and a public hearing required by the Education Code regarding the renewal petition was held at the June 7, 2018, Board meeting.

Charter renewals are governed by the standards and criteria in Education Code section 47605 and renewal petitions shall include a reasonably comprehensive description of any new requirements of charter schools enacted into law since the charter was originally granted or last renewed, and to be renewed a charter school must have also satisfied one of the academic performance criteria for renewal listed Education Code section 47607.

Revisions have been made to the Charter to address new requirements of charter schools enacted into law since it was last renewed. Administration and staff have determined that the Charter School has met the legal standards for renewal, including that the academic performance of the Charter School is at least equal to the academic performance of the public schools that the Charter School students would otherwise have been required to attend, as well as the academic performance of the schools in the District in which the Charter School is located, taking into account the composition of the student population that is served at the Charter School. (Ed. Code section 47607(b)(4)(A).)

RECOMMENDATION: It is recommended that the Board adopt 2017/18 Resolution No. 27, Renewing the Charter of the Orcutt Academy Charter School, as submitted.

FUNDING: N/A



**RESOLUTION OF THE BOARD OF EDUCATION OF THE  
ORCUTT UNION SCHOOL DISTRICT  
RESOLUTION NO. 27**

**RENEWING THE CHARTER OF THE ORCUTT ACADEMY CHARTER SCHOOL**

**WHEREAS**, pursuant to Education Code Section 47605 et seq., the Orcutt Union School District Board of Education (“Board”) is required to review charter petitions and authorize creation and/or renewal of charter schools;

**WHEREAS**, the Board previously approved the Charter for the Orcutt Academy Charter School (“Charter School”) with its current term running through and including June 30, 2018;

**WHEREAS**, the Board received the renewal petition and a public hearing required by the Education Code was conducted at the Board meeting on June 7, 2018, at which time the Board considered the level of support for the renewal petition by teachers and other District employees, and parents;

**WHEREAS**, administration and staff have determined that the Charter School has met the legal standards for renewal, and recommends that the Board approve the renewal of the Charter School’s Charter; and

**WHEREAS**, the Board has fully considered the renewal petition and the recommendation for renewal.

NOW, THEREFORE, BE IT RESOLVED AND ORDERED AS FOLLOWS:

1. The Board finds the above-listed recitals to be true and correct and incorporates them herein by this reference.
2. The Board, in accordance with Education Code Section 47607, has considered increases in pupil academic achievement for all groups of pupils served by Charter School, as the most important factor in determining whether to grant the Charter School’s renewal petition.
3. The Board has confirmed that the Charter School has met the academic performance renewal requirements of Education Code Section 47607 as follows:

Ed. Code § 47607(b)(4)(A): Academic performance of the Charter School is at least equal to the academic performance of the public schools that the Charter School pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the Charter School is located, taking into account the composition of the pupil population that is served at the Charter School.

4. The Board hereby renews the Charter of the Orcutt Academy Charter School for a five (5) year term from July 1, 2018, through and including June 30, 2023.

**ADOPTED, SIGNED, AND APPROVED** by the Orcutt Union School District Board of Trustees, County of Santa Barbara, State of California, on this 13<sup>th</sup> day of June 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  
Deborah Blow, Ed.D.

FROM: Walter Con   
Assistant Superintendent, Business Services

BOARD MEETING DATE: June 13, 2018

BOARD AGENDA ITEM: Award Bid for the OUSD for Ancillary Structures Demolition Project.

BACKGROUND: As required, per BP 3311 Bids, and Public Contract Code 20111, bids were requested for the Ancillary Structures Demolition Project. The objective of this project is to demolish and dispose of vacant building structures on Orcutt Union School District sites and restore the areas to open space. The estimated cost for this project was \$75,000.

On May 31, 2018, 2 sealed bids were received. The responsive bidders are as follows:

COMPANY	Location	TOTAL BID
Midwest Environmental Control	Edwards AFB, CA	\$72,421
Vernon Edwards	Santa Maria, CA	\$99,574


RECOMMENDATION: I recommend that Board of Trustees award the bid for the Ancillary Structures Demolition Project to Midwest Environmental Control, for \$72,421, as they are the lowest, responsive, responsible bidder.

