

ORCUTT UNION SCHOOL DISTRICT
Regular Closed Meeting of the Board of Trustees
Wednesday, May 13, 2020
Closed Session – 6:00 P.M.
Public Session – 6:30 P.M.
District Board Room
500 Dyer St., Orcutt, CA 93455

Due to Covid 19 Pandemic and need for Social Distancing, the physical Board meeting is closed to the public, however you can access the board meeting via audio teleconference

There will be a link posted on the district website home page prior to the start of the meeting. To view the meeting go to that link. If you want to just listen to the meeting or make a public comment, you will need to follow the instructions below.

Orcutt Conference Call

Please join the meeting from your computer, tablet or smartphone.

<https://www.gotomeet.me/orcutt>

You can also dial in using your phone.

United States: [+1 \(571\) 317-3122](tel:+15713173122)

Access Code: **887-747-125**

CALL TO ORDER 6:00 P.M.

- A. Pledge of Allegiance

CLOSED SESSION PUBLIC COMMENTS

- A. 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. Those wishing to speak about items to be discussed in closed session will need to email Alice Salazar, at asalazar@orcutt-schools.net and state that you want to make a public comment. Speakers are allowed a maximum of three (3) minutes to address the Board. The Board will limit any response to public comments to brief statements, referral to staff, or referral to a future board meeting.

ADJOURN TO CLOSED SESSION

- A. 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.
 - b. Agency representative – Superintendent.
 - c. Superintendent. Agency representative – Board of Trustees
 5. Student disciplinary/expulsion matters.
 6. Conference with Legal Counsel: Anticipated Litigation Pursuant to California Government section 54956.9(d) (2).

RECONVENE TO PUBLIC SESSION 6:30 P.M.

- A. Public Report on Action Taken in Closed Session
B. Adoption of May 13, 2020 Agenda

Moved _____

Second _____

Vote _____

ITEMS SCHEDULED FOR INFORMATION/DISCUSSION

A. Public Comment

The public comment section of the agenda is an opportunity for the public to provide input to the Board of Trustees. Any request to speak must be emailed to Alice Salazar at asalazar@orcutt-schools.net and state that you want to make a public comment. If you are speaking to an item that is not on the agenda, you can only speak during the public comment section.

Those wishing to speak about an item that is on the agenda may do so during the public comment section, or when the item is being considered. If you choose to speak on an item at the time it is being considered, your name will be called before the Board’s deliberation.

Speakers are allowed a maximum of three (3) minutes to address the Board. The Board will limit any response to public comments to brief statements, referral to staff, or referral to a future board meeting. **Please make sure and join the meeting (see instructions on page 1), if you plan on making a public comment.**

B. Written Communication

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

CONSENT AGENDA ITEMS

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

- A. Classified Personnel Action Report
- B. Certificated Personnel Action Report
- C. Approval of Warrants
- D. Minutes, Regular Board Meeting, April 8, 2020
- E. Minutes, Special Closed Session Board Meeting, April 18, 2020
- F. Minutes, Special Closed Session Board Meeting, April 19, 2020
- G. Minutes, Special Closed Session Board Meeting, April 29, 2020
- H. California Interscholastic Federation (CIF) Representatives League Form for 2020-2021
- I. Certification 5 SELPA Participating Local Educational Agency
- J. Williams/Valenzuela Uniform Complaints
- K. Early Learning Center Resolution No. 21
- L. Los Olivos Attendance Agreement

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

Moved _____ Second _____ Vote _____

ITEMS SCHEDULED FOR ACTION

A. **GENERAL**

1. Gift Acceptance

Alice Shaw: Received a \$1,000 cash donation from the Altrusa Club of the Central Coast Foundation, Inc., to be used for scholarships for students to attend Outdoor School

It is recommended that the Board of Trustees accept this gift and request that a letter of acceptance and appreciation be forwarded to the Altrusa Club of the Central Coast Foundation, Inc.

Moved _____ Second _____ Vote _____

2. Strategic Plan Targets for 2020-2021

It is recommended that the Board of Trustees approve the Strategic Plan Targets for 2020-2021, as Submitted.

Moved _____ Second _____ Vote _____

3. Board Policy 0420.4, Charter Authorization

It is recommended that the Board of Trustees approve the revisions to Board Policy 0420.4, Charter Authorization, for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

4. Board Policy 0420.41, Charter Oversight

It is recommended that the Board of Trustees approve the revisions to Board Policy 0420.41, Charter Oversight, for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

5. Board Policy 0420.42, Charter School Renewal

It is recommended that the Board of Trustees approve the revisions to Board Policy 0420.42, Charter School Renewal, for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

6. Board Policy 0420.43, Charter School Revocation

It is recommended that the Board of Trustees approve the revisions to Board Policy 0420.43, Charter Revocation, for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

7. Proposed Cancellation of originally scheduled Regular Board Meeting on June 3, 2020

It is recommended that the Board of Trustees approve the cancellation of the original scheduled Regular Board Meeting on June 3, 2020, due to changes in the LCAP Process.

Moved _____ Second _____ Vote _____

B. BUSINESS SERVICES

INFORMATION ONLY

Budget Update Presentation

ITEM SCHEDULED FOR ACTION

Public Hearing – Developer Fee Increase

The public is invited to address the Board and present comments regarding the increase of Developer Fees.

1. Resolution No. 20 School Developer Fee Increase

It is recommended that the Board of Trustees approve Resolution No. 20 School Developer Fee Increase, as submitted.

Moved _____ Second _____ Vote _____

2. Approval of Proposed Change Order for Orcutt Academy High School Restroom Project

It is recommended that the Board of Trustees approve the Proposed Change Order, as submitted.

Moved _____ Second _____ Vote _____

3. Approval of Proposed Change Order for Olga Reed Cafeteria Modernization Project

It is recommended that the Board of Trustees approve the Proposed Change Order, as submitted.

Moved _____ Second _____ Vote _____

4. Board Policy 3551, Food Service Operation/Cafeteria Fund

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

Moved _____ Second _____ Vote _____

5. Approval of Amendment of Professional Services Agreement with PMSM/19six Architects

It is recommended that the Board of Trustees approve the Amendment of Professional Services Agreement with PMSM/19six Architects, as submitted.

Moved _____ Second _____ Vote _____

B. EDUCATIONAL SERVICES

1. California Department of Education Library Survey

In compliance with law, the board of trustees acknowledges the district's completion of the Library Survey for Alice Shaw, Joe Nightingale, Patterson Road, Pine Grove, Ralph Dunlap, Lakeview Jr. High, Orcutt Jr. High, and Orcutt Academy Charter.

Moved _____ Second _____ Vote _____

2. Board Policy 5141.52 Suicide Prevention

It is recommended that the Board of Trustees approve the revisions to Board Policy 5141.52, Suicide Prevention for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

3. Board Policy 5144.1 Suspension and Expulsion/Due Process

It is recommended that the Board of Trustees approve the revisions to Board Policy 5144.1, Suspension and Expulsion/Due Process for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

4. Board Policy 6157 Distance Learning

It is recommended that the Board of Trustees approve the new Board Policy 6157 Distance Learning, for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

C. HUMAN RESOURCE

1. Ratification of Superintendent Contract

It is recommended that the Board of Trustees ratify the Employment Agreement with Dr. Holly Edds, for the position of Superintendent of the Orcutt Union School District, as submitted.

Moved _____ Second _____ Vote _____

2. 2019/2020 Resolution No. 14, Declaration of Need

It is recommended that the Board of Trustees adopt Resolution No. 14, Declaration of Need for Fully Qualified Educators, as submitted.

Moved _____ Second _____ Vote _____

3. 2019/2020 Resolution No. 21 Classified Lay-Offs as a Result of Lack of Work and/or Lack of Funds

It is recommended that the Board of Trustees approve the 2019/2020 Resolution No. 21, Classified Lay-Offs as a Result of Lack of Work and/or Lack of Funds, as submitted.

Moved _____ Second _____ Vote _____

4. Board Policy 4112.2, Certification

It is recommended that the Board of Trustees approve the revisions to Board Policy 4112.2, Certification for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

5. Board Policy 4113.5/4213.5/4313.5, Working Remotely

It is recommended that the Board of Trustees approve the New Board Policy 4113.5/4213.5/4313.5, Working Remotely for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

GENERAL ANNOUNCEMENTS

- A. Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, June 10, 2020, beginning with Closed Session starting at 6:00 p.m., Public Session at 6:45 p.m. in the District Office Board Room, 500 Dyer Street, Orcutt, CA.

ADJOURN TO CLOSED SESSION (If Needed)

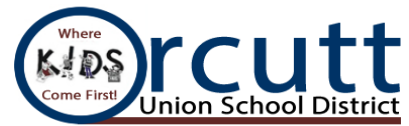
- A. Public Report on Action Taken in Closed Session

ADJOURN

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

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

Classified Personnel Action Report
 Orcutt Union School District
 May 13, 2020



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
Arguilles, Maria	Transportation	Bus Attendant	11/6	5.866	\$19.25 per hr.	6/5/2020	Layoff
Badenell, Lisa	Transportation	Bus Attendant	11/6	33.6 per wk.	\$19.25 per hr.	6/5/2020	Layoff
Bunting, Paul	Transportation	Bus Driver	18/6	30.85 per wk.	\$22.88 per hr.	3/1/2020	Increase in hours
Dwyer, Mary Jane	Personnel Services	Administrative Assistant, Confidential	6	8.0	\$1,500 per yr.	7/1/19 – 6/30/2020	Teacher Induction
Emp. #1917	Transportation	Bus Driver	18/6	4.0	\$22.88 per hr.	4/30/2020	Release from Probationary Employment
Kell, Ashley	Transportation	Bus Attendant	11/2	4.58	\$15.83 per hr.	6/5/2020	Layoff
Lara, Anthony	Lakeview JH	Custodian, Head	18/6	8	\$3,981.00 per mo.	5/1/2020	Promotion
Logan, Ron	Lakeview JH	Custodian, Head	18/6	8	\$3,981.00 per mo.	5/7/2020	Retirement
Emp. #1910	Olga Reed	Instructional Assistant, I	11/1	3.5	\$15.08 per hr.	4/30/2020	Release from Probationary Employment
Perea, Nancy	Pine Grove/Patterson	Instructional Assistant/PE	11/3	1.732	\$16.63 per hr.	6/5/2020	Layoff
Ramos, Emily	Transportation	Bus Attendant	11/2	3.67	\$15.83 per hr.	6/5/2020	Layoff
Ramos-Razo, Erik	Pine Grove/Patterson	Instructional Assistant/PE	11/2	1.20	\$15.83 per hr.	6/5/2020	Layoff
Vader Kidd, Leanne	Nightingale	Instructional Assistant/PE	11/3	1.20	\$16.63 per hr.	6/5/2020	Layoff
Wright, Terry	Patterson	Office Assistant	14/6	7.0	\$20.72 per hr.	4/1/2020	Increase by 1.0 hour (Title 1)



Certificated Personnel Action Report
 Orcutt Union School District
 May 13, 2020

TO: Dr. Deborah Blow, Superintendent
FROM: Susan Salucci, Assistant Superintendent / Human Resources
RE: Recommendations for Board Approval and Ratification

NAME	SCHOOL	CLASS/STEP	SALARY	EFFECTIVE DATE	ACTION INFORMATION
Ahler, Laura	Joe Nightingale	Extra Duty	\$40/hr	3/3/20	IEP Meetings, .5 hr
Alter, Sara	Ralph Dunlap	Hourly	\$25	3/2-3/31/20	Intervention, 106 hrs
Baldwin, Beth	Lakeview JHS	Extra Duty	\$40/hr	3/2/20	IEP Meeting, .5 hr
Barbour, Katherine	Patterson Road	Extra Duty	\$40/hr	3/3-3/10/20	After School Computer, 3 hrs
Basulto, Christian	Orcutt JHS	Extra Duty	\$40/hr	3/2-3/12/20	Worked Prep, 1.75 hrs
Batchelor, Melanie	Pine Grove	Hourly	\$25	3/2-3/31/20	Art Enrichment, 72.5 hrs
Belanger, Rebecca	Pine Grove	Extra Duty	\$40/hr	3/6/20 3/2/20	IEP Meeting, 1.33 hrs Collaboration Meeting, 2.25 hrs
Blanchard, Kimberly	Joe Nightingale	Hourly	\$25	3/2-3/31/20	Intervention, 87 hrs
Bloom, Loren	Joe Nightingale	Extra Duty	\$48.32/hr	3/5-3/9/20	IEP Meetings, 2 hrs
Bormes, Lori	Ralph Dunlap	Hourly	\$25	3/2-3/31/20	Art Enrichment, 70 hrs
Brickey, Patrick	Lakeview JHS	Extra Duty	\$40/hr	3/4-3/11/20	After School Computer, 2 hrs
Brown, Matthew	Joe Nightingale	Extra Duty	\$40/hr	2/1/20	Dance Workshop, 6 hrs
Buchanan, Sarah	Pine Grove	Hourly	\$25	3/2-3/31/20	Intervention, 68 hrs
Cantrell, Andrea	Ralph Dunlap	Hourly	\$25	3/2-3/31/20	Intervention, 108 hrs
Cave, Kelsey	Patterson Road	III-6	\$58,444	2020-21	Request Unpaid Leave of Absence
Chamberlain, John	Joe Nightingale	Extra Duty	\$500	6/5/20	Additional Combo Funds
Chambless, Amy	Alice Shaw	Extra Duty	\$48.32/hr	3/3-3/10/20	IEP Meetings, 2.1 hrs
Cleveland, Paul	Lakeview JHS	Extra Duty	\$40/hr	3/2-3/25/20	Sysop, 5 hrs
Coburn, Josie	Joe Nightingale / Alice Shaw / Patterson Road	Extra Duty	\$40/hr	3/2-3/10/20	Before/After School Band, 7 hrs
Collison, Deirdre	Alice Shaw	Extra Duty	\$40/hr	3/4/20	Collaboration Meeting, 2 hrs

*To be prorated

NAME	SCHOOL	CLASS/STEP	SALARY	EFFECTIVE DATE	ACTION INFORMATION
Cornwell, Karen	District	Extra Duty	\$40/hr	3/2-3/10/20	Collaboration Meetings, 6.25 hrs
Craft, Cheri	Ralph Dunlap	Extra Duty	\$40/hr	3/2-3/10/20	After School Computer, 6 hrs
Culbara, Ivan	Orcutt Academy HS	Extra Duty	\$40/hr	3/7/20 3/9/20	9 th Grade Registration, 5.5 hrs Worked Prep, 1 hr
Cutler, Elizabeth	Lakeview JHS	Extra Duty	\$50/ea \$40/hr	3/2/20 3/2/20	JHS Sports Supervisor, 1 game Worked Prep, 1 hr
Danielson, Lisa	Ralph Dunlap	Extra Duty	\$40/hr	3/4/20 3/1-3/9/20	Collaboration Meeting, 2 hrs After School Computer, 2 hrs
Day, Michelle	Olga Reed	Extra Duty	\$48.32/hr	3/3-3/5/20	IEP Meeting, 3 hrs
Dell'Armo, John	Orcutt Academy HS	Extra Duty	\$1500 \$40/hr	6/5/20 3/9/20 3/2-3/12/20	Additional Combo Funds Worked Prep, 1 hr Intervention, 5 hrs
DePalma-Steed, Bridgette	Orcutt Academy HS	Extra Duty	\$40/hr	3/7/20	9 th Grade Registration 5.5 hrs
Dickson, Emily	Alice Shaw	Extra Duty	\$40/hr	2/1/20	Dance Workshop, 6 hrs
Doerksen, Allie	Pine Grove	Extra Duty	\$40/hr	2/18/20	Writing Collaboration, 1.75 hrs
Dunne, Anthony	Patterson Road	Extra Duty	\$40/hr	2/1/20	Dance Workshop, 6 hrs
Edds, John	District	Hourly	\$25	3/2-3/12/20	ELPAC, 51.25 hrs
Employee #727	District	VI-20	\$100,043	6/5/20	Retirement
Employee #787	District	V-18	\$91,337	6/5/20	Resignation
Eubanks, Lauren	Orcutt Academy HS	Extra Duty	\$40/hr	3/2-3/10/20	Peer Tutoring, 2.5 hrs
Fenske, Christina	Olga Reed / Orcutt Academy K-8	Hourly	\$25	3/3-3/31/20 3/6-3/27/20	Garden Educator, 24 hrs Garden Educator, 17.5 hrs
Fichter, Megan	Lakeview JHS	Extra Duty	\$40/hr \$48.32/hr	3/3-3/12/20 3/5-3/12/20	Detention, 3 hrs IEP Meetings, 2.5 hrs
Flatley, Lauren	Orcutt Academy HS	Extra Duty	\$40/hr	3/7/20	9 th Grade Registration, 5.5 hrs
Francisco, Mary	Ralph Dunlap	Extra Duty	\$40/hr	3/2/20	Collaboration Meeting, 2.25 hrs
Fredriks, Ty	Orcutt Academy HS	Extra Duty	\$40/hr	3/9/20 3/2-3/10/20 3/7/20	Worked Prep, 1 hr Intervention, 3 hrs 9 th Grade Registration, 5.5 hrs
Freeland, Susan	Joe Nightingale	Hourly	\$25	3/2-3/31/20	Intervention, 104 hrs
Freitas, Jennifer	District	Hourly	\$25	3/3-3/12/20 3/2-3/3/20	ELPAC, 35.25 hrs NWEA, 7.75 hrs
Furst, Elaine	District	Extra Duty	\$40/hr	3/2-3/10/20	Collaboration Meetings, 11.25 hrs
Garcia, Deedra	Patterson Road	Hourly	\$25	2/7-3/31/31 3/3-3/10/20	Intervention, 110 hrs After School Computer, 3 hrs

*To be prorated

NAME	SCHOOL	CLASS/STEP	SALARY	EFFECTIVE DATE	ACTION INFORMATION
Gelotti, Scott	Orcutt Academy HS	Extra Duty	\$40/hr	3/7/20 3/2-3/10/20 3/5/20 3/9/20	9 th Grade Registration, 5.5 hrs Detention, 4 hrs Intervention, 1 hr Worked Prep, 1 hr
Graunke, Alissa	Orcutt Academy HS	Extra Duty	\$40/hr	3/9/20	Worked Prep, 1 hr
Greenelsh, David	Alice Shaw	Extra Duty	\$40/hr	3/4/20	Collaboration Meeting, 2 hrs
Grennan-Slider, Julie	Joe Nightingale	Extra Duty	\$40/hr	3/10/20	Intervention, 1 hr
Hadley, Amanda	Patterson Road	Hourly	\$25	3/2-3/31/20 3/3/20	Intervention, 111 hrs After School Computer, 1 hr
Harlow, Kayla	Ralph Dunlap	Extra Duty	\$40/hr	3/10/20	Collaboration Meeting, 2 hrs
Hart, Debra	Olga Reed	Hourly	\$25	3/2-3/31/20	Intervention, 85 hrs
Hawkins, Markie	Joe Nightingale	VI-3	\$60,819	2020-21	Request to Rescind Resignation Permanent Status
Hemphill, Juliann	Orcutt Academy HS	Hourly	\$20 \$25	3/16-3/23/20 3/12/20	Webmaster, 4 hrs CAASPP Training, 1 hr
Hernandez, Selina	Lakeview JHS	Extra Duty	\$40/hr \$50/ea	3/4-3/9/20 3/3/20	Worked Prep, 3 hrs JHS Sports Supervisor, 1 game
Hildebrant, Jennifer	Pine Grove	Extra Duty	\$40/hr	3/3/20	IEP Meeting, .5 hr
Hodson, Joslyn	Patterson Road	Extra Duty	\$40/hr	3/3-3/5/20	After School Computer, 2 hrs
Hubbard, Jenny	Orcutt Academy HS	Extra Duty	\$40/hr	3/7/20	9 th Grade Registration, 5.5 hrs
Hughes, Michelle	District	Hourly	\$25	2/3/20 3/5-3/12/20	NWEA, 5.5 hrs ELPAC, 15 hrs
Humann, Patricia	Patterson Road	Hourly	\$25	3/2-3/31/20 3/5-3/10/20	Intervention, 106 hrs After School Computer, 2 hrs
Ibarra, Emily	Joe Nightingale	Hourly	\$25	3/2-3/31/20	Art Enrichment, 48 hrs
Jones, Cara	Joe Nightingale	Hourly	\$25	3/2-3/31/20	Overage Teacher, 38.5 hrs
Jorgensen, Sheri	Joe Nightingale	Extra Duty	\$40/hr	3/3-3/10/20	Intervention, 2 hrs
Kaczor, Grazyna	Ralph Dunlap	Extra Duty	\$48.32/hr	3/5/20	IEP Meeting, 1 hr
Kantorowski, Jennifer	Olga Reed	Hourly	\$25	3/2-3/31/20 3/2-3/3/20	Intervention, 76.25 hrs NWEA, 4.167
Kintzi, Dona	Orcutt Academy HS	Extra Duty	\$1500	6/5/20	Additional Combo Funds
Kirby, Jeff	Orcutt JHS	Extra Duty	\$40/hr \$410	12/19/19 2/3-3/12/20	IEP Meeting, 1 hr JHS Sport Supervisor, 7 game bonus
Kirkland, Keri	Lakeview JHS	Extra Duty	\$40/hr	3/3/20 3/4/20 3/10/20	Homework Club, 1 hr Worked Prep, 1 hr IEP Meeting, .5 hr
Kozel, Aaron	Ralph Dunlap	Extra Duty	\$40/hr	3/9/20 3/2-3/16/20	Collaboration Meeting, 2 hrs Intervention, 6 hrs
Kuykendall, Colleen	District	Extra Duty	\$40/hr	3/2-3/13/20	Collaboration Meetings, 9.5 hrs

*To be prorated

NAME	SCHOOL	CLASS/STEP	SALARY	EFFECTIVE DATE	ACTION INFORMATION
Laflin, Debra	Olga Reed	Extra Duty	\$40/hr	3/2/20	Collaboration Meeting, 2.25 hrs
Lake, Cathy	District	Extra Duty	\$40/hr	3/3-3/10/20 3/2/20	Collaboration Meetings, 8 hrs Kinder Task Force, 1.75 hrs
Lara, Nichol	Alice Shaw	Hourly	\$25	2/5-3/31/20	Intervention, 94.5 hrs
Larrabee, Jennifer	Patterson Road	Hourly	\$25	3/4-3/27/20	Art Enrichment, 66.5 hrs
Leach, Veronica	Olga Reed	Hourly	\$25	3/2-3/31/20 3/6/20	Intervention, 78.25 hrs Art Enrichment, 2.5 hrs
Lee, Mary	District	Extra Duty	\$40/hr	2/27-3/5/20	Home & Hospital, 3 hrs
Levey, Tracy	Olga Reed / Orcutt Academy K-8	Extra Duty	\$40/hr	2/1/20	Dance Workshop, 6 hrs
Leyden, Candance	District	Hourly	\$25	3/5-3/17/20	ELPAC, 20 hrs
Lopez, Desiree	Orcutt Academy HS	Extra Duty	\$40/hr	3/7/20 2/6/20 3/2-3/3/20	9 th Grade Registration, 5.5 hrs IEP Meeting, 1 hr Intervention, 2 hrs
Lopez, Shannon	Joe Nightingale	Extra Duty	\$40/hr	3/2/20	Kinder Task Force, 1.75 hrs
Luis, Michael	Olga Reed	Extra Duty	\$40/hr	3/5/20	IEP Meeting, 1.5 hrs
Majewski, Katlin	Pine Grove	Hourly	\$25	3/2-3/31/20 3/2-3/10/20	Intervention, 68.25 hrs After School Computer, 6 hrs
Mason, Caryn	Orcutt Academy I/S	Hourly	\$30	3/2-3/31/20	Support Teacher, 128 hrs
Mason, Joel	Orcutt Academy HS	Extra Duty	\$40/hr	3/3/20 3/9/20	IEP Meeting, .75 hr Worked Prep, 1 hr
Mason, Josh	Orcutt Academy HS	Extra Duty	\$40/hr	3/3-3/9/20 3/12/20	IEP Meetings, 1.75 hrs Intervention, 1 hr
Matautia, Jewelee	Orcutt Academy K-8	Hourly	\$25	3/2-3/5/20	Art Enrichment, 1 hr Intervention, 82.5 hrs
May, Dawn	Pine Grove	Extra Duty	\$40/hr	3/9/20	Collaboration, 2 hrs
McKenzie, Megan	Orcutt Academy HS	Extra Duty	\$40/hr	3/9/20	Worked Prep, 1 hr
McKeone, Haylee	Patterson Road	Extra Duty	\$48.32/hr	3/3-3/5/20	IEP Meetings, 1.5 hrs
Meyer, Karen	Ralph Dunlap	Extra Duty	\$40/hr	2/6-3/3/20 3/10/20	Kinder Task Force, 3.5 hrs Collaboration Meeting, 2 hrs
Millan, Laurie	Alice Shaw	Hourly	\$25	3/2-3/31/20	Intervention, 89.5 hrs
Miller, Heidi	Orcutt Academy HS	Extra Duty	\$1500 \$40/hr	6/5/20 3/6/20	Additional Combo Funds Worked Prep, 1 hr
Millin, Genevieve	Orcutt Academy HS / Orcutt JHS	III-2 Extra Duty	\$51,220* \$40/hr	2020-21 3/2/20	Probationary, 80% Worked Prep, .5 hr
Murch, Tamara	Orcutt JHS	Hourly Extra Duty	\$25 \$40/hr	3/2-3/31/20 3/2-3/12/20	ELD Support, 64 hrs Worked Prep, 4 hrs
Musumeci, Tracie	District	Hourly	\$25	3/2-3/9/20	ELPAC, 11.5 hrs
Naess, Jennifer	Patterson Road	Extra Duty	\$48.32/hr	3/5/20	IEP Meeting, 1 hr

*To be prorated

NAME	SCHOOL	CLASS/STEP	SALARY	EFFECTIVE DATE	ACTION INFORMATION
Nordwall, Jubilee	Orcutt JHS	Extra Duty	\$40/hr	3/4-3/11/20	Homework Club, 2 hrs
Norling, Michaela	Pine Grove	Extra Duty	\$48.32/hr	3/11/20	IEP Meeting, .75 hr
Pacheco, Jenna	Orcutt Academy HS	Extra Duty	\$1500 \$40/hr	6/5/20 3/6-3/12/20 3/9/20	Additional Combo Funds Intervention, 2 hrs Worked Prep, 1 hr
Padilla, Valerie	Alice Shaw	Extra Duty	\$48.32/hr	3/2-3/6/20	IEP Meetings, 2 hrs
Pawley, Jeff	Lakeview JHS	Extra Duty	\$40/hr	3/5/20	Worked Prep, 1 hr
Pawley, Lise	Joe Nightingale	Extra Duty	\$40/hr	3/5/20	Collaboration Meeting, 1.5 hrs
Penk, Heather	Orcutt Academy HS	Extra Duty	\$40/hr	3/7/20 3/2-3/13/20	9 th Grade Registration, 5.5 hrs Morning Library Support, 5 hrs
Perales, Anita	Joe Nightingale	Extra Duty	\$48.32/hr	3/3-3/9/20	IEP Meetings, 2 hrs
Perez, Ana	Orcutt Academy HS	Extra Duty	\$40/hr	3/7/20 3/3-3/10/20	9 th Grade Registration, 5.5 hrs IEP Meetings, 2 hrs
Pollock, Christin	Ralph Dunlap	Extra Duty	\$40/hr	3/10/20	Collaboration Meeting, 2 hrs
Provost, Janell	Alice Shaw	Extra Duty	\$40/hr	3/6/20	IEP Meeting, 1 hr
Ramin, Ginger	Orcutt JHS	Extra Duty	\$40/hr	3/12-3/13/20	Worked Prep, 1 hr
Reynolds, Crystal	Orcutt JHS	Extra Duty	\$40/hr	3/12/20	Worked Prep, 1.5 hrs
Rhyne, Suzi	Joe Nightingale	Extra Duty	\$40/hr	3/2-3/9/20	Intervention, 2.75 hrs
Rianda, Terry	District	Hourly	\$50	3/2-3/11/20	Induction Mentor, 8 hrs
Richardson, Laura	Joe Nightingale	Hourly	\$25	3/2-3/31/20	Intervention, 101.5 hrs
Robertson, Don	District	Extra Duty	\$40/hr	3/2-3/9/20	Home & Hospital, 4 hrs
Romo-Buendia, Sara	Alice Shaw	Hourly	\$25	3/2-3/31/20	Intervention, 90.5 hrs
Rowland, JoAnn	Alice Shaw	Hourly	\$25	2/4-3/27/20	Art Enrichment, 66 hrs
Ruth, Amy	District Alice Shaw	Extra Duty	\$40/hr	3/3-3/11/20 3/2/20	Home & Hospital, 7.5 hrs Collaboration Meeting, 2.25 hrs
Salvesen, Kris	Pine Grove	Hourly	\$25	3/2-3/31/20	Intervention, 68 hrs
Sanders, Greg	Lakeview JHS	Extra Duty	\$40/hr	3/5-3/12/20 3/5/20	After School Computer, 2 hrs IEP Meeting, 1 hr
Savaso, Lisa	Joe Nightingale	Extra Duty	\$40/hr	3/5/20	Intervention, 1 hr
Scala, Amber	Orcutt Academy HS	Extra Duty	\$25/hr	3/7/20	9 th Grade Registration. 5.5 hrs
Scarry, Jill	Orcutt JHS	Extra Duty	\$40/hr	3/3-3/10/20	Detention, 3 hrs
Schmid, John	Ralph Dunlap	Extra Duty	\$40/hr	3/2-3/10/20	Intervention, 7 hrs
Severance, Bob	Alice Shaw	Hourly	\$25	3/2-3/31/20	After School Computer, 45 hrs

*To be prorated

NAME	SCHOOL	CLASS/STEP	SALARY	EFFECTIVE DATE	ACTION INFORMATION
Sharpe, Jeri	Pine Grove	Extra Duty	\$40/hr	2/1/20	Dance Workshop, 6 hrs
Shaw, Michael	Orcutt Academy HS	Extra Duty	\$1500 \$40/hr	6/5/20 3/6/20	Additional Combo Funds Worked Prep, 1 hr
Sheahan, Michael	Lakeview JHS	Extra Duty	\$40/hr	3/5-3/9/20	Worked Prep, 2 hrs
Sherer, Diana	Orcutt Academy I/S	Hourly	\$30	3/2-3/31/20	Support Teacher, 144 hrs
Silva, Julie	Pine Grove	Extra Duty	\$40/hr	3/10/20	Collaboration Meeting, 2 hrs
Slezak, Sarah	Joe Nightingale / Patterson / Academy / Lakeview JHS	Extra Duty	\$40/hr	3/4-3/10/20 12/12-12/17/19	Before/After School Music, 2 hrs Winter Music Programs, 5 hrs
Slovak, Julie	Pine Grove	Extra Duty	\$500 \$40/hr	6/5/20 3/9-3/10/20	Additional Combo Funds Collaboration Meeting, 3.75 hrs
Smith, April	Lakeview JHS	Hourly	\$25	3/3-3/31/20	ELD Support, 76.5 hrs
Smith, Timothy	Lakeview JHS	Extra Duty Stipend	\$50/ea \$40/hr \$600	2/6-3/10/20 3/4/20 3/5/20 3/3-3/10/20 2019-20	JHS Sport Supervisor, 5 games Worked Prep, 1 hr IEP Meeting, 1 hr Homework Club, 2 hrs Athletic Director
Soriano, Yvette	Patterson Road	Extra Duty	\$40/hr	3/5/20 3/3/20	IEP Meeting, 1 hr Kinder Task Force, 1.75 hrs
Stein, Megan	Joe Nightingale	Extra Duty	\$40/hr	3/5-3/12/20	IEP Meetings, 2 hrs
Taubenheim, Aniko	Ralph Dunlap	Extra Duty	\$40/hr	3/3/20 3/9/20	Kinder Task Force, 1.75 hrs Collaboration Meeting, 2 hrs
Taubenheim, Michael	Orcutt JHS	Extra Duty	\$350	2/3-2/24/20	JHS Sport Supervisor, 6 game bonus
Thompson, Linda	District	Hourly	\$25	3/2-3/12/20	ELPAC, 38.75 hrs
Trujillo, Liz	Joe Nightingale	Extra Duty	\$500	6/5/20	Additional Combo Funds
Tullis, Polly	Lakeview JHS	Extra Duty	\$40/hr	3/4/20	Worked Prep, 1 hr
Turner, Kathryn	District	Hourly	\$25	3/2-3/12/20	ELPAC, 32.75 hrs
Tymn, Elizabeth	Pine Grove	Extra Duty	\$40/hr	3/10/20 3/3/20	Collaboration Meeting, 2 hrs Kinder Task Force, 1.75 hrs
Valdovinos, Mariana	Orcutt JHS	Extra Duty	\$360	2/13-2/24/20	JHS Sports Supervisor, 6 game bonus
Verch, Gregory	Orcutt Academy HS	Extra Duty	\$40/hr	3/6/20 3/6-3/10/20	Worked Prep, 1 hr IEP Meetings, 1.15 hrs
Vertree, Katie	Lakeview JHS	Extra Duty	\$50/ea	3/5-3/10/20	JHS Sport Supervisor, 2 games
Vidal, Jerred	Lakeview JHS	Extra Duty	\$40/hr	3/11/20	IEP Meeting, .5 hr
Voss, Caitlin	Ralph Dunlap	Extra Duty	\$40/hr	2/1/20	Dance Workshop, 6 hrs
Whitehair, Steven	Patterson Road	Extra Duty	\$40/hr	3/12/20 3/4/20	Progress Report Support, 3 hrs Collaboration Meeting, 2 hrs
Whitted, Dana	Olga Reed	Hourly	\$25	3/2-3/31/20 3/5/20	Intervention, 78.5 hrs Art Enrichment, 2.5 hrs

*To be prorated

NAME	SCHOOL	CLASS/ STEP	SALARY	EFFECTIVE DATE	ACTION INFORMATION
Widle, Tiffany	Joe Nightingale	Extra Duty	\$40/hr	3/3/20	Kinder Task Force, 1.75 hrs
Wilkanoski, Lisa	Olga Reed	Extra Duty	\$40/hr	3/10/20	IEP Meeting, .5 hr
Wilson, Shauna	Orcutt Academy K-8	Extra Duty	\$40/hr	3/10/20	Collaboration Meeting, 1.25 hrs
Winkelpleck, Dustin	Patterson Road	Extra Duty	\$40/hr	3/5/20	Collaboration Meeting, 2 hrs
Winters, Gabriella	Ralph Dunlap	Extra Duty	\$40/hr	3/9-3/10/20	Collaboration Meetings, 4 hrs
Yamaichi, Anna	Pine Grove	Hourly	\$25	3/2-3/31/20	Overage Teacher, 102 hrs
Yamamoto, Alana	Orcutt Academy HS	Extra Duty	\$48.32/hr	3/3-3/10/20	IEP Meetings, 3 hrs
Zamudio, Kelli	Orcutt JHS	Extra Duty	\$40/hr	3/1-3/6/20	Sysop, 2.5 hrs
Zimmerman, Liz	Pine Grove	Extra Duty	\$40/hr	3/6/20	IEP Meeting, 1.3 hrs
Zucker, Anna	Orcutt JHS	Extra Duty	\$40/hr	3/12/20	Worked Prep, 1 hr

*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
April 8, 2020**

CALL TO ORDER

A regular meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, April 8, 2020, in the District Board Room, beginning with Liz Phillips calling Public Session to order at 6:00 p.m. The Pledge of Allegiance was led by Shaun Henderson. Members Present: Phillips, Waffle, Steller, Henderson, and Morinini. Administrators Present: Blow, Edds, Salucci, Young and Fell. The Board Meeting was closed to the Public due to the Covid 19 Pandemic. The Board Meeting was teleconferenced via "Go to Meeting".

CLOSED SESSION PUBLIC COMMENTS

None

ADJOURN TO CLOSED SESSION

It was moved by Melanie Waffle seconded by Shaun Henderson and carried to adjourn to Closed Session at 6:01 p.m. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

RECONVENE TO PUBLIC SESSION

The meeting reconvened to Public Session at 6:30 p.m. Liz Phillips reported that no action was taken in closed session, and that they will reconvene to a second closed session. It was moved by Melanie Waffle, seconded by Shaun Henderson and carried to adopt the April 8, 2020, agenda as presented. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

SUPERINTENDENT'S REPORT

None

ITEMS FROM THE BOARD

None

PUBLIC COMMENT

Monique Segura, President of the Orcutt Educators Association (OEA), gave an OEA update and Valerie Trenev commented on the OEA contract action item, all done via tele conference

CONSENT AGENDA ITEMS

- A. Classified Personnel Action Report
- B. Certificated Personnel Action Report
- C. Approval of Warrants
- D. Minutes, Regular Board Meeting, March 11, 2020
- E. Minutes, Special Closed Session Board Meeting, March 30, 2020
- F. BP 3550, Food Service/Child Nutrition Program, for second reading
- G. BP 3554, Other Food Sales, for second reading

It was moved by Melanie Waffle, seconded by Shaun Henderson and carried to approve consent agenda items A - G, as submitted. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

ACTION AGENDA ITEMS

Strategic Plan for 2020 through 2025

It was moved by Shaun Henderson, seconded by Lisa Morinini, and carried to approve the Strategic Plan for 2020 through 2025. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

Ratify Resolution No. 19 Delegating Authority to the Superintendent to Act in Place of the Board of Trustees During an Emergency Closure

It was moved by Shaun Henderson, seconded by Melanie Waffle, and carried to ratify Resolution No. 19 Delegating Authority to the Superintendent to Act in Place of the Board of Trustees During an Emergency Closure. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

Public Hearing – AB1200 Public Disclosure

AB1200 Public Disclosure of proposed Collective Bargaining Agreement – California School Employees' Association (Orcutt), and Classified/Confidential Management

It was moved by Melanie Waffle, seconded by Mark Steller, and carried to approve the AB1200 Disclosure of Proposed Collective Bargaining Agreement, California School Employees' Association (Orcutt), as submitted. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

AB1200 Public Disclosure of Proposed Collective Bargaining Agreement – Orcutt Educators Association and Certificated Management

It was moved by Shaun Henderson, seconded by Lisa Morinini, and carried to approve the AB1200 Public Disclosure of Proposed Collective Bargaining Agreement – Orcutt Educators Association and Certificated Management, as submitted. Ayes: Phillips, Waffle, Steller, Henderson and Morinini.

Resolution No. 18 A Resolution of the Board of Trustees of the Orcutt Union School District Authorizing the Issuance of the Orcutt Union School District (Santa Barbara, California) 2020 General Obligation Refunding Bonds

It was moved by Shaun Henderson, seconded by Lisa Morinini, and carried to approve Resolution No. 18 A Resolution of the Board of Trustees of the Orcutt Union School District Authorizing the Issuance of the Orcutt Union School District (Santa Barbara, California) 2020 General Obligation Refunding Bonds. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

Resolution No. 13 A Resolution of the Board of Trustees of the Orcutt Union School District, Santa Barbara County, California Authorizing the Issuance of the Orcutt Union School District (Santa Barbara, California) Election of 2016 General Obligation Bonds, Series B, and Actions Related Thereto

It was moved by Shaun Henderson, seconded by Lisa Morinini, and carried to approve Resolution No. 13 A Resolution of the Board of Trustees of the Orcutt Union School District (Santa Barbara, California) Election of 2016 General Obligation Bonds, Series B, and Actions Related Thereto, as submitted. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

Approval of TELACU Construction Management Agreement

It was moved by Melanie Waffle, seconded by Shaun Henderson, and carried to approve the TELACU Construction Management Agreement, as submitted. Ayes: Phillips, Waffle, Henderson, and Morinini. Nay: Mark Steller

Budget for Full Day Kindergarten Projects for Alice Shaw, Pine Grove, Patterson Road, Ralph Dunlap and Joe Nightingale Schools

It was moved by Melanie Waffle, seconded by Shaun Henderson, and carried to approve the budget for Full Day Kindergarten Projects for Alice Shaw, Pine Grove, Patterson Road, Ralph Dunlap and Joe Nightingale Schools, as submitted. Ayes: Phillips, Waffle, Steller, Henderson and Morinini.

American Modular System (AMS) Change Order for the Purchase and Installation of Twelve (12) Modular Classrooms

It was moved by Shaun Henderson, seconded by Melanie Waffle, and carried to ratify the Change Order for American Modular System (AMS), as submitted. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

Obsolete Portables

It was moved by Mark Steller, seconded by Shaun Henderson, and carried to approve the Obsolete Portables, as submitted. Ayes: Phillips, Waffle, Steller, Henderson and Morinini.

Approve the Rejection of all bids for Exterior Painting and General Repair Projects at Various Sites

It was moved by Melanie Waffle, seconded by Mark Steller, to approve the Rejection of all bids for Exterior Painting and General Repair Projects at Various Sites, as submitted. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

Approval of Agreement with Orcutt Educators Association (OEA)

It was moved by Shaun Henderson, seconded by Lisa Morinini, and carried to approve the negotiated Agreement with Orcutt Educators Association (OEA), as submitted. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

Approval of Agreement with the California School Employees Association (CSEA) #255

It was moved by Mark Steller, seconded by Shaun Henderson, and carried to approve the negotiated Agreement with the California School Employees Association (CSEA) #255, as submitted. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

Approval of Compensation Increase for Confidential Employees, Certificated Management and Classified Management

It was moved by Melanie Waffle, seconded by Shaun Henderson, and carried to approve the Compensation Increase for Confidential Employees, Certificated Management and Classified Management, as submitted. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

Approval of Compensation Increase for Contracted Positions

It was moved by Lisa Morinini, seconded by Shaun Henderson, and carried to approve Compensation Increase for Contracted Positions, as submitted. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

Approval of Addendum to the Superintendent's Contract Agreement

It was moved by Shaun Henderson, seconded by Melanie Waffle, and carried to approve the addendum No. 3 to the Superintendent's Contract Agreement, as submitted. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

2019/2020 Resolution No. 15 Classified Lay-Offs as a Result of Lack of Work and/or Lack of Funds

It was moved by Shaun Henderson, seconded by Lisa Morinini, and carried to approve Resolution No. 15 Classified Lay-Offs as a Result of Lack of Work and/or Lack of Funds, as submitted. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

2019/2020 Resolution No. 17 Classified Employees Week

It was moved by Lisa Morinini, seconded by Shaun Henderson, and carried to approve Resolution No. 17 Classified Employees Week, as submitted. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

2019/2020 Resolution No. 16 Day of the Teacher

It was moved by Shaun Henderson, seconded by Mark Steller, and carried to approve Resolution No. 16 Day of the Teacher, as submitted. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

GENERAL ANNOUNCEMENTS

Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, May 13, 2020, with Closed Session starting at 6:00 p.m., Public Session at 6:45 p.m. in the District Office Board Room, 500 Dyer Street, Orcutt, CA.

ADJOURN TO CLOSED SESSION

It was moved by Shaun Henderson, seconded by Lisa Morinini and carried to adjourn to closed session at 7:41 pm.

RECONVENE TO PUBLIC SESSION

It was moved by Lisa Morinini, seconded by Melanie Waffle and carried to reconvene to Public Session at 9:10 PM. Liz Phillips reported that no action was taken in closed session.

ADJOURN

It was moved by Melanie Waffle, seconded by Shaun Henderson and carried to adjourn the meeting at 9:11 PM.

Deborah L. Blow, Ed.D. Board Secretary

Melanie Waffle, Clerk, Board of Trustees

**ORCUTT UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
SPECIAL CLOSED SESSION BOARD MEETING
Saturday, April 18, 2020**

CALL TO ORDER

A special Board meeting of the Board of Trustees of the Orcutt Union School District was held on Saturday, April 18, 2020, beginning with Liz Phillips calling Public Session to order at 9:00 a.m. Members Present: Morinini, Phillips, Waffle, Steller, and Henderson. Present via Teleconference: Fred Van Leuven, and Peggy Lynch Leadership Associates. It was moved by Melanie Waffle seconded by Shaun Henderson and carried to adopt the April 18, 2020, agenda, as presented. Ayes: Phillips, Waffle, Steller, Henderson and Morinini.

CLOSED SESSION PUBLIC COMMENTS

None

ADJOURN TO CLOSED SESSION

It was moved by Lisa Morinini, seconded by Melanie Waffle and carried to adjourn to Closed Session at 9:00 a.m.

RECONVENE TO PUBLIC SESSION

The meeting reconvened to Public Session at 4:53 p.m. Liz Phillips reported that no action was taken in closed session

ADJOURN

It was moved by Mark Steller, seconded by Lisa Morinini and carried to adjourn the meeting at 4:53 p.m.

