

ORCUTT UNION SCHOOL DISTRICT
Regular Meeting of the Board of Trustees
Wednesday, August 8, 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 August 8, 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. OCAF Report
- 2. Technology Presentation

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, Board Meeting, June 7, 2018
- E. Minutes, Special Board Meeting, June 13, 2018
- F. Minutes, Special Board Meeting, June 16, 2018
- G. Quarterly Report on Williams/Valenzuela Uniform Complaints April-June 2018

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 Gift

Lakeview Junior High School received a Piano, to be donated to the Lakeview Jr. High School, by Chris Slaughter.

It is recommended that the Board of Trustees accept this gift and request that a letter of acceptance and appreciation be forwarded to Chris Slaughter.

Moved _____ Second _____ Vote _____

2. Revisions to the Santa Barbara County Education Local Plan Area (SBCSELPA)

It is recommended that the Board of Trustees approve the revisions to the SBCSELPA as submitted. A copy of the revisions to the Santa Barbara County Special Education Local Plan Area (SBCSELPA) is available for review at the District Office, 500 Dyer Street, Orcutt, CA between the hours of 7:30 am and 4:30 pm.

Moved _____ Second _____ Vote _____

B. BUSINESS SERVICES

1. Agreement for Independent Contractor Services Between The Orcutt Union School District and Eimile Pay

It is recommended that the Board of Trustees approve the Agreement for Independent Contractor Services between the Orcutt Union School District and Eimile Pay, as submitted.

Moved _____ Second _____ Vote _____

C. EDUCATIONAL SERVICES

1. Board Policy 5111, Admission

It is recommended that the Board of Trustees accept Board Policy 5111, Admission, for the first reading and that it is placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

2. Board Policy 5112.5, Open/Closed Campus

It is recommended that the Board of Trustees accept Board Policy 5112.5, Open/Closed Campus, for the first reading and that it is placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

3. Board Policy 5125, Student Records

It is recommended that the Board of Trustees accept Board Policy 5125, Student Records, for the first reading and that it is placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

4. Board Policy 5131.2, Bullying

It is recommended that the Board of Trustees accept Board Policy 5131.2, Bullying, for the first reading and that it is placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

5. Board Policy 5145.3 Nondiscrimination/Harassment

It is recommended that the Board of Trustees accept Board Policy 5145.3 Nondiscrimination/Harassment, for the first reading and that it is placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

6. Board Policy 5145.9, Hate Motivated Behavior

It is recommended that the Board of Trustees accept Board Policy 5145.9, Hate Motivated Behavior, for the first reading and that it is placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

7. Board Policy 5145.13, Response to Immigration Enforcement

It is recommended that the Board of Trustees accept Board Policy 5145.13, Response to Immigration Enforcement, for the first reading and that it is placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

8. Board Policy 6116, Classroom Interruptions

It is recommended that the Board of Trustees accept Board Policy 6116, Classroom Interruptions, for the first reading and that it is placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

9. Board Policy 6174, Education for English Learners

It is recommended that the Board of Trustees accept Board Policy 6174, Education for English Learners, for the first reading and that it is placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

10. Revisions to the Local Control Accountability Plan (LCAP)

It is recommended that the Board of Trustees approve the revisions to the Local Control Accountability Plan (LCAP), as submitted.

Moved _____ Second _____ Vote _____

D. HUMAN RESOURCES

1. Hiring of Caitlin Voss on a Provisional Internship Permit for an Elementary Physical Education Teaching Position (Ralph Dunlap School)

It is recommended that the Board of Trustees approve the Hiring of Caitlin Voss on a Provisional Internship Permit for an Elementary Physical Education Teaching Position (Ralph Dunlap School), as submitted.

Moved _____ Second _____ Vote _____

2. Hiring of Gabriella Winters on a Provisional Internship Permit for an Education Specialist – Mild/Moderate SDC (Ralph Dunlap School)

It is recommended that the Board of Trustees approve the Hiring of Gabriella Winters on a Provisional Internship Permit for an Education Specialist – Mild/Moderate SDC (Ralph Dunlap School), as submitted.

Moved _____ Second _____ Vote _____

3. Cal Poly State University Supervised Fieldwork and Student Teaching Agreement

It is recommended that the Board of Trustees approve the Cal Poly State University Supervised Fieldwork and Student Teaching Agreement, as submitted.

Moved _____ Second _____ Vote _____

4. Brandman University Supervised Fieldwork Agreement

It is recommended that the Board of Trustees approve the Brandman University Supervised Fieldwork Agreement, as submitted.

Moved _____ Second _____ Vote _____

5. Approval of Administrative Position: Principal, Pine Grove Elementary School

It is recommended that the Board of Trustees approve the hiring of Leslie Wagon seller as the Principal of Pine Grove Elementary School.

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, September 12, 2018, beginning with Closed Session starting at 6:45 p.m., Public Session at 7:15 p.m. in the District Office Board Room, 500 Dyer Street, Orcutt, CA.

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
August 8, 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
Ast, Diane	Orcutt Jr. High	Instructional Assistant	11/6	6.0	\$18.09 per hour	8/2/2018	Retirement
Benavidez, Rebecca	Transportation	Utility Worker	18/1		\$16.85 per hour	6/19/2018	Summer work
Bouza, Kada	Patterson	Child Nutrition Cashier	7/6	2.25	\$16.39 per hour	8/1/2018	Retirement
Chavez, Sandi	Nutrition	Child Nutrition Clerk	12/6	4.0	\$18.53 per hour	8/1/2018	Promotion
Crisp, Tiffany	Health Services	Licensed Vocational Nurse	27/2	6.0	\$22.09 per hour	8/9/2018	Resignation
Diaz, Maria	Transportation	Utility Worker	18/1		\$16.85 per hour	6/19/2018	Summer work
Diaz, Maria	Patterson	Instructional Assistant I	11/4	3.5	2.5%	8/14/2018	Special Needs Stipend
Dwyer, Mary Jane	District Office	Confidential Administrative Assistant/HR		8.0	\$1,500 per year	7/1/2018 - 6/30/2019	Teacher Induction Responsibilities
Gallet, Jane	Patterson	Instructional Assistant I	11/6	3.5	\$18.09 per hour	8/1/2018	Discontinue 2.5% special needs stipend
Gilliland, Jordynn	Central Kitchen	Child Nutrition Worker	7/3	1.75	\$14.16 per hour	8/2/2018	Resignation
Granada, Linsey	Orcutt Jr. High	Instructional Assistant II	12/5	3.5	\$17.66 per hour	8/2/2018	Resignation
Granada, Linsey	District	Instructional Assistant I & II, Substitute	11 & 12		\$13.36 & \$13.69 per hour	8/2/2018	Substitute
Granada, Linsey	District	Noon Duty Supervisor, Substitute	6		\$11.81 per hour	8/2/2018	Substitute
Hillje, Bridget	Campus Connection	Child Care Assistant, Substitute	6		\$11.81 per hour	8/2/2018	Substitute
James-Mandu, Amanda	Patterson	Instructional Assistant I	3.5	11/4	\$16.40 per hour	8/3/2018	Reinstate
James-Mandu, Amanda	Patterson	Instructional Assistant I			\$1,000.00 annually	8/3/2018	Educational Stipend – Bachelor's

Classified Personnel Action Report
 Orcutt Union School District
 August 8, 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
James-Mandu, Amanda	Patterson	Instructional Assistant I			2.5%	8/3/2018	Special needs stipend
Klug, Tracie	Patterson	Instructional Assistant I	11/1	3.5	\$14.17 per hour	8/1/2018	Discontinue 2.5% special needs stipend
Lopez, Lisa	Patterson	Media Specialist	14/2	24 per week	\$16.02 per hour	8/3/2018	Promotion
Norling, Neva	Transportation	Utility Worker	18/6		\$21.50 per hour	6/19/2018	Summer work (Lead crew)
Page, Linda	Patterson/Orcutt Jr. High	Noon Duty Supervisor	6/6		\$15.99 per hour	8/1/2018	Change in sites
Speer, Raymond	Maintenance	Maintenance Craftsperson	26/2	8.0	\$3,750 per month	8/2/2018	Revised start date
Westbay, Cody	District Office, Business Services	Senior Payroll Technician	28/2	8.0	\$3,937 per month	6/21/2018	Permanent/Probationary
Woo, Kristen	Transportation	Utility Worker	18/1		\$16.85 per hour	6/19/2018	Summer work

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 August 8, 2018

RE: **RECOMMENDATIONS FOR APPROVAL AND RATIFICATION**

NAME	SCHOOL	CLASS/ STEP	SALARY	EFFECTIVE DATE	ACTION INFORMATION
Baldwin, Beth	Lakeview	VI-19	\$95,408*	2018-19	Additional .10 FTE
Iannoli-Ballard, Juliet	District	III	\$91,694	2018-19	Psychologist
Barbour, Katherine	Unknown	IV-1	\$50,614	2018-19	Temporary, 100%
Burlakovsky, Miriam	District	VI	\$101,664	6/30/2018	Resignation
Callis, Wendy	Patterson	IV-1	\$50,614*	2018-19	Job Share, 50%
Espino, Abraham	District	VI	\$101,664	6/30/2018	Resignation
Espinoza, Gabriel	Dunlap	IV-4	\$55,876 \$5,000*	2018-19	Probationary Signing Bonus Over 2 years
Felix, Danielle	Patterson	V-9	\$69,046*	2018-19	Job Share, 50%
Fernandez, Michelle	Olga Reed	IV-6	\$59,691	2018-19	Temporary, 100%
Groppetti, Andrea	Dunlap	VI-7	\$67,696	6/13/18	Resignation
Hawkins, Markie	Nightingale	V-1	\$53,008	2018-19	Submitted Units for Movement
Laflin, Debra	Olga Reed	V-4	\$58,525	2018-19	Submitted Units for Movement
Lee, Linda	Patterson	V-20	\$93,119	8/1/2018	Request Participation in Early Retirement Program
Mau, Tamara	District	I	\$85,598	2018-19	Psychologist
Parker, Jessica	Nightingale	V-2	\$54,786	2018-19	Completed units for movement
Pugh, Caline	Pine Grove	V-2	\$54,786	2018-19	Submitted Units for Movement
Ramin, Ginger	Unknown	IV-5	\$57,754 \$5,000*	2018-19	Probationary Signing Bonus Over 2 years
Riezebos, Stacy	Patterson	Stipend	\$1000	2017-18	Student Council Advisor

*To be prorated

<i>NAME</i>	<i>SCHOOL</i>	<i>CLASS/ STEP</i>	<i>SALARY</i>	<i>EFFECTIVE DATE</i>	<i>ACTION INFORMATION</i>
Shaffer, Scott	AS/OR	VI-6	\$65,491	2018-19	Probationary
Signorelli, Denee	Pine Grove	VI	\$121,755	7/10/2018	Resignation
Streeper, Rodney	Lakeview/ Orcutt	V-10	\$71,372	2018-19	Submitted units for movement
Van Allen, William	Lakeview	V-20	\$93,119*	2018-19	Additional .10 FTE
Voss, Caitlin	Dunlap	IV-1	\$50,614	2018-19	Probationary
Wagon seller, Leslie	Pine Grove	VI	\$121,755 \$360/yr \$1100/yr	7/30/2018	Principal Cell Phone Allowance Mileage Allowance
Winters, Gabriella	Dunlap	I-1	\$44,855 \$5,000	2018-19	Probationary Signing Bonus Over 2 years

*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
REGULAR MEETING MINUTES
June 7, 2018**

CALL TO ORDER

A regular meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, June 7, 2018, beginning with Dr. Peterson calling Public Session to order at 6:45 p.m. The Pledge of Allegiance was led by Lisa Morinini. Members Present: Buchanan, Peterson, Hatch, Phillips, and Morinini. Administrators Present: Blow, Salucci, Con, Fell, and Edds. It was moved by Lisa Morinini seconded by Bob Hatch and carried to adjourn to Closed Session at 6:46 p.m. Ayes: Buchanan, Peterson, Hatch, and Morinini.

RECONVENE TO PUBLIC SESSION

The meeting reconvened to Public Session at 7:07 p.m. and Dr. Peterson reported that no action was taken in Closed Session. It was moved by Lisa Morinini, seconded by Bob Hatch and carried to adopt the June 7, 2018, agenda as presented. Ayes: Buchanan, Peterson, Hatch, and Morinini.

SUPERINTENDENT'S REPORT

Dr. Holly Edds presented a Dual Immersion Task Force Presentation. OCAF Director, LeeAnn Luongo gave an OCAF update regarding the Chalk Festival, creating T-shirts, and continuing to write grants. Dr. Blow introduced Josh Ostini as the new Dean of Students for Orcutt Academy High School.

PUBLIC COMMENT

Molly Lawrence Shattuck commented on her concerns with Campus Connection at Patterson Rd. Karen Guerrero commented on her experiences working in Campus Connection. Meghan Fargen commented on the Dual Immersion Task Force and thanked the Board and District for putting together the committee.

Written Communication

Santa Barbara County Education Office (SBCEO) sent a letter regarding determining factors regarding the Local Control Funding Formula. Independent Study Staff sent a "Thank You" note for the goodies they received for Classified and Certificated Staff week.

CONSENT AGENDA ITEMS

- A. Classified Personnel Action Report
- B. Certificated Personnel Action Report
- C. Approval of Warrants
- D. Minutes, Regular Meeting May 9, 2018
- E. Consolidated Application for Funding
- F. Board Policy 3100, Budget, for second reading
- G. Board Policy 3280, Sale, Lease, Rental of District-Owned Property, for second reading
- H. Board Policy 3513.4, Drug & Alcohol-Free Schools, for second reading
- I. Board Policy 3515.7, Firearms on School Grounds, for second reading
- J. Board Policy 3551, Food Service Operations/Cafeteria Fund, for second reading
- K. Board Policy 3553, Business and Noninstructional-Operation, for second reading
- L. Board Policy 1312.3, Uniform Complaint Procedures, for second reading
- M. Board Policy 5022, Student and Family Privacy Rights, for second reading
- N. Board Policy 5145.6, Parental Notifications, for second reading
- O. Board Policy 6162.5, Student Assessment, for second reading
- P. Board Policy 6171, Title I Programs, for second reading
- Q. Board Policy, 4111,4211,4311, Recruitment, and Selection, for the second reading

It was moved by Rob Buchanan, seconded by Bob Hatch, and carried to remove Item B from the consent agenda. Ayes: Buchanan, Peterson, Hatch, and Morinini. It was moved by Bob Hatch, seconded by Lisa Morinini and carried to approve Consent Agenda Items A through Q, with the exception of item B. Ayes: Buchanan, Peterson, Hatch, and Morinini. It was moved by Bob Hatch, seconded by Rob Buchanan to approve Consent Agenda Item B, Certificated Personnel Action Report, with revisions. Ayes: Buchanan, Peterson, Hatch, and Morinini.

ACTION AGENDA ITEMS

Acceptance of Gifts:

It was moved by Lisa Morinini, seconded by Rob Buchanan, and carried to approve the donations as follows: Alice Shaw received \$560, Olga Reed received a \$500 cash donation, and Orcutt Union School District received (50) Jansport backpacks and supplies from Coast Hills Federal Credit Union, and that a letter of acceptance and appreciation be forwarded to Dr. Robert S. Berry, Nancy E. Helgeland, the Los Alamos Valley Men's Club and Coast Hills Federal Credit Union. Ayes: Buchanan, Peterson, Hatch, and Morinini.

2017/2018 Resolution No. 17 Order of Election

It was moved by Bob Hatch, seconded by Lisa Morinini, and carried to approve the 2017/2018 Resolution No. 17, Order of Election, as submitted. Ayes: Buchanan, Peterson, Hatch, and Morinini.

2017/2018 Resolution No. 18, Candidate's Statement

It was moved by Rob Buchanan, seconded by Bob Hatch, and carried to approve the 2017/2018 Resolution No. 18, Candidate's Statement, as submitted. Ayes: Buchanan, Peterson, Hatch, and Morinini.

2017/2018 Resolution No. 19, Education Protection Account (EPA) Requirements

It was moved by Bob Hatch, seconded by Lisa Morinini, and carried to approve Resolution Number 19, Education Protection Account (EPA) Requirements, as submitted. Ayes: Buchanan, Peterson, Hatch, and Morinini.

2017/2018 Fund Balance GASB 54 Resolution No. 24

It was moved by Rob Buchanan, seconded by Bob Hatch, and carried to approve the 2017/2018 Fund Balance GASB 54 Resolution No. 24, as submitted. Ayes: Buchanan, Peterson, Hatch, and Morinini.

Rosie Chavez Donation

It was moved by Lisa Morinini, seconded by Bob Hatch, and carried to approve the Rosie Chavez Donation, as submitted. Ayes: Buchanan, Peterson, Hatch, and Morinini.

2018/2019 Lifetouch Photography Agreement

It was moved by Bob Hatch, seconded by Lisa Morinini and carried to approve the 2018/2019 Lifetouch Photography Agreement, as submitted. Ayes: Buchanan, Hatch, Peterson, and Morinini.

Approval of Vavrinek, Tine, Day & Co., LLP (VTD) Auditors Agreement

It was moved by Lisa Morinini, seconded by Bob Hatch, and carried to approve the Vavrinek, Tine, Day & Co., LLP (VTD) Agreement, as submitted. Ayes: Buchanan, Hatch, Peterson, and Morinini

Approval of Copier Agreement

It was moved by Rob Buchanan, seconded by Lisa Morinini and carried to approve the Copier Agreement, with Ray Morgan, as submitted. Ayes: Buchanan, Hatch, Peterson, and Morinini.

Key Site 17 State Waiver

It was moved by Lisa Morinini, seconded by Rob Buchanan and carried to approve the Key Site 17 State Waiver, as submitted. Ayes: Buchanan, Hatch, Peterson, Phillips, and Morinini.

Public Hearing – 2018/2019 Budget Presentation

Dr. Jim Peterson opened the Public Hearing for the 2018/19 Budget Presentation. There being no comment the hearing was closed. Walter Con presented the 2018-19 Budget draft.

Public Hearing – Developer Fee Increase

Dr. Jim Peterson opened the hearing for the Developer Fee Increase. There being no comment the hearing was closed. Walter Con presented a Developer Fee Increase Report.

Developer Fee Increase

It was moved by Rob Buchanan, seconded by Bob Hatch and carried to approve the Developer Fee Increase as submitted. Ayes: Buchanan, Hatch, Peterson, and Morinini.

Receipt of Orcutt Academy Charter School Renewal Petition by the Board of Education

It was moved by Rob Buchanan, seconded by Bob Hatch and carried to approve the Receipt of the Orcutt Academy Charter School Renewal Petition by the Board of Education, as submitted. Ayes: Buchanan, Hatch, Peterson, Phillips, and Morinini.

Public Hearing – Orcutt Academy Charter School Renewal Petition

Dr. Jim Peterson opened the hearing for the Orcutt Academy Charter School Renewal Petition. There being no comment the hearing was closed. Joe Dana gave an Orcutt Academy Charter School Renewal Petition presentation

Public Hearing – Local Control and Accountability Plan (LCAP)

Dr. Jim Peterson opened the hearing for the Local Control and Accountability Plan (LCAP). There was no comment and the hearing was closed. Dr. Holly Edds presented the draft of the Local Control and Accountability Plan (LCAP).

Approval of Administrative Position: Interim Director of Educational Services

It was moved by Bob Hatch, seconded by Liz Phillips, and carried to approve Janet Bertoldi as the Interim Director of Educational Services. Ayes: Buchanan, Peterson, Hatch, Phillips, and Morinini.

Approval of Administrative Position: Interim Executive Director of Special Education

It was moved by Lisa Morinini, seconded by Liz Phillips, and carried to approve Ted Lyon as the Interim Executive Director of Special Education. Ayes: Buchanan, Peterson, Hatch, Phillips, and Morinini.

Approval of Administrative Position: Interim Principal, Lakeview Jr. High School

It was moved by Liz Phillips, seconded by Rob Buchanan, and carried to approve Jonathan Dollahite as the Interim Principal of Lakeview Jr. High School. Ayes: Buchanan, Peterson, Hatch, Phillips, and Morinini.

Approval of Administrative Position: Interim Vice-Principal, Lakeview Jr. High School

It was moved by Bob Hatch, seconded by Lisa Morinini, and carried to approve Janinne Salinas the Interim Vice-Principal of Lakeview Jr. High School. Ayes: Buchanan, Peterson, Hatch, Phillips, and Morinini.

Approval of Memorandum of Understanding between Alliant International University, Inc. and Orcutt Union School District

It was moved by Liz Phillips, seconded by Lisa Morinini, and carried to approve the Memorandum of Understanding between Alliant International University, Inc. and Orcutt Union School District, as submitted. Ayes: Buchanan, Peterson, Hatch, Phillips, and Morinini.

Substitute Teacher Pay Rate for Statutory Leaves of More than 30 Days

It was moved by Liz Phillips, seconded by Bob Hatch, and carried to approve the Substitute Teacher Pay Rate for Statutory Leaves of More Than 30 Days, as submitted. Ayes: Buchanan, Peterson, Hatch, Phillips, and Morinini.

Revision of Substitute Teacher Pay Rate

It was moved by Bob Hatch, seconded by Lisa Morinini, and carried to approve the Revision of Substitute Teacher Pay Rate, as submitted. Ayes: Buchanan, Peterson, Hatch, Phillips, and Morinini.

The increase of Director of Child Nutrition Salary Schedule

It was moved by Rob Buchanan, seconded by Bob Hatch, and carried to approve the proposed Director of Child Nutrition Salary Schedule, as submitted. Ayes: Buchanan, Peterson, Hatch, Phillips, and Morinini.

Accept 2017/2018 Initial Collective Bargaining Proposal from California School Employees Association, and it's Orcutt Chapter #255

It was moved by Liz Phillips, seconded by Bob Hatch, and carried to Accept the 2017/2018 Initial Collective Bargaining Proposal from California School Employees Association Orcutt Chapter #255, as submitted. Ayes: Buchanan, Peterson, Hatch, Phillips, and Morinini.

ITEMS FROM THE BOARD

The Board commented on how well both Open House's went at Patterson Road and Joe Nightingale. The board wished Lisa Morinini a belated "Happy Birthday," and a "Happy 38th Wedding Anniversary" to Dr. Blow.

GENERAL ANNOUNCEMENTS

Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, August 8, 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 Bob Hatch, seconded by Liz Phillips and carried to adjourn the meeting at 8:56 p.m.

Deborah L. Blow, Ed.D. Board Secretary

Lisa Morinini, Clerk, Board of Trustees

**ORCUTT UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
SPECIAL BOARD MEETING
June 13, 2018**

CALL TO ORDER

A special meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, June 13, 2018, beginning with Dr. Peterson calling Public Session to order at 12:00 p.m. Brad Gitchell led the Pledge of Allegiance. Members Present: Peterson, Buchanan, Hatch, Absent: Phillips and Morinini. Administrators Present: Blow, Con, Edds, Salucci and Fell. It was moved by Bob Hatch and seconded by Rob Buchanan and carried to adopt the June 13, 2018 agenda, as presented. Ayes: Peterson, Buchanan, and Hatch.

PUBLIC COMMENT

There was no public comment.

CONSENT AGENDA ITEMS

- A. Classified Personnel Action Report
- B. Certificated Personnel Action Report

It was moved by Rob Buchanan, seconded by Bob Hatch, and carried to approve Consent Agenda Items A and B as submitted. Ayes: Buchanan, Peterson and Hatch.

ACTION AGENDA ITEMS

2017/18 Resolution No. 27, Renewing the Charter of the Orcutt Academy Charter School

It was moved by Rob Buchanan, seconded by Bob Hatch and carried to approve the 2017/18 Resolution No. 27, Renewing the Charter of the Orcutt Academy Charter School as submitted. Ayes: Buchanan, Peterson and Hatch.

Award the Bid for the OUSD Ancillary Structures Demolition Project

It was moved by Bob Hatch, seconded by Rob Buchanan, and carried to Award the Bid for the OUSD Ancillary Structures Demolition Project to Midwest Environmental Control (MEC), as submitted. Ayes: Buchanan, Peterson and Hatch.

Award the Bids for the Alice Shaw Site Safety Project

It was moved by Bob Hatch, seconded by Rob Buchanan and carried to award the bids to Cal Portland Category 1, Site Work for \$175,800, Big Wakoo Fence, Inc., Category 2, Fencing and Gates, for \$185,000, and Quincom, Category 3, General Contractor, for \$368,769., as submitted. Ayes: Buchanan, Peterson and Hatch.

Alice Shaw Site Safety Project Estimated Budget for the Measure G Bond

It was moved by Rob Buchanan, seconded by Bob Hatch, and carried to approve the Alice Shaw Site Safety Project Estimated Budget for the Measure G Bond, as submitted. Ayes: Buchanan, Peterson and Hatch.

Flexible Furniture Purchase

It was moved by Bob Hatch, seconded by Rob Buchanan, and carried to approve the Flexible Furniture Purchase with Culver Newlin, as submitted.

2018/2019 Adopted Charter Budget

It was moved by Rob Buchanan, seconded by Bob Hatch, and carried to approve the 2018/2019 Adopted Charter Budget, as submitted. Ayes: Buchanan, Peterson and Hatch.

2018/2019 Adopted Budget

It was moved by Rob Buchanan, seconded by Bob Hatch, and carried to approve the 2018/2019 Adopted Budget, as submitted. Ayes: Buchanan, Peterson and Hatch.

Local Control Accountability Plan (LCAP)

It was moved by Rob Buchanan, seconded by Bob Hatch, and carried to approve the Local Control Accountability Plan (LCAP), as submitted. Ayes: Buchanan, Peterson and Hatch.

Orcutt Academy Charter Local Control Accountability Plan (LCAP)

It was moved by Rob Buchanan, seconded by Bob Hatch, and carried to approve the Orcutt Academy Charter Local Control Accountability Plan (LCAP), as submitted. Ayes: Buchanan, Peterson and Hatch.

Local Control Accountability Plan (LCAP) ESSA Addendum

It was moved by Bob Hatch, seconded by Rob Buchanan to approve the Local Control accountability Plan (LCAP) ESSA Addendum, as submitted. Ayes: Buchanan, Peterson and Hatch.

ITEMS FROM THE BOARD

The Board Members commented on how great the Lakeview and Orcutt Jr. High graduations went, especially how everything stayed on schedule. The Board wished everyone a great summer.

GENERAL ANNOUNCEMENTS

Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, August 8, 2018, with Public Session at 6:45 pm in the District Board Room, 500 Dyer Street, Orcutt, CA.

ADJOURN

It was moved by Rob Buchanan, seconded by Bob Hatch to adjourn the meeting at 12:20 PM.

Deborah Blow, Ed.D., Board Secretary

Lisa Morinini, Clerk, Board of Trustees

**ORCUTT UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
SPECIAL BOARD MEETING
June 16, 2018**

CALL TO ORDER

A special meeting of the Board of Trustees of the Orcutt Union School District was held on Saturday, June 16, 2018 beginning with Dr. Jim Peterson calling Public Session to order at 8:00 a.m. Lisa Morinini led the Pledge of Allegiance. Members Present: Peterson, Morinini, Hatch, Phillips, and Buchanan. Administrator Present: Blow, California School Board Association Consultants: Luan Burman Rivera and Myel Jenkins. It was moved by Bob Hatch, seconded by Lisa Morinini and carried to adopt the June 16, 2018, agenda as presented. Ayes: Peterson, Morinini, Hatch, Phillips and Buchanan.

PUBLIC COMMENT

There was no public comment.

ACTION AGENDA ITEMS

Motion to Reconsider Bid Award

It was moved by Rob Buchanan, seconded by Bob Hatch, and carried to approve the reconsideration of the Action taken on the June 13, 2018, to award the Category 3 bid to Quincom. The bid was not the actual lowest responsive bidder, and the bid was awarded based on a clerical error. Ayes: Peterson, Morinini, Hatch, Phillips and Buchanan.

Award of Contract for the Alice Shaw Site Safety Project to the Actual Lowest Responsive Bidder

It was moved by Rob Buchanan, seconded by Bob Hatch and carried to approve RK & G Construction, Inc., as the actual lowest responsive bidder for Category 3, construction work for the Alice Shaw Site Safety Project. . Ayes: Peterson, Morinini, Hatch, Phillips and Buchanan.

BOARD/SUPERINTENDENT GOVERNANCE WORKSHOP

The board participated in a workshop conducted by the California School Board Association (CSBA) Consultant, Luan Burman Rivera, on Governance Practices; including unity of purpose, roles and responsibilities, norms and protocols.

ADJOURN TO CLOSE SESSION

It was moved by Rob Buchanan, seconded by Bob Hatch and carried to adjourn to Closed Session at 11:30 a.m. Ayes: Peterson, Morinini, Hatch, Phillips and Buchanan.

RECONVENE AND ADJOURN

The meeting reconvened to Public Session at 12:05 p.m. and Dr. Peterson reported that no action was taken in Closed Session.

ADJOURN

It was moved by Rob Buchanan, seconded by Bob Hatch and carried to adjourn the meeting at 12:06 p.m. Ayes: Peterson, Morinini, Hatch, Phillips and Buchanan

Deborah Blow, Ed.D., Board Secretary

Lisa Morinini, Clerk, Board of Trustees

Quarterly Report
 on
Williams/Valenzuela Uniform Complaints
 [Education Code § 35186]

District: _____

Name of person completing this form: _____

Title of person completing this form: _____

Please provide the date when this information will be reported publicly at the district governing board meeting:

Quarterly report submission date (check one):

April (Jan.—March)

July (April—June)

October (July—Sept.)

January (Oct.—Dec.)

General Subject Area	Total no. of complaints	No. of complaints resolved	No. of complaints unresolved
Textbooks and instructional materials			
Teacher vacancy or misassignment			
Facilities conditions			
<i>Valenzuela</i> /CAHSEE intensive instruction and services			
TOTALS			

Signature of district superintendent

Date



ORCUTT UNION SCHOOL DISTRICT

REQUEST FOR ACCEPTANCE OF GIFT

SCHOOL: _____ **Date:** _____

DONOR: Name: _____
Address: _____
Phone No. _____

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

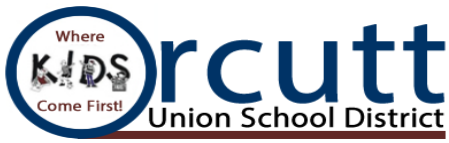
INSTALLATION AND OPERATION (If answer to A is yes , answer B and C)

- 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? _____

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

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

TO: Board of Trustees

FROM: Deborah Blow, Ed.D.
Superintendent

BOARD MEETING DATE: August 8, 2018

BOARD AGENDA ITEM: SBCSELPA Joint Exercise of Powers Agreement Amendments

BACKGROUND: The SBCSELPA JPA Board approved amended Section 1 as follows:

- Section 1 amended to recognize Adelante Charter School as a party to the agreement since they are SBCSELPA JPA Board approved to operate as an LEA for the purposes of special education, effective July 1, 2018.

RECOMMENDATION: It is recommended that the Board of Trustees approve the SBCSELPA Joint Exercise of Powers Agreement Amendments, as submitted.

FUNDING: No funding implications

**JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

The parties listed in Section 1 below mutually agree and promise as set forth in this Joint Powers Agreement:

1. PARTIES

The Boards of Education of

Adelante Charter School

Ballard School District

Blochman Union School District

Buellton Union School District

Carpinteria Unified School District

Cold Spring School District

College School District

Cuyama Joint Union School District

Family Partnership Charter School

Goleta Union School District

Guadalupe Union School District

Hope School District

Lompoc Unified School District

Los Olivos School District

Manzanita Public Charter School

Montecito Union School District

Orcutt Union School District

Santa Barbara Charter School

Santa Barbara Unified School District

Santa Maria Joint Union High School District

Santa Maria-Bonita School District

Santa Ynez Valley Union High School District

Solvang School District

Vista Del Mar Union School District and the

Santa Barbara County Education Office

2. **PURPOSE**

The purpose of this agreement is to provide for the creation of the Santa Barbara County Special Education Local Plan Area (SBCSELPA), an agency which is separate from the parties to this Agreement. This agency shall designate an Administrative Unit to provide fiscal services for the SBCSELPA.

3. **AUTHORITY**

This agreement is entered into pursuant to Education Code Section 56195.1(c) and Government Code Section 6500 and following, relating to the joint exercise of powers between public educational agencies identified herein and also those that may hereafter be accepted for membership herein.

4. **ADMINISTRATION AND GOVERNANCE**

a. The parties hereto hereby create the Santa Barbara County Special Education Local Plan Area (hereinafter SBCSELPA), which will be a separate public agency responsible for administering this agreement and the Local Plan.

b. The SBCSELPA shall be governed by the SBCSELPA JPA Board, which shall be comprised of eight voting members. The Board shall be comprised of the County Superintendent of Schools and superintendents of districts in Santa Barbara County and selected as follows:

Five members from non-direct service districts shall be selected by the consensus of the LEA Superintendents, with two members representing non-direct service districts in south Santa Barbara County; two members representing non-direct service districts in North Santa Barbara County; and one member representing non-direct service districts in the Santa Ynez Valley Special Education Consortium.

One member from direct service districts shall be selected by the Superintendents' Council, representing direct service districts in both North and South Santa Barbara County.

One member from 9-12th grade high school districts shall be selected by the Superintendents' Council.

The County Superintendent of Schools shall continuously serve as an eighth member of the Board.

c. All district superintendent appointments to the Board shall be for two-year terms. Appointments to the Board shall expire on June 30.

d. Each voting member of the Board shall take and execute the oath of office prior to exercising any duties hereunder.

- e. The Board shall annually elect a Chairperson, Vice-Chairperson and Clerk from its voting members. The SBCSELPA Director shall serve as Secretary to the Board. The Chairperson and Vice-Chairperson shall serve at the pleasure of the Board until a successor is elected.
- f. The Board shall develop and adopt bylaws which may be amended from time to time.
- g. Regular meetings shall be held as determined by the Board and set forth in its bylaws. Such meetings shall comply with all provisions of the Brown Act. (Government Code Sections 54950 and following) and provisions of the Education Code regarding school district governing board meetings (Education Code Sections 35140 and following). A majority of the voting membership of the Board shall constitute a quorum and a majority of the voting membership shall be necessary for action to be taken. Vacant positions shall be counted as part of the membership when determining whether a majority exists. If a member of the Board misses three consecutive board meetings, the District Superintendent's may opt to remove the Board member. When a member of the Board resigns, is removed, or otherwise vacates membership on the Board, a replacement member shall be appointed by consensus of the LEA Superintendents as prescribed in Section 4 of this agreement.
- h. The fiscal year of the SBCSELPA shall run from July 1 through June 30.

5. AUDITING AND ACCOUNTING SERVICE

The Auditor/Controller of Santa Barbara County, the Santa Barbara County Superintendent of Schools and the Treasurer of Santa Barbara County shall perform the Auditor/Controller and Treasurer functions prescribed by Government Code Sections 6505 and 6505.5 in the same manner that they perform these functions for school districts. The approval of demands for which the County Superintendent of Schools shall draw warrants shall be performed in accordance with the policies and procedures adopted by the SBCSELPA JPA Board, subject to the review and approval of the County Superintendent of Schools, as required by Education Code Sections 42633 and following. There shall be strict accountability of all funds. All revenues and expenditures shall be reported to the SBCSELPA JPA Board.

6. POWERS OF THE SBCSELPA

The SBCSELPA powers shall include the following:

6.1 GENERAL

The SBCSELPA, through the SBCSELPA JPA Board, shall have the power and authority to exercise any power common to the public educational agencies which are parties to this agreement.

6.2 SPECIFIC

- a. To make and enter into contracts.
- b. To select, employ and dismiss agents or employees or to utilize the services of personnel of the parties when such services are offered by the parties.
- c. To acquire, construct, manage, maintain or operate any buildings, equipment or improvements.
- d. To acquire, hold or dispose of property, real and personal.
- e. To sue and be sued in its own name.
- f. To incur debts, liabilities or obligations.
- g. To apply for, accept, receive and disburse funds and grants from any agency of the United States of America, the State of California, or any other public agency.
- h. To invest any money in the Treasury pursuant to Government Code Section 6505.5 that is not required for the immediate activities of the SBCSELPA, as the SBCSELPA JPA Board determines is advisable, in the manner and on the same conditions as local agencies, pursuant to Government Code Section 53601.
- i. To adopt policies and bylaws governing the operations of the SBCSELPA as outlined in the Local Plan.
- j. To perform such other functions as may be necessary or appropriate to carry out this Agreement, so long as such other functions so performed are not prohibited by any provisions of law.
- k. To receive gifts, contributions and donations of property, funds, services and other forms of assistance from persons, firms, corporations, associations and any other governmental entity.
- l. To obtain insurance coverage.

The County Education Office or a designated district shall serve as the Administrative Unit, and the County Superintendent of Schools or the district board shall be the SBCSELPA's agent in the exercise of any or all of these powers when so authorized by the SBCSELPA Board.

The SBCSELPA shall employ a SBCSELPA Director who shall be the Secretary to the SBCSELPA JPA Board and shall act as the Executive to the Board for all administrative functions. The SBCSELPA Director and any other staff employed by the SBCSELPA shall be appointed by the SBCSELPA JPA Board. The SBCSELPA Director and any other employees shall be housed at the County Education Office or in

other office space pursuant to SELPA policy guidelines. The duties of the SBCSELPA Director and other individuals employed by the SBCSELPA shall be stated in position descriptions which shall be formally approved by the SBCSELPA JPA Board. The SBCSELPA JPA Board may modify such position descriptions in whole or in part and at any time during the term of this Agreement.

The powers listed above shall be exercised in the manner provided in the law and be subject only to the restrictions upon the manner of exercising such powers as are imposed upon school districts in the exercise of such powers.

7. POWERS OF LOCAL EDUCATION AGENCIES

The governance of Local Education Agency (LEA) special education programs shall be the responsibility of the LEA governing boards. LEA governing boards shall have and retain authority to receive and budget all special education income allocated by the SBCSELPA Board for programs and services provided by the LEAs, except state regionalized services allocations, and for monitoring the appropriate use of federal, state and local funds allocated for special education programs.

8. FUNCTIONS OF THE SBCSELPA

The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.
- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies:
 - (1) Coordinated system of identification and assessment and development of uniform policies governing identification, referral and placement of individuals with exceptional needs.
 - (2) Coordinated system of procedural safeguards.