FUNDING: Fiscal impact on the Deferred Maintenance Fund as described above.



# BUSINESS SERVICES MEMORANDUM

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

FROM: Walter Con   
Assistant Superintendent, Business Services

BOARD MEETING DATE: June 13, 2018

BOARD AGENDA ITEM: Award Bids for the Alice Shaw Site Safety Project

BACKGROUND: As required, per BP 3311 Bids, and Public Contract Code 20111, bids were requested for the Alice Shaw Site Safety Project. Alice Shaw is the first Measure G Bond school site safety plan. The total *estimated* cost for this project; including the soft cost is \$1,046,456, and a proposed budget will be submitted to the Board for approval on a separate action item.

The bid on the Project included three (3) categories. Category 1: Site Work and Asphalt Paving; Category 2: Fencing and Gates, and Category 3: General Construction. The award of the Project will include all three bid categories. On June 5, 2018, we received the bids below:

Company	Location	Categories	Total Bid
Cal Portland Construction	Santa Maria	1 Site Work	\$175,800
*Central Coast Fencing, Inc.	Grover Beach	2 Fencing & Gates	\$102,000
Big Wakoo Fence, Inc.	Arroyo Grande	2 Fencing & Gates	\$185,000
Quincom	Grover Beach	3 General Construction	\$368,769

\*Note: Central Coast Fencing, Inc. withdrew their bid due to a significant clerical error.


RECOMMENDATION: I recommend that the Board of Trustees award Category 1 to Cal Portland Construction for \$175,800, Category 2 to Big Wakoo Fence, Inc., for \$185,000, and Category 3 to Quincom for \$368,769, as each of these represent the lowest, responsive, and responsible bidder in their perspective categories.

FUNDING: Fund 21 – Building fund for the Measure G Bond



# BUSINESS SERVICES MEMORANDUM

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

FROM: Walter Con   
Assistant Superintendent, Business Services

BOARD MEETING DATE: June 13, 2018

BOARD AGENDA ITEM: Alice Shaw Site Safety Project Estimated Budget for the Measure G Bond

BACKGROUND: According to the Local School Construction Bonds Act of 2000 (15264-15288), vigorous efforts are undertaken to ensure that the expenditures of bond measures, are in strict conformity with the law.

The governing board of Orcutt Union School District shall have oversight, and approve all bond projects, and expenditures. Below is the *estimated* Alice Shaw Site Safety Project:

Alice Shaw Site Safety Project Estimated Budget			
Category 1: Site Work and Asphalt Paving	\$175,800		
Category 2: Fencing and Gates	\$185,000		
Category 3: General Construction	\$368,769		
Subtotal hard costs	<b>\$729,569</b>		
10% Contingency	\$72,957		
Total <b>hard</b> costs			<b>\$802,526</b>
Architect Fees	\$102,755		
Construction Manager Fees	\$91,000		
DSA Plan/Field Review Fee	\$18,000		
DSA Inspector	\$25,500		
Subtotal Soft costs	<b>\$237,255</b>		
10% Contingency	\$23,726		
Total <b>soft</b> costs			<b>\$260,981</b>
Total Alice Shaw Site Safety Project			<b>\$1,063,506</b>


RECOMMENDATION: I recommend that the Board of Trustees approve the Estimated Budget, \$1,063,506 for the Alice Shaw Site Safety Project for the Measure G Bond, as submitted.

FUNDING: Fund 21 – Building fund for the Measure G Bond



# BUSINESS SERVICES MEMORANDUM

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

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

**BOARD MEETING DATE:** June 13, 2018

**BOARD AGENDA ITEM:** Flexible Furniture Purchase with Measure G Bond with Culver Newlin

**BACKGROUND:** At the Special Board Facilities Study Meeting on May 2, 2018, the board directed staff to move forward with the purchase of a Flexible Furniture order for 110 remaining elementary classrooms.

The purchase of the flexible furniture will provide opportunities for creativity and innovation in student work. It will allow the teachers to create flexible learning environments, and the ability for students to work in collaborative groups on projects and hands-on learning experience. This is consistent with our 2018-19 Strategic Plan.