Deborah Blow, Ed.D., Board Secretary

Melanie Waffle, Clerk, Board of Trustees

**ORCUTT UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
SPECIAL CLOSED SESSION BOARD MEETING
Sunday, April 19, 2020**

CALL TO ORDER

A special Board meeting of the Board of Trustees of the Orcutt Union School District was held on Sunday, April 19, 2020, beginning with Liz Phillips calling Public Session to order at 9:00 a.m. Members Present: Morinini, Phillips, Waffle, Steller, and Henderson. Present via Teleconference: Fred Van Leuven, and Peggy Lynch Leadership Associates. It was moved by Melanie Waffle seconded by Lisa Morinini and carried to adopt the April 19, 2020, agenda, as presented. Ayes: Phillips, Waffle, Steller, Henderson and Morinini.

CLOSED SESSION PUBLIC COMMENTS

None

ADJOURN TO CLOSED SESSION

It was moved by Mark Steller, seconded by Melanie Waffle and carried to adjourn to Closed Session at 9:00 a.m.

RECONVENE TO PUBLIC SESSION

The meeting reconvened to Public Session at 1:15 p.m. Liz Phillips reported that no action was taken in closed session

ADJOURN

It was moved by Melanie Waffle, seconded by Shaun Henderson and carried to adjourn the meeting at 1:15 p.m.

Deborah Blow, Ed.D., Board Secretary

Melanie Waffle, Clerk, Board of Trustees

**ORCUTT UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
SPECIAL CLOSED SESSION BOARD MEETING
Open to the Public via Teleconference
Wednesday, April 29, 2020**

CALL TO ORDER

A special Board meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, April 29, 2020, beginning with Liz Phillips calling Public Session to order at 5:00 p.m. Bill Young led the Pledge of Allegiance. Members Present: Phillips, Waffle, Steller, Henderson, and Morinini. Administrators: Blow, Edds, Salucci, Young and Fell. It was moved by Lisa Morinini seconded by Shaun Henderson and carried to adopt the April 29, 2020, agenda, as presented. Ayes: Phillips, Waffle, Steller, Henderson and Morinini.

PUBLIC COMMENTS

None

AWARD OF BID FOR THE ALICE SHAW FULL DAY KINDERGARTEN PROJECT

It was moved by Melanie Waffle, seconded by Lisa Morinini and carried to approve the Award of bid for the Alice Shaw Full Day Kindergarten Project to RDZ Contractors for \$265,797, as they were the lowest responsive and responsible bidders. Ayes: Phillips, Waffle, Steller, Henderson and Morinini.

AWARD OF BID FOR THE RALPH DUNLAP FULL DAY KINDERGARTEN PROJECT

It was moved by Shaun Henderson, seconded by Mark Steller and carried to approve the Award of bid for the Ralph Dunlap Full Day Kindergarten Project to RDZ Contractors for \$298,696, as they were the lowest responsive and responsible bidders. Ayes: Phillips, Waffle, Steller, Henderson and Morinini.

AWARD OF BID FOR THE JOE NIGHTINGALE FULL DAY KINDERGARTEN PROJECT

It was moved by Shaun Henderson, seconded by Lisa Morinini and carried to approve the Award of bid for the Joe Nightingale Full Day Kindergarten Project to RDZ Contractors for \$738,573, as they were the lowest responsive and responsible bidders. Ayes: Phillips, Waffle, Steller, Henderson and Morinini.

AWARD OF BID FOR THE JOE NIGHTINGALE SCHOOL SITE SAFETY AND SECURITY PROJECT

It was moved by Melanie Waffle, seconded by Shaun Henderson and carried to approve the Award of bid for the Joe Nightingale School Site Safety and Security Project to RDZ Contractors for \$427,187, as they were the lowest responsive and responsible bidders. Ayes: Phillips, Waffle, Steller, Henderson and Morinini.

APPROVE THE ESTIMATED BUDGET FOR THE JOE NIGHTINGALE SCHOOL SITE SAFETY AND SECURITY PROJECT

It was moved by Melanie Waffle, seconded by Lisa Morinini and carried to approve the Estimated Budget for the Joe Nightingale School Site Safety and Security Project, as submitted. Ayes: Phillips, Waffle, Steller, Henderson and Morinini.

AWARD OF BID FOR THE ORCUTT ACADEMY HIGH SCHOOL SITE SAFETY AND SECURITY PROJECT

It was moved by Shaun Henderson, seconded by Lisa Morinini and carried to approve the Award of bid for the Orcutt Academy High School Site Safety and Security Project to Quincon, Inc. for \$547,322, as they were the lowest responsive and responsible bidders. Ayes: Phillips, Waffle, Steller, Henderson and Morinini.

APPROVE THE ESTIMATED BUDGET FOR THE ORCUTT ACADEMY HIGH SCHOOL SITE SAFETY AND SECURITY PROJECT

It was moved by Lisa Morinini, seconded by Shaun Henderson and carried to approve the Estimated Budget for the Orcutt Academy High School Site Safety and Security Project, as submitted. Ayes: Phillips, Waffle, Steller, Henderson and Morinini.

ADJOURN

It was moved by Mark Steller, seconded by Melanie Waffle and carried to adjourn the meeting at 5:13 p.m.

Deborah Blow, Ed.D., Board Secretary

Melanie Waffle, Clerk, Board of Trustees



TO: SUPERINTENDENT OF PUBLIC SCHOOLS
PRINCIPAL OF PRIVATE SCHOOLS

FROM: RON NOCETTI, EXECUTIVE DIRECTOR

RE: FORM TO RECORD DISTRICT AND/OR SCHOOL REPRESENTATIVES TO LEAGUES

DATE: APRIL 15, 2020

Enclosed is a form upon which to record your district and/or school representatives to leagues for **next year, 2020-2021**. It is a form sent every year to you in order to obtain the names of league representatives to every league in the state and to make sure that the league representatives are designated by school district or school governing boards. **It is a legal requirement that league representatives be so designated.**

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

We are asking that, after action by the governing board, you **send the names of league representatives to your CIF Section office**. Obviously, the presumption behind this code section is that the representatives of boards are the only people who will be voting on issues, at the league and section level, that impact athletics.

If a governing board does not take appropriate action to designate representatives or this information is not given to Section offices within the required time frame, CIF is required to suspend voting privileges (CIF Constitution, Article 2, Section 25, p. 18) for the affected schools.

At the State Federated Council level, we will be asking that Sections verify that their representatives are designated in compliance with this Ed. Code section.

I hope this gives you a bit of background. Thank you for all you do to help support high school athletics. It is a valuable program in all high schools, and we appreciate the support you give to the program and to CIF.

Please return the enclosed form no later than June 28, 2020 directly to your CIF Section Office. Addresses of each section are listed on the back of the form. Please contact us if we can give you further information.

2020-2021 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 28, 2020.**

_____ School District/Governing Board at its _____ meeting,
(Name of school district/governing board) (Date)
appointed the following individual(s) to serve for the 2020-2021 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL _____
NAME OF REPRESENTATIVE _____ POSITION _____
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL _____

NAME OF SCHOOL _____
NAME OF REPRESENTATIVE _____ POSITION _____
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL _____

NAME OF SCHOOL _____
NAME OF REPRESENTATIVE _____ POSITION _____
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL _____

NAME OF SCHOOL _____
NAME OF REPRESENTATIVE _____ POSITION _____
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL _____

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name _____ Signature _____
Address _____ City _____ Zip _____
Phone _____ Fax _____

**PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
SEE FOLLOWING PAGE FOR CIF SECTION OFFICE CONTACT INFORMATION.**

CIF SECTION OFFICES

CIF CENTRAL SECTION

Jim Crichlow, Commissioner
P.O. Box 1567
Porterville, CA 93258
Phone: (559) 781-7586
Fax: (559) 781-7033
Email: jcrich@cifcs.org

CIF CENTRAL COAST SECTION

Duane Morgan, Commissioner
333 Piercy Road
San Jose, CA 95138
Phone: (408) 224-2994
Email: dmorgan@cifccs.org

CIF LOS ANGELES SECTION

Vicky Lagos, Commissioner
10660 White Oak Avenue, Suite 216
Granada Hills, CA 91344
Phone: (818) 767-0800
Email: vlagos@cif-la.org

CIF NORTH COAST SECTION

Pat Cruickshank, Commissioner
5 Crow Canyon Court, Suite 209
San Ramon, CA 94583
Phone: (925) 263-2110
Email: slivingston@cifncs.org

CIF NORTHERN SECTION

Elizabeth Kyle, Commissioner
2241 St. George Lane, Suite 2
Chico, CA 95926
Phone: (530) 343-7285
Email: lkyle@cifns.org

CIF OAKLAND SECTION

Franky Navarro, Commissioner
1000 Broadway, Ste. 150
Oakland, CA 94607
Phone: (510) 879-2846
No fax number

CIF SAC-JOQUIN SECTION

Michael Garrison, Commissioner
P.O. Box 289
Lodi, CA 95241
Phone: (209) 334-5900
Email: kjohnson@cifsjs.org

CIF SAN DIEGO SECTION

Joe Heinz, Commissioner
3636 Camino Del Rio North #200
San Diego, CA 92108
Phone: (858) 292-8165
Email: stacycifsds@gmail.com

CIF SAN FRANCISCO SECTION

Don Collins, Commissioner
555 Portola Drive, Bungalow 2
San Francisco, CA 94131
Phone: (415) 920-5185
Fax: (415) 920-5189

CIF SOUTHERN SECTION

Rob Wigod, Commissioner
10932 Pine Street
Los Alamitos, CA 90720
Phone: (562) 493-9500
Email: sharonh@cifss.org

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA

Fiscal Year

Certification 5: Participating Local Educational Agency

The SELPA shall include a signed copy of the following local educational agency (LEA) certification for each participating agency when submitting the original, or revised local plan Governance and Administration (Section B).

LEA

The LEA certifies the SELPA local plan has been adopted by the LEA/county local governing board(s) and is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA superintendent shall administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations, which will ensure full compliance. The Superintendent certifies the LEA is participating in a:

- Single LEA SELPA Multi-LEA SELPA

This Governance and Administration was:

Adopted on the day of ,
Yeas Nays

The superintendent, or chief administrator of the LEA ensures the current local plan: Governance and Administration (Section B), Annual Budget Plan (Section D), and Annual Services Plan (Section E), including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA local plan, including all sections, is posted.

LEA Superintendent/Chief Administrator

Date

Quarterly Report

on

Williams/Valenzuela Uniform Complaints

[Education Code § 35186]

2020

District: Orcutt Union School District

Name of person completing this form: Alice Salazar

Title of person completing this form: Administrative Assistant, Superintendent

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

May 13, 2020

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	0	0	0
Teacher vacancy or misassignment	0	0	0
Facilities conditions	0	0	0
Valenzuela/CAHSEE intensive instruction and services	0	0	0
TOTALS	0	0	0

Deborah L. B. [Signature]
Signature of district superintendent

4/6/20
Date

Orcutt Union School District

Orcutt, California County of Santa Barbara

2020-2021 Resolution No 21. For the 2020-2021 School Year

RESOLUTION for ORCUTT UNION ELEMENTARY SCHOOL DISTRICT EARLY LEARNING CENTER

WHEREAS, the Orcutt Union School District has received funding from the State Department of Education to provide state preschool program services beginning January, 2001; and

WHEREAS, the state preschool program will be called Orcutt Union School District Early Learning Center; and

WHEREAS, in order to provide services at the preschool, an application for a Child Care Center License must be obtained through the State of California Community Care Licensing Division; and

WHEREAS, a representative must be designated to represent the Orcutt Union School District on all matters regarding obtaining and maintaining the license for the school;

THEREFORE BE IT RESOLVED, that Dr. Holly Edds be designated to act as the Orcutt Union School District representative on all matters regarding obtaining and maintaining the license for the Orcutt Union Elementary School District Early Learning Center; and

THEREFORE BE IT FURTHER RESOLVED, Dr. Holly Edds be approved as the authorized person at the facility to represent the facility and to accept reports of licensing visits, consultations, accusations and documents of civil and administrative process and to sign these transactions for the Governing Board. In her absence, we authorize her to delegate these responsibilities to the site supervisor, Michelle Valencia, when necessary.

PASSED AND ADOPTED THIS 13th day of May at a regular meeting, by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

Attest:

Superintendent Date
Deborah Blow Ed.D.

Clerk/Board of Trustees Date
Melanie Waffle

Interdistrict Attendance Agreement

1. **Parties.** The parties to this interdistrict attendance agreement (hereinafter referred to as the Agreement) are the Governing Boards of Orcutt Union School District and Los Olivos Elementary School District.

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

3. **Stipulations.**
 - **Between ORCUTT and LOS OLIVOS**

During the time period of this agreement, Los Olivos Elementary School District agrees not to accept any new transfer students from Orcutt other than the children of LOESD employees and the siblings of students currently

attending on interdistrict transfer agreements. Orcutt Union School District agrees to a very limited release of students as follows:

- Transfer students returning to Los Olivos Elementary
- Siblings of those student named above, and
- Children of LOESD employees.

4. **Term.** This agreement is effective only for the period July 1, 2020, through June 30, 2021.

IN WITNESS WHEREOF the parties to this agreement have caused the agreement to be signed on their behalf by the Superintendent of each school district.

FOR ORCUTT UNION SCHOOL DISTRICT

By: _____
Deborah Blow, Superintendent

Date: _____

FOR LOS OLIVOS ELEMENTARY SCHOOL DISTRICT

By: Pamela Able
Pamela Able,
Interim Superintendent

Date: 4/14/20



Shaw Elementary School

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

Phone: (805) 938-8850

www.aliceshawschool.net

Fax: (805) 938-8899

Date 04/21/2020

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

Dear Dr. Blow and Board:

On behalf of Alice Shaw School, I am requesting that the Board of Trustees accept a donation of \$1000.00.

This donation will be used to scholarship students to go to Outdoor School, We thank Altrusa Club of the Central Coast Foundation, INC. for this donation and appreciate her support.

Sincerely,

Principal

Cc:
Altrusa Club of the Central Coast Foundation, INC.
P.O. Box 5026
Santa Maria, Ca 93456



ORCUTT UNION SCHOOL DISTRICT

REQUEST FOR ACCEPTANCE OF GIFT

SCHOOL: Shaw Elementary School Date: 4/21/2020

DONOR: Name: Altrusa Club of the Central Coast Foundation, INC.
Address: P.O. Box 5026 Santa Maria , Ca 93456
Phone No. _____

GIFT: Item Donated _____ or Cash Donation \$ 1,000.00
(Fill in if money is donated)
Designated for: Scholarships for Outdoor School
General Description: Check #1668
Model No.: _____ Condition: New Used
Value (estimated): _____
Purpose of Gift: Scholarships
Will gift be purchased through Business Services Office? Yes No
Donor Conditions of Acceptance: _____

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

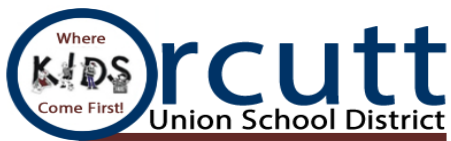
- A. Will gift require installation? Yes No
- B. What type of installation is required? _____
- C. Will donor pay installation costs? Yes No
- D. Will there be operating costs?
If yes, what type? Yes No

Acceptance Requested By (OUSD Staff Member): Natalie Montoya / Office Manager *J. Ferrance*
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.)



BOARD OF TRUSTEES

SHAUN HENDERSON
LISA MORININI
LIZ PHILLIPS
MARK STELLER
MELANIE WAFFLE

DEBORAH BLOW, Ed.D.
District Superintendent
HOLLY EDDS, Ed.D.
Assistant Superintendent
SUSAN SALUCCI
Assistant Superintendent
WILLIAM YOUNG
Assistant Superintendent
KIRBY FELL
Chief Technology Officer

Where a Dedicated Staff Means
KIDS COME FIRST

TO: Board of Trustees

FROM: Deborah Blow, Ed.D.
Superintendent

BOARD MEETING DATE: May 13, 2020

BOARD AGENDA ITEM: Strategic Plan Targets for 2020-2021

BACKGROUND: On April 8, 2020, the Board of Trustees approved the Strategic Plan for 2020-2025. Attached for your approval tonight, are the Orcutt Union School District Strategic Plan Targets for the 2020-2021 school year.

RECOMMENDATION: Staff recommends the Board of Trustees approve the Strategic Plan Targets for the 2020-2021 school year.

FUNDING: N/A



STRATEGIC PLAN TARGETS 2020-2021

High Quality Instruction

TARGETS	ACTIONS
A.1 Implementation of rigorous curriculum	A.1.1 Provide a rigorous education in every content area to all students no matter their ability level.
	A.1.2 Provide designated and integrated English language development instruction for identified students
	A.1.3 Examine instructional practices in special education, and research effective instructional delivery models for students with special needs
A. 2 Provide Multi-Tiered Systems of Support (MTSS)	A.2.1 Students needing academic assistance will receive targeted support through on-site interventions
	A.2.2 Provide computer enhanced interventions for identified students
	A.2.3 Refine Jr. High and High School Intervention and Enrichment programs offerings
	A.2.4 Refine the SST and MTSS process to ensure consistency across the district
A. 3 Assessment & Accountability	A.3.1 Examine and analyze grade level data through school site leadership teams and Professional Learning Community time
	A.3.2 Develop, refine, and administer common formative assessments
	A.3.3 Provide training in and assistance with, the administration and analysis of formative and summative assessments
A. 4 Physical Education	A.4.1 Provide training for PE teachers to assist them in offering a rigorous standards based physical education and health curriculum
	A.4.2 Continue to offer physical education with fully credentialed PE teachers at all levels K-12
A. 5 Visual and Performing Arts	A.5.1 Offer visual and performing arts instruction throughout the district, including rigorous standards-based instruction in Music and Visual Art at the K-6 level
	A.5.2 Offer instruction and opportunities for students in the area of digital arts.



STRATEGIC PLAN TARGETS 2020-2021

Future Ready

TARGETS	ACTIONS
B.1 The 4 Cs <ul style="list-style-type: none"> • Critical Thinking • Collaboration • Creativity and Innovation • Communication 	B.1.1 Provide opportunities for students to express their creativity and innovative ideas in assignment completion, along with opportunities for students to showcase their completed projects and work
	B.1.2 Provide opportunities for students to participate in real-world problem solving, and to present their solutions to a community audience
	B.1.3 Provide opportunities and instruction in coding, robotics, gaming, and animation
	B.1.4 Provide opportunities for students to use a variety of digital communication tools, including video and social/online platforms
B. 2 Character and Citizenship Development	B.2.1 Provide continued support for the implementation of the Positive Behavior Intervention Support (PBIS) Program at all schools in the district
	B.2.2 Provide instruction in digital citizenship content to students at all grade levels
B. 3 CTE and Career Pathways	B.3.1 Develop clearly defined career pathways, including CTE courses where appropriate, at the high school level
	B.3.2 Explore career pathways at the middle school level that align with identified pathways at the high school level
B. 4 Cultural Understanding	B.4.1 Provide training in supporting the needs of foster and homeless youth
	B.4.2 Provide diversity and acceptance training for students and staff
B. 5 Adaptive Learning Spaces	B.5.1 Provide online learning opportunities for students and staff



STRATEGIC PLAN TARGETS 2020-21

Professional Development & Wellness

TARGETS	ACTIONS
C.1 Professional Learning Communities	C.1.1 Provide time for staff to collaborate in PLC meetings focusing on data analysis, intervention strategies, and the implementation of Tier 1 instruction using adopted standard-based curriculum
	C.1.2 Use digital collaboration tools for teacher collaboration (i.e. Google Suite)
C. 2 Effective Professional Development <ul style="list-style-type: none"> • Cutting-Edge presenters • Flexible times • Coaching • Choice 	C.2.1 Provide participant choice as appropriate, during professional development days and offer other voluntary opportunities
	C.2.2 Provide training in lesson design strategies that integrate technology and ensures all students access to the core curriculum, including the embedded digital tools available in curriculum adoptions
	C.2.3 Provide professional development in the implementation of the California State Standards
	C.2.4 Continue to develop and enhance skills needed to successfully implement a learning management system (Google Classroom or Seesaw)
C. 3 Staff Wellness	C.3.1 Provide training and opportunities for staff to access supports provided through our district benefits programs
	C.3.2 Conduct surveys among staff to determine areas of interest for staff, as well as areas where staff needs support
	C.3.3 Develop opportunities for staff to work together to promote physical and mental wellness



STRATEGIC PLAN TARGETS 2020-21

Whole Child Approach

TARGETS	ACTIONS
D.1 Social Emotional Learning	D.1.1 Provide individual and small group counseling for students whose social emotional needs impact their learning
	D.1.2 Provide training in identifying and overcoming the effects of trauma and stress
D. 2 Positive Behavior Intervention and Supports (PBIS)	D.2.1 Provide continued support for the implementation of the Positive Behavior Intervention Support (PBIS) at all schools in the district
	D.2.2 Collect and analyze suspension data at all schools, looking for trends and areas in need of attention
	D.2.3 Explore alternatives to suspension from school, i.e. Restorative Practices
D. 3 Mindfulness	D.3.1 As part of social-emotional wellness education, integrate strategies for students to be self-aware, empathetic towards others, and learn techniques to calm and focus the mind
D. 4 School Safety	D. 4.1 Complete Site Safety & Security Facility Projects district-wide
	D. 4.2 Conduct training in the use of the Crisis-Go program and develop active shooter and intruder protocols
	D. 4.3 Conduct district-wide disaster response drill



STRATEGIC PLAN TARGETS 2020-21

Resources

TARGETS	ACTIONS
E.1 Finances	E. 1.1 Pursue ways of expanding financial resources
	E. 1.2 Work to maximize Average Daily Attendance
	E. 1.3 Monitor District Enrollment and take advantage of Charter and Interdistrict transfers
	E. 1.4 Work with an Energy consulting firm to pursue savings
	E. 1.5 Commit Fund Balances for future investments
E. 2 Infrastructure	E. 2.1 Investment of Measure G Funds into our facilities in alignment with the Master Facility Plan
	E. 2.2 Move forward with the executed ground lease for Key Site 17 to fund district deferred maintenance projects
E. 3 Human Resources	E. 3.1 Improve and refine recruitment and selection processes for new staff
	E. 3.2 Provide high quality training, onboarding and support for newly hired certificated and classified employees
	E. 3.3 Develop strategies to attract and retain Highly Qualified Staff
	E. 3.4 Provide and expand awards and recognition of staff
E. 4 Community	E.4.1 Offer events and forums to invite community members into our schools, allowing for an appreciation of our school programs to promote partnerships with local businesses
E. 5 Facilities and Grounds	E. 5.1 Explore ways to address classroom and other program facility needs
	E. 5.2 Develop a comprehensive 5-Year Deferred Maintenance plan



BOARD OF TRUSTEES

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Assistant Superintendent
SUSAN SALUCCI
Assistant Superintendent
WILLIAM YOUNG
Assistant Superintendent
KIRBY FELL
Chief Technology Officer

Where a Dedicated Staff Means
KIDS COME FIRST

TO: Board of Trustees

FROM: Deborah Blow, Ed.D.
Superintendent

BOARD MEETING DATE: April 8, 2020

BOARD AGENDA ITEM: BP 0420. 4 Charter School Authorization

BACKGROUND: Policy updated to reflect NEW LAWS (AB 1505 and 1595) as it applies to changes in timelines, approval or denial of a charter petition and the appeals process.

RECOMMENDATION: It is recommended that the Board of Trustees approves the revisions made to BP 0420.4, Charter School Authorization, as submitted.

FUNDING: No funding implications

CHARTER SCHOOLS AUTHORIZATION

The Governing Board recognizes that charter schools may assist the district in offering diverse learning opportunities for district students. In considering any petition to establish a charter school within the district, the Board shall give careful consideration to the potential of the charter school to provide students with a high-quality education that enables them to achieve to their fullest potential.

One or more persons may submit a petition **to the Board** for a ~~start-up~~ charter school to be established within the district or for the conversion of an existing district school to a charter school. (Education Code 47605)

Any petition for a ~~start-up~~ charter school ~~or conversion charter school~~ shall include all components, ~~and signatures~~ **and statements** required by law, **as specified in the accompanying administration regulation. The proposed charter shall be attached to the petition. (Education Code 47605)** ~~and shall be submitted to the Board.~~

The Superintendent or designee shall consult with legal counsel, as appropriate, regarding compliance of the charter petition with legal requirements.

The Superintendent or designee may work with charter school petitioners prior to the formal submission of the petition in order to ensure compliance of the petition with legal requirements. As needed, the Superintendent or designee may also meet with the petitioners to establish workable plans for ~~technical assistance~~ or contracted services which the district may provide to the proposed charter school.

The ~~district~~ **Board** shall not require any district student to attend the charter school nor shall it require any district employee to work at the charter school. (Education Code 47605)

Timelines for Board Action

Within ~~3~~ **60** days of receiving a petition, ~~to establish a charter school~~, the Board shall hold a public hearing **on the charter provisions, at which time the Board shall consider to determine** the level of support for the petition by teachers, other employees of the district, and parents/guardians. **A petition is deemed received on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete.** (Education Code 47605)

(cf. 9320 - Meetings and Notices)

At least 15 days before the public hearing at which the Board will grant or deny the charter, the district shall publish all staff recommendations regarding the petition, including any recommended findings and, if applicable, certification from the County Superintendent of Schools regarding the potential fiscal impact of the charter school on the district. During the public hearing, the petitioners shall have equal time and opportunity to present evidence and testimony in response to the staff recommendations and findings. (Education Code 47605)

The Superintendent or designee shall maintain accurate records, in relation to each charter petition, of documents submitted, the Board's proceedings, and the findings upon which the Board's decision is made.

~~Within 60 days of receiving a petition, or within 90 days with mutual consent of the petitioners and the Board, the Board shall either approve or deny the request to establish the charter school. (Education Code 47605)~~

~~The approval or denial of a charter petition shall not be controlled by collective bargaining agreements nor subject to review or regulation by the Public Employment Relations Board. (Education Code 47611.5)~~

~~The Board shall approve the charter petition if doing so is consistent with sound educational practice. In granting charters, the Board shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences for students who are identified by the petitioner as academically low-achieving. (Education Code 47605)~~

Approval of Petition

~~The Board shall verify that any approved charter contains adequate processes and measures for holding the school accountable for complying with applicable law, including Education Code 47604.1, and for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal accountability systems, multiple measures for evaluating the educational program, including student outcomes aligned with state priorities as described in Education Code 52060 and regular reports to the Board.~~

A charter petition shall be granted only if the Board is satisfied that doing so is consistent with sound educational practice and the interests of the community in which the school is proposing to locate. In granting charters, the Board shall consider the academic needs of the students the charter school proposes to serve and shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences for students who are identified by the petitioner as academically low-achieving, based on standards established by California Department of Education (CDE). (Education Code 47605)

Prior to authorizing any charter, the Board shall verify that the charter includes adequate processes and measures for monitoring and holding the school accountable for fulfilling the terms of its charter and complying with all applicable laws, including Education Code 47604.1. Such processes and measures shall include, but are not limited to, fiscal accountability systems, multiple measures for evaluating the educational program, inspection and observations of any part of the charter school, and regular reports to the Board.

(cf. 0420.41 - Charter School Oversight)

The approval or denial of a charter petition shall not be controlled by collective bargaining agreements nor subject to review or regulation by the Public Employment Relations Board. (Education Code 47611.5)

The Board may approve one or more memoranda of understanding to clarify the financial and operational agreements between the district and the charter school. Any such memorandum of understanding shall be annually reviewed by the Board and charter school governing body and amended as necessary.

The Board may initially grant a charter for a specified term not to exceed five years. (Education Code 47607)

(cf. 0420.42 - Charter School Renewal)

(cf. 0420.43 - Charter School Revocation)

When a petition is approved by the Board, it shall be the responsibility of the petitioners to provide written notice of the Board's approval and a copy of the charter to the County Superintendent of Schools, the CDE, and the State Board of Education (SBE). (Education Code 47605)

Denial of Petition

The Board shall ~~deny any charter petition that~~ **summarily deny any charter petition that proposes to:**

1. ~~Proposes to~~ **Operate** a charter school as or by a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization (Education Code 47604)
2. ~~Authorizes the conversion of~~ **Convert** a private school to a charter school (Education Code 47602)
3. ~~Proposes to~~ **Serve** students in a grade level that is not served by the district, unless the petition proposes to serve students in all the grade levels served by the district (Education Code 47605)
4. **Offer nonclassroom-based instruction (Education Code 47612.7)**

~~Any other~~ **Regarding all other** charter petitions, ~~the Board shall be denied~~ **deny a petition** only if the Board ~~presents~~ **makes** written factual findings specific to the petition that one or more of the following conditions exist: (Education Code 47605; **5 CCR 11967.51**)

1. The charter school presents an unsound educational program **that has a likelihood of physical, educational, or psychological harm to, or which is not likely to provide an educational benefit,** for the students to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required.
4. The petition does not contain **a clear, unequivocal statement** ~~an affirmation of each of the conditions~~ described in Education Code 47605(d e), **including that the charter school will be nonsectarian and that the school shall not charge tuition or discriminate against any student based on the characteristics specified in Education Code 220**

5. The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code 47605(b).
6. The petition does not contain a declaration as to whether or not the charter school shall be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining pursuant to Government Code 3540-3549.3.
7. The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding shall detail specific facts and circumstances regarding:
 - a. The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings
 - b. Whether the proposed charter school would duplicate a program currently offered within the district, when the existing program has sufficient capacity for the students proposed to be served within reasonable proximity to where the charter school intends to locate
8. The district is not positioned to absorb the fiscal impact of the proposed charter school. The district meets this criterion if it has a negative interim certification, or has a qualified interim certification and the County Superintendent certifies that approving the charter school would result in the district having a negative interim certification.

The Board shall not deny a petition based on the actual or potential costs of serving ~~students~~ students with disabilities, nor shall it deny a petition solely because the charter school might enroll students with disabilities who reside outside the special education local plan area in which the district participates. (Education Code 47605.7, 47647)

(cf. 0430 - Comprehensive Local Plan for Special Education)

Appeals

If the Board denies a petition, the petitioners may choose to submit the petition to the County Board of Education and, if then denied by the County Board, to the SBE. (Education Code 47605)

At the request of the petitioner, the Board shall prepare the documentary record, including a transcript of the public hearing at which the Board denied the charter, no later than 10 business days after the petitioner makes the request. (Education Code 47605)

Within 30 days of receipt of an appeal submitted to SBE, the Board may submit a written opposition to SBE detailing, with specific citations to the documentary record, how the Board did not abuse its discretion in denying the petition. (Education Code 47605)

If either the County Board or SBE remands the petition to the Board because the petition on appeal contains new or different material terms, the Board shall reconsider the petition and grant shall or deny the petition within 30 days. (Education Code 47605)

Legal Reference:

EDUCATION CODE

200 Equal rights and opportunities in state educational institutions

220 Nondiscrimination

17078.52-17078.66 Charter school's facility funding; state bond proceeds

17280-17317 Field Act

17365-17374 Field Act, fitness for occupancy

32282 Comprehensive safety plan

33126 School Accountability Report Card

41365 Charter school revolving loan fund

42238.51-42238.53 Funding for charter districts

44237 Criminal record summary

44830.1 Certificated employees, conviction of a violent or serious felony

45122.1 Classified employees, conviction of a violent or serious felony

46201 Instructional minutes

47600-47616.7 Charter Schools Act of 1992

47640-47647 Special education funding for charter schools

47650-47652 Funding of charter schools

49011 Student fees

51745-51749.3 Independent study

52060-52077 Local control and accountability plan

56026 Special education

56145-56146 Special education services in charter schools

CORPORATIONS CODE

5110-6910 Nonprofit public benefit corporations

GOVERNMENT CODE

1090-1099 Prohibitions applicable to specified officers

3540-3549.3 Educational Employment Relations Act

6250-6270 California Public Records Act

54950-54963 Ralph M. Brown Act

81000-91014 Political Reform Act of 1974

CODE OF REGULATIONS, TITLE 5

11700.1-11705 Independent study

11960-11969 Charter schools

UNITED STATES CODE, TITLE 20

7223-7225 Charter schools

COURT DECISIONS

Ridgecrest Charter School V. Sierra Sands Unified School District, (2005) 130

Cal.App.4th 986

ATTORNEY GENERAL OPINIONS

Opinion No. 11-201 (2018)

89 Ops.Cal.Atty.Gen. 166 (2006)

80 Ops.Cal.Atty.Gen. 52 (1997)

78 Ops.Cal.Atty.Gen. 297 (1995)

Management Resources:

CSBA PUBLICATIONS

Uncharted Waters: Recommendations for Prioritizing Student Achievement and Effective Governance in California's Charter Schools, September 2018

Charter Schools in Focus, Issue 1: Managing the Petition Review Process, Governance Brief,

November 2016

Charter Schools and Board Member Responsibilities, Education Insights Legal Update Webcast, March 2016

Charter Schools: A Guide for Governance Teams, rev. February 2016

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Sample Copy of a Memorandum of Understanding

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Dear Colleague Letter: Guidance Regarding the Oversight of Charter Schools Program and Regulatory Requirements, including the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, August 2016

Charter Schools Program, Title V, Part B of the ESEA, Nonregulatory Guidance, January 2014

Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools, December 2011

WEB SITES

CSBA: <http://csba.org>

California Charter Schools Association: <http://www.calcharters.org>

California Department of Education, Charter Schools: <http://www.cde.ca.gov/sp/cs>

National Association of Charter School Authorizers: <http://charterauthorizers.org>

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

Policy Adopted: ~~09/11/19~~ 08/32/20

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



Where a Dedicated Staff Means
KIDS COME FIRST

BOARD OF TRUSTEES

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Assistant Superintendent
SUSAN SALUCCI
Assistant Superintendent
WILLIAM YOUNG
Assistant Superintendent
KIRBY FELL
Chief Technology Officer

TO: Board of Trustees

FROM: Deborah Blow, Ed.D.
Superintendent

BOARD MEETING DATE: April 8, 2020

BOARD AGENDA ITEM: BP 0420.41and 0420.41 E Revised Charter School Oversight

BACKGROUND: Policy updated to reflect NEW LAWS (AB 1505 and 1595) as it applies to Charter School oversight in relation to oversight charges as well as providing technical oversight/interventions.

Additionally, the policy update reflects changes to admission requirements, Special Education services, parent/guardian involvement, student health, student conduct/discipline and student/parent guardian records.

RECOMMENDATION: It is recommended that the Board of Trustees approves the revisions made to BP 0420.41, Charter School Oversight, as submitted.

FUNDING: No funding implications

CHARTER SCHOOL OVERSIGHT

The Governing Board recognizes its ongoing responsibility to oversee that any charter school authorized by the Board is successfully fulfilling the terms of its charter and is providing a high-quality educational program for students enrolled in the charter school.

(cf. 0420.4 - Charter School Authorization)

(cf. 0500 - Accountability)

The Superintendent or designee shall identify at least one staff member to serve as a contact person for each charter school authorized by the board. (Education Code 47604.32)

The Superintendent or designee shall visit each charter school at least annually and may inspect or observe any part of the charter school at any time. (Education Code 47604.32, 47607)

Waivers

If the charter school wishes to request a general waiver of any state law or regulation **applicable to it**, it shall request that the district submit a general waiver request to the State Board of Education (SBE) on its behalf. Upon approval of the Board, the Superintendent or designee shall submit such waiver request to the SBE on behalf of the charter school.

(cf. 1431 - Waivers)

Provision of District Services

The charter school may purchase administrative or other services from the district or any other source. (Education Code 47613)

Whenever the district agrees to provide administrative or support services **to a charter school**, the district and charter school shall develop a memorandum of understanding which clarifies the financial and operational agreements between ~~them~~ **the district and charter school**.

At the request of a charter school, the Superintendent or designee shall create and submit any reports required by the State Teachers' Retirement System or Public Employees' Retirement System on behalf of the charter school. The district may charge the charter school for the actual costs of the reporting services, but shall not require the charter school to purchase payroll processing services from the district as a condition for creating and submitting these reports. (Education Code 47611.3)

Material revisions to a charter may be only made with Board approval. Material revisions shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605 and shall include, but not be limited to, a reasonably comprehensive description of any new requirement for charter schools enacted into law after the charter was originally granted or last renewed. (Education Code 47607)

CHARTER SCHOOL OVERSIGHT

If an approved charter school proposes to establish or move operations to one or more additional sites, the charter school shall request a material revision to its charter and shall notify the Board of those additional locations. The Board shall consider approval of the additional locations at an open meeting. (Education Code 47605)

The Board shall have the authority to determine whether a proposed change in charter school operations constitutes a material revision of the approved charter.

Monitoring Charter School Performance

The Superintendent or designee shall monitor the charter school **that is authorized by the district** to determine whether it complies with all legal requirements applicable to charter schools, including making all reports required of charter schools in accordance with Education Code 47604.32. Any violations of law shall be reported to the Board.

The Board shall monitor each charter school to determine whether it is achieving **the measurable student outcomes set forth in the charter**, ~~its academic goals~~, both school wide and for each numerically significant student subgroup served by the school, as defined in Education Code 52052. This determination shall be based on the measures specified in the approved charter ~~petition~~ and any applicable memorandum of understanding, and on the charter school's annual review and assessment of its progress toward the goals and actions identified in its local control and accountability plan (LCAP), as reported in the California School Dashboard.

The Board shall monitor the fiscal condition of the charter school based on any financial information obtained from the charter school, including, but not limited to, the charter school's preliminary budget; an annual update of the charter school's LCAP, first and second interim financial reports; and final unaudited report for the full prior year. (Education Code 47604.32, 47604.33, 47606.5)

The district may charge up to one percent of a charter school's revenue for the actual costs of supervisory oversight of the school. However, if the district is able to provide substantially rent-free facilities to **from the district** ~~the charter school~~, the district may charge up to three percent of the charter school's revenue for actual costs of supervisory oversight or, if the facility is provided under

Education Code 47614, the pro-rata share facilities costs calculated pursuant to 5 CCR 11969.7. If the district charges the pro-rata share, it may also charge one percent of the charter school's revenue in oversight fees. **If the district is given responsibility for supervisory oversight of a charter school that was authorized by SBE on appeal, the district is not limited to these percentages and may charge for the actual costs of supervisory oversight and for the administrative costs necessary to secure charter school funding.** (Education Code 47613)

(cf. 7160 - Charter School Facilities)

Philosophy, Goals, Objectives and Comprehensive Plans
CHARTER SCHOOL OVERSIGHT

BP 0420.41(c)

Technical Assistance/Intervention

Whenever a charter school is identified for technical assistance based on the performance of one or more numerically significant student subgroups on SBE-established criteria, the charter school shall receive technical assistance from the County Superintendent of Schools. Such technical assistance shall be focused on building the charter school's capacity to develop and implement actions and services responsive to student and community needs, including, but not limited to, any of the following: (Education Code 45607.3)

~~If, in three out of four consecutive school years, a charter school fails to improve outcomes for three or more numerically significant student subgroups, or for all of the student subgroups if the school has fewer than three, in regard to one or more state or school priorities identified in the charter, the district: (Education Code 47607.3)~~

1. ~~Assisting the charter school to identify its strengths and weaknesses in regard to the state priorities applicable to the charter school pursuant to Education Code 47605. This shall include working collaboratively with the charter school to review performance data on the state and local indicators included in the California School Dashboard and other relevant local data and to identify effective, evidence-based programs or practices that address any areas of weakness.~~
2. ~~Working collaboratively with the charter school to secure assistance from an academic, programmatic, or fiscal expert or team of experts to identify and implement effective programs and practices that are designed to improve performance in any areas of weakness identified by the charter school. Another service provider, including, but not limited to, a school district, county office of education, or charter school, may be solicited to act as a partner to the charter school in need of technical assistance.~~
3. ~~Obtaining from the charter school timely documentation demonstrating that it has completed the activities described in items #1 and 2 or substantially similar activities, or has selected another service provider to work with the charter school to complete the activities described in items #1 and 2 or substantially similar activities, and ongoing communication with the Board to assess the charter school's progress in improving student outcomes.~~

~~In addition, if, in three out of four consecutive school years, a charter school fails to improve outcomes for three or more numerically significant student subgroups, or for all of the student subgroups if the school has fewer than three subgroups, in regard to one or more state or school priorities identified in the charter, the district: (Education Code 47607.3)~~

1. Shall provide technical assistance to the charter school based on the California School Dashboard

CHARTER SCHOOL OVERSIGHT

2. May request that the Superintendent of Public Instruction (SPI), with SBE approval, assign the California Collaborative for Educational Excellence to provide advice and assistance to the charter school pursuant to Education Code 52074

In accordance with law, the Board may deny a charter's renewal petition or may revoke a charter based on the charter school's poor performance, especially with regards to the academic achievement of all numerically significant subgroups of students served by the charter school.

(cf. 0420.42 - Charter School Renewal)

(cf. 0420.43 - Charter School Revocation)

Complaints

Each charter school shall establish and maintain policies and procedures to enable any person to file a complaint, in accordance with the uniform complaint procedures as specified in 5 CCR 4600-4687, alleging the school's noncompliance with Education Code 47606.5 or 47607.3. (Education Code 52075)

(cf. 1312.3 - Uniform Complaint Procedures)

A complainant who is not satisfied with the decision may appeal the decision to the SPI. (Education Code 52075)

If the charter school finds merit in the complaint or the SPI finds merit in an appeal, a remedy shall be provided to all affected students and parents/guardians. (Education Code 52075)

School Closure

In the event that the Board revokes or denies renewal of a charter or the charter school ceases for any other reason, the Superintendent or designee shall, when applicable in accordance with the charter and/or a memorandum of understanding, provide assistance to facilitate the transfer of the charter school's former students and to finalize financial reporting and close-out.

The Superintendent or designee shall provide notification to the California Department of Education, within 10 calendar days, if the charter school will cease operation for any reason.