- (3) Coordinated system of staff development and parent education including training members of the Community Advisory Committee.
- (4) Coordinated system of curriculum development and alignment with the core curriculum.
- (5) Coordinated system of internal program review, evaluation of the effectiveness of the local plan, and implementation of a local plan accountability mechanism to include monitoring of performance goals and indicators.
- (6) Coordinated system of data collection and management information systems as needed to meet SBCSELPA requirements.
- (7) Coordination of interagency agreements and development of policies and procedures relating to the coordination with other local public agencies that serve the individuals with exceptional needs.
- (8) Coordination of services to medical facilities.
- (9) Coordination of services to individuals with exceptional needs placed in licensed children's institutions and foster family homes.
- (10) Coordination of services to individuals with exceptional needs placed in Juvenile Court Schools or County Community Schools.
- (11) Preparation and transmission of required special education local plan area reports.
- (12) Fiscal and logistical support of the Community Advisory Committee.
- (13) Coordination of transportation services for individuals with exceptional needs.
- (14) Coordination of career and vocational education and transition services.
- (15) Assurance of full educational opportunity.
- (16) Fiscal administration allocation and monitoring of state and federal funds pursuant to Education Code Section 56836 and 56841.
- (17) Allocation of program specialist funds for direct instructional program support that may be provided by program specialists in accordance with Education Code Section 56368.
- (18) Search/Serve services.
- (19) Special day classes, resource specialist programs, related services, and other special education instructional programs as agreed upon by the SBCSELPA and the particular Local Education Agencies involved.

- (20) Services for infants and preschoolers.
 - (21) Provision of support for dispute resolution and due process, as requested.
 - (22) Coordination and oversight of nonpublic school placements and oversight of nonpublic agency services.
 - (23) Ensure equal access to all programs and services in the region.
 - (24) Ensure an equitable provision of services to individuals with exceptional needs between the ages of 0 and 22.
 - (25) Assist in the resolution of complaints and work cooperatively with districts/county office to correct identified problems.
 - (26) Such other areas as the SBCSELPA JPA Board directs.
- d. Monitor compliance with federal and state laws and regulations regarding special education.
 - e. Enter into agreements with individual school districts and/or the County Education Office for provision of special education services.
 - f. Receive, distribute and account for regionalized services and SBCSELPA support funds for Local Plan implementation.
 - g. Decide disputes within the scope of this Agreement among the parties. The decision of the SBCSELPA JPA Board shall be final in the settlement of disputes between parties.
 - h. Participate in any other functions necessary to conduct the business of the SBCSELPA.

9. ANNUAL BUDGET PLAN

In addition to the powers and responsibilities presented in Section 6 and 8 above, the SBCSELPA shall, in conjunction with the parties to this Agreement, develop an annual budget plan for Local Plan activities and conduct the required public hearing. The budget plan shall include provisions setting forth the manner and level to which the SBCSELPA shall be funded.

- a. The annual budget plan shall include the expenditure of all regionalized services and program specialist funds allocated by the state legislature. It shall also include the estimated SELPA support and administrative chargeback.
- b. The Santa Barbara County SELPA Director shall submit an annual budget plan to the Santa Barbara County SELPA JPA Board on the following calendar:
 - (1) Proposed Adopted Budget for review - May
 - (2) Proposed Adopted Budget approval - June

c. The Santa Barbara County SELPA JPA Board is the entity that must develop, revise and approve all allocations of funds received by the SELPA.

d. The SBCSELPA JPA Board shall review and approve or reject requests for an increase or decrease in regionalized services and regional program allocations, and allocate all other funds received by the SBCSELPA.

e. Allocation revisions approved by the SBCSELPA shall be sent to each party to this Agreement by the SBCSELPA Director within thirty (30) days after the revision has been approved by the Board.

f. Written notice of the rejection of a request shall be sent to the originator of the request by the SBCSELPA Director within thirty (30) days after receipt of the request.

g. No request for modification to the annual budget plan shall be approved by the SBCSELPA JPA Board which results in an increase to the annual budget plan which may exceed any funding limitations.

10. OBLIGATIONS OF THE SBCSELPA

The SBCSELPA shall be an independent public entity. The SBCSELPA shall be solely responsible for its duties, liabilities and obligations and the duties, liabilities and obligations of the Administrative Unit when it is acting on behalf of the SBCSELPA. They shall not be the duties, liabilities or obligations of the parties hereto.

11. AUTHORITY AND RESPONSIBILITIES OF THE PARTIES

Each LEA shall cooperate with the SBCSELPA and its JPA Board in their development of the Local Plan and in the JPA Board's review and approval of revisions to said Plan.

12. DUTIES OF THE SUPERINTENDENTS

The Superintendents of the LEAs named as parties to this Agreement shall serve as the LEA's representative to the Joint Powers Agency. The LEA Superintendents' shall select the members of the SBCSELPA JPA Board in accordance with Section 4 of this Agreement and shall serve as an advisory body to the SBCSELPA JPA Board.

13. SPECIAL EDUCATION ADMINISTRATORS

Each LEA operating special education programs shall designate a special education administrator from among its staff to act as the primary contact person for the district or county with the SBCSELPA.

14. RESPONSIBILITY FOR PROVISION OF SERVICES

Entities responsible for providing services and/or programs to individuals with exceptional needs are specified in the SBCSELPA Policies and Procedures. At any time, recommendations for changes in the delivery system may be developed by SBCSELPA Director and submitted to the JPA Board for approval.

15. COMMUNITY ADVISORY COMMITTEE

A Community Advisory Committee shall be established. The Community Advisory Committee shall advise the SBCSELPA Board in accordance with policies and procedures approved by the SBCSELPA JPA Board.

16. BONDING PERSONS HAVING ACCESS TO PROPERTY

The public officers or persons who have charge of, handle, or have access to any property of the SBCSELPA shall be the SBCSELPA Director and any other officers or persons to be designated or empowered by the SBCSELPA JPA Board. Each such officer or person shall be required to file an official bond with the Administrative Unit in the amount of Fifty Thousand dollars (\$50,000) or in such other amount as may be established by the SBCSELPA JPA Board. Should the existing bond or bonds of any such officer or person be extended to cover the obligations provided herein, said bond shall be the official bond required herein. The premiums on any such bond or bonds attributable to the coverage required herein shall be appropriate expenses of the SBCSELPA.

17. DISTRIBUTION OF LIABILITY

The SBCSELPA is a joint powers agency and its members are jointly and severally liable, to the extent provided in Government Code Section 895.2, for the negligent or wrongful acts of the SBCSELPA and one another occurring in the performance of this Agreement. Each party hereto agrees to indemnify and hold the other parties harmless from all liability for damage, actual or alleged, to persons or property arising out of or resulting from negligent acts or omissions of the indemnifying party or its employees. Where the SBCSELPA or its employees are held liable for injuries to persons or property, each party's liability for contribution or indemnity for such injuries shall be determined by multiplying the judgment recovered or settlement paid by a percentage equal to the party's average daily attendance for the previous school year, using the figures for average daily attendance shown on the California Department of Education Annual Report of Attendance Forms J-18/19. In the event of liability imposed upon any entity created by this Agreement, for injury which is caused by

the negligent or wrongful act or omission of any of the parties in the performance of this Agreement, the contribution of the party or parties not directly responsible for the negligent or wrongful act or omission shall be limited to One Hundred Dollars (\$100.00). The party or parties directly responsible for the negligent or wrongful acts or omission shall indemnify, defend, and hold all other parties harmless from any liability for personal injury or property damage arising out of the performance of this Agreement.

18. INSURANCE

Each party shall obtain public liability, property damage and worker's compensation insurance sufficient so that it may meet its potential liabilities hereunder. The Administrative Unit shall insure itself. The SBCSELPA JPA Board shall obtain public liability, property damage and worker's compensation insurance sufficient to insure itself from loss, liability or claims arising out of or in any way connected with this Agreement.

19. LIMITATIONS

It is understood and agreed that the Local Plan hereunder shall not exceed any applicable enrollment and service limitations.

If any party to this Agreement exceeds the funding allocations specified in the annual budget plan approved by the SBCSELPA as specified in Section 9 above, the resultant costs of such excess shall be borne by the LEA that exceeded such allocation.

20. TERM

This Agreement becomes effective on the date of final approval of the SBCSELPA JPA Agreement, provided it has been approved by all parties choosing to participate, and it shall continue in effect until a majority of the participating parties have terminated membership in the manner provided by Section 21 of this Agreement.

21. TERMINATION OF MEMBERSHIP

A party may resign from membership in the SBCSELPA by notifying the SELPA JPA Board and the Superintendent of the County Schools Office in writing of its intention to do so at least one year prior to the proposed date of its resignation, as required by Education Code Section 56195.3 (b).

22. AMENDMENT

This Agreement may be amended, altered or supplemented at any time by a two-thirds vote of the participating district boards.

23. DISPOSITION OF PROPERTY AND FUNDS UPON TERMINATION

Upon termination, the property and funds of the SBCSELPA shall be distributed as follows:

a. All property and funds shall be transferred to the new agency operating system.

b. If no new agency exists, all property shall be distributed pursuant to an agreement reached by all parties to this Agreement at that time. If said parties cannot agree on distribution, said property shall, to the extent possible, be sold for cash, and said cash and the remaining unsaleable property shall be distributed to each of the parties in accordance with the respective contributions of each party to the cost of said property.

c. After payment of all costs, expenses and charges incurred under the agreement, any monies in the possession of the SBCSELPA shall be returned to the parties in proportion to contributions made.

24. PARTIAL INVALIDITY

If any one or more of the terms, provisions, sections, promises, covenants or conditions of this Agreement shall to any extent be adjudged invalid, unenforceable, void or voidable for any reason whatsoever by a court of competent jurisdiction, each and all of the remaining terms, promises, provisions, sections, covenants and conditions of this Agreement shall not be affected thereby and shall be valid and enforceable to the fullest extent permitted by law.

25. ADOPTION AND EXECUTION

Each participating LEA shall become a party to this Agreement by virtue of its governing board's approval of the SBCSELPA JPA Agreement. Thereafter, this agreement may be executed by each party on a separate copy thereof with the same force and effect as though all parties had executed a single original copy. The collection of such separately executed copies shall be treated as a single copy executed by all parties. Each party shall promptly transmit an executed copy of this document to the Administrative Unit.

26. SUCCESSORS

This Agreement shall be binding upon, and ensure to the benefit of, the successors of the parties.

IN WITNESS OF, the parties hereto have caused this Agreement to be duly executed by their authorized officers as set forth below.

On this _____ day of _____, 20____.

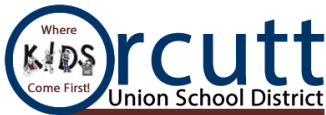
_____ SCHOOL DISTRICT

BY: _____

(Typed or Printed Name)

Title: _____

Date Approved by Board: _____



BUSINESS SERVICES MEMORANDUM

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

FROM: Walter Con
Assistant Superintendent, Business Services

BOARD MEETING DATE: August 8, 2018

BOARD AGENDA ITEM: Agreement for Independent Contractor Services between Orcutt Union School District and Eimile Pay

BACKGROUND: District counsel recommended that we enter into annual Contractors Agreement with Emile Pay. Eimile is responsible for directing the District play, holding auditions, casting the play, holding rehearsals, collaborating with District employees and volunteers, developing the set, lighting and sound as needed, and other tasks required to execute the production of the District play. The District shall compensate Eimile in the amount of \$4,000 upon completion of the District play.

RECOMMENDATION: I recommend that the Board of Trustees approve the Contractors Agreement between Orcutt Union School District and Eimile Pay as submitted.

FUNDING: This would be a \$4000.00 impact to the General Fund.

**AGREEMENT FOR INDEPENDENT CONTRACTOR SERVICES
BETWEEN
THE ORCUTT UNION SCHOOL DISTRICT
AND
EIMILE PAY**

This Agreement is entered into by the Orcutt Union School District ("District") and Eimile Pay ("Contractor"), collectively referred to hereinafter as "the Parties."

RECITALS

This Agreement is made and entered into on the _____ day of _____, 2018.

The purpose of this Agreement is to define the terms and conditions regarding services to be provided by Contractor as those services relate specifically to organizing and directing the annual District play.

Contractor is also a substitute teacher in the District, but has provided contracted services in directing the District play in the past.

The District has been pleased with Contractor's services in this regard and wishes to renew that project for the 2018-2019 school year.

The District's contact for purposes of this Agreement is:

Susan Salucci, Assistant Superintendent of Human Resources

Contractor's contact for this Agreement is Eimile Pay.

AGREEMENT

1) Term

This Agreement shall be valid for the 2018-2019 school year.

2) Consideration

Description of Services and Responsibilities

Contractor shall be responsible for directing the District play. Contractor is also responsible for holding auditions, casting the play, holding rehearsals, collaborating with District employees and volunteers, developing the set, lighting, and sound as needed.

Contractor is also responsible for other tasks required to execute the production of the District play.

Compensation

The District shall compensate Contractor in the amount of \$4,000.00.

The District shall pay Contractor upon completion of the District play.

The District shall also facilitate Contractor's work by providing access to District employees, students, volunteers, and facilities as needed for the execution of this project.

3) Independent Contractor Status

The Parties expressly acknowledge that during the execution of this Agreement, Contractor is an independent contractor, not an employee.

While the District controls certain aspects of the performance of this Agreement, the end result of this Agreement is the District play, the means and methods used by Contractor to accomplish that ultimate result is not controlled by the District.

Contractor shall work with the District to coordinate her work within District operational needs.

The Parties acknowledge that this Agreement may be cancelled at any time by either the District or Contractor with 30 days written notice.

If this Agreement is cancelled prior to the District play being performed, Contractor shall not be entitled to the compensation defined above.

4) Background Check

By entering into this Agreement, Contractor acknowledges that she has submitted to a "Livescan" fingerprinting and is cleared to work with students.

5) Billing and Payment

The District shall issue a check in the amount of \$4,000 to Contractor upon completion of the District play. Payment will be made in the form of a 1099-Miscellaneous Income payment and any tax consequences or obligations will be solely the responsibility of Contractor.

6) Workers Compensation

As an independent contractor, Contractor shall not be entitled to workers' compensation during the performance of the responsibilities of this Agreement.

7) Default

District may be in default of this Agreement if the District fails to facilitate access to needed resources in a manner than prevents production of the play or fails to issue payment.

Contractor may be in default of this Agreement if she fails to take reasonable steps necessary to put on the District play.

8) Termination

This Agreement may be terminated by 60 days written notice by either Party.

Alternatively, if either party believes the other is in default, they shall give written notice of the basis for the default and no less than 30 days to cure the claimed default prior to termination for cause.

9) Renewal

This Agreement may be renewed by a separate written agreement confirming the intent to continue this Agreement for additional school years.

This Agreement may only be renewed for one school year at a time.

10) Severability

If any provision of this Agreement is found to be unenforceable, the Parties agree that the remaining terms shall remain in effect.

11) Interpretation and Venue

This Agreement shall be interpreted pursuant to California law. Any dispute concerning this Agreement may only be brought in the courts of Santa Barbara County.

12) Entire Agreement and Amendment

The Parties agree that this Agreement expressly revokes and replaces any prior agreement the Parties had in place prior to execution of this Agreement.

The Parties agree that this Agreement reflects the entire agreement between the Parties.

No amendment, alteration, modification of, or addition to this Agreement will be valid or binding unless expressed in writing and signed by both the District and Contractor.

The Parties executed this Agreement by the signature of their duly authorized representatives on the dates indicated below.

This Agreement is subject to ratification by the Board of Trustees and shall only be enforceable upon ratification.

ORCUTT UNION SCHOOL DISTRICT

Dr. Deborah Blow
Superintendent

Date

Eimile Pay

Date

Ratified by the Board of Trustees on: _____



Educational Services

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

TO: Dr. Deborah Blow, Superintendent

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

BOARD MEETING DATE: August 8, 2018

BOARD AGENDA ITEM: Board Policy 5111

ADMISSION

BACKGROUND: Policy updated to reflect state law prohibiting the collection of social security numbers or the last four digits of the social security numbers of students or their parents/guardians, unless otherwise required by law. Policy also reflects new law (AB 699) which prohibits districts from inquiring into students' citizenship or immigration status and the California Attorney General's model policy which provides that, under the limited circumstances when such information must be collected to comply with eligibility requirements for special state or federal programs, such information should be collected separately from the school enrollment process.

RECOMMENDATION: It is recommended that the Board of Trustees approve the proposed revisions to BP 5111.

FUNDING: No funding implications.

Students

ADMISSION

The Board of Trustees encourages the enrollment and appropriate placement of all school-aged children in school. The Superintendent or designee shall inform parents/guardians of students **seeking admission to entering** a district school at any grade level about admission requirements and shall assist them with enrollment procedures.

The Superintendent or designee shall announce and publicize the timeline and process for registration of students at district schools. Applications for intradistrict or interdistrict enrollment shall be subject to the timelines specified in applicable Board policies and administrative regulations.

(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)
(cf. 5116.1 - Intradistrict Open Enrollment)
(cf. 5117 - Interdistrict Attendance)
(cf. 5118 - Open Enrollment Act Transfers)

All appropriate staff shall receive training on district admission policies and procedures, including information regarding the types of documentation that can and cannot be requested.

The district's enrollment application shall include information about the health care options and enrollment assistance available to families within the district. The district shall not discriminate against any child for not having health care coverage and shall not use any information relating to a child's health care coverage or his/her interest in learning about health care coverage in any manner that would harm the child or his/her family. (Education Code 49452.9)

Verification of Admission Eligibility

Before enrolling any child in a district school, the Superintendent or designee shall verify the student's age, residency, immunization and any other eligibility criteria specified in law the accompanying administrative regulation, or applicable Board policy or administrative regulation.

(cf. 5111.1 - District Residency)
(~~cf. 5111.12 - Residency Based on Parent/Guardian Employment~~)
(cf. 5125 - Student Records)
(cf. 5141.3 - Health Examinations)
(cf. 5141.31 - Immunizations)
(cf. 5141.32 - Health Screening for School Entry)

The district shall not inquire into or request documentation of a student's social security number or the last four digits of the social security number or the citizenship or immigration status of the student or his/her family members. (Education Code 234.7, 49076.7)

Students

ADMISSION

(cf. 0410 - Nondiscrimination in District Programs and Activities)
 (cf. 5145.13 - Response to Immigration Enforcement)
 (cf. 5145.3 - Nondiscrimination/Harassment)

However, such information may be collected when required by state or federal law or to comply with requirements for special state or federal programs. In any such situation, the information shall be collected separately from the school enrollment process and the Superintendent or designee shall explain the limited purpose for which the information is collected. Enrollment in a district school shall not be denied on the basis of any such information of the student or his/her parents/guardians obtained by the district, or the student's or parent/guardian's refusal to provide such information to the district.

School registration information shall list all possible means of documenting a child's age for grades K-1 as authorized by Education Code 48002 or otherwise prescribed by the Board. Any alternative document allowed by the district shall be one that all persons can obtain regardless of immigration status, citizenship status, or national origin and shall not reveal information related to citizenship or immigrant status.

The Superintendent or designee shall **immediately enroll** ~~ensure that the enrollment of a~~ homeless **student**, ~~or foster child~~ **youth** or a child of a military family ~~is not delayed because~~ **regardless** of outstanding fees or fines owed to the ~~child's~~ **student's** last school, **lack of lothing normally required by the school, such as school uniforms**, or ~~for~~ his/her inability to produce previous academic, medical, or other records normally required for enrollment.

(cf. 6173 – Education for Homeless Children)
 (cf. 6173.1 – Education for Foster Youth)
 (cf. 6173.2 – Education of Children of Military Families)
 (cf. 6173.3 – Education for Juvenile Court School Students)

~~In addition, no child shall be denied enrollment in a district school solely on the basis of his/her arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other contact with the juvenile justice system. (Education Code 48645.5)~~

~~The district's enrollment application shall include information about the health care options and enrollment assistance available to families within the district. The district shall not discriminate against any child for not having health care coverage and shall not use any information relating to a child's health care coverage or his/her interest in learning about health care coverage in any manner that would harm the child or his/her family. (Education Code 49452.9)~~

~~(cf. 0410 – Nondiscrimination in District Programs and Activities)~~

Students

ADMISSION

Legal Reference:

EDUCATION CODE

234.7 Student protections relating to immigration and citizenship status

46300 Computation of average daily attendance, inclusion of kindergarten and transitional kindergarten

46600 Agreements for admission of pupils desiring interdistrict attendance

48000 Minimum age of admission (kindergarten)

48002 Evidence of minimum age required to enter kindergarten or first grade

48010 Minimum age of admission (first grade)

48011 Admission from kindergarten or other school; minimum age

48050-48053 Nonresidents

48200 Children between ages of 6 and 18 years (compulsory full-time education)

48350-48631 Open Enrollment Act

48645.5 Enrollment of former juvenile court school students

48850-48859 Educational placement of **homeless and foster youth**

49076 Access to records by persons without written consent or under judicial order

49076.7 Student records; data privacy; social security numbers

49408 Information of use in emergencies

49452.9 Health care coverage options and enrollment assistance

49700-49704 Education of children of military families

HEALTH AND SAFETY CODE

120325-120380 Education and child care facility immunization requirements

121475-121520 Tuberculosis tests for ~~pupils~~ **students**

CODE OF REGULATIONS, TITLE 5

200 Promotion from kindergarten to first grade

201 Admission to high school

CODE OF REGULATIONS, TITLE 17

6000-6075 School attendance immunization requirements

UNITED STATES CODE, TITLE 5

552a Note Refusal to disclose social security number

UNITED STATES CODE, TITLE 42

11431-11435 McKinney Homeless Assistance Act

COURT DECISIONS

Plyler v. Doe, 457 U.S. 202 (1982)

Management Resources:

CSBA PUBLICATIONS

~~Transitional Kindergarten, Issue Brief, July 2014~~

Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

US DEPARTMENT OF JUSTICE CIVIL RIGHTS DIVISION AND U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS JOINT PUBLICATIONS

Dear Colleague Letter: School Enrollment Procedures, May 8, 2014

Fact Sheet: Information on the Rights of All Children to Enroll in School, May 8 2014

Information on the Rights of All Children to Enroll in School: Questions and Answers for State, School Districts, and Parents, May 8, 2014

~~OFFICE FOR CIVIL RIGHTS, U.S. DEPARTMENT OF EDUCATION PUBLICATIONS~~

~~Dear Colleague Letter, May 6, 2014~~

WEB SITES

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

California Department of Education, Health Care Coverage and Enrollment Assistance:

<http://www.cde.ca.gov/ls/he/hc>

California Office of the Attorney General: <https://oag.ca.gov>

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

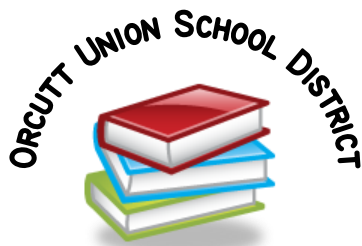
Office for Civil Rights, U.S. Department of Education: <http://www2.ed.gov/about/offices/list/ocr>

U.S. Department of Education, Office for Civil Rights: <http://www2.ed.gov/about/offices/list/ocr>

U.S. Department of Justice: <http://www.justice.gov>

Policy Adopted: ~~10/14/2015~~ **08/08/18**

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



Educational Services

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

TO: Dr. Deborah Blow, Superintendent

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

BOARD MEETING DATE: August 8, 2018

BOARD AGENDA ITEM: Board Policy 5112.5

OPEN/CLOSED CAMPUS

BACKGROUND: Policy revised to comply with current CSBA guidelines.

RECOMMENDATION: It is recommended that the Board of Trustees approve the proposed revisions to BP 5112.5.

FUNDING: No funding implications.

Students

OPEN/CLOSED CAMPUS

Closed Campus

In order to keep students in a supervised, safe and orderly environment, the Board of Trustees establishes a closed campus at all district schools.

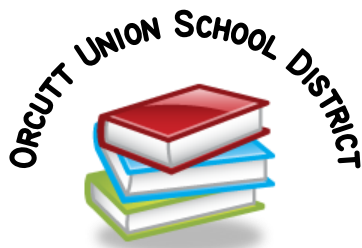
Students shall not leave the school grounds at any time during the school day without ~~written~~ **expressed** permission ~~of their parents/guardians and~~ **of** school authorities. Students who leave school without authorization shall be **considered to have an unexcused absence** ~~classified truant~~ and **be** subject to disciplinary action.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 – Chronic Absence and Truancy)

Student handbooks shall fully explain all rules and disciplinary procedures involved in the maintenance of the closed campus.

(cf. 5144 - Discipline)

Legal Reference:
EDUCATION CODE
35160 Authority of the Board
35160.1 Broad authority of school district
44808.5 Permission for pupils to leave school grounds; notice
48980 Annual notification to parents/guardians



Educational Services

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

TO: Dr. Deborah Blow, Superintendent

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

BOARD MEETING DATE: August 8, 2018

BOARD AGENDA ITEM: Board Policy 5125

STUDENT RECORDS

BACKGROUND: Policy updated to reflect the California Attorney General's model policy, developed pursuant to new law (AB 699), which (1) prohibits districts from collecting information regarding students' citizenship or immigration status, and (2) requires district staff to receive training in the gathering and handling of sensitive student information. Policy also reflects state law limiting the collection of students' social security numbers or the last four digits of the social security numbers, and new law (SB 31) which prohibits districts from assisting in the compilation of a list, registry, or database based on students' national origin ethnicity or religion.

RECOMMENDATION: It is recommended that the Board of Trustees approve the proposed revisions to BP 5125.

FUNDING: No funding implications.

Students

STUDENT RECORDS

The Board of Trustees recognizes the importance of keeping accurate, comprehensive student records as required by law. ~~The Superintendent or designee shall ensure that the district's administrative regulation and school site procedures for maintaining the confidentiality of student records shall be consistent with state and federal law.~~ The Superintendent or designee shall establish **administrative** regulations governing the identification, **collection**, retention, and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records ~~and shall protect students and their families from invasion of privacy~~ **while maintaining the confidentiality of student records consistent with state and federal law.**

(cf. 3580 - District Records)
(cf. 4040 - Employee Use of Technology)
(cf. 5125.1 - Release of Directory Information)
(cf. 5125.3 - Challenging Student Records)

The Superintendent or designee shall designate a certificated employee to serve as custodian of records, with responsibility for student records at the district level. At each school, the principal or a certificated designee shall act as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431)

All appropriate personnel shall receive training regarding district policies and procedures for gathering and handling sensitive student information.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

The district shall not collect or solicit social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. (Education Code 49076.7)

No information or documents regarding the citizenship or immigration status of students or their family members shall be collected, except as required by state or federal law or as required to administer a state or federally supported educational program. The Superintendent or designee shall not disclose student records to a person, agency, or organization for immigration enforcement purposes without parental consent, a court order, or a judicial subpoena. If a district employee receives such a request, he/she shall immediately report the request to the Superintendent. The Superintendent shall report the request to the Board in a timely manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

(cf. 5145.13 - Response to Immigration Enforcement)

The Superintendent or designee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, nor shall he/she disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. Such information may only be compiled or exchanged with other local, state, or federal agencies if the information is aggregated and is not personally identifiable. (Government Code 8310.3)

Contract for Digital Storage, Management, and Retrieval of Student Records

The Superintendent or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws.

(cf. 3312 - Contracts)

Legal Reference:

EDUCATION CODE

234.7 Student protections relating to immigration and citizenship status

17604 Contracts

48201 Student records for transfer students who have been suspended/expelled

48853.5 Foster youth; placement, immunizations

48902 Notification of law enforcement of specified violations

48904-48904.3 Withholding grades, diplomas, or transcripts

48918 Rules governing expulsion procedures

48980 Parental notifications

48985 Notices in parent/guardian's primary language

49060-49079 Student records

49091.14 Parental review of curriculum

51747 Independent study

56041.5 Rights of students with disabilities

56050 Surrogate parents

56055 Foster parents

69432.9 Cal Grant program; notification of grade point average

BUSINESS AND PROFESSIONS CODE

22580-22582 Digital privacy

22584-22585 Student Online Personal Information Protection Act

22586-22587 Early Learning Personal Information Protection Act

CODE OF CIVIL PROCEDURE

1985.3 Subpoena duces tecum

FAMILY CODE

3025 Access to records by noncustodial parents

6552 Caregiver's authorization affidavit

GOVERNMENT CODE

6252-6260 Inspection of public records

HEALTH AND SAFETY CODE

120440 Immunizations; disclosure of information

PENAL CODE

245 Assault with deadly weapon

WELFARE AND INSTITUTIONS CODE

681 Truancy petitions

701 Juvenile court law

16010 Health and education records of a minor

CODE OF REGULATIONS, TITLE 5

430-438 Individual ~~pupil~~ student records

16020-16027 Destruction of records of school districts

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

1232h Protection of Pupil Rights Amendment

UNITED STATES CODE, TITLE 26

152 Definition of dependent child

UNITED STATES CODE, TITLE 42

11434a McKinney-Vento Homeless Assistance Act; definitions

CODE OF FEDERAL REGULATIONS, TITLE 16

Part 312 Children's Online Privacy Protection Rule

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

300.501 Opportunity to examine records for parents of student with disability

Management Resources:

Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

FEDERAL REGISTER

Final Rule and Analysis of Comments and Changes, Family Educational Rights and Privacy, December 9, 2008, Vol. 73, No. 237, pages 74806-74855

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Data in the Cloud: A Legal and Policy Guide for School Boards on Student Data Privacy in the Cloud Computing Era, April 2014

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Joint Guidance on the Application of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA) to Student Health Records, 2008
Balancing Student Privacy and School Safety: A Guide to the Family Educational Rights and Privacy Act for Elementary and Secondary Schools, October 2007

WEB SITES

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

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

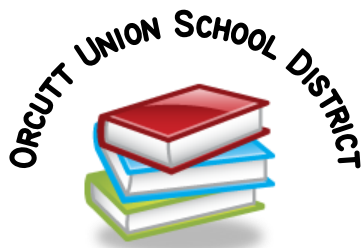
National School Boards Association: <http://www.nsba.org>

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

<http://www.ed.gov/gen/guid/fpco/index.html>

Policy Adopted: ~~09/09/21015~~08/08/2018

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



Educational Services

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

TO: Dr. Deborah Blow, Superintendent

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

BOARD MEETING DATE: August 8, 2018

BOARD AGENDA ITEM: Board Policy 5131.2

BULLYING

BACKGROUND: Policy updated to reflect new law (AB 699) which requires district to educate students about the negative impact of bullying based on actual or perceived immigration status of religious beliefs and customs. Policy also reflects the California Attorney General's model policy developed pursuant to AB 699, which requires staff training with specified components related to bullying prevention and response.

RECOMMENDATION: It is recommended that the Board of Trustees approve the proposed revisions to BP 5131.2.

FUNDING: No funding implications.

Students

BULLYING

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

(cf. 5131 - Conduct)

(cf. 5136 - Gangs)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images ~~on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device~~ as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression)

Strategies for addressing bullying in district schools may be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 6020 - Parent Involvement)

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

(cf. 6142.8 - Comprehensive Health Education)
(cf. 6142.94 - History-Social Science Instruction)
(cf. 6163.4 - Student Use of Technology)

Such instruction shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

The Superintendent or designee shall provide training to teachers and other school staff ~~shall receive information about early warning signs of harassing/intimidating behaviors and effective response~~ to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

(cf. 6164.2 - Guidance/Counseling Services)

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints

Any complaint of bullying, ~~whether it is discriminatory or nondiscriminatory~~, shall be investigated and, **if determined to be discriminatory**, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 ~~–Uniform Complaint Procedures~~.

(cf. 1312.3 –Uniform Complaint Procedures)

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 –Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

32283.5 Bullying; online training

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

48900-48925 Suspension or expulsion

48985 Translation of notices

52060-52077 Local control and accountability plan

PENAL CODE

422.55 Definition of hate crime

647 Use of camera or other instrument to invade person's privacy; misdemeanor

647.7 Use of camera or other instrument to invade person's privacy; punishment

653.2 Electronic communication devices, threats to safety

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Notification of nondiscrimination on the basis of age

COURT DECISIONS

Wynar v. Douglas County School District, (2013) 728 F.3d 1062

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources:

CSBA PUBLICATIONS

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

~~*Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010*~~

Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California's Social and Emotional Learning: Guiding Principles, 2018

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008
Bullying at School, 2003

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues, April 2018

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Guidance to Schools: Bullying of Students with Disabilities, October 2014

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Student-on-Student Harassment on the Basis of Sex; Race, Color and National Origin; and Disability, October 26, 2010

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

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

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ls/ss>

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

Center on Great Teachers and Leaders: <http://gtlcenter.org>

Collaborative for Academic Social and Emotional Learning: <http://casel.org>

Common Sense Media: <http://www.commonsensemedia.org>

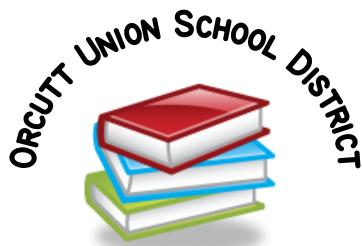
National School Safety Center: <http://www.schoolsafety.us>

~~ON[the]LINE, digital citizenship resources: <http://www.onthelineca.org>~~

Partnership for Children and Youth: <http://www.partnerforchildren.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy Adopted: ~~01/13/2016~~ **08/05/2018** ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



Educational Services

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

TO: Dr. Deborah Blow, Superintendent

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

BOARD MEETING DATE: August 8, 2018

BOARD AGENDA ITEM: Board Policy 5145.3

NONDISCRIMINATION/HARASSMENT

BACKGROUND: Minor revisions made in policy to reflect new law (AB 699) which prohibits discrimination based on immigration status.

RECOMMENDATION: It is recommended that the Board of Trustees approve the proposed revisions to BP 5145.3.

FUNDING: No funding implications.

NONDISCRIMINATION/HARASSMENT

The Board of Trustees desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation and bullying targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or ~~parental~~ ~~status~~, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

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

(cf. 5131 – Conduct)

(cf. 5131.2 – Bullying)

(cf. 5145.9 - Hate-Motivated Behavior)

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

(cf. 6164.6 - Identification and Education Under Section 504)

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school. (~~Education Code 234.1~~)

Unlawful discrimination, including discriminatory harassment, intimidation or bullying may result from physical, verbal, nonverbal, or written conduct based on one of the categories listed. Unlawful discrimination also includes the creation of a hostile environment ~~when the~~ through prohibited conduct that is so severe, persistent, or ~~and~~ pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects the student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigations or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students,

parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the educational program. He/she shall report his/her findings and recommendations to the Board after each review.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1330 - Use of Facilities)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.2 - Guidance/Counseling Services)

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discriminatory harassment, intimidation, retaliation or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion for behavior that is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, bullying or retaliation shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4119.21/4219.21/4319.21- Professional Standards)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5145.2 - Freedom of Speech/Expression)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

(cf. 3580 - District Records)

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination
48900.3 Suspension or expulsion for act of hate violence
48900.4 Suspension or expulsion for threats or harassment
48904 Liability of parent/guardian for willful student misconduct
48907 Student exercise of free expression
48950 Freedom of speech

48985 Translation of notices
49020-49023 Athletic programs
51500 Prohibited instruction or activity
51501 Prohibited means of instruction
60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

432 Student record

4600-4687 Uniform Complaint Procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

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

99.31 Disclosure of personally identifiable information

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016

~~Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender Nonconforming Students, Policy Brief, February 2014~~

~~Final Guidance Regarding Transgender Students, Privacy, and Facilities, March 2014~~

~~Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011~~

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

~~Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004~~

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

~~Dear Colleague Letter: Transgender Students, May 2016~~

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, **Fact Sheet**, ~~January 1999~~ **August 2010**

WEB SITES

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

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

California Safe Schools Coalition: <http://www.casafeschools.org>

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

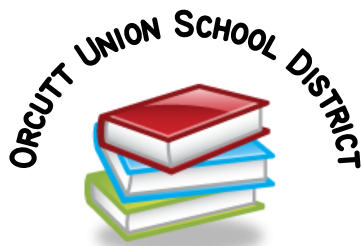
First Amendment Center: <http://www.firstamendment.org>

National School Boards Association: <http://www.nsba.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy Adopted: ~~01/11/2017~~ **08/08/2018**

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



Educational Services

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

TO: Dr. Deborah Blow, Superintendent

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

BOARD MEETING DATE: August 8, 2018

BOARD AGENDA ITEM: Board Policy 5145.9

HATE MOTIVATED BEHAVIOR

BACKGROUND: Policy updated to define hate-motivated behavior and expand material related to collaboration, staff training, and enforcement of rules regarding student conduct. Policy also provides for the use of uniform complaint procedures when the behavior is determined to be based on unlawful discrimination.

RECOMMENDATION: It is recommended that the Board of Trustees approve the proposed revisions to BP 5145.9.

FUNDING: No funding implications.

Students

HATE-MOTIVATED BEHAVIOR

~~The Board of Trustees affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.~~

The Board of Trustees is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

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

~~(cf. 0450 - Comprehensive Safety Plan)~~

~~(cf. 3515.4 - Recovery for Property Loss or Damage)~~

~~(cf. 5131- Conduct)~~

~~(cf. 5131.2 - Bullying)~~

~~(cf. 5131.5 - Vandalism, Theft and Graffiti)~~

~~(cf. 5136 - Gangs)~~

~~(cf. 5137 - Positive School Climate)~~

~~(cf. 5141.52 - Suicide Prevention)~~

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

~~(cf. 5145.7 - Sexual Harassment)~~

~~(cf. 6141.6 - Multicultural Education)~~

~~Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures.~~

~~(cf. 1312.1 - Complaints Concerning District Employees)~~

~~(cf. 1312.3 - Uniform Complaint Procedures)~~

~~Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board policy and administrative regulation.~~

~~(cf. 3515.3 - District Police/Security Department)~~

~~(cf. 4158/4258/4358 - Employee Security)~~

~~(cf. 5144 - Discipline)~~

~~(cf. 5144.1 - Suspension and Expulsion/Due Process)~~

~~(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))~~

~~In addition, the district shall provide counseling and appropriate sensitivity training and diversity education for students exhibiting hate motivated behavior. The district shall also provide counseling, guidance and support, as necessary, to those students who are the victims of hate motivated behavior.~~

~~(cf. 6164.2 - Guidance/Counseling Services)~~

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 5148.2 - Before/After School Programs)

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, to help promote their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6142.3 - Civic Education)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6142.94 - History-Social Science Instruction)

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall ensure that provide-staff receives appropriate training to on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct. methods for handling such behavior in appropriate ways.