In October 2015, we purchased flexible furniture from Culver Newlin, which included the Hawthorne Piggyback bid. Culver Newlin was contacted for current pricing, and they can give us excellent pricing. Their product is high quality, and the warranty on most of their product is for a lifetime. The estimated purchases will be \$1,312,317.90.

**RECOMMENDATION:** I recommend the board approve the purchase of the flexible furniture under the terms and conditions of the Piggyback Bid 13-14-1, awarded by Hawthorne School District pursuant to the provisions of Public Contract Code Section 20118. The governing board finds and determines that this is in the best interest of the district to purchase the flexible furniture through Culver Newlin for \$1,312,317.90, as submitted.

**FUNDING:** Fund 21 Building Fund for Measure G Bond



## BUSINESS SERVICES MEMORANDUM

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

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

**BOARD MEETING DATE:** June 13, 2018

**BOARD AGENDA ITEM:** 2018-2019 Charter Budget

**BACKGROUND:** Education Code Section 42127 requires public school districts to adopt a budget for the next fiscal year on or before July 1 of each calendar year. The 2018-2019 proposed budget was presented at the June 7, 2018 board meeting for review by the Board of Trustees. The proposed 2018-2019 budget has been made available for public review at the District Office.

**RECOMMENDATION:** I recommend that the Board of Trustees adopt the proposed 2018-2019 budget and approve this document as presented on June 7, 2018.

**FUNDING:** Charter Funds as presented at the June 7, 2018 board meeting.



## BUSINESS SERVICES MEMORANDUM

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

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

**BOARD MEETING DATE:** June 13, 2018

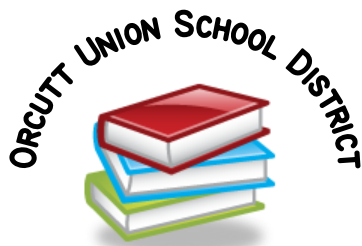
**BOARD AGENDA ITEM:** 2018-2019 District Budget

**BACKGROUND:** Education Code Section 42127 requires public school districts to adopt a budget for the next fiscal year on or before July 1 of each calendar year. The 2018-2019 proposed budget was presented at the June 7, 2018 board meeting for review by the Board of Trustees. The proposed 2018-2019 budget has been made available for public review at the District Office.

**RECOMMENDATION:** I recommend that the Board of Trustees adopt the proposed 2018-2019 budget and approve this document as presented on June 7, 2018.

**FUNDING:** All Fund as presented at the June 7, 2018 board meeting.





## Educational Services

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

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To: Dr. Deborah Blow, Superintendent

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

Board Meeting Date: June 13, 2018

Board Agenda Item: Local Control Accountability Plan (LCAP)

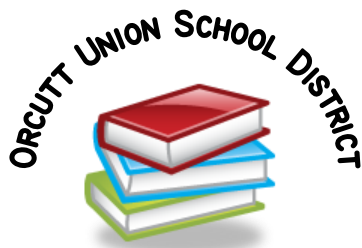
**Background:** In association with the state's new Local Control Funding Formula (LCFF) for funding education, school districts and charter schools are required to develop a **Local Control and Accountability Plan (LCAP)**. Education Code 52060 requires school districts to develop the plan which must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code 52052, including students with disabilities, for each of the state priorities and any locally identified priorities.

Development of the LCAP has included multiple stakeholder groups as the LCAP has evolved since 2015. The process also included alignment of the LCAP with the Strategic Plan for the Orcutt Union School District along with the state's eight identified priorities. District needs were identified through the collection and analysis of data, including online surveys of stakeholder groups, for each of the state's identified priorities, and specific feedback was given for each.

The LCAP is now a 3-year plan spanning 2017-2020. The plan was updated for the 2018-2019 school year, including progress on goals during the 2017-18 school year. There was a required LCAP public hearing held on June 7, 2018.

**Recommendation:** Staff recommends the Board of Trustees approve the Local Control and Accountability plan for 2018-2020 as submitted.