Such notification shall include, but not be limited to, a description of the circumstances of the closure, the effective date of the closure, and the location of student and personnel records. (Education Code 47604.32; 5 CCR 11962.1)

Legal Reference:

EDUCATION CODE

CHARTER SCHOOL OVERSIGHT

- 215 Suicide prevention policy
- 215.5 Suicide prevention hotline contact information on student identification cards
- 220 Nondiscrimination
- 221.61 Posting of Title IX information on web site
- 221.9 Sex equity in competitive athletics
- 222 Lactation accommodations for students
- 222.5 Pregnant and parenting students, notification of rights
- 234.4 Mandated policy on bullying prevention
- 234.6 Bullying and harassment prevention information**
- 234.7 Student protections relating to immigration and citizenship status
- 17070.10-17079.30 Leroy F. Greene School Facilities A
- 17280-17317 Field Act
- 17365-17374 Field Act, fitness for occupancy
- 32282 Comprehensive safety plan
- 32283.5 Online training on bullying prevention
- 33479-33479.9 The Eric Parades Sudden Cardiac Arrest Prevention Act
- 35179.4-35179.6 Interscholastic athletic programs, safety
- 35183.1 Graduation ceremonies; tribal regalia or recognized object of religious/cultural significance
- 35330 Field trips and excursions; student fees
- 38080-38086 School meals
- 39831.3 Transportation safety plan
- 39843 Disciplinary action against bus driver; report to Department of Motor Vehicles
- 41024 Report of expenditure of state facility funds
- 42100 Annual statement of receipts and expenditures
- 44030.5 Reporting change in employment status due to alleged misconduct
- 44237 Criminal record summary
- 44691 Information on detection of child abuse
- 44830.1 Certificated employees, conviction of a violent or serious felony
- 45122.1 Classified employees, conviction of a violent or serious felony
- 45125.1 Fingerprinting; employees of contracting entity
- 46015 Accommodations for pregnant and parenting students; parental leave
- 47600-47616.7 Charter Schools Act of 1992
- 47634.2 No classroom-based instruction
- 47640-47647 Special education funding for charter schools
- 47651 Apportionment of funds, charter schools
- 48000 Minimum age of admission for kindergarten; transitional kindergarten
- 48010-48011 Minimum age of admission (first grade)
- 48206.3-48208 Students with temporary disabilities; individual instruction
- 48850-48859 Educational placement of foster youth and homeless students
- 48907 Students' exercise of free expression; rules and regulations
- 48913.5 Suspended students, homework assignments**

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48950 Student speech and other communication
48985 Parental notifications,
49005-49006.4 Seclusion and restraint
49011 Student fees
49014 Public School Fair Debt Collection Act
49061 Student records
49062.5 Student records, name or gender changes
49070 Challenging student records
49073.2 Privacy of student and parent/guardian personal information
49076.7 Student records; data privacy; Social Security numbers
49110 Authority of issue work permits
49381 Human trafficking prevention
49414 Epinephrine auto-injectors
49414.3 Administration of opioid antagonist
49428 Notification of mental health services
49430-49434 The Pupil Nutrition, Health, and Achievement Act of 2001, especially:
49431.9 Advertisement of non-nutritious foods
49475 Health and safety, concussions and head injuries
49557.5 Child Hunger Prevention and Fair Treatment Act of 2017
49564 Meals for needy students
51224.7 Mathematics placement policy
51225.1-51225.2 Exemption from local graduation requirements; acceptance of coursework
51225.6 Instruction in cardiopulmonary resuscitation
51513 Diploma of graduation, without passage of high school exit examination
51745-51749.36 Independent study
51930-51939 California Healthy Youth Act
52052 Academic Accountability; numerically significant student subgroups
52060-52077 Local control and accountability plans
52075 Uniform complaint procedures
56026 Special education
56040.3 Availability of assistive technology devices
56145-56146 Special education services in charter schools
56365-56366.12 Nonpublic, nonsectarian schools
60600-60649 Assessment of academic achievement
64000 Categorical programs included in consolidated application
64001 School plan for student achievement, consolidated application programs
65000-65001 School site councils
69432.9-69432.92 Cal Grant program; notification of grade point average and high school graduation
CORPORATIONS CODE
5110-6910 Nonprofit public benefit corporations
GOVERNMENT CODE

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1090-1099 Prohibitions applicable to specified officers

3540-3549.3 Educational Employment Relations Act

6250-6270 California Public Records Act

54950-54963 The Ralph M. Brown Act

81000-91014 Political Reform Act of 1974

HEALTH AND SAFETY CODE

104420 Tobacco Use Prevention Education grant program

104559 Tobacco-free schools

LABOR CODE

1198.5 Personnel records related to performance and grievance

PENAL CODE

667.5 Definition of violent felony

1192.7 Definition of serious felony

VEHICLE CODE

28160 Child safety alert system

CALIFORNIA CONSTITUTION

Article 9, Section 5 Common school system

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

11700.1-11705 Independent study

11960-11969 Charter schools

CODE OF REGULATIONS, TITLE 24

101 et seq. California Building Standards Code

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972; discrimination based on sex

6311 Adequate State plan

7221-7221j Charter schools

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

CODE OF FEDERAL REGULATIONS, TITLE 34

200.1-200.78 Accountability

COURT DECISIONS

Ridgecrest Charter School v. Sierra Sands Unified School District, (2005) 130 Cal.App.4th 986

ATTORNEY GENERAL OPINIONS

89 Ops.Cal.Atty.Gen. 166 (2006)

80 Ops.Cal.Atty.Gen. 52 (1997)

78 Ops.Cal.Atty.Gen. 297 (1995)

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Student v. Horizon Instructional Systems Charter School, (2012) OAH Case No. 2011060763

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Pupil Fees, Deposits, and Other Charges, Fiscal Management Advisory 17-01, July 28, 2017
Special Education and Charter Schools: Questions and Answers, September 10, 2002
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Charter Schools Program: Title V, Part B of the ESEA, January 2014
WEB SITES
CSBA: <http://www.csba.org>
California Charter Schools Association: <http://www.calcharters.org>
California Department of Education, Charter Schools: <http://www.cde.ca.gov/sp/cs>
National Association of Charter School Authorizers: <http://www.qualitycharters.org>
U.S. Department of Education: <http://www.ed.gov>

Policy Adopted: ~~09/11/19~~ 08/12/2020

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

CHARTER SCHOOL OVERSIGHT

REQUIREMENTS FOR CHARTER SCHOOLS

A charter school shall subject to the terms of its charter; any memorandum of understanding between the school and the district Governing Board; the state and federal constitutions; applicable federal laws; state laws that apply to the governmental agencies in general; and other legal requirements that are expressly applicable to charter schools, including, but not limited to, requirements that each charter school or the entity managing the charter school:

Governance

1. Comply with the Ralph M. Brown Act (Government Code 54950-54963), California Public Records Act (Government Code 6250-6270), conflict of interest laws (Government Code 1090-1099), and Political Reform Act (Government Code 81000-91014), including the adoption of a conflict of interest code pursuant to Government Code 87300 (Education Code 47604.1)
2. Except as otherwise authorized by Government Code 54954, hold the meetings of its governing body within the physical boundaries of the county in which the charter school is located or, if a nonclassroom-based charter school that does not have a facility or operates one or more resource centers, hold governing body meetings within the physical boundaries of the county in which the greatest number of students enrolled in the charter school reside. In addition, a two-way teleconference location shall be established at the school site and/or resource center, as applicable. (Education Code 47604.1)

Operations

3. Not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization (Education Code 47604)
4. Be nonsectarian in its programs, admission policies, employment practices, and all other operations (Education Code 47605)

Admission/Enrollment

5. Adhere to all laws establishing the minimum age for public school attendance (Education Code 47610)
6. Serve students who are California residents and who, if over 19 years of age, are continuously enrolled in a public school and making "satisfactory progress" toward a high school diploma as defined in 5 CCR 11965 (Education Code 47612)
7. Serve students with disabilities in the same manner as such students are served in other public schools (Education Code 47646, 56145)

REQUIREMENTS FOR CHARTER SCHOOLS

8. Admit all students who wish to attend the school, according to the following criteria and procedures:
 - a. Admission to the charter school shall not be determined according to the student's or parent/guardian's place of residence, within the state, except that any existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to students who reside within the school's former attendance area. (Education Code 47605)

If a charter school will be physically located in a public elementary school attendance area in which 50 percent or more of the student enrollment is eligible for free or reduced-price meals, it may also establish an admissions preference for students who are currently enrolled in the public elementary school and for students who reside in the public school attendance area. (Education Code 47605.3)

- b. If the number of students who wish to attend the charter school exceeds the school's capacity, attendance shall be determined by a public random drawing, with preference extended to students currently attending the charter school and students who reside in the district, except as provided for in Education Code 47614.5. (Education Code 47605)
 - c. Other admissions preferences may be permitted by the Governing Board of the district on an individual school basis as consistent with law. (Education Code 47605)
9. Not discourage a student from enrolling or seeking to enroll in the charter school, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The charter school shall not request or require a student's records to be submitted before enrollment. The charter school shall post on its web site the California Department of Education's (CDE) notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquires about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Education Code 47605)
- 9.10 Immediately enroll a homeless student, except where such enrollment would conflict with Education Code 47605(d) (Education Code 48850; 42 USC 11431-11435)
1011. Comply with the requirements of Education Code 48850-48859 regarding the enrollment and placement of foster youth (Education Code 48853.5, 48859)
142. Allow a student who is enrolled in the charter school but receiving individual instruction at home or a hospital due to a temporary disability to return to the charter school when well enough to do so, provided the student returns during the school year in which the individual instruction was initiated. (Education Code 48207.3)

Nondiscrimination

123. Not discriminate against any student on the basis of the characteristics listed in Education Code 220 (Education Code 47605)
134. Adopt policy that is consistent with the model policy developed by the California Attorney General addressing the charter school's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code 234.7
145. Post specified information related to the prohibition against discrimination under Title IX of the Education Amendments of 1972 in a prominent and conspicuous location on the school web site or on the web site of the charter operator (Education Code 221.61)
156. If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level (Education Code 221.9)
167. Provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other **needs related to breastfeeding**. **The charter school shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students.** (Education Code 222, 222.5, 46015)
178. If a direct-funded charter school, adopt and implement uniform complaint procedures to resolve complaints of unlawful discrimination or alleged violation of a state or federal law or regulation governing educational programs, in accordance with 5 CCR 4600-4670 (5 CCR 4600)

Tuition and Fees

189. Not charge tuition (Education Code 47605)
1920. Not charge student fees for any activity that is an integral component of the educational program, except as authorized by those Education Code provisions that explicitly apply to charter schools
- 20.1 Not bill, nor take any negative action against, a student or former student for a debt owed to the charter school. The school shall provide an itemized invoice for any amount owed by the parent/guardian on behalf of a student or former student before pursuing payment of the debt and shall provide a receipt to the parent/guardian for each payment made to the school. (Education Code 49014)

School Plans

- 24.2 Adopt a local control and accountability plan (LCAP) and update the plan by July 1 each year, **after holding a public hearing**, in consulting ~~on~~ with specified stakeholders and using the template adopted by the State Board of Education (SBE). ~~To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.~~ As part of the LCAP adoption and annual update to the LCAP, the governing body of the charter school shall separately adopt a local control funding formula budget overview for parents/guardians, based on the template developed by the SBE, ~~which includes specified information relating to the school's budget.~~ (Education Code 47604.33, 47606.5, 52064, 52064.1)
223. If the charter school applies for federal and/or state categorical program funding through the state's consolidated application, establish a school site council to develop and annually review a school plan for student achievement, unless the school chooses to use its LCAP for this purpose (Education Code 64000-64001, 65000-65001)
234. Develop a comprehensive safety plan in accordance with Education Code 32282 and review and update the plan by March 1 each year (Education Code 47605)
245. Develop a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Education Code 39831.3; Vehicle Code 28160)

Curriculum and Instruction

256. Offer at least the number of instructional minutes required by law for the grade levels provided by the charter school (Education Code 47612.5)
267. If the charter school offers a kindergarten program, also offer a transitional kindergarten program to students whose fifth birthday is from September 2 through December 2 (Education Code 48000)
278. If the charter school serves students in grade 9, adopt a fair, objective, and transparent mathematics placement policy with specified components (Education Code 51224.7)
289. If the charter school serves students in any of grades 7-12, provide comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education at least once in junior high or middle school and once in high school, beginning in the 2019-2020 school year (Education Code 51931, 51934)
2930. If the charter school serves students in any of grades 6-12, identify and implement methods of informing parents/guardians of human trafficking prevention resources by ~~January 1, 2020~~ (Education Code 49381)

Philosophy, Goals, Objectives and Comprehensive Plans

E 0420.41(e)

301. If the charter school provides independent study, meet the requirements of Education Code 51745- 51749.6, except that the school may be allowed to offer courses required for graduation solely through independent study as an exception to Education Code 51745(e) (Education
32. Accept and provide full or partial credit for coursework satisfactorily completed by a foster youth, homeless student, former juvenile court school student, child of a military family, migrant student, or a student participating in a newcomer program while attending another school (Education Code 51225.2)
343. Meet all statewide standards and conduct any statewide assessments applicable to noncharter public schools (Education Code 47605, 47612.5, 60605)

Special Education

34. Provide assistive technology devices in a student's home or other settings if the individualized education program team determines that such access is necessary. The charter school shall also provide an assistive technology device or comparable device to a student who enrolls in another local educational agency, for two months after the student leaves the charter school or until alternative arrangements can be made, whichever occurs first. (Education Code 56040.3)
35. If the charter school is an independent member of a special education local plan area and has a master contract with a nonpublic, nonsectarian school:
 - a. Pay the full amount of the tuition or fees for students with disabilities enrolled in programs or services provided pursuant to that contract (Education Code 56365)
 - b. Conduct at least one onsite visit to the nonpublic, nonsectarian school prior to a student's placement and at least once each school year (Education Code 56366.1)

High School Graduation

326. Exempt a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers between schools after the second year of high school, or a student participating in a newcomer program for newly immigrant students in grades 11-12, from any graduation requirements established by the charter school that exceed state requirements, unless the school determines that the student is reasonably able to complete the requirements by the end of the fourth year of high school (Education Code 51225.1, 51225.2)
337. Grant a high school diploma to any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination (Education Code 51413)
348. Allow a student to wear traditional tribal regalia or recognized objects of religious or cultural significance as an adornment at school graduation ceremonies, unless the charter school determines that an item is likely to cause a substantial disruption of, or material interference with, the ceremony (Education Code 35183.1)

Student Expression

- 359. Provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications (Education Code 48907, 48950)

Staffing

- 3640. Require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) **as required for the teacher's certificated assignment. Teachers employed by the charter school during the 2019-20 school year shall have until July 1, 2025 to obtain the required certificate required.** ~~equivalent to that which a teacher in other public schools would be required to hold~~ (Education Code 47605, 47605.4)
- 3741. Not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the charter school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check (Education Code 44830.1, 45122.1, 45125.1)
- 38.42. Report to the CTC any change in a certificated employee's employment status (dismissal, nonreelection, resignation, suspension, unpaid administrative leave for more than 10 days, retirement, or other decision not to employ or reemploy) as a result of an allegation of misconduct or while an allegation of misconduct is pending (Education Code 44030.5)
- 43. **If the charter school chooses to make the state teachers' retirement plan available to its employees, meet the requirements of Education Code 47611 regarding the State Teachers' Retirement System (Education Code 47610)**
- ~~39. Meet the requirements of Education Code 47611 regarding the State Teachers' Retirement System (Education Code 47610)~~
- 404. Meet the requirements of Government Code 3540-3549.3 related to collective bargaining in public education employment (Education Code 47611.5)

Parent/Guardian Involvement

- 415. On a regular basis, consult with parents/guardians and teachers regarding the charter school's educational programs (Education Code 47605)
- 426. Notify parents/guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school (Education Code 47605) ~~Nutrition~~
- 47. **If 15 percent or more of the students at the charter school speak a single primary language other than English, provide all notices, reports, statements or records sent to parents/guardians in English and in the primary language. (Education Code 48985)**

Philosophy, Goals, Objectives and Comprehensive Plans

E 0420.41(g)

- 43.8. ~~Beginning with the 2019-2020 school year, p~~ Provide each eligible student with one nutritionally adequate free or reduced-price meal during each school day, except as provided for a charter school that offers nonclassroom-based instruction (Education Code 47613.5)
- 44.9. If the **charter** school participates in the National School Lunch and/or Breakfast program not promote any food or beverage during the school day that does not comply with state nutritional standards pursuant to Education Code 49430-49434, and not participate in a corporate incentive program that offers free or discounted non-nutritious foods or beverages as rewards for students who reach certain academic goals. (Education Code 49431.9)
- 45.50 If the charter school participates in the National School Lunch and/or Breakfast program, notify parents/guardians within 10 days of their child's meal account reaching a negative balance; **not take any action directed at a student to collect** ~~ensure that a student with unpaid school meal fees is not~~ **denied a meal of the student's choice**, shamed, treated differently; ~~or served a meal that differs from other students~~; and prohibit student discipline from resulting in the denial or delay of a nutritionally adequate meal (Education Code 49557.5)
- 46.51. If the charter school participates in the National School Lunch and/or Breakfast program and is a very high poverty school, as defined, apply to the California Department of Education (CDE) to provide lunch and/or breakfast free of charge to all students under a federal universal service provision (Education Code 49564)

Student Health

52. **Adopt a policy on suicide prevention, intervention, and postvention for grades 7-12, and an age-appropriate policy for grades K-6, and review the policy at least every five years (Education Code 215)**
53. ~~If the charter school serves students in grades 7-12, adopt a policy on suicide prevention, intervention, and postvention with specified components, review the policy at least every five years, and, if the school issues student identification cards, print the telephone number of the National Suicide Prevention Lifeline on those cards (Education Code 215, 215.5)~~
- 48.54. Notify students and parents/guardians at least twice during the school year on how to initiate access to available student mental health services on campus or in the community (Education Code 49428)
- 49.55. Provide annual training on child abuse and neglect reporting requirements to employees and persons working on the charter school's behalf who are mandated reporters, within the first six weeks of each school year or within six weeks of employment (Education Code 44691)
- 50.6. If the charter school offers an athletic program, annually provide information sheets about concussions/head injuries and sudden cardiac arrest to athletes and their parents/guardians, which must be signed and returned to the school before the athlete initiates practice or competition. In the event that an athlete is suspected of sustaining a concussion or head injury,

passes out, or faints during or immediately after participation in an athletic activity, the student shall be immediately removed from the activity for the remainder of the day and shall not be permitted to return to the activity until the student is evaluated by a licensed health care provider and receives written clearance to do so. (Education Code 33479-33479.5, 49475)

- 51.7. If the charter school offers an interscholastic athletic program, develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire at least one automated external defibrillator (AED) for the school, and make the AED available at on-campus athletic activities or events (Education Code 35179.4, 35179.6)
- 52.8. Provide school nurses or other voluntary, trained personnel with emergency epinephrine auto-injectors of the type required pursuant to Education Code 49414 (Education Code 49414)
- 53.9. If the charter school chooses to make an opioid antagonist available to persons suffering, or reasonably believed to be suffering, from an opioid overdose, comply with the requirements of Education Code 49414.3, including, but not limited to, providing training to personnel who volunteer to administer the opioid antagonist

Student Conduct/Discipline

- 54.60. Adopt a policy on bullying and cyberbullying prevention, **post specified information on bullying and harassment prevention, by December 31, 2019**, and annually make CDE's online training module on bullying prevention available to school site certificated employees and other employees who have regular interaction with students (Education Code 234.4, **234.6, 32283.5**)
- 61. **Adopt and display a written policy on sexual harassment, include the policy as part of any orientation for new and continuing students, and post a poster notifying students of the policy. (Education Code 231.5, 231.6)**
- 55.62. Prohibit seclusion and behavioral restraint of students as a means of discipline, and only use such methods to control student behavior that poses a clear and present danger of serious physical harm to a student or others that cannot be immediately prevented by a less restrictive response (Education Code 49005-49006.4)
- 63. **Neither recommend for expulsion a student in grades K-12 nor suspend a student in grades K-8 for disrupting school activities or otherwise willfully defying the authority of school personnel in the performance of their duties (Education Code 48901.1)**
- 64. **Upon request, provide a student who is suspended for two or more days with the homework assigned during the period of suspension (Education Code 48913.5)**

Student and Parent/Guardian Records

- 56.65. Not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents/guardians unless otherwise required to do so by state or federal law (Education Code 49076.7)

Philosophy, Goals, Objectives and Comprehensive Plans

E 0420.41(i)

- ~~57.~~66. Upon written request, not include the directory information of a student or the personal information of a parent/guardian, as defined, in the minutes of a meeting of the governing body (Education Code 49073.2)
- ~~58.~~67. If a student subject to compulsory full-time education is expelled or leaves the charter school without graduating or completing the school year for any reason, notify the Superintendent of the school district of the student's last known address within 30 days and, upon request, provide that district with a copy of the student's cumulative record, including a transcript of grades or report card, and health information (Education Code 47605)
- ~~59.~~68. If the charter school serves high school students, submit to the Student Aid Commission, for use in the Cal Grant program, the grade point average (GPA) of all students in grade 12 and verification of high school graduation or its equivalent for students who graduated in the prior academic year. However, such information shall not be submitted when students opt out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9, 69432.92)
69. Upon receipt of government-issued documentation of a change of name or gender or, if such documentation is not available, upon request in accordance with the procedure in Education Code 49070, update and reissue a former student's records to include the student's updated legal name or gender (Education Code 49062.5, 49070)

Facilities

- ~~60.~~70. Comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located, unless the charter school facility meets either of the following conditions: (Education Code 47610, 47610.5)
- a. The facility complies with the Field Act pursuant to Education Code 17280-17317 and 17365-17374.
- b. The facility is exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, including, but not limited to, the federal government.

Finance

671. Promptly respond to all reasonable inquiries from the district, the county office of education, or the Superintendent of Public Instruction (SPI), including, but not limited to, inquiries regarding the charter school's financial records (Education Code 47604.3)
672. Maintain written contemporaneous records that document all student attendance and make these records available for audit and inspection (Education Code 47612.5)
673. Identify and report to the SPI any portion of the charter school's average daily attendance that is generated through nonclassroom-based instruction, including, but not limited to, independent study, home study, work study, and distance and computer-based education (Education Code 47612.5, 47634.2; 5 CCR 11963.2)

Philosophy, Goals, Objectives and Comprehensive Plans

E 0420.41(j)

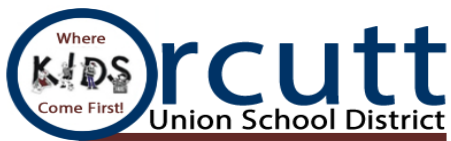
674. Annually prepare and submit financial reports to the district Board and the County Superintendent of Schools in accordance with the following reporting cycle:
- a. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement. (Education Code 47604.33)
 - b. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. (Education Code 47604.33)
 - c. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31. (Education Code 47604.33)
 - d. By September 15, a final unaudited report for the full prior year. The report submitted to the Board shall include an annual statement of all the charter school's receipts and expenditures for the preceding fiscal year. (Education Code 42100, 47604.33)
 - e. By December 15, a copy of the charter school's annual, independent financial audit report for the preceding fiscal year, unless the charter school's audit is encompassed in the district's audit. The audit report shall also be submitted to the State Controller and CDE. (Education Code 47605)
675. If the charter school receives state facilities funding pursuant to the Leroy F. Greene School Facilities Act (Education Code 17070.10-17079.30), annually report a detailed list of all expenditures of state funds and of the school's matching funds for completed projects, and submit an audit of completed facilities projects within one year of project completion (Education Code 41024)

Accountability

676. Annually adopt a school accountability report card (Education Code 47612; California Constitution, Article 16, Section 8.5)

Exhibit Approved: ~~08/14/19~~ 06/10/20

Orcutt Union School District
Orcutt, CA



BOARD OF TRUSTEES

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Assistant Superintendent
WILLIAM YOUNG
Assistant Superintendent
KIRBY FELL
Chief Technology Officer

Where a Dedicated Staff Means
KIDS COME FIRST

TO: Board of Trustees

FROM: Deborah Blow, Ed.D.
Superintendent

BOARD MEETING DATE: April 8, 2020

BOARD AGENDA ITEM: BP 0420.42 Revised Charter School Renewal

BACKGROUND: Policy updated to reflect NEW LAW (AB 1505) which revises the criteria for granting or denying charter renewals: including the length of renewal for high performing or low-performing charter schools. Policy also reflects changes due to New Laws (AB 1505 and AB 1595) in regards to timelines for renewal of charter petitions. Section on "School Closure" added to clarify that if the charter school is not renewed and ceases operation, the closure procedures specified in the charter will be implemented.

RECOMMENDATION: It is recommended that the Board of Trustees approves the revisions made to BP 0420.42, Charter School Renewal, as submitted.

FUNDING: No funding implications

CHARTER SCHOOL RENEWAL

The Governing Board believes that the ongoing operation of a charter school should be dependent on the school's effectiveness in achieving its mission and goals for student learning and other student outcomes. Whenever a charter school submits a petition for renewal of its charter, the Board shall review the petition in a thorough and timely manner. The Board shall consider renewal petitions only of charters originally authorized by the Board itself or by the State Board of Education on appeal after initial denial by the Board.

(cf. 0420.4 - Charter School Authorization)
(cf. 0420.41 - Charter School Oversight)
(cf. 0420.43 - Charter School Revocation)
(cf. 0500 - Accountability)

The Board shall deny the renewal petition of any charter school operated as or by a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Education Code 47604)

When a charter school, concurrently with its renewal petition, proposes to expand operations to one or more additional sites or grade levels, the charter school shall request a material revision to its charter. The material revision may be made only with the approval of the Board and in accordance with the standards and criteria in Education Code 47605 for material revisions. (Education Code 47607)

~~No charter school that submits a renewal petition on or after July 1, 2019 shall be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Education Code 47604)~~

The Board recommends that a charter school submit its petition for renewal to the Board sufficiently early before the expiration of the term of the charter to allow the Board's deliberations and decision on the renewal petition to be completed with minimal disruption to the charter school's educational program in the renewal year.

The Board recommends that a charter school submit its petition for renewal to the Board sufficiently early before the expiration of the term of the charter to allow the Board's deliberations and decision on the renewal petition to be completed with minimal disruption to the charter school's educational program in the renewal year.

The petition for renewal shall include a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed. (Education Code 47607; 5 CCR 11966.4)

~~Each renewal shall be for a period of five years. (Education Code 47607)~~

Criteria for Granting or Denying Renewals

Renewals shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605;. ~~However, a charter renewal shall not be denied based on the fiscal impact of the charter school on the district or finding that the charter school is unlikely to serve the interest of the entire community in which the school is located as described in Education Code 47605. except that the signature requirement for new petitions is not applicable to petitions for renewal. (Education Code 47607; 5 CCR 11966.4)~~

~~The signature requirement for charter authorization petitions is not applicable to petitions for renewal. (Education Code 47607)~~

~~The petition for renewal shall include a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed. (Education Code 47607; 5 CCR 11966.4)~~

In determining whether to grant a charter renewal, the Board shall ~~review both schoolwide consider the past academic, financial, and operational performance of the charter school in evaluating the likelihood of future success, along with any plans for improvement. Increases in academic achievement for all numerically significant student subgroups of on the state and local indicators included in the California School Dashboard, giving greater weight to performance on measurements of academic performance. If the Dashboard indicators, such as data from the California Assessment of Student Performance and Progress, or any successor system, for the most recent academic year. students served by the charter school, as defined in Education Code 52052, shall be the most important factor. (Education Code 47607; 5 CCR 11966.4)~~

~~Following the Board's review, a renewal of the charter petition may be granted in accordance with a three-tiered system based on school performance, as follows:~~

~~1. Renewal of Five to Seven Years~~

~~A renewal shall be granted for a period of five to seven years to a charter school that is not eligible for technical assistance pursuant to Education Code 47607.3 and that, for two consecutive years immediately preceding the renewal, achieved either of the following: (Education Code 47607)~~

- ~~a. Received the two highest performance levels schoolwide on all the state indicators included in the Dashboard for which the charter school receives performance levels~~
- ~~b. For all measurements of academic performance, received performance levels schoolwide that are the same or higher than the state average and, for a majority of numerically significant student subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average~~

Criteria for Granting or Denying Renewals

2. Renewal of Five Years

a. A renewal shall be granted for five years if clear and convincing evidence, demonstrated by verified data, shows either of the following: (Education Code 47607.2)

(1) Measurable increases in academic achievement, as defined by at least one year's progress for each year in school

(2) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers

b. For any such charter school, the Board may deny the renewal petition upon making written factual findings that the charter school failed to meet or make sufficient progress toward meeting standards that provide a benefit to students at the school, that the closure of the charter school is in the best interest of students, and that the Board's decision provided greater weight to performance on measurements of academic performance. (Education Code 47607.2)

3. Denial with Option for Two-Year Renewal

a. The Board shall generally not renew a charter if, for two consecutive years immediately preceding the renewal decision, either of the following applies: (Education Code 47607.2)

(1) The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the Dashboard for which it receives performance levels.

(2) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and, for a majority of numerically significant student subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average.

b. However, the Board may grant a two-year renewal to any such charter school if the Board makes written factual findings, setting forth specific facts to support the findings, that:

(1) The charter school is taking meaningful steps to address the underlying cause(s) of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school.

(2) There is clear and convincing evidence, demonstrated by verified data, showing achievement of the criteria specified in item #2a above

Criteria for Granting or Denying Renewals

In addition to all the grounds stated above for denial of a charter renewal, the Board may deny renewal of a charter upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors or a finding that the school is not serving all students who wish to attend. When denying a charter renewal for either of these reasons, the Board shall provide the charter school at least 30 days' notice of the alleged violation and a reasonable opportunity to cure the violation, including the submission of a proposed corrective action plan. The renewal shall be denied if the Board finds either that the corrective action proposed by the charter school has been unsuccessful or that the violations are sufficiently severe and pervasive as to render a corrective action plan unviable. Any finding that a school is not serving all students who wish to attend shall specifically identify the evidence supporting the finding. (Education Code 47607)

A charter school that is eligible for the state's Dashboard Alternative School Status shall not be subject to any of the above criteria. Instead, in determining whether to grant a charter renewal for such a charter school, the Board shall consider, in addition to the charter school's performance on the state and local indicators included in the Dashboard, the charter school's performance on alternative metrics applicable to the charter school based on the student population served. The Board shall meet with the charter school during the first year of the charter school's term to mutually agree to discuss alternative metrics to be considered and shall notify the charter school of the alternative metrics to be used within 30 days of this meeting. The Board may deny a charter renewal only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of students. (Education Code 47607)

Timelines for Board Action

~~The Board shall deny a renewal petition only if it makes a written factual finding setting forth specific facts to support one or more of the following grounds: (Education Code 47605, 47607; 5-CCR 11966.4)~~

- ~~1. The charter school presents an unsound educational program for the students to be enrolled in the charter school.~~
- ~~2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.~~
- ~~3. The petition does not contain an affirmation of each of the conditions described in Education Code 47605(d).~~
- ~~4. The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code 47605(b).~~

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0420.42 (e)

Criteria for Granting or Denying Renewals

- ~~5. The charter school has failed to meet at least one of the following criteria of academic performance:~~
- ~~a. Increase in academic achievement for all groups of student's school wide and among numerically significant student subgroups, as determined using measures identified pursuant to Education Code 52052.~~

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0420.42 (c)

- ~~b. Academic performance at least equal to the academic performance of the public schools that the charter school students would otherwise have been required to attend, as well as the academic performance of district schools, taking into account the composition of the student population that is served at the charter school~~

~~Such performance shall be determined based on a review of documented clear and convincing data; student achievement data from assessments, including, but not limited to, state academic achievement tests, for demographically similar student populations in comparison schools; and information submitted by the charter school. The Board shall not grant a renewal until at least 30 days after the submission of any such documentation by the charter school. The Superintendent or designee shall submit to the Superintendent of Public Instruction copies of supporting documentation and a written summary of the basis for the Board's determination.~~

~~(cf. 6162.51 – Standardized Testing and Reporting Program)~~

- ~~c. Qualification for an alternative accountability system pursuant to Education Code 52052(h)~~

Timelines for Board Action

~~Within 30 days of receiving the renewal petition, the Board shall hold a public hearing to review documentation submitted by the charter school and obtain public input.~~

~~If the charter school submits documentation pursuant to item #5d in the following section “Criteria for Granting or Denying Renewal,”~~

Timelines for Board Action

Within 60 days of receiving the renewal petition, the Board shall hold a public hearing to review documentation submitted by the charter school and obtain public input. A petition is deemed received on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. (Education Code 47605) or within 90 days if extended by mutual written agreement of the Board and the charter school, the Board shall either grant or deny the request to renew the charter. (Education Code 47607; 5 CCR 11966.4)

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0420.42 (f)

Criteria for Granting or Denying Renewals

The Board shall ~~either not grant or deny the charter a renewal within until at least 3-90 days of receiving the petition or within 120 days with consent of both the petitioner and the Board. after the submission of such documentation~~ (Education Code 47605 7).

At least 15 days before the public hearing at which the Board will grant or deny the charter petition, the Board shall publish all staff recommendations and recommended findings regarding the petition. During the public hearing, petitioners shall have equal time and opportunity to present evidence and testimony to respond to the staff recommendations and findings. (Education Code 47605)

If the Board fails to make a written factual finding pursuant to items #1-5 in the following section "Criteria for Granting or Denying Renewal" **above** within the required time period, the absence of a written factual finding shall be deemed an approval of the renewal petition. (5 CCR 11966.4)

The Superintendent or designee shall provide notification to the California Department of Education, within 10 calendar days of the Board's action, whenever a renewal of the charter is granted or denied. (Education Code 47604.32; 5 CCR 11962.1)

If the Board denies a renewal petition, the charter school may submit its application for renewal to the County Board of Education within 30 days of the Board's written factual findings supporting the denial. (Education Code 47605, 47607.5)

School Closure

If a charter is not renewed and the charter school ceases operation, the Board and/or the charter school shall implement the school closure procedures specified in the charter in accordance with Education Code 47605 and 5 CCR 11962. (Education Code 47603.32)

Legal Reference:

EDUCATION CODE

47600-47616.7 Charter Schools Act of 1992

52052 Alternative accountability system

56145-56146 Special education services in charter schools

60600-60649 Assessment of academic achievement

CODE OF REGULATIONS, TITLE 5

11960-11969 Charter schools

UNITED STATES CODE, TITLE 20

7223-7225 Charter schools

Management Resources:

CSBA PUBLICATIONS

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0420.42 (g)

Criteria for Granting or Denying Renewals

The Role of the Charter School Authorizer, Online Course
Charter Schools: A Manual for Governance Teams, rev. 2009

WEB SITES

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

California Charter Schools Association: <http://www.calcharters.org>

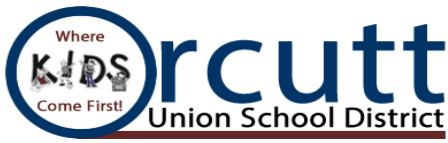
California Department of Education, Charter Schools: <http://www.cde.ca.gov/sp/cs>

National Association of Charter School Authorizers: <http://www.charterauthorizers.org>

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

Policy Adopted: ~~03/11/20~~ 06/10/20

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



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

Where a Dedicated Staff Means
KIDS COME FIRST

TO: Board of Trustees

FROM: Deborah Blow, Ed.D.
Superintendent

BOARD MEETING DATE: April 8, 2020

BOARD AGENDA ITEM: BP 0420.43 Revised Charter School Revocation

BACKGROUND: Policy updated to move up the material regarding immediate revocation of a charter school in the event of a severe and imminent threat to the health or safety of students and to reflect NEW LAW (AB 1505) which provides that increases in student achievement for all numerically significant student subgroups should be a factor, but not necessarily the most important factor, in determining whether to revoke a charter. Section on "School Closure" was added to clarify that if the charter school is revoked and

RECOMMENDATION: It is recommended that the Board of Trustees approves the revisions made to BP 0420.43, Charter School Revocation, as submitted.

FUNDING: No funding implications

CHARTER SCHOOL REVOCATION

The **Governing** Board of Trustees expects any charter school it authorizes ~~ed by the Board~~ to provide a sound educational program that promotes student learning and to carry out its operations in a manner that complies with law and the terms of its charter. However, when necessary, the Board may revoke a charter before the date it is due to expire.

(cf. 0420.4 - Charter School Authorization)

(cf. 0420.41 - Charter School Oversight)

(cf. 0420.42 - Charter School Renewal)

(cf. 0500 - Accountability)

When the Board determines, in writing, that any violation under Education Code 47607 constitutes a severe and imminent threat to the health or safety of students, the Board may immediately revoke the school's charter. When such a determination is made, the Board shall approve and deliver to the charter school's governing body, the County Board of Education, and the California Department of Education (CDE) a Notice of Revocation by Determination of a Severe and Imminent Threat to Pupil Health or Safety. (Education Code 47607; 5 CCR 11968.5.3)

In all other circumstances, the Board may revoke a charter after providing due process and using the procedures described below. The Board may revoke a charter if it makes a written factual finding specific to that charter school and supported by substantial evidence that the charter school has done any of the following: (Education Code 47607)

1. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter
2. Failed to meet or pursue any of the student outcomes identified in the charter
3. Failed to meet generally accepted accounting principles or engaged in fiscal mismanagement
4. Violated any provision of law

The Board shall also consider revoking the charter of any charter school for which the California Collaborative for Educational Excellence (CCEE) has provided advice and assistance pursuant to Education Code 47607.3 if CCEE has issued either of the following findings: (Education Code 47607.3)

1. That the charter school has failed or is unable to implement the recommendations of the CCEE
2. That the inadequate performance of the charter school, as based on the California School Dashboard, is so persistent or acute as to require revocation of the charter

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0420.43 (b)

~~The Board may revoke a charter before the date it is due to expire whenever it makes a written factual finding, supported by substantial evidence, that the charter school has done any of the following: (Education Code 47607)~~

In determining whether to revoke a charter, the Board shall consider increases in student academic achievement for all “numerically significant” groups of students served by the charter school, as defined in Education Code 52052, as the most important factor. (Education Code 47607, 47607.3)

Revocation Procedures

If the Board is considering a revocation of a charter school, it shall take action to approve and deliver a Notice of Violation to the charter school's governing body. The Notice of Violation shall identify: (Education Code 47607; 5 CCR 11965, 11968.5.2)

1. The charter school's alleged violation(s).
2. All evidence relied upon by the Board in determining that the charter school committed the alleged violation(s), including the date and duration of the alleged violation(s). The Notice shall show that each alleged violation is both material and uncured and that it occurred within a reasonable period of time before the Notice of Violation is issued.
3. The period of time that the Board has concluded is a reasonable period of time for the charter school to remedy or refute the identified violation(s). In identifying this time period, the Board shall consider the amount of time reasonably necessary to remedy each identified violation, which may include the charter school's estimation as to the anticipated remediation time.

At least 72 hours prior to any Board meeting at which the Board will consider issuing a Notice of Violation, the Board shall provide the charter school with notice and all relevant documents related to the proposed action. (5 CCR 11968.5.2)

(cf. 9320 - Meetings and Notices)

By the end of the remedy period identified in the Notice of Violation, the charter school's governing body may submit to the Board a detailed written response and supporting evidence addressing each identified violation, including, as applicable, a refutation, remedial action taken, or proposed remedial action. (5 CCR 11968.5.2)

At the conclusion of the remedy period specified in the Notice of Violation, the Board shall evaluate any response and supporting evidence provided by the charter school's governing body and shall take one of the following actions: (5 CCR 11968.5.2)

1. Discontinue revocation of the charter and provide timely written notice of such action to the charter school's governing body

2. Continue revocation of the charter, by issuing a Notice of Intent to Revoke to the charter school's governing body within 60 calendar days of the conclusion of the remedy period, if there is substantial evidence that the charter school has failed to remedy a violation identified in the Notice of Violation or to refute a violation to the Board's satisfaction. All evidence relied upon by the Board for the decision shall be included in the Notice of Intent to Revoke.

~~If the Board takes action to issue a Notice of Violation, it shall deliver the Notice of Violation to the charter school's governing body. The Notice of Violation shall identify: (Education Code 47607; 5 CCR 11965, 11968.5.2)~~

~~Within 60 calendar days of the conclusion of the remedy period, the Board shall evaluate any response and supporting evidence provided by the charter school's governing body and shall take one of the following actions: (5 CCR 11968.5.2)~~

If the Board issues a Notice of Intent to Revoke, it shall hold a public hearing concerning the revocation on the date specified in the notice, which shall be no later than 30 days after providing the notice. Within 30 calendar days after the public hearing, or within 60 calendar days if extended by written mutual agreement of the Board and the charter school, the Board shall issue a final decision to revoke or decline to revoke the charter. (Education Code 47607; 5 CCR 11968.5.2)

If the Board fails to meet the timelines specified above for issuing a Notice of Intent to Revoke or a final decision, the revocation process shall be deemed terminated. (5 CCR 11968.5.2)

Within 10 calendar days of the Board's final decision, the Superintendent or designee shall provide a copy of the final decision to the California Department of Education (CDE) and the County Board of Education. (Education Code 47604.32; 5 CCR 11968.5.2)

~~The procedures specified above shall not be applicable when the Board determines that any violation under Education Code 47607 constitutes a severe and imminent threat to the health or safety of students. In such circumstances, the Board may immediately revoke the school's charter by approving and delivering a Notice of Revocation by Determination of a Severe and Imminent Threat to Pupil Health or Safety to the charter school's governing body, the County Board, and the CDE. (Education Code 47607; 5 CCR 11968.5.3)~~

Appeals

~~In the event that~~ If the Board revokes the a charter, the charter school may, within 30 days of the Board's final decision, appeal the revocation to the County Board. ~~Either the charter school or the district may subsequently appeal t~~ The County Board's decision may subsequently be appealed to the State Board of Education by either the charter school or the district. However, a revocation based upon the findings of CCEE pursuant to Education Code 47607.3 may not be appealed. (Education Code 47607; 47607.3; 5 CCR 11968.5.3-11968.5.5)

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0420.43 (d)

School Closure

If a charter school ceases operation due to revocation, the Board and/or the charter school shall implement the school closure procedures specified in the charter in accordance with Education Code 47605 and 5 CCR 11962. (Education Code 47603.32)

Legal Reference:

EDUCATION CODE

47600-47616.7 Charter Schools Act of 1992

47607 Charter renewals and revocations

52052 Accountability: numerically significant student subgroups; definition

CODE OF REGULATIONS, TITLE 5

11960-11969 Charter schools, especially:

11968.5-11968.5.5 Charter Revocations

COURT DECISIONS

Today's Fresh Start, Inc. v. Los Angeles County Office of Education, (2011) 197 Cal.App.4th 436

Management Resources:

CSBA PUBLICATIONS

The Role of the Charter School Authorizer, Online Course

Charter Schools: A Manual for Governance Teams, rev. 2009

WEB SITES

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

California Charter Schools Association: <http://www.calcharters.org>

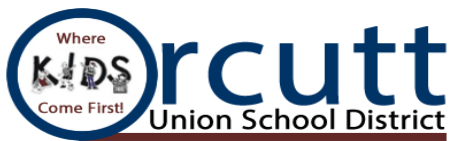
California Department of Education, Charter Schools: <http://www.cde.ca.gov/sp/cs>

National Association of Charter School Authorizers: <http://www.charterauthorizers.org>

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

Policy Adopted: ~~09/11/2013~~ **06/10/20**

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



Where a Dedicated Staff Means
KIDS COME FIRST

BOARD OF TRUSTEES

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District Superintendent
HOLLY EDDS, Ed.D.
Assistant Superintendent
SUSAN SALUCCI
Assistant Superintendent
WILLIAM YOUNG
Assistant Superintendent
KIRBY FELL
Chief Technology Officer

TO: Board of Trustees

FROM: Deborah Blow, Ed.D.

BOARD MEETING DATE: May 13, 2020

BOARD AGENDA ITEM: Proposed Cancellation of Scheduled Regular Board Meeting on June 3, 2020

BACKGROUND: Due to the Covid-19 pandemic, changes have been made to the timeline and process for approval of the district LCAP. As a result of these changes, it is no longer necessary to hold two meetings in June in order to approve the 2020-21 Budget.

RECOMMENDATION: It is recommended that the Board of Trustees approve the Cancellation of Scheduled Regular Board Meeting on June 3, 2020.

FUNDING: N/A



BUSINESS SERVICES MEMORANDUM

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

FROM: Bill Young
Assistant Superintendent, Business Services

BOARD MEETING DATE: May 13, 2020

BOARD AGENDA ITEM: Resolution No. 20, Adoption of School Developer Fee Increase

BACKGROUND: At its January 22, 2020 meeting, the State Allocation Board increased the residential and commercial/industrial development fees from \$3.79 and \$0.61 to \$4.08 and \$0.66 respectively, as authorized by Government Code section 65995.

SchoolWorks is a facility planning consultant working exclusively with California school districts and we have utilized their services for the past 20 years. In January 2020 SchoolWorks completed a Developer Fee Justification Study for our district. The study confirms and justifies the need for continual reconstruction and construction of our school facilities. The fees are shared 69% with Orcutt Union School district and 31% with Santa Maria Joint Union High School District. Orcutt Union School District share of residential construction fees will increase from the current \$2.62 to \$2.82 and commercial/industrial fees will increase from \$0.42 to \$0.46 effective July 13, 2020

As required by Government Code section 66016, a 10-day notice of the time and place of a public hearing and meeting, including a general explanation of the matter to be considered has been published in a newspaper and made available at the district office for public inspection and comment. In addition, notices of this meeting were mailed to various government agencies.

RECOMMENDATION: Staff recommends that the Board of Trustees approve Resolution No. 20, Adoption of School Developer Fee Increase as submitted. Attached is the January 2020 Developer Fee Justification Study.

FUNDING: Developer fees for the benefit of student housing.

MARCH 2020

2020 DEVELOPER FEE JUSTIFICATION STUDY ORCUTT UNION SCHOOL DISTRICT

DR. DEBORAH BLOW,
SUPERINTENDENT



The Facility Problem Solvers

SCHOOLWORKS, INC.
8331 Sierra College Blvd., #221
Roseville, CA 95661

PHONE: 916-733-0402
WWW.SCHOOLWORKSGIS.COM

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- **SAB 50-01 - Enrollment Certification/Projection**
- **Census Data**
- **Use of Developer Fees**
- **Site Development Costs**
- **Index Adjustment on the Assessment for Development – State Allocation Board Meeting of January 22, 2020**
- **Annual Adjustment to School Facility Program Grants**

Executive Summary

This Developer Fee Justification Study demonstrates that the Orcutt Union School District requires the full statutory impact fee to accommodate impacts from development activity.

A fee of \$3.79 per square foot for residential construction and a fee of \$0.61 per square foot for commercial/industrial construction is currently assessed on applicable permits pulled in the District. The new fee amounts are **\$4.08** per square foot for residential construction and **\$0.66*** per square foot for commercial/industrial construction. This proposed increase represents \$0.29 per square foot and \$0.05 per square foot for residential and commercial/industrial construction, respectively.