(cf. 4131 - Staff Development)

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

~~At the beginning of each school year, students and staff shall receive a copy of the district's policy on hate-motivated behavior.~~

Complaint Process

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

(cf. 3515.3 - District Police/Security Department)
(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Legal Reference:

EDUCATION CODE

~~200-262.4 Prohibition of discrimination on the basis of sex~~

32282 School safety plans

48900.3 Suspension for hate violence

48900.4 Suspension or expulsion for threats or harassment

PENAL CODE

~~186.21 Street terrorism; legislative findings and declarations~~

422.55-422.86 Definition of hate crimes

422.6 Crimes, harassment

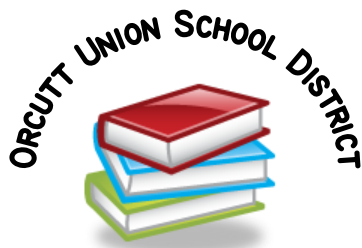
~~11410-11414 Terrorism~~

~~13023 Reports by law enforcement of crimes motivated by race, ethnicity, religion, sexual orientation or physical or mental disability~~

~~13519.6 Hate crimes, training courses and guidelines~~

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures



Educational Services

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

TO: Dr. Deborah Blow, Superintendent

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

BOARD MEETING DATE: August 8, 2018

BOARD AGENDA ITEM: Board Policy 5145.13

RESPONSE TO IMMIGRATION ENFORCEMENT

BACKGROUND: New policy reflects new law (AB 699) which mandates districts to adopt policy consistent with the model policy developed by the California Attorney General, including policy related to the district's response to requests by law enforcement for access to information, students, or school grounds for immigration enforcement purposes and actions to be taken in the event that a student's family member is detained or deported. Policy also reflects new law (SB 31) which prohibits districts from compiling, or assisting federal government authorities with compiling a list, registry, or database based on students' national origin, ethnicity, or religion.

RECOMMENDATION: It is recommended that the Board of Trustees approve proposed BP 5145.13.

FUNDING: No funding implications.

Students

RESPONSE TO IMMIGRATION ENFORCEMENT

The Governing Board is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status.

District staff shall not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members or provide assistance with immigration enforcement at district schools, except as may be required by state and federal law. (Education Code 234.7)

(cf. 5111 - Admission)

(cf. 5111.1 - District Residency)

No student shall be denied equal rights and opportunities nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of his/her immigration status. (Education Code 200, 220, 234.1)

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

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

The Superintendent or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code 234.7)

(cf. 5145.6 - Parental Notifications)

Consistent with requirements of the California Office of the Attorney General, the Superintendent or designee shall develop procedures for addressing any requests by a law enforcement officer for access to district records, school sites, or students for the purpose of immigration enforcement.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

The Superintendent or designee shall report to the Board in a timely manner any requests for information or access to a school site by an officer or employee of a law enforcement agency for the purpose of enforcing the immigration laws. Such notification shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

Legal Reference:

EDUCATION CODE

200 Educational equity

220 *Prohibition of discrimination*
234.1 *Safe Place to Learn Act*
234.7 *Student protections relating to immigration and citizenship status*
48204.4 *Evidence of residency for school enrollment*
48980 *Parental notifications*
48985 *Notices to parents in language other than English*
GOVERNMENT CODE
8310.3 *California Religious Freedom Act*
PENAL CODE
422.55 *Definition of hate crime*
627.1-627.6 *Access to school premises, outsiders*
UNITED STATES CODE, TITLE 20
1232g *Family Educational Rights and Privacy Act*
COURT DECISIONS
Plyler v. Doe, 457 U.S. 202 (1982)

Management Resources:

CSBA PUBLICATIONS

Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

WEB SITES

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

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

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

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

California Department of Justice: <http://www.justice.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Immigration and Customs Enforcement: <http://www.ice.gov>

U.S. Immigration and Customs Enforcement, Online Detainee Locator System: <http://locator.ice.gov/odls>

Policy Adopted: 08/08/18

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

4900-4965 Nondiscrimination in elementary and secondary education programs

~~UNITED STATES CODE, TITLE 18~~

~~245 Federally protected activities~~

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Prohibition of discrimination based on age

Management Resources:

~~CSBA PUBLICATIONS~~

~~Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1995~~

~~ALAMEDA OFFICE OF EDUCATION & CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS~~

~~Hate Motivated Behavior in Schools: Response Strategies for School Boards, Administrators, Law Enforcement and Communities, 1997~~

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues, April 2018

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS & NATIONAL ASSOCIATION OF ATTORNEYS GENERAL PUBLICATIONS

Dear Colleague Letter: Harassment and Bullying, October 2010

Dear Colleague Letter: Prohibited Disability Harassment, July 2000

~~Protecting Students from Harassment and Hate Crime: A Guide for Schools, 1999~~

WEB SITES

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

California Association of Human Relations Organizations: <http://www.cahro.org>

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

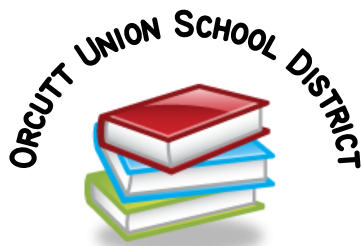
California Office of the Attorney General: <http://oag.ca.gov>

United States Department of Education, Office of Civil Rights: <http://www.ed.gov/offices/OCR/index.html>

U.S. Department of Justice: <http://www.justice.gov>

Policy Adopted: ~~3/11/09~~ 08/08/2018

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



Educational Services

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

TO: Dr. Deborah Blow, Superintendent

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

BOARD MEETING DATE: August 8, 2018

BOARD AGENDA ITEM: Board Policy 6116

CLASSROOM INTERRUPTIONS

BACKGROUND: Policy updated to include reference to BP 1250, VISITORS/OUTSIDERS, in accordance with current practice.

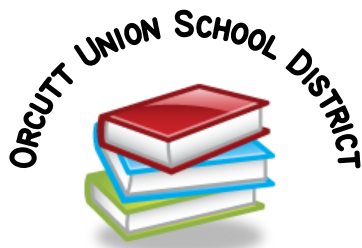
RECOMMENDATION: It is recommended that the Board of Trustees approve the proposed revisions to BP 6116.

FUNDING: No funding implications.

CLASSROOM VISITATIONS

To ensure the safety of students and staff and minimize interruption of the instructional program, the following procedures facilitate visits/observations during regular school days. These procedures do not apply to parent volunteers in classrooms where the volunteer has been accepted by the teacher to assist within the classroom.

- a. All classroom visits will be arranged with the teacher and principal/designee
- b. Time and date of the visit will be mutually agreed to by the parties involved in advance of the visit
- c. A classroom visitation requires a minimum 24-hour notice to the office
- d. Classroom visits are to be no longer than 30 minutes unless mutually agreed to by all parties involved
- e. There will be no more than two classroom visits per year
- f. Visitors must register in the office prior to any visit and wear a visitor's badge and sign-out in the office when departing the campus
- g. The principal/designee may refuse to register any outsider or ask a visitor to leave (BP/AR 3515.2 – Disruptions)
- h. Principal/designee will accompany the visitor to the classroom and stay during the visit
- i. No electric listening or recording device may be used by students or visitors in a classroom without the teacher and principal/designee's permission
- j. Student visitors are not allowed on campus during school hours
- k. Visitors for K-8 schools are not permitted at school events restricted to current eligible students (i.e. school dances)
- l. Visitors for high school events restricted to current eligible students must submit a completed School Dance Authorization Form and receive approval by the principal/designee
- m. Visitors are asked not to interact with students and to refrain from the use of cell phones, tablets, computers, or any other electronic device while in the classroom as it can disrupt the instructional program
- n. Visitors are asked not to bring small children to the classroom as they can disrupt the instructional program



Educational Services

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

TO: Dr. Deborah Blow, Superintendent

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

BOARD MEETING DATE: August 8, 2018

BOARD AGENDA ITEM: Board Policy 6174

EDUCATION FOR ENGLISH LEARNERS

BACKGROUND: Policy updated to reflect new state regulations (Register 2018, No. 20) governing the implementation of Proposition 58 requirements pertaining to language acquisition programs. Policy also adds concepts recommended in new CDE publication (The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners).

RECOMMENDATION: It is recommended that the Board of Trustees approve the proposed deletion of BP 6174.

FUNDING: No funding implications.

EDUCATION FOR ENGLISH LANGUAGE LEARNERS

The Board of Trustees intends to provide English language learners with challenging curriculum and instruction that ~~develop~~ **maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and** ~~while~~ facilitating student achievement in the district's regular course of study.

The district shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3100 - Budget)

The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners.

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

English learners shall be provided **differentiated** English language development instruction targeted to their English proficiency level, **integrated across all subject areas,** and aligned with state content standards ~~and curriculum framework~~. The district's program shall be based on sound instructional theory, use standards-aligned instructional materials, **emphasize inquiry-based learning and critical thinking skills,** and ~~assist~~ **provide** students ~~in~~ **with** accessing to the full educational program.

(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6171 - Title I Programs)

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

(cf. 4112.22 - Staff Teaching English Language Learners)

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.

To support students' English language development, the Superintendent or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.

EDUCATION FOR ENGLISH LANGUAGE LEARNERS

Identification and Assessment

The Superintendent or designee shall maintain procedures ~~which provide~~ for the accurate **early** identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading, and writing in English.

Once identified as an English learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified in the accompanying administrative regulation.

English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with allowable testing variations in accordance with 5 CCR 853.5 and 853.7. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 853.5, 853.7)

(cf. 6162.51 - State Academic Achievement Tests)

Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instructions.

(cf. 6162.5 - Student Assessment)

Language Acquisition Programs

~~In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. He/she shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)~~

~~Language acquisition programs are educational programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to~~

~~students on the state-adopted academic content standards, including the English language development standards. The language acquisition programs provided to students shall be informed by research and shall lead to grade level proficiency and academic achievement in both English and another language. (Education Code 306)~~

The district shall offer research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. (Education Code 306; 5 CCR 11300)

~~At a minimum, the district shall offer English learners a structured English immersion program which includes designated and integrated English language development. to ensure that English learners have access to the core academic content standards, including the English language development standards, and become proficient in English. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306; 5 CCR 11309)~~

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)

(cf. 6151 - Class Size)

In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. He/she shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program. (Education Code 310; 5 CCR 11310)

(cf. 5145.6 - Parental Notifications)

Parents/guardians of English learners may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code

310; 5 CCR 11311)

Reclassification

When an English learner is determined pursuant to state and district reclassification criteria to have met the requirements for re-classification as a Reclassified Fluent English Proficient (RFEP) student, the student shall be redesignated and their progress monitored for four years from their reclassification date.

Program Evaluation

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR 11309
6. Progress toward any other goals for English learners identified in the district's LCAP
7. A comparison of current data with data from at least the previous year in regards to items #1-6 above
8. A comparison of data between the different language acquisition programs offered by the district

The Superintendent or designee also shall provide the Board with regular reports from any district or school wide English learner advisory committees.

Legal Reference:

EDUCATION CODE

300-340 English language education, especially:

305-310 Language acquisition programs

313-313.5 Assessment of English proficiency

430-446 English Learner and Immigrant Pupil Federal Conformity Act

33050 State Board of Education waiver authority

42238.02-42238.03 Local control funding formula

44253.1-44253.11 Qualifications for teaching English learners

48980 Parental notifications
48985 Notices to parents in language other than English
52052 Numerically significant student subgroups
52060-52077 Local control and accountability plan
52130-52135 Impacted languages act of 1984
52160-52178 Bilingual Bicultural Act
56305 CDE manual on English learners with disabilities
60603 Definition, recently arrived English learner
~~60605.87 Supplemental instructional materials, English language development~~
60640 California Assessment of Student Performance and Progress
60810-60812 Assessment of language development
62005.5 Continuation of advisory committee after program sunsets

CODE OF REGULATIONS, TITLE 5

[854.1-854.3 CAASPP and universal tools, designated supports, and accommodations](#)
[853.5-853.7 Test administration; universal tools, designated supports, and accommodations](#)
[854.9 CAASPP and unlisted resources for students with disabilities](#)
11300-11316 English Language Learner Education
11510-11517 California English Language Development Test
[11517.6-11519.5 English Language Proficiency Assessments for California](#)

UNITED STATES CODE, TITLE 20

[1412 Individuals with Disabilities Education Act; state eligibility](#)
1701-1705 Equal Educational Opportunities Act
6311 Title I state plan
6312 Title I Local education agency plans
6801-6871 Title III, Language instruction for limited English proficient and immigrant students

[7801 Definitions](#)

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Discrimination prohibited
200.16 Assessment of English learners

COURT DECISIONS

Valeria G. v. Wilson Davis, ((2002) 307 D.3d 1036
California Teachers Association et al. v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141
McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196
Teresa P. et al v. Berkeley Unified School District et al., (1989) 724 Scup. 698

ATTORNEY GENERAL OPINIONS

83 *Ops. Cal. Atty. Gen.* 40 (2000)

Management Resources:

CSBA PUBLICATIONS

[English Learners in Focus: The English Learner Roadmap: Providing Direction for English Learner Success, Governance Brief, February 2018](#)

[English Learners in Focus, Issue 4: Expanding Bilingual Education in California after Proposition 58, Governance Brief, March 2017](#)

[English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, rev. September 2016](#)

[English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016](#)

[English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014](#)

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

[California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners, 2018](#)

[Matrix One: Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress for 2017-18, rev. August 2017](#)

[Reclassification Guidance for 2017-18, CDE Correspondence, April 28, 2017](#)

Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015

~~Academic Criterion for Reclassification, CDE Correspondence, August 11, 2014~~

~~Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, rev. March 2015~~

~~English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve, 2014~~

~~Common Core State Standards for Mathematics, rev. 2013~~

~~Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, 2013~~

~~English Language Arts/English Language Development Standards for California Public Schools:~~

~~Kindergarten Through Grade Twelve, 2014~~

~~Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments~~

~~English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012~~

THE EDUCATION TRUST- WEST PUBLICATIONS

~~Unlocking Learning II: Math as a Lever for English Learner Equity, March 2018~~

~~Unlocking Learning: Science as a Lever for English Learner Equity, January 2017~~

U.S. DEPARTMENT OF EDUCATION NONREGULATORY GUIDANCE PUBLICATIONS

~~Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017~~

~~Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017~~

~~Innovative Solutions for Including Recently Arrived English Learners in State Accountability Systems: A Guide for States, January 2017~~

~~English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016~~

~~English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by every Student Succeeds Act (ESSA), Non-Regulatory Guidance, September 23, 2016~~

~~Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015~~

~~Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP) Students, May 2007~~

WEB SITES

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

California Association for Bilingual Education: <http://www.gocabe.org>

California Department of Education: <http://www.cde.ca.gov/sp/el>

National Clearinghouse for English Language Acquisition: <http://www.ncela.us>

The Education Trust-West: <http://west.edtrust.org>

U.S. Department of Education: <http://www.ed.gov>

Policy Adopted: ~~03/14/18~~ 08/08/2018

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



Educational Services

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

TO: Dr. Deborah Blow, Superintendent

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

BOARD MEETING DATE: August 8, 2018

BOARD AGENDA ITEM: Revisions to the Local Control Accountability Plan

BACKGROUND: The Santa Barbara County Education Office received and approved the District's Local Control Accountability Plan (LCAP), which was approved on June 13, 2018. After reviewing the district's LCAP, a scribal error was discovered along with a couple of minor budget adjustments to align the district budget and LCAP document.

The following areas have been corrected:

In the Demonstration of Increased or Improved Services for Unduplicated Pupils, the Estimated Supplemental and Concentration Grant Funds was corrected (an increase of \$21,401) as was the Percentage to Increase or Improve Services (8.99% increased to 9.03%)

In Goal 1, the following corrections were made:

Action Step 1 – decreased Title II and increased Supplemental (Certificated salaries/benefits) by \$1,329.

Action Step 6 – added object code (Certificated salaries)

Action Step 8 – decreased Title III and increased Supplemental (Certificated salaries/benefits) by \$4,506.

RECOMMENDATION: It is recommended that the Board of Trustees approve the revisions to the LCAP as submitted.

FUNDING: No funding implications.

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Orcutt Union School District	Dr. Holly Edds Assistant Superintendent	hedds@orcutt-schools.net 805-938-8929

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Orcutt Union School District is located in the unincorporated area of Santa Barbara County, just south of the city of Santa Maria, and is a part of the Santa Maria Valley. It is within 15 miles of the Western Space Complex located at Vandenberg Air Force Base. Local industries include aerospace, farming, oil production, service related occupations, and a growing number of small and large commercial businesses.

The Orcutt Union School District is comprised of six elementary schools and two junior high schools with a student population of 4,501 kindergarten through eighth grade students. Orcutt students attend Righetti High School, Delta High School (our local continuation school), St. Joseph High School (a private Catholic Los Angeles Archdiocese high school), or Orcutt Academy High School. The leadership at each Orcutt district school is facilitated by the utilization of site-based management.

Students attending the Orcutt Union School District come from a cross-section of socioeconomic levels, cultural backgrounds, and family structures. The ethnic composition of the school district is approximately 43.4% Anglo, 46.7% Hispanic, 2.6% Asian, 1.9% African American, with the remaining 5.4 % representing diverse ethnic groups or multiple ethnicities. The dominant language is English, with English language learners representing 13.5% of our student population.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

OUSD will offer a variety of programs and supports specifically for unduplicated pupils (English learners, foster youth, low-income pupils, and re-designated English learners (Fluent English Proficient). These include ELD Support teachers and highly trained classroom teachers at every site, technology specifically targeting access to computers, and counseling/mental health support for students, data analysis, intervention programs, individual/small group tutoring, assessment to monitor progress, individualized learning paths and online curriculum, positive attendance support, and positive behavior intervention support. OUSD also continues to implement a Multi-Tiered Systems of Support (MTSS) model, the Teachers on Special Assignments (TOSAs) will work closely with the site administration and leadership teams to identify and allocate resources to appropriate students at their schools targeting English learners, foster youth, students with disabilities and/or students who are low-income.

In addition to the programs and supports listed above, the district will also offer additional instruction with specialists in the area of music and physical education which will enable teachers to flexibly group their students and reduce class size thereby allowing for small group and individual instruction for at-risk students.

The district will also offer services and programs that are aligned with LCAP goals and the OUSD Strategic Plan to serve all students such as collaboration time for teachers to confer and plan for meeting student needs, stipends for teachers with additional duties as leads for PLC teams/members of site leadership teams, and district-wide benchmark assessments to monitor the progress of all students. Every one of our schools currently have students from each of the designated subgroups (English learners, students identified as low income, foster youth, and re-designated English learners (fluent English proficient).

In addition, the district will provide release time for our teachers to meet in Professional Learning Communities (PLCs) to improve practice, use data to drive instruction, and target intervention to the needs of individual students, especially English learners, foster youth, students with disabilities, and/or students who are Socio-Economically Disadvantaged. Daily bell schedules at all K-8 sites will be adjusted to enable teachers to meet weekly for at least 60 minutes in PLCs with the guidance of site administration, leadership team members, and the TOSAs and additional duties outside of the school day for PLC team/leadership team members.

Weekly classroom music instruction for all students in grades 1-6 is a program that is showing great success. Research shows music education prepares students to learn, facilitates student academic achievement, and develops the creative capacities for lifelong success. Elementary Physical Education instruction from a credentialed P.E. teacher with the support of a trained classified instructional assistant is also provided. The physically active child is more likely to be academically motivated, alert, and successful.

Every student in grades 1-6 will receive instruction in music and physical education, but also during these instructional blocks, the classroom teachers will be able to utilize small group instruction to target instruction, especially to students in identified subgroups, which research shows is an effective method to enhance student achievement and accelerate student learning.

Each student in grades 1-8 in the Orcutt Union School District receives an individualized learning path based on their assessment results utilizing the Northwest Evaluation Assessment two to three times per year. Each student receives a full grade level curriculum at their grade level, an individualized learning path based on their strengths and weaknesses, and assignments made by their teacher. The program is web-based and is available to students 24 hours a day, 7 days a

week. The program is currently used as a homework program, independent study program, writing program, in-class instructional tool, and can also be used to target skill development and as an intervention program.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

The Orcutt Union School District has been working to successfully implement Professional Learning Communities for a number of years. This work included professional development for all teachers, attendance at the PLC Summit by teams from each school site and district personnel, and most recently collaboration time was built into the school day. Stakeholders felt strongly that this time has been valuable in having conversations around essential standards, common formative assessments, student progress and student learning. Teachers now have the ability through data to analyze student progress and target needs of specific students and/or groups of students. Over the past two years, each of our schools have established an identified time for these PLCs to meet and have also established an identified time for targeted intervention.

Targeted intervention time for students occurs weekly at the junior high school sites and daily at the elementary school sites. Again, stakeholders felt strongly that this time is essential to meeting the needs of all learners, especially English learners, foster youth, and low-income students. In conversations with junior high school students, they felt the time was well received and in fact they would like to see it increased. The Teachers on Special Assignment also received accolades from stakeholders on the support they have provided on the implementation of intervention, particularly at the elementary school sites.

The implementation of both music and physical education instruction by fully credentialed teachers allows individual and small group intervention to occur by the classroom teacher, and students also receive the benefit of receiving instruction in both music and physical education. Parents, teachers, and students all shared they believe both are important, along with a dedicated time to target instruction to meet the needs of the individual student. Every student receives PE and music instruction, including English learners, foster youth, and low-income students.

Each of these initiatives is early in development and will require support and active monitoring to ensure they continue to develop and grow. Additional professional development will be needed for PLCs as well as successful research-based strategies in intervention and closing the achievement gap. School schedules will need to be adjusted to allow for the needs of students each year and coordination of intervention schedules will also be important.

The California Dashboard reported progress in multiple areas for the Orcutt Union School District. English Learner Progress (1-12) continues to be high with 77.3% of students making progress towards English Proficiency.

In the area of English Language Arts, the Asian student group performed at a “very high” level, and “increased significantly”. White students are performing “high” according to the Dashboard and

students associating with the student group “Two or More Races” increased in their performance by 4.3 points.

In the area of math, Asian students again scored “very high” with 40.4 points above level 3 and they “increased significantly” Increases were reported for the student group “Two or More Races” with an increase of 5.7 points.

Areas demonstrating progress with Suspension Rates included English Learners with -0.8% over the prior year data, African American demonstrated a change of -0.3%, Asian declined as well with -2.8%, and Filipino and Two or More Races reported declines of -1.7% and -1.2% respectively.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Academic achievement in the areas of English Language Arts and Mathematics are an area of need according to the most recent state assessment data reported on the California Dashboard. In the area of English Language Arts, multiple subgroups, including “All Students”, English learners, Homeless, Socioeconomically disadvantaged, Filipino, and Hispanic fell into the “low” range (orange). In the area of Mathematics, multiple subgroups fell into the “low” range (orange) including English Learners, Homeless Youth, Socioeconomically Disadvantaged, and Hispanic. Students with Disabilities fell into the “very low” range (red) for the second year in a row for both English Language Arts and Mathematics. A two-color gap (yellow to red) exists when comparing Students with Disabilities to “All Students”. Multiple data points indicate there is a need for examining our practices in special education.

Targeted professional development is planned for the instruction of students with special needs, English learners, homeless youth, foster youth, and low-income students using research-based strategies. Continued work in the area of literacy in the content areas, center-based education, and incorporation of academic language instruction into all content areas will be scheduled throughout the 2018-19 school year. (Goal 1: Action Steps 1, 3, 4, 5, 6, 8; Goal 2: Action Step 1; Goal 3: Action Steps 1, 2, 3; Goal 4: Action Steps 1, 5, 8)

Another identified area of need according to data reported on the California Dashboard is in the area of student discipline. Suspension rates were “high” (orange) for several groups including “All” students as well as Socioeconomically disadvantaged, Hispanic, and White. Suspension rates were “very high” (red) for Foster Youth, Homeless Youth, and Students with Disabilities. Work completed as part of Differentiated Assistance support from the Santa Barbara County Office of Education will include clarifying school wide behavioral expectations and teaching these expectations to students in conjunction with PBIS implementation. Additionally, staff will collaboratively develop guidelines for interventions prior to use of suspensions/expulsion and these guidelines and strategies, including the use of school psychologists and counseling staff, will be shared with staff through site leadership. In addition, counseling services will increase at the junior high schools to proactively work with students and teachers using research based strategies. (Goal 4, Action Steps 2, 3, 6)

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

As stated above, Mathematics (3-8) Students with Disabilities in Math (98.4 points below level 3, maintained) performed two or more performance levels below the “All” student performance. A recent study of the Special Education programs in the Orcutt Union School District provided a comprehensive review of practices and staffing that are currently under consideration. The District is moving toward implementation of MTSS which will reduce the number of students qualifying for Special Education by providing intervention earlier, thereby reducing the knowledge gap in some students. Recent restructuring of the department will provide staff with additional resources and the ability to examine current practices, identify areas for targeted professional development, and establish specific goals within special education.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Following the results of a study on the special education department conducted at the request of the Superintendent and Board of Trustees, the recommendation was made and followed to hire an Executive Director of Special Education and to split the duties formerly held by the Director of Pupil Services into a separate position. An experienced manager with experience in special education began the position in the fall and she has begun an extensive review of practices within the department. Next steps include creating structures of support for interventions using the Multi-Tiered System of Support model supported by the California Department of Education to move the district away from the discrepancy model and toward a model with earlier intervention and support for students. This shift will take time to fully implement, and the district is committed to doing so.

Another action that the Orcutt Union School District has started to undertake is the implementation of the Positive Behavior Intervention Support (PBIS) program at all of its schools. PBIS is a proactive approach to establishing the behavioral supports and social culture needed for all students to achieve social, emotional, and academic success through an evidence-based framework for developing positive behavior to create a positive climate for learning. The premise for PBIS is that continual teaching, modeling, and reinforcing of positive behavior will support children’s positive behaviors, reduce discipline problems, and promote a climate of greater productivity, safety, and learning. As our demographics shift, the data is showing a need for consistency in the school environment and a safe place to learn for all students, particularly our foster youth and low-income students.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$47,895,096.15
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$4,011,449.49

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP include Maintenance, Operations, and Transportation (MOT), Superintendent and Board of Trustees, Campus Connection, Special Education, 21st Century Learning Center (ASES), Library Services, Human Resources Support, Business Services Support, Technology Services and Support, Professional Development, Grant Programs, Substitute Services, School Site budgets (including athletics, science camp, local funds), utilities, legal fees, property insurance, and other non LCFF related funds

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$37,986,815

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
Local Priorities: OUSD Strategic Plan

Annual Measurable Outcomes

Expected

Metric/Indicator

CAASPP - ELA
% Students met/exceeded standard

17-18

Increase student performance for all students and each subgroup by 5% each year in the area of ELA as measured by the CAASPP and reported on the California Dashboard

Baseline

2016 CAASPP Results (as related to Level 3)

- 2.3 "All" Students
- 32 English Learner
- 26.4 Low SES

N/A Foster Youth

- 76.1 SPED

Actual

Data is reported on the California Dashboard in terms of "Distance from Level 3" or minimum proficiency standards. Given that, the Orcutt Union School District did not meet the goal of advancing "All" students and each subgroup by 5 points for the Spring 2016 administration of the CAASPP assessments. Most subgroups actually declined, with an increase only shown in one subgroup (Two or More Races) of 4.3 points.

Expected

Metric/Indicator

CAASPP - Math

% Students met/exceeded standard

17-18

Increase student performance for all students and each subgroup by 5% each year in the area of Mathematics as measured by the CAASPP and reported on the California Dashboard

Baseline

2016 CAASPP Results (as related to level 3)

- 18.7 "All" Students
- 44.7 English Learner
- 41.8 Low SES

N/A Foster Youth

- 98.8 SPED

Metric/Indicator

Re-designation Rate for English Learners (EL to RFEP)

17-18

Two percent of English Learners will be re-designated to Fully English Proficient (R-FEP) annually as determined by the district adopted re-designation criteria.

Baseline

4.3% of English learners were re-designated during the 2016-17 school year

Metric/Indicator

English Learner Progress Indicator

17-18

Seventy-five percent of English learners will make progress toward English proficiency as reported on the California Dashboard.

Baseline

CA Dashboard

79.5% of English learners made progress toward English proficiency (High), an increase of 8.4%

Actual

Data is reported on the California Dashboard in terms of "Distance from Level 3" or minimum proficiency standards. Given that, the Orcutt Union School District did not meet the goal of advancing "All" students and each subgroup by 5 points for the Spring 2016 administration of the CAASPP assessments. Most subgroups actually declined, with an increase only shown in two subgroups, Two or More Races with 5.7 points and Asian which increased significantly with +20.8 points. While some subgroups maintained their current level, Foster Youth, Homeless Youth, African American, and American Indian all declined significantly.

2.5% EL Re-designated

This goal was met with 77.3% of English learner students made progress on the English Learner Progress Indicator during the 2016-17 school year.

Expected

Metric/Indicator

English Learner access to Core Instruction and English Language Development (ELD)

17-18

One hundred percent of students will receive access to Core instruction and English Language Development.

Baseline

100% of students received access to Core instruction and ELD

Metric/Indicator

% of Highly Qualified Teachers are Appropriately Assigned

17-18

100% of Orcutt Union School District teachers will be highly qualified and appropriately assigned

Baseline

2016-17 99.9% (208/214) of teachers are highly qualified and appropriately assigned

Metric/Indicator

% of schools meeting all FIT requirements

17-18

100% of Orcutt Union School District schools will meet FIT requirements

Baseline

100% of schools met FIT requirements for the 2016-17 school year

Metric/Indicator

100% of students will have access to the required course of study

17-18

100% of students in the Orcutt Union School District will have access to the required course of study

Baseline

100% of students in the 2016-17 school year had access to the required course of study

Actual

100% of students received access to Core instruction an ELD.

For the 2017-18 school year, 208/215 teachers (96.74%) were properly assigned, with seven teachers utilizing emergency credentials allowing them to teach in a subject area, but not meeting the requirements for Highly Qualified Teacher, five teachers in special education (Patterson, Nightingale (2), and Orcutt JH) on Intern, one elementary PE teacher (Nightingale) on PIP, and one elementary multiple subject teacher (Nightingale) on Intern. One teacher is teaching outside their credential area on Board Resolution (have 12 units or more in subject area being taught and hold a full credential) at OJH for social science. Continue to ensure all teachers are qualified and appropriately credentialed. There is a continuing challenge to keep pace with other local districts with regards to salaries and compensation packages.

100% of schools met FIT requirements for the 2017-18 school year.

For the 2017-18 school year, 100% of students had access to the required course of study.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>All teachers will be supported in teaching the new California State Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of Teachers on Special Assignment (TOSA).</p> <p>The TOSAs will support school sites with the implementation of RTI, targeted intervention, and best practices in effective instructional strategies for Tier 1 and 2.</p> <p>TOSAs will provide support for identification of and training in effective, research-based interventions for at-risk students, especially English learners, foster youth, low-income students.</p>	<p>The Teachers on Special Assignment (TOSAs) focused on building the professional capacity of our teachers and administrators this year, including targeting the specific needs of at-risk students. This year they moved to a site-based model, where they were able to model and support effective instructional strategies, support the implementation of intervention, assist with using data to target instruction, provide professional development, and support Professional Learning Community meetings. They continued to act as a valued member of the Leadership Team at each of their school sites and were available as an on-site resource. The primary focus of the work of the TOSAs was on the implementation of the California content and performance standards.</p> <p>The TOSAs provided training and assisted in district-wide assessments, including early literacy skills using the DIBELS assessment to all students in grades 1-3.</p>	<p>Certificated Salary/ Benefits Supplemental \$270,000</p> <p>Certificated Salary/ Benefits Title II \$65,058</p>	<p>Certificated Salary/ Benefits Supplemental \$220,195</p> <p>Certificated Salary/ Benefits Title II \$42,377</p>

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Standards-based materials will be available to all students.

Standards-based materials were available to all students. The base funds expended for this Action were to pay for replacement materials and consumables to ensure every student had standards based materials.

Materials and Supplies, History/Social Science Materials Adoption and Consumables/Materials Replacement Base \$ 100,000

Approved Textbook Materials ELA/ELD/Math/ Social Studies/ Science Base \$33,601

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Universal screening, formative assessments and response to intervention (RTI) progress monitoring assessments will be administered to students to identify areas of need, effectiveness of program, and monitor student progress. Data will be analyzed specific to English learner, foster youth, and low-income students to determine if instructional strategies are effective, use in placement for intervention/enrichment groups, and to monitor student progress. Data will also be utilized to communicate information on student progress with parents and students. (NWEA/DIBELS)</p>	<p>NWEA was administered at least twice to every student in grades 1-7, and at least once to students in grade 8. DIBELS was administered to every student in grades K-3 and identified students in grades 4+. The data from both assessments was used to place student in targeted instruction and to monitor their progress and to inform the teacher of each students instructional progress. Funds expended for this Action for Certificated Salary/Benefits was used to hire additional staff to proctor and administer student assessments.</p> <p>Based on the feedback of the Accountability Task Force and lack of use, the decision was made to discontinue the Integrated Data Management System which was largely used as a pilot program for standards-based benchmark assessments to report student progress to parents on the report card. The Task Force instead recommended continued use of NWEA with the Student Profile</p>	<p>Certificated Salary/ Benefits Supplemental \$40,000</p>	<p>Certificated Salary/ Benefits Supplemental \$48,243</p>
		<p>Professional/ Consulting Services Supplemental \$42,000</p>	<p>Professional/ Consulting Services Supplemental \$0</p>

Report to accompany all report cards in grades 1-8 and to continue to investigate possible Data Management Systems to pilot and/or for future use.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Professional Learning Community (PLC)/Leadership Team Members will receive a stipend in exchange for attending leadership team meetings, facilitating weekly leadership/PLC team meetings, making regular reports to administration, communicating leadership team meetings to the grade level/department PLC team, and other negotiated duties. The focus of PLC and Leadership Team meetings will be on student achievement and meeting the needs of at-risk students.</p>	<p>Professional Learning Community (PLC)/Leadership Team Members received a stipend in exchange for attending leadership team meetings (four were held during the 2017-18 school year), facilitating weekly leadership/PLC team meetings, the completion of regular reports to their site administrator, and communicating information shared at leadership team meetings with the appropriate grade level/PLC team. The focus of each of these meetings was on student learning the selection of essential standards, development of common formative assessments, implementation of Multi-Tiered Systems of Support (MTSS) and the use of data to inform instruction. Self-reporting using a rubric to measure effectiveness and growth each of these areas due to work conducted in this time reported a decrease from the spring of 2017 to the spring of 2018 in the effectiveness of the PLC team (4.1 to 3.9), the use of common formative assessments (3.8 to 3.6), the implementation of</p>	<p>Certificated Salary/ Benefits Supplemental \$90,000</p>	<p>Certificated Salary/ Benefits Supplemental \$90,000</p>

essential standards (3.8 to 3.6), all of which are equal to self-rating scores reported in the Spring of 2016. The exception was in the area of implementation of RTI which increased and was rated the highest of all areas (3.9 to 4.2). This work included increased clarity on essential standards, increased development and implementation of common formative assessments, increased level of effectiveness in PLC, increased implementation of intervention strategies as a part of the implementation of MTSS and increased capacity as an interdependent team. The data reflects the implementation of a systematic response to developing and implementing interventions for struggling students. A copy of the rubric used for analysis of progress is attached as Appendix C

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The RTI Task Force will continue to develop and refine an implementation plan for Response to Intervention including clearly identified tiers for intervention, targeted intervention, assessment, and data-driven decision making.	The RTI Task Force has been re-named the MTSS Task Force (Multi-Tiered Systems of Support) and the group is continuing their work beginning with the implementation of reading interventions and supports. The first wave of schools is participating in training for behavioral support intervention program implementation (PBIS) and the District has received grant funds to continue the work of	Certificated Salary/ Benefits Supplemental \$4,000	Certificated Salary/ Benefits Locally Defined \$4,000
		Travel/Conference Supplemental \$1,000	Travel/Conference Locally Defined \$1,000

MTSS, including support for training and coaching as systems continue to be developed.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Identified students will receive targeted support through on-site interventions provided by the classroom teacher and the grade level team. (Tier 1 and 2)</p> <p>TOSAs will provide support for identification and training in effective, research-based interventions for at risk youth. (English learners, foster youth, low-income)</p>	<p>Identified students received targeted support through on-site interventions provided by the classroom teacher and the grade level team (Tier 1 and 2) through the use of certificated hourly teachers to reduce class size, provide additional materials necessary to target intervention, and professional development as determined through the analysis of site, grade level, and individual student data. Each site had a designated intervention time daily when identified students received instruction. Intervention remains an area for continued development to ensure resources are maximized, learning targets are clear, and targeted instruction occurs. Funds for this Action were spent on certificated hourly intervention teachers and on technology for use with intervention programs.</p> <p>TOSAs are continuing to identify and provide training in effective, research-based interventions for at-risk youth in both English Language Arts and Math, including interventions utilizing technology.</p>	<p>Certificated Salary/ Benefits Supplemental \$301,500</p> <p>Non-Capitalized Equipment Supplemental \$33,500</p>	<p>Certificated Salary/ Benefits Supplemental \$337,536</p> <p>Non-Capitalized Equipment Supplemental \$3,821</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A variety of online learning programs will be utilized for targeted instruction, especially for English learners, foster youth, and low-income pupils based on their individual achievement data. Programs will be used to double and triple-dose students in need of additional instruction and practice and also provide instruction during non-school hours and during breaks in school.</p>	<p>Compass Learning Odyssey was utilized at all district schools in multiple ways, including targeted intervention for struggling students. Students participating regularly in the program showed increased achievement in classwork and on the state assessment. Staff worked with the parents of targeted students to share their login and password information, and how to navigate the program at home. The program remains available to students 24 hours a day, 7 days a week year round. Funds for this Action were used to purchase online computer programs for student utilization.</p>	<p>Professional/ Consulting Services Supplemental \$50,000</p>	<p>Professional/ Consulting Services Supplemental \$29,600</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue Systematic ELD Instruction (K-6), English 3-D (7-8), and in class support (Math 7-8) for English learners.</p> <p>Provide translation support and access to community/school/district resources through bilingual community liaisons and bilingual staff. Monitor student data and instructional practices.</p>	<p>English Language Development Instruction and Support was provided to Level 1 and 2 English Learners (as determined by the CELDT assessment) in our K-6 schools and our K-8 school received instruction utilizing the Systematic English Language Development (ELD) program four days per week for thirty minutes per day. Students scoring as Level 3 were also evaluated for inclusion in the small group instruction based on their identified need as demonstrated in the CELDT. All English learners</p>	<p>Certificated Salary/ Benefits Base \$219,238</p>	<p>Certificated Salary/ Benefits Base \$179,955</p>
		<p>Classified Salaries/ Benefits Supplemental \$120,762</p>	<p>Classified Salaries/ Benefits Supplemental \$127,163</p>
		<p>Materials/Supplies Title III \$10,000</p>	<p>Materials/Supplies Title III \$365</p>
		<p>Professional/ Consulting Services Title III \$10,000</p>	<p>Professional/ Consulting Services Title III \$809</p>

received designated ELD in their classrooms at least one day per week for a 30 minute period using the district adopted curriculum.