**Funding:** The LCAP includes \$3,039,830 in Supplemental funds, \$900,000 in Base funds, \$5,000 in Locally Defined (Grant) funds, \$72,008 in Title II and \$110,000 in Title III funds.



## Educational Services

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

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

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

**Board Meeting Date:** June 13, 2018

**Board Agenda Item:** Local Control Accountability Plan (LCAP) Federal Addendum

**Background:** The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Education Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) following local board approval before August 15, 2018 to apply for ESSA funding. The LCAP Federal Addendum replaces the Local Education Agency Plan that was a requirement of No Child Left Behind (NCLB).

**Recommendation:** Staff recommends the Board of Trustees approve the Local Control and Accountability (LCAP) Federal Addendum as submitted.

**Funding:** The Orcutt Union School District's allocation for Title I, Title I, and Title III for the 2017-18 school year was \$639,551.

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA Name

Orcutt Union School District

## CDS Code:

42-69260

## Link to the LCAP:

*(optional)*

[http://www.orcuttschools.net/departments/educational\\_services/local\\_control\\_and\\_accountability\\_plan](http://www.orcuttschools.net/departments/educational_services/local_control_and_accountability_plan)

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners  
and Immigrant Students

*(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The Orcutt Union School District employs Implementation Science and leverages the power of Professional Learning Communities to improve student achievement through the power of improved teacher instruction that is student centered and focused by the collective analysis of student learning. To that end, federal funds are used to target support for those students that qualify for supplemental services and the teachers that support them. The great majority of federal funds are allocated for two distinct purposes. The first purpose is direct support for struggling students that qualify for services through targeted, small group instruction. The second use of the funds is to focus on professional development using research based strategies with teachers in both first, best instruction (Tier 1) and intervention (Tier 2). This professional development not only includes workshops and training outside of the regular school day, but also instructional coaches at each of our schools, working directly with classroom and intervention teachers to ensure students have access to the core curriculum and targeted instruction to help them catch up. Schools with higher percentages of students qualifying for federal funds receive additional support above and beyond what all sites receive.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

In the Orcutt Union School District, there is one coherent plan for instruction and supporting students to reach their full potential, beginning with the District Strategic Plan which is directly aligned with the Local Control and Accountability Plan. Strategic planning of all state, local, and federal resources begins with a comprehensive needs assessment in areas of the eight state priorities. From the needs assessment, the district researches and defines specific goals and assigns state and local resources where appropriate. Each individual school plan is also directly aligned with these goals. Any activities designed for students must also closely align with the goals set by the district and supported by the sites. Once state and local funding resources are assigned and accounted for, federal funds are then used to layer the unfunded activities or increase services using current guidelines and regulations for the use of supplemental federal funds.

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 ( <i>as applicable</i> )

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Each school works with their school site staff, Title I Parents, School Site Council, and district support staff to design a program based on their student achievement data. Research-based strategies and programs are identified based on student need. Over the past few years, each school site has developed a “master schedule” that includes daily intervention for identified students that does not occur during “Core” or “Tier 1” instruction to ensure students received additional instruction are not missing their grade level instruction. Some students receive a third intervention block during the school day as well. Schools utilize the Title I funds to hire and train specialists to work with small groups of students with research-based strategies. Additionally, online programs are purchased at some school sites to provide individualized instruction under the supervision of a classroom teacher to monitor and adjust the program based on student progress. For the 2017-18 school year, school leadership teams continue to work with the Consortium on Reaching Excellence in Education (CORE) to identify and implement instructional and other strategies to strengthen Tier 1 instruction and design strategies for Tier 2 instruction. Each school has analyzed their individual school data and has completed a comprehensive report to their School Site Council and the Board of Trustees detailing their progress over the 2016-17 school year. Teachers and administrators have received training in the use of Focus Folders, using assessment results to group for individualized instruction and intervention with progress monitoring occurring each 10 days with the use of the PDSA cycle (Plan-Do-Study-Act). Each grade level is receiving professional development every six weeks in the use of the PDSA and Focus Folder to guide instruction.