The following table shows the impacts of the new fee amounts:

Table 1
Orcutt Union
Developer Fee Collection Rates

Totals	<u>Previous</u>	<u>New</u>	<u>Change</u>
Residential	\$3.79	\$4.08	\$0.29
Commercial/Ind.	\$0.61	\$0.66	\$0.05
District Share:	69.00%		
Net Impact	<u>Previous</u>	<u>New</u>	<u>Change</u>
Residential	\$2.62	\$2.82	\$0.20
Commercial/Ind.	\$0.42	\$0.46	\$0.04

*except for Rental Self Storage facilities in which a fee of \$0.17 per square foot is justified.

The total projected number of housing units to be built over the next five years is 340. The average square feet per unit is 1,680. This Study demonstrates a need of \$7.22 per square foot for residential construction.

Background

Education Code Education Code Section 17620 allows school districts to assess fees on new residential and commercial construction within their respective boundaries. These fees can be collected without special city or county approval, to fund the construction of new school facilities necessitated by the impact of residential and commercial development activity. In addition, these fees can also be used to fund the reconstruction of school facilities to accommodate students generated from new development projects. Fees are collected immediately prior to the time of the issuance of a building permit by the City or the County.

As enrollment increases, additional school facilities will be needed to house the growth in the student population. Because of the high cost associated with constructing school facilities and the District's limited budget, outside funding sources are required for future school construction. State and local funding sources for the construction and/or reconstruction of school facilities are limited.

The authority cited in Education Code Section 17620 states in part "... the governing board of any school district is authorized to levy a fee, charge, dedication or other form of requirement against any development project for the construction or reconstruction of school facilities." The legislation originally established the maximum fee rates at \$1.50 per square foot for residential construction and \$0.25 per square foot for commercial/industrial construction. Government Code Section 65995 provides for an inflationary increase in the fees every two years based on the changes in the Class B construction index. As a result of these adjustments, the fees authorized by Education Code 17620 are currently **\$4.08** per square foot of residential construction and **\$0.66** per square foot of commercial or industrial construction.

If Proposition 13 (Public Preschool, K-12, and College Health and Safety Bond Act of 2020) passes on March 3, 2020 it will have the following effects on developer fees:

- Level 3 fees are suspended until Jan 1, 2028
- Multi-family units within ½ mile of major transit stop are exempt from school impact fees until Jan 1, 2026
- All other multi-family units get a 20% reduction in the school impact fees (Level 1 and Level 2) until Jan 1, 2026

Purpose and Intent

Prior to levying developer fees, a district must demonstrate and document that a reasonable relationship exists between the need for new or reconstructed school facilities and residential, commercial and industrial development. The justification for levying fees is required to address three basic links between the need for facilities and new development. These links or nexus are:

Burden Nexus: A district must identify the number of students anticipated to be generated by residential, commercial and industrial development. In addition, the district shall identify the school facility and cost impact of these students.

Cost Nexus: A district must demonstrate that the fees to be collected from residential, commercial and industrial development will not exceed the cost of providing school facilities for the students to be generated from the development.

Benefit Nexus: A district must show that the construction or reconstruction of school facilities to be funded by the collection of developer fees will benefit the students generated by residential, commercial and industrial development.

The purpose of this Study is to document if a reasonable relationship exists between residential, commercial and industrial development and the need for new and/or modernized facilities in the Orcutt Union School District.

Following in this Study will be figures indicating the current enrollment and the projected development occurring within the attendance boundaries of the Orcutt Union School District. The projected students will then be loaded into existing facilities to the extent of available space. Thereafter, the needed facilities will be determined and an estimated cost will be assigned. The cost of the facilities will then be compared to the area of residential, commercial and industrial development to determine the amount of developer fees justified.

Enrollment Projections

In 2019/2020 the District's total enrollment (CBEDS) was 4,434 students. The enrollment by grade level is shown here in Table 2.

Table 2

Orcutt Union
CURRENT ENROLLMENT

Grade	2019/2020
TK/K	500
1	422
2	464
3	469
4	471
5	483
6	530
<hr/>	
TK-6 Total	3,339
7	523
8	572
<hr/>	
7-8 Total	1,095
<hr/>	
TK-8 Total	4,434

This data will be the basis for the enrollment projections which will be presented later after a review of the development projections and the student generation factors.

Student Generation Factor

In determining the impact of new development, the District is required to show how many students will be generated from the new developments. In order to ensure that new development is paying only for the impact of those students that are being generated by new homes and businesses, the student generation factor is applied to the number of new housing units to determine development-related impacts.

The student generation factor identifies the number of students per housing unit and provides a link between residential construction projects and projections of enrollment. The State-wide factor used by the Office of Public School Construction is 0.50 for grades TK-8. For the purposes of this Study we will use the local factors to determine the students generated from new housing developments. This was done by comparing the number of housing units in the school district to the number of students in the school district as of the 2010 Census. Table 3 shows the student generation factors for the various grade groupings.

Table 3

**Orcutt Union
STUDENT GENERATION FACTORS**

<u>Grades</u>	<u>Students per Household</u>
TK-6	0.2652
7-8	0.0876
Total	0.3528

When using the Census data to determine the average district student yield rate, it is not possible to determine which students were living in multi-family units versus single family units. Therefore, only the total average yield rate is shown. The Census data does indicate that **77.1%** of the total housing units within the district boundaries are single family units. It is reasonable to assume that the construction of new housing units would be similar to the current housing stock, which was confirmed by the various planning departments within the school district boundaries, and therefore the overall student generation rate will be used to determine student yields from the projected developments.

New Residential Development Projections

The Orcutt Union School District has experienced an average new residential construction rate of approximately 68 units per year over the past four years. This was determined by reviewing the residential permits pulled and school development impact fees paid to the District. After contacting the various city planning departments within the school district boundaries, it was determined that the residential construction rate over the next five years will average 68 units per year. Projecting the average rate forward, we would expect that 340 units of residential housing will be built within the District boundaries over the next five years.

To determine the impact of residential development, a student projection is done. Applying the student generation factor of 0.3528 to the projected 340 units of residential housing, we expect that 120 students will be generated from the new residential construction over the next five years. This includes 90 elementary school students and 30 middle school students.

The following table shows the projected impact of new development. The students generated by development will be utilized to determine the facility cost impacts to the school district.

Table 4

**Orcutt Union
DEVELOPMENT IMPACT ANALYSIS**

<u>Grades</u>	<u>Current Enrollment</u>	<u>Development Projection</u>	<u>Projected Enrollment</u>
TK to 6	3,339	90	3,429
7 to 8	1,095	30	1,125
Totals	4,434	120	4,554

Existing Facility Capacity

To determine the need for additional school facilities, the capacity of the existing facilities must be identified and compared to current and anticipated enrollments. The District's existing building capacity will be calculated using the State classroom loading standards shown in Table 6. The following types of "support-spaces" necessary for the conduct of the District's comprehensive educational program, are not included as "teaching stations," commonly known as "classrooms" to the public:

Table 5

List of Core and Support Facilities

Library	Resource Specialist
Multipurpose Room	Gymnasium
Office Area	Lunch Room
Staff Workroom	P.E. Facilities

Because the District requires these types of support facilities as part of its existing facility and curriculum standards at its schools, new development's impact must not materially or adversely affect the continuance of these standards. Therefore, new development cannot require that the District house students in these integral support spaces.

Classroom Loading Standards

The following maximum classroom loading-factors are used to determine teaching-station "capacity," in accordance with the State legislation and the State School Building Program. These capacity calculations are also used in preparing and filing the baseline school capacity statement with the Office of Public School Construction.

Table 6

State Classroom Loading Standards

TK/Kindergarten	25 Students/Classroom
1 st -3 rd Grades	25 Students/Classroom
4 th -6 th Grades	25 Students/Classroom
7 th -8 th Grades	27 Students/Classroom
Non Severe Special Ed	13 Students/Classroom

Existing Facility Capacity

The State determines the baseline capacity by either loading all permanent teaching stations plus a maximum number of portables equal to 25% of the number of permanent classrooms or by loading all permanent classrooms and only portables that are owned or have been leased for over 5 years. As allowed by law and required by the State, facility capacities are calculated by identifying the number of teaching stations at each campus. All qualified teaching stations were included in the calculation of the capacities at the time the initial inventory was calculated. To account for activity and changes since the baseline was established in 1998/99, the student grants (which represent the seats added either by new schools or additions to existing schools) for new construction projects funded by OPSC have been added. Using these guidelines the District's current State calculated capacity is shown in Table 7.

Table 7

**Orcutt Union
 Summary of Existing Facility Capacity**

<u>School Facility</u>	<u>Permanent Classrooms</u>	<u>Portable Classrooms</u>	<u>Chargeable Portables</u>	<u>Total Chargeable Classrooms</u>	<u>State Loading Factor</u>	<u>State Funded Projects</u>	<u>Total State Capacity</u>
Grades TK-6	108	59	28	136	25	52	3,452
Grades 7-8	35	16	8	43	27	40	1,201
Special Ed	4	2	1	5	13	0	65
Totals	147	77	37	184		92	4,718

OPSC Funded Projects

<u>Name</u>	<u>Project #</u>	<u>TK-6 Grants</u>	<u>7-8 Grants</u>	<u>Special Ed</u>	<u>CR</u>
Olga L. Reed	1	52	40	0	4

This table shows a basic summary of the form and procedures used by OPSC (Office of Public School Construction) to determine the capacity of a school district. There were a total of 147 permanent classrooms in the District when the baseline was established. In addition, there were 77 portable classrooms. However, OPSC regulations state that if the number of portables exceeds 25% of the permanent classrooms, then the maximum number of portables to be counted in the baseline capacity is 25% of the permanent classrooms. Therefore, the chart shows the chargeable portables as 37 which is 25% of the permanent classroom count. This results in a total classroom count of 184 and is referred to as the chargeable classrooms since it accounts for the fact that some of the portable were not included in the total. This is done to

account for the fact that portables are typically considered to be temporary, especially when the total number exceeds 25% of the permanent classrooms.

To determine the total capacity based on State standards, the capacity of the chargeable classrooms are multiplied by the State loading standards and then the capacity of the projects completed since 1998/99 (when the baseline was established) are added based on the State funded new construction projects. As Table 7 shows, the total State capacity of the District facilities is 4,718 students.

Unhoused Students by State Housing Standards

This next table compares the facility capacity with the space needed to determine if there is available space for new students from the projected developments. The space needed was determined by reviewing the historic enrollments over the past four years along with the projected enrollment in five years to determine the number of seats needed to house the students within the existing homes. The seats needed were determined individually for each grade grouping. The projected enrollment in this analysis did not include the impact of any new housing units.

Table 8

Orcutt Union Summary of Available District Capacity

<u>School Facility</u>	<u>State Capacity</u>	<u>Space Needed</u>	<u>Available Capacity</u>
Grades TK-6	3,452	3,497	(45)
Grades 7-8	1,201	1,185	16
Special Ed	65	65	0
Totals	4,718	4,747	0

Since the enrollment space needed exceeds the District capacity there is no excess capacity available to house students from new development.

Calculation of Development's Fiscal Impact on Schools

This section of the Study will demonstrate that a reasonable relationship exists between residential, commercial/industrial development and the need for school facilities in the Orcutt Union School District. To the extent this relationship exists, the District is justified in levying developer fees as authorized by Education Code Section 17620.

School Facility Construction Costs

For the purposes of estimating the cost of building school facilities we have used the State School Building Program funding allowances. These amounts are shown in Table 9. In addition to the basic construction costs, there are site acquisition costs of \$75,000 per acre and service-site, utilities, off-site and general site development costs which are also shown in Table 9.

Table 9

NEW CONSTRUCTION COSTS

<u>Grade</u>	<u>Base Grant</u>	<u>Fire Alarms</u>	<u>Fire Sprinklers</u>	Per Student
				<u>Total</u>
TK-6	\$24,902	\$30	\$418	\$25,350
7-8	\$26,338	\$40	\$496	\$26,874

Site Acreage Needs

<u>Grade</u>	<u>Typical</u>	<u>Average</u>	<u>Projected</u>	<u>Equivalent</u>	<u>Site</u>
	<u>Acres</u>	<u>Students</u>	<u>Unhoused</u>	<u>Sites</u>	<u>Acres</u>
<u>Grade</u>	<u>Acres</u>	<u>Students</u>	<u>Students</u>	<u>Needed</u>	<u>Needed</u>
TK-6	10	600	90	0.15	1.50
7-8	20	800	30	0.04	0.75
				TOTAL	2.25

General Site Development Allowance

<u>Grade</u>	<u>Acres</u>	<u>Allowance/</u>		<u>% Allowance</u>	<u>Added Cost</u>	<u>Total Cost</u>
		<u>Acres</u>	<u>Base Cost</u>			
TK-6	1.50	\$40,532	\$60,798	6%	\$136,890	\$197,688
7-8	0.75	\$40,532	\$30,399	6%	\$48,373	\$78,772
Totals	2.25					\$276,460

Site Acquisition & Development Summary

<u>Grade</u>	<u>Acres</u>	<u>Land</u>	<u>Total</u>	<u>Site</u>	<u>General Site</u>	<u>Total Site</u>
	<u>To Be</u>			<u>Development</u>		
<u>Grade</u>	<u>Bought</u>	<u>Cost/Acre</u>	<u>Land Cost</u>	<u>Cost/Acre</u>	<u>Dev. Cost</u>	<u>Development</u>
TK-6	1.50	\$75,000	\$112,500	\$267,920	\$401,881	\$599,569
7-8	0.75	\$75,000	\$56,250	\$252,060	\$189,045	\$267,817
Totals	2.25		\$168,750	\$590,926	\$276,460	\$867,386

Note: The grant amounts used are twice those shown in the appendix to represent the full cost of the facility needs and not just the standard State funding share of 50%.

Impact of New Residential Development

This next table compares the development-related enrollment to the available district capacity for each grade level and then multiplies the unhoused students by the new school construction costs to determine the total school facility costs related to the impact of new residential housing developments.

In addition, the State provides that new construction projects can include the costs for site acquisition and development, including appraisals, surveys and title reports. The District needs to acquire 2.25 acres to meet the needs of the students projected from the new developments. Therefore, the costs for site acquisition and development of the land have been included in the total impacts due to new development.

Table 10
Orcutt Union
Summary of Residential Impact

<u>School Facility</u>	<u>Development Projection</u>	<u>Available Space</u>	<u>Net Unhoused</u>	<u>Construction Cost Per Student</u>	<u>Total Facility Costs</u>
Elementary	90	0	90	\$25,350	\$2,281,500
Middle	30	0	30	\$26,874	\$806,220
Site Purchase: 2.25 acres					\$168,750
Site Development:					\$867,386
New Construction Needs:					\$4,123,856
Average cost per student:					\$34,365
Total Residential Sq Ft:					571,200
Residential Fee Justified:					\$7.22

The total need for school facilities based solely on the impact of the 340 new housing units projected over the next five years totals \$4,123,856. To determine the impact per square foot of residential development, this amount is divided by the total square feet of the projected developments. As calculated from the historic Developer Fee Permits, the average size home built has averaged 1,680 square feet. The total area for 340 new homes would therefore be 571,200 square feet. The total residential fee needed to be able to collect \$4,123,856 would be **\$7.22** per square foot.

Impact of Other Residential Development

In addition to new residential development projects that typically include new single family homes and new multi-family units, the District can also be impacted by additional types of new development projects. These include but are not limited to redevelopment projects, additions to existing housing units, and replacement of existing housing units with new housing units.

These development projects are still residential projects and therefore it is reasonable to assume they would have the same monetary impacts per square foot as the new residential development projects. However, the net impact is reduced due to the fact that there was a previous residential building in its place. Therefore, the development impact fees should only be charged for other residential developments if the new building(s) exceed the square footage area of the previous building(s). If the new building is larger than the existing building, then it is reasonable to assume that additional students could be generated by the project. The project would only pay for the development impact fees for the net increase in assessable space generated by the development project. Education Code allows for an exemption from development impacts fees for any additions to existing residential structures that are 500 square feet or less. As of January 1, 2020, ADU's (accessory dwelling units) are only charged if they are more than 750 square feet according to Senate Bill 13.

Impact of Commercial/Industrial Development

There is a correlation between the growth of commercial/industrial firms/facilities within a community and the generation of school students within most business service areas. Fees for commercial/industrial can only be imposed if the residential fees will not fully mitigate the cost of providing school facilities to students from new development.

The approach utilized in this section is to apply statutory standards, U.S. Census employment statistics, and local statistics to determine the impact of future commercial/industrial development projects on the District. Many of the factors used in this analysis were taken from the U.S. Census, which remains the most complete and authoritative source of information on the community in addition to the "1990 SanDAG Traffic Generators Report".

Employees per Square Foot of Commercial Development

Results from a survey published by the San Diego Association of Governments “1990 San DAG Traffic Generators” are used to establish numbers of employees per square foot of building area to be anticipated in new commercial or industrial development projects. The average number of workers per 1,000 square feet of area ranges from 0.06 for Rental Self Storage to 4.79 for Standard Commercial Offices. The generation factors from that report are shown in the following table.

Table 11

Commercial/Industrial Category	Average Square Foot Per Employee	Employees Per Average Square Foot
Banks	354	0.00283
Community Shopping Centers	652	0.00153
Neighborhood Shopping Centers	369	0.00271
Industrial Business Parks	284	0.00352
Industrial Parks	742	0.00135
Rental Self Storage	15541	0.00006
Scientific Research & Development	329	0.00304
Lodging	882	0.00113
Standard Commercial Office	209	0.00479
Large High Rise Commercial Office	232	0.00431
Corporate Offices	372	0.00269
Medical Offices	234	0.00427

Source: 1990 SanDAG Traffic Generators report

Students per Employee

The number of students per employee is determined by using the 2008-2012 American Community Survey 5-Year Estimates and the 2010 QT-H1 Summary File for the District. There were 15,633 employees and 12,484 homes in the District. This represents a ratio of 1.2522 employees per home.

There were 4,404 school age children attending the District in 2010. This is a ratio of 0.2817 students per employee. This ratio, however, must be reduced by including only the percentage of employees that worked in their community of residence (41.2%), because only those employees living in the District will impact the District’s school facilities with their children. The net ratio of students per employee in the District is 0.1161.

School Facilities Cost per Student

Facility costs for housing commercially generated students are the same as those used for residential construction. The cost factors used to assess the impact from commercial development projects are contained in Table 10.

Residential Offset

When additional employees are generated in the District as a result of new commercial/industrial development, fees will also be charged on the residential units necessary to provide housing for the employees living in the District. To prevent a commercial or industrial development from paying for the portion of the impact that will be covered by the residential fee, this amount has been calculated and deducted from each category. The residential offset amount is calculated by multiplying the following factors together and dividing by 1,000 (to convert from cost per 1,000 square feet to cost per square foot).

- Employees per 1,000 square feet (varies from a low of 0.06 for rental self storage to a high of 4.79 for office building).
- Percentage of employees that worked in their community of residence (41.2 percent).
- Housing units per employee (0.7986). This was derived from the 2008-2012 ACS 5 Year Estimates data for the District, which indicates there were 15,633 employees, and the 2010 QT-H1 Summary File data for the District, which indicates there were 12,484 housing units.
- Percentage of employees that will occupy new housing units (75 percent).
- Average square feet per dwelling unit (1,680).
- Residential fee charged by the District (\$2.82 (69% of \$4.08) per square foot).
- Average cost per student was determined in Table 10.

The following table shows the calculation of the school facility costs generated by a square foot of new commercial/industrial development for each category of development.

Table 12
Orcutt Union
Summary of Commercial and Industrial Uses

Type	Employees per 1,000 Sq. Ft.	Students per Employee	Students per 1,000 Sq. Ft.	Average Cost per Student	Cost per Sq. Ft.	Residential offset per Sq. Ft.	Net Cost per Sq. Ft.
Banks	2.83	0.1161	0.328	\$34,365	\$11.29	\$3.30	\$7.99
Community Shopping Centers	1.53	0.1161	0.178	\$34,365	\$6.10	\$1.79	\$4.32
Neighborhood Shopping Centers	2.71	0.1161	0.315	\$34,365	\$10.81	\$3.16	\$7.65
Industrial Business Parks	3.52	0.1161	0.409	\$34,365	\$14.04	\$4.11	\$9.93
Industrial Parks	1.35	0.1161	0.157	\$34,365	\$5.38	\$1.58	\$3.81
Rental Self Storage	0.06	0.1161	0.007	\$34,365	\$0.24	\$0.07	\$0.17
Scientific Research & Development	3.04	0.1161	0.353	\$34,365	\$12.13	\$3.55	\$8.58
Lodging	1.13	0.1161	0.131	\$34,365	\$4.51	\$1.32	\$3.19
Standard Commercial Office	4.79	0.1161	0.556	\$34,365	\$19.11	\$5.59	\$13.52
Large High Rise Commercial Office	4.31	0.1161	0.500	\$34,365	\$17.19	\$5.03	\$12.16
Corporate Offices	2.69	0.1161	0.312	\$34,365	\$10.73	\$3.14	\$7.59
Medical Offices	4.27	0.1161	0.496	\$34,365	\$17.03	\$4.98	\$12.05

*Based on 1990 SanDAG Traffic Generator Report

Net Cost per Square Foot

Since the State Maximum Fee is now \$0.46 (69% of \$0.66) for commercial/industrial construction, the District is justified in collecting the maximum fee for all categories with the exception of Rental Self Storage. The District can only justify collection of \$0.17 per square foot of Rental Self Storage construction.

Verifying the Sufficiency of the Development Impact

Education Code Section 17620 requires districts to find that fee revenues will not exceed the cost of providing school facilities to the students generated by the development paying the fees. This section shows that the fee revenues do not exceed the impact of the new development.

The total need for school facilities resulting from new development totals \$4,123,856. The amount the District would collect over the five year period at the maximum rate of \$2.82 (69% of \$4.08) for residential and \$0.46 (69% of \$0.66) for commercial/industrial development would be as follows:

\$2.82 x 340 homes x 1,680 sq ft per home = \$1,608,042 for Residential

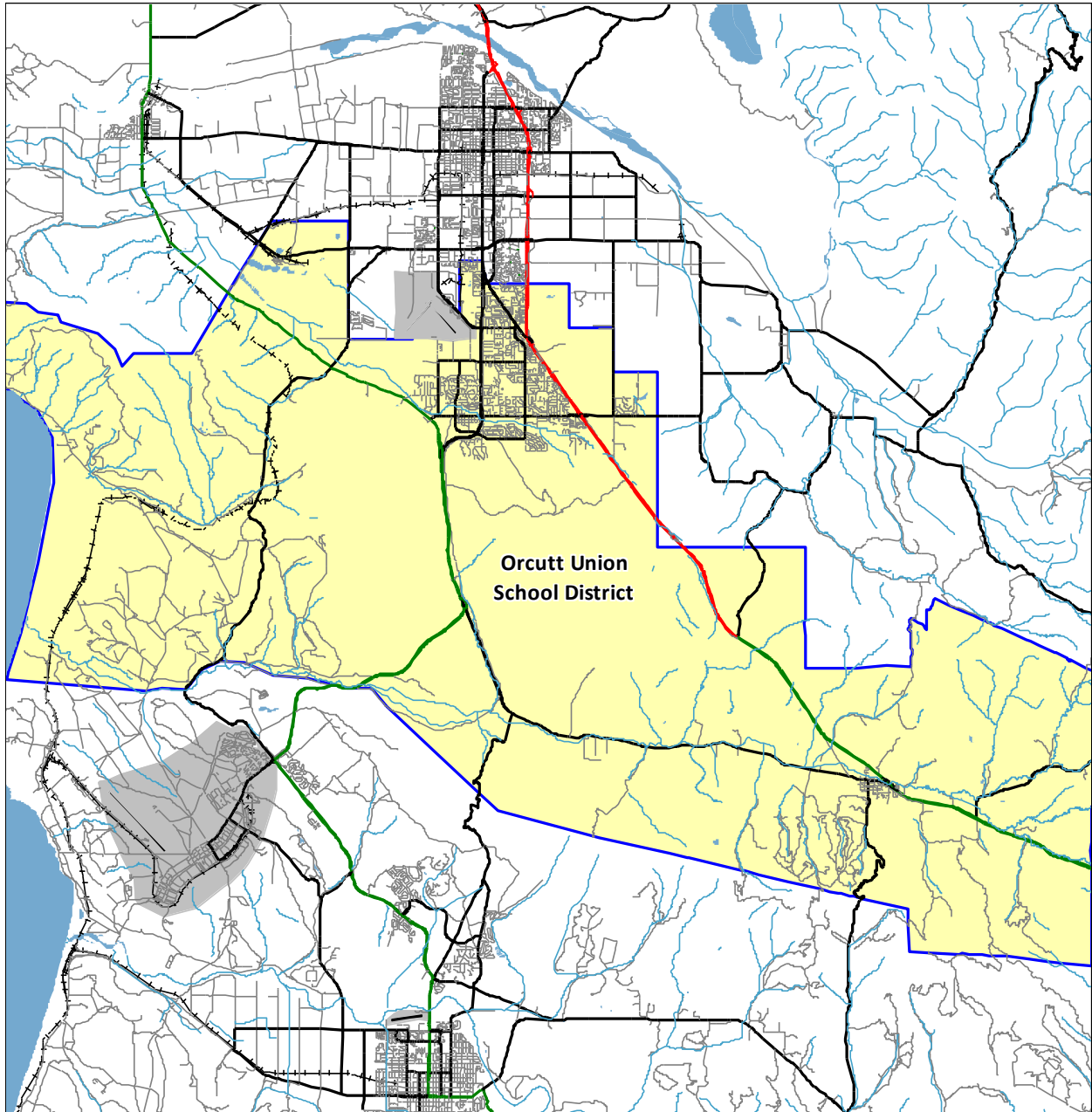
\$0.46 x 10,000 sq ft per year x 5 years = \$22,770 for Commercial/Industrial

Total projected 5 year income: \$1,630,812

The estimated income is less than the projected facility needs due to the impact of new development projects.

District Map

The following map shows the extent of the areas for which development fees are applicable to the Orcutt Union School District.



Conclusion

Based on the data contained in this Study, it is found that a reasonable relationship exists between residential, commercial/industrial development and the need for school facilities in the Orcutt Union School District. The following three nexus tests required to show justification for levying fees have been met:

Burden Nexus: New residential development will generate an average of 0.3528 TK-8 grade students per unit. Because the District does not have adequate facilities for all the students generated by new developments, the District will need to build additional facilities and/or modernize/reconstruct the existing facilities in order to maintain existing level of services in which the new students will be housed.

Cost Nexus: The cost to provide new and reconstructed facilities is an average of \$7.22 per square foot of residential development. Each square foot of residential development will generate \$2.82 (69% of \$4.08) in developer fees resulting in a shortfall of \$4.40 per square foot.

Benefit Nexus: The developer fees to be collected by the Orcutt Union School District will be used for the provision of additional and reconstructed or modernized school facilities. This will benefit the students to be generated by new development by providing them with adequate educational school facilities.

The District's planned use of the fees received from development impacts will include the following types of projects, each of which will benefit students from new developments.

- 1) **New Schools:** When there is enough development activity occurring in a single area, the District will build a new school to house the students from new developments.
- 2) **Additions to Existing Schools:** When infill development occurs, the District will accommodate students at existing schools by building needed classrooms and/or support facilities such as cafeterias, restrooms, gyms and libraries as needed to increase the school capacity. Schools may also need upgrades of the technology and tele-communication systems to be able to increase their capacity.

- 3) Portable Replacement Projects: Some of the District's capacity is in temporary portables and therefore may not be included in the State's capacity calculations. These portables can be replaced with new permanent or modular classrooms to provide adequate space for students from new developments. These projects result in an increase to the facility capacity according to State standards. In addition, old portables that have reached the end of their life expectancy, will need to be replaced to maintain the existing level of service. These types of projects are considered modernization projects in the State Building Program. If development impacts did not exist, the old portables could be removed.

- 4) Modernization/Upgrade Projects: In many cases, students from new developments are not located in areas where new schools are planned to be built. The District plans to modernize or upgrade older schools to be equivalent to new schools so students will be housed in equitable facilities to those students housed in new schools. These projects may include updates to the building structures to meet current building standards, along with upgrades to the current fire and safety standards and any access compliance standards.

The District intends to use the amounts in Fund 25 to fund upcoming: leases, purchases, and installation of student housing facilities in anticipation of the portable replacement projects, expansions and improvements to school sites, and administrative costs for implementing these programs.

Per the District's agreement with the High School District, the elementary share of the developer fees collected is 69%. The reasonable relationship identified by these findings provides the required justification for the Orcutt Union School District to levy the maximum fees of **\$2.82** (69% of \$4.08) per square foot for residential construction and **\$0.46** (69% of \$0.66) per square foot for commercial/industrial construction, except for Rental Self Storage facilities in which a fee of **\$0.17** per square foot is justified as authorized by Education Code Section 17620.

Appendices

2020 Developer Fee Justification Study

Orcutt Union School District

STATE OF CALIFORNIA
ENROLLMENT CERTIFICATION/PROJECTION

SAB 50-01 (REV 05/09)

STATE ALLOCATION BOARD
 OFFICE OF PUBLIC SCHOOL CONSTRUCTION

SCHOOL DISTRICT	FIVE DIGIT DISTRICT CODE NUMBER (see California Public School Directory)
COUNTY	HIGH SCHOOL ATTENDANCE AREA (HSAA) OR SUPER HSAA (if applicable)

Check one: Fifth-Year Enrollment Projection Tenth-Year Enrollment Projection
 HSAA Districts Only - Check one: Attendance Residency
 Residency - COS Districts Only - (Fifth Year Projection Only)

<input type="checkbox"/> Modified Weighting (Fifth-Year Projection Only)	3rd Prev. to 2nd Prev.	2nd Prev. to Prev.	Previous to Current
<input type="checkbox"/> Alternate Weighting - (Fill in boxes to the right):			

Part G. Number of New Dwelling Units
 (Fifth-Year Projection Only)

Part H. District Student Yield Factor
 (Fifth-Year Projection Only)

Part I. Projected Enrollment

1. Fifth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

K-6	7-8	9-12	TOTAL

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe			
Severe			
TOTAL			

2. Tenth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

K-6	7-8	9-12	TOTAL

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe			
Severe			
TOTAL			

Part A. K-12 Pupil Data

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
K	/	/	/	/	/	/	/	/
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
TOTAL								

Part B. Pupils Attending Schools Chartered By Another District

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current

Part C. Continuation High School Pupils - (Districts Only)

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
9								
10								
11								
12								
TOTAL								

Part D. Special Day Class Pupils - (Districts or County Superintendent of Schools)

	Elementary	Secondary	TOTAL
Non-Severe			
Severe			
TOTAL			

Part E. Special Day Class Pupils - (County Superintendent of Schools Only)

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
/	/	/	/	/	/	/	/

Part F. Birth Data - (Fifth-Year Projection Only)

County Birth Data Birth Data by District ZIP Codes Estimate Estimate Estimate

8th Prev.	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current

I certify, as the District Representative, that the information reported on this form and, when applicable, the High School Attendance Area Residency Reporting Worksheet attached, is true and correct and that:

- *I am designated as an authorized district representative by the governing board of the district.*
- *If the district is requesting an augmentation in the enrollment projection pursuant to Regulation Section 1859.42.1 (a), the local planning commission or approval authority has approved the tentative subdivision map used for augmentation of the enrollment and the district has identified dwelling units in that map to be contracted. All subdivision maps used for augmentation of enrollment are available at the district for review by the Office of Public School Construction (OPSC).*
- *This form is an exact duplicate (verbatim) of the form provided by the Office of Public School Construction. In the event a conflict should exist, then the language in the OPSC form will prevail.*

NAME OF DISTRICT REPRESENTATIVE (PRINT OR TYPE) _____

SIGNATURE OF DISTRICT REPRESENTATIVE _____

DATE _____ TELEPHONE NUMBER _____

E-MAIL ADDRESS _____



S0802

MEANS OF TRANSPORTATION TO WORK BY SELECTED CHARACTERISTICS

2008-2012 American Community Survey 5-Year Estimates

Supporting documentation on code lists, subject definitions, data accuracy, and statistical testing can be found on the American Community Survey website in the Data and Documentation section.

Sample size and data quality measures (including coverage rates, allocation rates, and response rates) can be found on the American Community Survey website in the Methodology section.

Although the American Community Survey (ACS) produces population, demographic and housing unit estimates, it is the Census Bureau's Population Estimates Program that produces and disseminates the official estimates of the population for the nation, states, counties, cities and towns and estimates of housing units for states and counties.

Subject	Orcutt Union Elementary School District, California				
	Total		Car, truck, or van -- drove alone		Car, truck, or van -- carpooled
	Estimate	Margin of Error	Estimate	Margin of Error	Estimate
Workers 16 years and over	15,633	+/-841	12,979	+/-791	1,552
AGE					
16 to 19 years	2.9%	+/-0.9	3.1%	+/-1.1	2.2%
20 to 24 years	8.2%	+/-1.9	8.9%	+/-2.2	3.8%
25 to 44 years	38.0%	+/-2.9	37.4%	+/-3.2	42.3%
45 to 54 years	29.7%	+/-2.7	28.6%	+/-2.8	37.5%
55 to 59 years	10.0%	+/-1.6	10.2%	+/-1.7	7.7%
60 years and over	11.2%	+/-1.6	11.8%	+/-1.7	6.4%
Median age (years)	45.4	+/-1.1	45.2	+/-1.3	46.5
SEX					
Male	52.8%	+/-1.6	52.9%	+/-1.9	57.7%
Female	47.2%	+/-1.6	47.1%	+/-1.9	42.3%
RACE AND HISPANIC OR LATINO ORIGIN					
One race	97.0%	+/-1.0	96.9%	+/-1.0	96.5%
White	86.6%	+/-2.3	86.6%	+/-2.6	86.3%
Black or African American	1.9%	+/-1.7	1.8%	+/-2.0	1.9%
American Indian and Alaska Native	0.9%	+/-0.6	1.0%	+/-0.7	0.2%
Asian	3.6%	+/-1.0	3.7%	+/-1.2	4.3%
Native Hawaiian and Other Pacific Islander	0.2%	+/-0.2	0.2%	+/-0.2	0.0%
Some other race	3.7%	+/-1.4	3.5%	+/-1.4	3.9%
Two or more races	3.0%	+/-1.0	3.1%	+/-1.0	3.5%
Hispanic or Latino origin (of any race)	22.8%	+/-3.1	22.3%	+/-3.1	36.0%
White alone, not Hispanic or Latino	71.3%	+/-3.2	71.8%	+/-3.2	59.0%
NATIVITY AND CITIZENSHIP STATUS					
Native	89.2%	+/-2.1	90.2%	+/-1.9	81.0%
Foreign born	10.8%	+/-2.1	9.8%	+/-1.9	19.0%
Naturalized U.S. citizen	6.0%	+/-1.2	6.1%	+/-1.3	3.2%
Not a U.S. citizen	4.9%	+/-1.6	3.7%	+/-1.2	15.9%

Subject	Orcutt Union Elementary School District, California				
	Total		Car, truck, or van -- drove alone		Car, truck, or van -- carpooled
	Estimate	Margin of Error	Estimate	Margin of Error	Estimate
LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH					
Speak language other than English	17.0%	+/-2.6	16.1%	+/-2.6	25.8%
Speak English "very well"	11.4%	+/-2.2	12.1%	+/-2.5	5.5%
Speak English less than "very well"	5.6%	+/-1.6	4.1%	+/-1.3	20.2%
EARNINGS IN THE PAST 12 MONTHS (IN 2012 INFLATION-ADJUSTED DOLLARS) FOR WORKERS					
Workers 16 years and over with earnings	15,621	+/-842	12,967	+/-792	1,552
\$1 to \$9,999 or less	12.6%	+/-1.7	12.3%	+/-1.8	7.0%
\$10,000 to \$14,999	6.1%	+/-1.2	6.1%	+/-1.4	8.3%
\$15,000 to \$24,999	11.1%	+/-1.9	10.4%	+/-2.1	14.2%
\$25,000 to \$34,999	11.9%	+/-1.8	11.9%	+/-1.9	10.7%
\$35,000 to \$49,999	13.3%	+/-1.7	13.0%	+/-1.8	16.3%
\$50,000 to \$64,999	11.7%	+/-1.7	12.1%	+/-2.1	11.5%
\$65,000 to \$74,999	8.0%	+/-1.4	8.4%	+/-1.7	6.4%
\$75,000 or more	25.2%	+/-2.3	25.8%	+/-2.5	25.6%
Median earnings (dollars)	43,706	+/-3,750	45,587	+/-4,487	45,091
POVERTY STATUS IN THE PAST 12 MONTHS					
Workers 16 years and over for whom poverty status is determined	15,633	+/-841	12,979	+/-791	1,552
Below 100 percent of the poverty level	2.8%	+/-1.0	2.2%	+/-1.0	4.4%
100 to 149 percent of the poverty level	2.8%	+/-1.0	3.0%	+/-1.2	1.9%
At or above 150 percent of the poverty level	94.5%	+/-1.5	94.8%	+/-1.7	93.6%
Workers 16 years and over	15,633	+/-841	12,979	+/-791	1,552
OCCUPATION					
Management, business, science, and arts occupations	39.4%	+/-2.6	40.0%	+/-2.9	35.4%
Service occupations	16.9%	+/-2.2	16.4%	+/-2.1	19.7%
Sales and office occupations	25.3%	+/-2.4	25.4%	+/-2.6	19.6%
Natural resources, construction, and maintenance occupations	11.9%	+/-1.7	11.5%	+/-1.9	20.2%
Production, transportation, and material moving occupations	6.1%	+/-1.3	6.2%	+/-1.5	5.2%
Military specific occupations	0.4%	+/-0.2	0.4%	+/-0.3	0.0%
INDUSTRY					
Agriculture, forestry, fishing and hunting, and mining	5.5%	+/-1.5	5.0%	+/-1.5	11.2%
Construction	8.4%	+/-1.7	9.1%	+/-2.0	8.4%
Manufacturing	9.2%	+/-1.6	9.4%	+/-1.7	7.3%
Wholesale trade	2.6%	+/-0.9	2.8%	+/-1.1	0.6%
Retail trade	9.1%	+/-1.8	9.3%	+/-2.0	4.8%
Transportation and warehousing, and utilities	3.9%	+/-1.1	3.8%	+/-1.1	3.9%
Information and finance and insurance, and real estate and rental and leasing	8.6%	+/-1.8	7.8%	+/-1.7	11.1%
Professional, scientific, management, and administrative and waste management services	9.5%	+/-1.4	8.5%	+/-1.5	16.9%
Educational services, and health care and social assistance	21.4%	+/-2.2	21.9%	+/-2.4	16.1%
Arts, entertainment, and recreation, and accommodation and food services	7.6%	+/-1.4	8.5%	+/-1.7	1.9%
Other services (except public administration)	5.3%	+/-1.2	5.0%	+/-1.3	6.1%
Public administration	7.8%	+/-1.4	7.7%	+/-1.5	11.0%
Armed forces	1.1%	+/-0.5	1.2%	+/-0.6	0.8%
CLASS OF WORKER					
Private wage and salary workers	70.4%	+/-2.6	72.1%	+/-2.8	66.2%
Government workers	19.5%	+/-2.2	19.6%	+/-2.3	26.5%

Subject	Orcutt Union Elementary School District, California				
	Total		Car, truck, or van -- drove alone		Car, truck, or van -- carpooled
	Estimate	Margin of Error	Estimate	Margin of Error	Estimate
Self-employed workers in own not incorporated business	10.1%	+/-1.8	8.2%	+/-1.7	7.3%
Unpaid family workers	0.1%	+/-0.1	0.1%	+/-0.1	0.0%
PLACE OF WORK					
Worked in state of residence	99.8%	+/-0.2	99.9%	+/-0.2	99.2%
Worked in county of residence	88.9%	+/-1.5	88.9%	+/-1.6	83.0%
Worked outside county of residence	10.9%	+/-1.5	10.9%	+/-1.6	16.2%
Worked outside state of residence	0.2%	+/-0.2	0.1%	+/-0.2	0.8%
Workers 16 years and over who did not work at home	14,929	+/-819	12,979	+/-791	1,552
TIME LEAVING HOME TO GO TO WORK					
12:00 a.m. to 4:59 a.m.	4.3%	+/-1.2	4.4%	+/-1.4	0.8%
5:00 a.m. to 5:29 a.m.	3.5%	+/-1.0	3.0%	+/-1.0	6.8%
5:30 a.m. to 5:59 a.m.	6.1%	+/-1.4	5.9%	+/-1.4	8.4%
6:00 a.m. to 6:29 a.m.	8.8%	+/-1.4	8.0%	+/-1.5	16.3%
6:30 a.m. to 6:59 a.m.	10.7%	+/-1.5	10.1%	+/-1.4	16.8%
7:00 a.m. to 7:29 a.m.	15.2%	+/-2.2	15.2%	+/-2.2	15.7%
7:30 a.m. to 7:59 a.m.	15.2%	+/-1.8	15.3%	+/-2.0	12.4%
8:00 a.m. to 8:29 a.m.	10.7%	+/-1.8	11.2%	+/-2.0	8.6%
8:30 a.m. to 8:59 a.m.	5.5%	+/-1.2	5.9%	+/-1.4	3.9%
9:00 a.m. to 11:59 p.m.	19.8%	+/-2.3	20.9%	+/-2.6	10.2%
TRAVEL TIME TO WORK					
Less than 10 minutes	17.8%	+/-2.1	18.9%	+/-2.3	8.8%
10 to 14 minutes	23.4%	+/-2.5	23.7%	+/-2.5	24.2%
15 to 19 minutes	20.5%	+/-2.3	21.9%	+/-2.4	12.0%
20 to 24 minutes	10.6%	+/-1.7	10.5%	+/-1.8	11.2%
25 to 29 minutes	4.6%	+/-1.0	4.6%	+/-1.0	5.0%
30 to 34 minutes	6.1%	+/-1.1	5.7%	+/-1.2	9.9%
35 to 44 minutes	5.0%	+/-1.3	5.0%	+/-1.5	4.8%
45 to 59 minutes	4.7%	+/-1.1	4.0%	+/-1.2	7.0%
60 or more minutes	7.3%	+/-1.5	5.8%	+/-1.5	17.1%
Mean travel time to work (minutes)	N	N	N	N	N
Workers 16 years and over in households	15,625	+/-842	12,979	+/-791	1,552
HOUSING TENURE					
Owner-occupied housing units	72.6%	+/-3.9	73.0%	+/-4.2	70.9%
Renter-occupied housing units	27.4%	+/-3.9	27.0%	+/-4.2	29.1%
VEHICLES AVAILABLE					
No vehicle available	0.9%	+/-0.7	1.0%	+/-0.8	0.9%
1 vehicle available	12.8%	+/-2.2	11.9%	+/-2.3	11.7%
2 vehicles available	38.1%	+/-3.0	38.7%	+/-3.3	31.8%
3 or more vehicles available	48.2%	+/-3.4	48.4%	+/-3.6	55.6%
PERCENT IMPUTED					
Means of transportation to work	4.3%	(X)	(X)	(X)	(X)
Time leaving home to go to work	10.4%	(X)	(X)	(X)	(X)
Travel time to work	7.4%	(X)	(X)	(X)	(X)
Vehicles available	1.7%	(X)	(X)	(X)	(X)