Students in our middle schools received instruction using the English 3-D program in their English Support Class. The classroom teacher provided instruction for students daily with the support of a trained ELD teacher.

Student achievement for our English Learners continues to exceed levels for other districts in Santa Barbara County.

Funds for this Action were spent on hiring certificated and classified staff including hourly certificated teacher to provide instruction to students, bilingual community liaisons, staff to provide translation services, and staff to coordinate services for English learners.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Small Group and Individual Tutoring will be made available for at-risk foster youth	Small Group and Individual Tutoring were made available for at-risk foster youth. Despite reaching out to each family and advertising the service with Foster Youth Services, no foster families took advantage of the service.	Certificated Salary/ Benefits Supplemental \$2,500	Certificated Salary/ Benefits Supplemental \$0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

There have been a multitude of changes over the past few years, including a new ELA/ELD materials adoption, year 3 of the Math adoption, new assessment and accountability measures with the California Dashboard, implementation of a master schedule for the elementary school sites to allow for music and PE instruction during intervention time.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The goal to provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement was a priority for the 2017-18 school year. The actions and services supported achievement of the goal, most especially the Teacher on Special Assignment (TOSA) positions, Targeted Intervention support, English Language Development instruction, the MTSS task force, and use of data to inform and drive instruction. Each of these actions/services are complementary to the others and were effective as measured by stakeholder input and student achievement data. While the student results were not what we hoped on the ELA and Math assessments administered through CAASPP, we remain committed to implementing the new curriculum in both areas and providing high quality professional development, concentrated at the early years of schooling (K-3) to maximize our resources and build capacity in our teachers and administrators. Designated ELD instruction was non consistently delivered, some students received instruction with an hourly certificated teacher and their classroom teacher throughout the week causing a lack of continuity. There were not differentiated supports for most Long Term English Learners and Newcomer students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures for this goal were due to several factors, including a TOSA that was hired at the beginning of the school year but was unable to fully assume the position until her position was filled, use of grant funds to support the RTI Task Force, and a delay in purchasing the data management system. Additionally, additional technology was budgeted for (Action 6) but not expended, and materials/supplies along with Professional/Consulting Services (Title III) for Action 8 were not needed. Small group and individual tutoring for foster youth was made available, however despite reaching out to each family and advertising the service with Foster Youth Services, no foster families utilized the service.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

One of the planned changes to this goal is to increase services and offer foster/homeless youth increased tutoring and enrichment opportunities, including participation in a STEM Minecrafter Camp at no cost to the family. Additionally, there will be an increase in the amount of hours available for tutoring and coordination of those services for foster/homeless youth. Academic Intervention funds were not utilized fully this year, at the beginning of the year planning sessions will take place with each school site administrator to discuss the use of these funds and to structure intervention services to target instruction and meet the needs of at-risk students. While the district is continuing to develop structures to support student learning and progress is being made in that area, there is still room for improvement. Based on an analysis of data with Students with Disabilities as part of Differentiated Assistance, strategies will be

discussed and a plan implemented for meeting the needs of these students. The first priority is ensuring at-risk students are not missing core instruction for intervention or special program supports. The MTSS Task Force will continue it's work with funding supported by the MTSS Statewide Initiative Technical Assistance Training Grant which will hopefully result in structures to scale up our MTSS program and better meet the need of students struggling in academics and behavior. TOSAs will continue to support instruction at the school sites, working directly with teachers to assist with focus folders, common formative assessments, implementation of the adopted curriculum, and coordination of intervention services for students. Professional Learning Communities will also continue next year. This much needed time allows for teachers to have dedicated time during the school day to discuss student learning. Designated ELD will be delivered by classroom teachers beginning in the 2018-19 school year, supported by a dedicated ELD TOSA to assist teachers with the implementation of both Designated and Integrated ELD in all grades. Professional development will be ongoing for teachers and staff as we transition to this new model. In addition, the ELD TOSA will assist teachers with resources and research based strategies to meet the needs of Newcomers and Long Term English Learners. In addition, the metrics for ELA/ELD and Math in future plans will reflect an increase in terms of overall points rather than percentages to align with the reporting of data on the California Dashboard.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Provide students with an innovative 21st century curriculum that will enable them to compete in a global society.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: OUSD Strategic Plan

Annual Measurable Outcomes

Expected

Metric/Indicator

Completion of technology integration academy (Digital Media, Chrome Book, iPad)

17-18

The number of teachers successfully completing training in the use of technology in their classrooms will increase by 30.

Baseline

2014-15 18% of District Teachers (30/164)

2015-16 22% of District Teachers (44/200)

2016-17 20% of District Teachers (43/212)

Metric/Indicator

Computer-Student Ratio

17-18

The Computer-Student Ratio will be maintained/increased each year toward 1:1.

Actual

The number of teachers successfully completing training in the use of technology in their classrooms through the Digital Media Academy, iPad Academy, or Chrome Book Academy during the 2017-18 school year was 38, or 20% of the number of total district teachers. Over the past three years, 99 or 46% of current district teachers have participated in technology academy training.

The Computer-Student Ratio continues to increase as shown by individual school data:

Expected

Baseline

2016-17 1:2 District wide (0:8 to 2:0 by site)

Metric/Indicator

SAMR Rating

17-18

Using the SAMR model during classroom walkthroughs, a decrease of 5% of classrooms not utilizing and/or using the Substitution model will be observed to 46.36%.

Using the SAMR model during classroom walkthroughs, evidence of the transformational use of technology in classrooms will increase 5% to 21.5%.

Baseline

2016-17

1.20% Redefinition

19.28% Modification

20.72% Augmentation

21.69% Substitution

27.11% Not using technology

50.91% of classrooms were using technology with a connection to the lesson as measured by classroom walkthrough

Actual

School	# Devices	Enrollment	Student:Compute Ratio
R. Dunlap	538	579	0.93
J. Nightingale	550	754	0.73
Patterson Rd	680	655	1.04
Pine Grove	435	533	0.82
Alice Shaw	654	609	1.07
Lakeview	718	531	1.35
OJHS	574	568	1.01
Olga Reed	225	213	1.06
District	4374	4442	0.99

Using the SAMR model during classroom walkthroughs, 35.06% of classrooms were observed not utilizing technology and/or using the Substitution model, as compared to 52.41% as measured in May, 2017, a decrease of 17.35%.

Using the SAMR model during classroom walkthroughs, 13.61% of classrooms were observed using technology at transformational levels (Redefinition and/or Modification) as compared to 20.48% as measured in May, 2017, a decrease of 6.87%.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Increased opportunities to incorporate 21st Century Learning Skills as an integral part of high quality instruction and to increase student engagement. (Critical Thinking, Collaboration, Creativity, Communication)</p>	<p>21st Century Learning Skills were integrated into district, site, and grade level meetings as an integral part of high quality instruction and to increase student engagement (Critical Thinking, Collaboration, Creativity, Communication). The TOSAs modeled strategies such as the use of a slide deck to jigsaw student activities and the use of Google Sheets to share student data and collaborate around teaching and learning in meetings, trainings, and at school sites wherever possible. Evidence of the modeling and use of 21st Century Skills in classrooms was noted in classroom walkthroughs across the district.</p>		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Increased access to technology for English learner, foster youth, and low-income students in the classroom, before and after school, and in the home through open facilities and devices available for student use outside of the school day.</p>	<p>Every school site had their computer labs open outside of the school day for students needing access. Newcomer English Learner students without access to technology in the home were upon the request of the school site provided with a device along with software for English Language instruction (Rosetta Stone) and Academic instruction (Compass Learning) and were provided with assistance obtaining internet to support them in learning both English and content knowledge.</p>	<p>Certificated Salary/ Benefits Supplemental \$40,000</p> <p>Materials/Supplies Base \$15,132</p>	<p>Certificated Salary/ Benefits Supplemental \$40,000</p> <p>Materials/Supplies Base \$15,132</p>

Funds for this Action were used to pay teachers outside of their regular day to provide access to the computer labs at school sites.

To support the use of devices in the home, Base funds were utilized for materials/supplies including licenses and materials for use in the computer labs.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Increased access to a 21st century curriculum and instructional design was the result of professional development throughout the school year. Two of the District's Professional Development Days targeted the intentional integration of technology into instruction with George Couros (Innovator's Mindset) and Jon Corippo (CUE and STEAMPunk) as well as a CUE Black Label private conference with 40+ workshops between them allowing for teachers to choose the sessions that best fit their knowledge and expertise level and content area. Teachers were exposed to strategies through professional development as well as modeling by their administrators and the Teachers on Special Assignment. Integration of technology into meetings is challenging, but the more it occurs, the more it will continue to become a part of what we do each day. Modeling different ways of teaching and learning and the opportunities technology provides for students as well as changing the way to do business is essential to growth and truly moving into the 21st century.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

School computer labs will continue to be open outside of the school day so students without access in their home will have another means to access the internet and participate in academic online programs. According to data collected at the school site, the computer labs are well used when they are open outside of the school day and often at full capacity. As the district moves toward 1:1, availability of devices and access to the internet will continue to be a focus area to students in identified subgroups are provided equal access.

The integration of technology will continue to be a priority, and professional development will be centered around the use of technology to support global learning and citizenship.

For this goal area, the District came very close to meeting the expected outcomes, and there was a demonstration of some growth. While the amount of technology in classrooms is increasing, and the frequency of use by students has also increased as evidenced by

walkthroughs during instructional time, the use of technology for Automating as opposed to Informating is not showing the level of progress desired.

The introduction of devices into the classroom often does not result in shifts in instructional practices. Professional development and teachers innovating with new ways of teaching and learning is what makes the difference and this philosophy has been the primary driver in the purchase and integration of technology in classrooms, with priority given to schools serving English Learners, Low-Income students, and Foster Youth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Professional development for teachers will continue to be a priority in the area of technology. At this time, the Tech Academies (Digital Media, iPad, and Chrome Book) will continue for the 2018-19 school year and teachers will be encouraged to participate. Additionally, A STEAM Academy in partnership with Discovery Education was launched during the 2017-18 school year.

Bridging the digital divide for students, specifically for identified subgroups, will continue to be a priority. Continued professional development, including modeling and coaching, is needed in this area. Providing 21st century curriculum and increasing the integration of 21st century learning skills (including the integration of technology into learning) continues to be a goal. The District is hoping to offer additional technology academies during the 2018-19 school year, and will continue to investigate additional methods for supporting teachers in the integration of technology at high levels for instruction.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Create flexible learning environments that will encourage new delivery models and expand students' opportunities for learning

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: OUSD Strategic Plan

Annual Measurable Outcomes

Expected

Metric/Indicator

Teachers will meet weekly in Professional Learning Communities focused on the following topics:

Essential Standards

PLC Teams

Use of Data

Use of Common Formative Assessments (CFA)

Response to Intervention (RTI)

17-18

Self-reported scores will increase in at least 4/5 categories of the Professional Learning Communities self-rating scale which measures the following areas:

Actual

Time was built into the school day for all teachers to meet weekly for at least 60 minutes. This time was spent on discussing essential learning targets, student achievement data, teacher observations, best practices in instruction, and the use of intervention time to target instruction.

Scores decreased in 4/5 areas, with RTI the only area where an increase was reported.

Overall, teachers reported the following scores for 2017-18:

Expected

Baseline

Self Rating Score as recorded by each grade level team/school site in the spring, 2017

PLC Self-Rating Score (by grade level/department)
Essential Standards
PLC Teams
Use of Data
Use of Common Formative Assessments
System of Interventions (MTSS/RtI)

Actual

PLC Self-Rating Score (by grade level/department)	2018 Score (1 to 5)
Essential Standards	3.6
PLC Teams	3.9
Use of Data	3.7
Use of Common Formative Assessments	3.4
System of Interventions (MTSS/RtI)	4.2

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide opportunities for restructuring instructional time during the day, including weekly Professional Learning Community meeting time with coordinated support.	Time was built into the school day for all teachers to meet weekly for at least 60 minutes. This time was spent on discussing essential learning targets, student achievement data, teacher observations, best practices in instruction, and the use of intervention time to target instruction. Monthly reports to site administrators and TOSAs reported increased teacher effectiveness with the implementation of recently adopted	Certificated Salary/ Benefits Supplemental \$510,000	Certificated Salary/ Benefits Supplemental \$601,138

curriculum, use of student data, and monitoring student progress. Funds for this Action were utilized to compensate teachers for increasing their work day.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Investigate alternatives for creative learning environments, including furniture, technology, the physical space, and tools to improve student engagement and learning.	Flexible furniture continues to be purchased as one-time funds become available. While no furniture was purchased during the 2017-18 school year, there are plans to purchase furniture during the 2018-19 school year. The increased availability of technology and devices allowed for creative learning environments and different teaching models which improved student engagement.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide professional development on research-based teaching and learning strategies such as Problem-Based Learning, Document-Based Questioning, Blended Learning, Literature Circles, Center-Based Learning, and others that support students from identified subgroups in achieving at high levels	Research-based teaching and learning strategies continue to be examined and piloted in classrooms throughout the district. Tina Pelletier met with individual grade levels, departments, and site leadership teams throughout the year with a focus on literacy and research-based strategies in English Language Arts. On-demand technology based professional development became available with the purchase and implementation of Kyte Learning for Certificated, Classified, and	Certificated Salary/ Benefits Title II \$22,092	Certificated Salary/ Benefits Title II \$19,941
		Professional/ Consulting Services Base \$37,908	Professional/ Consulting Services Educator Effectiveness \$11,770

Management staff. This platform provides 30 minute to two hour sessions that can be accessed 24/7 and is updated frequently to keep pace with changes in technology. The platform also allows for the District to create its own content which will begin with the technology academies. Funds for this Action were utilized to purchase the services of Tina Pelletier and to pay for substitute teachers so classroom teachers could work closely with Tina. Funds were also used to purchase Kyte learning, an online professional development platform for all staff to increase their skills.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

See Analysis for Goal #2 for a detailed description on professional development that was provided to teachers and staff, including centered based instruction, project based learning, integration of technology to increase student engagement and learning as well as access to core instruction. In addition to the professional development described in Goal #2, Tina Pelletier continued to work with teachers on the implementation of the district's newly adopted ELA/ELD curriculum.

Flexible furniture was purchased last year, unfortunately this year additional furniture was not purchased due to anticipated revenue reductions in future years. Teachers with flexible furniture continue to experiment with its effective use.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Time built into the school day for Professional Learning Community meetings continues to have a positive impact due to conversations and collaboration around student learning. This will be an ongoing process, continuing to learn as we improve practice. Teachers will continue to meet weekly to discuss student progress, examine results from formative assessments, and collaborate on successful strategies for teaching/learning. While teachers' self rating of PLC decreased, as they learn more about what the true work of a PLC is,

they will continue to re-evaluate their work using the rubric and as such, we expect to see shifts in reported success (as they progress, they realize how far they have to go and/or the work they have been doing may not be at the depth they initially determined it to be).

Teachers have shared the use of flexible furniture has improved the learning environment in their classroom as they are able to quickly transition from one activity to the next, and the use of technology/devices has increased student engagement. Technology/devices will continue to be purchased for students as funds become available.

The continued work with Tina Pelletier for our elementary school sites (regular and special education), specifically literacy and reading, has been very well received. Data is currently being analyzed to determine impact, but most of the impact will be seen in future years as K-3 students advance through the grades. Kyte Learning has been accessed by 30 staff members (administrators, teachers, classified staff) this year and the total number of courses completed as of 4/18/18 is 30.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures included higher expenditures for PLC time (original budget did not include statutory benefits for the additional time) and some expenditures were charged to different funds that were one-time expenditures or more restricted funds (i.e. Educator Effectiveness)

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The district has plans to purchase additional flexible furniture in the 2018-19 school year using one-time funds. Additionally, the district plans to continue to use Kyte Learning as an online, on-demand professional development tool for certificated, classified, and management staff.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Provide a rich and diverse curriculum in a positive and safe atmosphere to address the needs of the whole child.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: OUSD Strategic Plan

Annual Measurable Outcomes

Expected

Metric/Indicator

Attendance Rate

17-18

Increase attendance rate to 96% for "All" students and each subgroup.

Baseline

2015-16 95.98%

Actual

The District-wide attendance rate for the 2016-17 school year was 95.65%, a decrease from 2015-16 of 95.9%. An analysis of subgroup data for the same year revealed the subgroups with the highest attendance rate were re-classified English learners (94.19%), English learners (85.21%), and foster youth (79.31%). Subgroups that fell below the attendance rate for "All" students included low-income (73.2%) and special education (72.06%)

An analysis of attendance data for the 2016-17 school year as of April 2017 revealed 77% of students in the district have an attendance rate of 96% or better as of May, 2017 for the 2016-17 school year. An analysis of subgroup data for the same period revealed that while Re-classified English learners and English learners have the highest rate of attendance (88% and 83% respectively, foster youth and low-income student attendance is an area of concern (foster youth 67% and low-income 73%).

Metric/Indicator

Suspension/Expulsion Rate

The Suspension/Expulsion rate for the 2016-17 school year was 3.4% for "All" students. Subgroup information is as follows:

Expected

17-18

Maintain/decrease current suspension/expulsion rates for "All" students and for each subgroup.

Baseline

2014-15 2.4% Suspension Rate

2014-15 0.1% Expulsion Rate

Metric/Indicator

Parent Survey

17-18

The percent of parents reporting communication they received from their child's school about school activities/events in the 2017-18 school year was Good/Excellent will increase by 2%.

Baseline

2017

School Communication Level

40% Excellent

44% Good

14% Fair

3% Poor

Metric/Indicator

Parent Survey

17-18

The percent of parents reporting involvement in their child's school will increase by 1%

Actual

Subgroup	Status	Change
English Learners	2.8%	-0.8%
Foster Youth	18.0%	9.3%
Homeless	16.1%	12.1%
Soioeconomically Disadvantaged	4.7%	-0.1%
Students with Disabilities	6.7%	0.2%
African American	5.4%	-0.3%
American Indian or Alaska Native	3.0%	0.0%
Asian	0.0%	-2.8%
Filipino	2.0%	-1.7%
Hispanic	3.5%	0.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	1.8%	-1.2%
White	3.8%	0.6%

The percent of parents reporting that communication they received from their child's school about school activities in the 2017-18 school year was Good/Excellent was 82%, a slight decrease of 3% over the percent reporting Good/Excellent in the prior year (85% reported in 2016-17).

92.8% of parents reported they are involved in their child's school or in the school district, 44% reported being extremely or very involved, 48.8% somewhat involved, and 7.2% not involved

94.74% Attended at least one parent/teacher conference
 24.91% Volunteered in their child's school/classroom
 60.32% Attended at least one PTA event
 29.15% Attended a school/district parent education night

Expected

Actual

Baseline

2017
95.08% of parents reported they are involved in their child's school or in the school district, 43.17% reported being extremely or very involved, 51.91% somewhat involved, and 4.92% not involved.

- 94.97% Attended at least one parent/teacher conference
- 47.49% Volunteered in their child's school/classroom
- 59.22% Attended at least one PTA event
- 27.37% Attended a school/district parent education night

Metric/Indicator

Parents will be fully represented on each School Site Council, English Language Advisory Council, District English Language Advisory Council, Parent/Superintendent, and Strategic Planning Committees

17-18

100% of committees including parent membership will be fully staffed

Baseline

100% of committees including parent membership were fully staffed with the exception of the English Language Advisory Council (ELAC) at several school sites.

100% of committees including parent membership were fully staffed for the 2017-18 school year

Metric/Indicator

Middle School Dropout Rate

17-18

Maintain a 0% middle school dropout rate.

Baseline

2015-16 0% Middle School Dropout Rate

The most recent data available for middle school drop out rate (2016-17 as reported by DataQuest) reported no dropouts in the district for grades 7-8. (0%)

Metric/Indicator

schools utilizing PBIS

17-18

By June 30, 2018 all school sites will have completed Year 1 of PBIS implementation.

Baseline

0 Schools

PBIS training began for four schools during the 2017-18 school year (Joe Nightingale, Patterson Road, Alice Shaw, and Lakeview JHS). PBIS trainers recommended phasing in training by feeder patterns, using a "Trainer of Trainers" model. Next school year, feeder schools for OJHS will be trained (OJHS, Pine Grove, Ralph Dunlap) along with possibly Olga Reed and Orcutt Academy. Full implementation will take 3-5 years to complete.

Metric/Indicator

% students scoring in Healthy Fitness Zone (HFZ) on Physical Fitness Test

This was the third year the District employed fully credentialed physical education teachers for the elementary school sites. Data is still being collected for the 2017-18 school year. A comparison of data from the 2014-15 and 2015-16 school years revealed strengths in the area of Abdominal

Expected

17-18
Physical Fitness Test Results will increase by 2% in all areas per year.

Baseline

- 2015-16
- Grade 5
- 88.4% Abdominal Strength
- 89.6% Trunk Extension Strength
- 76.1% Upper Body Strength
- 65% Aerobic Capacity
- 59% Body Composition
- 43.8% Flexibility
- Grade 7
- 82.9% Abdominal Strength
- 73.0% Trunk Extension Strength
- 57.8% Upper Body Strength
- 67.3% Aerobic Capacity
- 61.2% Body Composition
- 64.7% Flexibility

Metric/Indicator

Chronic Absenteeism Rate

17-18
Decrease Chronic Absenteeism by 5% for "All" students and each subgroup

Baseline

- 2016-17
- 7.68% "All" Students
- 5.0% English Learner
- 5.0% Low Income
- 0.2% Foster Youth

Actual

Strength and Trunk Extension strength in Grade 5, however there was a decrease in students scoring in the Healthy Fitness Zone (HFZ) in Grade 7. Body Composition continues to be an area for focus in all grades, however it should be noted there was a slight increase in the percent of students in the HFZ for Grade 7 as compared to the prior year.

- 2017-18 as of 5/29/18
- 8.7% "All" Students
- 5.7% English Learner
- 12.4% Low Income
- 7.7% Foster Youth
- 23.6% Homeless

This is an area that warrants further study and an action plan for the 2018-19 school year. All areas increased, and for the first time data was analyzed for students classified as Homeless.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Provide opportunities within the visual and performing arts (VAPA) for all students.

Implement weekly classroom music instruction for students in grades 1-6 to provide additional time for targeted instruction in grades 1-6.

The District's partnership with the Orcutt Children's Arts Foundation has resulted in the following services for the 2017-18 school year:

- Teacher Art Grants Program
- Partnered with the California Alliance for Arts Education to form an Arts Now Community
- Trained elementary Physical Education teachers in dance to integrate elements into their lessons

Every student in grades 1-6 received weekly classroom music instruction with a credentialed music teacher. This time was coordinated with physical education instruction to allow for targeted intervention and instruction for students while other students were attending music or physical education. Lowering of the class size allowed the teacher to work intensively with small groups of students.

Certificated Salary/ Benefits Supplemental \$210,000

Materials/Supplies Supplemental \$5,000

Certificated Salary/ Benefits Supplemental \$210,334

Materials/Supplies Supplemental \$5,000

Action 2

Planned Actions/Services

Continue counseling services at all District schools with credentialed counselors hired directly by the District. Priority for services target the needs of English learners,

Actual Actions/Services

A total of 509 students were seen either individually or in a group setting for the 2017-18 school year, an increase from 236 students in 2016-17. An additional service that was able to be added

Budgeted Expenditures

Certificated Salary/ Benefits Supplemental \$250,000

Estimated Actual Expenditures

Certificated Salary/ Benefits Supplemental \$232,825

foster youth, and low-income students.

as a result of having the on-site counselors was crisis response for students in immediate need of an evaluation to determine their risk. A total of 128 assessments were conducted for risk determination.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement Positive Behavior Intervention Support (PBIS) at elementary schools (Year 1).	PBIS training began for four schools during the 2017-18 school year (Joe Nightingale, Patterson Road, Alice Shaw, and Lakeview JHS). PBIS trainers recommended phasing in training by feeder patterns, using a "Trainer of Trainers" model. Next school year, feeder schools for OJHS will be trained (OJHS, Pine Grove, Ralph Dunlap) along with possibly Olga Reed and Orcutt Academy. Full implementation will take 3-5 years to complete. Funds for this Action were utilized to pay for substitute teachers and attendance at PBIS trainings as well as for the contract with Cal Tac to provide PBIS training.	Professional/ Consulting Services Supplemental \$40,000	Professional/ Consulting Services Supplemental \$18,098
		Certificated Salary/ Benefits Supplemental \$10,000	Certificated Salary/ Benefits Supplemental \$10,000
			Cal Tac Tier 1 Leadership Academy Travel/Conference Supplemental \$4,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improve the attendance rate and decrease chronic absenteeism for English learners, foster youth, and low income students through the School Attendance Review Board process and through the use of Check, Connect, and Respect.	Truancy prevention support continues to be a successful program according to the attendance data. The program worked with 55 families this year, targeting habitual attendance problems and involving the District	Professional/ Consulting Services Supplemental \$47,000	Professional/ Consulting Services Supplemental \$47,250

Attorney when other measures failed. Services include working with students and families to improve and increase attendance as well as promoting overall academic success. The family becomes a part of the success plan and the goal of the program is to change habits, not to be punitive to parents and students. The District experienced very low chronic absenteeism rates and attendance overall is improved from the prior year. Funds for this Action were used to pay the contract for services with Fighting Back Santa Maria Valley for the Check, Connect, Respect program.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide additional time for targeted instruction through the implementation of bi-weekly physical education instruction with credentialed physical education teachers in grades 1-6.</p>	<p>Targeted instruction occurred in 100% of elementary schools for grades 1-6 while physical education instruction with a credentialed physical education teacher occurred. Teachers worked in the Professional Learning Communities using common formative assessment data to identify students in need of additional instruction, enrichment, and those that needed to have information previewed for them. Additional time was added to the schedule to accommodate larger schools which necessitated hiring an additional part time Certificated teacher. The difference between</p>	<p>Certificated Salary/ Benefits Supplemental \$215,000</p>	<p>Certificated Salary/ Benefits Supplemental \$250,937</p>
<p>Provide materials/equipment for physical education to support equal access to PE standards and program.</p>		<p>Classified Salaries/ Benefits Supplemental \$50,000</p>	<p>Classified Salaries/ Benefits Supplemental \$14,740</p>
		<p>Materials/Supplies Supplemental \$5,000</p>	<p>Materials/Supplies Supplemental \$775</p>
		<p>Non-Capitalized Equipment Supplemental \$10,000</p>	<p>Non-Capitalized Equipment Supplemental \$5,000</p>

budgeted and actual expenditures for Classified staff was due to the increase in Certificated staff to accommodate larger class sizes. Hiring a Certificated staff member resulted in two Certificated staff instead of one Certificated, and one Classified. Additionally class sizes were evaluated as a cost saving measure, only groups larger than 50 students were assigned a Classified staff assistant. The elementary PE teachers did not utilize their full budget from Supplemental funds, they purchased materials/supplies from other fund sources. Only one junior high school utilized the funds budgeted for their fitness labs.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase support services and resources for English learner, foster youth, and low-income students through a designated coordinator.	Three assistant principal positions were combined with coordinator of student services duties and these individuals had designated time away from their sites to coordinate support services for students including coordination of English learner services and support, Parent Education, school attendance support (School Attendance Review Board, Check Connect, Respect, Safe Schools Plans), student discipline (Positive Behavior Intervention Support, Suspension/Expulsion data and hearings), homeless/foster youth support and services.	Certificated Salary/ Benefits Supplemental \$110,000	Certificated Salary/ Benefits Supplemental \$96,898

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement a 21st Century school-home communication platform to facilitate everyday communication, meaningful interaction, and encourage participation in decision making with stakeholders.	Parent Square was implemented at the beginning of the 2017-18 school year. Every school site in the district is now using the platform to communicate with parents and stakeholders in multiple languages. The ability for two-way communication and message preferences has resulted in increased engagement of families.	Professional/ Consulting Services Supplemental \$20,000	Professional/ Consulting Services Supplemental \$20,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All elementary school sites successfully implemented a schedule that allowed for all students to receive music instruction one time per week, physical education twice per week, and targeted intervention twice a week in addition to daily intervention/instruction targeting their instructional level. Schools are still working out scheduling issues but are finding success with a “master schedule” approach, protecting key blocks of time from interruption and coordinating pull out services school-wide. The Teachers on Special Assignment (TOSAs) worked closely with the school principals to assist with development of the schedule and with teachers on effective research-based practices for targeting instruction. This was the second year of having counselors that are employees of the district and for most of the year, the district was fully staffed. The implementation of PBIS began with Year 1 implementation at four school sites. Parent Square was implemented as a communication tool. Services for English learners, foster youth, homeless youth, and socioeconomically disadvantaged students were coordinated by student services coordinators with specific specialized duties.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Truancy prevention continues to be an area of need and the data shows positive results for families working with the Check, Connect, Respect program. An analysis of data from NWEA and DIBELS is showing growth in reading, and students are making steady progress especially those at the lowest reading levels. Targeted intervention using research-based strategies along with new English Language Arts materials is resulting in student achievement growth across all subgroups as shown benchmark and progress monitoring data. The band program in grades 4-8 continues to expand with 215 students in grades 4-8 participating over the past year across all school sites. The Parent Square platform has been very well received and has increased meaningful communication and engagement of families. The ability to communicate information more easily and quickly has resulted in more frequent and timely

engagement. The translation feature has been especially well received, and the ability of parents/guardians, and teachers/staff to select the way they receive communication has also been helpful (e-mail vs. text vs. push from app.). The implementation of PBIS is still in the very early stages at participating schools, currently the focus is on Tier 1 and school-wide measures to consistently identify, define, and enforce appropriate and expected behavior.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

An analysis of the data and conversations with staff indicate a continued need or targeted strategies to increase attendance rates for low income students, students with disabilities and most especially foster/homeless youth. Parents have appreciated the increased communication using the Parent Square program, and staff are hopeful there will be a student version of the platform available very soon. PBIS will be expanded to additional sites for the 2018-19 school year with Cohort 1 schools (implemented in 2017-18) continuing training and implementation. Work completed as part of Differentiated Assistance will continue to impact school climates as a plan for addressing identified needs develops. A renewed focus as a result of Differentiated Assistance support from the Santa Barbara County Office of Education will include clarifying school wide behavioral expectations and teaching these expectations to students in conjunction with PBIS implementation. Additionally, staff will collaboratively develop guidelines for interventions prior to use of suspension/expulsion and these guidelines and strategies, including the use of school psychologists and counseling staff, will be shared with staff through site leadership.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The LCAP and Annual Update Stakeholder Engagement process began with an examination of the Orcutt Union School District's Strategic Plan with multiple stakeholder groups. Stakeholders were invited to provide feedback on the plan goals, actions steps, and individual targets for each of the goal areas. Strengths and areas for future growth were identified through this process, and the targets will be revised and updated to reflect the feedback.

Two stakeholder surveys were conducted in the Spring of 2018. The first surveyed stakeholders on each of the eight state priorities and the importance of each as viewed through their perspective. In the second survey, parents/guardians were asked to share their level of engagement in their child's school.

The engagement of students in the development of the LCAP was a priority. Students in multiple classes at the junior high level met with the Assistant Superintendent for Educational Services in April 2018 and were asked to share their perspective through a discussion which included the following questions:

What do you feel is going well at your school? What is working? What do you appreciate about your school?

What do you feel is "meh" at your school? What are you glad is here, but could be improved upon?

What do you feel your school needs to be even better? How can we improve your school experience?

A thorough review of data from the 2016-17 and 2017-18 school year to date was reviewed and analyzed prior to the Leadership Team meetings in March and April, 2018 where the data was shared along with the needs assessment and recommendations were made. The analysis included reviewing the prior year's actions and effectiveness in evaluating the current need in each of the 8 priority areas identified by the California Department of Education.

Additionally, the District engaged with the Santa Barbara County Office of Education with Differentiated Assistance for Students with Disabilities in the areas of Academic Achievement (English Language Arts and Mathematics) and Suspension/Expulsion. A thorough review of the data was conducted including specific program data, current levels of support, and included identification of areas of need.

Stakeholder groups were asked to participate in an activity designed to gather their reflections and ideas around the LCAP which included a survey. An overview of the LCAP and each Strategic Plan/LCAP goal and action step was provided using an info-graphic, after which each participant was asked to complete a survey which asked the following questions about each of the four goals:

Rate the progress on each goal (excellent, good, fair, poor)

What do you feel is going well for Goal #X?

What would you like to see increased/improved for Goal #X?

11/27/2017	Strategic Plan/LCAP Development Task Force Meeting
12/13/2017	Met with Parent/Superintendent group, reviewed the California Dashboard and LCFF Accountability measures
02/01/2018	Met with the Orcutt Union School District's English Advisory Council (DELAC), conducted LCAP Stakeholder Input Activity
02/28/2018	Met with Parent/Superintendent group, reviewed LCFF/LCAP Infographic and conducted LCAP Stakeholder Input Activity
02/28/2018	Presented information on LCFF Accountability and the CA Dashboard to the Board of Trustees
03/01/2018	Strategic Plan/LCAP Development Task Force Meeting
03/07/2018	State of the District Breakfast, conducted Strategic Plan Input Session
3/13/2018	Met with District Management Team (Certificated and Classified), reviewed LCFF/LCAP Infographic and conducted LCAP Stakeholder Input Activity
03/22/2018	Met with Orcutt Educators Association Rep Council, reviewed LCFF/LCAP Infographic and conducted LCAP Stakeholder Input Activity
03/26-30/2018	Met with School Leadership Teams to review and update Needs Assessment
04/08/2018	Met with students at Orcutt Junior High School, conducted student LCAP Stakeholder Input Activity
04/10/2018	Met with students at Lakeview Junior High School, conducted student LCAP Stakeholder Input Activity
4/26/2018	Met with CSEA, reviewed LCFF/LCAP Infographic and conducted LCAP Stakeholder Input Activity
6/07/2018	OUSD School Board Meeting – LCAP Public Hearing
6/13/2018	OUSD School Board Meeting – LCAP Action Item for approval

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The Strategic Planning process generated some very good information and data on our progress on the eight state priorities. The information gathered was incorporated into the Needs Assessment and was used in the identification of additional needs/areas of concern. It was also used to develop new actions within the Strategic Plan as well as the LCAP including:

- Continue MTSS Task Force with a focus on Tier II and III academic and behavioral supports
- Continue support of targeted intervention at the school sites
- Continue training for administrators and site leadership teams in effective PLCs
- Continued training for administrators and leadership teams in the use of data to drive decision, identify students in need of targeted interventions and monitor student progress
- Continue counseling support at all elementary schools
- Continue and Increase counseling support for junior high schools
- Increase/improve meaningful stakeholder engagement opportunities, especially parent education
- Increase/improve coordinated support for students
- Explore additional online learning opportunities for students along with technology and support to access them outside of the school day

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities: OUSD Strategic Plan

Identified Need:

Students need to be equipped with literacy and math skills to be able to compete in college and to successfully pursue their chosen career path. All students, particularly our English Learners, Foster Youth and Low Income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has demonstrated there are effective strategies that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include ELA and Math instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP – ELA % Students met/ exceeded standard	2016 CAASPP Results (as related to Level 3) <ul style="list-style-type: none"> 2.3 All Students 32 English Learner 	Increase student performance for all students and each subgroup by 5% each year in the area of ELA as measured by the CAASPP and reported	Increase student performance for all students and each subgroup by 5 points each year in the area of ELA as measured by the CAASPP and reported	Increase student performance for all students and each subgroup by 5 points each year in the area of ELA as measured by the CAASPP and reported

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> • 26.4 Low SES NA Foster Youth <ul style="list-style-type: none"> • 76.1 SPED 	on the California Dashboard	on the California Dashboard	on the California Dashboard
CAASPP – Math % Students met/ exceeded standard	2016 CAASPP Results (as related to Level 3) <ul style="list-style-type: none"> • 18.7 All Students • 44.7 English Learner • 41.8 Low SES NA Foster Youth <ul style="list-style-type: none"> • 98.8 SPED 	Increase student performance for all students and each subgroup by 5% each year in the area of Mathematics as measured by the CAASPP and reported on the California Dashboard	Increase student performance for all students and each subgroup by 5 points each year in the area of Mathematics as measured by the CAASPP and reported on the California Dashboard	Increase student performance for all students and each subgroup by 5 points each year in the area of Mathematics as measured by the CAASPP and reported on the California Dashboard
Re-designation Rate for English Learners (EL to RFEP)	4.3% of English learners were re-designated during the 2016-17 school year	2% of English learners will be re-designated each year	2% of English learners will be re-designated each year	2% of English learners will be re-designated each year
English Learner Progress	CA Dashboard 79.5% of English Learners made progress toward English proficiency (High), an increase of 8.4%	75% of English Learners will make progress toward English proficiency as reported on the CA Dashboard	75% of English Learners will make progress toward English proficiency	75% of English Learners will make progress toward English proficiency
English Learner access to Core Instruction and English Language Development (ELD)	100% of students received access to Core instruction and ELD	100% of students will receive access to Core instruction and ELD	100% of students will receive access to Core instruction and ELD	100% of students will receive access to Core instruction and ELD

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of Highly Qualified Teachers that are Appropriately Assigned	2016-17 99.9% (208/214) of teachers are highly qualified and appropriately assigned	100% of Orcutt Union School District teachers will be highly qualified and appropriately assigned	100% of Orcutt Union School District teachers will be highly qualified and appropriately assigned	100% of Orcutt Union School District teachers will be highly qualified and appropriately assigned
% of schools meeting all FIT requirements	2016-17 100% of schools met FIT requirements	100% of Orcutt Union School District schools will meet FIT requirements	100% of Orcutt Union School District schools will meet FIT requirements	100% of Orcutt Union School District schools will meet FIT requirements
% of students with access to instructional materials	2016-17 100% of students had access to OUSD adopted materials that are standards aligned	100% of Orcutt Union School District students will have access to standards aligned materials	100% of Orcutt Union School District students will have access to standards aligned materials	100% of Orcutt Union School District students will have access to standards aligned materials
100% of students with access to required course of study	2016-17 100% of students had access to required course of study	100% of Orcutt Union School District students will have access to required course of study	100% of Orcutt Union School District students will have access to required course of study	100% of Orcutt Union School District students will have access to required course of study

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

All teachers will be supported in teaching the new California State Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of Teachers on Special Assignment (TOSA).

The TOSAs will support school sites with the implementation of RTI, targeted intervention, and best practices in effective instructional strategies for Tier 1 and 2.

TOSAs will provide support for identification of and training in effective, research-based interventions for at-risk students, especially English learners, foster youth, low-income students.

2018-19 Actions/Services

All teachers will be supported in successfully implementing and teaching the new California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of Teachers on Special Assignment (TOSA).