**Overuse in Discipline Practices that Remove Students from the Classroom**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

The district is working closely with the Santa Barbara County Office of education to identify practices within the district that are successful for student discipline. Four school sites began implementation of the Positive Behavior Intervention Support program in the 2017-18 school year, and the remaining schools will begin implementation in the 2018-19 school year. The district received a grant to implement and scale up a Multi-Tiered Systems of Support program through the Orange County Department of Education and began that process in the 2017-18 school year, including intervention for behavior as well as academics, and is developing a systematic response to student behavior.

**Career Technical and Work-based Opportunities**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Each of our school sites has integrated a STEAM MakerSpace into the school library/media center. The district offers tech academies for teachers as they integrate technology into all content areas across the district. When receiving technology to use in their classroom, teachers are required to participate in professional development on the use of technology for instruction to encourage higher level use for students. This training includes the use of 1:1 devices, 1:web devices, and the creation of digital media by and for students. Beginning in the 2018-19 school year, the district has formed a partnership with Discovery Education with a STEAM Leader Corps academy which will include teachers from all K-6 school sites.



## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

Professional Learning Communities are present at every one of our school sites and all teachers participate. Teacher discussions are centered around student learning (Essential Standards, Common Formative Assessments, Intervention, etc.) as they work toward mastery for every student on the State academic standards. Teams of teachers and administrators from each school site participate in the PLC at Work Summit annually.

Literacy instruction with the Consortium on Reaching Excellence in Education and the author of How Do I Plan And Teach Reading Groups (Tina Pelletier) with ongoing professional development and instructional coaching throughout the school year. This training is aligned with our state adopted curriculum implementation, Wonders (McGraw/Hill) and Collections (Houghton-Mifflin).

The integration of technology into instruction to provide more students access to the core curriculum at higher levels is a continued area of focus through the Tech Academies, year-long hands-on professional development with strategies for successful integration. The District continues to work with CUE and has participated in the Rock Star professional development for teachers and administrators and held it's own Rock Star camp in district. The continued partnership with CUE will continue and teachers will receive support for participating in CUE training.

Professional development will continue in other content areas including:

Mathematics: implementation of standards-based curriculum (CPM and Expressions) and math intervention strategies  
NGSS: alignment and integration of NGSS in the newly adopted ELA/ELD curriculum, unit development will also occur with the support of the California Subject Matter Project for Science at Cal Poly San Luis Obispo

History/Social Science: alignment and integration in the newly adopted ELA/ELD curriculum, unit development and piloting newly adopted materials

Physical Education: continued partnership with the California Subject Matter Project for Physical Education and articulation/collaboration on best practices

English Language Development: Designated and Integrated ELD strategies, training for teachers and classified staff as well as school site administrators



## TITLE III, PART A

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

### **Parent, Family, and Community Engagement**

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

The Orcutt Union School District will ensure that the parents and families of English learners are actively and meaningfully involved in the education of their children. The district and schools will communicate effectively with the parents and families of English learners in ways that are ongoing, meaningful, and comprehensible and will ensure that the parents and families of English learners are full partners in the decisions that affect their children.

The district has an English Learner Advisory Committee (ELAC) at each school, and a District English Learners Advisory Committee (DELAC) at the district level as well. The purpose and function of these groups are to advise the school site leaders and the district's governing board on programs and services for English learners, including the formulation, implementation and monitoring of the English learner instructional program.

All of the schools in the Orcutt Union School District have a bilingual community liaison that assists with communication, and every school utilizes Parent Square, a communication platform that increases parent engagement and facilitates two-way communication.

### **Enhanced Instructional Opportunities**

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

N/A

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

### TITLE I, PART A

#### Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Each school in the Orcutt Union School District is ranked based on poverty levels (low income as determined by families qualified for participation in NSLP) to correspond with data included in the Consolidated Application. Participating schools are selected based on their percentage of students participating in NSLP as reported in CALPADS. All schools above 40% are designated as Title I and receive federal funds.

## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### TITLE I, PART A

#### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. [(N/A if your LEA is a charter school or COE, or your district's educator equity data does not demonstrate disparities)]

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

The equity gap analysis was conducted based on CDE's Data Quest and local information available on enrollment, low-income students, minority students, teacher workforce, and ineffective, inexperienced, or out-of-field teachers to ensure the equitable distribution of effective educators. The three schools with greater than the district average for percent minority and percent low income were determined to be the highest group and the three schools lower than the district average were used to calculate the lowest group. All inexperienced teachers in the respective group of schools were divided by the total teachers at the respective group of schools to determine the percent of inexperienced teachers for the group.