Subject	Orcutt Union Elementary School District, California		
	Car, truck, or van -- carpooled	Public transportation (excluding taxicab)	
	Margin of Error	Estimate	Margin of Error
Workers 16 years and over	+/-343	179	+/-76
AGE			
16 to 19 years	+/-2.1	0.0%	+/-18.8
20 to 24 years	+/-2.9	0.0%	+/-18.8
25 to 44 years	+/-10.6	38.0%	+/-20.7
45 to 54 years	+/-11.0	36.9%	+/-20.0
55 to 59 years	+/-4.2	20.7%	+/-20.2
60 years and over	+/-4.3	4.5%	+/-7.1
Median age (years)	+/-5.8	46.7	+/-5.7
SEX			
Male	+/-7.0	81.0%	+/-18.2
Female	+/-7.0	19.0%	+/-18.2
RACE AND HISPANIC OR LATINO ORIGIN			
One race	+/-4.6	92.7%	+/-11.0
White	+/-5.5	88.3%	+/-12.5
Black or African American	+/-1.8	4.5%	+/-7.7
American Indian and Alaska Native	+/-0.4	0.0%	+/-18.8
Asian	+/-2.8	0.0%	+/-18.8
Native Hawaiian and Other Pacific Islander	+/-2.4	0.0%	+/-18.8
Some other race	+/-3.2	0.0%	+/-18.8
Two or more races	+/-4.6	7.3%	+/-11.0
Hispanic or Latino origin (of any race)	+/-9.9	6.7%	+/-12.7
White alone, not Hispanic or Latino	+/-10.3	81.6%	+/-16.5
NATIVITY AND CITIZENSHIP STATUS			
Native	+/-10.5	86.6%	+/-14.8
Foreign born	+/-10.5	13.4%	+/-14.8
Naturalized U.S. citizen	+/-2.5	13.4%	+/-14.8
Not a U.S. citizen	+/-10.0	0.0%	+/-18.8
LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH			
Speak language other than English	+/-11.0	19.6%	+/-19.0
Speak English "very well"	+/-3.6	19.6%	+/-19.0
Speak English less than "very well"	+/-10.2	0.0%	+/-18.8
EARNINGS IN THE PAST 12 MONTHS (IN 2012 INFLATION-ADJUSTED DOLLARS) FOR WORKERS			
Workers 16 years and over with earnings	+/-343	179	+/-76
\$1 to \$9,999 or loss	+/-4.3	17.3%	+/-17.1
\$10,000 to \$14,999	+/-4.5	5.6%	+/-8.6
\$15,000 to \$24,999	+/-5.6	0.0%	+/-18.8
\$25,000 to \$34,999	+/-4.8	8.4%	+/-10.3
\$35,000 to \$49,999	+/-5.6	15.1%	+/-17.4
\$50,000 to \$64,999	+/-5.3	11.2%	+/-12.4
\$65,000 to \$74,999	+/-4.0	7.8%	+/-12.7
\$75,000 or more	+/-6.1	34.6%	+/-24.0
Median earnings (dollars)	+/-8,752	54,125	+/-36,159
POVERTY STATUS IN THE PAST 12 MONTHS			
Workers 16 years and over for whom poverty status is determined	+/-343	179	+/-76
Below 100 percent of the poverty level	+/-3.9	0.0%	+/-18.8

Subject	Orcutt Union Elementary School District, California		
	Car, truck, or van -- carpooled	Public transportation (excluding taxicab)	
	Margin of Error	Estimate	Margin of Error
100 to 149 percent of the poverty level	+/-1.7	0.0%	+/-18.8
At or above 150 percent of the poverty level	+/-3.5	100.0%	+/-18.8
Workers 16 years and over	+/-343	179	+/-76
OCCUPATION			
Management, business, science, and arts occupations	+/-7.8	31.3%	+/-22.8
Service occupations	+/-7.4	21.2%	+/-17.7
Sales and office occupations	+/-6.4	30.7%	+/-19.6
Natural resources, construction, and maintenance occupations	+/-5.4	7.8%	+/-12.7
Production, transportation, and material moving occupations	+/-3.8	8.9%	+/-13.0
Military specific occupations	+/-2.4	0.0%	+/-18.8
INDUSTRY			
Agriculture, forestry, fishing and hunting, and mining	+/-5.9	0.0%	+/-18.8
Construction	+/-4.1	0.0%	+/-18.8
Manufacturing	+/-3.8	32.4%	+/-22.5
Wholesale trade	+/-0.7	6.1%	+/-9.8
Retail trade	+/-3.0	0.0%	+/-18.8
Transportation and warehousing, and utilities	+/-4.3	0.0%	+/-18.8
Information and finance and insurance, and real estate and rental and leasing	+/-9.0	20.7%	+/-19.1
Professional, scientific, management, and administrative and waste management services	+/-5.8	0.0%	+/-18.8
Educational services, and health care and social assistance	+/-6.0	14.0%	+/-15.5
Arts, entertainment, and recreation, and accommodation and food services	+/-2.7	16.8%	+/-16.0
Other services (except public administration)	+/-4.0	4.5%	+/-7.1
Public administration	+/-6.4	5.6%	+/-9.3
Armed forces	+/-1.3	0.0%	+/-18.8
CLASS OF WORKER			
Private wage and salary workers	+/-9.0	90.5%	+/-10.8
Government workers	+/-9.0	9.5%	+/-10.8
Self-employed workers in own not incorporated business	+/-3.5	0.0%	+/-18.8
Unpaid family workers	+/-2.4	0.0%	+/-18.8
PLACE OF WORK			
Worked in state of residence	+/-1.3	100.0%	+/-18.8
Worked in county of residence	+/-6.0	83.8%	+/-16.4
Worked outside county of residence	+/-6.0	16.2%	+/-16.4
Worked outside state of residence	+/-1.3	0.0%	+/-18.8
Workers 16 years and over who did not work at home	+/-343	179	+/-76
TIME LEAVING HOME TO GO TO WORK			
12:00 a.m. to 4:59 a.m.	+/-1.2	21.2%	+/-17.1
5:00 a.m. to 5:29 a.m.	+/-4.1	15.1%	+/-15.3
5:30 a.m. to 5:59 a.m.	+/-5.7	10.6%	+/-15.9
6:00 a.m. to 6:29 a.m.	+/-5.0	10.6%	+/-14.1
6:30 a.m. to 6:59 a.m.	+/-7.6	1.1%	+/-5.1
7:00 a.m. to 7:29 a.m.	+/-8.7	0.0%	+/-18.8
7:30 a.m. to 7:59 a.m.	+/-5.7	10.1%	+/-14.1
8:00 a.m. to 8:29 a.m.	+/-4.3	0.0%	+/-18.8
8:30 a.m. to 8:59 a.m.	+/-3.4	0.0%	+/-18.8
9:00 a.m. to 11:59 p.m.	+/-4.6	31.3%	+/-20.4

Subject	Orcutt Union Elementary School District, California		
	Car, truck, or van -- carpooled	Public transportation (excluding taxicab)	
	Margin of Error	Estimate	Margin of Error
TRAVEL TIME TO WORK			
Less than 10 minutes	+/-5.2	4.5%	+/-7.7
10 to 14 minutes	+/-9.6	10.1%	+/-14.1
15 to 19 minutes	+/-5.5	1.1%	+/-5.1
20 to 24 minutes	+/-4.5	5.6%	+/-9.3
25 to 29 minutes	+/-3.2	7.3%	+/-11.0
30 to 34 minutes	+/-4.8	0.0%	+/-18.8
35 to 44 minutes	+/-3.1	7.3%	+/-8.5
45 to 59 minutes	+/-3.9	30.2%	+/-19.1
60 or more minutes	+/-6.2	34.1%	+/-21.5
Mean travel time to work (minutes)	N	N	N
Workers 16 years and over in households	+/-343	179	+/-76
HOUSING TENURE			
Owner-occupied housing units	+/-9.3	98.9%	+/-5.1
Renter-occupied housing units	+/-9.3	1.1%	+/-5.1
VEHICLES AVAILABLE			
No vehicle available	+/-1.1	0.0%	+/-18.8
1 vehicle available	+/-6.8	36.3%	+/-19.9
2 vehicles available	+/-9.1	40.2%	+/-22.0
3 or more vehicles available	+/-10.2	23.5%	+/-20.7
PERCENT IMPUTED			
Means of transportation to work	(X)	(X)	(X)
Time leaving home to go to work	(X)	(X)	(X)
Travel time to work	(X)	(X)	(X)
Vehicles available	(X)	(X)	(X)

Data are based on a sample and are subject to sampling variability. The degree of uncertainty for an estimate arising from sampling variability is represented through the use of a margin of error. The value shown here is the 90 percent margin of error. The margin of error can be interpreted roughly as providing a 90 percent probability that the interval defined by the estimate minus the margin of error and the estimate plus the margin of error (the lower and upper confidence bounds) contains the true value. In addition to sampling variability, the ACS estimates are subject to nonsampling error (for a discussion of nonsampling variability, see Accuracy of the Data). The effect of nonsampling error is not represented in these tables.

Foreign born excludes people born outside the United States to a parent who is a U.S. citizen.

Workers include members of the Armed Forces and civilians who were at work last week.

Industry codes are 4-digit codes and are based on the North American Industry Classification System 2007. The Industry categories adhere to the guidelines issued in Clarification Memorandum No. 2, "NAICS Alternate Aggregation Structure for Use By U.S. Statistical Agencies," issued by the Office of Management and Budget.

While the 2008-2012 American Community Survey (ACS) data generally reflect the December 2009 Office of Management and Budget (OMB) definitions of metropolitan and micropolitan statistical areas; in certain instances the names, codes, and boundaries of the principal cities shown in ACS tables may differ from the OMB definitions due to differences in the effective dates of the geographic entities.

Estimates of urban and rural population, housing units, and characteristics reflect boundaries of urban areas defined based on Census 2000 data. Boundaries for urban areas have not been updated since Census 2000. As a result, data for urban and rural areas from the ACS do not necessarily reflect the results of ongoing urbanization.

Source: U.S. Census Bureau, 2008-2012 American Community Survey

Explanation of Symbols:

1. An '***' entry in the margin of error column indicates that either no sample observations or too few sample observations were available to compute a standard error and thus the margin of error. A statistical test is not appropriate.
2. An '-' entry in the estimate column indicates that either no sample observations or too few sample observations were available to compute an estimate, or a ratio of medians cannot be calculated because one or both of the median estimates falls in the lowest interval or upper interval of an open-ended distribution.
3. An '-' following a median estimate means the median falls in the lowest interval of an open-ended distribution.
4. An '+' following a median estimate means the median falls in the upper interval of an open-ended distribution.
5. An '****' entry in the margin of error column indicates that the median falls in the lowest interval or upper interval of an open-ended distribution. A statistical test is not appropriate.
6. An '*****' entry in the margin of error column indicates that the estimate is controlled. A statistical test for sampling variability is not appropriate.
7. An 'N' entry in the estimate and margin of error columns indicates that data for this geographic area cannot be displayed because the number of sample cases is too small.
8. An '(X)' means that the estimate is not applicable or not available.



DP04

SELECTED HOUSING CHARACTERISTICS

2008-2012 American Community Survey 5-Year Estimates

Supporting documentation on code lists, subject definitions, data accuracy, and statistical testing can be found on the American Community Survey website in the Data and Documentation section.

Sample size and data quality measures (including coverage rates, allocation rates, and response rates) can be found on the American Community Survey website in the Methodology section.

Although the American Community Survey (ACS) produces population, demographic and housing unit estimates, it is the Census Bureau's Population Estimates Program that produces and disseminates the official estimates of the population for the nation, states, counties, cities and towns and estimates of housing units for states and counties.

Subject	Orcutt Union Elementary School District, California			
	Estimate	Margin of Error	Percent	Percent Margin of Error
HOUSING OCCUPANCY				
Total housing units	13,910	+/-387	13,910	(X)
Occupied housing units	13,194	+/-407	94.9%	+/-1.4
Vacant housing units	716	+/-190	5.1%	+/-1.4
Homeowner vacancy rate	1.5	+/-1.1	(X)	(X)
Rental vacancy rate	0.4	+/-0.6	(X)	(X)
UNITS IN STRUCTURE				
Total housing units	13,910	+/-387	13,910	(X)
1-unit, detached	10,722	+/-394	77.1%	+/-1.9
1-unit, attached	632	+/-122	4.5%	+/-0.9
2 units	80	+/-75	0.6%	+/-0.5
3 or 4 units	275	+/-137	2.0%	+/-1.0
5 to 9 units	395	+/-153	2.8%	+/-1.1
10 to 19 units	225	+/-97	1.6%	+/-0.7
20 or more units	108	+/-63	0.8%	+/-0.5
Mobile home	1,469	+/-182	10.6%	+/-1.2
Boat, RV, van, etc.	4	+/-6	0.0%	+/-0.1
YEAR STRUCTURE BUILT				
Total housing units	13,910	+/-387	13,910	(X)
Built 2010 or later	13	+/-16	0.1%	+/-0.1
Built 2000 to 2009	1,210	+/-185	8.7%	+/-1.3
Built 1990 to 1999	1,535	+/-231	11.0%	+/-1.6
Built 1980 to 1989	4,285	+/-327	30.8%	+/-2.3
Built 1970 to 1979	2,470	+/-266	17.8%	+/-1.8
Built 1960 to 1969	2,446	+/-282	17.6%	+/-2.0
Built 1950 to 1959	1,273	+/-234	9.2%	+/-1.7
Built 1940 to 1949	370	+/-124	2.7%	+/-0.9
Built 1939 or earlier	308	+/-122	2.2%	+/-0.9
ROOMS				
Total housing units	13,910	+/-387	13,910	(X)
1 room	61	+/-58	0.4%	+/-0.4
2 rooms	235	+/-95	1.7%	+/-0.7

Subject	Orcutt Union Elementary School District, California			
	Estimate	Margin of Error	Percent	Percent Margin of Error
3 rooms	511	+/-148	3.7%	+/-1.0
4 rooms	1,448	+/-230	10.4%	+/-1.6
5 rooms	2,525	+/-331	18.2%	+/-2.3
6 rooms	3,861	+/-382	27.8%	+/-2.6
7 rooms	2,533	+/-356	18.2%	+/-2.6
8 rooms	1,526	+/-225	11.0%	+/-1.7
9 rooms or more	1,210	+/-203	8.7%	+/-1.5
Median rooms	6.1	+/-0.2	(X)	(X)
BEDROOMS				
Total housing units	13,910	+/-387	13,910	(X)
No bedroom	124	+/-67	0.9%	+/-0.5
1 bedroom	479	+/-140	3.4%	+/-1.0
2 bedrooms	2,573	+/-258	18.5%	+/-1.8
3 bedrooms	6,710	+/-372	48.2%	+/-2.2
4 bedrooms	3,454	+/-293	24.8%	+/-2.1
5 or more bedrooms	570	+/-208	4.1%	+/-1.5
HOUSING TENURE				
Occupied housing units	13,194	+/-407	13,194	(X)
Owner-occupied	10,092	+/-427	76.5%	+/-2.6
Renter-occupied	3,102	+/-363	23.5%	+/-2.6
Average household size of owner-occupied unit	2.63	+/-0.10	(X)	(X)
Average household size of renter-occupied unit	3.13	+/-0.18	(X)	(X)
YEAR HOUSEHOLDER MOVED INTO UNIT				
Occupied housing units	13,194	+/-407	13,194	(X)
Moved in 2010 or later	1,033	+/-227	7.8%	+/-1.7
Moved in 2000 to 2009	5,771	+/-398	43.7%	+/-2.6
Moved in 1990 to 1999	3,112	+/-306	23.6%	+/-2.3
Moved in 1980 to 1989	1,910	+/-233	14.5%	+/-1.7
Moved in 1970 to 1979	899	+/-190	6.8%	+/-1.5
Moved in 1969 or earlier	469	+/-120	3.6%	+/-0.9
VEHICLES AVAILABLE				
Occupied housing units	13,194	+/-407	13,194	(X)
No vehicles available	354	+/-107	2.7%	+/-0.8
1 vehicle available	3,588	+/-355	27.2%	+/-2.5
2 vehicles available	5,199	+/-353	39.4%	+/-2.5
3 or more vehicles available	4,053	+/-361	30.7%	+/-2.5
HOUSE HEATING FUEL				
Occupied housing units	13,194	+/-407	13,194	(X)
Utility gas	11,563	+/-412	87.6%	+/-2.0
Bottled, tank, or LP gas	333	+/-109	2.5%	+/-0.8
Electricity	1,105	+/-241	8.4%	+/-1.8
Fuel oil, kerosene, etc.	0	+/-27	0.0%	+/-0.3
Coal or coke	0	+/-27	0.0%	+/-0.3
Wood	68	+/-49	0.5%	+/-0.4
Solar energy	2	+/-5	0.0%	+/-0.1
Other fuel	0	+/-27	0.0%	+/-0.3
No fuel used	123	+/-82	0.9%	+/-0.6
SELECTED CHARACTERISTICS				
Occupied housing units	13,194	+/-407	13,194	(X)
Lacking complete plumbing facilities	9	+/-14	0.1%	+/-0.1
Lacking complete kitchen facilities	14	+/-18	0.1%	+/-0.1
No telephone service available	198	+/-92	1.5%	+/-0.7

Subject	Orcutt Union Elementary School District, California			
	Estimate	Margin of Error	Percent	Percent Margin of Error
OCCUPANTS PER ROOM				
Occupied housing units	13,194	+/-407	13,194	(X)
1.00 or less	12,880	+/-410	97.6%	+/-0.8
1.01 to 1.50	237	+/-93	1.8%	+/-0.7
1.51 or more	77	+/-55	0.6%	+/-0.4
VALUE				
Owner-occupied units	10,092	+/-427	10,092	(X)
Less than \$50,000	576	+/-140	5.7%	+/-1.3
\$50,000 to \$99,999	428	+/-117	4.2%	+/-1.1
\$100,000 to \$149,999	305	+/-103	3.0%	+/-1.0
\$150,000 to \$199,999	389	+/-115	3.9%	+/-1.1
\$200,000 to \$299,999	1,829	+/-248	18.1%	+/-2.4
\$300,000 to \$499,999	4,562	+/-327	45.2%	+/-2.9
\$500,000 to \$999,999	1,768	+/-247	17.5%	+/-2.4
\$1,000,000 or more	235	+/-90	2.3%	+/-0.9
Median (dollars)	351,200	+/-7,773	(X)	(X)
MORTGAGE STATUS				
Owner-occupied units	10,092	+/-427	10,092	(X)
Housing units with a mortgage	6,954	+/-416	68.9%	+/-2.8
Housing units without a mortgage	3,138	+/-309	31.1%	+/-2.8
SELECTED MONTHLY OWNER COSTS (SMOC)				
Housing units with a mortgage	6,954	+/-416	6,954	(X)
Less than \$300	9	+/-15	0.1%	+/-0.2
\$300 to \$499	82	+/-50	1.2%	+/-0.7
\$500 to \$699	109	+/-64	1.6%	+/-0.9
\$700 to \$999	413	+/-120	5.9%	+/-1.8
\$1,000 to \$1,499	844	+/-150	12.1%	+/-2.2
\$1,500 to \$1,999	1,589	+/-251	22.9%	+/-3.4
\$2,000 or more	3,908	+/-392	56.2%	+/-3.6
Median (dollars)	2,132	+/-71	(X)	(X)
Housing units without a mortgage	3,138	+/-309	3,138	(X)
Less than \$100	45	+/-33	1.4%	+/-1.0
\$100 to \$199	146	+/-63	4.7%	+/-2.1
\$200 to \$299	324	+/-124	10.3%	+/-3.7
\$300 to \$399	594	+/-148	18.9%	+/-4.2
\$400 or more	2,029	+/-256	64.7%	+/-5.1
Median (dollars)	487	+/-32	(X)	(X)
SELECTED MONTHLY OWNER COSTS AS A PERCENTAGE OF HOUSEHOLD INCOME (SMOCAPI)				
Housing units with a mortgage (excluding units where SMOCAPI cannot be computed)	6,904	+/-411	6,904	(X)
Less than 20.0 percent	1,752	+/-213	25.4%	+/-2.9
20.0 to 24.9 percent	1,122	+/-243	16.3%	+/-3.3
25.0 to 29.9 percent	918	+/-212	13.3%	+/-2.9
30.0 to 34.9 percent	678	+/-140	9.8%	+/-2.1
35.0 percent or more	2,434	+/-294	35.3%	+/-3.4
Not computed	50	+/-48	(X)	(X)
Housing unit without a mortgage (excluding units where SMOCAPI cannot be computed)	3,124	+/-306	3,124	(X)
Less than 10.0 percent	1,127	+/-185	36.1%	+/-4.9
10.0 to 14.9 percent	582	+/-120	18.6%	+/-3.7
15.0 to 19.9 percent	423	+/-127	13.5%	+/-3.9

Subject	Orcutt Union Elementary School District, California			
	Estimate	Margin of Error	Percent	Percent Margin of Error
20.0 to 24.9 percent	264	+/-105	8.5%	+/-3.3
25.0 to 29.9 percent	182	+/-68	5.8%	+/-2.1
30.0 to 34.9 percent	106	+/-59	3.4%	+/-1.9
35.0 percent or more	440	+/-157	14.1%	+/-4.5
Not computed	14	+/-15	(X)	(X)
GROSS RENT				
Occupied units paying rent	2,958	+/-354	2,958	(X)
Less than \$200	0	+/-27	0.0%	+/-1.3
\$200 to \$299	12	+/-19	0.4%	+/-0.6
\$300 to \$499	124	+/-75	4.2%	+/-2.5
\$500 to \$749	148	+/-66	5.0%	+/-2.3
\$750 to \$999	308	+/-123	10.4%	+/-4.0
\$1,000 to \$1,499	865	+/-214	29.2%	+/-6.2
\$1,500 or more	1,501	+/-268	50.7%	+/-6.5
Median (dollars)	1,510	+/-91	(X)	(X)
No rent paid	144	+/-68	(X)	(X)
GROSS RENT AS A PERCENTAGE OF HOUSEHOLD INCOME (GRAPI)				
Occupied units paying rent (excluding units where GRAPI cannot be computed)	2,914	+/-353	2,914	(X)
Less than 15.0 percent	285	+/-112	9.8%	+/-3.9
15.0 to 19.9 percent	442	+/-179	15.2%	+/-5.4
20.0 to 24.9 percent	358	+/-90	12.3%	+/-2.7
25.0 to 29.9 percent	252	+/-93	8.6%	+/-3.2
30.0 to 34.9 percent	405	+/-139	13.9%	+/-4.3
35.0 percent or more	1,172	+/-218	40.2%	+/-6.4
Not computed	188	+/-81	(X)	(X)

Data are based on a sample and are subject to sampling variability. The degree of uncertainty for an estimate arising from sampling variability is represented through the use of a margin of error. The value shown here is the 90 percent margin of error. The margin of error can be interpreted roughly as providing a 90 percent probability that the interval defined by the estimate minus the margin of error and the estimate plus the margin of error (the lower and upper confidence bounds) contains the true value. In addition to sampling variability, the ACS estimates are subject to nonsampling error (for a discussion of nonsampling variability, see Accuracy of the Data). The effect of nonsampling error is not represented in these tables.

The median gross rent excludes no cash renters.

In prior years, the universe included all owner-occupied units with a mortgage. It is now restricted to include only those units where SMOCAPI is computed, that is, SMOC and household income are valid values.

In prior years, the universe included all owner-occupied units without a mortgage. It is now restricted to include only those units where SMOCAPI is computed, that is, SMOC and household income are valid values.

In prior years, the universe included all renter-occupied units. It is now restricted to include only those units where GRAPI is computed, that is, gross rent and household income are valid values.

The 2007, 2008, 2009, 2010, 2011, and 2012 plumbing data for Puerto Rico will not be shown. Research indicates that the questions on plumbing facilities that were introduced in 2008 in the stateside American Community Survey and the 2008 Puerto Rico Community Survey may not have been appropriate for Puerto Rico.

Median calculations for base table sourcing VAL, MHC, SMOC, and TAX should exclude zero values.

Telephone service data are not available for certain geographic areas due to problems with data collection. See Errata Note #93 for details.

While the 2008-2012 American Community Survey (ACS) data generally reflect the December 2009 Office of Management and Budget (OMB) definitions of metropolitan and micropolitan statistical areas; in certain instances the names, codes, and boundaries of the principal cities shown in ACS tables may differ from the OMB definitions due to differences in the effective dates of the geographic entities.

Estimates of urban and rural population, housing units, and characteristics reflect boundaries of urban areas defined based on Census 2000 data. Boundaries for urban areas have not been updated since Census 2000. As a result, data for urban and rural areas from the ACS do not necessarily reflect the results of ongoing urbanization.

Source: U.S. Census Bureau, 2008-2012 American Community Survey

Explanation of Symbols:

1. An '***' entry in the margin of error column indicates that either no sample observations or too few sample observations were available to compute a standard error and thus the margin of error. A statistical test is not appropriate.
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7. An 'N' entry in the estimate and margin of error columns indicates that data for this geographic area cannot be displayed because the number of sample cases is too small.
8. An '(X)' means that the estimate is not applicable or not available.



QT-H1

General Housing Characteristics: 2010

2010 Census Summary File 1

NOTE: For information on confidentiality protection, nonsampling error, and definitions, see <http://www.census.gov/prod/cen2010/doc/sf1.pdf>.

Geography: Orcutt Union Elementary School District, California

Subject	Number	Percent
OCCUPANCY STATUS		
Total housing units	13,152	100.0
Occupied housing units	12,484	94.9
Vacant housing units	668	5.1
TENURE		
Occupied housing units	12,484	100.0
Owner occupied	9,746	78.1
Owned with a mortgage or loan	6,950	55.7
Owned free and clear	2,796	22.4
Renter occupied	2,738	21.9
VACANCY STATUS		
Vacant housing units	668	100.0
For rent	131	19.6
Rented, not occupied	14	2.1
For sale only	210	31.4
Sold, not occupied	56	8.4
For seasonal, recreational, or occasional use	55	8.2
For migratory workers	1	0.1
Other vacant	201	30.1
TENURE BY HISPANIC OR LATINO ORIGIN OF HOUSEHOLDER BY RACE OF HOUSEHOLDER		
Occupied housing units	12,484	100.0
Owner-occupied housing units	9,746	78.1
Not Hispanic or Latino householder	8,283	66.3
White alone householder	7,652	61.3
Black or African American alone householder	95	0.8
American Indian and Alaska Native alone householder	56	0.4
Asian alone householder	329	2.6
Native Hawaiian and Other Pacific Islander alone householder	14	0.1
Some Other Race alone householder	8	0.1
Two or More Races householder	129	1.0
Hispanic or Latino householder	1,463	11.7
White alone householder	947	7.6
Black or African American alone householder	3	0.0
American Indian and Alaska Native alone householder	26	0.2
Asian alone householder	29	0.2
Native Hawaiian and Other Pacific Islander alone householder	2	0.0
Some Other Race alone householder	381	3.1

Subject	Number	Percent
Two or More Races householder	75	0.6
Renter-occupied housing units	2,738	21.9
Not Hispanic or Latino householder	2,037	16.3
White alone householder	1,780	14.3
Black or African American alone householder	66	0.5
American Indian and Alaska Native alone householder	26	0.2
Asian alone householder	91	0.7
Native Hawaiian and Other Pacific Islander alone householder	8	0.1
Some Other Race alone householder	3	0.0
Two or More Races householder	63	0.5
Hispanic or Latino householder	701	5.6
White alone householder	371	3.0
Black or African American alone householder	5	0.0
American Indian and Alaska Native alone householder	24	0.2
Asian alone householder	10	0.1
Native Hawaiian and Other Pacific Islander alone householder	0	0.0
Some Other Race alone householder	244	2.0
Two or More Races householder	47	0.4

X Not applicable.

Source: U.S. Census Bureau, 2010 Census.

Summary File 1, Tables H3, H4, H5, and HCT1.



Use of Developer Fees:

A School District can use the revenue collected on residential and commercial/industrial construction for the purposes listed below:

- Purchase or lease of interim school facilities to house students generated by new development pending the construction of permanent facilities.
- Purchase or lease of land for school facilities for such students.
- Acquisition of school facilities for such students, including:
 - Construction
 - Modernization/reconstruction
 - Architectural and engineering costs
 - Permits and plan checking
 - Testing and inspection
 - Furniture, Equipment and Technology for use in school facilities
- Legal and other administrative costs related to the provision of such new facilities
- Administration of the collection of, and justification for, such fees, and
- Any other purpose arising from the process of providing facilities for students generated by new development.

Following is an excerpt from the Education Code that states the valid uses of the Level 1 developer fees. It refers to construction and reconstruction. The term reconstruction was originally used in the Leroy Greene program. The term modernization is currently used in the 1998 State Building Program and represents the same scope of work used in the original reconstruction projects.

Ed Code Section 17620. (a) (1) The governing board of any school district is authorized to levy a fee, charge, dedication, or other requirement against any construction within the boundaries of the district, for the purpose of funding the construction or reconstruction of school facilities, subject to any limitations set forth in Chapter 4.9 (commencing with Section 65995) of Division 1 of Title 7 of the Government Code. This fee, charge, dedication, or other requirement may be applied to construction only as follows: ...

The limitations referred to in this text describe the maximum amounts that can be charged for residential and commercial/industrial projects and any projects that qualify for exemptions. They do not limit the use of the funds received.



Determination of Average State allowed amounts for Site Development Costs

Elementary Schools			Original	Inflation	2009 Adjusted	Project	2009	
District	Project #	Acres	OPSC Site Development	Factor	Site Development	Year	Cost/Acre	
Davis Jt Unified	3	9.05	\$532,282	38.4%	\$1,473,469	2004	\$162,814	
Dry Creek Jt Elem	2	8.5	\$516,347	46.2%	\$1,509,322	2002	\$177,567	
Dry Creek Jt Elem	5	11.06	\$993,868	20.1%	\$2,387,568	2006	\$215,874	
Elk Grove Unified	5	12.17	\$556,011	48.2%	\$1,648,316	2001	\$135,441	
Elk Grove Unified	10	11	\$690,120	48.2%	\$2,045,888	2001	\$185,990	
Elk Grove Unified	11	10	\$702,127	48.2%	\$2,081,483	2001	\$208,148	
Elk Grove Unified	14	10	\$732,837	46.2%	\$2,142,139	2002	\$214,214	
Elk Grove Unified	16	9.86	\$570,198	46.2%	\$1,666,733	2002	\$169,040	
Elk Grove Unified	17	10	\$542,662	46.2%	\$1,586,243	2002	\$158,624	
Elk Grove Unified	20	10	\$710,730	43.2%	\$2,034,830	2003	\$203,483	
Elk Grove Unified	25	10	\$645,923	38.4%	\$1,788,052	2004	\$178,805	
Elk Grove Unified	28	10.03	\$856,468	24.4%	\$2,130,974	2005	\$212,460	
Elk Grove Unified	39	9.91	\$1,007,695	20.1%	\$2,420,785	2006	\$244,277	
Folsom-Cordova Unified	1	9.79	\$816,196	20.1%	\$1,960,747	2006	\$200,281	
Folsom-Cordova Unified	4	7.5	\$455,908	46.2%	\$1,332,654	2002	\$177,687	
Folsom-Cordova Unified	5	8	\$544,213	46.2%	\$1,590,776	2002	\$198,847	
Folsom-Cordova Unified	8	8.97	\$928,197	11.2%	\$2,063,757	2007	\$230,073	
Galt Jt Union Elem	2	10.1	\$1,033,044	38.4%	\$2,859,685	2004	\$283,137	
Lincoln Unified	1	9.39	\$433,498	46.2%	\$1,267,148	2002	\$134,947	
Lodi Unified	3	11.2	\$555,999	46.2%	\$1,625,228	2002	\$145,110	
Lodi Unified	10	11.42	\$1,245,492	46.2%	\$3,640,669	2002	\$318,798	
Lodi Unified	19	9.93	\$999,164	11.2%	\$2,221,545	2007	\$223,721	
Lodi Unified	22	10	\$1,416,212	7.7%	\$3,051,426	2008	\$305,143	
Natomas Unified	6	8.53	\$685,284	46.2%	\$2,003,138	2002	\$234,834	
Natomas Unified	10	9.83	\$618,251	43.2%	\$1,770,061	2003	\$180,067	
Natomas Unified	12	9.61	\$735,211	24.4%	\$1,829,275	2005	\$190,351	
Rocklin Unified	8	10.91	\$593,056	46.2%	\$1,733,548	2002	\$158,895	
Stockton Unified	1	12.66	\$1,462,232	7.7%	\$3,150,582	2008	\$248,861	
Stockton Unified	2	10.5	\$781,675	43.2%	\$2,237,946	2003	\$213,138	
Stockton Unified	6	12.48	\$1,136,704	20.1%	\$2,730,703	2006	\$218,806	
Tracy Jt Unified	4	10	\$618,254	46.2%	\$1,807,204	2002	\$180,720	
Tracy Jt Unified	10	10	\$573,006	38.4%	\$1,586,202	2004	\$158,620	
Washington Unified	1	8	\$446,161	46.2%	\$1,304,163	2002	\$163,020	
Washington Unified	4	10.76	\$979,085	7.7%	\$2,109,575	2008	\$196,057	
Totals		341.16			\$68,791,833	Average	\$201,641	2020 Adjustment \$267,920
Middle and High Schools			Original	Inflation	2009 Adjusted	Project	2009	
District	Project #	Acres	OPSC Site Development	Factor	Site Development	Year	Cost/Acre	
Western Placer Unified	4	19.3	\$5,973,312	24.4%	\$7,431,085	2005	\$385,030	
Roseville City Elem	2	21.6	\$1,780,588	48.2%	\$2,639,311	2000	\$122,190	
Elk Grove Unified	4	66.2	\$8,659,494	48.2%	\$12,835,704	2000	\$193,893	
Elk Grove Unified	13	76.4	\$9,791,732	48.2%	\$14,513,986	2001	\$189,974	
Elk Grove Unified	18	84.3	\$13,274,562	43.2%	\$19,002,626	2003	\$225,417	
Grant Jt Union High	2	24	\$2,183,840	48.2%	\$3,237,039	2000	\$134,877	
Center Unified	1	21.2	\$1,944,310	46.2%	\$2,841,684	2002	\$134,042	
Lodi Unified	2	13.4	\$1,076,844	46.2%	\$1,573,849	2002	\$117,451	
Lodi Unified	6	13.4	\$2,002,164	46.2%	\$2,926,240	2002	\$218,376	
Galt Jt Union Elem	1	24.9	\$2,711,360	46.2%	\$3,962,757	2002	\$159,147	
Tahoe Truckee Unified	2	24	\$2,752,632	43.2%	\$3,940,412	2003	\$164,184	
Davis Unified	5	23.3	\$3,814,302	43.2%	\$5,460,199	2003	\$234,343	
Woodland Unified	3	50.2	\$8,664,700	46.2%	\$12,663,792	2002	\$252,267	
Sacramento City Unified	1	35.2	\$4,813,386	46.2%	\$7,034,949	2002	\$199,856	
Lodi Unified	4	47	\$7,652,176	46.2%	\$11,183,950	2002	\$237,956	
Stockton Unified	3	49.1	\$8,959,088	43.2%	\$12,824,996	2003	\$261,202	
Natomas Unified	11	38.7	\$3,017,002	38.4%	\$4,175,850	2004	\$107,903	
Rocklin Unified	11	47.1	\$11,101,088	24.4%	\$13,810,282	2005	\$293,212	
Totals		679.3			\$142,058,711	Average	\$209,125	2020 Adjustment \$252,060
Middle Schools:		260.7			\$49,447,897	Middle	\$189,704	\$252,060
High Schools:		418.6			\$92,610,814	High	\$221,217	\$293,931

INDEX ADJUSTMENT ON THE ASSESSMENT FOR DEVELOPMENT

PURPOSE OF REPORT

To report the index adjustment on the assessment for development, which may be levied pursuant to Education Code Section 17620.

DESCRIPTION

The law requires the maximum assessment for development be adjusted every two years by the change in the Class B construction cost index, as determined by the State Allocation Board (Board) at its January meeting. This item requests that the Board make the adjustment based on the change reflected using the RS Means index.

AUTHORITY

Education Code Section 17620(a)(1) states the following: "The governing board of any school district is authorized to levy a fee, charge, dedication, or other requirement against any construction within the boundaries of the district, for the purpose of funding the construction or reconstruction of school facilities, subject to any limitations set forth in Chapter 4.9 (commencing with Section 65995) of Division 1 of Title 7 of the Government Code."

Government Code Section 65995(b)(3) states the following: "The amount of the limits set forth in paragraphs (1) and (2) shall be increased in 2000, and every two years thereafter, according to the adjustment for inflation set forth in the statewide cost index for class B construction, as determined by the State Allocation Board at its January meeting, which increase shall be effective as of the date of that meeting."

BACKGROUND

There are three levels that may be levied for developer's fees. The fees are levied on a per-square foot basis. The lowest fee, Level I, is assessed if the district conducts a Justification Study that establishes the connection between the development coming into the district and the assessment of fees to pay for the cost of the facilities needed to house future students. The Level II fee is assessed if a district makes a timely application to the Board for new construction funding, conducts a School Facility Needs Analysis pursuant to Government Code Section 65995.6, and satisfies at least two of the requirements listed in Government Code Section 65995.5(b)(3). The Level III fee is assessed when State bond funds are exhausted; the district may impose a developer's fee up to 100 percent of the School Facility Program new construction project cost.

STAFF ANALYSIS/STATEMENTS

A historical comparison of the assessment rates for development fees for 2016 and 2018 are shown below for information. According to the RS Means, the cost index for Class B construction increased by 7.64, during the two-year period from January 2018 to January 2020, requiring the assessment for development fees to be adjusted as follows beginning January 2020*:

RS Means Index Maximum Level I Assessment Per Square Foot

	2016	2018	2020
Residential	\$3.48	\$3.79	\$4.08
Commercial/Industrial	\$0.56	\$0.61	\$0.66

*Assembly Bill 48 (O'Donnell) includes provisions related to development fees. In the event that Proposition 13 is approved by the voters in March 2020, the provisions of Assembly Bill 48 will take effect and may change the fee amounts above for certain types of development projects.

RECOMMENDATION

Increase the 2020 maximum Level I assessment for development in the amount of 7.64 percent using the RS Means Index to be effective immediately.

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, January 22, 2020

Grant Amount Adjustments

New Construction	SFP Regulation Section	Adjusted Grant Per Pupil Effective 1-1-19	Adjusted Grant Per Pupil Effective 1-1-20
Elementary	1859.71	\$12,197	\$12,451
Middle	1859.71	\$12,901	\$13,169
High	1859.71	\$16,415	\$16,756
Special Day Class – Severe	1859.71.1	\$34,274	\$34,987
Special Day Class – Non-Severe	1859.71.1	\$22,922	\$23,399
Automatic Fire Detection/Alarm System – Elementary	1859.71.2	\$15	\$15
Automatic Fire Detection/Alarm System – Middle	1859.71.2	\$20	\$20
Automatic Fire Detection/Alarm System – High	1859.71.2	\$33	\$34
Automatic Fire Detection/Alarm System – Special Day Class – Severe	1859.71.2	\$61	\$62
Automatic Fire Detection/Alarm System – Special Day Class – Non-Severe	1859.71.2	\$43	\$44
Automatic Sprinkler System – Elementary	1859.71.2	\$205	\$209
Automatic Sprinkler System – Middle	1859.71.2	\$243	\$248
Automatic Sprinkler System – High	1859.71.2	\$253	\$258
Automatic Sprinkler System – Special Day Class – Severe	1859.71.2	\$646	\$659
Automatic Sprinkler System – Special Day Class – Non-Severe	1859.71.2	\$433	\$442

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, January 22, 2020

Grant Amount Adjustments

Modernization	SFP Regulation Section	Adjusted Grant Per Pupil Effective 1-1-19	Adjusted Grant Per Pupil Effective 1-1-20
Elementary	1859.78	\$4,644	\$4,747
Middle	1859.78	\$4,912	\$5,014
High	1859.78	\$6,431	\$6,565
Special Day Class - Severe	1859.78.3	\$14,802	\$15,110
Special Day Class – Non-Severe	1859.78.3	\$9,903	\$10,109
State Special School – Severe	1859.78	\$24,672	\$25,185
Automatic Fire Detection/Alarm System – Elementary	1859.78.4	\$151	\$154
Automatic Fire Detection/Alarm System – Middle	1859.78.4	\$151	\$154
Automatic Fire Detection/Alarm System – High	1859.78.4	\$151	\$154
Automatic Fire Detection/Alarm System – Special Day Class – Severe	1859.78.4	\$415	\$424
Automatic Fire Detection/Alarm System – Special Day Class – Non-Severe	1859.78.4	\$278	\$284
Over 50 Years Old – Elementary	1859.78.6	\$6,452	\$6,586
Over 50 Years Old – Middle	1859.78.6	\$6,824	\$6,966
Over 50 Years Old – High	1859.78.6	\$8,933	\$9,119
Over 50 Years Old – Special Day Class – Severe	1859.78.6	\$20,565	\$20,993
Over 50 Years Old – Special Day Class – Non-Severe	1859.78.6	\$13,752	\$14,038
Over 50 Years Old – State Special Day School – Severe	1859.78.6	\$34,273	\$34,986

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

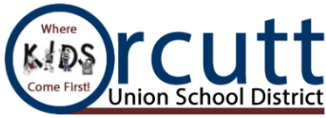
State Allocation Board Meeting, January 22, 2020

Grant Amount Adjustments

New Construction / Modernization / Facility Hardship / Seismic Mitigation / Joint Use	SFP Regulation Section	Adjusted Grant Amount Effective 1-1-19	Adjusted Grant Amount Effective 1-1-20
Therapy/Multipurpose Room/Other (per square foot)	1859.72 1859.73.2 1859.77.3 1859.82 1859.125 1859.125.1	\$200	\$204
Toilet Facilities (per square foot)	1859.72 1859.73.2 1859.82 1859.125 1859.125.1	\$359	\$366

New Construction Only	SFP Regulation Section	Adjusted Grant Amount Effective 1-1-19	Adjusted Grant Amount Effective 1-1-20
Parking Spaces (per stall)	1859.76	\$15,511	\$15,834
General Site Grant (per acre for additional acreage being acquired)	1859.76	\$19,853	\$20,266
Project Assistance (for school district with less than 2,500 pupils)	1859.73.1	\$7,460	\$7,615

Modernization Only	SFP Regulation Section	Adjusted Grant Amount Effective 1-1-19	Adjusted Grant Amount Effective 1-1-20
Two-stop Elevator	1859.83	\$124,080	\$126,661
Each Additional Stop	1859.83	\$22,335	\$22,800
Project Assistance (for school district with less than 2,500 pupils)	1859.78.2	\$3,978	\$4,061



BUSINESS SERVICES MEMORANDUM

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

FROM: Bill Young
Assistant Superintendent, Business Services

BOARD MEETING DATE: May 13, 2020

BOARD AGENDA ITEM: Construction Change Order- Pre Con Industries, for Orcutt Academy High School Restroom Modernization

BACKGROUND: At the March 11, 2020 Board Meeting the Board authorized staff to enter into an agreement with Pre Con Industries for the Orcutt Academy High School Restroom Modernization. These two change orders are necessary due to unforeseen conditions associated with removal and proper disposal of ACM materials and costs for labor and materials to replace the existing roof.

Change Order #	Reason	Amount
CO #1	Cost associated with labor for removal and proper disposal of ACM materials discovered in existing flooring.	\$7,036.47
CO #2	Cost of labor and materials associated with the complete replacement of the restroom roof. Cost includes a credit for the original scope of work which consisted of a roof coating over the existing system	\$37,462.03
	Total	\$44,498.50

This project will also have a deductive change order for the temporary restroom modular that is no longer needed due to the closure of the school campus. A future board item will be brought forth at a later date.

RECOMMENDATION: Staff recommends the Board of Trustees approve the change order for Pre Con Industries for \$44,498.50, as submitted.

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

CHANGE ORDER

Distribution:

- OUSD
- SVA Architects
- Contractor
- TELACU Construction Management (TCM)
- Inspector of Record

Project:
Orcutt Academy HS Restroom Alteration Project
Orcutt Union School District
 500 Dyer Street
 Orcutt, CA 93455

Change Order Number: **1**

Date: **5/13/2020**

To Contractor:
 Pre Con Industries, Inc.
 PO Box 5728
 Santa Maria, CA 93456

Contract Date: **3/19/2020**



The Contract Is Changed As Follows:
Refer to the attached summary page

The original Contract Sum was	\$	958,000.00
The net change by previously authorized Change Orders	\$	-
The Contract Sum prior to this Change Order was	\$	958,000.00
The Contract Sum will be Increased by this new Change Order in the amount of	\$	44,498.50
The new Contract Sum including this Change Order will be	\$	1,002,498.50
The Contract Time will be (increased)(decreased) (unchanged) by -0- days.		
The date of Substantial Completion as of the date of this Change Order therefore is		Unchanged

Note: This Change Order does not include changes in the Contract Sum, Contract Time or Guaranteed Maximum Price Which have been authorized by Construction Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

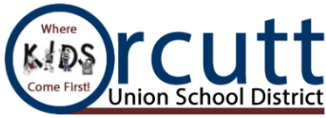
NOT VALID UNTIL SIGNED BY THE OWNER, CONTRACTOR, AND CONSTRUCTION MANAGER.