The TOSAs will support school sites with the implementation of RTI, targeted intervention, and best practices in effective instructional strategies for Tier 1 and 2.

TOSAs will provide support for identification of and training in effective, research-based interventions for at-risk students, especially English learners, foster youth, low-income students.

2019-20 Actions/Services

All teachers will be supported in implementing and teaching the new California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of Teachers on Special Assignment (TOSA).

The TOSAs will support school sites with the implementation of RTI, targeted intervention, and best practices in effective instructional strategies for Tier 1 and 2.

TOSAs will provide support for identification of and training in effective, research-based interventions for at-risk students, especially English learners, foster youth, low-income students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$270,000	\$231,329	\$236,900
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salary/ Benefits	Certificated Salary/ Benefits budget decreased to align with estimated actuals from 2017-18	Certificated Salary/ Benefits budget decreased to align with estimated actuals from 2017-18
Amount	\$65,058	\$65,679	\$69,020
Source	Title II	Title II	Title II
Budget Reference	Certificated Salary/ Benefits	Certificated Salary/ Benefits	Certificated Salary/ Benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Standards-based materials will be available to all students.

2018-19 Actions/Services

Standards-based materials will be available to all students. History/Social

2019-20 Actions/Services

Standards-based materials will be available to all students. Science materials

Science Materials will be evaluated and possibly piloted/purchased.

will be evaluated and possibly piloted/purchased

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,000	\$900,000	\$1,100,000
Source	Base	Base	Base
Budget Reference	Materials/Supplies	Materials/Supplies	Materials/Supplies

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Universal screening, formative assessments and response to intervention

2018-19 Actions/Services

Universal screening, formative assessments and Multi-Tiered System of

2019-20 Actions/Services

Universal screening, formative assessments and Multi-Tiered System of

(RTI) progress monitoring assessments will be administered to students to identify areas of need, effectiveness of program, and monitor student progress. Data will be analyzed specific to English learner, foster youth, and low-income students, to determine if instructional strategies are effective, use in placement for intervention/enrichment groups, and to monitor student progress. Data will also be utilized to communicate information on student progress with parents and students. (NWEA/DIBELS)

Support (MTSS) progress monitoring assessments will be administered to students to identify areas of need, effectiveness of program, and monitor student progress. Data will be analyzed specific to English learner, foster youth, and low-income students, to determine if instructional strategies are effective, use in placement for intervention/enrichment groups, and to monitor student progress. Data will also be utilized to communicate information on student progress with parents and students. (NWEA/DIBELS)

Support (MTSS) progress monitoring assessments will be administered to students to identify areas of need, effectiveness of program, and monitor student progress. Data will be analyzed specific to English learner, foster youth, and low-income students, to determine if instructional strategies are effective, use in placement for intervention/enrichment groups, and to monitor student progress. Data will also be utilized to communicate information on student progress with parents and students. (NWEA/DIBELS)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000	\$50,000	\$50,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salary/ Benefits	Certificated Salary/ Benefits Increased to match unaudited actuals for 2017-18	Certificated Salary/ Benefits Increased to match unaudited actuals for 2017-18
Amount	\$42,000	\$42,000	\$42,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Professional/ Consulting Services	Professional/ Consulting Services	Professional/ Consulting Services

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Professional Learning Community (PLC)/Leadership Team Members will receive a stipend in exchange for attending leadership team meetings, facilitating weekly leadership/PLC team meetings, making regular reports to administration, communicating leadership team decisions to the grade level/department PLC team, and other negotiated duties. The focus of the PLC team and Leadership Team meetings will be on student achievement and meeting the needs of at-risk students.

2018-19 Actions/Services

Professional Learning Community (PLC)/Leadership Team Members will receive a stipend in exchange for attending leadership team meetings, facilitating weekly leadership/PLC team meetings, making regular reports to administration, communicating leadership team decisions to the grade level/department PLC team, and other negotiated duties. The focus of the PLC team and Leadership Team meetings will be on student achievement and meeting the needs of at-risk students.

2019-20 Actions/Services

Professional Learning Community (PLC)/Leadership Team Members will receive a stipend in exchange for attending leadership team meetings, facilitating weekly leadership/PLC team meetings, making regular reports to administration, communicating leadership team decisions to the grade level/department PLC team, and other negotiated duties. The focus of the PLC team and Leadership Team meetings will be on student achievement and meeting the needs of at-risk students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$90,000	\$92,700	\$95,481
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salary/ Benefits	Certificated Salary/ Benefits	Certificated Salary/ Benefits

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

The RTI task force will continue to develop and refine an implementation plan for Multi-Tiered Systems of Support including clearly identified tiers for intervention, targeted intervention, assessment, and data-driven decision making

2018-19 Actions/Services

The MTSS task force will continue to develop and refine an implementation plan for Multi-Tiered Systems of Support including clearly identified tiers for intervention, targeted intervention, assessment, and data-driven decision making

2019-20 Actions/Services

The MTSS task force will continue to develop and refine an implementation plan for Multi-Tiered Systems of Support including clearly identified tiers for intervention, targeted intervention, assessment, and data-driven decision making

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$4,000	\$4,000
Source	Supplemental	Locally Defined	Locally Defined
Budget Reference	Certificated Salary/ Benefits	Certificated Salary/ Benefits Expenditure funding source changed due to MTSS SUMS Initiative funding	Certificated Salary/ Benefits Expenditure funding source changed due to MTSS SUMS Initiative funding
Amount	\$1,000	\$1,000	\$1,000
Source	Supplemental	Locally Defined	Locally Defined
Budget Reference	Travel/Conference	Travel/Conference Expenditure funding source changed due to MTSS SUMS Initiative funding	Travel/Conference Expenditure funding source changed due to MTSS SUMS Initiative funding

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Identified students will receive targeted support through on-site interventions provided by the classroom teacher and the grade level team (Tier 1 and 2)</p> <p>TOSAs will provide support for identification of and training in effective, research-based interventions for at risk youth (English learners, foster youth, low-income)</p>	<p>Identified students will receive targeted support through on-site interventions provided by the classroom teacher and the grade level team (Tier 1 and 2)</p> <p>TOSAs will provide support for identification of and training in effective, research-based interventions for at risk youth (English learners, foster youth, low-income)</p>	<p>Identified students will receive targeted support through on-site interventions provided by the classroom teacher and the grade level team (Tier 1 and 2)</p> <p>TOSAs will provide support for identification of and training in effective, research-based interventions for at risk youth (English learners, foster youth, low-income)</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$301,500	\$282,500	\$282,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salary/ Benefits	Certificated Salary/ Benefits budget decreased to align with estimated actuals from 2017-18	Certificated Salary/ Benefits budget decreased to align with estimated actuals from 2017-18
Amount	\$33,500	\$33,500	\$33,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Non-Capitalized Equipment	Non-Capitalized Equipment	Non-Capitalized Equipment
Amount		\$19,000	\$19,000
Source		Supplemental	Supplemental
Budget Reference	Certificated Salary/ Benefits	Certificated Salary/ Benefits	Certificated Salary/ Benefits

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

A variety of online learning programs will be utilized for targeted instruction, especially for English learners, foster youth, and low-income pupils based on their individual achievement data. Programs will be used to double and triple-dose students in need of additional instruction and practice and also provide instruction during non-school hours and during breaks in school.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

A variety of online learning programs will be utilized for targeted instruction, especially for English learners, foster youth, and low-income pupils based on their individual achievement data. Programs will be used to double and triple-dose students in need of additional instruction and practice and also provide instruction during non-school hours and during breaks in school.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

A variety of online learning programs will be utilized for targeted instruction, especially for English learners, foster youth, and low-income pupils based on their individual achievement data. Programs will be used to double and triple-dose students in need of additional instruction and practice and also provide instruction during non-school hours and during breaks in school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,000	\$50,000	\$50,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Professional/ Consulting Services	Professional/ Consulting Services	Professional/ Consulting Services

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Continue Systematic ELD Instruction (K-6), English 3-D (7-8), and in class support (Math 7-8) for English Learners. Provide translation support and access to community/school/district resources through bilingual community liaisons and bilingual staff. Monitor student data and instructional practices.

2018-19 Actions/Services

Provide designated and integrated ELD in the regular classroom setting for grades K-6 utilizing the district adopted curriculum. Students in grades 7-8 will receive designated and integrated ELD in their regular classroom settings utilizing push-in support as needed.. Provide translation support and access to community/school/district resources

2019-20 Actions/Services

Provide designated and integrated ELD in the regular classroom setting for grades K-6 utilizing the district adopted curriculum. Students in grades 7-8 will receive designated and integrated ELD in their regular classroom settings utilizing push-in support as needed. Provide translation support and access to community/school/district resources

through bilingual community liaisons and bilingual staff. Monitor student data and instructional practices. Provide an ELD TOSA to coach teachers for integrated ELD and provide resources and support to classroom teachers for Newcomer and LTEL students.

through bilingual community liaisons and bilingual staff. Monitor student data and instructional practices. Provide an ELD TOSA to coach teachers for integrated ELD and provide resources and support to classroom teachers for Newcomer and LTEL students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$219,238	\$54,506	\$103,650
Source	Base	Supplemental	Supplemental
Budget Reference	0000: Unrestricted	Certificated Salary/ Benefits budget decreased to align with estimated actuals from 2017-18; add ELD TOSA (10%)	Certificated Salary/ Benefits budget decreased to align with estimated actuals from 2017-18; add ELD TOSA (50%)
Amount	\$120,762	\$150,984.67	\$139,050
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Classified Salaries/ Benefits	Classified Salaries/ Benefits budget increased to align with estimated actuals from 2017-18	Classified Salaries/ Benefits budget increased to align with estimated actuals from 2017-18
Amount	\$10,000	\$105.494	\$60,000
Source	Title III	Title III	Title III
Budget Reference	Materials/Supplies	Certificated Salary/ Benefits add ELD TOSA (90%)	Certificated Salary/ Benefits add ELD TOSA (50%)
Amount	\$10,000	\$0	\$0
Source	Title III	Title III	Title III
Budget Reference	Professional/ Consulting Services	Professional/ Consulting Services budget decreased to align with estimated actuals from 2017-18	Professional/ Consulting Services budget decreased to align with estimated actuals from 2017-18

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Small Group and Individual Tutoring will be made available for at-risk foster youth

2018-19 Actions/Services

Small Group and Individual Tutoring will be made available for at-risk foster and homeless youth. Scholarships to participate in enrichment activities will be made available to foster and homeless youth.

2019-20 Actions/Services

Small Group and Individual Tutoring will be made available for at-risk foster and homeless youth. Scholarships to participate in enrichment activities will be made available to foster and homeless youth.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$10,000	\$10,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salary/ Benefits	Certificated Salary/ Benefits increase in funds to expand opportunities available for tutoring and enrichment for foster youth	Certificated Salary/ Benefits increase in funds to expand opportunities available for tutoring and enrichment for foster youth

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Provide students with an innovative 21st century curriculum that will enable them to compete in a global society

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: OUSD Strategic Plan

Identified Need:

Students need to be literate citizens of the 21st century, using technology as a tool to learn, write, and communicate.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Completion of technology integration academy (Digital Media, iPad, Chromebook)	2014-15 18% of District Teachers (30/164) 2015-16 22% of District Teachers (44/200) 2016-17 20% of District Teachers (43/212)	The number of teachers successfully completing training in the use of technology in their classrooms will increase by 30.	The number of teachers successfully completing training in the use of technology in their classrooms will increase by 30.	The number of teachers successfully completing training in the use of technology in their classrooms will increase by 30.
Student:Computer Ratio	2016-17 1:2 Districtwide (0.8 to 2:0 by site)	The Student-Computer Ratio will be	The Student-Computer Ratio will be	The Student-Computer Ratio will be

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		maintained/increased each year toward 1:1.	maintained/increased each year toward 1:1.	maintained/increased each year toward 1:1.
SAMR Rating	2016-17 1.20% Redefinition 19.28% Modification 20.72% Augmentation 21.69% Substitution 27.11% Not using technology 50.91% of classrooms were using technology with a connection to the lesson as measured by classroom walkthrough	Using the SAMR model during classroom walkthroughs, a decrease of 5% of classrooms not utilizing and/or using the Substitution model will be observed each year. Evidence of the transformational use of technology in classrooms will increase by 5% each year.	Using the SAMR model during classroom walkthroughs, a decrease of 5% of classrooms not utilizing and/or using the Substitution model will be observed each year. Evidence of the transformational use of technology in classrooms will increase by 5% each year.	Using the SAMR model during classroom walkthroughs, a decrease of 5% of classrooms not utilizing and/or using the Substitution model will be observed each year. Evidence of the transformational use of technology in classrooms will increase by 5% each year.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Increased opportunities to incorporate 21st Century Learning Skills as an integral part of high quality instruction and to increase student engagement. (Critical Thinking, Collaboration, Creativity, Communication)

2018-19 Actions/Services

Increased opportunities to incorporate 21st Century Learning Skills as an integral part of high quality instruction and to increase student engagement. (Critical Thinking, Collaboration, Creativity, Communication)

2019-20 Actions/Services

Increased opportunities to incorporate 21st Century Learning Skills as an integral part of high quality instruction and to increase student engagement. (Critical Thinking, Collaboration, Creativity, Communication)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

Limited to Unduplicated Student Group(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Increased access to technology for English learner, foster youth, and low-income students in the classroom, before and after school, and in the home through open facilities and devices available for student use outside of the school day.

2018-19 Actions/Services

Increased access to technology for English learner, foster youth, and low-income students in the classroom, before and after school, (staffed computer labs) and in the home through devices available for eligible (unduplicated) student check out and use outside of the school day.

2019-20 Actions/Services

Increased access to technology for English learner, foster youth, and low-income students in the classroom, before and after school, (staffed computer labs) and in the home through devices available for eligible (unduplicated) student check out and use outside of the school day.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000	\$40,000	\$40,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salary/ Benefits	Certificated Salary/ Benefits	Certificated Salary/ Benefits
Amount	\$15,132	\$37,890.33	\$39,276.79
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Non-Capitalized Equipment	Non-Capitalized Equipment	Non-Capitalized Equipment

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Create flexible learning environments that will encourage new delivery models and expand students' opportunities for learning

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: OUSD Strategic Plan

Identified Need:

As student learning continues to evolve, the need for additional curriculum delivery models, creative instruction, and collaboration among teachers and principals increases. Our students need great teachers who are caring, committed, collaborative, exemplary, and credentialed who use diverse teaching strategies. Never before have we asked so much of our teachers and it is close to impossible to expect that they will perform at their best without the opportunity to collaborate with their colleagues. Our students are preparing for jobs that don't yet exist and as such, the learning environments we provide them must be flexible, evolving, and encourage innovation.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teachers will meet weekly in Professional Learning Communities focused the following topics: Essential Standards PLC Teams	Self Rating Score as recorded by each grade level team/school site in the spring, 2017:	Self-reported scores will increase in at least 4/5 category each year.	Self-reported scores will increase in at least 4/5 category each year.	Self-reported scores will increase in at least 4/5 category each year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Use of Data Use of Common Formative Assessments (CFA) Response to Intervention (Rtl)	Essential Standards	3.8		
	PLC Teams	4.1		
	Use of Data	3.9		
	Use of CFA	3.8		
	Rtl	3.9		

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide opportunities for restructuring instructional time during the day including weekly Professional Learning Community meeting time with coordinated support.

Provide opportunities for restructuring instructional time during the day including weekly Professional Learning Community meeting time with coordinated support.

Provide opportunities for restructuring instructional time during the day including weekly Professional Learning Community meeting time with coordinated support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$510,000	\$605,000	\$623,150
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salary/ Benefits (Banking Minutes)	Certificated Salary/ Benefits (Banking Minutes) budget increased to align with estimated actuals from 2017-18 and include statutory benefits	Certificated Salary/ Benefits (Banking Minutes) budget increased to align with estimated actuals from 2017-18 and include statutory benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Investigate alternatives for creative learning environments, including furniture, technology, the physical space, and tools to improve student engagement and learning.

2018-19 Actions/Services

Investigate alternatives for creative learning environments, including furniture, technology, the physical space, and tools to improve student engagement and learning.

2019-20 Actions/Services

Investigate alternatives for creative learning environments, including furniture, technology, the physical space, and tools to improve student engagement and learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide professional development on research-based teaching and learning

2018-19 Actions/Services

Provide professional development on research-based teaching and learning

2019-20 Actions/Services

Provide professional development on research-based teaching and learning

strategies such as Problem-Based Learning, Document-Based Questioning, Blended Learning, Literature Circles, Center-Based Learning, and others that support students from identified subgroups in achieving at high levels

strategies such as Problem-Based Learning, Document-Based Questioning, Blended Learning, Literature Circles, Center-Based Learning, and others that support students from identified subgroups in achieving at high levels

strategies such as Problem-Based Learning, Document-Based Questioning, Blended Learning, Literature Circles, Center-Based Learning, and others that support students from identified subgroups in achieving at high levels

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$22,092	\$5,000	\$5,000
Source	Title II	Title II	Title II
Budget Reference	Certificated Salary/ Benefits	Certificated Salary/ Benefits	Certificated Salary/ Benefits
Amount	\$37,908		
Source	Base		
Budget Reference	Professional/ Consulting Services		

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

Provide a rich and diverse curriculum in a positive and safe atmosphere to address the needs of the whole child

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities: OUSD Strategic Plan

Identified Need:

There is a continued need for counseling and a significant need for mental health counseling services (individual and group) at each of our school sites.

Student behavior expectations are inconsistent between school sites and within school sites.

An analysis of attendance data for the 2016-17 school year as of April, 2017 revealed 77% of students in the district have an attendance rate of 96% or better as of May, 2017 for the 2016-17 school year. An analysis of subgroup data for the same period revealed that while Re-classified English learners and English learners have the highest rate of attendance (88% and 83% respectively, foster youth and low-income student attendance is an area of concern (foster youth 67% and low-income 73%).

The district-wide suspension rate for the 2014-15 school year was 2.4% which was a decrease of 1% over the prior school year.

A survey of parents/guardians in the Orcutt Union School District was conducted in the Spring of 2017. Parents were asked to share about their involvement in their child's school/district. Of the parents responding to the survey, 94.97% reported they attended at least one parent-teacher conference, 59.22% had attended at least one PTA/PTSA event, and 27% had attended a school or district parent

education night. When asked if they were a classroom or school volunteer, 48% of respondents reported they were and 48% reported volunteering to chaperone a field trip, dance, or other activity.

The survey also asked parents to share their opinion on the effectiveness of communication received from their child’s school. Of the parents completing the survey, 38% reported the communication about school activities/events in the current year was excellent, 47% reported the communication was good, 13% felt it was fair and 2% felt it was poor.

This was the second year the District employed fully credentialed physical education teachers for the elementary school sites. A comparison of data from the 2014-15 and 2015-16 school years revealed strengths in the area of Abdominal Strength and Trunk Extension strength in Grade 5, however there was a decrease in students scoring in the Healthy Fitness Zone (HFZ) in Grade 7. Body Composition continues to be an area for focus in all grades, however it should be noted there was a slight increase in the percent of students in the HFZ for Grade 7 as compared to the prior year.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rate	2015-16 95.98%	Increase attendance rate to 96% for “All” students and each subgroup	Increase attendance rate to 96% for “All” students and each subgroup	Increase attendance rate to 96% for “All” students and each subgroup
Suspension/Expulsion Rate	2014-15 2.4% Suspension Rate 5.0% African American 2.5% American Indian/Alaska Native 1.7% Asian 2.2% Hispanic/Latino 2.3% White 3.6% Two or more races 1.5% English Learners 3.5% Socioeconomically Disadvantaged 25.0% Foster Youth 2.2% Homeless Youth	Maintain/decrease current suspension/expulsion rates for “All” students and for each subgroup.	Maintain/decrease current suspension/expulsion rates for students and each subgroup students and for each subgroup.	Maintain/decrease current suspension/expulsion rates for students and each subgroup students and for each subgroup.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	N/A Special Education 2014-15 0.1% Expulsion			
Parent Survey	2017 School Communication Level 40% Excellent 44% Good 14% Fair 3% Poor	Increase % of parents reporting communication they received from their child's school was Good/Excellent will increase by 2% each year	Increase % of parents reporting communication they received from their child's school was Good/Excellent will increase by 2% each year	Increase % of parents reporting communication they received from their child's school was Good/Excellent will increase by 2% each year
Middle School Dropout Rate	0	Maintain current middle school dropout rate of 0%	Maintain current middle school dropout rate of 0%	Maintain current middle school dropout rate of 0%
% schools implementing PBIS	0	By June 30, 2018 4 school sites will have completed Year 1 of PBIS implementation.	By June 30, 2019 7 school sites will have completed Year 1 of PBIS implementation and 4 schools will have completed Year 2.	By June 30, 2020 all school sites will have completed Year 1 of PBIS implementation, 7 schools will have completed Year 2, and 4 schools will have completed Year 3.
% students scoring in Healthy Fitness Zone (HFZ) on Physical Fitness Test	2015-16 Grade 5 88.4% Abdominal Strength 89.6% Trunk Extension Strength 76.1% Upper Body Strength 65% Aerobic Capacity 59% Body Composition	By June 30, 2018, the percent of students scoring in the Healthy Fitness Zone (HFZ) will increase by 2% for all areas below 80%	By June 30, 2019, the percent of students scoring in the Healthy Fitness Zone (HFZ) will increase by 2% for all areas below 80%	By June 30, 2020, the percent of students scoring in the Healthy Fitness Zone (HFZ) will increase by 2% for all areas below 80%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	43.8% Flexibility Grade 7 82.9% Abdominal Strength 73.0% Trunk Extension Strength 57.8% Upper Body Strength 67.3% Aerobic Capacity 61.2% Body Composition 64.7% Flexibility			
Chronic Absenteeism Rate	2016-17 7.68% "All" Students 0.5% English Learner 5.0% Low Income 0.2% Foster Youth	Decrease Chronic Absenteeism by 2% for "All" students and each subgroup	Decrease Chronic Absenteeism by 2% for "All" students and each subgroup	Decrease Chronic Absenteeism by 2% for "All" students and each subgroup

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: K-6

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Provide opportunities within the visual and performing arts (VAPA) for all students

Implement weekly classroom music instruction for students in grades 1-6 to provide additional time for targeted instruction, especially for English learner, foster youth, and low-income students in grades 1-6

2018-19 Actions/Services

Provide opportunities within the visual and performing arts (VAPA) for all students

Implement weekly classroom music instruction for students in grades TK-6 to provide additional time for professional development, professional learning communities, and teacher collaboration, especially focused on meeting the needs of English learner, foster youth, and low-income students in grades TK-6

2019-20 Actions/Services

Provide opportunities within the visual and performing arts (VAPA) for all students

Implement weekly classroom music instruction for students in grades TK-6 to provide additional time for professional development, professional learning communities, and teacher collaboration, especially focused on meeting the needs of English learner, foster youth, and low-income students in grades TK-6

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$210,000	\$216,300	\$222,789
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salary/ Benefits	Certificated Salary/ Benefits budget decreased to align with estimated actuals from 2017-18	Certificated Salary/ Benefits budget decreased to align with estimated actuals from 2017-18

Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Materials/Supplies	Materials/Supplies	Materials/Supplies

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Continue counseling services at all District schools with credentialed counselors hired directly by the District. Priority for services target the needs of English learners, foster youth, and low-income students.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Continue counseling services at all District schools with credentialed counselors hired directly by the District. Priority for services target the needs of English learners, foster youth, and low-income students.

As identified through the Differentiated Assistance Process, counseling support

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Continue counseling services at all District schools with credentialed counselors hired directly by the District. Priority for services target the needs of English learners, foster youth, and low-income students.

As identified through the Differentiated Assistance Process, counseling support

will be enlisted for students needing targeted or strategic support.

will be enlisted for students needing targeted or strategic support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$250,000	\$320,000	\$329,600
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salary/ Benefits	Certificated Salary/ Benefits budget increased to add an additional counselor	Certificated Salary/ Benefits budget increased to add an additional counselor

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Implement Positive Behavior Intervention Support (PBIS) at elementary schools (Year 1).

2018-19 Actions/Services

Implement PBIS for Cohort 2 (Orcutt Junior High School, Pine Grove School, Ralph Dunlap School, Olga Reed, OAK-8) (Year 1)

Support and continue implementation for Cohort 1 (Lakeview Junior High School, Joe Nightingale School, Patterson Road School, Alice Shaw School) (Year 2).

As identified through the Differentiated Assistance Process, school-wide behavioral expectations will be identified through the PBIS implementation process and those expectations will be taught to students at all school sites.

2019-20 Actions/Services

Implement PBIS for Cohort 3 (Orcutt Academy High School) (Year 1)

Implement PBIS for Cohort 2 (Orcutt Junior High School, Pine Grove School, Ralph Dunlap School) (Year 2)

Support and continue implementation for Cohort 1 (Lakeview Junior High School, Joe Nightingale School, Patterson Road School, Alice Shaw School) (Year 3).

As identified through the Differentiated Assistance Process, school-wide behavioral expectations will be identified through the PBIS implementation process and those expectations will be taught to students at all school sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000	\$40,000	\$40,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Professional/ Consulting Services	Professional/ Consulting Services	Professional/ Consulting Services
Amount	\$10,000	\$10,000	\$10,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salary/ Benefits	Certificated Salary/ Benefits	Certificated Salary/ Benefits

Amount		\$10,000	
Source		Supplemental	
Budget Reference		4000-4999: Books And Supplies added allocation for signage for PBIS implementation	

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Improve the attendance rate and decrease chronic absenteeism for English learners, foster youth, and low-income students through the School Attendance Review Board process and through the use of Check, Connect, and Respect.

2018-19 Actions/Services

Improve the attendance rate and decrease chronic absenteeism for English learners, foster youth, and low-income students through the School Attendance Review Board process and through the use of Check, Connect, and Respect.

2019-20 Actions/Services

Improve the attendance rate and decrease chronic absenteeism for English learners, foster youth, and low-income students through the School Attendance Review Board process and through the use of Check, Connect, and Respect.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$47,000	\$48,255	\$49,682
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Professional/ Consulting Services	Professional/ Consulting Services budget decreased to align with 2017-18 estimated actuals	Professional/ Consulting Services

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: K-6

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide additional time for targeted instruction, especially for English learner, foster youth, and low-income students, through the implementation of bi-weekly physical education instruction with credentialed physical education teachers in grades 1-6.

2018-19 Actions/Services

Provide additional time for targeted instruction, professional development, professional learning community and time for teacher collaboration to target the specific needs of for English learner, foster youth, homeless youth, and low-income students, through the implementation of bi-

2019-20 Actions/Services

Provide additional time for targeted instruction, especially for English learner, foster youth, homeless youth, and low-income students, through the implementation of bi-weekly physical education instruction with credentialed physical education teachers in grades TK-

Provide materials/equipment for physical education to support equal access to PE standards and program.

weekly physical education instruction with credentialed physical education teachers in grades TK-6. Class sizes larger than 50 students will receive support from a PE Classified Instructional Assistant.

6. Class sizes larger than 50 students will receive support from a PE Classified Instructional Assistant.

Provide materials/equipment for physical education to support equal access to PE standards and program.

Provide materials/equipment for physical education to support equal access to PE standards and program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$215,000	\$435,000	\$448,050
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salary/ Benefits	Certificated Salary/ Benefits increase due to additional FTE	Certificated Salary/ Benefits
Amount	\$50,000	\$15,000	\$15,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Classified Salaries/ Benefits	Classified Salaries/ Benefits Decreased to match estimated actuals	Classified Salaries/ Benefits
Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Materials/Supplies	Materials/Supplies	Materials/Supplies
Amount	\$10,000	\$10,000	\$10,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Non-Capitalized Equipment	Non-Capitalized Equipment	Non-Capitalized Equipment

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Increase support services and resources for English Learner, foster youth, and low-income students through a designated coordinator.

2018-19 Actions/Services

Increase support services and resources for English Learner, foster youth, and low-income students through a designated coordinator.

2019-20 Actions/Services

Increase support services and resources for English Learner, foster youth, and low-income students through a designated coordinator.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$110,000	\$113,200	\$116,596
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Certificated Salary/ Benefits	Certificated Salary/ Benefits	Certificated Salary/ Benefits

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Implement a 21st Century School-Home Communication Platform to facilitate everyday communication, meaningful interaction and encourage participation in decision making with stakeholders.

2018-19 Actions/Services

Implement a 21st Century School-Home Communication Platform to facilitate everyday communication, meaningful interaction and encourage participation in decision making with stakeholders.

2019-20 Actions/Services

Implement a 21st Century School-Home Communication Platform to facilitate everyday communication, meaningful interaction and encourage participation in decision making with stakeholders.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$18,500	\$18,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Professional/ Consulting Services	Professional/ Consulting Services budget decreased to align with estimated cost (eliminate ongoing setup fee from year 1)	Professional/ Consulting Services budget decreased to align with estimated cost (eliminate ongoing setup fee from year 1)

Action 8

All	Specific Grade Spans: 1-6
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

	New Action	New Action
	<p>Provide enrichment opportunities for all students</p> <p>Implement weekly enrichment instruction for students, which could include visual arts, makerspace, STEAM, or other activities encouraging innovation through creativity, critical thinking, collaboration and communication in grades TK-6 to provide additional time for professional development, professional learning communities, and teacher collaboration, especially focused on meeting the needs of English learner, foster youth, and low-income students in grades TK-6</p>	<p>Provide enrichment opportunities for all students</p> <p>Implement weekly enrichment instruction for students, which could include visual arts, makerspace, STEAM, or other activities encouraging innovation through creativity, critical thinking, collaboration and communication in grades TK-6 to provide additional time for professional development, professional learning communities, and teacher collaboration, especially focused on meeting the needs of English learner, foster youth, and low-income students in grades TK-6</p>

Budgeted Expenditures

Amount		\$90,000	\$90,000
Source		Supplemental	Supplemental
Budget Reference		Certificated Salary/ Benefits	Certificated Salary/ Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$3,029,830

Percentage to Increase or Improve Services

9.03%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

2018-19

Orcutt Union School District will receive \$3,008,429 in Supplemental Local Control Funding Formula Funds for the 2018-19 school year. The allocation will increase to approximately \$3,100,765 in 2019-20 and \$3,143,158 in 2020-21. These funds are calculated based on the unduplicated pupil count.

OUSD will offer a variety of programs and supports specifically for unduplicated pupils (English learners, foster youth, low-income pupils, and re-designated English learners (Fluent English Proficient). These include an ELD Teacher on Special Assignment to work with the highly trained teachers at every school site (\$50,000) along with ELD support (bilingual community liaisons/support staff (\$135,000), technology specifically targeting access to computers and the internet (\$40,000 access to computer labs outside of the school day, counseling/mental health support for students (\$320,000), data collection for targeted instruction and progress monitoring (\$50,000), data analysis (\$42,000), intervention programs (\$335,000), foster youth individual/small group tutoring (\$10,000), positive attendance support (\$48,255), and positive behavior intervention support (\$60,000). OUSD also intends to implement an MTSS model, the teachers on Special Assignment (TOSAs) will work closely with the site administration and leadership teams to identify and allocate resources to appropriate students at their schools targeting English learners, foster youth, students with disabilities, and/or students who are Socio-Economically Disadvantaged (\$230,000 TOSAs). Services will be coordinated and student progress monitored by the Student Services Coordinators (\$113,200).

The district will offer additional instruction with specialists in the areas of music, physical education, and art/maker-space (reported below) which will enable teachers to flexibly group their students and reduce class size thereby allowing for small group and individual

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

instruction for at-risk students along with focused collaboration time through Professional Learning Communities across the grade level once a week to plan intervention groups, English Language Development instruction, focus folders, discuss student data, group students, and discuss PDSAs based on student learning data (\$776,300).

The district will also offer services and programs that are aligned with LCAP goals and the OUSD Strategic Plan to serve all students such as collaboration time for teachers to confer and plan for meeting student needs, stipends for teachers with additional duties as leads for PLC teams/members of site leadership teams, and district-wide benchmark assessments to monitor the progress of all students (\$697,700). Additionally, the district has employed a communication platform to increase meaningful engagement with families that also translates all information and utilizes a wide variety of communication tools (email, texts, phone calls, app) (\$18,500).

The justification for school-wide implementation of these practices is the importance of making an impact on the learning environment and climate of the school as a whole which will have a disproportionately positive impact on the targeted subgroups. Additionally all of our schools currently have students from each of the designated student groups (English learners, socio-economically disadvantaged, foster/homeless youth, and re-designated English learners). These services are the most effective use of our funds because they enable us to target instruction specific to each student's individual needs and they maximize the time of our professionals to work together in a collaborative manner to support student learning.

The following instructional strategies/methodologies will be used to increase or improve services for all students based on research-based best practices:

- Release time for our teachers to meet in Professional Learning Communities (PLCs) to improve practice, use data to drive instruction, and target intervention to the needs of individual students, especially English learners, foster youth, students with disabilities, and/or students who are Socio-Economically Disadvantaged. Daily bell schedules at all K-8 sites will be adjusted to enable teachers to meet weekly for at least 60 minutes in PLCs with the guidance of site administration, leadership, team members, and the TOSAs (\$230,000), and additional duties outside of the school day for PLC team/leadership team members (\$92,700)
- Weekly classroom music instruction for all students in grades K-6. Research shows music education prepares students to learn, facilitates student academic achievement and develops the creative capacities for lifelong success. Music facilitates learning in other subjects and enhances skills that children inevitably use in other areas. It is found to have a positive effect

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

on language development, an increased IQ, spatial-temporal skills, and overall the brain works harder when learning the skills required for music. (Cutietta, Hamann, Walker, 1995 & Rauscher, 1996) (\$221,300)

- Elementary Physical Education instruction from a Credentialed P.E. teacher with the support of a trained classified instructional assistant (as needed due to class size). The physically active child is more likely to be academically motivated, alert, and successful. In the primary years, active play may be positively related to motor abilities and cognitive development. As children grow older and enter adolescence, physical activity may enhance the development of a positive self-concept as well as the ability to pursue intellectual, social and emotional challenges. Throughout the school years, quality physical education can promote social, cooperative, and problem solving competencies (The National Association for Sport and Physical Education (NASPE)). (\$465,000)

Every student in grades K-6 will receive instruction in music and physical education, but also this time will be utilized for small group instruction to target needed skills, assess student progress with progress monitoring and benchmark assessments requiring small group or individual administration, and for teachers to collaborate with lesson design for intervention instruction.

- Implement a 21st Century school-home communication platform to facilitate everyday communication, meaningful interaction and encourage participation in decision making with stakeholders (\$18,500).
- All online programs are web-based and available to students 24 hours a day, 7 days a week. Programs are currently used for homework, independent study, writing, as an in-class instructional tool, and can be used to target skill development and as an intervention program (\$50,000).
- Increased technology at school sites for increased access, including devices available for checkout to students for use outside the instructional day (\$32,474).

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$2,760,538

Percentage to Increase or Improve Services

8.64%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Orcutt Union School District will receive \$2,730,350 in Supplemental Local Control Funding Formula Funds for the 2017-18 school year. The allocation will increase to approximately \$2,769,546 in 2018-19 and \$2,890,266 in 2019-20. These funds are calculated based on the unduplicated pupil count.

- OUSD will offer a variety of programs and supports specifically for unduplicated pupils (English learners, foster youth, low-income pupils, and re-designated English learners (Fluent English Proficient). These include ELD Support teachers and highly trained classroom teachers at every site (\$340,000), technology specifically targeting access to computers and the internet (\$40,000 access to computer labs outside of the school day, \$15,132 for additional technology purchases), counseling/mental health support for students (\$250,000), data collection for targeted instruction and progress monitoring (\$40,000), data analysis (\$42,000 Integrated Data Management Systems), intervention programs (\$335,000), foster youth individual/small group tutoring (\$2,500), positive attendance support (\$47,000), and positive behavior intervention support (\$50,000). OUSD also intends to implement a Response to Instruction and Intervention (RTI2) model, the Teachers on Special Assignments (TOSAs) will work closely with the site administration and leadership teams to identify and allocate resources to appropriate students at their schools targeting English learners, foster youth, students with disabilities and/or students who are Socio-Economically Disadvantaged (\$270,000 TOSAs / \$5,000 RTI planning and implementation task force). Services will be coordinated and student progress monitored by the Director of Student Services (\$110,000).

Additionally, the district will offer additional instruction with specialists in the area of music and physical education (reported below) which will enable teachers to flexibly group their students and reduce class size thereby allowing for small group and individual instruction for at-risk students for a total of \$1,506,632.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The district will also offer services and programs that are aligned with LCAP goals and the OUSD Strategic Plan to serve all students such as collaboration time for teachers to confer and plan for meeting student needs, stipends for teachers with additional duties as leads for PLC teams/members of site leadership teams, and district-wide benchmark assessments to monitor the progress of all students for a total of \$1,205,000. The justification for school wide implementation of these practices is the importance of making an impact on the learning environment and climate of the school as a whole which will have a disproportionately positive impact on the targeted subgroups. Additionally, all of our schools currently have students from each of the designated subgroups (English learners, students identified as low income, foster youth, and re-designated English learners (fluent English proficient). These services are the most effective use of our funds because they enable us to target instruction specific to each student's individual needs and they maximize the time of our professionals to work together in a collaborative manner to support student learning.

The following instructional strategies/methodologies will be used to increase or improve services for all students based on research-based best practices:

- Release time for our teachers to meet in Professional Learning Communities (PLCs) to improve practice, use data to drive instruction, and target intervention to the needs of individual students, especially English learners, foster youth, students with disabilities, and/or students who are Socio-Economically Disadvantaged. Daily bell schedules at all K-8 sites will be adjusted to enable teachers to meet weekly for at least 60 minutes in PLCs with the guidance of site administration, leadership team members, and the TOSAs (\$510,000) and additional duties outside of the school day for PLC team/leadership team members (\$90,000)
- Weekly classroom music instruction for all students in grades 1-6. Research shows music education prepares students to learn, facilitates student academic achievement, and develops the creative capacities for lifelong success. Music facilitates learning other subjects and enhances skills that children inevitably use in other areas and is found to have a positive effect on language development, an increased IQ, spatial-temporal skills, and overall the brain works harder when learning the skills required for music. (Cutietta, Hamann, Walker, 1995 & Rauscher, 1996) (\$215,000)
- Elementary Physical Education instruction from a credentialed P.E. teacher with the support of a trained classified instructional assistant. They physically active child is more likely to be academically motivated, alert, and successful. In the primary years, active play may be positively related to motor abilities and cognitive development. As children grow older and enter adolescence, physical activity may enhance the development of a positive self-concept as well as the ability to pursue intellectual, social, and emotional challenges. Throughout the school years, quality physical education can promote social, cooperative, and problem solving competencies (The National Association for Sport and Physical Education (NASPE).