For ineffective teachers, an equity gap exists for the highest minority schools in the district (.93%) but does not exist for highest low income schools (-6.48%).

For inexperienced teachers, an equity gap exists for the highest minority schools (2.93%) and for the highest low income schools (8.65%).

For out-of-field teachers, no equity gap exists for the highest minority schools (-2.38%) nor the highest low income schools (-1.36%).

The largest equity gap exists with inexperienced teachers for both high minority and high low income schools. Every effort will be made to place experienced teachers at those school sites and when openings occur, work to fill open positions with experienced teachers.

#### Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Parents and guardians are their children's first and most influential teachers and sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. Each of our schools has a parent compact that is disseminated during parent/teacher conferences and is in the school handbook that outlines a variety of ways parents can get involved in their child's education and also get involved in decision making at the district and school levels. Parent education events are held throughout the school year at every campus. The district partners with a local agency, Fighting Back Santa Maria Valley, to provide parenting courses and resources for families. Parents are encouraged to get involved at all levels. Representative parent groups meet regularly throughout the year to provide a forum for consultation with the district on all matters.

### **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children** ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A (The District does not participate in this program)

### **Homeless Children and Youth Services** ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Once a student is recognized as a homeless student, Orcutt Union School District provides the following services:

- continued enrollment at the school of origin
- transportation to school of origin if the child resides outside the school boundaries and cannot access the established bus routes.
- Child Nutrition is notified to begin free lunch services
- site staff is notified to have the student be referred to school counselor and/or FBSMV support staff
- Campus Connection is contacted if the parents indicated they are in need of before and after school care (free of charge)
- depending on the situation, OUSD through the Homeless Liaison reaches out to Transition Youth Services through SBCEO for additional support and guidance

Orcutt Union School District follows the requirements in the McKinney-Vento Act and the Every Student Succeeds Act.

### **Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Regular articulation meetings take place between our middle schools and the local high school district. Administrators at all sites meet monthly to discuss programs and strategies for meeting the needs of struggling students. Teachers meet several times throughout the year to articulate in their content areas. Counselors talk frequently about individual student concerns and what has been successful in meeting the needs of at-risk youth. State and local funds are utilized to support these endeavors.

**Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A (Funds are not utilized to identify or serve gifted and talented students nor library programs)

## **TITLE I, PART D**

### **Description of Program** ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A (District does not participate in Title I, Part D)

### **Formal Agreements** ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A (District does not participate in Title I, Part D)

### **Comparable Education Program** ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A (District does not participate in Title I, Part D)

### **Successful Transitions** ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A (District does not participate in Title I, Part D)

### **Educational Needs** ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A (District does not participate in Title I, Part D)

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A (District does not participate in Title I, Part D)

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A (District does not participate in Title I, Part D)

**Parent and Family Involvement**

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A (District does not participate in Title I, Part D)

**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A (District does not participate in Title I, Part D)

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A (District does not participate in Title I, Part D)

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A (District does not participate in Title I, Part D)

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A (District does not participate in Title I, Part D)



## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Orcutt Union School District Team provides effective and continual professional development via Teachers on Special Assignment (TOSAs), professional development opportunities throughout the school year, tech integration academies, and on-demand professional development. Teacher leaders participate in quarterly Leadership Team meetings along with their school site leader where data is extensively used and discussions are centered around student learning to build their capacity and the capacity of their grade level/department team.

New teachers participate in a two-year induction program coordinated by the Santa Barbara County Office of Education. This program partners new teachers with veteran mentor teachers at their site.

New principals/site administrators participate in a two-year induction program coordinated by the Santa Barbara County Office of Education.

### **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Currently no schools are implementing comprehensive support and improvement activities or targeted support and improvement activities.

If schools are identified for comprehensive support and improvement activities or targeted support and improvement activities a per pupil model will be used based on the number of children counted under Section 1124(c).