Owner	Contractor	Construction Mgr.	Architect of Record	Inspector of Record
Orcutt Union School District	Pre Con Industries, Inc.	TELACU Construction Management	SVA Architects	Kenco Construction Services, Inc.
500 Dyer Street Orcutt, CA 93455	PO Box 5728 Santa Maria, CA 93456	604 N. Eckhoff St. Orange, CA 92868	6 Hutton Centre Dr. Ste. 115C Santa Ana, CA 92707	115C 1230 Doris Ave. Oxnard, CA 93030

				
BY (Signature)	BY (Signature)	BY (Signature)	BY (Signature)	BY (Signature)
Bill Young	Rick Smith	Blaine Yoder	Mel Tan	Ken Hinge
	05/07/20	05/07/20		
DATE	DATE	DATE	DATE	DATE

CHANGE ORDER 01- Summary Sheet

Item #	Title	PCO#	PCO Description	Final Price
1	Remove and dispose of ACM's in existing flooring and mastic	002	Cost associated with labor for removal and proper disposal of ACM materials discovered in existing flooring. All required testing, monitoring and air sampling also included within environmental subcontractor costs.	\$ 7,036.47
2	Replacement of Existing RR Roof	005	Cost of labor and materials associated with the complete replacement of the restroom roof. Cost includes complete tear off of existing roof, installation of new 1/4" board, and Garland roofing system with 30 year warranty. Cost includes a credit for the original scope of work which consisted of a roof coating over the existing system.	\$ 37,462.03
			Total Allowance Change Order Amount	\$ 44,498.50



BUSINESS SERVICES MEMORANDUM

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

FROM: Bill Young
Assistant Superintendent, Business Services

BOARD MEETING DATE: May 13, 2020

BOARD AGENDA ITEM: Construction Change Order- Pre Con Industries, for Olga Reed Cafeteria Modernization

BACKGROUND: At the March 11, 2020 Board Meeting the Board authorized staff to enter into an agreement with Pre Con Industries for the Olga Reed Cafeteria Modernization. The change orders are necessary due to unforeseen conditions associated with demolition of existing plaster walls, new drywall, removal of asbestos, and installation of a manual fire alarm.

Change Order #	Reason	Amount
CP#1	Cost associated with the demolition of the existing plaster walls, and installation of new drywall, texture and paint.	\$4,408.27
CP#2	Cost of labor and materials associated with the complete removal and proper disposal of asbestos.	\$4,551.75
CP#3	Cost of manual fire alarm pull station in kitchen area.	\$707.16
	Total	\$9,667.18

RECOMMENDATION: Staff recommends the Board of Trustees approve the change order for Pre Con Industries for the Olga Reed Cafeteria Modernization for \$9,667.18, as submitted.

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

CHANGE ORDER

Distribution:

- OUSD
- SVA Architects
- Contractor
- TELACU Construction Management (TCM)
- Inspector of Record

Project:
Olga Reed Cafeteria Alteration Project
Orcutt Union School District
 500 Dyer Street
 Orcutt, CA 93455

Change Order Number: **1**

Date: **5/13/2020**

To Contractor:
 Pre Con Industries, Inc.
 PO Box 5728
 Santa Maria, CA 93456

Contract Date: **3/19/2020**




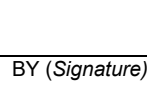
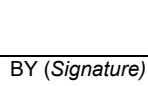
The Contract Is Changed As Follows:
Refer to the attached summary page

The original Contract Sum was	\$	1,178,400.00
The net change by previously authorized Change Orders	\$	-
The Contract Sum prior to this Change Order was	\$	1,178,400.00
The Contract Sum will be Increased by this new Change Order in the amount of	\$	9,667.18
The new Contract Sum including this Change Order will be	\$	1,188,067.18
The Contract Time will be (increased)(decreased) (unchanged) by -0- days.		
The date of Substantial Completion as of the date of this Change Order therefore is		Unchanged

Note: This Change Order does not include changes in the Contract Sum, Contract Time or Guaranteed Maximum Price Which have been authorized by Construction Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE OWNER, CONTRACTOR, AND CONSTRUCTION MANAGER.

Owner	Contractor	Construction Mgr.	Architect of Record	Inspector of Record
Orcutt Union School District	Pre Con Industries, Inc.	TELACU Construction Management	SVA Architects	Kenco Construction Services, Inc.
500 Dyer Street Orcutt, CA 93455	PO Box 5728 Santa Maria, CA 93456	604 N. Eckhoff St. Orange, CA 92868	6 Hutton Centre Dr. Ste. 115C Santa Ana, CA 92707	1230 Doris Ave. Oxnard, CA 93030

				
BY (Signature)	BY (Signature)	BY (Signature)	BY (Signature)	BY (Signature)
Bill Young	Rick Smith	Blaine Yoder	Mel Tan	Ken Hinge
	05/07/20	05/07/20		
DATE	DATE	DATE	DATE	DATE



BUSINESS SERVICES MEMORANDUM

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

FROM: Bill Young
Assistant Superintendent, Business Services

BOARD MEETING DATE: May 13, 2020

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

BACKGROUND: Policy updated to reflect a new law, SB 265, which provides that students with unpaid meal fees must not be denied a reimbursable meal of their choice, eliminating the possibility that any student is required to receive an alternate meal. The policy also reflects a waiver granted by the U.S. Department of Agriculture extending the three-year Administrative Review cycle to a five-year cycle for school years 2017-18 through 2020-22.

RECOMMENDATION: Staff recommends that the Board of Trustees adopt Board Policy 3551 as presented for first reading.

FUND: N/A

Business and Noninstructional Operations

FOOD SERVICE OPERATIONS/CAFETERIA FUND

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

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

The Superintendent or designee shall ensure that all food service director(s) possess the qualifications required by 7 CFR 210.030 and California Department of Education (CDE) standards.

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

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

Meal Sales

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

Meal prices, as recommended by the Superintendent or designee and approved by the Board, shall be based on the costs of providing food services and consistent with Education Code 38084 and 42 USC 1760. Students who are enrolled in the free or reduced-price meal program shall receive meals free of charge or at a reduced price in accordance with law, Board policy, and administrative regulation.

(cf. 3553 - Free and Reduced Price Meals)

The Superintendent or designee shall establish strategies and procedures for the collection of meal payments, including delinquent meal payments. Such procedures shall conform with BP/AR 3553 - Free and Reduced Price Meals, 2 CFR 200.426 and any applicable CDE

FOOD SERVICE OPERATIONS/CAFETERIA FUND

guidance. The Superintendent or designee shall clearly communicate these procedures to students and parents/guardians, and shall make this policy and the accompanying administrative regulation available to the public pursuant to Education Code 49557.5.

The Superintendent or designee shall ensure that a student whose parent/guardian has unpaid school meal fees or a student who is enrolled in the free or reduced-price meal program is not overtly identified by the use of special tokens, tickets, or other means and is not shamed, treated differently, **or denied a meal of the student's choice.** ~~served a meal that differs from the meal served to other students.~~ (Education Code **49557**, 49557.5)

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

(cf. 0415 - Equity)

Cafeteria Fund

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

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

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

(cf. 3230 – Federal Grand Funds)

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

(cf. 3460 – Financial Reports and Accountability)

Contracts with Outside Services

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

(cf. 3312 - Contracts)

(cf. 3600 - Consultants)

Procurement of Foods, Equipment and Supplies

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

FOOD SERVICE OPERATIONS/CAFETERIA FUND

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

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

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

Program Monitoring and Evaluation

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

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

(cf. 3555 - Nutrition Program Compliance)

Legal Reference:

EDUCATION CODE

38080-38085 Cafeteria, establishment and use

38090-38095 Cafeterias, funds and accounts

38100-38103 Cafeterias, allocation of charges

42646 Alternate payroll procedure

45103.5 Contracts for management consulting services; restrictions

49490-49493 School breakfast and lunch programs

49500-49505 School meals

49554 Contract services

49550-49562 Meals for needy students

49550.5 Universal breakfast

FOOD SERVICE OPERATIONS/CAFETERIA FUND

49580-49581 Food recovery program
FOOD AND AGRICULTURE CODE
58595 Preference for California-grown agricultural products
HEALTH AND SAFETY CODE
113700-114437 California Retail Food Code
PUBLIC CONTRACT CODE
2000-2002 Responsive bidders
20111 Contracts
CODE OF REGULATIONS, TITLE 5
15550-15565 School lunch and breakfast programs
UNITED STATES CODE, TITLE 42
1751-1769j School lunch programs
1771-1791 Child nutrition, including:
1773 School breakfast program
CODE OF FEDERAL REGULATIONS, TITLE 2
200.56 Indirect costs, definition
200.318-200.326 Procurement standards
200.400-200.475 Cost principals
200 Appendix VII Indirect cost proposals
CODE OF FEDERAL REGULATIONS, TITLE 7
210.1-210.31 National School Lunch Program
220.1-220.21 National School Breakfast Program
245.8 Nondiscrimination practices for students eligible for free and reduced price meals and free milk
250.1-250.70 USDA foods
Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California School Accounting Manual
Food Distribution Program Administrative Manual
Professional Standards in the SNP and New Hiring Flexibility, NSD Management Bulletin, SNP-10-2019, April 2019
Senate Bill 250: Child Hunger Prevention and Fair Treatment Act of 2017 and USDA Meal Charge Policy Requirements, NSD Management Bulletin, SNP-05-2018, January 2018
Paid Lunch Equity Requirement and Calculation Tool, NSD Management Bulletin, SNP-12-2018, May 2018
Storage and Inventory Management of U.S. Department of Agriculture Foods,
Management Bulletin, FDP-01-2018, January 2018
Unpaid Meal Charges: Local Meal Charge Policies, Clarification on Collection of Delinquent Meal Payments, and Excess Student Account Balances, NSD Management Bulletin, SNP-03-2017, April 2017
~~Clarification for the Use of Alternate Meals in the National School Lunch and School Breakfast Programs,~~
~~Programs, and Additional Guidance on the Handling of Unpaid Meal Charges, NSD~~
Procuring and Monitoring of Food Service Management Contracts, NSD Management Bulletin, SNP-13-2015

FOOD SERVICE OPERATIONS/CAFETERIA FUND

Cafeteria Funds--Allowable Uses, Management Bulletin NSD-SNP-07-2013, May 2013
~~Paid Lunch Equity Requirement, Management Bulletin USDA-SNP-16-2012, October 2012~~
Management Bulletin USDA-FDP-02-2010, August 2010
Adult and Sibling Meals in the National School Lunch and School Breakfast Programs,
Management Bulletin 00-111, July 2000

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

School Meals - FAQs

~~FAQs About School Meals~~

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

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

Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools,
May 2017

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

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

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

WEB SITES

California Department of Education, Nutrition Services Division:

<http://www.cde.ca.gov/ls/nu>

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

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

Policy Adopted: ~~12/11/19~~ 6/10/20

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



BUSINESS SERVICES MEMORANDUM

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

FROM: Bill Young
Assistant Superintendent, Business Services

BOARD MEETING DATE: May 13, 2020

BOARD AGENDA ITEM: Approval of Second Amendment of Professional Services Agreement with PMSM/19six Architects

BACKGROUND: On December 11, 2019, the Board of Trustees approved a Professional Services Agreement with PMSM/19six Architects with a project outlined specifically for, “Full Day Kindergarten Program Classroom Additions/Renovations, located at all Elementary School sites and as further described in the Project Scope attached hereto as **Exhibit A**”.

The second amendment will adjust the project scope at Joe Nightingale School beyond just the Full Day Kindergarten classrooms and other classrooms/campus design needs in alignment with the Master Facility Plan. It will now include the remainder of the Site Safety and Security projects at Joe Nightingale and the Bond Series B Science Classrooms.

The projects include assuming architectural firm responsibilities for:

- The remainder the of the Site Safety and Security and playground/field renovation projects at Joe Nightingale School
- Bond Series B Science Classrooms, 2 each, at Lakeview Jr. High School, Orcutt Jr. High School and Orcutt Academy High School

RECOMMENDATION: Staff recommends that the Board of Trustees approve the Amendment of Professional Services Agreement with PMSM/19six Architects as presented.

FUNDING: Potentially one or more of the following funds: General Fund (01); Deferred Maintenance Fund (14); Building Fund (21) Capital Facilities Fund (25)

**SECOND AMENDMENT AGREEMENT FOR ARCHITECTURAL SERVICES
BETWEEN ORCUTT UNION SCHOOL DISTRICT AND
PMSM/19SIX ARCHITECTS
(ALL SCHOOL SITES)**

THIS SECOND AMENDMENT to Agreement for Architectural Services (“Second Amendment”) is made this 13th day of May, 2020, by and between **Orcutt Union School District**, a California public school district (“District”), and **PMSM/19SIX Architects** (“Architect”). District and Architect may be individually referred to herein as “Party” or collectively referred to herein as “Parties.”

RECITALS

WHEREAS, District and Architect entered into that certain Agreement for Architectural Services for the for Full Day Kindergarten Program Classroom Additions and Renovations Projects (“Project”), dated as of December 11, 2019, (“Agreement”); and

WHEREAS, the Parties desire to further amend the Agreement’s terms to add additional scope of work as set forth in this Second Amendment; and

WHEREAS, the Parties now mutually intend to amend the terms of the Agreement to effectuate the intentions of the Parties set forth herein this Second Amendment;

NOW THEREFORE, for valuable consideration, receipt of which is hereby acknowledged, District and Architect agree as follows:

AMENDMENT

1. **Added Scope of Services.** The Scope of Services of the Agreement is hereby modified to provide additional Scope of Work as described in **Attachment 1** hereto (“Added Services”).
2. **Schedule of Work.** Promptly after the execution of this Second Amendment, Architect shall prepare and submit to District for approval a Schedule of Work in accordance with **Exhibit “C”** to the Agreement.
3. **Miscellaneous.** This Second Amendment may be executed in any number of counterparts all of which when taken together shall constitute one and the same document. Except as expressly modified by this Second Amendment, all other terms and provisions of the Agreement are and remain in full force and effect. This Second Amendment shall be governed by and construed in accordance with the laws of the State of California.

ACCEPTED AND AGREED on the date indicated below:

Dated: _____, 2020

Orcutt Union School District

By: _____

Print Name: Bill Young

Print Title: Assistant Superintendent,
Business Services

Dated: _____, 2020

PMSM/19SIX

By: _____

Print Name: Alan Kroeker

Print Title: President

**ATTACHMENT 1
ADDED SERVICES**

Architect shall render the following Added Services commencing with receipt of a written Notice to Proceed signed by the District representative. Architect shall proceed with the Services as set forth in the Notice to Proceed and complete the Services in accordance with the schedule attached as **Exhibit "C"** to the Agreement.

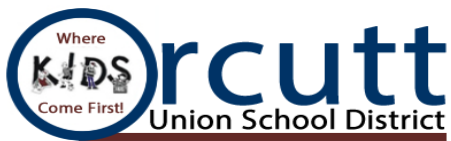
ADDED SERVICES:

School Sites:

Joe Nightingale School, Lakeview Jr. High School, Orcutt Jr. High School and Orcutt Academy High School

The projects include assuming architectural firm responsibilities for:

- The remainder the of the Site Safety and Security and playground/field renovation projects at Joe Nightingale School
- Bond Series B Science Classrooms, 2 each, at Lakeview Jr. High School, Orcutt Jr. High School and Orcutt Academy High School



Where a Dedicated Staff Means
KIDS COME FIRST

BOARD OF TRUSTEES

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Assistant Superintendent
WILLIAM YOUNG
Assistant Superintendent
KIRBY FELL
Chief Technology Officer

TO: Dr. Deborah Blow, Superintendent
FROM: Dr. Holly Edds, Asst. Superintendent, Educational Services

BOARD MEETING DATE: April 8, 2020

BOARD AGENDA ITEM: California Department of Education Library Survey

BACKGROUND: As required by California Education code 18122, all district schools have completed the 2018-2019 State Library Survey. The attached results from this online survey are also available online by going to the California Department of Education website.

In compliance with law, the board of trustees is being informed of the district's completion of this requirement. Results will be used to improve the quality of library services and collection holdings.

RECOMMENDATION: N/A

FUNDING: There is no funding impact.



School Library Survey Collecting Information from the 2018-2019 Academic Year

Submission Record

Submission ID: 11545

Submission Date: 2/5/2020 2:17:24 PM PT

School: Alice Shaw Elementary (CDS Code: 42692606045736)

1. Did you have a dedicated common area in your school designated as the library in the 2018–2019 academic year?

- Yes, our school had a library located on campus.
- Yes, our school had a joint-use school library.
- No, we did not have a designated library facility.
- No, we used a library on an adjacent school campus (provide the name of adjacent library used).

Name of the adjacent school library:

No response

If your school building did NOT have a designated library facility, was it because:

- This is a new facility and wasn't open in 2018–2019.
- It never had a library facility.
- The library facility closed during the past three years.
- The library facility closed more than three years ago.

If your school had a library facility in the past but no longer does, what were the reasons for the closure of the school library? Please check all that apply:

- Budget cuts
- Administrative decision
- Staffing cuts
- Collection was too old to be useful and the cost to update too prohibitive
- Space needed for other purposes
- Lack of use
- Damaged or destroyed by natural disaster
- Other
- I'm not sure

2. Our school had a joint-use school library with a:

- Public Library
- College
- Another K–12 school – Within district or outside of district?

Specify name of the joint-use partner:

No response

3. If possible, briefly explain how the joint-use school library was funded and managed (e.g., each site had its own budget for collection development, and we shared staff; I'm not sure).

No response

These questions (unless noted) focus on the library program at the site level. If you worked at multiple sites, answer the questions as the program ran for the present school you are completing the survey for, and complete a separate survey for each site at which you worked.

4. We had a partnership with our local public library.

- Yes
- No

Please provide a brief description of the partnership (e.g., after school programs, accessing public library databases – online eCard, One Card program – student ID is full public library access card).

No response

Library Staffing

For purposes of answering questions referring to staff working in the library, the following applies:

Credentialed Teacher Librarian – Individual holds a California teaching credential and a California Teacher Librarian Services Credential or an Emergency Teacher Librarian Services Credential and is paid as a teacher.

Credentialed Teacher, Not Librarian – Individual holds a California teaching credential with no library endorsement and is paid as a teacher.

Library Paraprofessional – May be called librarian, aide, clerk, technician, assistant, etc., but is NOT paid as a teacher.

5. Did you have at least one paid credentialed staff working in the school library?

(Teacher contract and certificated salary schedule) (*Contracting for a Librarian of Record does not count at the school level.*)

- Yes
- No

6. What certificate did the credentialed staff hold?

- Credentialed teacher librarian
- Emergency-credentialed teacher librarian
- Credentialed teacher without a teacher librarian credential
- Other (please explain)

Please explain certificate held by the credentialed staff.

No response

7. Did you have at least one paid library paraprofessional working in the school library?

(Classified contract and classified salary schedule)

- Yes
- No

Some districts require their library paraprofessionals to possess an A.A. degree in Library Support Staff Certification (LSSC). For further information, visit [LSSC home page](#).

8. What training did the library paraprofessional possess and/or receive? (Select all that apply.)

- None
- District-based training
- County Office of Education sponsored training (e.g., Instructional Media Resource Assistant [IMRA])
- Public library sponsored training
- Conferences (e.g., CSLA Annual Conference, regional workshops, CUE)
- Professional Growth Units (e.g., Infopeople courses)
- A.A. degree in Library Support Staff Certification (specify where you earned your certificate below)
- Other (specify below)

Specify where you earned your certificate:

No response

Specify other classified training:

No response

Please enter the total number of weekly hours worked for all paid staff assigned to this single school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. The Full-Time Equivalent (FTE) hours will be calculated for you.

Profession	Weekly Hours	FTE
9. Credentialed staff	0.00	0.000
10. Library aide, technician, paraprofessional, or clerk	24.00	0.600
Totals:	24.00	0.600

11. How many different school libraries did the certificated staff serve in 2018–2019? No response

12. How many different school libraries did the library paraprofessional serve in 2018–2019? 1

In the following section, some of the questions focus on Access as outlined in the [California Model School Library Standards \(CA MSLS\)](#) – School Library Program Standard B (Access).

Library Access

Library Service Hours in a Typical Week

Report the typical weekly number of hours the school library was staffed and open for use.

13. How many hours total was the school library open per week (e.g., 32 hours)? 24

14. When was your school library facility typically open for student use? (Select all that apply.)

- Before classes started
- During class time
- During breaks (e.g., nutrition)
- During lunch
- After school
- Some evenings
- On weekends
- Summer school
- None of the above

15. Which of the following terms best describe the method used to schedule classes in the school library?

- Fixed/Block (classes scheduled at regularly specified times)
- Flexible (open schedule [i.e., scheduled visits at varying times according to need])
- Mixed (some classes block scheduled/flexibly scheduled)
- No class visits

16. Approximately how many school days per school year was the library in your building closed for use as a testing space or other use not related specifically to the library program?

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

Library's Physical Space

Description	Yes/No Answer
17. a) The library facility had enough space to accommodate one class for instruction.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
b) Plus additional individuals and small groups working independently.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
18. There was enough space to accommodate the library collection, furnishings, and equipment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
19. The space was flexible, allowing for different configurations depending upon need.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
20. The library had a makerspace.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Library's Virtual Presence

Did the school library have:

Description	Answer
21. A library Web site with or without access to online library catalog	<input checked="" type="checkbox"/> With <input type="checkbox"/> Without <input type="checkbox"/> Not applicable (school library did not have Web site)

22. Automated library circulation	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
23. Automated textbook circulation	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24. Integrated online information searching that included your library catalog, paid access databases, and open educational resources	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Not applicable (school library did not have a Web site/online resources)
25. Wireless Internet access for students	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
26. A library blog	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
27. Collaboration software (e.g., SharePoint, Google Drive, etc.)	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
28. A library Twitter account	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Not applicable (school library was not permitted to have a Twitter account)
29. A library Facebook page	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Not applicable (school library was not permitted to have a Facebook page)

Computers/Tablet Devices

CA MSLs recommend the following number of computers in the school library: minimum of one class set of networked computers composed of at least 10 at the elementary school, 15 at the middle school, and 25 at the high school.

30. How many computers were housed in and available in your school library for direct instruction and/or student use during library programs? 5

31. Did your school issue every student a laptop or tablet? (Select all that apply.)

- Laptop (including Chromebooks)
- Tablets (e.g., iPad, iPod, Playbook, Xoom, Galaxy Tab, etc.)
- Not applicable (we were not a 1:1 school)
- Other (please specify [e.g., 1:1 for third grade on up])

Please specify for other (e.g., 1:1 for third grade on up)

No response

32. Considering the school district's filtering software, were students able to access and utilize Web-based productivity/collaboration tools (e.g., wikis, blogs, Google Docs, or similar tools) via the school network?

- Yes, with unlimited access
- Yes, with limited access
- No access

33. Did your school library provide eBook readers/portable devices for students to check out?

- Yes
- No

34. When were students allowed to bring their own computers/devices to the library? (Select all that apply.)

- For individual use
- For class use
- For direct instruction
- Not allowed

RESOURCES: School Library Collection

In the following section, some of the questions focus on Resources as outlined in the [California Model School Library Standards – School Library Program Standard D \(Resources\)](#). Resources include print and digital materials (e.g., subscription databases, audiobooks, e-books) that align with the curriculum and are accessible to students with various cognitive or language needs.

Overall Collection

35. Enter the number of print books in the school library collection at the end of the 2018–2019 academic year. Include reference books in your count, and count each reference volume as one.

- 2,499 or less
- 2,500–4,999
- 5,000–7,499
- 7,500–9,999
- 10,000–12,499
- 12,500–14,999
- 15,000–17,499
- 17,500–19,999
- 20,000–22,499
- 22,500–24,999
- 25,000–27,499
- 27,500–29,999
- 30,000–34,999
- 35,000 or more

36. Were electronic book (e-Book) titles purchased for library use during the 2018–2019 academic year?

- Yes
- No
- Not Applicable

37. Enter the number of print subscriptions to magazines and newspapers during the 2018–2019 academic year (count subscriptions, not individual titles or issues).

- Zero
- 10 or fewer
- 11–20
- 21–30
- More than 30

38. Did you check out audio materials (CDs, audio books)?

- Yes
- No

Were the checked out audio materials available for in-house use only?

- Yes
- No

Age of Collection

39. Enter the average copyright date of the books in the library's 629 section. Include books in the 629 circulating section, 629 reference section, and 629 digital titles owned by the library.

- Enter "0" in the box if the library had no books in the 629 Dewey section, and continue with the survey.
- Count the number of books in all of the 629s (from 629 through 629.999).
- Next, add up the copyright dates of all the books in the 629s.
- Divide the sum of the copyright dates by the total number of books in the 629s.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the 629s and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then: $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$. Then $12,004 \div 6 = 2001$ (rounded off to a whole number).
- Correct entry: 2001.

Average copyright date of books in Dewey section 629. Round off to a four-digit year. 1998

40. What was the name of the most recent U.S. president who had a whole book on him IN THE LIBRARY COLLECTION?

Donald J Trump

Licensed Databases

41. Did your library offer access to any online subscription information databases for students in the 2018–2019 academic year? This question does not apply to databases offered by the local public library, CD-ROM databases, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale's *In Context*, *World Book Online*, etc.

Yes No

42. Our school provided access to California's K–12 Online Resources - Encyclopaedia Britannica, Pro-Quest, and TeachingBooks?

Yes No

2018–2019 Budget

43. How much money was spent in the school library for the purchase of library books during the 2018–2019 academic year? Include both print titles and digital titles (eBooks). Include processing costs if purchased with library books.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more

a. Was the budget to purchase library books provided at the site level or the district level? District

44. Enter the amount spent on books here (must be \$50,000 or more).

PLEASE NOTE: Enter whole numbers only. Do not use letters, words, or any form of punctuation.

Correct entry: 150000.

Incorrect entries: "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

45. How much money was spent in the school library for the purchase of library materials other than books during the 2018–2019 academic year? Include periodicals (paper or electronic), technology and media resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000 or more

a. Was the budget to purchase library materials other than books provided at the site level or the district level? District

46. If you spent more than \$25,000 on materials other than books, enter the amount here.

PLEASE NOTE: Enter whole numbers only. Do not use letters, words, or any form of punctuation.

Correct entry: 150000.

Incorrect entries: "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

47. Check one or more of the following funds used to purchase library materials during the 2018–2019 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)

- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- Other (One-time discretionary grants to districts, etc.)
- None of the above

48. Was your library program written into your Local Control Accountability Plan (LCAP)?

- Yes
- No

Was the library funding tied to your LCAP?

- Yes
- No

Curriculum and Instruction

General Programming

This section is designed to gather a basic understanding of the type of library program offered to your school community. The questions move from broad general program questions to progressively more focused questions on instruction and teaching. The [California Model School Library Standards](#) provide the emphasis on instruction and teaching.

49. Did your school have a library advisory committee?

- Yes
- No

a. What was the composition of committee members? (Select all that apply.)

- Teacher librarians
- Teachers
- Students
- Community members
- Other (please list below):

Other composition type:

No response

b. How did the library advisory committee support the library program? (Select all that apply.)

- Volunteer management
- Financial advice
- Collection development advice
- Censorship challenges
- Other (please list):

Other committee support type:

No response

50. Did the library staff serve on the school site council?

- Yes
- No

Did library staff attend meetings of the school site council two or more times per academic year?

- Yes
- No

51. Did you have a library policy/procedure manual?

- Yes
- No

52. When was the last time library staff job descriptions were updated and approved?

not sure

53. How often did the library staff in your district meet for planning and professional development?

- Monthly (or more frequently)
- Quarterly
- Twice a year
- Once a year
- None

Who was responsible for organizing and leading these meetings (if there were no meetings, answer N/A)?

Asst Superintendant

Basic Services

This section of questions asks about general services and basic instruction that might be performed by any and all library staff regardless of credential and/or title.

Description	Answer
54. Informally instructed students in the use of resources (e.g., care and handling of books, library layout, parts of books, locating books, etc.)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never
55. Provided reading, listening, and viewing guidance for students	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input checked="" type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
56. Communicated proactively with principal	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never
57. Managed a schoolwide reading program (e.g., AR, Read 180, Reading Counts)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never

58. What types of activities occurred during a typical class visit? (Select all that apply.)

- Returned, selected, and checked out new books
- Storytime/Book talks
- Provided training in basic library skills (e.g., care and handling of books, library layout, parts of books, locating books, etc.)
- Worked on research projects

59. What was the average number of classes who visited the library in a typical week? 19

60. A typical class visit lasted:

- 20 minutes or less
- 30 minutes
- 45 minutes
- 60 minutes
- Varied depending on class and project needs

Teaching Approaches

These next questions are intended to gain an accurate picture of what level of services were being provided in your school library program. While the questions' emphases are on a strong library program – the ideal: a team of a teacher librarian + library support staff – we expect to see a range of services provided that correspond to the staffing level and staff expertise.

Report how often you engaged in various teaching activities as defined in the [California Model School Library Standards](#) – School Library Program Standard C (teacher librarian responsibilities).

How often did you engage in the following activities?

Question	Answer
61. Plan instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
62. Teach students how to use digital resources	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
63. a) Manage the library, including collection development and supervision of ordering	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
b) Our collection development included weeding, de-selection, and withdrawals	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
64. Responsible for cataloging	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
65. Supervised the work of paraprofessionals, student aides, and volunteers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week

	<input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
66. Went into classrooms to provide instruction	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian

67. Library classes were taught while classroom teachers had planning time.

- Yes
- No

Please explain what types of activities or instruction occurred in the library during teaching planning time:

No response

68. How did you implement the CA MSLS?

- Aligned the standards to our library instruction.
- Embedded the standards into the curriculum.
- While we were familiar with the standards, we did not use them to guide instruction.
- We were not familiar with these standards.

69. I was called upon to lead and/or provide professional development.

- Yes
- No

I led and provided professional development in the following manner (select all that apply):

- 1:1
- Small groups of teachers
- Grade-level meetings
- Staff meetings
- District-level trainings
- Other (please specify)

Describe the manner in which you led and provided professional development (other):

No response

Contact Information

Respondent Information

Name: Linda Carlson
Title: Media Specialist
E-mail: lcarlson@orcutt-schools.net
Phone: 805-938-6855

Library Web site URL: Don't have one
(If your library has a Web site.)

In case we need to clarify any of your answers, please provide the appropriate contact information for the individual responsible for library services in your district. (In some cases this may be the same individual as above.)

Name: Linda Carlson
E-mail: lcarlson@orcutt-schools.net

Phone: 805-938-6855

Thank you for your time and effort to complete this survey. Your answers are invaluable.

Questions: [Renée Ousley-Swank, Education Consultant](#) | ROusleySwank@cde.ca.gov | 916-319-0449

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)



School Library Survey Collecting Information from the 2018-2019 Academic Year

Submission Record

Submission ID: 11254

Submission Date: 2/4/2020 8:47:50 AM PT

School: Joe Nightingale Elementary (CDS Code: 42692606045777)

1. Did you have a dedicated common area in your school designated as the library in the 2018–2019 academic year?

- Yes, our school had a library located on campus.
- Yes, our school had a joint-use school library.
- No, we did not have a designated library facility.
- No, we used a library on an adjacent school campus (provide the name of adjacent library used).

Name of the adjacent school library:

No response

If your school building did NOT have a designated library facility, was it because:

- This is a new facility and wasn't open in 2018–2019.
- It never had a library facility.
- The library facility closed during the past three years.
- The library facility closed more than three years ago.

If your school had a library facility in the past but no longer does, what were the reasons for the closure of the school library? Please check all that apply:

- Budget cuts
- Administrative decision
- Staffing cuts
- Collection was too old to be useful and the cost to update too prohibitive
- Space needed for other purposes
- Lack of use
- Damaged or destroyed by natural disaster
- Other
- I'm not sure

2. Our school had a joint-use school library with a:

- Public Library
- College
- Another K–12 school – Within district or outside of district?

Specify name of the joint-use partner:

No response

3. If possible, briefly explain how the joint-use school library was funded and managed (e.g., each site had its own budget for collection development, and we shared staff; I'm not sure).

No response

These questions (unless noted) focus on the library program at the site level. If you worked at multiple sites, answer the questions as the program ran for the present school you are completing the survey for, and complete a separate survey for each site at which you worked.

4. We had a partnership with our local public library.

- Yes
- No

Please provide a brief description of the partnership (e.g., after school programs, accessing public library databases – online eCard, One Card program – student ID is full public library access card).

No response

Library Staffing

For purposes of answering questions referring to staff working in the library, the following applies:

Credentialed Teacher Librarian – Individual holds a California teaching credential and a California Teacher Librarian Services Credential or an Emergency Teacher Librarian Services Credential and is paid as a teacher.

Credentialed Teacher, Not Librarian – Individual holds a California teaching credential with no library endorsement and is paid as a teacher.

Library Paraprofessional – May be called librarian, aide, clerk, technician, assistant, etc., but is NOT paid as a teacher.

5. Did you have at least one paid credentialed staff working in the school library?

(Teacher contract and certificated salary schedule) (*Contracting for a Librarian of Record does not count at the school level.*)

- Yes
- No

6. What certificate did the credentialed staff hold?

- Credentialed teacher librarian
- Emergency-credentialed teacher librarian
- Credentialed teacher without a teacher librarian credential
- Other (please explain)

Please explain certificate held by the credentialed staff.

No response

7. Did you have at least one paid library paraprofessional working in the school library?

(Classified contract and classified salary schedule)

- Yes
- No

Some districts require their library paraprofessionals to possess an A.A. degree in Library Support Staff Certification (LSSC). For further information, visit [LSSC home page](#).

8. What training did the library paraprofessional possess and/or receive? (Select all that apply.)

- None
- District-based training
- County Office of Education sponsored training (e.g., Instructional Media Resource Assistant [IMRA])
- Public library sponsored training
- Conferences (e.g., CSLA Annual Conference, regional workshops, CUE)
- Professional Growth Units (e.g., Infopeople courses)
- A.A. degree in Library Support Staff Certification (specify where you earned your certificate below)
- Other (specify below)

Specify where you earned your certificate:

No response

Specify other classified training:

No response

Please enter the total number of weekly hours worked for all paid staff assigned to this single school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. The Full-Time Equivalent (FTE) hours will be calculated for you.

Profession	Weekly Hours	FTE
9. Credentialed staff	0.00	0.000
10. Library aide, technician, paraprofessional, or clerk	35.00	0.875
Totals:	35.00	0.875

11. How many different school libraries did the certificated staff serve in 2018–2019? No response

12. How many different school libraries did the library paraprofessional serve in 2018–2019? 1

In the following section, some of the questions focus on Access as outlined in the [California Model School Library Standards \(CA MSLS\) – School Library Program Standard B \(Access\)](#).

Library Access

Library Service Hours in a Typical Week

Report the typical weekly number of hours the school library was staffed and open for use.

13. How many hours total was the school library open per week (e.g., 32 hours)? 35

14. When was your school library facility typically open for student use? (Select all that apply.)

- Before classes started
- During class time
- During breaks (e.g., nutrition)
- During lunch
- After school
- Some evenings
- On weekends
- Summer school
- None of the above

15. Which of the following terms best describe the method used to schedule classes in the school library?

- Fixed/Block (classes scheduled at regularly specified times)
- Flexible (open schedule [i.e., scheduled visits at varying times according to need])
- Mixed (some classes block scheduled/flexibly scheduled)
- No class visits

16. Approximately how many school days per school year was the library in your building closed for use as a testing space or other use not related specifically to the library program?

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

Library's Physical Space

Description	Yes/No Answer
17. a) The library facility had enough space to accommodate one class for instruction.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
b) Plus additional individuals and small groups working independently.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
18. There was enough space to accommodate the library collection, furnishings, and equipment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
19. The space was flexible, allowing for different configurations depending upon need.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
20. The library had a makerspace.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Library's Virtual Presence

Did the school library have:

Description	Answer
21. A library Web site with or without access to online library catalog	<input checked="" type="checkbox"/> With <input type="checkbox"/> Without <input type="checkbox"/> Not applicable (school library did not have Web site)

22. Automated library circulation	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
23. Automated textbook circulation	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24. Integrated online information searching that included your library catalog, paid access databases, and open educational resources	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Not applicable (school library did not have a Web site/online resources)
25. Wireless Internet access for students	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
26. A library blog	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
27. Collaboration software (e.g., SharePoint, Google Drive, etc.)	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
28. A library Twitter account	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Not applicable (school library was not permitted to have a Twitter account)
29. A library Facebook page	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Not applicable (school library was not permitted to have a Facebook page)

Computers/Tablet Devices

CA MSLS recommend the following number of computers in the school library: minimum of one class set of networked computers composed of at least 10 at the elementary school, 15 at the middle school, and 25 at the high school.

30. How many computers were housed in and available in your school library for direct instruction and/or student use during library programs? 3

31. Did your school issue every student a laptop or tablet? (Select all that apply.)

- Laptop (including Chromebooks)
- Tablets (e.g., iPad, iPod, Playbook, Xoom, Galaxy Tab, etc.)
- Not applicable (we were not a 1:1 school)
- Other (please specify [e.g., 1:1 for third grade on up])

Please specify for other (e.g., 1:1 for third grade on up)

No response

32. Considering the school district's filtering software, were students able to access and utilize Web-based productivity/collaboration tools (e.g., wikis, blogs, Google Docs, or similar tools) via the school network?

- Yes, with unlimited access
- Yes, with limited access
- No access

33. Did your school library provide eBook readers/portable devices for students to check out?

- Yes
- No

34. When were students allowed to bring their own computers/devices to the library? (Select all that apply.)

- For individual use
- For class use
- For direct instruction
- Not allowed

RESOURCES: School Library Collection

In the following section, some of the questions focus on Resources as outlined in the [California Model School Library Standards – School Library Program Standard D \(Resources\)](#). Resources include print and digital materials (e.g., subscription databases, audiobooks, e-books) that align with the curriculum and are accessible to students with various cognitive or language needs.

Overall Collection

35. Enter the number of print books in the school library collection at the end of the 2018–2019 academic year. Include reference books in your count, and count each reference volume as one.

- 2,499 or less
- 2,500–4,999
- 5,000–7,499
- 7,500–9,999
- 10,000–12,499
- 12,500–14,999
- 15,000–17,499
- 17,500–19,999
- 20,000–22,499
- 22,500–24,999
- 25,000–27,499
- 27,500–29,999
- 30,000–34,999
- 35,000 or more

36. Were electronic book (e-Book) titles purchased for library use during the 2018–2019 academic year?

- Yes
- No
- Not Applicable

37. Enter the number of print subscriptions to magazines and newspapers during the 2018–2019 academic year (count subscriptions, not individual titles or issues).

- Zero
- 10 or fewer
- 11–20
- 21–30
- More than 30

38. Did you check out audio materials (CDs, audio books)?

- Yes
- No

Were the checked out audio materials available for in-house use only?

- Yes
- No

Age of Collection

39. Enter the average copyright date of the books in the library's 629 section. Include books in the 629 circulating section, 629 reference section, and 629 digital titles owned by the library.

- Enter "0" in the box if the library had no books in the 629 Dewey section, and continue with the survey.
- Count the number of books in all of the 629s (from 629 through 629.999).
- Next, add up the copyright dates of all the books in the 629s.
- Divide the sum of the copyright dates by the total number of books in the 629s.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the 629s and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then: $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$. Then $12,004 \div 6 = 2001$ (rounded off to a whole number).
- Correct entry: 2001.

Average copyright date of books in Dewey section 629. Round off to a four-digit year. 1998

40. What was the name of the most recent U.S. president who had a whole book on him IN THE LIBRARY COLLECTION?

Obama

Licensed Databases

41. Did your library offer access to any online subscription information databases for students in the 2018–2019 academic year? This question does not apply to databases offered by the local public library, CD-ROM databases, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale's *In Context*, *World Book Online*, etc.

Yes No

42. Our school provided access to California's K–12 Online Resources - Encyclopaedia Britannica, Pro-Quest, and TeachingBooks?

Yes No

2018–2019 Budget

43. How much money was spent in the school library for the purchase of library books during the 2018–2019 academic year? Include both print titles and digital titles (eBooks). Include processing costs if purchased with library books.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more

a. Was the budget to purchase library books provided at the site level or the district level? both

44. Enter the amount spent on books here (must be \$50,000 or more).

PLEASE NOTE: Enter whole numbers only. Do not use letters, words, or any form of punctuation.

Correct entry: 150000.

Incorrect entries: "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

45. How much money was spent in the school library for the purchase of library materials other than books during the 2018–2019 academic year? Include periodicals (paper or electronic), technology and media resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000 or more

a. Was the budget to purchase library materials other than books provided at the site level or the district level? District

46. If you spent more than \$25,000 on materials other than books, enter the amount here.

PLEASE NOTE: Enter whole numbers only. Do not use letters, words, or any form of punctuation.

Correct entry: 150000.

Incorrect entries: "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

47. Check one or more of the following funds used to purchase library materials during the 2018–2019 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)

- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- Other (One-time discretionary grants to districts, etc.)
- None of the above

48. Was your library program written into your Local Control Accountability Plan (LCAP)?

- Yes
- No

Was the library funding tied to your LCAP?

- Yes
- No

Curriculum and Instruction

General Programming

This section is designed to gather a basic understanding of the type of library program offered to your school community. The questions move from broad general program questions to progressively more focused questions on instruction and teaching. The [California Model School Library Standards](#) provide the emphasis on instruction and teaching.

49. Did your school have a library advisory committee?

- Yes
- No

a. What was the composition of committee members? (Select all that apply.)

- Teacher librarians
- Teachers
- Students
- Community members
- Other (please list below):

Other composition type:

No response

b. How did the library advisory committee support the library program? (Select all that apply.)

- Volunteer management
- Financial advice
- Collection development advice
- Censorship challenges
- Other (please list):

Other committee support type:

No response

50. Did the library staff serve on the school site council?

- Yes
- No

Did library staff attend meetings of the school site council two or more times per academic year?

- Yes
- No

51. Did you have a library policy/procedure manual?

- Yes
- No

52. When was the last time library staff job descriptions were updated and approved?

53. How often did the library staff in your district meet for planning and professional development?

- Monthly (or more frequently)
- Quarterly
- Twice a year
- Once a year
- None

Who was responsible for organizing and leading these meetings (if there were no meetings, answer N/A)?

N/A

Basic Services

This section of questions asks about general services and basic instruction that might be performed by any and all library staff regardless of credential and/or title.

Description	Answer
54. Informally instructed students in the use of resources (e.g., care and handling of books, library layout, parts of books, locating books, etc.)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never
55. Provided reading, listening, and viewing guidance for students	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input checked="" type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
56. Communicated proactively with principal	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never
57. Managed a schoolwide reading program (e.g., AR, Read 180, Reading Counts)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input checked="" type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never

58. What types of activities occurred during a typical class visit? (Select all that apply.)

- Returned, selected, and checked out new books
- Storytime/Book talks
- Provided training in basic library skills (e.g., care and handling of books, library layout, parts of books, locating books, etc.)
- Worked on research projects

59. What was the average number of classes who visited the library in a typical week? 30

60. A typical class visit lasted:

- 20 minutes or less
- 30 minutes
- 45 minutes
- 60 minutes
- Varied depending on class and project needs

Teaching Approaches

These next questions are intended to gain an accurate picture of what level of services were being provided in your school library program. While the questions' emphases are on a strong library program – the ideal: a team of a teacher librarian + library support staff – we expect to see a range of services provided that correspond to the staffing level and staff expertise.

Report how often you engaged in various teaching activities as defined in the [California Model School Library Standards](#) – School Library Program Standard C (teacher librarian responsibilities).

How often did you engage in the following activities?

Question	Answer
61. Plan instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
62. Teach students how to use digital resources	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
63. a) Manage the library, including collection development and supervision of ordering	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
b) Our collection development included weeding, de-selection, and withdrawals	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
64. Responsible for cataloging	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
65. Supervised the work of paraprofessionals, student aides, and volunteers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week

	<input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
66. Went into classrooms to provide instruction	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian

67. Library classes were taught while classroom teachers had planning time.

- Yes
- No

Please explain what types of activities or instruction occurred in the library during teaching planning time:

No response

68. How did you implement the CA MSLS?

- Aligned the standards to our library instruction.
- Embedded the standards into the curriculum.
- While we were familiar with the standards, we did not use them to guide instruction.
- We were not familiar with these standards.

69. I was called upon to lead and/or provide professional development.

- Yes
- No

I led and provided professional development in the following manner (select all that apply):

- 1:1
- Small groups of teachers
- Grade-level meetings
- Staff meetings
- District-level trainings
- Other (please specify)

Describe the manner in which you led and provided professional development (other):

No response

Contact Information

Respondent Information

Name: Kara Lane
Title: Media Specialist
E-mail: klane@orcutt-schools.net
Phone: 805-938-8650

Library Web site URL: No response
(If your library has a Web site.)

In case we need to clarify any of your answers, please provide the appropriate contact information for the individual responsible for library services in your district. (In some cases this may be the same individual as above.)

Name: Holly Edds
E-mail: hedds@orcutt-schools.net

Phone: 805-938-8930

Thank you for your time and effort to complete this survey. Your answers are invaluable.