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Every student will receive instruction in music and physical education, but also during these instructional blocks, the classroom teachers will be able to utilize small group instruction to target instruction, especially to students in identified subgroups, which research shows is an effective method to enhance student achievement and accelerate student learning. (\$280,000)

- Implement a 21st Century School-Home Communication Platform to facilitate everyday communication, meaningful interaction and encourage participation in decision making with stakeholders (\$20,000).
- All online learning programs are web-based and is available to students 24 hours a day, 7 days a week. Programs are currently used for homework, independent study, writing, as an in-class instructional tool, and can also be used to target skill development and as an intervention program. (\$50,000).

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified?
Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	2,956,690.00	2,722,503.00	2,956,690.00	4,011,449.49	4,363,744.79	11,331,884.28
	0.00	0.00	0.00	0.00	0.00	0.00
Base	372,278.00	228,688.00	357,146.00	900,000.00	1,100,000.00	2,357,146.00
Educator Effectiveness	0.00	11,770.00	0.00	0.00	0.00	0.00
Locally Defined	0.00	5,000.00	0.00	5,000.00	5,000.00	10,000.00
Supplemental	2,477,262.00	2,413,553.00	2,492,394.00	3,035,665.00	3,124,724.79	8,652,783.79
Title II	87,150.00	62,318.00	87,150.00	70,679.00	74,020.00	231,849.00
Title III	20,000.00	1,174.00	20,000.00	105.49	60,000.00	80,105.49

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	2,956,690.00	2,722,503.00	2,956,690.00	4,011,449.49	4,363,744.79	11,331,884.28
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	0.00	0.00	219,238.00	0.00	0.00	219,238.00
4000-4999: Books And Supplies	0.00	0.00	0.00	10,000.00	0.00	10,000.00
Approved Textbook Materials ELA/ELD/Math/ Social Studies/ Science	0.00	33,601.00	0.00	0.00	0.00	0.00
Certificated Salary/ Benefits	2,359,388.00	2,384,379.00	2,140,150.00	2,644,319.49	2,815,736.00	7,600,205.49
Classified Salaries/ Benefits	170,762.00	141,903.00	170,762.00	165,984.67	154,050.00	490,796.67
Materials/Supplies	100,000.00	21,272.00	120,000.00	910,000.00	1,110,000.00	2,140,000.00
Non-Capitalized Equipment	35,132.00	8,821.00	58,632.00	81,390.33	82,776.79	222,799.12
Professional/ Consulting Services	43,500.00	127,527.00	246,908.00	198,755.00	200,182.00	645,845.00
Travel/Conference	246,908.00	5,000.00	1,000.00	1,000.00	1,000.00	3,000.00
	1,000.00					

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	2,956,690.00	2,722,503.00	2,956,690.00	4,011,449.49	4,363,744.79	11,331,884.28
		0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	0.00	0.00	219,238.00	0.00	0.00	219,238.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	0.00	10,000.00	0.00	10,000.00
Approved Textbook Materials ELA/ELD/Math/ Social Studies/ Science	Base	0.00	33,601.00	0.00	0.00	0.00	0.00
Certificated Salary/ Benefits	Base	219,238.00	179,955.00	0.00	0.00	0.00	0.00
Certificated Salary/ Benefits	Locally Defined	0.00	4,000.00	0.00	4,000.00	4,000.00	8,000.00
Certificated Salary/ Benefits	Supplemental	2,053,000.00	2,138,106.00	2,053,000.00	2,569,535.00	2,677,716.00	7,300,251.00
Certificated Salary/ Benefits	Title II	87,150.00	62,318.00	87,150.00	70,679.00	74,020.00	231,849.00
Certificated Salary/ Benefits	Title III	0.00	0.00	0.00	105.49	60,000.00	60,105.49
Classified Salaries/ Benefits	Supplemental	170,762.00	141,903.00	170,762.00	165,984.67	154,050.00	490,796.67
Materials/Supplies	Base	100,000.00	15,132.00	100,000.00	900,000.00	1,100,000.00	2,100,000.00
Materials/Supplies	Supplemental	15,132.00	5,775.00	10,000.00	10,000.00	10,000.00	30,000.00
Materials/Supplies	Title III	10,000.00	365.00	10,000.00	0.00	0.00	10,000.00
Non-Capitalized Equipment	Supplemental	10,000.00	8,821.00	58,632.00	81,390.33	82,776.79	222,799.12
Professional/ Consulting Services	Base	43,500.00	0.00	37,908.00	0.00	0.00	37,908.00
Professional/ Consulting Services	Educator Effectiveness	37,908.00	11,770.00	0.00	0.00	0.00	0.00
Professional/ Consulting Services	Supplemental	0.00	114,948.00	199,000.00	198,755.00	200,182.00	597,937.00
Professional/ Consulting Services	Title III	199,000.00	809.00	10,000.00	0.00	0.00	10,000.00
Travel/Conference	Locally Defined	10,000.00	1,000.00	0.00	1,000.00	1,000.00	2,000.00
Travel/Conference	Supplemental	0.00	4,000.00	1,000.00	0.00	0.00	1,000.00
		1,000.00					

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,359,558.00	1,118,665.00	1,359,558.00	1,987,304.16	2,296,101.00	5,642,963.16
Goal 2	55,132.00	55,132.00	55,132.00	77,890.33	79,276.79	212,299.12
Goal 3	570,000.00	632,849.00	570,000.00	610,000.00	628,150.00	1,808,150.00
Goal 4	972,000.00	915,857.00	972,000.00	1,336,255.00	1,360,217.00	3,668,472.00

* Totals based on expenditure amounts in goal and annual update sections.

**LCAP Percentage to Increase or Improve Services:
Summary Supplemental & Concentration Grant**

	2018-19	2019-20	2020-21	2021-22	2022-23
1. LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>	3,029,830	3,141,189	3,193,265	3,193,265	3,193,265
2. Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils	2,948,914	3,029,830	3,140,485	3,186,895	3,186,895
3. Difference [1] less [2]	80,916	111,359	52,780	6,370	6,370
4. Estimated Additional Supplemental & Concentration Grant Funding [3] * GAP funding rate	80,916	111,359	52,780	-	-
<i>GAP funding rate</i>	100.00%	100.00%	100.00%	0.00%	0.00%
5. Estimated Supplemental and Concentration Grant Funds [2] plus [4] <i>(unless [3]<0 then [1]) (for LCAP entry)</i>	3,029,830	3,141,189	3,193,265	3,186,895	3,186,895
6. Base Funding <i>LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation</i>	33,552,938	34,412,690	35,331,540	35,337,910	35,337,910
<i>LCFF Phase-In Entitlement</i>	37,226,513	38,197,624	39,168,550	39,168,550	39,168,550
7/8. Percentage to Increase or Improve Services* <i>[5] / [6] (for LCAP entry)</i>	9.03%	9.13%	9.04%	9.02%	9.02%

*percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year.
If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding, step 5.

SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & PERCENTAGE TO INCREASE OR IMPROVE SERVICES

	2018-19	2019-20	2020-21	2021-22	2022-23
Current year estimated supplemental and concentration grant funding in the LCAP year	\$ 3,029,830	\$ 3,141,189	\$ 3,193,265	\$ 3,186,895	\$ 3,186,895
Current year Percentage to Increase or Improve Services	9.03%	9.13%	9.04%	9.02%	9.02%

2016-17 OUSD LCAP Executive Summary

EXECUTIVE SUMMARY

In 2013, the California State Legislature changed more than 40 years of schools funding calculations known as the “Revenue Limit.” The change resulted in what is now known as the Local Control Funding Formula (LCFF). The LCFF eliminated most “categorical” programs – restricted funds that could be used only for specific purposes. LCFF provides three types of funding: base, supplemental, and concentration. LCFF base funding is calculated by student attendance.

Supplemental and concentration funds are calculated based on the unduplicated number of students who are English learners, low income and/or foster youth (every student is counted once for funding – even if he or she falls into more than one of these three categories). Districts with more than 55% unduplicated students receive supplemental and concentration funding to improve learning outcomes for these students, and have greater flexibility to allocate supplemental and concentration funds for districtwide programs and services. Orcutt Union School District has 4,426 students, of which 46.54% are unduplicated. (Orcutt Academy Charter is required to create their own LCAP and their student information is not included in this document)

The State Legislature developed the Local Control Accountability Plan (LCAP) for districts to show how LCFF supplemental and concentration funds will be allocated to improve student outcomes and performance for all students – especially English learners, low-income students, and foster youth. In addition to increased funding, Districts with more than 55% of students in these three categories have greater flexibility to allocate supplemental and concentration funds for districtwide programs and services.

Similarly, schools with more than 40% of unduplicated English learner, low income students, and foster youth students have flexibility to fund school-wide programs and services with money allocated from supplemental and concentration grants. One thing to note: many of the programs and instructional methodologies that have proven effective in improving outcomes for the targeted student groups have been demonstrated to benefit all students.

Districts can distribute supplemental and concentration funds through:

- **District-wide Programs:** programs that benefit all, but have benefits that help close the achievement gap for English learner, low income, and foster youth students
- **School-wide Programs:** (a) services at schools with 100% eligible students or (b) programs that primarily benefit English learner, low income, and foster youth students
- **Targeted Student Services:** one-to-one services which only benefit English learner, low income or foster youth students

Districts must develop LCAP goals that cover eight state priorities; each goal must align to a priority. The eight state priorities are basic services, academic standards, parent involvement, student achievement, student engagement, school climate, course access, and other outcomes. These eight priorities fall under three categories: pupil outcomes, conditions of learning, and engagement.

Orcutt Union School District’s 2018-19 LCAP includes five goals:

1. **Provide and support engaging high quality instruction, which promotes active learning and maximizes student achievement.** This goal aligns to the following state priorities: Implementation of the Academic and Performance Standards and Pupil Achievement.
2. **Provide students with an innovative 21st century curriculum that will enable them to compete in a global society.** This goal aligns to the following state priorities: Implementation of the Academic and Performance Standards, Pupil Achievement, and Course Access.
3. **Create flexible learning environments that will encourage new delivery models and expand students learning.** This goal aligns to the following state priorities: Basic Services, Pupil Achievement, and Course Access.
4. **Provide a rich and diverse curriculum in a positive and safe atmosphere to address the needs of the whole child.** This goal aligns to the following state priorities: Parental Involvement, Pupil Engagement, and School Climate.

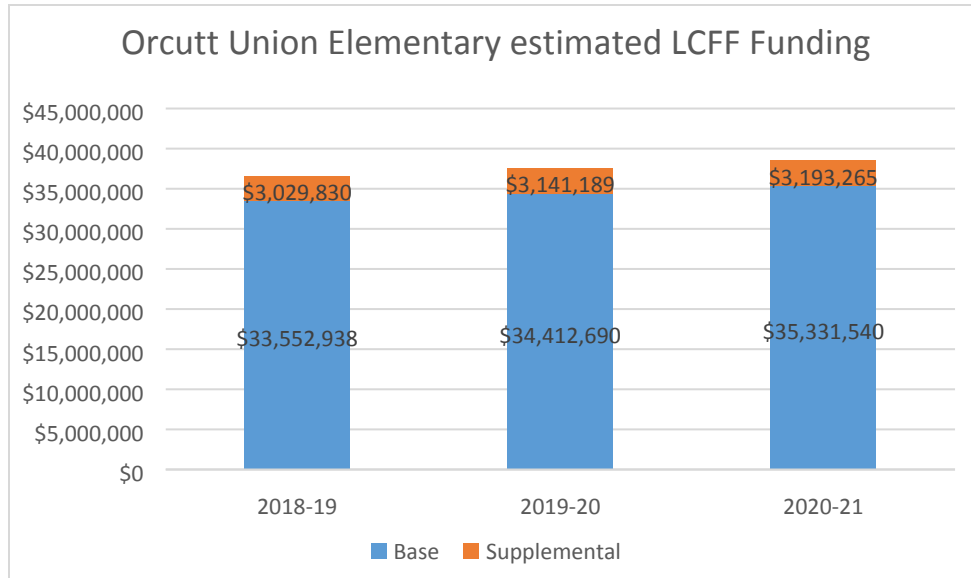
Each LCAP goal includes **actions and services**, **budgeted expenditures**, and **measurable outcomes**. **Actions and services** are programs or processes, such as English Language Development instruction. **Budgeted expenditures** show the amount of money allocated to each action/service. **Measurable outcomes** are targets for improvement based on data, such as increasing the attendance rate.

DEMOGRAPHICS AND LCFF FUNDING

During the 2017-18 school year, Orcutt Union School District served 4, 483 students from transitional kindergarten to eight grade. Forty-four percent of those students were English language learners, low-income, and/or foster youth. The table below shows how these students are distributed among the categories.

	Number of Students	% of Total Enrollment
English Learner	621	14%
Low Income	2031	45%
Foster Youth	13	.28%

For the 2018-19 school year, Orcutt USD will receive a base grant of \$33,552,938, plus \$3,029,830 in supplemental grants. LCFF is expected to be fully funded by the state for the 2018-19 school year. The table below shows LCFF Base and Supplemental funding for the next three years.



*Estimates from Minimum Proportionality Percentage (MPP) as of 5/14/18

ENGAGEMENT AND STAKEHOLDER INPUT

The LCAP is completed with input from various stakeholders including parents and guardians, community members, students, local bargaining units, and educators. Several District committees play an important role in stakeholder engagement including the District Curriculum Committee, District English Language Advisory Committee, and the Parent/Superintendent Advisory Group. In addition, meetings were held with the Orcutt Educators Association, Classified School Employee Association, Orcutt Union School District Management Team, and student groups at each of the district’s middle school campuses.

The district also conducted several anonymous LCAP surveys in English and Spanish. These outreach efforts resulted in more than 1,061 responses with numerous written suggestions in the following areas:

Survey Topic	Number of Surveys Completed	Number of Suggestions Received
8 State Priorities	291	48
LCAP Goals	50	42
Parent Engagement	295	75

The District has included tools in the LCAP to assist stakeholders:

- Strategic Plan Overview (Appendix A)
- Minimum Proportionality Percentage (MPP) (Appendix B)
- Needs Assessment (Appendix C)
- LCAP Infographic (Appendix D)

MAJOR CHANGES FOR 2018-19

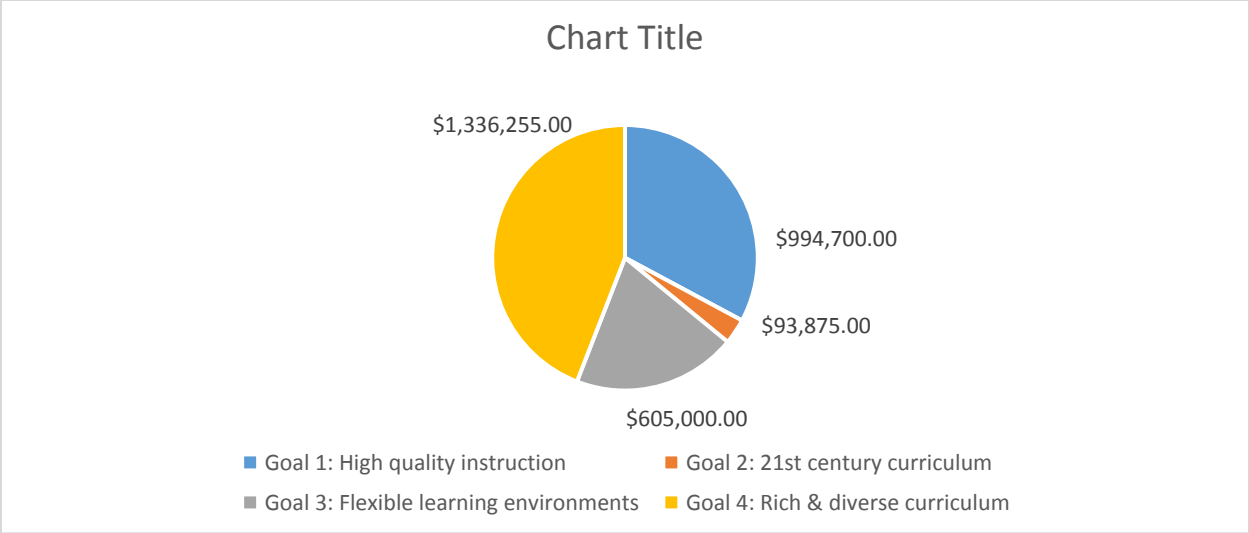
The 2018-19 LCAP reflects structural and programmatic changes which were made because of the revised template provided from the California State Board of Education and changing guidance from state and county officials, as well as significant input from local stakeholders.

Major changes for the LCAP for 2018-19 include:

- New or increased actions and services:
 - Addition of a Teacher on Special Assignment position to support English learners through professional development for classroom teachers on integrated ELD strategies into instruction and case management of Newcomers and Long Term English Learners (LTEL)
 - Improved coordination of support for targeted intervention
 - Increased counseling services for junior high students
 - Increased physical education instruction for elementary students
 - Addition of physical education and music instruction for kindergarten students
 - Additional time for Professional Learning Communities for teachers built into the school day
 - Addition of visual arts/STEAM instruction for K-6 students
 - Increased professional development for teachers including data analysis and specific research-based strategies for targeted intervention
 - Positive Behavior Intervention Support implementation at all K-8 sites

2018-19 GOALS AND BUDGETED EXPENDITURES

Some \$3,008,429 in LCFF Supplemental Grant funds support the four goals enumerated in the LCAP. Goal 1: Provide & support high quality instruction is supported by 33% of the Supplemental Grant. Goal 2: Provide 21st century curriculum is supported by 2%. Goal 3: Create flexible learning environments is slated to receive 20% of the Supplemental Grant. Goal 4: Provide a rich and diverse curriculum is supported by 44%. These figures are illustrated in the following table: LCFF Expenditures by Goal. They are presented this way in order to give stakeholders a more complete look at the resources available to support each goal and to better communicate the District's budget decisions.

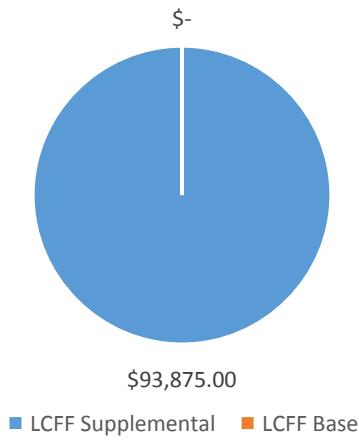


It is important to understand that budget adjustments will be necessary throughout the school year as activities are carried out. There are also a number of variables that will change the funding calculation for Supplemental funding that are not known until the school year is underway. For instance, the overall enrollment for each grade span level, the number of students qualified through free and reduced lunch or English Language Learner status as well as factors generated through legislation such as the percentage of progress made toward funding at the State level (known as the gap percentage).

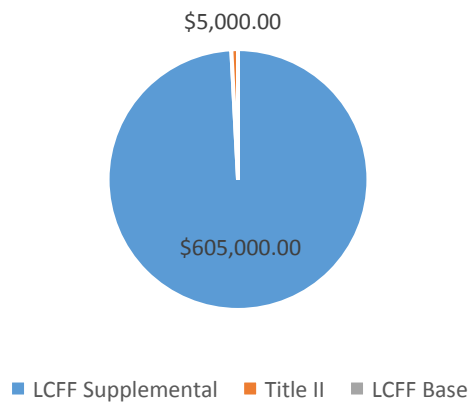
The tables below show how each LCAP Goal is funded, including LCFF Supplemental funding, LCFF base funding, and other funding sources.



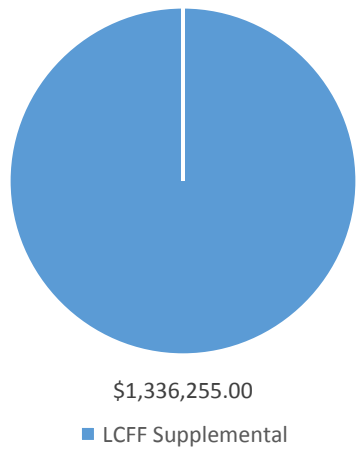
Goal 2: 21st century curriculum



Goal 3: Flexible learning environments



Goal 4: Rich & diverse curriculum



2018

Orcutt Union School
District

Dr. Holly Edds
Assistant Superintendent
Educational Services

ORCUTT UNION SCHOOL DISTRICT LCAP NEEDS ASSESSMENT SPRING 2018

This document contains background information regarding the state priorities listed in California Education Code sections 52060 and 52066 for the Orcutt Union School District located in Orcutt, California to be used for planning purposes in development of the Local Control Accountability Plan.

A. Conditions of Learning

Basics (SBE Priority 1)

The degree to which teachers are appropriately credentialed pursuant to Education Code 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d)

Highly Qualified Teachers

For the 2017-18 school year, all teachers are properly assigned and with one teachers utilizing an emergency credential (PIP) allowing him to teach PE at the elementary school level (Joe Nightingale). One teacher is teaching outside their credential area on Board Resolution (have 12 units or more in subject area being taught and hold a full credential) for social science (OJHS). We have five teachers who are on University Intern Credentials (4 in special education at Joe Nightingale and Patterson Road) and one in regular education (Joe Nightingale) which is considered fully credentialed (not the same as an emergency credential).

The percent of teachers that were appropriately assigned is 99.996% (220 total teachers, 1 of whom are not appropriately assigned according to the California Commission on Teacher Credentialing because he is on an emergency credential). For the 2016-17 school year, all teachers were properly assigned and with six teachers utilizing emergency credentials allowing them to teach in an area of need. Four teachers in special education (Patterson, Dunlap and Orcutt JH) on a STSP and one on a PIP (Dunlap).

One teacher taught outside their credential on Board Resolution (have 12 units or more in subject area taught and and held a full credential) at OJHS for social science. The percent of teachers that were appropriately assigned was 99.97% (214 total teachers, 6 of whom were not appropriately assigned according to the California Commission on Teacher Credentialing). The results of a springtime survey of Orcutt Union School District parents, students, staff, and community members show that a high percentage of stakeholders identify this as a “high” priority.

Survey on LCAP Priorities	
Priority: Ensure highly qualified teachers	
Year	% Identifying as “High” Priority
2015	87%
2016	94%
2017	88%
2018	96%

Our community and our school district are desirable places to live and work. To date, our desirability combined with our total compensation package has allowed us to remain competitive with other local districts. The impact of low per pupil funding and the redistribution of funds through the LCFF funding model, however, is making it difficult to keep pace with the salaries and compensation packages offered by other local districts. As the gap widens, our desirability as a place to work will decline and it will become a greater challenge to attract and keep highly qualified teachers and staff.

Conditions of Learning: Instructional materials

Currently, the Orcutt Union School District has instructional materials that are standards aligned and compliant with the Williams Act. We have purchased some supplemental materials to support implementation of the California State Standards standards and are piloting/purchasing new materials as they become available.

Math Adoption

At the January, 2014 board meeting, the California State Board of Education adopted California State Standards aligned math programs. After extensive review, two programs were selected to pilot for grades K-5, two programs were selected to pilot for grade 6, and one program was selected to pilot for grades 7-8. After recommendations were made to the Board of Trustees, Math Expressions was adopted for grades K-5 and College Preparatory Math (CPM) was adopted for grades 6-8 for the 2015-16 school year. Teachers received training prior to the beginning of the school year and throughout the school year during Professional Development Days, Grade Level Collaboration Days, and training offered outside of the school day/year. The total cost of adoption of these materials for the district was \$838,000 .

Professional Development continues over the next few years for both mathematics program and parent education nights will be offered to introduce the new math programs and assist them with how to support their child in the new standards and expectations for learning.

English Language Arts Adoption

Materials were approved for adoption by the California State Board of Education in November of 2015. English Language Arts materials were selected for piloting following presentations by publisher representatives. Two programs were selected for piloting in grades K-6, and two programs were selected for piloting in grades 6-8. A review of the process, the materials piloted, and preliminary feedback from pilot teachers will be shared with the Board of Trustees in April, with an anticipated recommendation for approval

Survey on LCAP Priorities	
Priority: Ensure student access to instructional materials	
<i>Year</i>	<i>% Identifying as "High" Priority</i>
2015	78%
2016	88%
2017	80%
2018	90%

presented at the May, 2016 Board meeting. The total cost of adoption for these materials was \$1,320,941. Surveys of Orcutt Union School District stakeholders indicate strong support to ensure student access to instructional materials.

As with the mathematics adoption, professional development has been an essential component of a successful adoption of new English Language Arts adoption. Our work with Tina Pelletier this year has proven invaluable with this year’s focus on individual and small group coaching at the school sites paired with coaching of our site administrators and TOSAs. Each school received five rounds of coaching at their school site during the 2017-18 school year in addition

to professional development specifically targeting the implementation of the SIPPS Reading Intervention program.

School Facilities are Maintained and are in Good Repair

Well maintained facilities that are able to be utilized as they are intended are imperative for learning. While our school facilities are in good repair, the majority of schools were last modernized in the early 2000’s and most of them were built before the 1960’s. As such, maintenance and upgrades are an ongoing challenge. Budget reductions resulted in a cut to custodial services which has had an effect on replacement schedules for such items as carpets.

During modernization, emphasis was put on educational spaces which has resulted in other areas such as kitchens and other service areas now being in need of modernization. Additionally, many areas that were storage areas were converted into technology areas leaving a need for additional storage at many sites. Surveys of Orcutt Union School District stakeholders indicate strong support to ensure quality facilities for students.

Survey on LCAP Priorities	
Priority: Ensure facilities in good repair	
<i>Year</i>	<i>% Identifying as “High” Priority</i>
2015	61%
2016	83%
2017	80%
2018	86%

The absorption of the Casmalia School District as part of reorganization in 2008 and the lapsation process which brought Olga Reed School in Los Alamos under the umbrella of the Orcutt Union School District in 2011 included facilities that have not been upgraded and are in need of major modernization. Every school in the district has aging portable buildings that have been utilized beyond their intended lifespan. While recent investments have improved aging technology and antiquated classroom furniture, there is still much work to be done in this area. The District consistently budgets money for deferred maintenance and special facilities projects, however the ongoing need exceeds the resources available.

The District has completed Facilities Master Plan which identified areas of need and allow for prioritization of projects and improvements as resources become available. The District also successfully passed a bond measure in 2016 will fund facilities improvements on each of the campuses within the district beginning with improving safety and security at all sites. Future proposed projects include replacing old, dilapidated portables with permanent buildings and updating data, electrical, and fire alarm systems.

Additional needs/areas of concern in this area include:

- To have a competitive salary schedule to attract and retain new teachers and substitutes
- Continue to purchase 21st Century/flexible furniture and develop furniture replacement plans, with consideration for the use of technology and problem based learning in instruction and learning
- Outside play areas are negatively affected by gopher holes, making it a hazard for students to run on fields and play

- Effect of long term budget cuts on facilities
- Aging facilities, especially portable classroom buildings beyond their life cycle
- Continue to support new curriculum adoptions through professional development, including special education teachers
- Provide support system for new teachers and teachers in new grade levels
- Investigate how to support combination class teachers with replacement curriculum and/or units aligned with other grade levels (i.e. 6th grade in 5/6 combo uses K-5 adoption instead of 7-8 adoption, creative use of daily schedule to allow for differentiation)
- Additional meeting space for small group instruction (ELD, SPED, Intervention, etc)
- A continued lens on student safety with facilities improvements (parking lots, playgrounds, school fencing)
- Integrate Science/History into ELA/ELD and Mathematics when possible
- Investigate curriculum and/or materials for Science instruction (including materials)
- Increase availability and accessibility of technology and the core curriculum both during the school day and in the home
- Install water bottle filling stations for students and staff on all campuses
- When financially feasible, replace 3 hour special education instructional assistant positions with 6 hour positions to minimize employee turnover
- Provide additional funding for professional development workshops
- Provide support for new teachers
- Provide professional development for integrated and designated English Language Development Curriculum

Implementation of State Standards (SBE Priority 2)

Implementation of academic content and performance standards adopted by the State board for all students, including English Learners

The District has implemented support systems to assist teachers in the implementation of and transition to the California State Standards. Teachers on Special Assignment (TOSAs) have been positioned to support instruction in the classroom as well as to integrate technology into the instructional program. For the past three years, TOSAs as well as teacher experts in the District have been integral in building professional capacity within the district through an institute model for professional development. Textbook and support materials aligned with the California State Standards in English Language Arts/English Language Development and Mathematics along with the Next Generation Science Standards will be implemented when high quality materials are available for adoption. Careful consideration will be given to the use of 21st Century Learning Skills and building capacity among teachers to integrate skills within the core curriculum will be a priority. Integration of the new standards and systems will be a process that will take years to fully implement. Teacher support is critical to a successful

transition, including release time for planning and learning, professional development, modeling of successful strategies in the classroom, and more. This work will be the primary role of the TOSA positions over the next 5-7 years as this transition occurs in not only English language arts and mathematics, but with the Next Generation Science Standards which were adopted in 2013, followed by new standards in the other content areas. Additionally, the integration of technology and the role it plays with instruction will continue to develop over the next few years. Professional development work continues for English Language Development (integrated and designated) and with Tina Pelletier (Pelletier Consulting) for Tier 1 and 2 instructional strategies for K-6.

Survey on LCAP Priorities Priority: Implement California State Standards	
<i>Year</i>	<i>% Identifying as "High" Priority</i>
2015	44%
2016	56%
2017	61%
2018	57%

Surveys of Orcutt Union School District stakeholders indicate lower support (relative to other LCAP priorities) for implementing state standards.

Additional needs/areas of concern in this area include:

- Equitable access for all students to the core curriculum, especially those students that may not have access to the internet outside of the school setting
- Continued identification, selection, and development of essential standards will need to be an integral part of this process
- Continued time to meet weekly for at least 60 minutes in Professional Learning Communities
- Equitable access to technology during and outside of the school day for all students
- Increased support from Teachers on Special Assignment at each school site to assist with intervention coordination, work with teachers on Tier 1 and Tier 2 instruction, common formative assessment support, collection and interpretation of data, and engagement of students
- Student achievement data needs to be made easily understandable and training on the use of data is needed
- Additional Teacher on Special Assignment (TOSA) positions to provide support to specialized subject areas in the secondary grades
- Expand Teacher on Special Assignment (TOSA) positions to increase level of support with a goal of one TOSA per school
- Identify and communicate the role of the TOSA to all teachers
- Additional enrichment opportunities for students at all grades
- Professional Development in areas supported by data (intervention, systematic ELD, SIPPS) to meet the needs of all learners
- Systematic way to collect data on new students to place them quickly (screening using DIBELS/SIPPS/NWEA)

- Identify time for intervention at each school site that does not require students to miss core instruction (science, history) which could also include integration of other subject areas into ELA/ELD and/or Mathematics
- Parent Education opportunities to extend learning opportunities outside of the school day for students and increase meaningful stakeholder engagement
- Examine alignment of identified essential standards with the SBAC Blueprints
- Identify a protected block of time for ELA, Math, and ELD instruction
- Identify opportunities for vertical alignment

Course Access (SBE Priority 7)

Student enrollment in a broad course of study that includes all of the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable

Students at our elementary and junior high schools are provided with a well-rounded schedule which includes opportunities to participate in higher level coursework and rigorous/challenging courses. Beginning with the 2015-16 school year, seventh grade students that demonstrate the ability and interest to participate in a math compaction course will be invited to participate in an accelerated path which may enable them to take Algebra 1 in eighth grade. Mathematics continue to be a topic of discussion as the California State Standards have changed over the past few years, significantly altering their structure and the expectations for students, as are the recently adopted Next Generation Science Standards. The differences in course structure necessitate articulation between the grade spans within OUSD and with Orcutt Academy Charter and the neighboring high school districts as our students will need to successfully matriculate into their courses.

Surveys of Orcutt Union School District stakeholders indicate very strong support for ensuring student access to core subjects that prepare them for high school and college (i.e., English, Math, Social Science, Science, Visual & Performing Arts, and P.E.).

Survey on LCAP Priorities	
Priority: Ensure student access to core subjects that prepare them for high school and college	
<i>Year</i>	<i>% Identifying as "High" Priority</i>
2015	85%
2016	91%
2017	88%
2018	90%

Additional needs in this area include:

- Instruction in 21st Century Learning Practices and the integration of technology into the instructional program (including initial purchase costs, maintenance, and upgrades as necessary)
- Daily intervention support in English Language Arts and math at all levels to support at risk students, including socio-economically disadvantaged, English Language Learners, and foster youth to provide them with access to rigorous coursework and support their success and Tier 2/Tier 3 supports through Multi-Tiered Systems of Support (MTSS) to ensure access for struggling students to the core curriculum
- Training for regular classroom teachers in SIPPS, Wonders, and Collections so strategies can be imbedded into the regular school day and strategies to give English learners access to the core curriculum content
- Enrichment and intervention offerings in all grades, and ensuring all grade 7-8 students have access to electives and core subject areas
- Multi-Tiered Systems of Support for all students, especially in the primary grades with the goal of enabling all students in junior high to access all coursework

- Access to advanced courses and a wider range of electives at all school sites
- Incorporate life skills (banking, job skills, conflict resolution and refusal skills, etc.) into courses
- Availability and equity with student technology at all sites
- Identify and implement a systematic response to student learning, including materials, professional development, and progress monitoring
- Investigate methods for including music, art, and PE instruction in Kindergarten with an extended day model
- Continue increasing devices and professional development to increase student-computer ratio with a goal of 1:1
- Courses with integrated life skills (financial literacy, cooking, etc.)

B. Pupil Outcomes

Student Achievement (SBE Priority 4)

Student performance on standardized tests, score on Academic Performance Index, share of students that are college and career ready, share of English learners that become English proficient, English Learner reclassification rate, share of students that pass Advanced Placement exams with 3 or higher, share of students determined ready for college by the Early Assessment Program

Student performance on standardized tests

Students overall are performing below desired levels on the state standardized tests (California Assessment of Student Performance and Progress (CAASPP), May 2017 as indicated through the following data as reported on the California Dashboard (<https://www.caschooldashboard.org/#/Home>):

English Language Arts Assessment Report

	Student Performance	Number of Students	Status	Change
All Students		2,965	Low 6 points below level 3	Declined -3.8 points
English Learners		503	Low 37.8 points below level 3	Declined -5.7 points
Foster Youth		13	Low 61.1 points below level 3	Maintained +0.5 points
Homeless		19	Low 28.6 points below level 3	Declined Significantly -27.1 points
Socioeconomically Disadvantaged		1,208	Low 34.5 points below level 3	Declined -8.1 points
Students with Disabilities		358	Very Low 80.4 points below level 3	Declined -4.3 points
African American		21	Low 13.4 points below level 3	Declined -4.7 points
American Indian		23	Low 38.8 points below level 3	Declined Significantly -26.9 points
Asian		42	Very High 45.4 points above level 3	Increased Significantly +1.6 points
Filipino		38	Low 15.7 points below level 3	Declined -11.2 points
Hispanic		1,449	Low 22.4 points below level 3	Declined -6 points
Pacific Islander		8	*	*
Two or More Races		167	Medium 8.8 points above level 3	Increased +4.3 points
White		1,209	High 10.7 points above level 3	Maintained -0.7 points

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

While we are making progress on closing the achievement gap, our change over time indicates declining test scores in most groups (see above). Of particular concern is the performance of our Students with Disabilities as that group has been “red” for two years in a row.

The following charts contain Orcutt Union School District’s results in English/Language Arts for each of the tested grade levels. The charts also show results by goal areas within English Language Arts.

Overall Achievement for Students – English Language Arts										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Grade 3	2413.9	2410.7	21	19	20	21	30	29	29	31
Grade 4	2456.2	2464.6	21	25	24	26	22	21	32	29
Grade 5	2501.6	2493.5	20	18	31	32	26	23	23	28
Grade 6	2522.8	2538.9	13	17	35	39	31	29	21	16
Grade 7	2562.1	2544	16	12	43	36	24	28	17	24
Grade 8	2572.4	2567.6	13	14	42	38	29	28	16	20

All Grades	N/A	N/A	18	18	33	32	27	26	22	23
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Reading Demonstrating understanding of literary and non-fictional text						
Grade Level	% Above Standard		% Near Standard		% Below Standard	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Grade 3	18	20	47	41	35	40
Grade 4	23	24	41	52	36	24
Grade 5	21	23	45	48	34	29
Grade 6	15	23	47	54	38	24
Grade 7	26	23	51	46	23	31
Grade 8	24	27	53	43	24	30
All Grades	22	24	47	47	31	29

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Grade 3	19	20	50	49	31	31
Grade 4	18	23	56	49	26	28
Grade 5	27	28	48	45	25	26
Grade 6	23	28	52	52	25	20
Grade 7	28	23	54	54	18	23
Grade 8	27	26	56	54	18	21
All Grades	25	26	52	50	23	24

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Grade 3	16	15	65	66	19	19
Grade 4	14	15	70	62	16	23
Grade 5	19	17	63	62	18	20
Grade 6	13	19	73	69	15	12
Grade 7	22	13	64	65	15	21
Grade 8	12	14	74	72	14	13
All Grades	17	16	68	66	15	18

Research/Inquiry Ability to find and present information about a topic						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2015-16		2015-16		2015-16	
Grade 3	19	17	51	53	29	30
Grade 4	20	23	56	53	23	24
Grade 5	32	25	55	47	13	28
Grade 6	25	30	60	51	14	19
Grade 7	27	23	59	54	14	23
Grade 8	24	25	58	52	18	23
All Grades	26	25	56	51	18	24

Mathematics Assessment Report

	Student Performance	Number of Students	Status	Change
<u>All Students</u>		2,958	Medium 20.7 points below level 3	Maintained -2 points
<u>English Learners</u>		501	Low 53.3 points below level 3	Declined -8.5 points
<u>Foster Youth</u>		13	Very Low 100.6 points below level 3	Declined Significantly -20.5 points
<u>Homeless</u>		19	Low 71.2 points below level 3	Declined Significantly -25 points
<u>Socioeconomically Disadvantaged</u>		1,206	Low 50.4 points below level 3	Declined -8.6 points
<u>Students with Disabilities</u>		356	Very Low 98.4 points below level 3	Maintained +0.4 points
<u>African American</u>		21	Low 50.9 points below level 3	Declined Significantly -21 points
<u>American Indian</u>		23	Low 49.7 points below level 3	Declined Significantly -15.9 points
<u>Asian</u>		42	Very High 40.4 points above level 3	Increased Significantly +20.8 points
<u>Filipino</u>		37	Medium 17.9 points below level 3	Declined -6.7 points
<u>Hispanic</u>		1,447	Low 37.9 points below level 3	Declined -4.1 points
<u>Pacific Islander</u>		8	*	*
<u>Two or More Races</u>		167	Medium 6.3 points below level 3	Increased +5.7 points
<u>White</u>		1,205	Medium 3.4 points below level 3	Maintained +1 points

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Student performance in mathematics also indicates a need for further examination, particularly in subgroups such as Students with Disabilities, English Learners, Homeless Youth, Socioeconomically Disadvantaged and Hispanic, where students are not performing as well over time as would be expected. The data also reflects a significant decline with some groups (Foster Youth, Homeless Youth, African American, and American Indian), however consideration must be given to groups size for each of these.