### **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Orcutt Union School District consults throughout the school year with stakeholders regarding improvement activities in the district. Regular meetings are held with the strategic plan steering committee which includes parents, teachers, classified staff, managers, students, and community members and input is solicited for multiple areas including professional development. School site leadership teams meet quarterly to review data and provide feedback on areas of need, including professional development.

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Professional development will continue in conjunction with our new ELA/ELD adoption, including designated and integrated ELD instruction. Ninety minutes per week will be dedicated to additional professional development during release time for all teachers. During this time, teachers will work with the Instructional Coach/Teacher on Special Assignment to integrate strategies into their content area lessons for language development and integrated ELD. A consultant will also spend time with teachers observing their instruction, providing feedback, reviewing data with teachers, and determining next steps using the Plan-Do-Study-Act (PDSA) cycle. Professional Development days will be utilized to provide additional instruction for designated ELD strategies and the use of the district adopted ELA/ELD curriculum.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A (District does not receive funding for immigrant students)

### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Orcutt Union School District currently offers one English-language program option in grades K-8.

- Structured English Immersion (SEI): A language acquisition program in which nearly all classroom instruction is provided in English, but with curriculum and presentation designed for students who are learning English. Students are offered supplemental English Language Development (ELD) along with access to grade level academic subject content.
- Dual-Language Immersion (DLI): OUSD has formed a committee to explore the feasibility of offering this program.

In SEI, English learners receive daily Integrated and Designated ELD. Designated ELD is a minimum of thirty minutes of protected time for ELD standards instruction. Integrated ELD, in which the CA ELD Standards are taught in tandem with the focal CCCSS, is taught throughout the school day and across subject areas.

In grades K-5 ELD is taught using the Wonders program by McGraw Hill which has both fully a integrated ELD and designated ELD program. The Wonders for English Learners curriculum is connected to the core Wonders ELA program scope and sequence so that all students share the same weekly content, but focus on language production. The program includes adaptive learning to target support for studying foundational skills, structured opportunities to practice and apply academic language, and a focus on interpretive, collaborative, and productive modes of communication.

For grades 6-8, classroom teachers use embedded instruction, aligned with the ELA curriculum, to support English learners. Collections by Houghton Mifflin, the district adopted text, provides detailed lessons and scaffolding for language development. Close Reading strategies are a focus throughout the program.

An EL TOSA focuses on instructional practices and provides support to classroom teachers by providing additional, supplemental high quality and research-based professional development strategies to improve EL instruction, including meeting the needs of newcomers and long term English learners.

For English learners that need additional support in reading, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) is provided four to five days per week. SIPPS is part of OUSD's Multi-Tiered Systems of Support (MTSS), and student progress is routinely monitored using the Plan Do Study Act Cycle (PDSA).

## **English Proficiency and Academic Achievement**

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Orcutt Union School District ensures that elementary and secondary schools assist English learners in achieving English proficiency and meeting the challenging State academic standards by:

1. Ensuring appropriate placement of English learner students, including communicating with classroom teachers about each student's skill level and area of focus based on student data
2. Ensuring teacher capacity through professional development with the use of Teachers on Special Assignment (TOSAs) to deliver high quality professional development reaching all teachers, at all grade levels and content areas including administrators and support personnel. All staff in the Orcutt USD participate in Professional Learning Communities and the education of English learners is a regular agenda item where teachers discuss student learning data, best practices, and effective lesson design/strategies for English learners.
3. Ensure EL instruction, curriculum and intervention support as evidenced by master schedule, lesson plans, and clearly posted language objectives. The ELA/ELD standards and district adopted curriculum continue to be an area of focus and the work continues with the goal of full implementation.
4. Ensure EL instructional monitoring to improve EL achievement through the use of student data, the use of the Plan-Do-Study-Act (PDSA) continuum, regular discussions at the district and site level with Leadership Teams, and regular classroom walkthroughs.

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Title IV funds will be utilized to support school based community building programs. These programs could include support for peer mediator programs such as Safe School Ambassadors and Friend Mediators where students are taught strategies to intervene and build others up at the school site, additional character education programs, and programs to increase positive school climate.