Questions: [Renée Ousley-Swank, Education Consultant](#) | ROusleySwank@cde.ca.gov | 916-319-0449

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)



School Library Survey Collecting Information from the 2018-2019 Academic Year

Submission Record

Submission ID: 11828
Submission Date: 2/13/2020 10:53:02 AM PT

School: Lakeview Junior High (CDS Code: 42692606045751)

1. Did you have a dedicated common area in your school designated as the library in the 2018–2019 academic year?

- Yes, our school had a library located on campus.
- Yes, our school had a joint-use school library.
- No, we did not have a designated library facility.
- No, we used a library on an adjacent school campus (provide the name of adjacent library used).

Name of the adjacent school library:

No response

If your school building did NOT have a designated library facility, was it because:

- This is a new facility and wasn't open in 2018–2019.
- It never had a library facility.
- The library facility closed during the past three years.
- The library facility closed more than three years ago.

If your school had a library facility in the past but no longer does, what were the reasons for the closure of the school library? Please check all that apply:

- Budget cuts
- Administrative decision
- Staffing cuts
- Collection was too old to be useful and the cost to update too prohibitive
- Space needed for other purposes
- Lack of use
- Damaged or destroyed by natural disaster
- Other
- I'm not sure

2. Our school had a joint-use school library with a:

- Public Library
- College
- Another K–12 school – Within district or outside of district?

Specify name of the joint-use partner:
No response

3. If possible, briefly explain how the joint-use school library was funded and managed (e.g., each site had its own budget for collection development, and we shared staff; I'm not sure).

No response

These questions (unless noted) focus on the library program at the site level. If you worked at multiple sites, answer the questions as the program ran for the present school you are completing the survey for, and complete a separate survey for each site at which you worked.

4. We had a partnership with our local public library.

- Yes
- No

Please provide a brief description of the partnership (e.g., after school programs, accessing public library databases – online eCard, One Card program – student ID is full public library access card).

No response

Library Staffing

For purposes of answering questions referring to staff working in the library, the following applies:

Credentialed Teacher Librarian – Individual holds a California teaching credential and a California Teacher Librarian Services Credential or an Emergency Teacher Librarian Services Credential and is paid as a teacher.

Credentialed Teacher, Not Librarian – Individual holds a California teaching credential with no library endorsement and is paid as a teacher.

Library Paraprofessional – May be called librarian, aide, clerk, technician, assistant, etc., but is NOT paid as a teacher.

5. Did you have at least one paid credentialed staff working in the school library?

(Teacher contract and certificated salary schedule) (*Contracting for a Librarian of Record does not count at the school level.*)

- Yes
- No

6. What certificate did the credentialed staff hold?

- Credentialed teacher librarian
- Emergency-credentialed teacher librarian
- Credentialed teacher without a teacher librarian credential
- Other (please explain)


Please explain certificate held by the credentialed staff.

No response

7. Did you have at least one paid library paraprofessional working in the school library?

(Classified contract and classified salary schedule)

- Yes
- No

Some districts require their library paraprofessionals to possess an A.A. degree in Library Support Staff Certification (LSSC). For further information, visit [LSSC home page](#) .

8. What training did the library paraprofessional possess and/or receive? (Select all that apply.)

- None
- District-based training
- County Office of Education sponsored training (e.g., Instructional Media Resource Assistant [IMRA])
- Public library sponsored training
- Conferences (e.g., CSLA Annual Conference, regional workshops, CUE)
- Professional Growth Units (e.g., Infopeople courses)
- A.A. degree in Library Support Staff Certification (specify where you earned your certificate below)
- Other (specify below)

Specify where you earned your certificate:

No response

Specify other classified training:

Brief overview from outgoing librarian

Please enter the total number of weekly hours worked for all paid staff assigned to this single school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. The Full-Time Equivalent (FTE) hours will be calculated for you.

Profession	Weekly Hours	FTE
9. Credentialed staff	0.00	0.000
10. Library aide, technician, paraprofessional, or clerk	24.00	0.600
Totals:	24.00	0.600

11. How many different school libraries did the certificated staff serve in 2018–2019? No response

12. How many different school libraries did the library paraprofessional serve in 2018–2019? 1

In the following section, some of the questions focus on Access as outlined in the [California Model School Library Standards \(CA MSLS\)](#) – School Library Program Standard B (Access).

Library Access

Library Service Hours in a Typical Week

Report the typical weekly number of hours the school library was staffed and open for use.

13. How many hours total was the school library open per week (e.g., 32 hours)? 24

14. When was your school library facility typically open for student use? (Select all that apply.)

- Before classes started
- During class time
- During breaks (e.g., nutrition)
- During lunch
- After school
- Some evenings
- On weekends
- Summer school
- None of the above

15. Which of the following terms best describe the method used to schedule classes in the school library?

- Fixed/Block (classes scheduled at regularly specified times)
- Flexible (open schedule [i.e., scheduled visits at varying times according to need])
- Mixed (some classes block scheduled/flexibly scheduled)
- No class visits

16. Approximately how many school days per school year was the library in your building closed for use as a testing space or other use not related specifically to the library program?

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

Library's Physical Space

Description	Yes/No Answer
17. a) The library facility had enough space to accommodate one class for instruction.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
b) Plus additional individuals and small groups working independently.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
18. There was enough space to accommodate the library collection, furnishings, and equipment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
19. The space was flexible, allowing for different configurations depending upon need.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
20. The library had a makerspace.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Library's Virtual Presence

Did the school library have:

Description	Answer
21. A library Web site with or without access to online library catalog	<input type="checkbox"/> With <input type="checkbox"/> Without <input checked="" type="checkbox"/> Not applicable (school library did not have Web site)

22. Automated library circulation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
23. Automated textbook circulation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24. Integrated online information searching that included your library catalog, paid access databases, and open educational resources	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not applicable (school library did not have a Web site/online resources)
25. Wireless Internet access for students	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26. A library blog	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27. Collaboration software (e.g., SharePoint, Google Drive, etc.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
28. A library Twitter account	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable (school library was not permitted to have a Twitter account)
29. A library Facebook page	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not applicable (school library was not permitted to have a Facebook page)

Computers/Tablet Devices

CA MSLS recommend the following number of computers in the school library: minimum of one class set of networked computers composed of at least 10 at the elementary school, 15 at the middle school, and 25 at the high school.

30. How many computers were housed in and available in your school library for direct instruction and/or student use during library programs? 0

31. Did your school issue every student a laptop or tablet? (Select all that apply.)

- Laptop (including Chromebooks)
- Tablets (e.g., iPad, iPod, Playbook, Xoom, Galaxy Tab, etc.)
- Not applicable (we were not a 1:1 school)
- Other (please specify [e.g., 1:1 for third grade on up])

Please specify for other (e.g., 1:1 for third grade on up)

No response

32. Considering the school district's filtering software, were students able to access and utilize Web-based productivity/collaboration tools (e.g., wikis, blogs, Google Docs, or similar tools) via the school network?

- Yes, with unlimited access
- Yes, with limited access
- No access

33. Did your school library provide eBook readers/portable devices for students to check out?

- Yes
- No

34. When were students allowed to bring their own computers/devices to the library? (Select all that apply.)

- For individual use
- For class use
- For direct instruction
- Not allowed

RESOURCES: School Library Collection

In the following section, some of the questions focus on Resources as outlined in the [California Model School Library Standards – School Library Program Standard D \(Resources\)](#). Resources include print and digital materials (e.g., subscription databases, audiobooks, e-books) that align with the curriculum and are accessible to students with various cognitive or language needs.

Overall Collection

35. Enter the number of print books in the school library collection at the end of the 2018–2019 academic year. Include reference books in your count, and count each reference volume as one.

- 2,499 or less
- 2,500–4,999
- 5,000–7,499
- 7,500–9,999
- 10,000–12,499
- 12,500–14,999
- 15,000–17,499
- 17,500–19,999
- 20,000–22,499
- 22,500–24,999
- 25,000–27,499
- 27,500–29,999
- 30,000–34,999
- 35,000 or more

36. Were electronic book (e-Book) titles purchased for library use during the 2018–2019 academic year?

- Yes
- No
- Not Applicable

37. Enter the number of print subscriptions to magazines and newspapers during the 2018–2019 academic year (count subscriptions, not individual titles or issues).

- Zero
- 10 or fewer
- 11–20
- 21–30
- More than 30

38. Did you check out audio materials (CDs, audio books)?

- Yes
- No

Were the checked out audio materials available for in-house use only?

- Yes
- No

Age of Collection

39. Enter the average copyright date of the books in the library's 629 section. Include books in the 629 circulating section, 629 reference section, and 629 digital titles owned by the library.

- Enter "0" in the box if the library had no books in the 629 Dewey section, and continue with the survey.
- Count the number of books in all of the 629s (from 629 through 629.999).
- Next, add up the copyright dates of all the books in the 629s.
- Divide the sum of the copyright dates by the total number of books in the 629s.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the 629s and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then: $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$. Then $12,004 \div 6 = 2001$ (rounded off to a whole number).
- Correct entry: 2001.

Average copyright date of books in Dewey section 629. Round off to a four-digit year. 1985

40. What was the name of the most recent U.S. president who had a whole book on him IN THE LIBRARY COLLECTION?

Barack Obama

Licensed Databases

41. Did your library offer access to any online subscription information databases for students in the 2018–2019 academic year? This question does not apply to databases offered by the local public library, CD-ROM databases, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale's *In Context*, *World Book Online*, etc.

Yes No

42. Our school provided access to California's K–12 Online Resources - Encyclopaedia Britannica, Pro-Quest, and TeachingBooks?

Yes No

2018–2019 Budget

43. How much money was spent in the school library for the purchase of library books during the 2018–2019 academic year? Include both print titles and digital titles (eBooks). Include processing costs if purchased with library books.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more

a. Was the budget to purchase library books provided at the site level or the district level? district

44. Enter the amount spent on books here (must be \$50,000 or more).

PLEASE NOTE: Enter whole numbers only. Do not use letters, words, or any form of punctuation.

Correct entry: 150000.

Incorrect entries: "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

45. How much money was spent in the school library for the purchase of library materials other than books during the 2018–2019 academic year? Include periodicals (paper or electronic), technology and media resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000 or more

a. Was the budget to purchase library materials other than books provided at the site level or the district level? No response

46. If you spent more than \$25,000 on materials other than books, enter the amount here.

PLEASE NOTE: Enter whole numbers only. Do not use letters, words, or any form of punctuation.

Correct entry: 150000.

Incorrect entries: "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

47. Check one or more of the following funds used to purchase library materials during the 2018–2019 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)

- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- Other (One-time discretionary grants to districts, etc.)
- None of the above

48. Was your library program written into your Local Control Accountability Plan (LCAP)?

- Yes
- No

Was the library funding tied to your LCAP?

- Yes
- No

Curriculum and Instruction

General Programming

This section is designed to gather a basic understanding of the type of library program offered to your school community. The questions move from broad general program questions to progressively more focused questions on instruction and teaching. The [California Model School Library Standards](#) provide the emphasis on instruction and teaching.

49. Did your school have a library advisory committee?

- Yes
- No

a. What was the composition of committee members? (Select all that apply.)

- Teacher librarians
- Teachers
- Students
- Community members
- Other (please list below):

Other composition type:

No response

b. How did the library advisory committee support the library program? (Select all that apply.)

- Volunteer management
- Financial advice
- Collection development advice
- Censorship challenges
- Other (please list):

Other committee support type:

No response

50. Did the library staff serve on the school site council?

- Yes
- No

Did library staff attend meetings of the school site council two or more times per academic year?

- Yes
- No

51. Did you have a library policy/procedure manual?

- Yes
- No

52. When was the last time library staff job descriptions were updated and approved?

53. How often did the library staff in your district meet for planning and professional development?

- Monthly (or more frequently)
 Quarterly
 Twice a year
 Once a year
 None

Who was responsible for organizing and leading these meetings (if there were no meetings, answer N/A)?

Media specialist

Basic Services

This section of questions asks about general services and basic instruction that might be performed by any and all library staff regardless of credential and/or title.

Description	Answer
54. Informally instructed students in the use of resources (e.g., care and handling of books, library layout, parts of books, locating books, etc.)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never
55. Provided reading, listening, and viewing guidance for students	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
56. Communicated proactively with principal	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
57. Managed a schoolwide reading program (e.g., AR, Read 180, Reading Counts)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never

58. What types of activities occurred during a typical class visit? (Select all that apply.)

- Returned, selected, and checked out new books
 Storytime/Book talks
 Provided training in basic library skills (e.g., care and handling of books, library layout, parts of books, locating books, etc.)
 Worked on research projects

59. What was the average number of classes who visited the library in a typical week? 7

60. A typical class visit lasted:

- 20 minutes or less
- 30 minutes
- 45 minutes
- 60 minutes
- Varied depending on class and project needs

Teaching Approaches

These next questions are intended to gain an accurate picture of what level of services were being provided in your school library program. While the questions' emphases are on a strong library program – the ideal: a team of a teacher librarian + library support staff – we expect to see a range of services provided that correspond to the staffing level and staff expertise.

Report how often you engaged in various teaching activities as defined in the [California Model School Library Standards](#) – School Library Program Standard C (teacher librarian responsibilities).

How often did you engage in the following activities?

Question	Answer
61. Plan instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
62. Teach students how to use digital resources	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
63. a) Manage the library, including collection development and supervision of ordering	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
b) Our collection development included weeding, de-selection, and withdrawals	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
64. Responsible for cataloging	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
65. Supervised the work of paraprofessionals, student aides, and volunteers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week

	<input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
66. Went into classrooms to provide instruction	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian

67. Library classes were taught while classroom teachers had planning time.

- Yes
- No

Please explain what types of activities or instruction occurred in the library during teaching planning time:

No response

68. How did you implement the *CA MSLS*?

- Aligned the standards to our library instruction.
- Embedded the standards into the curriculum.
- While we were familiar with the standards, we did not use them to guide instruction.
- We were not familiar with these standards.

69. I was called upon to lead and/or provide professional development.

- Yes
- No

I led and provided professional development in the following manner (select all that apply):

- 1:1
- Small groups of teachers
- Grade-level meetings
- Staff meetings
- District-level trainings
- Other (please specify)

Describe the manner in which you led and provided professional development (other):

No response

Contact Information

Respondent Information

Name: Laura Carrier
Title: Media Specialist
E-mail: lcarrier@orcutt-schools.net
Phone: 805-938-8600

Library Web site URL: No response
(If your library has a Web site.)

In case we need to clarify any of your answers, please provide the appropriate contact information for the individual responsible for library services in your district. (In some cases this may be the same individual as above.)

Name: Holly Edds
E-mail: hedds@orcutt-schools.net

Phone: 805-938-8550

Thank you for your time and effort to complete this survey. Your answers are invaluable.

Questions: [Renée Ousley-Swank, Education Consultant](#) | ROusleySwank@cde.ca.gov | 916-319-0449

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)



School Library Survey Collecting Information from the 2018-2019 Academic Year

Submission Record

Submission ID: 11587

Submission Date: 2/6/2020 9:57:43 AM PT

School: Olga L. Reed Elementary (CDS Code: 42692606045702)

1. Did you have a dedicated common area in your school designated as the library in the 2018–2019 academic year?

- Yes, our school had a library located on campus.
- Yes, our school had a joint-use school library.
- No, we did not have a designated library facility.
- No, we used a library on an adjacent school campus (provide the name of adjacent library used).

Name of the adjacent school library:

No response

If your school building did NOT have a designated library facility, was it because:

- This is a new facility and wasn't open in 2018–2019.
- It never had a library facility.
- The library facility closed during the past three years.
- The library facility closed more than three years ago.

**If your school had a library facility in the past but no longer does, what were the reasons for the closure of the school library?
Please check all that apply:**

- Budget cuts
- Administrative decision
- Staffing cuts
- Collection was too old to be useful and the cost to update too prohibitive
- Space needed for other purposes
- Lack of use
- Damaged or destroyed by natural disaster
- Other
- I'm not sure

2. Our school had a joint-use school library with a:

- Public Library
- College
- Another K–12 school – Within district or outside of district?

Specify name of the joint-use partner:

No response

3. If possible, briefly explain how the joint-use school library was funded and managed (e.g., each site had its own budget for collection development, and we shared staff; I'm not sure).

No response

These questions (unless noted) focus on the library program at the site level. If you worked at multiple sites, answer the questions as the program ran for the present school you are completing the survey for, and complete a separate survey for each site at which you worked.

4. We had a partnership with our local public library.

- Yes
- No

Please provide a brief description of the partnership (e.g., after school programs, accessing public library databases – online eCard, One Card program – student ID is full public library access card).

No response

Library Staffing

For purposes of answering questions referring to staff working in the library, the following applies:

Credentialed Teacher Librarian – Individual holds a California teaching credential and a California Teacher Librarian Services Credential or an Emergency Teacher Librarian Services Credential and is paid as a teacher.

Credentialed Teacher, Not Librarian – Individual holds a California teaching credential with no library endorsement and is paid as a teacher.

Library Paraprofessional – May be called librarian, aide, clerk, technician, assistant, etc., but is NOT paid as a teacher.

5. Did you have at least one paid credentialed staff working in the school library?

(Teacher contract and certificated salary schedule) (*Contracting for a Librarian of Record does not count at the school level.*)

- Yes
- No

6. What certificate did the credentialed staff hold?

- Credentialed teacher librarian
- Emergency-credentialed teacher librarian
- Credentialed teacher without a teacher librarian credential
- Other (please explain)


Please explain certificate held by the credentialed staff.

No response

7. Did you have at least one paid library paraprofessional working in the school library?

(Classified contract and classified salary schedule)

- Yes
- No

Some districts require their library paraprofessionals to possess an A.A. degree in Library Support Staff Certification (LSSC). For further information, visit [LSSC home page](#) .

8. What training did the library paraprofessional possess and/or receive? (Select all that apply.)

- None
- District-based training
- County Office of Education sponsored training (e.g., Instructional Media Resource Assistant [IMRA])
- Public library sponsored training
- Conferences (e.g., CSLA Annual Conference, regional workshops, CUE)
- Professional Growth Units (e.g., Infopeople courses)
- A.A. degree in Library Support Staff Certification (specify where you earned your certificate below)
- Other (specify below)

Specify where you earned your certificate:

No response

Specify other classified training:

No response

Please enter the total number of weekly hours worked for all paid staff assigned to this single school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. The Full-Time Equivalent (FTE) hours will be calculated for you.

Profession	Weekly Hours	FTE
9. Credentialed staff	0.00	0.000
10. Library aide, technician, paraprofessional, or clerk	20.00	0.500
Totals:	20.00	0.500

11. How many different school libraries did the certificated staff serve in 2018–2019? No response

12. How many different school libraries did the library paraprofessional serve in 2018–2019? 1

In the following section, some of the questions focus on Access as outlined in the [California Model School Library Standards \(CA MSLS\) – School Library Program Standard B \(Access\)](#).

Library Access

Library Service Hours in a Typical Week

Report the typical weekly number of hours the school library was staffed and open for use.

13. How many hours total was the school library open per week (e.g., 32 hours)? 20

14. When was your school library facility typically open for student use? (Select all that apply.)

- Before classes started
- During class time
- During breaks (e.g., nutrition)
- During lunch
- After school
- Some evenings
- On weekends
- Summer school
- None of the above

15. Which of the following terms best describe the method used to schedule classes in the school library?

- Fixed/Block (classes scheduled at regularly specified times)
- Flexible (open schedule [i.e., scheduled visits at varying times according to need])
- Mixed (some classes block scheduled/flexibly scheduled)
- No class visits

16. Approximately how many school days per school year was the library in your building closed for use as a testing space or other use not related specifically to the library program?

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

Library's Physical Space

Description	Yes/No Answer
17. a) The library facility had enough space to accommodate one class for instruction.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
b) Plus additional individuals and small groups working independently.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
18. There was enough space to accommodate the library collection, furnishings, and equipment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
19. The space was flexible, allowing for different configurations depending upon need.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
20. The library had a makerspace.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Library's Virtual Presence

Did the school library have:

Description	Answer
21. A library Web site with or without access to online library catalog	<input checked="" type="checkbox"/> With <input type="checkbox"/> Without <input type="checkbox"/> Not applicable (school library did not have Web site)

22. Automated library circulation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
23. Automated textbook circulation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24. Integrated online information searching that included your library catalog, paid access databases, and open educational resources	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable (school library did not have a Web site/online resources)
25. Wireless Internet access for students	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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28. A library Twitter account	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not applicable (school library was not permitted to have a Twitter account)
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Computers/Tablet Devices

CA MSLs recommend the following number of computers in the school library: minimum of one class set of networked computers composed of at least 10 at the elementary school, 15 at the middle school, and 25 at the high school.

30. How many computers were housed in and available in your school library for direct instruction and/or student use during library programs? 1
31. Did your school issue every student a laptop or tablet? (Select all that apply.)
- Laptop (including Chromebooks)
 - Tablets (e.g., iPad, iPod, Playbook, Xoom, Galaxy Tab, etc.)
 - Not applicable (we were not a 1:1 school)
 - Other (please specify [e.g., 1:1 for third grade on up])

Please specify for other (e.g., 1:1 for third grade on up)
Teachers w/ iPad training are issued iPads for their class

32. Considering the school district's filtering software, were students able to access and utilize Web-based productivity/collaboration tools (e.g., wikis, blogs, Google Docs, or similar tools) via the school network?
- Yes, with unlimited access
 - Yes, with limited access
 - No access
33. Did your school library provide eBook readers/portable devices for students to check out?
- Yes
 - No
34. When were students allowed to bring their own computers/devices to the library? (Select all that apply.)
- For individual use
 - For class use
 - For direct instruction
 - Not allowed

RESOURCES: School Library Collection

In the following section, some of the questions focus on Resources as outlined in the [California Model School Library Standards](#) – School Library Program Standard D (Resources). Resources include print and digital materials (e.g., subscription databases, audiobooks, e-books) that align with the curriculum and are accessible to students with various cognitive or language needs.

Overall Collection

35. Enter the number of print books in the school library collection at the end of the 2018–2019 academic year. Include reference books in your count, and count each reference volume as one.

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- 15,000–17,499
- 17,500–19,999
- 20,000–22,499
- 22,500–24,999
- 25,000–27,499
- 27,500–29,999
- 30,000–34,999
- 35,000 or more

36. Were electronic book (e-Book) titles purchased for library use during the 2018–2019 academic year?

- Yes
- No
- Not Applicable

37. Enter the number of print subscriptions to magazines and newspapers during the 2018–2019 academic year (count subscriptions, not individual titles or issues).

- Zero
- 10 or fewer
- 11–20
- 21–30
- More than 30

38. Did you check out audio materials (CDs, audio books)?

- Yes
- No

Were the checked out audio materials available for in-house use only?

- Yes
- No

Age of Collection

39. Enter the average copyright date of the books in the library's 629 section. Include books in the 629 circulating section, 629 reference section, and 629 digital titles owned by the library.

- Enter "0" in the box if the library had no books in the 629 Dewey section, and continue with the survey.
- Count the number of books in all of the 629s (from 629 through 629.999).
- Next, add up the copyright dates of all the books in the 629s.
- Divide the sum of the copyright dates by the total number of books in the 629s.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the 629s and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then: $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$. Then $12,004 \div 6 = 2001$ (rounded off to a whole number).
- Correct entry: 2001.

Average copyright date of books in Dewey section 629. Round off to a four-digit year. 1995

40. What was the name of the most recent U.S. president who had a whole book on him IN THE LIBRARY COLLECTION?

Barack Obama

Licensed Databases

41. Did your library offer access to any online subscription information databases for students in the 2018–2019 academic year? This question does not apply to databases offered by the local public library, CD-ROM databases, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale's *In Context*, *World Book Online*, etc.

Yes No

42. Our school provided access to California's K–12 Online Resources - Encyclopaedia Britannica, Pro-Quest, and TeachingBooks?

Yes No

2018–2019 Budget

43. How much money was spent in the school library for the purchase of library books during the 2018–2019 academic year? Include both print titles and digital titles (eBooks). Include processing costs if purchased with library books.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more

a. Was the budget to purchase library books provided at the site level or the district level? district

44. Enter the amount spent on books here (must be \$50,000 or more).

PLEASE NOTE: Enter whole numbers only. Do not use letters, words, or any form of punctuation.

Correct entry: 150000.

Incorrect entries: "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

45. How much money was spent in the school library for the purchase of library materials other than books during the 2018–2019 academic year? Include periodicals (paper or electronic), technology and media resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000 or more

a. Was the budget to purchase library materials other than books provided at the site level or the district level? No response

46. If you spent more than \$25,000 on materials other than books, enter the amount here.

PLEASE NOTE: Enter whole numbers only. Do not use letters, words, or any form of punctuation.

Correct entry: 150000.

Incorrect entries: "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

47. Check one or more of the following funds used to purchase library materials during the 2018–2019 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)

- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- Other (One-time discretionary grants to districts, etc.)
- None of the above

48. Was your library program written into your Local Control Accountability Plan (LCAP)?

- Yes
- No

Was the library funding tied to your LCAP?

- Yes
- No

Curriculum and Instruction

General Programming

This section is designed to gather a basic understanding of the type of library program offered to your school community. The questions move from broad general program questions to progressively more focused questions on instruction and teaching. The [California Model School Library Standards](#) provide the emphasis on instruction and teaching.

49. Did your school have a library advisory committee?

- Yes
- No

a. What was the composition of committee members? (Select all that apply.)

- Teacher librarians
- Teachers
- Students
- Community members
- Other (please list below):

Other composition type:

No response

b. How did the library advisory committee support the library program? (Select all that apply.)

- Volunteer management
- Financial advice
- Collection development advice
- Censorship challenges
- Other (please list):

Other committee support type:

No response

50. Did the library staff serve on the school site council?

- Yes
- No

Did library staff attend meetings of the school site council two or more times per academic year?

- Yes
- No

51. Did you have a library policy/procedure manual?

- Yes
- No

52. When was the last time library staff job descriptions were updated and approved?

53. How often did the library staff in your district meet for planning and professional development?

- Monthly (or more frequently)
 Quarterly
 Twice a year
 Once a year
 None

Who was responsible for organizing and leading these meetings (if there were no meetings, answer N/A)?

Media specialist

Basic Services

This section of questions asks about general services and basic instruction that might be performed by any and all library staff regardless of credential and/or title.

Description	Answer
54. Informally instructed students in the use of resources (e.g., care and handling of books, library layout, parts of books, locating books, etc.)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input checked="" type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
55. Provided reading, listening, and viewing guidance for students	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
56. Communicated proactively with principal	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input checked="" type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
57. Managed a schoolwide reading program (e.g., AR, Read 180, Reading Counts)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never

58. What types of activities occurred during a typical class visit? (Select all that apply.)

- Returned, selected, and checked out new books
 Storytime/Book talks
 Provided training in basic library skills (e.g., care and handling of books, library layout, parts of books, locating books, etc.)
 Worked on research projects

59. What was the average number of classes who visited the library in a typical week? 8

60. A typical class visit lasted:

- 20 minutes or less
- 30 minutes
- 45 minutes
- 60 minutes
- Varied depending on class and project needs

Teaching Approaches

These next questions are intended to gain an accurate picture of what level of services were being provided in your school library program. While the questions' emphases are on a strong library program – the ideal: a team of a teacher librarian + library support staff – we expect to see a range of services provided that correspond to the staffing level and staff expertise.

Report how often you engaged in various teaching activities as defined in the [California Model School Library Standards](#) – School Library Program Standard C (teacher librarian responsibilities).

How often did you engage in the following activities?

Question	Answer
61. Plan instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
62. Teach students how to use digital resources	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
63. a) Manage the library, including collection development and supervision of ordering	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
b) Our collection development included weeding, de-selection, and withdrawals	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
64. Responsible for cataloging	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
65. Supervised the work of paraprofessionals, student aides, and volunteers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week

	<input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
66. Went into classrooms to provide instruction	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian

67. Library classes were taught while classroom teachers had planning time.

- Yes
- No

Please explain what types of activities or instruction occurred in the library during teaching planning time:

No response

68. How did you implement the *CA MSLS*?

- Aligned the standards to our library instruction.
- Embedded the standards into the curriculum.
- While we were familiar with the standards, we did not use them to guide instruction.
- We were not familiar with these standards.

69. I was called upon to lead and/or provide professional development.

- Yes
- No

I led and provided professional development in the following manner (select all that apply):

- 1:1
- Small groups of teachers
- Grade-level meetings
- Staff meetings
- District-level trainings
- Other (please specify)

Describe the manner in which you led and provided professional development (other):

No response

Contact Information

Respondent Information

Name: Laura Carrier
Title: Media Specialist
E-mail: lcarrier@orcutt-schools.net
Phone: 805-344-2401

Library Web site URL: No response
(If your library has a Web site.)

In case we need to clarify any of your answers, please provide the appropriate contact information for the individual responsible for library services in your district. (In some cases this may be the same individual as above.)

Name: Holly Edds
E-mail: hedds@orcutt-schools.net

Phone: 805-938-8550

Thank you for your time and effort to complete this survey. Your answers are invaluable.

Questions: [Renée Ousley-Swank, Education Consultant](#) | ROusleySwank@cde.ca.gov | 916-319-0449

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)



School Library Survey Collecting Information from the 2018-2019 Academic Year

Submission Record

Submission ID: 11590

Submission Date: 2/6/2020 10:09:35 AM PT

School: Orcutt Academy Charter (CDS Code: 42692600116434)

1. Did you have a dedicated common area in your school designated as the library in the 2018–2019 academic year?

- Yes, our school had a library located on campus.
- Yes, our school had a joint-use school library.
- No, we did not have a designated library facility.
- No, we used a library on an adjacent school campus (provide the name of adjacent library used).

Name of the adjacent school library:

No response

If your school building did NOT have a designated library facility, was it because:

- This is a new facility and wasn't open in 2018–2019.
- It never had a library facility.
- The library facility closed during the past three years.
- The library facility closed more than three years ago.

If your school had a library facility in the past but no longer does, what were the reasons for the closure of the school library? Please check all that apply:

- Budget cuts
- Administrative decision
- Staffing cuts
- Collection was too old to be useful and the cost to update too prohibitive
- Space needed for other purposes
- Lack of use
- Damaged or destroyed by natural disaster
- Other
- I'm not sure

2. Our school had a joint-use school library with a:

- Public Library
- College
- Another K–12 school – Within district or outside of district?

Specify name of the joint-use partner:

No response

3. If possible, briefly explain how the joint-use school library was funded and managed (e.g., each site had its own budget for collection development, and we shared staff; I'm not sure).

No response

These questions (unless noted) focus on the library program at the site level. If you worked at multiple sites, answer the questions as the program ran for the present school you are completing the survey for, and complete a separate survey for each site at which you worked.

4. We had a partnership with our local public library.

- Yes
- No

Please provide a brief description of the partnership (e.g., after school programs, accessing public library databases – online eCard, One Card program – student ID is full public library access card).

No response

Library Staffing

For purposes of answering questions referring to staff working in the library, the following applies:

Credentialed Teacher Librarian – Individual holds a California teaching credential and a California Teacher Librarian Services Credential or an Emergency Teacher Librarian Services Credential and is paid as a teacher.

Credentialed Teacher, Not Librarian – Individual holds a California teaching credential with no library endorsement and is paid as a teacher.

Library Paraprofessional – May be called librarian, aide, clerk, technician, assistant, etc., but is NOT paid as a teacher.

5. Did you have at least one paid credentialed staff working in the school library?

(Teacher contract and certificated salary schedule) (*Contracting for a Librarian of Record does not count at the school level.*)

- Yes
- No

6. What certificate did the credentialed staff hold?

- Credentialed teacher librarian
- Emergency-credentialed teacher librarian
- Credentialed teacher without a teacher librarian credential
- Other (please explain)


Please explain certificate held by the credentialed staff.

No response

7. Did you have at least one paid library paraprofessional working in the school library?

(Classified contract and classified salary schedule)

- Yes
- No

Some districts require their library paraprofessionals to possess an A.A. degree in Library Support Staff Certification (LSSC). For further information, visit [LSSC home page](#) .

8. What training did the library paraprofessional possess and/or receive? (Select all that apply.)

- None
- District-based training
- County Office of Education sponsored training (e.g., Instructional Media Resource Assistant [IMRA])
- Public library sponsored training
- Conferences (e.g., CSLA Annual Conference, regional workshops, CUE)
- Professional Growth Units (e.g., Infopeople courses)
- A.A. degree in Library Support Staff Certification (specify where you earned your certificate below)
- Other (specify below)

Specify where you earned your certificate:

No response

Specify other classified training:

No response

Please enter the total number of weekly hours worked for all paid staff assigned to this single school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. The Full-Time Equivalent (FTE) hours will be calculated for you.

Profession	Weekly Hours	FTE
9. Credentialed staff	0.00	0.000
10. Library aide, technician, paraprofessional, or clerk	20.00	0.500
Totals:	20.00	0.500

11. How many different school libraries did the certificated staff serve in 2018–2019? No response

12. How many different school libraries did the library paraprofessional serve in 2018–2019? 1

In the following section, some of the questions focus on Access as outlined in the [California Model School Library Standards \(CA MSLS\)](#) – School Library Program Standard B (Access).

Library Access

Library Service Hours in a Typical Week

Report the typical weekly number of hours the school library was staffed and open for use.

13. How many hours total was the school library open per week (e.g., 32 hours)? 20

14. When was your school library facility typically open for student use? (Select all that apply.)

- Before classes started
- During class time
- During breaks (e.g., nutrition)
- During lunch
- After school
- Some evenings
- On weekends
- Summer school
- None of the above

15. Which of the following terms best describe the method used to schedule classes in the school library?

- Fixed/Block (classes scheduled at regularly specified times)
- Flexible (open schedule [i.e., scheduled visits at varying times according to need])
- Mixed (some classes block scheduled/flexibly scheduled)
- No class visits

16. Approximately how many school days per school year was the library in your building closed for use as a testing space or other use not related specifically to the library program?

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

Library's Physical Space

Description	Yes/No Answer
17. a) The library facility had enough space to accommodate one class for instruction.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
b) Plus additional individuals and small groups working independently.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
18. There was enough space to accommodate the library collection, furnishings, and equipment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
19. The space was flexible, allowing for different configurations depending upon need.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
20. The library had a makerspace.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Library's Virtual Presence

Did the school library have:

Description	Answer
21. A library Web site with or without access to online library catalog	<input checked="" type="checkbox"/> With <input type="checkbox"/> Without <input type="checkbox"/> Not applicable (school library did not have Web site)

22. Automated library circulation	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
23. Automated textbook circulation	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
24. Integrated online information searching that included your library catalog, paid access databases, and open educational resources	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not applicable (school library did not have a Web site/online resources)
25. Wireless Internet access for students	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
26. A library blog	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
27. Collaboration software (e.g., SharePoint, Google Drive, etc.)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
28. A library Twitter account	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Not applicable (school library was not permitted to have a Twitter account)
29. A library Facebook page	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Not applicable (school library was not permitted to have a Facebook page)

Computers/Tablet Devices

CA MSLS recommend the following number of computers in the school library: minimum of one class set of networked computers composed of at least 10 at the elementary school, 15 at the middle school, and 25 at the high school.

30. How many computers were housed in and available in your school library for direct instruction and/or student use during library programs? 1
31. Did your school issue every student a laptop or tablet? (Select all that apply.)
- Laptop (including Chromebooks)
 - Tablets (e.g., iPad, iPod, Playbook, Xoom, Galaxy Tab, etc.)
 - Not applicable (we were not a 1:1 school)
 - Other (please specify [e.g., 1:1 for third grade on up])

Please specify for other (e.g., 1:1 for third grade on up)
Teachers w/ iPad training are issued iPads for their class

32. Considering the school district's filtering software, were students able to access and utilize Web-based productivity/collaboration tools (e.g., wikis, blogs, Google Docs, or similar tools) via the school network?
- Yes, with unlimited access
 - Yes, with limited access
 - No access
33. Did your school library provide eBook readers/portable devices for students to check out?
- Yes
 - No
34. When were students allowed to bring their own computers/devices to the library? (Select all that apply.)
- For individual use
 - For class use
 - For direct instruction
 - Not allowed

RESOURCES: School Library Collection

In the following section, some of the questions focus on Resources as outlined in the [California Model School Library Standards](#) – School Library Program Standard D (Resources). Resources include print and digital materials (e.g., subscription databases, audiobooks, e-books) that align with the curriculum and are accessible to students with various cognitive or language needs.

Overall Collection

35. Enter the number of print books in the school library collection at the end of the 2018–2019 academic year. Include reference books in your count, and count each reference volume as one.

- 2,499 or less
- 2,500–4,999
- 5,000–7,499
- 7,500–9,999
- 10,000–12,499
- 12,500–14,999
- 15,000–17,499
- 17,500–19,999
- 20,000–22,499
- 22,500–24,999
- 25,000–27,499
- 27,500–29,999
- 30,000–34,999
- 35,000 or more

36. Were electronic book (e-Book) titles purchased for library use during the 2018–2019 academic year?

- Yes
- No
- Not Applicable

37. Enter the number of print subscriptions to magazines and newspapers during the 2018–2019 academic year (count subscriptions, not individual titles or issues).

- Zero
- 10 or fewer
- 11–20
- 21–30
- More than 30

38. Did you check out audio materials (CDs, audio books)?

- Yes
- No

Were the checked out audio materials available for in-house use only?

- Yes
- No

Age of Collection

39. Enter the average copyright date of the books in the library's 629 section. Include books in the 629 circulating section, 629 reference section, and 629 digital titles owned by the library.

- Enter "0" in the box if the library had no books in the 629 Dewey section, and continue with the survey.
- Count the number of books in all of the 629s (from 629 through 629.999).
- Next, add up the copyright dates of all the books in the 629s.
- Divide the sum of the copyright dates by the total number of books in the 629s.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the 629s and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then: $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$. Then $12,004 \div 6 = 2001$ (rounded off to a whole number).
- Correct entry: 2001.

Average copyright date of books in Dewey section 629. Round off to a four-digit year. 1995

40. What was the name of the most recent U.S. president who had a whole book on him IN THE LIBRARY COLLECTION?

Barack Obama

Licensed Databases

41. Did your library offer access to any online subscription information databases for students in the 2018–2019 academic year? This question does not apply to databases offered by the local public library, CD-ROM databases, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale's *In Context*, *World Book Online*, etc.

Yes No

42. Our school provided access to California's K–12 Online Resources - Encyclopaedia Britannica, Pro-Quest, and TeachingBooks?

Yes No

2018–2019 Budget

43. How much money was spent in the school library for the purchase of library books during the 2018–2019 academic year? Include both print titles and digital titles (eBooks). Include processing costs if purchased with library books.

- No Budget
- Less than \$1,000
- Less than \$2,000
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- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more

a. Was the budget to purchase library books provided at the site level or the district level? district

44. Enter the amount spent on books here (must be \$50,000 or more).

PLEASE NOTE: Enter whole numbers only. Do not use letters, words, or any form of punctuation.

Correct entry: 150000.

Incorrect entries: "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

45. How much money was spent in the school library for the purchase of library materials other than books during the 2018–2019 academic year? Include periodicals (paper or electronic), technology and media resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

- No Budget
- Less than \$1,000
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- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000 or more

a. Was the budget to purchase library materials other than books provided at the site level or the district level? No response

46. If you spent more than \$25,000 on materials other than books, enter the amount here.

PLEASE NOTE: Enter whole numbers only. Do not use letters, words, or any form of punctuation.

Correct entry: 150000.

Incorrect entries: "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

47. Check one or more of the following funds used to purchase library materials during the 2018–2019 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)

- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- Other (One-time discretionary grants to districts, etc.)
- None of the above

48. Was your library program written into your Local Control Accountability Plan (LCAP)?

- Yes
- No

Was the library funding tied to your LCAP?

- Yes
- No

Curriculum and Instruction

General Programming

This section is designed to gather a basic understanding of the type of library program offered to your school community. The questions move from broad general program questions to progressively more focused questions on instruction and teaching. The [California Model School Library Standards](#) provide the emphasis on instruction and teaching.

49. Did your school have a library advisory committee?

- Yes
- No

a. What was the composition of committee members? (Select all that apply.)

- Teacher librarians
- Teachers
- Students
- Community members
- Other (please list below):

Other composition type:

No response

b. How did the library advisory committee support the library program? (Select all that apply.)

- Volunteer management
- Financial advice
- Collection development advice
- Censorship challenges
- Other (please list):

Other committee support type:

No response

50. Did the library staff serve on the school site council?

- Yes
- No

Did library staff attend meetings of the school site council two or more times per academic year?

- Yes
- No

51. Did you have a library policy/procedure manual?

- Yes
- No

52. When was the last time library staff job descriptions were updated and approved?

53. How often did the library staff in your district meet for planning and professional development?

- Monthly (or more frequently)
 Quarterly
 Twice a year
 Once a year
 None

Who was responsible for organizing and leading these meetings (if there were no meetings, answer N/A)?

Media specialist

Basic Services

This section of questions asks about general services and basic instruction that might be performed by any and all library staff regardless of credential and/or title.

Description	Answer
54. Informally instructed students in the use of resources (e.g., care and handling of books, library layout, parts of books, locating books, etc.)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input checked="" type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
55. Provided reading, listening, and viewing guidance for students	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
56. Communicated proactively with principal	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input checked="" type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
57. Managed a schoolwide reading program (e.g., AR, Read 180, Reading Counts)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never

58. What types of activities occurred during a typical class visit? (Select all that apply.)

- Returned, selected, and checked out new books
 Storytime/Book talks
 Provided training in basic library skills (e.g., care and handling of books, library layout, parts of books, locating books, etc.)
 Worked on research projects

59. What was the average number of classes who visited the library in a typical week? 5

60. A typical class visit lasted:

- 20 minutes or less
- 30 minutes
- 45 minutes
- 60 minutes
- Varied depending on class and project needs

Teaching Approaches

These next questions are intended to gain an accurate picture of what level of services were being provided in your school library program. While the questions' emphases are on a strong library program – the ideal: a team of a teacher librarian + library support staff – we expect to see a range of services provided that correspond to the staffing level and staff expertise.

Report how often you engaged in various teaching activities as defined in the [California Model School Library Standards](#) – School Library Program Standard C (teacher librarian responsibilities).

How often did you engage in the following activities?

Question	Answer
61. Plan instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
62. Teach students how to use digital resources	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
63. a) Manage the library, including collection development and supervision of ordering	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
b) Our collection development included weeding, de-selection, and withdrawals	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
64. Responsible for cataloging	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
65. Supervised the work of paraprofessionals, student aides, and volunteers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week

	<input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
66. Went into classrooms to provide instruction	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian

67. Library classes were taught while classroom teachers had planning time.

- Yes
- No

Please explain what types of activities or instruction occurred in the library during teaching planning time:

No response

68. How did you implement the *CA MSLS*?

- Aligned the standards to our library instruction.
- Embedded the standards into the curriculum.
- While we were familiar with the standards, we did not use them to guide instruction.
- We were not familiar with these standards.

69. I was called upon to lead and/or provide professional development.

- Yes
- No

I led and provided professional development in the following manner (select all that apply):

- 1:1
- Small groups of teachers
- Grade-level meetings
- Staff meetings
- District-level trainings
- Other (please specify)

Describe the manner in which you led and provided professional development (other):

No response

Contact Information

Respondent Information

Name: Laura Carrier
Title: Media Specialist
E-mail: lcarrier@orcutt-schools.net
Phone: 805-344-2401

Library Web site URL: No response
(If your library has a Web site.)

In case we need to clarify any of your answers, please provide the appropriate contact information for the individual responsible for library services in your district. (In some cases this may be the same individual as above.)

Name: Holly Edds
E-mail: hedds@orcutt-schools.net

Phone: 805-938-8550

Thank you for your time and effort to complete this survey. Your answers are invaluable.

Questions: [Renée Ousley-Swank, Education Consultant](#) | ROusleySwank@cde.ca.gov | 916-319-0449

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)



School Library Survey Collecting Information from the 2018-2019 Academic Year

Submission Record

Submission ID: 12141

Submission Date: 3/2/2020 10:39:31 AM PT

School: Orcutt Junior High (CDS Code: 42692606045785)

1. Did you have a dedicated common area in your school designated as the library in the 2018–2019 academic year?

- Yes, our school had a library located on campus.
- Yes, our school had a joint-use school library.
- No, we did not have a designated library facility.
- No, we used a library on an adjacent school campus (provide the name of adjacent library used).

Name of the adjacent school library:

No response

If your school building did NOT have a designated library facility, was it because:

- This is a new facility and wasn't open in 2018–2019.
- It never had a library facility.
- The library facility closed during the past three years.
- The library facility closed more than three years ago.