The following charts contain Orcutt Union School District's results in Mathematics for each of the tested grade levels. The charts also show results by goal areas within Math.

Overall Achievement for Students - Mathematics										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Grade 3	2421.6	2424.0	13	12	31	21	29	32	26	25
Grade 4	2468.8	2471.0	12	19	32	26	37	31	19	23
Grade 5	2491.5	2489.7	13	15	18	18	41	36	29	31
Grade 6	2513.4	2528.6	13	18	23	26	35	32	30	24
Grade 7	2558.2	2535.0	19	14	29	24	32	33	20	29
Grade 8	2581.0	2576.5	26	24	25	26	30	27	20	23
All Grades	N/A	N/A	16	17	26	26	34	32	24	26

Concepts and Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Grade 3	25	26	43	41	32	33
Grade 4	22	31	47	31	31	38
Grade 5	19	22	40	34	41	44
Grade 6	18	24	39	41	43	35
Grade 7	30	24	42	38	28	38
Grade 8	34	31	40	40	25	28
All Grades	25	26	42	28	33	36

Problem Solving and Modeling & Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Grade 3	23	21	49	55	28	24
Grade 4	19	22	53	50	28	29
Grade 5	12	15	47	51	41	34
Grade 6	13	20	51	49	36	31
Grade 7	23	16	22	50	22	34

Grade 8	22	23	26	48	22	29
All Grades	19	20	52	51	29	30

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Grade 3	18	19	60	54	22	27
Grade 4	21	24	52	44	27	31
Grade 5	11	15	52	47	36	38
Grade 6	16	20	58	51	25	29
Grade 7	24	16	57	61	19	23
Grade 8	28	32	55	48	17	20
All Grades	20	21	56	51	24	27

California Alternate Assessment Data






The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	13	61.5%	38.5%	0%

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

	Number of Students	Level 1	Level 2	Level 3
Mathematics (3-8)	11	72.7%	27.3%	0%

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Data is now available on the Dashboard for for Students with Disabilities that participate in the California Alternate Assessment. This baseline data is not yet incorporated into the Academic Indicator on the California Dashboard but will be in the future. The CAAs measure what students can do and asseses the student on the basis of his or her current level of development. The performance level descriptors are:

Level	General Performance Level Descriptors
3	Students at this level demonstrate understanding of core subject matter in the content area. They are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.
2	Students at this level demonstrate foundational understanding of core subject matter in the content area when provided with frequent prompts and supports. They are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may frequently need supports to complete tasks and activities.
1	Students at this level demonstrate limited understanding of adapted grade level content that focuses on much of the basic knowledge and skills, even with extensive supports.

Students with Disabilities is the only area the District has achieved a “red” in for both ELA and Math for two years in a row which triggers Level 2 support. The District is working closely with the Santa Barbara County Office of Education in the examination of data and current practices to identify areas for improvement.

Additional English Learner Assessment Data

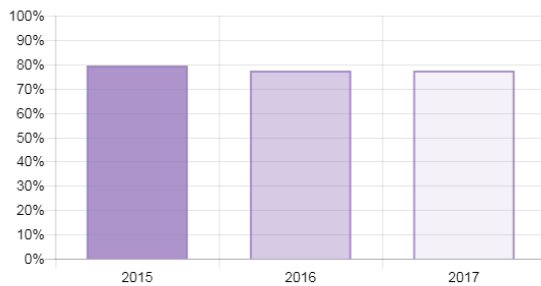
Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

	Number of Students	Status	Change
EL - Reclassified Only	132	High 27.4 points above level 3	Increased +3 points
EL - EL Only	369	Low 82.1 points below level 3	Declined -10.5 points
English Only	2,407	Medium 15.2 points below level 3	Maintained -0.1 points

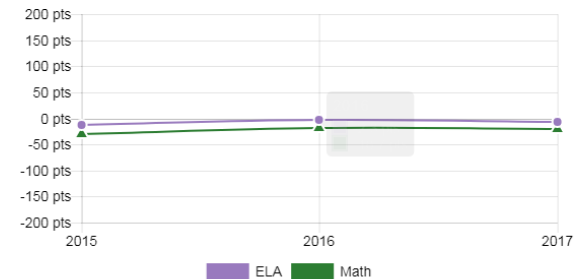
State Indicators

English Learner Progress Indicator (Grades K-12)

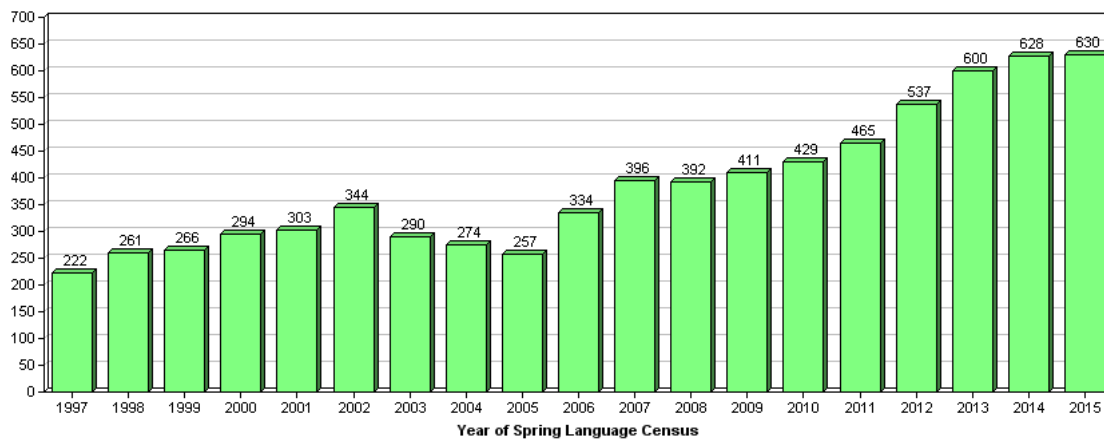


The percent of English Learners who made progress towards English proficiency.

Academic Indicators (Grades 3-8): Distance from Level 3



Number of English Learners for Orcutt Union Elementary



The progress of our English Learners is strong and progress over time has been steady. The data reflects 77.3% of English Learners are making progress as measured by the state language acquisition assessment, and that our English Learners are performing stronger in the ELA state assessment than the Math assessment. This is likely due to the increased use and application of language on the Math assesment. The data also reflects that while our Reclassified students are performing very well, our EL only students are not performing in ELA as compared to their peers and their scores declined from 2015-16. As we continue to strive to meet the needs of our English learners, a focus area during the 2017-18 school year included the integration of designated and integrated ELD instruction for students during a dedicated ELD time in the school day. The new ELA adoption has integrated ELD support woven into each lesson, and the District also purchased the accompanying designated ELD program at the time of the adoption. Professional Development on both occurred early in the year. Historically the number of English Learner Students in the district continues to grow, necessitating additional professional development and lesson structures that ensure students learning a second language are able to access the content and academic vocabulary.

The model currently in place in the Orcutt Union School District has been successful with our students and they continue to make growth. The program oversight is provided by a Vice-Principal/Student Services Coordinator who provides oversight for the program with the support of the Bilingual Secretary and Teachers on Special Assignment (TOSAs) who are available to coach classroom teachers with successful strategies to use with English Learner students. The data also shows the District needs to increase focus on long term English learners and targeted support of students in mathematics instruction (academic vocabulary, written response to math questions, etc.).

While our stakeholders have shared concerns over the emphasis on standardized tests as the only measure for student achievement, they do indicate support for increasing student achievement in all areas.

Survey on LCAP Priorities	
Priority: Increase Student Achievement	
Year	% Identifying as "High" Priority
2015	81%
2016	75%
2017	78%
2018	73%

An analysis of NWEA (NorthWest Evaluation Association) MAP (Measures of Academic Progress) and CAASPP data reveal the need for targeted intervention for struggling students, with particular attention paid to students in certain subgroups in order to close the current achievement gap that exists. Implementation of a Multi-Tiered System of Support (MTSS) includes matching struggling students with programs or services that will meet their specific needs. As essential standards are identified and taught, teachers will need specific assessments to determine if a student has mastered skills. From there, this data can be used to target instruction. Teachers and administrators have been working with Mike Mattos, author and consultant, over the past few years, specifically on Response to Intervention and building a Pyramid of Interventions at each site to meet the needs of students. Beginning in the 2015-16 school year, time for grade levels/departments to meet was built into the school day with a late start (junior high) or early release (elementary) day each week. School sites have been allocated funds from LCAP to support academic intervention through the purchase of additional materials, professional development, or hourly certificated support teachers. Also beginning with the 2015-16 school year, grades 1-6 received music and PE instruction which allowed teachers to group students for small group instruction while others were receiving music/PE. Additional time was allocated for intervention daily in grades K-6. Junior high schools restructured their instructional day to allow additional instructional time for identified students. Grades K-5 met three times throughout the school year for grade level collaboration and grades 6-8 met in departments as well (English Language Arts, Math, Science) to identify and develop essential standards and common formative assessments, collaborate on new and future curriculum adoptions, and share best practices. The Teachers on Special Assignment facilitated these meetings and provided professional development.

Beginning with the 2015-16 school year, each school leadership team is provided four days of collaboration/planning time to focus on school-wide data, intervention schedules, implementation of common formative assessments and intervention strategies. The Leadership Team planning days were facilitated by Educational Services staff as well as Tina Pelletier (consultant) and each team was given planning time to focus on the needs of their sites.

Additional needs/areas of concern in this area include:

- Implementation of systematic, targeted interventions at each school site using student data and a system of supports (Multi-Tiered System of Support), including small group and individualized instruction for ELA/ELD and Mathematics
- Evaluation of the current schedule at each site to ensure instructional time is maximized, including scheduled time for intervention and small group instruction, and there is time during the school day for Professional Learning Community meetings
- Targeted academic vocabulary development in English Language Arts and Mathematics
- Utilization of technology and online programs to give students access to extra help (additional resources) and for targeted instruction
- Consistency throughout the district to support students with high levels of mobility
- Targeted reading intervention in the primary grades
- Examine the process for re-designation of English learners to Fully English Proficient
- Investigate parents support tools in languages that are not English
- Develop and implement communication tools for parents to understand data and learning expectations
- Common focus for instruction across grade levels
- Focus on literacy/writing demands across new assessment systems (CAASPP) and integrate into instruction
- Focus on Close reading and Academic Vocabulary development
- Analyze current assessments to determine what is essential to for student learning
- Identified uninterrupted block of time for literacy/language arts instruction, especially for identified student groups (English learners, special education, low socio-economic)
- English Learner integrated and designated ELD, including professional development
- Investigate additional learning opportunities (STEAM, Makerspace, family “academic” opportunities) to increase capacity and parent support
- Investigate research-based strategies for students with special needs, especially to build academic language
- Ensure training of new teachers on curriculum and designated ELD
- Develop tools to disaggregate data for special education programs
- Investigate how to include DIBELS data into report card and utilize the data to track progress by student group
- Identify target areas by grade level
- Provide structured tutoring or homework support for identified students (foster youth, homeless youth, English learners)

Other Pupil Outcomes (SBE Priority 8)

State Physical Fitness Testing

Results of state fitness testing administered to students in grades 5 and 7 in Spring 2017 show mixed results by grade levels (<http://dq.cde.ca.gov/dataquest/>). P.E. staff have reviewed the results and professional development will be ongoing in those areas. The change in fully credentialed PE teachers during the 2015-16 school year will result in an increase in consistency in administration of the PFT as well as an increased focus on fitness overall over time.

Physical Fitness Area	Total Tested* in Grade 5	Number Grade 5 Students in HFZ*	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement - Health Risk	% Grade 5 Students in Needs Improvement - Health Risk	Total Tested* in Grade 7	Number Grade 7 Students in HFZ*	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement - Health Risk	% Grade 7 Students in Needs Improvement - Health Risk
Aerobic Capacity	525	280	53.3	41.1	5.6	561	392	69.9	19.3	10.8
Body Composition	525	330	62.9	17.3	19.8	561	376	67.0	17.3	15.7
Abdominal Strength	525	431	82.1	17.9	N/A	561	452	80.6	19.4	N/A
Trunk Extension Strength	525	470	89.5	10.5	N/A	561	445	79.3	20.7	N/A
Upper Body Strength	525	358	68.2	31.8	N/A	561	380	67.7	32.3	N/A
Flexibility	525	247	47.0	53.0	N/A	561	387	69.0	31.0	N/A

California Physical Fitness Test 2016-17 Orcutt Union School District						
Physical Fitness Area	Grade 5 % students in HFZ			Grade 7 % students in HFZ		
	2015-16	2016-17	% Change	2015-16	2016-17	% Change
Aerobic Capacity	65.0	53.3	-11.7	67.3	69.9	2.6
Body Composition	59.0	62.9	3.9	61.2	67.0	5.8
Abdominal Strength	88.4	82.1	-6.3	82.9	80.6	-2.3
Trunk Extension Strength	89.6	89.5	-.1	73.0	79.3	6.3
Upper Body Strength	76.1	68.2	-7.9	57.8	67.7	9.9
Flexibility	43.8	47.0	3.2	64.7	69.0	4.3

All Physical Education teachers participated in professional development with the California Physical Education-Health Project during the 2016-17 school year. The training, entitled “Physical Education and the School Wide Responsibility for Learning & Literacy” was conducted by the Executive Director for the project who is a faculty member from CSU Channel Islands.

Additional needs in this area include:

- Continued professional development in the area of physical education, and the assessment requirements
- Continued training in the administration of the Physical Fitness Test to ensure consistency
- Update wellness policies to align with current research and best practices
- Investigate fitness incentive programs for staff members
- Increase number of minutes for PE instruction in elementary schools (only receiving PE from certificated PE teacher 60 minutes/week over two days, junior high students are receiving PE 5 days/week)
- Investigate additional physical education activities that can take place during other opportunities at elementary schools (Go Noodle during breakfast, noon league sports, etc.)

C. Engagement

Parent Involvement (SBE Priority 3)

Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups

Parent involvement is a priority in the Orcutt Union School District. Parents are encouraged to participate in their child's education through a variety of activities including:

- School Site Councils
- Parent Teacher Organization
- School Events
- Parent Volunteers
- Parent Advisory Committees and Councils
- Parent Portal (Aeries Student Information System)
- Parent Education Events

Parents are informed through the school/District website as well as through weekly/bi-weekly newsletters sent by the school principals. In the 2016-17 school year, the District launched Parent Square, a communication tool that utilizes text messaging, e-mail, phone calls and push notifications through their app using the communication method parents prefer to use. The tool also allows for two-way communication and notifications to be sent to groups (District, School, Grade-Level, Classroom).

While a good number of parents participate in school/District activities and are directly involved in their child's education, increasing parental involvement and participation will have a positive impact on student achievement, school connectedness and student engagement.

In a Spring 2017 survey on parent involvement, respondents listed some of the ways in which they are involved with the school. Results were as follows:

ANSWER CHOICES	RESPONSES
Attended at least one parent-teacher conference	94.83% 220
Classroom Volunteer or School Volunteer	43.53% 101
Chaperone for field trip, dance, or other activity	50.43% 117
School Site Council Member	5.17% 12
PTA/PTSA Member, Officer or Volunteer	37.93% 88
Attended at least one PTA/PTSA event	59.48% 138
English Learners Advisory Committee (ELAC) or District English Learners Advisory Committee (DELAC) Member	1.29% 3
Orcutt Children's Arts Foundation Board Member or Volunteer	9.48% 22
Attended a school or district parent education night	28.88% 67
Participant in OUSD Strategic Planning	2.16% 5
Attended a School Board Meeting	12.07% 28
Shared information/commented using social media	24.14% 56
Total Respondents: 232	

Parents were also asked how they receive information from their child's school:

The Spring 2018 survey on parent involvement provided data on how parents hear about school activities/events. In the fall of 2017, the District implemented a new communication tool called Parent Square. There has since been a dramatic shift in how parents receive information. In the spring of 2017, school newsletters were the primary source of information (78%). That number declined to 44.07% and 82.6% of parents now report that Parent Square messages (Text, telephone, message announcement, app push notification) as their most frequent source of information. School newsletters had the second highest response rate with 44.07%. Overall, 41.6% percent of respondents called communication about school activities "excellent," (an increase of 3.4% from the prior year), 40.40 percent called it "good," 15.20 percent called it "fair," and 2.8 percent called it "poor." Full results on school communication follow:

	I FREQUENTLY GET USEFUL INFORMATION FROM THIS SOURCE	I SOMETIMES GET USEFUL INFORMATION FROM THIS SOURCE	I DO NOT USUALLY USE THIS SOURCE TO GET INFORMATION	I WOULD LIKE TO SEE THE SCHOOL EXPAND THE USE OF THIS SOURCE TO PROVIDE INFORMATION TO PARENTS	TOTAL RESPONDENTS
PTA/PTSA Newsletter (print or email)	44.07% 104	23.31% 55	25.42% 60	11.44% 27	236
Orcutt Union School District or School Website	21.49% 52	39.26% 95	26.45% 64	15.70% 38	242
Social Media (Orcutt Union School District or School Facebook, Instagram, Twitter)	18.99% 45	21.10% 50	51.90% 123	10.97% 26	237
Media Based (Newspaper, Online News, Radio/TV)	7.30% 17	9.87% 23	78.54% 183	4.72% 11	233
Parent Square Messages (Text, Telephone Message/Announcement, App Push Notification)	82.59% 204	13.36% 33	2.02% 5	3.64% 9	247

Parents were asked about communication about their child’s academic progress in the same survey. Overall, 41.6 percent of respondents said the school does an “excellent” job of communicating on students’ academic progress, while 40.4 percent indicated it was “good,” 15.2 percent “fair,” and 2.8 percent “poor.” Fall parent-teacher conferences (70.2) and Student Report Cards (67.36) topped the list of ways in which parents receive information on their students’ progress. Additionally, 15.3 percent of respondents indicated they would like to see the school expand its use of informal communication such as notes or phone calls from teachers. A complete listing of results follows:

	I FREQUENTLY GET USEFUL INFORMATION FROM THIS SOURCE	I SOMETIMES GET USEFUL INFORMATION FROM THIS SOURCE	I DO NOT USUALLY USE THIS SOURCE TO GET INFORMATION	I WOULD LIKE TO SEE THE SCHOOL EXPAND THE USE OF THIS SOURCE TO PROVIDE INFORMATION TO PARENTS	I AM NOT FAMILIAR WITH THIS SOURCE	TOTAL RESPONDENTS
▼ Aeries Parent Portal	33.47% 80	27.20% 65	25.52% 61	14.23% 34	3.35% 8	239
▼ Mid-trimester or mid-quarter progress reports from teacher	49.58% 117	24.15% 57	10.17% 24	13.14% 31	5.93% 14	236
▼ Fall parent-teacher conference	70.17% 167	18.49% 44	5.46% 13	6.30% 15	2.10% 5	238
▼ Spring parent-teacher conference	43.10% 100	22.84% 53	26.29% 61	6.90% 16	4.31% 10	232
▼ Student Success Team and/or IEP Meeting	19.56% 44	7.11% 16	35.11% 79	6.22% 14	33.33% 75	225
▼ Student report cards	67.36% 161	24.69% 59	2.51% 6	6.28% 15	0.42% 1	239
▼ Test results (CAASPP, NWEA, etc.)	31.44% 72	30.13% 69	18.34% 42	10.92% 25	10.92% 25	229
▼ Informal communication from teacher (note, conversation, phone call, etc.)	40.85% 96	31.06% 73	14.89% 35	15.32% 36	1.28% 3	235

Surveys of stakeholders on LCAP priorities have indicated some desire to increase parental involvement in the Orcutt Union School District.

Survey on LCAP Priorities Priority: Increase parental involvement and participation	
<i>Year</i>	<i>% Identifying as "High" Priority</i>
2015	38%
2016	59%
2017	76%
2018	57%

Additional needs/areas of concern in this area include:

- Parenting classes on how to support your child in school (offered in both English and Spanish)
- Parent outreach and education on the new California State Standards and California Assessment of Student Progress and Performance, especially what shifts have taken place and what is going to be expected from students

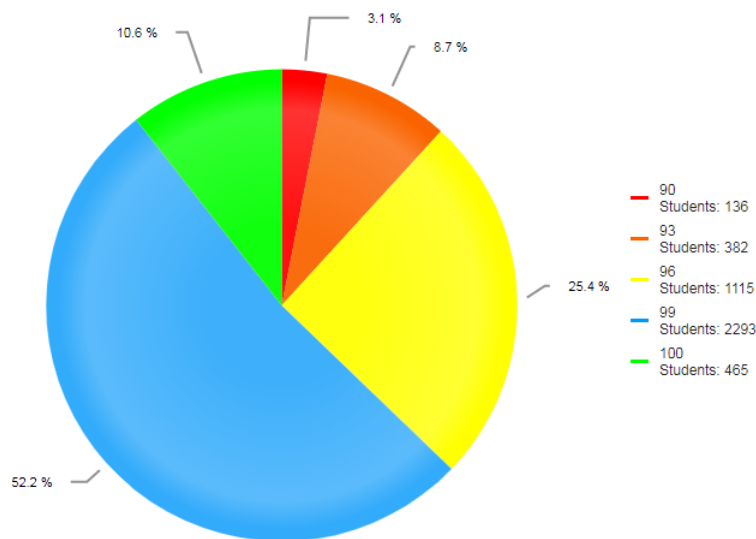
- Provide translation services at events and conferences for parents
- Community Liaison connection to support all families with outreach to let families know what resources are available in our community
- Availability of translated materials for families
- Connect parent education with well attended events at school (i.e. Back To School)
- Develop district guidelines for parent volunteers
- Education for teaching staff of resources within our community
- Parent Education nights with food and daycare provided
- Increase the number of teachers using the Aeries Gradebook
- Community outreach for students and their families through home visits
- Identify additional means to communicate information about school events (phone calls, texts) (Open House, Back To School Night, DELAC/ELAC meetings, parent/teacher conferences, etc.)
- Increase parent use of the website and social media to connect with up to date information
- Investigate additional tools to increase communication including messaging and scheduling parent/teacher conferences, especially when teachers are coordinating with bilingual community liaisons that cover multiple sites
- Fundraising advertisements should be available in home language as well as English to better communicate with families
- Set up groups within Parent Square for specific groups of parents (ELAC/DELAC)
- Parent education nights or other training on Parent Square

Pupil Engagement (SBE Priority 5)

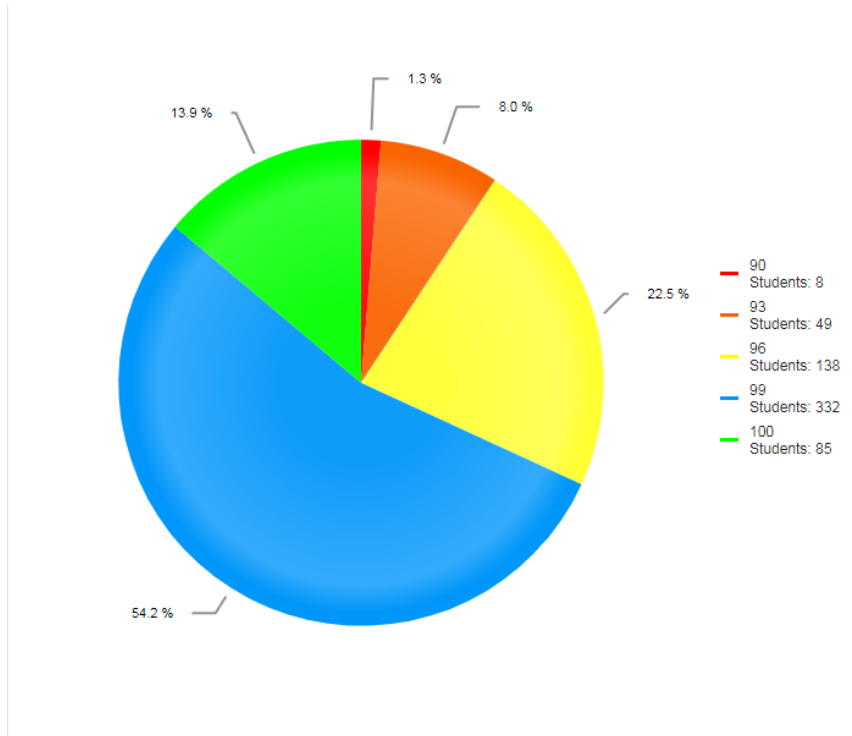
School Attendance Rates

The District-wide attendance rate for the 2016-17 school year was 95.65%, including regular and special education students as compared to 95.98% in 2015-16. In addition, 88.20% of students in the district have an attendance rate of 96% or better as of March 23, 2018 for the 2017-18 school year as compared to 73.8% at the same time for the 2016-17 school year. An analysis of subgroup data for the 2016-17 school year revealed that while English Learners have the highest percentage of the student group exceeding 96% attendance (90.6%), Foster Youth, Homeless Youth, and Socio-economically disadvantaged student attendance are areas of concern (Foster Youth 77%, Homeless Youth 66.6%, and Socio-economically disadvantaged 84.5%).

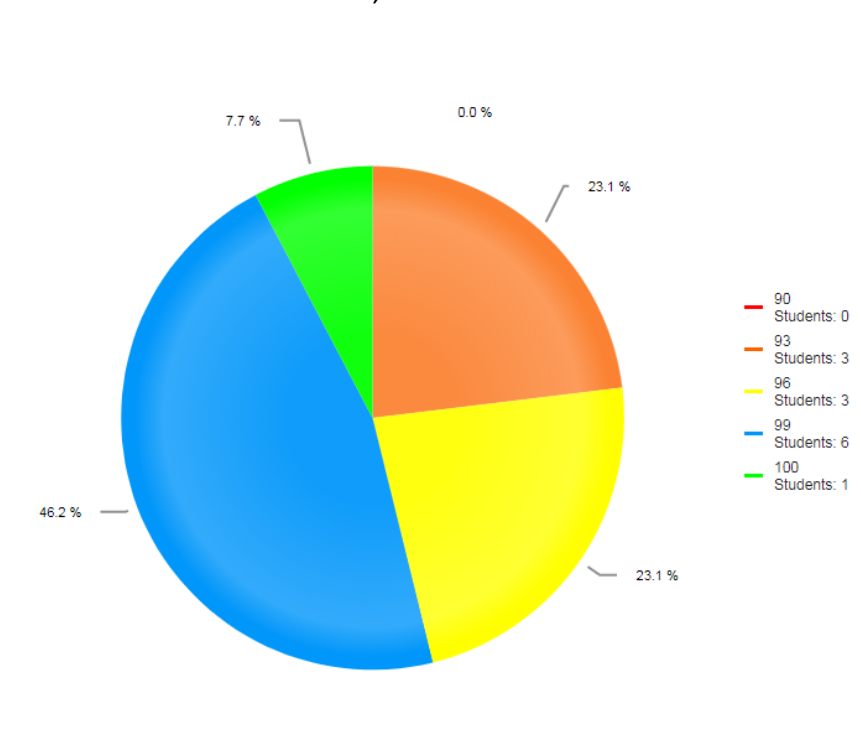
All Students as of March 23, 2018



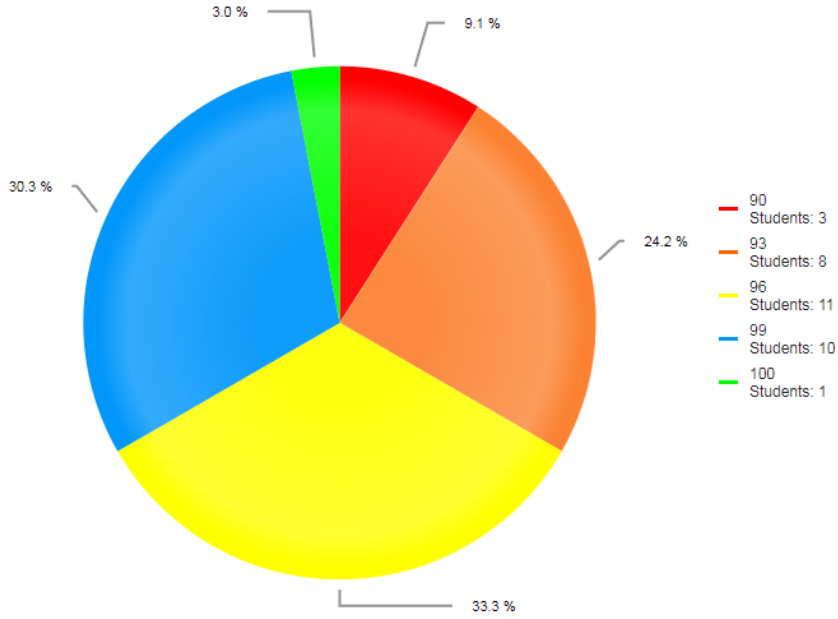
English Learners as of March 23, 2018



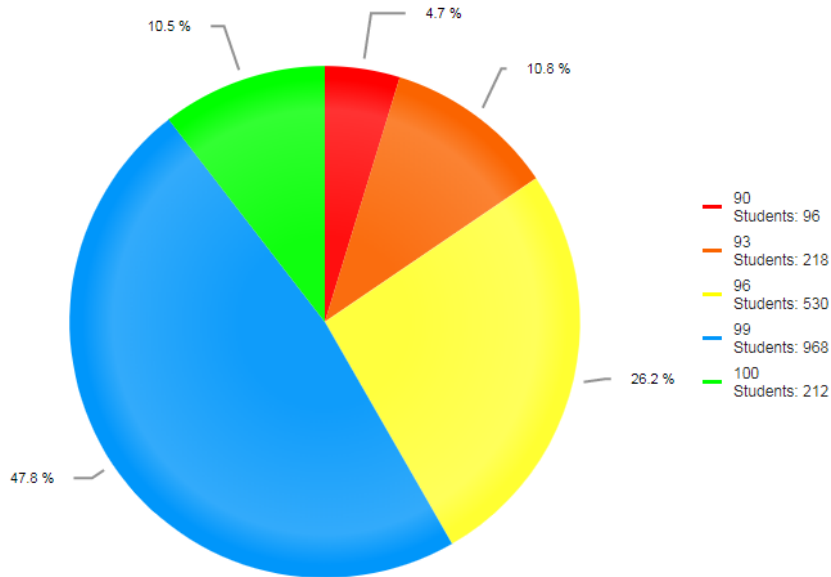
Foster Youth as of March 23, 2018



Homeless Youth as of March 23, 2018



Low Income as of March 23, 2018



School attendance data for the 2017-18 school year as of March 23, 2018:

School	7/24- 8/18/2017	8/21- 9/15/2017	9/18- 10/13/2017	10/16- 11/10/2017	11/13- 12/8/2017	12/11- 1/5/2018	1/8- 2/2/2018	2/5- 3/2/2018
Alice Shaw	99.42%	96.61%	96.24%	96.49%	95.78%	95.07%	94.21%	94.75%
Joe Nightingale	98.97%	96.49%	96.32%	95.80%	95.56%	94.58%	93.38%	95.17%
Patterson Road	98.92%	96.45%	96.64%	96.34%	95.92%	95.73%	94.18%	95.18%
Pine Grove	99.43%	96.73%	96.83%	95.99%	95.63%	93.28%	95.50%	94.86%
Ralph Dunlap	98.10%	97.50%	96.51%	96.16%	95.54%	95.34%	95.17%	95.17%
Olga Reed	98.30%	96.98%	97.05%	96.35%	94.62%	90.89%	93.25%	95.46%
Lakeview	98.95%	96.78%	96.87%	95.48%	94.62%	96.01%	94.71%	95.72%
OJHS	98.27%	97.39%	96.94%	94.99%	95.09%	95.34%	96.17%	94.63%

Chronic Absenteeism

Student data is now reported as part of the California Dashboard. The data is not yet configured to reflect status/change, however the rate is reported through a detailed report:

Ethnicity	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	46	7	15.2%
American Indian or Alaska Native	40	4	10.0%
Asian	88	2	2.3%
Filipino	62	6	9.7%
Hispanic or Latino	2,550	213	8.4%
Pacific Islander	14	2	14.3%
White	2,304	189	8.2%
Two or More Races	303	23	7.6%
Not Reported	54	3	5.6%

Report Totals

Name	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Orcutt Union Elementary	5,461	449	8.2%
Santa Barbara County	71,517	6,826	9.5%
Statewide	6,405,496	694,030	10.8%

Additional information on chronic truancy rates is as follows:

	Cumulative Enrollment	Chronic Absenteesim Count	Chronic Absenteeism Rate
English Learners	664	29	4.4%
Students with Disabilities	608	79	13.0%
Socioeconomically Disadvantaged	2,192	250	11.4%
Foster Youth	40	10	25.0%
Homeless Youth	46	11	23.9%

Currently, the District offers Check, Connect, & Respect, an evidence-based truancy prevention program at each of our elementary schools through Fighting Back Santa Maria Valley. A staff mentor focuses on students who have attendance/truancy issues and are identified as struggling academically, behaviorally and/or socially/emotionally. This mentor also works with the family to improve attendance as well as address other issues that may be affecting the student’s ability to have positive attendance in school. This program has been very successful, however there are more students who could potentially benefit from it who have been excluded due to lack of resources.

Surveys of school stakeholders indicate only a moderate desire to increase student engagement rates (attendance).

Survey on LCAP Priorities	
Priority: Increase student engagement	
<i>Year</i>	<i>% Identifying as “High” Priority</i>
2015	49%
2016	63%
2017	63%
2018	61%

Middle School Dropout Rates

The most recent data available reflects the following dropout information by grade for the Orcutt Union School District:

	Grade 7 Dropout	Grade 8 Dropout
District	0	0
Lakeview Junior High	0	0
Olga Reed Elementary	0	0
Orcutt Junior High	0	0

**Table 1 2015-16 data from DataQuest*

Additional needs/areas of concern in this area include:

- Investigate a positive attendance incentive program (with frequent feedback/incentives) to celebrate positive attendance (iMovie of perfect attendance students, front of the line pass, etc.)
- Communicate to parents the importance of regular attendance
- Utilize the bilingual community liaison to work with the families of EL students struggling with attendance
- Share information with parents about the importance of full-day attendance and not pulling students from class early
- Investigate additional ways to communicate attendance/tardy information to parents (texting)
- Investigate offering breakfast at the junior high school to increase student attendance and reduce tardies
- Offer training to teachers on the use of Aeries Analytics and the California Dashboard
- Communicate with parents and families about the importance of regular attendance for the full school day

School Climate (SBE Priority 6)**Student Suspension/Expulsion**

The district-wide suspension rate for the 2016-17 school year was 3.1%. The Board of Education will expel students from the district when warranted, however the Board of Trustees also exercises the option (when appropriate) to suspend student expulsions and allow students to continue to attend school within the District in conjunction with a mutually agreed upon plan to address behavior, academic, and attendance issues that may exist. The District's expulsion rate for the 2016-17 school year was 0%, which is lower than both Santa Barbara County and the State of California.

Data does vary by school site for suspension as noted by the following information reported in DataQuest for the 2016-17 school year:

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
Alice Shaw Elementary	653	27	20	3.1%	75.0%	25.0%
Joe Nightingale Elementary	816	14	11	1.3%	81.8%	18.2%
Lakeview Junior High	521	58	43	8.3%	76.7%	23.3%
Olga L. Reed Elementary	215	10	9	4.2%	88.9%	11.1%
Orcutt Academy Charter	819	9	9	1.1%	100.0%	0.0%
Orcutt Junior High	567	57	40	7.1%	77.5%	22.5%
Patterson Road Elementary	694	24	15	2.2%	73.3%	26.7%
Pine Grove Elementary	570	25	18	3.2%	83.3%	16.7%
Ralph Dunlap Elementary	648	11	5	0.8%	60.0%	40.0%

Report Totals

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
Orcutt Union Elementary	5,461	235	169	3.1%	78.7%	21.3%
Santa Barbara County	71,517	4,058	2,631	3.7%	71.2%	28.8%
Statewide	6,405,496	381,845	233,478	3.6%	69.3%	30.7%

Suspension Rate Report

Orcutt Union Elementary - Santa Barbara County

List of all schools in this district

Enrollment: 4,490 Socioeconomically Disadvantaged: 40.5% English Learners: 13.6% Foster Youth: 0.4%

Grade Span: K-12 Charter School: No

Dashboard Release:

Fall 2017

Equity Report Status and Change Report Detailed Report Student Group Report

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

View the [Five-by-Five Placement Report](#) for this Indicator.

	Student Performance	Number of Students	Status	Change
All Students		4,659	High 3.4%	Maintained +0.2%
English Learners		638	Medium 2.8%	Declined -0.8%
Foster Youth		39	Very High 18%	Increased Significantly +9.3%
Homeless		31	Very High 16.1%	Increased Significantly +12.1%
Socioeconomically Disadvantaged		1,985	High 4.7%	Maintained -0.1%
Students with Disabilities		540	Very High 6.7%	Maintained +0.2%
African American		37	High 5.4%	Declined -0.3%
American Indian		33	Medium 3%	Maintained 0%
Asian		58	Very Low 0%	Declined Significantly -2.8%
Filipino		51	Medium 2%	Declined -1.7%
Hispanic		2,274	High 3.5%	Maintained +0.2%
Pacific Islander		11	Very Low 0%	Maintained 0%
Two or More Races		279	Medium 1.8%	Declined -1.2%
White		1,867	High 3.8%	Increased +0.6%

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An analysis of the California Dashboard Suspension Rate Report revealed significantly higher suspension rates for multiple subgroups including Foster Youth, Homeless Youth, and Students with Disabilities. The suspension rates for Foster Youth and Homeless Youth showed a significant increase in their suspension rate as compared to 2015-16, however group size must be a factor in considering this data due to the relatively small numbers in each of these subgroups. This in no way discounts the importance of meeting the needs of our Homeless

Youth, Foster Youth and Students with Disabilities which continues to remain a priority in our district.

In the fall of 2016, Orcutt Union School District students in grades 5 and 7 participated in the California Healthy Kids Survey (CHKS), a comprehensive, youth risk behavior and resilience survey. The results are shared below along with the results from the last administration of the test which occurred during the same time of year in 2014:

Results from Grade 5 in 2014:

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 5 %	Table
School Engagement and Supports		
School connectedness (high)	65	A4.2
Academic motivation (high)	53	A4.2
Caring adult relationships (high)	67	A4.2
High expectations (high)	70	A4.2
Meaningful participation (high)	23	A4.2
School Safety		
Feel safe at school [†]	84	A7.1
Been hit or pushed	41	A7.2
Mean rumors spread about you	45	A7.2
Saw a weapon at school [‡]	17	A7.4
Disciplinary Environment		
Students well-behaved [†]	58	A6.2
Students treated fairly when break school rules [†]	57	A6.1
Students treated with respect [†]	90	A6.1
Lifetime Substance Use		
Alcohol or drug use	15	A9.1
Cigarette smoking	1	A10.1
E-cigarette	2	A10.1

Notes: Cells are empty if there are less than 25 respondents.

[†]Combines "Most of the time" and "All of the time." [‡]Past 12 months.

Results from Grade 5 in 2016:

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 5 %	Table
School Engagement and Supports		
School connectedness (high)	65	A4.3
Academic motivation (high)	52	A4.3
Caring adult relationships (high)	71	A4.2
High expectations (high)	72	A4.2
Meaningful participation (high)	19	A4.2
School Safety		
Feel safe at school [†]	83	A7.1
Been hit or pushed	41	A7.2
Mean rumors spread about you	45	A7.2
Been called bad names or mean jokes made about you	43	A7.2
Saw a weapon at school [‡]	13	A7.4
Disciplinary Environment		
Students well-behaved [†]	60	A6.2
Students treated fairly when break school rules [†]	64	A6.1
Students treated with respect [†]	88	A6.1
Lifetime Substance Use		
Alcohol or drug use	17	A9.1
Cigarette smoking	0	A10.1
E-cigarette	1	A10.1

Notes: Cells are empty if there are less than 10 respondents.

[†]Combines "Most of the time" and "All of the time." [‡]Past 12 months.

Results from Grade 7 in 2014:

Table A2.1
Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness (high)	62	74	60	–	A4.4
Academic motivation (high)	41	28	17	–	A4.4
Truant more than a few times [†]	2	1	8	–	A4.2
Caring adult relationships (high)	39	30	40	–	A4.4
High expectations (high)	57	49	44	–	A4.4
Meaningful participation (high)	16	14	12	–	A4.4
School Safety and Substance Use					
School perceived as very safe or safe	73	84	73	–	A5.1
Experienced any harassment or bullying [‡]	41	41	36	–	A5.4
Had mean rumors or lies spread about you [†]	44	35	44	–	A5.2
Been afraid of being beaten up [†]	19	9	6	–	A5.3
Been in a physical fight [†]	16	7	6	–	A5.3
Seen a weapon on campus [†]	23	16	9	–	A5.6
Been drunk or “high” on drugs at school, ever	2	5	14	–	A6.10
Mental and Physical Health					
Current alcohol or drug use [‡]	9	18	38	–	A6.5
Current binge drinking [‡]	1	8	17	–	A6.5
Very drunk or “high” 7 or more times	1	5	24	–	A6.7
Current cigarette smoking [‡]	2	3	5	–	A7.4
Experienced chronic sadness/hopelessness [†]	29	34	36	–	A8.4
Considered suicide [†]	na	24	29	–	A8.5

Notes: Cells are empty if there are less than 25 respondents.

[†]Past 12 months; [‡]Past 30 days; na—Not asked of middle school students.

Results from Grade 7 in 2016:

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness (high)	72	68	73	–	A4.5
Academic motivation (high)	48	36	35	–	A4.5
Truant more than a few times [†]	2	2	3	–	A4.2
Caring adult relationships (high)	42	47	47	–	A4.4
High expectations (high)	60	57	55	–	A4.4
Meaningful participation (high)	16	15	23	–	A4.4
School Safety and Substance Use					
School perceived as very safe or safe	78	78	83	–	A5.1
Experienced any harassment or bullying [‡]	33	43	29	–	A5.2
Had mean rumors or lies spread about you [†]	39	40	31	–	A5.3
Been afraid of being beaten up [†]	18	9	4	–	A5.4
Been in a physical fight [†]	11	4	3	–	A5.4
Seen a weapon on campus [†]	13	8	9	–	A5.6
Been drunk or “high” on drugs at school, ever	1	3	10	–	A6.10
Mental and Physical Health					
Current alcohol or drug use [‡]	6	10	19	–	A6.4
Current binge drinking [‡]	0	2	6	–	A6.4
Very drunk or “high” 7 or more times	0	2	14	–	A6.6
Current cigarette smoking [‡]	0	3	2	–	A7.3
Current electronic cigarette use [‡]	2	2	8	–	A7.3
Experienced chronic sadness/hopelessness [†]	21	30	28	–	A8.4
Considered suicide [†]	na	19	13	–	A8.5

Notes: Cells are empty if there are less than 10 respondents.

[†]Past 12 months; [‡]Past 30 days; na—Not asked of middle school students.

Beginning with the 2017-18 school year, Orcutt Union School District hired full time counselors to provide individual and group counseling as well as support services for identified students. Counselors employed by the district provide small group and individual counseling for education related concerns (issues impacting learning in the classroom). If the need for more intensive counseling is recommended, the counselors work with local counseling agencies to ensure families have access to licensed counselors to receive support and/or services. If a student is threatening to harm themselves or others, the school psychologist and site administrator conduct a threat assessment and work with the parent and/or local mental health agency to ensure the student receives needed support/services.

Surveys of stakeholders indicate a strong desire to maintain a positive school climate (increase sense of safety and school connectedness and reduce suspensions and expulsions) in the Orcutt Union School District.

Survey on LCAP Priorities Priority: Maintain a positive school climate	
<i>Year</i>	<i>% Identifying as "High" Priority</i>
2015	65%
2016	79%
2017	76%
2018	89%

Additional needs/areas of concern in this area include:

- Additional programs to support conflict resolution and leadership such as the Safe School Ambassadors Program, Friend Mediators, etc.
- Social media education for students, parents, and staff
- Documentation of teacher classroom suspensions
- Phase in Positive Behavior Intervention System (PBIS) in elementary and junior high schools
- Identify community resources available for families/students
- Professional development for teachers and explore additional ways to develop the "40 Developmental Assets" in students
- Provide opportunities for students to interact on campus (buddy bench, extracurricular activities, service clubs, etc.)
- Improve environmental aesthetics (murals, flags, concrete paintings)
- Professional development or training in the use of suspension codes across the district so data is comparable
- Increase school connectedness through extracurricular activities
- Identify or develop a tool to measure school connectedness each year
- Increase counselors at elementary and junior high school to reduce student:counselor ratio
- Identify more opportunities for community support (high school tutors at junior high and elementary sites)
- Provide professional development on trauma-informed practices for administrators, teachers, and staff

Reference

Orcutt Union School District Survey on LCAP Priorities – Spring 2018

290 Responses

LCAP Priority Areas	Extremely High Priority	High Priority	Moderate Priority	Low Priority	Not a Priority
1. Increase student achievement (test scores, college and career readiness, English Learner reclassification)	39%	34%	23%	2%	1%
2. Increase student engagement (attendance rates)	24%	37%	32%	3%	3%
3. Increase parental involvement and participation	17%	40%	36%	6%	2%
4. Maintain a positive school climate (increase sense of safety and school connectedness and reduce suspensions and expulsions)	61%	28%	9%	1%	0%
5. Ensure highly qualified teachers	75%	21%	2%	1%	0%
6. Ensure student access to instructional materials	60%	30%	9%	1%	1%
7. Ensure facilities are in good repair	49%	37%	9%	1%	1%
8. Implement California State Standards	24%	33%	30%	8%	5%
9. Ensure student access to core subjects that prepare them for High School and College (i.e., English, Math, Social Science, Science, Visual & Performing Arts, Health, and P.E.)	69%	21%	10%	1%	0%



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

21st 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 st 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 st 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 th 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



HUMAN RESOURCES MEMORANDUM

TO: Dr. Deborah Blow
District Superintendent

FROM: Susan Salucci
Assistant Superintendent of Human Resources

DATE: August 8, 2018

RE: Hiring of Caitlin Voss on a Provisional Internship Permit for an Elementary Physical Education (Ralph Dunlap School)

BACKGROUND: On May 10, 2018, the District posted a Notice of Vacancy on the District website, at each school site, on EdJoin, and sent an email to all staff advertising the need for full-time elementary physical education teachers. The District anticipated the need for two additional elementary PE teachers based on the approval of the 2018-19 LCAP plan. Between the time of the posting and the approval of the two additional positions, the District received notice from one of the current staff that they would not be returning in 2018-19, increasing the need to three teachers. The District has increased one part-time elementary PE teacher to full-time, hired two full-time, fully credentialed physical education teachers for the 2018-19 school year. With the approval of the LCAP and increase in the number of physical education teachers needed, we find we still have one position fill. The District has continued to advertise the position and has sent the Notice of Vacancy / Job Posting to local California Universities that offer a physical education credential program and requested the vacancy be posted at the University Career Center's job board. The District has received applications for the position, one is in enrolled in a credential program (Caitlin Voss) and the others do not hold a credential and are not currently in a program to obtain one.

Caitlin Voss is an ideal candidate for the Provisional Internship Permit (PIP) with her athletic, coaching and human development background. She has recently completed her MA in Educational Leadership and Administration and is currently enrolled in a credential program for physical education. She meets all the State requirements to obtain a PIP and has not yet completed all CSET exams for subject matter, but is in the process of registering for subtests II and III in preparation for the credential program and a university intern credential.

RECOMMENDATION: It is recommended that the Board of Trustees approve the use of a Provisional Internship Permit (PIP) to hire Caitlin Voss as a full-time Physical Education teacher with the Orcutt Union School District for the 2018-19 school year.

FUNDING: N/A



HUMAN RESOURCES MEMORANDUM

TO: Dr. Deborah Blow
District Superintendent

FROM: Susan Salucci
Assistant Superintendent of Human Resources

DATE: August 8, 2018

RE: Hiring of Gabriella Winters on a Provisional Internship Permit for an Education Specialist – Mild/Moderate SDC (Ralph Dunlap School)

BACKGROUND: Beginning in February 2018, the District has had posted a Notice of Vacancy on the District website, at each school site, on EdJoin, and has sent emails to all staff advertising the need for special education teachers. The District anticipated the need for at least three special day class teachers and another five resource teachers due to retirements. What was not expected was the last minute resignation of staff increasing the need for additional special day class and resource teachers who both utilize the same credentials. With the continued shortage of teachers in the area of Special Education, the District finds itself in the position to hire a teacher utilizing the Provisional Intern Permit (PIP). The District has continued to advertise the position and has sent the Notice of Vacancy / Job Posting to local California Universities that offer an education specialist credential program and requested the vacancy be posted at the University Career Center's job board. The District has received applications for the various positions, has hired a total of eight fully credentialed teacher and one on a university internship credential, but still the need for one additional teacher. With fewer qualified applicants this late in the hiring season, we believe we have found a strong candidate for the special day class at Ralph Dunlap.

Gabriella Winters is an ideal candidate for the Provisional Internship Permit (PIP) with experience and background as an instructional assistant/aide to a student with autism. She has completed the bulk of her credential program and is enrolled in a MA in Education. She meets all the State requirements to obtain a PIP and has not yet competed all CSET exams for subject matter, but is in the process of registering for the remaining subtests in preparation for a university intern credential.

RECOMMENDATION: It is recommended that the Board of Trustees approve the use of a Provisional Internship Permit (PIP) to hire Gabriella Winters as a full-time Education Specialist (SDC teacher) with the Orcutt Union School District for the 2018-19 school year.

FUNDING: N/A



HUMAN RESOURCES MEMORANDUM

TO: Dr. Deborah Blow
District Superintendent

FROM: Susan Salucci
Assistant Superintendent of Human Resources

DATE: August 8, 2018

RE: Cal Poly State University Supervised Fieldwork and Student Teaching Agreement

BACKGROUND: Cal Poly State University is requesting approval of the Supervised Fieldwork and Student Teaching Agreement with the Orcutt Union School District for the Teacher Education Programs.

RECOMMENDATION: It is recommended that the Board of Trustees approve the Cal Poly State University Supervised Fieldwork and Student Teaching Agreement with the Orcutt Union School District.

FUNDING: N/A

CAL POLY SCHOOL *of* EDUCATION

Field Experience and Student Teaching Agreement



THIS AGREEMENT entered into by and between the State of California through the Trustees of The California State University on behalf of the State University, noted below, all of which are hereinafter called State University, and the School or School District, noted below, hereinafter called the School District:

WITNESSETH

WHEREAS, The School District is authorized to enter into agreements with the State University, to provide Field Experience and Student Teaching assignments to students enrolled in teacher and other educator preparation curricula of the State University; and

WHEREAS, any such agreement provides benefits to both parties in terms of the preparation of new, qualified teachers and other educators for California schools; and

WHEREAS, any such agreement will not provide for any payment for services rendered by the School District; and

WHEREAS, it has been determined between the parties hereto that State University will provide general liability insurance coverage on Teaching Candidates as outlined below;

NOW, THEREFORE, it is mutually agreed between the State University and the School District as follows:

SPECIAL PROVISIONS

The State University and the School District are as follows:

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

and

**Orcutt Union School District
County of Santa Barbara**

The TERM of Agreement is from June 1, 2018 to June 30, 2020.

GENERAL TERMS

The District shall provide to State University students, Field Experiences and Student Teaching assignments in schools and classes of the District as set forth below. Such assignments shall be in schools or classes of the District, and under the direct supervision and instruction of employees of the District, as agreed upon by the District and the State University.

The matching of a Teacher Candidate to appropriate Field Experiences and Student Teaching assignments must be a collaborative process between the school district and the SOE program.

The District may, for good cause, refuse to accept for Field Experience or Student Teaching any student of the State University assigned in the District. Upon request of the District, the State University, with good cause, shall terminate the assignment of any student of the State University placed in the District. Good cause, as used herein, shall be determined by the District in its sole discretion, after conferring with the State University. Nothing in this Agreement shall be regarded as creating employment or employment rights for the involved students.

"Student Teaching" as used herein and elsewhere in this agreement means active participation in the duties and functions of classroom teaching under the direct supervision and instruction of qualified teaching personnel at the assigned school site.

CAL POLY SCHOOL of EDUCATION

Field Experience and Student Teaching Agreement



CAL POLY
School of Education

"Field Assignments" as used herein and elsewhere in this agreement means observation and occasional participation in the duties and functions of classroom teaching, including special education; guidance counseling; administration; reading and literacy; and other curriculum and instruction under the direct supervision and instructions of employees of the District.

2. Patterns of Field Assignments and Student Teaching are outlined below:

Multiple Subject:

Clinical Experience I (4 units):

The 4 unit assignment consists of two full days per week for 10-11 weeks (or equivalent, subject to change depending on needs of the program or district).

Clinical Experience II (8 units):

The 8 unit assignment consists of three full days per week for 10-11 weeks (or equivalent, subject to change depending on needs of the program or district).

Clinical Experience III (12 units):

The 12 unit assignment consists of a five-day, full-day, field assignment for 10-11 weeks.

Single Subject:

Clinical Experience I – Early Start/Practicum (4 units):

The 4 unit assignment consists of approximately 15-20 hours per week, or equivalent, subject to change depending on needs of the program or district. Early Start begins when instruction commences at the school site and is typically 5 half days (3 hours) plus 5 additional hours to be determined by the CT and TC. Practicum begins when instruction commences at Cal Poly and is typically two full days per week.

Clinical Experience II (8 units):

The 8 unit assignment consists of five half days per week for 10-11 weeks (or equivalent, subject to change depending on needs of the program or district).

Clinical Experience III (12 units):

The 12 unit assignment consists of a five-day, full-day, field assignment for 10-11 weeks.

Special Education:

Field Experiences in Special Education (4 units):

The 4-unit assignment consists of a blend of two full days per week at the Primary/Major Placement, and one full day per week at the Secondary/Minor placement (or equivalent, subject to change depending on needs of the program or district).

Special Education Student Teaching (8 units):

The 8-unit assignment consists of five full days per week for 10-11 weeks.

Educational Leadership and Administration Placements:

Administrative Services Fieldwork (9 units):

The 9-units will consist of three 10-11 week assignments. Assignments include supervised fieldwork in school administration for supervision at the elementary and secondary level and must involve some multicultural experience.

3. For Multiple Subject, Single Subject, Agriculture Education, and Special Education programs, the scope of Field Assignments and Student Teaching is significantly informed by the California Commission on Teacher Credentialing provisions outlined in the document "**Guidance on Clinical Practice and Supervision of Preliminary Multiple and Single Subject Teaching Candidates**" and by the **Cal Poly School of Education Clinical Practice Handbook**. By signing the Field

Assignment and Student Teaching Agreement, the District agrees to enable the Teacher Candidate to complete field experiences in line with state and program requirements, including:

- A minimum of 600 hours of supervised clinical experience in the field assignment setting, with at least 200 hours of "solo or co-teaching".
- All experiences performed under the guidance and supervision of a Cooperating Teacher (unless approved and guided by the SOE, or as part of an established substitute teaching policy).
- Appropriate activities for field assignments and student teaching include: observations of classroom teaching (in classrooms selected or approved by the SOE); guided and supervised teaching of whole class, small groups, or other direct contact with students; co-planning time with the Cooperating Teacher for lessons that the candidate will deliver; working with Cooperating Teacher to grade, analyze student work, reflect on lessons, or plan for the needs of individual students; engaging with professional learning communities, grade level, and department meetings.
- Ineligible activities for field assignments and student teaching include: supervision of extracurricular activities.
- Required "solo or co-teaching" includes activities in which the Teacher Candidate is substantially involved in planning or co-planning lessons, delivering lessons, and assessing or grading student work. The Candidate is expected to fully participate within the school environment and experience and understand the full range of activities and responsibilities of being a teacher of record.
- Placements must provide the candidate with experiences that allow him or her to practice and acquire the knowledge and skills included in the Teacher Performance Expectations (TPEs).
- Placements must provide the candidate with experiences implementing curriculum that is aligned with California's adopted content standards and frameworks.
- Placements must provide the candidate with significant exposure to school settings that reflect the full diversity of California public schools, including: robust support for students from a variety of language backgrounds; inclusiveness for students with disabilities; and (to the extent possible) socioeconomic and cultural diversity.
- Placements must be with a qualified Cooperating Teacher who holds a clear California teaching credential in the subject area being taught; has at least 3 years of experience; and possesses knowledge of the California Standards for the Teaching Profession, as well as current trends and best practices in education. The Cooperating Teacher must be available to participate in 10 hours of initial orientation to SOE programs, effective supervision, adult learning theory, and instructional practices.
- Placements must have a fully qualified site administrator who holds at least a preliminary administrative services credential.
- Placements must provide the candidate with support to complete required Clinical Practice Observations and the Teacher Performance Assessment (edTPA). This may include supporting the candidate in evidence gathering and video capture, and support for obtaining media releases and permissions.

4. A single assignment of a student of the State University to Field Experience or Student Teaching in schools or classes of the District shall be, at the discretion of the State, for approximately 10-11 weeks (18 weeks for Agriculture or designated programs). Student may be given more than one assignment by the State University in such schools or classes within the same District.

The assignment of a student of the State University to Student Teaching in the District shall be deemed to be effective for purposes of this agreement no later than the first date of each State University quarter, or secondary school semester for Agriculture or designated programs.

5. The signed Field Assignment and Student Teaching Agreement will be returned by the District to the State University no later than June 1 of the current year.

CAL POLY SCHOOL of EDUCATION

Field Experience and Student Teaching Agreement



LIABILITY INSURANCE & WORKERS' COMPENSATION

1. The State University shall take out and maintain a "claims-made" policy of general liability and professional liability insurance (including personal injury with limits not less than \$1 million per loss and damage to property of others up to \$5,000 per incident), with extended reporting period of three (3) years, covering Teaching Candidates, and naming School District as an additional named insured under such insurance policy or policies. Further, State University agrees to maintain professional and comprehensive general liability insurance, with no exclusion for molestation or abuse, at a minimum of Five Million Dollars (\$5,000,000) per occurrence and Twenty-Five Million Dollars (\$25,000,000) in aggregate throughout the course of this Agreement.

Further, State University shall provide written notice that should any of the above described policies be cancelled before the expiration thereof, notice will be delivered in accordance with the policy provisions. State University also agrees to maintain statutory Workers' Compensation coverage on Student Teachers, any individuals characterized as employees of State University and instructors working at School District pursuant to this Agreement at all times during the course of this Agreement.

State University shall provide certificates evidencing all coverage referred to in this Section within thirty (30) days of execution of this Agreement and thereafter, on an annual basis. If the coverage is on a claims-made basis, State University hereby agrees that not less than thirty (30) days prior to the effective date of termination of State University's current insurance coverage or termination of this Agreement, State University shall either purchase three (3) year tail coverage per claim or provide proof of continuous coverage in the above stated amounts for all claims arising out of incidents occurring prior to termination of State University's current coverage or prior to termination of this Agreement, as applicable, and provide District a certificate of insurance evidencing such coverage.

The State University is permissibly self-insured through the State of California for automobile liability.

The School District shall be named as an additional insured or covered party on the liability coverages maintained by the State University set forth above, and such coverages shall be primary to any coverages maintained by the School District. Limits of liability for each type of liability coverage shall be at least \$1 million per claim per occurrence/ \$2 million aggregate.

2. The Parties agree that the School District is not to assume, nor shall it assume by this Agreement any liability under the California Workers' Compensation Insurance and Safety Act for, by or on behalf of any Teaching Candidate or State University employees while they are on the premises of the School District or while performing any duty whatsoever under the terms of the Agreement or while going to or from any of the internship placement sites. State University shall provide written notice to each Teaching Candidate regarding the lack of coverage of Workers' Compensation insurance by the District.

3. State University shall defend, indemnify and hold School District and its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of University, its officials, agents, or employees.

School District shall defend, indemnify and hold University, its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damage arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of School District, its officials, agents, or employees.

CAL POLY SCHOOL of EDUCATION

Field Experience and Student Teaching Agreement



ADDITIONAL PROVISIONS

1. Nothing contained in this Agreement shall be deemed or construed to create a joint venture, partnership, principal-agent or employment relationship between the parties and neither party shall have the authority to bind the other party for any purpose.
2. This Agreement and the rights and obligations of the parties shall be governed and construed by the laws of the State of California. Any lawsuit concerning or arising out of this Agreement shall be venued in the county in which the School District is located.
3. This Agreement supersedes all prior and contemporaneous agreements and understandings between the parties, both oral and written, with respect to its subject matter and constitutes the complete agreement and understanding between the parties, unless modified in a writing executed by both parties.
4. In the event of a dispute between the parties arising from this Agreement, the parties agree to mediate the dispute before initiating litigation. The Parties agree that with regard to any dispute or claim related to this Agreement, prior to the initiation of a lawsuit or other legal action, they shall and must, in good faith, submit the claim or dispute to mediation with any mutually agreeable neutral. The costs of the neutral will be split equally between the Parties. The prevailing party shall be entitled to recovery from the losing party the prevailing party's reasonable expenses (fees and costs) incurred in the lawsuit or legal action as allowed by law.
5. If any provision of this Agreement is determined to be invalid or unenforceable, that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.
6. No delay or failure by either party to act in the event of a breach or default hereunder shall be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.
7. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one and the same instrument.
8. Notwithstanding any other provisions of this agreement, the State University shall not be obligated by this agreement to pay the District any amount for any other services rendered.

STATE OF CALIFORNIA

Trustees of the California State University

By _____

Handwritten signature of Dr. J. Kevin Taylor in blue ink.

Dr. J. Kevin Taylor, Director
School of Education
College of Science and Mathematics

By _____

Handwritten signature of Dr. Deborah Blow in blue ink.

Dr. Deborah Blow
Superintendent



HUMAN RESOURCES MEMORANDUM

TO: Dr. Deborah Blow
District Superintendent

FROM: Susan Salucci
Assistant Superintendent of Human Resources

DATE: August 8, 2018

RE: Brandman University Supervised Fieldwork Agreement

BACKGROUND: Brandman University is requesting approval of the Supervised Fieldwork Agreement with the Orcutt Union School District for the Teacher Education Programs.

RECOMMENDATION: It is recommended that the Board of Trustees approve the Brandman University Supervised Fieldwork Agreement for the Teacher Education Programs with the Orcutt Union School District.

FUNDING: N/A

SUPERVISED FIELDWORK AGREEMENT

Please check below all the applicable supervised fieldwork in which in your District will be participating with Brandman University Santa Maria Campus.

TEACHER EDUCATION	<input checked="" type="checkbox"/>	SCHOOL PSYCHOLOGY	<input type="checkbox"/>
SCHOOL COUNSELING	<input type="checkbox"/>	EDUCATION ADMINISTRATION	<input type="checkbox"/>

THIS AGREEMENT is made and entered into by and between Brandman University hereinafter called the "UNIVERSITY," and the Orcutt School District, hereinafter called 'FIELDWORK SITE.'

I. RESPONSIBILITIES OF THE UNIVERSITY

- A. The UNIVERSITY will assure that the student shall have completed the necessary educational prerequisites, to be eligible for supervised fieldwork including proof of negative TB test current within one year of supervised fieldwork and issuance of finger print clearance.
- B. The UNIVERSITY shall designate a faculty or staff member to coordinate, consult, and collaborate with the classroom teacher or district designee of the FIELDWORK SITE, the activities of each student assigned to FIELDWORK SITE and student fieldwork experience.
- C. The UNIVERSITY shall complete periodic observations and/or evaluations of the student regarding his/her performance at the FIELDWORK SITE as per arrangement between the UNIVERSITY faculty or staff member and the FIELDWORK SITE supervisor.
- D. The UNIVERSITY may provide monetary compensation for services rendered by the FIELDWORK SITE in an amount not to exceed the actual cost of the services rendered by the FIELDWORK SITE per Appendix A.

II. RESPONSIBILITIES OF THE FIELDWORK SITE

- A. The FIELDWORK SITE shall provide students with experiences with a student population that is diverse in terms of ethnicity, culture, language, socio-economics and/or special needs.
- B. The FIELDWORK SITE staff will promptly and thoroughly investigate any complaint by any participating student of unlawful discrimination or harassment at the FIELDWORK SITE or involving employees or agents of the FIELDWORK SITE, take prompt and effective remedial action when discrimination or harassment is found to have occurred, and promptly notify the UNIVERSITY of the existence and outcome of any complaint of harassment by, against, or involving any participating student.
- C. The FIELDWORK SITE staff will provide, upon request by any participating student, such reasonable accommodations at the FIELDWORK SITE as required by law in order to allow qualified disabled students to participate in the program.

- D. To provide for emergency health care of the student in case of accident at the expense of the student.
- E. To provide all participating students with a copy of the FIELDWORK SITE'S rules, regulations, policies, and procedures with which the students are expected to comply and notify the UNIVERSITY of any change in its personnel, operation, or policies which may affect the field education experience.
- F. Comply with all federal, state and local statutes and regulations applicable to the operation of the program, including without limitation, laws relating to the confidentiality of student records.
- G. The FIELDWORK SITE staff shall comply with APPENDIX B regarding the FIELDWORK SITE'S supervision of UNIVERSITY students.

III. THE PARTIES MUTUALLY AGREE

- A. The FIELDWORK SITE shall provide field experiences in such schools or classes of the FIELDWORK SITE and under the direct supervision and instruction of such employees of the FIELDWORK SITE, as specified by the duly authorized representatives of the FIELDWORK SITE and the UNIVERSITY.
- B. The FIELDWORK SITE may, for good cause, refuse to accept for field experiences, or terminate the field experience assignment of any student of the UNIVERSITY assigned to the FIELDWORK SITE in writing. Prior to removal of a student, the FIELDWORK SITE shall consult with the UNIVERSITY about its concerns and proposed course of action. The UNIVERSITY may terminate the field experience assignment or student teaching assignment of any student of the UNIVERSITY at the FIELDWORK SITE at any time, and may do so if the FIELDWORK SITE so requests in writing with a statement of reasons why the FIELDWORK SITE desires to have the student withdrawn.
- C. Neither party shall discriminate in the assignment of students on the basis of race, color, disability, sex, religion, national origin, ancestry, sexual orientation, or any other basis prohibited by law.
- D. The UNIVERSITY agrees to indemnify, hold harmless, and defend the FIELDWORK SITE, its agents, and employees from and against all loss or expense (including costs and attorney fees) resulting from liability imposed by law upon the FIELDWORK SITE 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, employees, or students.
- E. The FIELDWORK SITE agrees to indemnify, hold harmless, and at the UNIVERSITY'S request, defend the UNIVERSITY, its agencies 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 this Agreement, and due or claimed to be due to the negligence of the FIELDWORK SITE, its agents, or employees.
- F. The parties agree that the students are considered learners who are fulfilling specific requirements for field experiences as part of a degree and/or credential requirement. Therefore, regardless of the nature or extent of the acts performed by them, students are not to be considered employees or agents of either the UNIVERSITY or the FIELDWORK SITE for any purpose including Workers' Compensation or any other employee benefit programs. The students shall not be entitled to any monetary remuneration for services performed by them in the course of their training.

- G. 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.
- H. 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.
- I. 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.
- J. 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 SITE CONTACT INFORMATION:

Orcutt School District
 500 Dyer St
 Orcutt, CA 93455
 Attn: Mary Jane Dwyer, Administrative
 Assistant, Certificated Personnel
 Tel: (805) 938-8914

UNIVERSITY CONTACT INFORMATION:

Brandman University
 16355 Laguna Canyon Road
 Irvine, CA 92618
 Attn: School of Education, Dean
 Fax: (800) 775-0128

- K. 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.
- L. 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.
- M. 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.
- N. 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

- A. THE TERM of this Agreement shall be effective August 1, 2018 and shall continue in full force and effect through July 31, 2021. This Agreement may be renewed for one (1) additional term of the contract by mutual written consent of the parties.
- B. THIS AGREEMENT may be terminated by either the UNIVERSITY or the FIELDWORK SITE with or without cause upon thirty (30) days written notice provided that (subject to the other terms of this Agreement) all students performing fieldwork at the time of notice of termination are given the opportunity to complete their fieldwork at the Fieldwork Site.

SIGNATURES:

FIELDWORK SITE: Signature: Deborah L Blow
Name: Dr. Deborah Blow
Title: Superintendent
Date: July 10, 2018

UNIVERSITY: Signature: [Signature]
Name: Phillip L. Doolittle
Title: Executive Vice Chancellor of Finance and Administration and Chief Financial Officer
Date: 6/26/2018

Appendix A
Payment for Master Teachers for Teacher Education Fieldwork Only

I. SPECIAL PROVISIONS – RATES and PAYMENTS

- (a) \$ 200 Master Teacher stipend per eight (8) week session of full-time student teaching consisting of three to six (3-6) units for Multiple and Single Subject Credential candidates.
- (b) \$ 200 Master Teacher stipend per eight (8) week session of full-time student teaching consisting of three to six (3-6) units for Education Specialist Instruction Credential (Special Education) candidates.

METHOD OF PAYMENT: Stipend is to be paid directly to the Master Teacher.

In the event the assignment of a UNIVERSITY student is terminated by the UNIVERSITY and/or the FIELDWORK SITE for any reason after the student has been in student teaching and has been at the assignment for a minimum of two weeks, MASTER TEACHER shall receive payment for one assignment on account of each student as though there had been no termination of the assignment. Said payment is to exceed no more than six (6) units per session of terminated assignment. In the event the field experience of a UNIVERSITY student is terminated by the UNIVERSITY and/or the MASTER TEACHER for any reason after the student has been in the field experience for a minimum of two weeks, MASTER TEACHER shall receive payment for one assignment on account of each student as though there had been no termination of the assignment.

Within thirty (30) days following the close of each session or academic session of the UNIVERSITY, the MASTER TEACHER shall submit an invoice and I-9 form as provided and signed to them by the UNIVERSITY, to the UNIVERSITY for payment at the rate provided therein for all field experiences provided by the FIELDWORK SITE under and in accordance with this agreement during said session. This process may be altered according to individual districts procedures as to the manner in which the invoicing will proceed so long as the parties mutually agree to such alteration in advance.

Appendix B
Specific Supervision Requirements for Each Program

Teacher Education Fieldwork:

- A. "Field Experience" as used herein and elsewhere in this agreement means active participation in the duties and function of classroom under the direct supervision and instruction of employees of the FIELDWORK SITE who hold valid teaching credentials issued by the California Commission on Teacher Credentialing, authorizing them to serve as classroom teachers in the schools or classes in which the field experience is provided, and have completed a minimum of three years successful teaching experience. "Student Teaching" is used herein and elsewhere in this agreement means participation in the duties and function of classroom teaching under the direct supervision and instruction of employees of the FIELDWORK SITE who hold valid, teaching credentials issued by the California Commission on Teacher Credentialing, authorizing them to serve as classroom teachers in the schools or classes in which the student teaching experience is provided, and have completed a minimum of three years successful teaching experience.
- B. The UNIVERSITY'S Teacher Education Policy provides that student teachers without emergency or substitute permits may not be asked by the school districts to serve and be paid for substitute teaching as, under California law, student teachers are not certificated personnel and as they require full-time supervision. Those holding substitute or emergency permits may substitute for their master teacher only (a maximum of four (4) days only): when s/he is ill; when it is determined by the principal that this is in the best interest of the students in the classroom as well as the candidate; after the first four weeks of the first assignment; and/or when the candidate is paid.
- C. "Session of Student Teaching," for Multiple Subject and Single Subject Credential candidates as used herein and elsewhere in this agreement is considered to be a full day of student teaching daily for five (5) days a week for a minimum of eight (8) weeks for elementary credential candidates (for this, the elementary credential candidate receives three to six (3-6) session units of practice teaching credit), and three periods a day for five (5) days a week for a minimum of eight (8) weeks for secondary credential candidates (for this, the secondary credential candidate receives three to six (3-6) session units of practice teaching credit).
- D. "Session of Student Teaching," for Education Specialist Instruction Credential (Special Education) candidates as used herein and elsewhere in this agreement is considered to be a full day of student teaching daily for five (5) days a week for a minimum of eight (8) weeks for elementary credential candidates (for this, the elementary credential candidate receives three to six (3-6) session units of practice teaching credit), and three periods a day for five (5) days a week for a minimum of eight (8) weeks for secondary credential candidates (for this, the secondary credential candidate receives three to six (3-6) session units of practice teaching credit).
- E. An assignment of a Multiple Subject and Single Subject Credential candidate of the UNIVERSITY to student teaching in classes of schools of the FIELDWORK SITE shall be for a two eight (8) week session as mutually agreed between the UNIVERSITY and FIELDWORK SITE.
- F. An assignment of an Education Specialist Instruction Credential (Special Education) candidate of the UNIVERSITY to student teaching in classes of schools of the FIELDWORK SITE shall be for a single eight (8) week session as mutually agreed between the UNIVERSITY and FIELDWORK SITE.
- G. The assignment of a UNIVERSITY student to field experiences and student teaching at FIELDWORK SITE shall be deemed to be effective for the purposes of this agreement as of the date the student presents to the proper FIELDWORK SITE officials the assignment papers or

other documents provided by the UNIVERSITY effecting such assignment, but not earlier than the date of such assignment as shown on such card or other document.

School Counseling Fieldwork:

- A. Provide an average of one (1) hour of individual or one-and-one-half (1.5) hours of small group supervision per week from an experienced school counselor with at least two years of professional experience.
- B. Provide opportunities for students to gain a broad range of experiences, including experiences in:
 - a. Personal and career assessments
 - b. Personal counseling experience in either an individual or group context
 - c. Experience in School-based programs serving parents and family members
 - d. Observing classroom instruction
 - e. Attending district and school based meetings
 - f. Mapping school-based community resources
 - g. The candidate is to perform, under supervision, the functions of school counselors in school counseling domains.
 - h. Participating in professional development activities.
 - i. Participating in individual or group supervision.
 - j. Learning about and using technology and information systems.
 - k. Learning about Individual differences and student diversity.
- C. The FIELDWORK SITE shall provide activities that occur across at minimum of two of four settings, including, (a) elementary, middle school or junior high, and (b) high school.
- D. The FIELDWORK SITE in collaboration with the UNIVERSITY will designate one school counselor who has at least two years experience in school counseling to serve as the primary supervisor. The student may also work with other experienced school counselors for specific activities. In no case shall any supervisor be assigned by the FIELDWORK SITE to provide concurrent supervision for more than two interns or students.
- E. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- F. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluation of the student's performance near the end of each university session.
- G. The FIELDWORK SITE shall ensure that the student will be treated by the district as part of the professional staff and provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the student is encouraged to participate in district, SELPA, or county committees; and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.

I. Specific Supervision Requirements School Psychology Fieldwork:

- A. Provide an average of one (1) hour of individual or one-and-one-half (1.5) hours of small group supervision per week from an experienced school psychologist with at least two years of professional experience.
- B. Provide experiences with a diverse student population.
- C. Provide experiences with a variety of educational programs.
- D. Provide opportunities for students to gain a broad range of experiences, including experiences in:

- a. Data based decision making: Assessing and reevaluating individual pupils and their programs.
 - b. Collaboration and consultation with school personnel and participation on interdisciplinary teams.
 - c. Developing, implementing and evaluating academic and behavioral interventions.
 - d. Providing counseling and other mental health interventions.
 - e. Home, school, community collaboration: working with parents and community members.
 - f. Learning about, helping develop, or evaluating policy, practices and programs.
 - g. Participating in professional development activities.
 - h. Participating in individual or group supervision.
 - i. Learning about and using technology and information systems.
 - j. Learning about Individual differences and student diversity.
- E. The FIELDWORK SITE shall provide activities that occur across at minimum of two of four settings, including (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school.
- F. The FIELDWORK SITE in collaboration with the UNIVERSITY will designate one school psychologist who has at least two years experience in School Psychology to serve as the primary supervisor. The student may also work with other experienced school psychologists for specific activities. In no case shall any supervisor be assigned by the FIELDWORK SITE to provide concurrent supervision for more than two interns or students.
- G. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- H. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluations of the student's performance near the end of each university session.
- I. The FIELDWORK SITE shall ensure that the student will be treated by the district as part of the professional staff and provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the student is encouraged to participate in district, SELPA, or county committees; and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.

School Administration:

- A. The FIELDWORK SITE shall provide student with individual and/or small group supervision from an experienced school administrator.
- B. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual and/or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- C. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluation of the student's performance near the end of each university session.



Orcutt Union School District

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: August 8, 2018

BOARD AGENDA ITEM: Approval of Administrative Position: One (1) Principals

BACKGROUND: An opening for a TK-6th grade principal was flown, interviews held, and final selection made.

FINANCIAL CONSIDERATIONS:
The Principal is placed at the appropriate step of the elementary principal salary schedule.

RECOMMENDATION: It is recommended that the Board of Trustees approve the hiring of Leslie Wagonseller, Principal, Pine Grove Elementary School.