If your school had a library facility in the past but no longer does, what were the reasons for the closure of the school library? Please check all that apply:

- Budget cuts
- Administrative decision
- Staffing cuts
- Collection was too old to be useful and the cost to update too prohibitive
- Space needed for other purposes
- Lack of use
- Damaged or destroyed by natural disaster
- Other
- I'm not sure

2. Our school had a joint-use school library with a:

- Public Library
- College
- Another K–12 school – Within district or outside of district?

Specify name of the joint-use partner:

No response

3. If possible, briefly explain how the joint-use school library was funded and managed (e.g., each site had its own budget for collection development, and we shared staff; I'm not sure).

No response

These questions (unless noted) focus on the library program at the site level. If you worked at multiple sites, answer the questions as the program ran for the present school you are completing the survey for, and complete a separate survey for each site at which you worked.

4. We had a partnership with our local public library.

- Yes
- No

Please provide a brief description of the partnership (e.g., after school programs, accessing public library databases – online eCard, One Card program – student ID is full public library access card).

No response

Library Staffing

For purposes of answering questions referring to staff working in the library, the following applies:

Credentialed Teacher Librarian – Individual holds a California teaching credential and a California Teacher Librarian Services Credential or an Emergency Teacher Librarian Services Credential and is paid as a teacher.

Credentialed Teacher, Not Librarian – Individual holds a California teaching credential with no library endorsement and is paid as a teacher.

Library Paraprofessional – May be called librarian, aide, clerk, technician, assistant, etc., but is NOT paid as a teacher.

5. Did you have at least one paid credentialed staff working in the school library?

(Teacher contract and certificated salary schedule) (*Contracting for a Librarian of Record does not count at the school level.*)

- Yes
- No

6. What certificate did the credentialed staff hold?

- Credentialed teacher librarian
- Emergency-credentialed teacher librarian
- Credentialed teacher without a teacher librarian credential
- Other (please explain)

Please explain certificate held by the credentialed staff.

No response

7. Did you have at least one paid library paraprofessional working in the school library?

(Classified contract and classified salary schedule)

- Yes
- No

Some districts require their library paraprofessionals to possess an A.A. degree in Library Support Staff Certification (LSSC). For further information, visit [LSSC home page](#).

8. What training did the library paraprofessional possess and/or receive? (Select all that apply.)

- None
- District-based training
- County Office of Education sponsored training (e.g., Instructional Media Resource Assistant [IMRA])
- Public library sponsored training
- Conferences (e.g., CSLA Annual Conference, regional workshops, CUE)
- Professional Growth Units (e.g., Infopeople courses)
- A.A. degree in Library Support Staff Certification (specify where you earned your certificate below)
- Other (specify below)

Specify where you earned your certificate:

No response

Specify other classified training:

No response

Please enter the total number of weekly hours worked for all paid staff assigned to this single school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. The Full-Time Equivalent (FTE) hours will be calculated for you.

Profession	Weekly Hours	FTE
9. Credentialed staff	0.00	0.000
10. Library aide, technician, paraprofessional, or clerk	24.00	0.600
Totals:	24.00	0.600

11. How many different school libraries did the certificated staff serve in 2018–2019? No response

12. How many different school libraries did the library paraprofessional serve in 2018–2019? 1

In the following section, some of the questions focus on Access as outlined in the [California Model School Library Standards \(CA MSLS\) – School Library Program Standard B \(Access\)](#).

Library Access

Library Service Hours in a Typical Week

Report the typical weekly number of hours the school library was staffed and open for use.

13. How many hours total was the school library open per week (e.g., 32 hours)? 24

14. When was your school library facility typically open for student use? (Select all that apply.)

- Before classes started
- During class time
- During breaks (e.g., nutrition)
- During lunch
- After school
- Some evenings
- On weekends
- Summer school
- None of the above

15. Which of the following terms best describe the method used to schedule classes in the school library?

- Fixed/Block (classes scheduled at regularly specified times)
- Flexible (open schedule [i.e., scheduled visits at varying times according to need])
- Mixed (some classes block scheduled/flexibly scheduled)
- No class visits

16. Approximately how many school days per school year was the library in your building closed for use as a testing space or other use not related specifically to the library program?

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

Library's Physical Space

Description	Yes/No Answer
17. a) The library facility had enough space to accommodate one class for instruction.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
b) Plus additional individuals and small groups working independently.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
18. There was enough space to accommodate the library collection, furnishings, and equipment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
19. The space was flexible, allowing for different configurations depending upon need.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
20. The library had a makerspace.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Library's Virtual Presence

Did the school library have:

Description	Answer
21. A library Web site with or without access to online library catalog	<input checked="" type="checkbox"/> With <input type="checkbox"/> Without <input type="checkbox"/> Not applicable (school library did not have Web site)

22. Automated library circulation	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
23. Automated textbook circulation	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
24. Integrated online information searching that included your library catalog, paid access databases, and open educational resources	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Not applicable (school library did not have a Web site/online resources)
25. Wireless Internet access for students	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
26. A library blog	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
27. Collaboration software (e.g., SharePoint, Google Drive, etc.)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
28. A library Twitter account	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Not applicable (school library was not permitted to have a Twitter account)
29. A library Facebook page	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Not applicable (school library was not permitted to have a Facebook page)

Computers/Tablet Devices

CA MSLS recommend the following number of computers in the school library: minimum of one class set of networked computers composed of at least 10 at the elementary school, 15 at the middle school, and 25 at the high school.

30. How many computers were housed in and available in your school library for direct instruction and/or student use during library programs? 10

31. Did your school issue every student a laptop or tablet? (Select all that apply.)

- Laptop (including Chromebooks)
- Tablets (e.g., iPad, iPod, Playbook, Xoom, Galaxy Tab, etc.)
- Not applicable (we were not a 1:1 school)
- Other (please specify [e.g., 1:1 for third grade on up])

Please specify for other (e.g., 1:1 for third grade on up)

No response

32. Considering the school district's filtering software, were students able to access and utilize Web-based productivity/collaboration tools (e.g., wikis, blogs, Google Docs, or similar tools) via the school network?

- Yes, with unlimited access
- Yes, with limited access
- No access

33. Did your school library provide eBook readers/portable devices for students to check out?

- Yes
- No

34. When were students allowed to bring their own computers/devices to the library? (Select all that apply.)

- For individual use
- For class use
- For direct instruction
- Not allowed

RESOURCES: School Library Collection

In the following section, some of the questions focus on Resources as outlined in the [California Model School Library Standards](#) – School Library Program Standard D (Resources). Resources include print and digital materials (e.g., subscription databases, audiobooks, e-books) that align with the curriculum and are accessible to students with various cognitive or language needs.

Overall Collection

35. Enter the number of print books in the school library collection at the end of the 2018–2019 academic year. Include reference books in your count, and count each reference volume as one.

- 2,499 or less
- 2,500–4,999
- 5,000–7,499
- 7,500–9,999
- 10,000–12,499
- 12,500–14,999
- 15,000–17,499
- 17,500–19,999
- 20,000–22,499
- 22,500–24,999
- 25,000–27,499
- 27,500–29,999
- 30,000–34,999
- 35,000 or more

36. Were electronic book (e-Book) titles purchased for library use during the 2018–2019 academic year?

- Yes
- No
- Not Applicable

37. Enter the number of print subscriptions to magazines and newspapers during the 2018–2019 academic year (count subscriptions, not individual titles or issues).

- Zero
- 10 or fewer
- 11–20
- 21–30
- More than 30

38. Did you check out audio materials (CDs, audio books)?

- Yes
- No

Were the checked out audio materials available for in-house use only?

- Yes
- No

Age of Collection

39. Enter the average copyright date of the books in the library's 629 section. Include books in the 629 circulating section, 629 reference section, and 629 digital titles owned by the library.

- Enter "0" in the box if the library had no books in the 629 Dewey section, and continue with the survey.
- Count the number of books in all of the 629s (from 629 through 629.999).
- Next, add up the copyright dates of all the books in the 629s.
- Divide the sum of the copyright dates by the total number of books in the 629s.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the 629s and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then: $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$. Then $12,004 \div 6 = 2001$ (rounded off to a whole number).
- Correct entry: 2001.

Average copyright date of books in Dewey section 629. Round off to a four-digit year. 1985

40. What was the name of the most recent U.S. president who had a whole book on him IN THE LIBRARY COLLECTION?

Donald Trump

Licensed Databases

41. Did your library offer access to any online subscription information databases for students in the 2018–2019 academic year? This question does not apply to databases offered by the local public library, CD-ROM databases, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale's *In Context*, *World Book Online*, etc.

Yes No

42. Our school provided access to California's K–12 Online Resources - Encyclopaedia Britannica, Pro-Quest, and TeachingBooks?

Yes No

2018–2019 Budget

43. How much money was spent in the school library for the purchase of library books during the 2018–2019 academic year? Include both print titles and digital titles (eBooks). Include processing costs if purchased with library books.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more

a. Was the budget to purchase library books provided at the site level or the district level? District

44. Enter the amount spent on books here (must be \$50,000 or more).

PLEASE NOTE: Enter whole numbers only. Do not use letters, words, or any form of punctuation.

Correct entry: 150000.

Incorrect entries: "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

45. How much money was spent in the school library for the purchase of library materials other than books during the 2018–2019 academic year? Include periodicals (paper or electronic), technology and media resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000 or more

a. Was the budget to purchase library materials other than books provided at the site level or the district level? District

46. If you spent more than \$25,000 on materials other than books, enter the amount here.

PLEASE NOTE: Enter whole numbers only. Do not use letters, words, or any form of punctuation.

Correct entry: 150000.

Incorrect entries: "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

47. Check one or more of the following funds used to purchase library materials during the 2018–2019 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)

- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- Other (One-time discretionary grants to districts, etc.)
- None of the above

48. Was your library program written into your Local Control Accountability Plan (LCAP)?

- Yes
- No

Was the library funding tied to your LCAP?

- Yes
- No

Curriculum and Instruction

General Programming

This section is designed to gather a basic understanding of the type of library program offered to your school community. The questions move from broad general program questions to progressively more focused questions on instruction and teaching. The [California Model School Library Standards](#) provide the emphasis on instruction and teaching.

49. Did your school have a library advisory committee?

- Yes
- No

a. What was the composition of committee members? (Select all that apply.)

- Teacher librarians
- Teachers
- Students
- Community members
- Other (please list below):

Other composition type:

No response

b. How did the library advisory committee support the library program? (Select all that apply.)

- Volunteer management
- Financial advice
- Collection development advice
- Censorship challenges
- Other (please list):

Other committee support type:

No response

50. Did the library staff serve on the school site council?

- Yes
- No

Did library staff attend meetings of the school site council two or more times per academic year?

- Yes
- No

51. Did you have a library policy/procedure manual?

- Yes
- No

52. When was the last time library staff job descriptions were updated and approved?

53. How often did the library staff in your district meet for planning and professional development?

- Monthly (or more frequently)
 Quarterly
 Twice a year
 Once a year
 None

Who was responsible for organizing and leading these meetings (if there were no meetings, answer N/A)?

N/A

Basic Services

This section of questions asks about general services and basic instruction that might be performed by any and all library staff regardless of credential and/or title.

Description	Answer
54. Informally instructed students in the use of resources (e.g., care and handling of books, library layout, parts of books, locating books, etc.)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input checked="" type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
55. Provided reading, listening, and viewing guidance for students	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
56. Communicated proactively with principal	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
57. Managed a schoolwide reading program (e.g., AR, Read 180, Reading Counts)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never

58. What types of activities occurred during a typical class visit? (Select all that apply.)

- Returned, selected, and checked out new books
 Storytime/Book talks
 Provided training in basic library skills (e.g., care and handling of books, library layout, parts of books, locating books, etc.)
 Worked on research projects

59. What was the average number of classes who visited the library in a typical week? 5

60. A typical class visit lasted:

- 20 minutes or less
- 30 minutes
- 45 minutes
- 60 minutes
- Varied depending on class and project needs

Teaching Approaches

These next questions are intended to gain an accurate picture of what level of services were being provided in your school library program. While the questions' emphases are on a strong library program – the ideal: a team of a teacher librarian + library support staff – we expect to see a range of services provided that correspond to the staffing level and staff expertise.

Report how often you engaged in various teaching activities as defined in the [California Model School Library Standards](#) – School Library Program Standard C (teacher librarian responsibilities).

How often did you engage in the following activities?

Question	Answer
61. Plan instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
62. Teach students how to use digital resources	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
63. a) Manage the library, including collection development and supervision of ordering	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
b) Our collection development included weeding, de-selection, and withdrawals	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
64. Responsible for cataloging	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
65. Supervised the work of paraprofessionals, student aides, and volunteers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week

	<input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
66. Went into classrooms to provide instruction	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian

67. Library classes were taught while classroom teachers had planning time.

- Yes
- No

Please explain what types of activities or instruction occurred in the library during teaching planning time:

No response

68. How did you implement the *CA MSLS*?

- Aligned the standards to our library instruction.
- Embedded the standards into the curriculum.
- While we were familiar with the standards, we did not use them to guide instruction.
- We were not familiar with these standards.

69. I was called upon to lead and/or provide professional development.

- Yes
- No

I led and provided professional development in the following manner (select all that apply):

- 1:1
- Small groups of teachers
- Grade-level meetings
- Staff meetings
- District-level trainings
- Other (please specify)

Describe the manner in which you led and provided professional development (other):

No response

Contact Information

Respondent Information

Name: Lisa Lopez
Title: Media Specialist
E-mail: Llopez3@orcutt-schools.net
Phone: 805-938-8900

Library Web site URL: No response
(If your library has a Web site.)

In case we need to clarify any of your answers, please provide the appropriate contact information for the individual responsible for library services in your district. (In some cases this may be the same individual as above.)

Name: Lisa Lopez
E-mail: Llopez3@orcutt-schools.net

Phone: 805-938-8900

Thank you for your time and effort to complete this survey. Your answers are invaluable.

Questions: [Renée Ousley-Swank, Education Consultant](#) | ROusleySwank@cde.ca.gov | 916-319-0449

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)



School Library Survey Collecting Information from the 2018-2019 Academic Year

Submission Record

Submission ID: 11353

Submission Date: 2/4/2020 11:40:21 AM PT

School: Patterson Road Elementary (CDS Code: 42692606045793)

1. Did you have a dedicated common area in your school designated as the library in the 2018–2019 academic year?

- Yes, our school had a library located on campus.
- Yes, our school had a joint-use school library.
- No, we did not have a designated library facility.
- No, we used a library on an adjacent school campus (provide the name of adjacent library used).

Name of the adjacent school library:

No response

If your school building did NOT have a designated library facility, was it because:

- This is a new facility and wasn't open in 2018–2019.
- It never had a library facility.
- The library facility closed during the past three years.
- The library facility closed more than three years ago.

**If your school had a library facility in the past but no longer does, what were the reasons for the closure of the school library?
Please check all that apply:**

- Budget cuts
- Administrative decision
- Staffing cuts
- Collection was too old to be useful and the cost to update too prohibitive
- Space needed for other purposes
- Lack of use
- Damaged or destroyed by natural disaster
- Other
- I'm not sure

2. Our school had a joint-use school library with a:

- Public Library
- College
- Another K–12 school – Within district or outside of district?

Specify name of the joint-use partner:

No response

3. If possible, briefly explain how the joint-use school library was funded and managed (e.g., each site had its own budget for collection development, and we shared staff; I'm not sure).

No response

These questions (unless noted) focus on the library program at the site level. If you worked at multiple sites, answer the questions as the program ran for the present school you are completing the survey for, and complete a separate survey for each site at which you worked.

4. We had a partnership with our local public library.

- Yes
- No

Please provide a brief description of the partnership (e.g., after school programs, accessing public library databases – online eCard, One Card program – student ID is full public library access card).

No response

Library Staffing

For purposes of answering questions referring to staff working in the library, the following applies:

Credentialed Teacher Librarian – Individual holds a California teaching credential and a California Teacher Librarian Services Credential or an Emergency Teacher Librarian Services Credential and is paid as a teacher.

Credentialed Teacher, Not Librarian – Individual holds a California teaching credential with no library endorsement and is paid as a teacher.

Library Paraprofessional – May be called librarian, aide, clerk, technician, assistant, etc., but is NOT paid as a teacher.

5. Did you have at least one paid credentialed staff working in the school library?

(Teacher contract and certificated salary schedule) (*Contracting for a Librarian of Record does not count at the school level.*)

- Yes
- No

6. What certificate did the credentialed staff hold?

- Credentialed teacher librarian
- Emergency-credentialed teacher librarian
- Credentialed teacher without a teacher librarian credential
- Other (please explain)


Please explain certificate held by the credentialed staff.

No response

7. Did you have at least one paid library paraprofessional working in the school library?

(Classified contract and classified salary schedule)

- Yes
- No

Some districts require their library paraprofessionals to possess an A.A. degree in Library Support Staff Certification (LSSC). For further information, visit [LSSC home page](#) .

8. What training did the library paraprofessional possess and/or receive? (Select all that apply.)

- None
- District-based training
- County Office of Education sponsored training (e.g., Instructional Media Resource Assistant [IMRA])
- Public library sponsored training
- Conferences (e.g., CSLA Annual Conference, regional workshops, CUE)
- Professional Growth Units (e.g., Infopeople courses)
- A.A. degree in Library Support Staff Certification (specify where you earned your certificate below)
- Other (specify below)

Specify where you earned your certificate:

No response

Specify other classified training:

No response

Please enter the total number of weekly hours worked for all paid staff assigned to this single school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. The Full-Time Equivalent (FTE) hours will be calculated for you.

Profession	Weekly Hours	FTE
9. Credentialed staff	0.00	0.000
10. Library aide, technician, paraprofessional, or clerk	24.00	0.600
Totals:	24.00	0.600

11. How many different school libraries did the certificated staff serve in 2018–2019? No response

12. How many different school libraries did the library paraprofessional serve in 2018–2019? No response

In the following section, some of the questions focus on Access as outlined in the [California Model School Library Standards \(CA MSLS\)](#) – School Library Program Standard B (Access).

Library Access

Library Service Hours in a Typical Week

Report the typical weekly number of hours the school library was staffed and open for use.

13. How many hours total was the school library open per week (e.g., 32 hours)? 24

14. When was your school library facility typically open for student use? (Select all that apply.)

- Before classes started
- During class time
- During breaks (e.g., nutrition)
- During lunch
- After school
- Some evenings
- On weekends
- Summer school
- None of the above

15. Which of the following terms best describe the method used to schedule classes in the school library?

- Fixed/Block (classes scheduled at regularly specified times)
- Flexible (open schedule [i.e., scheduled visits at varying times according to need])
- Mixed (some classes block scheduled/flexibly scheduled)
- No class visits

16. Approximately how many school days per school year was the library in your building closed for use as a testing space or other use not related specifically to the library program?

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

Library's Physical Space

Description	Yes/No Answer
17. a) The library facility had enough space to accommodate one class for instruction.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
b) Plus additional individuals and small groups working independently.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
18. There was enough space to accommodate the library collection, furnishings, and equipment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
19. The space was flexible, allowing for different configurations depending upon need.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
20. The library had a makerspace.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Library's Virtual Presence

Did the school library have:

Description	Answer
21. A library Web site with or without access to online library catalog	<input checked="" type="checkbox"/> With <input type="checkbox"/> Without <input type="checkbox"/> Not applicable (school library did not have Web site)

22. Automated library circulation	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
23. Automated textbook circulation	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24. Integrated online information searching that included your library catalog, paid access databases, and open educational resources	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Not applicable (school library did not have a Web site/online resources)
25. Wireless Internet access for students	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
26. A library blog	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
27. Collaboration software (e.g., SharePoint, Google Drive, etc.)	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
28. A library Twitter account	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Not applicable (school library was not permitted to have a Twitter account)
29. A library Facebook page	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Not applicable (school library was not permitted to have a Facebook page)

Computers/Tablet Devices

CA MSLS recommend the following number of computers in the school library: minimum of one class set of networked computers composed of at least 10 at the elementary school, 15 at the middle school, and 25 at the high school.

30. How many computers were housed in and available in your school library for direct instruction and/or student use during library programs? 4

31. Did your school issue every student a laptop or tablet? (Select all that apply.)

- Laptop (including Chromebooks)
- Tablets (e.g., iPad, iPod, Playbook, Xoom, Galaxy Tab, etc.)
- Not applicable (we were not a 1:1 school)
- Other (please specify [e.g., 1:1 for third grade on up])

Please specify for other (e.g., 1:1 for third grade on up)

No response

32. Considering the school district's filtering software, were students able to access and utilize Web-based productivity/collaboration tools (e.g., wikis, blogs, Google Docs, or similar tools) via the school network?

- Yes, with unlimited access
- Yes, with limited access
- No access

33. Did your school library provide eBook readers/portable devices for students to check out?

- Yes
- No

34. When were students allowed to bring their own computers/devices to the library? (Select all that apply.)

- For individual use
- For class use
- For direct instruction
- Not allowed

RESOURCES: School Library Collection

In the following section, some of the questions focus on Resources as outlined in the [California Model School Library Standards](#) – School Library Program Standard D (Resources). Resources include print and digital materials (e.g., subscription databases, audiobooks, e-books) that align with the curriculum and are accessible to students with various cognitive or language needs.

Overall Collection

35. Enter the number of print books in the school library collection at the end of the 2018–2019 academic year. Include reference books in your count, and count each reference volume as one.

- 2,499 or less
- 2,500–4,999
- 5,000–7,499
- 7,500–9,999
- 10,000–12,499
- 12,500–14,999
- 15,000–17,499
- 17,500–19,999
- 20,000–22,499
- 22,500–24,999
- 25,000–27,499
- 27,500–29,999
- 30,000–34,999
- 35,000 or more

36. Were electronic book (e-Book) titles purchased for library use during the 2018–2019 academic year?

- Yes
- No
- Not Applicable

37. Enter the number of print subscriptions to magazines and newspapers during the 2018–2019 academic year (count subscriptions, not individual titles or issues).

- Zero
- 10 or fewer
- 11–20
- 21–30
- More than 30

38. Did you check out audio materials (CDs, audio books)?

- Yes
- No

Were the checked out audio materials available for in-house use only?

- Yes
- No

Age of Collection

39. Enter the average copyright date of the books in the library's 629 section. Include books in the 629 circulating section, 629 reference section, and 629 digital titles owned by the library.

- Enter "0" in the box if the library had no books in the 629 Dewey section, and continue with the survey.
- Count the number of books in all of the 629s (from 629 through 629.999).
- Next, add up the copyright dates of all the books in the 629s.
- Divide the sum of the copyright dates by the total number of books in the 629s.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the 629s and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then: $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$. Then $12,004 \div 6 = 2001$ (rounded off to a whole number).
- Correct entry: 2001.

Average copyright date of books in Dewey section 629. Round off to a four-digit year. 1995

40. What was the name of the most recent U.S. president who had a whole book on him IN THE LIBRARY COLLECTION?

Obama

Licensed Databases

41. Did your library offer access to any online subscription information databases for students in the 2018–2019 academic year? This question does not apply to databases offered by the local public library, CD-ROM databases, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale's *In Context*, *World Book Online*, etc.

Yes No

42. Our school provided access to California's K–12 Online Resources - Encyclopaedia Britannica, Pro-Quest, and TeachingBooks?

Yes No

2018–2019 Budget

43. How much money was spent in the school library for the purchase of library books during the 2018–2019 academic year? Include both print titles and digital titles (eBooks). Include processing costs if purchased with library books.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more

a. Was the budget to purchase library books provided at the site level or the district level? District

44. Enter the amount spent on books here (must be \$50,000 or more).

PLEASE NOTE: Enter whole numbers only. Do not use letters, words, or any form of punctuation.

Correct entry: 150000.

Incorrect entries: "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

45. How much money was spent in the school library for the purchase of library materials other than books during the 2018–2019 academic year? Include periodicals (paper or electronic), technology and media resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000 or more

a. Was the budget to purchase library materials other than books provided at the site level or the district level? No response

46. If you spent more than \$25,000 on materials other than books, enter the amount here.

PLEASE NOTE: Enter whole numbers only. Do not use letters, words, or any form of punctuation.

Correct entry: 150000.

Incorrect entries: "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

47. Check one or more of the following funds used to purchase library materials during the 2018–2019 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)

- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- Other (One-time discretionary grants to districts, etc.)
- None of the above

48. Was your library program written into your Local Control Accountability Plan (LCAP)?

- Yes
- No

Was the library funding tied to your LCAP?

- Yes
- No

Curriculum and Instruction

General Programming

This section is designed to gather a basic understanding of the type of library program offered to your school community. The questions move from broad general program questions to progressively more focused questions on instruction and teaching. The [California Model School Library Standards](#) provide the emphasis on instruction and teaching.

49. Did your school have a library advisory committee?

- Yes
- No

a. What was the composition of committee members? (Select all that apply.)

- Teacher librarians
- Teachers
- Students
- Community members
- Other (please list below):

Other composition type:

No response

b. How did the library advisory committee support the library program? (Select all that apply.)

- Volunteer management
- Financial advice
- Collection development advice
- Censorship challenges
- Other (please list):

Other committee support type:

No response

50. Did the library staff serve on the school site council?

- Yes
- No

Did library staff attend meetings of the school site council two or more times per academic year?

- Yes
- No

51. Did you have a library policy/procedure manual?

- Yes
- No

52. When was the last time library staff job descriptions were updated and approved?

53. How often did the library staff in your district meet for planning and professional development?

- Monthly (or more frequently)
- Quarterly
- Twice a year
- Once a year
- None

Who was responsible for organizing and leading these meetings (if there were no meetings, answer N/A)?

Assistant Superintendent

Basic Services

This section of questions asks about general services and basic instruction that might be performed by any and all library staff regardless of credential and/or title.

Description	Answer
54. Informally instructed students in the use of resources (e.g., care and handling of books, library layout, parts of books, locating books, etc.)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input checked="" type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
55. Provided reading, listening, and viewing guidance for students	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input checked="" type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
56. Communicated proactively with principal	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input checked="" type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
57. Managed a schoolwide reading program (e.g., AR, Read 180, Reading Counts)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never

58. What types of activities occurred during a typical class visit? (Select all that apply.)

- Returned, selected, and checked out new books
- Storytime/Book talks
- Provided training in basic library skills (e.g., care and handling of books, library layout, parts of books, locating books, etc.)
- Worked on research projects

59. What was the average number of classes who visited the library in a typical week? 4

60. A typical class visit lasted:

- 20 minutes or less
- 30 minutes
- 45 minutes
- 60 minutes
- Varied depending on class and project needs

Teaching Approaches

These next questions are intended to gain an accurate picture of what level of services were being provided in your school library program. While the questions' emphases are on a strong library program – the ideal: a team of a teacher librarian + library support staff – we expect to see a range of services provided that correspond to the staffing level and staff expertise.

Report how often you engaged in various teaching activities as defined in the [California Model School Library Standards](#) – School Library Program Standard C (teacher librarian responsibilities).

How often did you engage in the following activities?

Question	Answer
61. Plan instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
62. Teach students how to use digital resources	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
63. a) Manage the library, including collection development and supervision of ordering	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
b) Our collection development included weeding, de-selection, and withdrawals	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
64. Responsible for cataloging	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
65. Supervised the work of paraprofessionals, student aides, and volunteers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week

	<input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
66. Went into classrooms to provide instruction	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian

67. Library classes were taught while classroom teachers had planning time.

- Yes
- No

Please explain what types of activities or instruction occurred in the library during teaching planning time:

No response

68. How did you implement the *CA MSLS*?

- Aligned the standards to our library instruction.
- Embedded the standards into the curriculum.
- While we were familiar with the standards, we did not use them to guide instruction.
- We were not familiar with these standards.

69. I was called upon to lead and/or provide professional development.

- Yes
- No

I led and provided professional development in the following manner (select all that apply):

- 1:1
- Small groups of teachers
- Grade-level meetings
- Staff meetings
- District-level trainings
- Other (please specify)

Describe the manner in which you led and provided professional development (other):

No response

Contact Information

Respondent Information

Name: Rachel Malko
Title: Media Specialist
E-mail: rdedek@orcutt-schools.net
Phone: 805-938-6755

Library Web site URL: No response
(If your library has a Web site.)

In case we need to clarify any of your answers, please provide the appropriate contact information for the individual responsible for library services in your district. (In some cases this may be the same individual as above.)

Name: Holly Edds
E-mail: hedds@orcutt-schools.net

Phone: 805-938-8900

Thank you for your time and effort to complete this survey. Your answers are invaluable.

Questions: [Renée Ousley-Swank, Education Consultant](#) | ROusleySwank@cde.ca.gov | 916-319-0449

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)



School Library Survey Collecting Information from the 2018-2019 Academic Year

Submission Record

Submission ID: 12194

Submission Date: 3/4/2020 11:04:00 AM PT

School: Pine Grove Elementary (CDS Code: 42692606045801)

1. Did you have a dedicated common area in your school designated as the library in the 2018–2019 academic year?

- Yes, our school had a library located on campus.
- Yes, our school had a joint-use school library.
- No, we did not have a designated library facility.
- No, we used a library on an adjacent school campus (provide the name of adjacent library used).

Name of the adjacent school library:

No response

If your school building did NOT have a designated library facility, was it because:

- This is a new facility and wasn't open in 2018–2019.
- It never had a library facility.
- The library facility closed during the past three years.
- The library facility closed more than three years ago.

If your school had a library facility in the past but no longer does, what were the reasons for the closure of the school library? Please check all that apply:

- Budget cuts
- Administrative decision
- Staffing cuts
- Collection was too old to be useful and the cost to update too prohibitive
- Space needed for other purposes
- Lack of use
- Damaged or destroyed by natural disaster
- Other
- I'm not sure

2. Our school had a joint-use school library with a:

- Public Library
- College
- Another K–12 school – Within district or outside of district?

Specify name of the joint-use partner:

No response

3. If possible, briefly explain how the joint-use school library was funded and managed (e.g., each site had its own budget for collection development, and we shared staff; I'm not sure).

No response

These questions (unless noted) focus on the library program at the site level. If you worked at multiple sites, answer the questions as the program ran for the present school you are completing the survey for, and complete a separate survey for each site at which you worked.

4. We had a partnership with our local public library.

- Yes
- No

Please provide a brief description of the partnership (e.g., after school programs, accessing public library databases – online eCard, One Card program – student ID is full public library access card).

No response

Library Staffing

For purposes of answering questions referring to staff working in the library, the following applies:

Credentialed Teacher Librarian – Individual holds a California teaching credential and a California Teacher Librarian Services Credential or an Emergency Teacher Librarian Services Credential and is paid as a teacher.

Credentialed Teacher, Not Librarian – Individual holds a California teaching credential with no library endorsement and is paid as a teacher.

Library Paraprofessional – May be called librarian, aide, clerk, technician, assistant, etc., but is NOT paid as a teacher.

5. Did you have at least one paid credentialed staff working in the school library?

(Teacher contract and certificated salary schedule) (*Contracting for a Librarian of Record does not count at the school level.*)

- Yes
- No

6. What certificate did the credentialed staff hold?

- Credentialed teacher librarian
- Emergency-credentialed teacher librarian
- Credentialed teacher without a teacher librarian credential
- Other (please explain)


Please explain certificate held by the credentialed staff.

No response

7. Did you have at least one paid library paraprofessional working in the school library?

(Classified contract and classified salary schedule)

- Yes
- No

Some districts require their library paraprofessionals to possess an A.A. degree in Library Support Staff Certification (LSSC). For further information, visit [LSSC home page](#) .

8. What training did the library paraprofessional possess and/or receive? (Select all that apply.)

- None
- District-based training
- County Office of Education sponsored training (e.g., Instructional Media Resource Assistant [IMRA])
- Public library sponsored training
- Conferences (e.g., CSLA Annual Conference, regional workshops, CUE)
- Professional Growth Units (e.g., Infopeople courses)
- A.A. degree in Library Support Staff Certification (specify where you earned your certificate below)
- Other (specify below)

Specify where you earned your certificate:

No response

Specify other classified training:

No response

Please enter the total number of weekly hours worked for all paid staff assigned to this single school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. The Full-Time Equivalent (FTE) hours will be calculated for you.

Profession	Weekly Hours	FTE
9. Credentialed staff	0.00	0.000
10. Library aide, technician, paraprofessional, or clerk	25.00	0.625
Totals:	25.00	0.625

11. How many different school libraries did the certificated staff serve in 2018–2019? No response

12. How many different school libraries did the library paraprofessional serve in 2018–2019? 1

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Library Service Hours in a Typical Week

Report the typical weekly number of hours the school library was staffed and open for use.

13. How many hours total was the school library open per week (e.g., 32 hours)? 25

14. When was your school library facility typically open for student use? (Select all that apply.)

- Before classes started
- During class time
- During breaks (e.g., nutrition)
- During lunch
- After school
- Some evenings
- On weekends
- Summer school
- None of the above

15. Which of the following terms best describe the method used to schedule classes in the school library?

- Fixed/Block (classes scheduled at regularly specified times)
- Flexible (open schedule [i.e., scheduled visits at varying times according to need])
- Mixed (some classes block scheduled/flexibly scheduled)
- No class visits

16. Approximately how many school days per school year was the library in your building closed for use as a testing space or other use not related specifically to the library program?

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

Library's Physical Space

Description	Yes/No Answer
17. a) The library facility had enough space to accommodate one class for instruction.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
b) Plus additional individuals and small groups working independently.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
18. There was enough space to accommodate the library collection, furnishings, and equipment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Library's Virtual Presence

Did the school library have:

Description	Answer
21. A library Web site with or without access to online library catalog	<input type="checkbox"/> With <input type="checkbox"/> Without <input checked="" type="checkbox"/> Not applicable (school library did not have Web site)

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- Laptop (including Chromebooks)
- Tablets (e.g., iPad, iPod, Playbook, Xoom, Galaxy Tab, etc.)
- Not applicable (we were not a 1:1 school)
- Other (please specify [e.g., 1:1 for third grade on up])

Please specify for other (e.g., 1:1 for third grade on up)

No response

32. Considering the school district's filtering software, were students able to access and utilize Web-based productivity/collaboration tools (e.g., wikis, blogs, Google Docs, or similar tools) via the school network?

- Yes, with unlimited access
- Yes, with limited access
- No access

33. Did your school library provide eBook readers/portable devices for students to check out?

- Yes
- No

34. When were students allowed to bring their own computers/devices to the library? (Select all that apply.)

- For individual use
- For class use
- For direct instruction
- Not allowed

RESOURCES: School Library Collection

In the following section, some of the questions focus on Resources as outlined in the [California Model School Library Standards](#) – School Library Program Standard D (Resources). Resources include print and digital materials (e.g., subscription databases, audiobooks, e-books) that align with the curriculum and are accessible to students with various cognitive or language needs.

Overall Collection

35. Enter the number of print books in the school library collection at the end of the 2018–2019 academic year. Include reference books in your count, and count each reference volume as one.

- 2,499 or less
- 2,500–4,999
- 5,000–7,499
- 7,500–9,999
- 10,000–12,499
- 12,500–14,999
- 15,000–17,499
- 17,500–19,999
- 20,000–22,499
- 22,500–24,999
- 25,000–27,499
- 27,500–29,999
- 30,000–34,999
- 35,000 or more

36. Were electronic book (e-Book) titles purchased for library use during the 2018–2019 academic year?

- Yes
- No
- Not Applicable

37. Enter the number of print subscriptions to magazines and newspapers during the 2018–2019 academic year (count subscriptions, not individual titles or issues).

- Zero
- 10 or fewer
- 11–20
- 21–30
- More than 30

38. Did you check out audio materials (CDs, audio books)?

- Yes
- No

Were the checked out audio materials available for in-house use only?

- Yes
- No

Age of Collection

39. Enter the average copyright date of the books in the library's 629 section. Include books in the 629 circulating section, 629 reference section, and 629 digital titles owned by the library.

- Enter "0" in the box if the library had no books in the 629 Dewey section, and continue with the survey.
- Count the number of books in all of the 629s (from 629 through 629.999).
- Next, add up the copyright dates of all the books in the 629s.
- Divide the sum of the copyright dates by the total number of books in the 629s.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the 629s and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then: $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$. Then $12,004 \div 6 = 2001$ (rounded off to a whole number).
- Correct entry: 2001.

Average copyright date of books in Dewey section 629. Round off to a four-digit year. 2000

40. What was the name of the most recent U.S. president who had a whole book on him IN THE LIBRARY COLLECTION?

Barack Obama

Licensed Databases

41. Did your library offer access to any online subscription information databases for students in the 2018–2019 academic year? This question does not apply to databases offered by the local public library, CD-ROM databases, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale's *In Context*, *World Book Online*, etc.

Yes No

42. Our school provided access to California's K–12 Online Resources - Encyclopaedia Britannica, Pro-Quest, and TeachingBooks?

Yes No

2018–2019 Budget

43. How much money was spent in the school library for the purchase of library books during the 2018–2019 academic year? Include both print titles and digital titles (eBooks). Include processing costs if purchased with library books.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more

a. Was the budget to purchase library books provided at the site level or the district level? both

44. Enter the amount spent on books here (must be \$50,000 or more).

PLEASE NOTE: Enter whole numbers only. Do not use letters, words, or any form of punctuation.

Correct entry: 150000.

Incorrect entries: "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

45. How much money was spent in the school library for the purchase of library materials other than books during the 2018–2019 academic year? Include periodicals (paper or electronic), technology and media resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000 or more

a. Was the budget to purchase library materials other than books provided at the site level or the district level? District

46. If you spent more than \$25,000 on materials other than books, enter the amount here.

PLEASE NOTE: Enter whole numbers only. Do not use letters, words, or any form of punctuation.

Correct entry: 150000.

Incorrect entries: "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

47. Check one or more of the following funds used to purchase library materials during the 2018–2019 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)

- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- Other (One-time discretionary grants to districts, etc.)
- None of the above

48. Was your library program written into your Local Control Accountability Plan (LCAP)?

- Yes
- No

Was the library funding tied to your LCAP?

- Yes
- No

Curriculum and Instruction

General Programming

This section is designed to gather a basic understanding of the type of library program offered to your school community. The questions move from broad general program questions to progressively more focused questions on instruction and teaching. The [California Model School Library Standards](#) provide the emphasis on instruction and teaching.

49. Did your school have a library advisory committee?

- Yes
- No

a. What was the composition of committee members? (Select all that apply.)

- Teacher librarians
- Teachers
- Students
- Community members
- Other (please list below):

Other composition type:

No response

b. How did the library advisory committee support the library program? (Select all that apply.)

- Volunteer management
- Financial advice
- Collection development advice
- Censorship challenges
- Other (please list):

Other committee support type:

No response

50. Did the library staff serve on the school site council?

- Yes
- No

Did library staff attend meetings of the school site council two or more times per academic year?

- Yes
- No

51. Did you have a library policy/procedure manual?

- Yes
- No

52. When was the last time library staff job descriptions were updated and approved?

53. How often did the library staff in your district meet for planning and professional development?

- Monthly (or more frequently)
 Quarterly
 Twice a year
 Once a year
 None

Who was responsible for organizing and leading these meetings (if there were no meetings, answer N/A)?

library staff

Basic Services

This section of questions asks about general services and basic instruction that might be performed by any and all library staff regardless of credential and/or title.

Description	Answer
54. Informally instructed students in the use of resources (e.g., care and handling of books, library layout, parts of books, locating books, etc.)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input checked="" type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
55. Provided reading, listening, and viewing guidance for students	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
56. Communicated proactively with principal	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never
57. Managed a schoolwide reading program (e.g., AR, Read 180, Reading Counts)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never

58. What types of activities occurred during a typical class visit? (Select all that apply.)

- Returned, selected, and checked out new books
 Storytime/Book talks
 Provided training in basic library skills (e.g., care and handling of books, library layout, parts of books, locating books, etc.)
 Worked on research projects

59. What was the average number of classes who visited the library in a typical week? 30

60. A typical class visit lasted:

- 20 minutes or less
- 30 minutes
- 45 minutes
- 60 minutes
- Varied depending on class and project needs

Teaching Approaches

These next questions are intended to gain an accurate picture of what level of services were being provided in your school library program. While the questions' emphases are on a strong library program – the ideal: a team of a teacher librarian + library support staff – we expect to see a range of services provided that correspond to the staffing level and staff expertise.

Report how often you engaged in various teaching activities as defined in the [California Model School Library Standards](#) – School Library Program Standard C (teacher librarian responsibilities).

How often did you engage in the following activities?

Question	Answer
61. Plan instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
62. Teach students how to use digital resources	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
63. a) Manage the library, including collection development and supervision of ordering	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
b) Our collection development included weeding, de-selection, and withdrawals	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
64. Responsible for cataloging	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
65. Supervised the work of paraprofessionals, student aides, and volunteers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week

	<input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
66. Went into classrooms to provide instruction	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian

67. Library classes were taught while classroom teachers had planning time.

- Yes
- No

Please explain what types of activities or instruction occurred in the library during teaching planning time:

No response

68. How did you implement the *CA MSLS*?

- Aligned the standards to our library instruction.
- Embedded the standards into the curriculum.
- While we were familiar with the standards, we did not use them to guide instruction.
- We were not familiar with these standards.

69. I was called upon to lead and/or provide professional development.

- Yes
- No

I led and provided professional development in the following manner (select all that apply):

- 1:1
- Small groups of teachers
- Grade-level meetings
- Staff meetings
- District-level trainings
- Other (please specify)

Describe the manner in which you led and provided professional development (other):

No response

Contact Information

Respondent Information

Name: Donna Nance
Title: Library Media Center Specialist
E-mail: dnance@orcutt-schools.net
Phone: 805-938-6805

Library Web site URL: No response
(If your library has a Web site.)

In case we need to clarify any of your answers, please provide the appropriate contact information for the individual responsible for library services in your district. (In some cases this may be the same individual as above.)

Name: Holly Eds
E-mail: HEds@orcutt-schools.net

Phone: 805-938-8929

Thank you for your time and effort to complete this survey. Your answers are invaluable.

Questions: [Renée Ousley-Swank, Education Consultant](#) | ROusleySwank@cde.ca.gov | 916-319-0449

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)



School Library Survey Collecting Information from the 2018-2019 Academic Year

Submission Record

Submission ID: 11346

Submission Date: 2/11/2020 10:22:41 AM PT

School: Ralph Dunlap Elementary (CDS Code: 42692606045744)

1. Did you have a dedicated common area in your school designated as the library in the 2018–2019 academic year?

- Yes, our school had a library located on campus.
- Yes, our school had a joint-use school library.
- No, we did not have a designated library facility.
- No, we used a library on an adjacent school campus (provide the name of adjacent library used).

Name of the adjacent school library:

No response

If your school building did NOT have a designated library facility, was it because:

- This is a new facility and wasn't open in 2018–2019.
- It never had a library facility.
- The library facility closed during the past three years.
- The library facility closed more than three years ago.

**If your school had a library facility in the past but no longer does, what were the reasons for the closure of the school library?
Please check all that apply:**

- Budget cuts
- Administrative decision
- Staffing cuts
- Collection was too old to be useful and the cost to update too prohibitive
- Space needed for other purposes
- Lack of use
- Damaged or destroyed by natural disaster
- Other
- I'm not sure

2. Our school had a joint-use school library with a:

- Public Library
- College
- Another K–12 school – Within district or outside of district?

Specify name of the joint-use partner:

No response

3. If possible, briefly explain how the joint-use school library was funded and managed (e.g., each site had its own budget for collection development, and we shared staff; I'm not sure).

No response

These questions (unless noted) focus on the library program at the site level. If you worked at multiple sites, answer the questions as the program ran for the present school you are completing the survey for, and complete a separate survey for each site at which you worked.

4. We had a partnership with our local public library.

- Yes
- No

Please provide a brief description of the partnership (e.g., after school programs, accessing public library databases – online eCard, One Card program – student ID is full public library access card).

No response

Library Staffing

For purposes of answering questions referring to staff working in the library, the following applies:

Credentialed Teacher Librarian – Individual holds a California teaching credential and a California Teacher Librarian Services Credential or an Emergency Teacher Librarian Services Credential and is paid as a teacher.

Credentialed Teacher, Not Librarian – Individual holds a California teaching credential with no library endorsement and is paid as a teacher.

Library Paraprofessional – May be called librarian, aide, clerk, technician, assistant, etc., but is NOT paid as a teacher.

5. Did you have at least one paid credentialed staff working in the school library?

(Teacher contract and certificated salary schedule) (*Contracting for a Librarian of Record does not count at the school level.*)

- Yes
- No

6. What certificate did the credentialed staff hold?

- Credentialed teacher librarian
- Emergency-credentialed teacher librarian
- Credentialed teacher without a teacher librarian credential
- Other (please explain)


Please explain certificate held by the credentialed staff.

No response

7. Did you have at least one paid library paraprofessional working in the school library?

(Classified contract and classified salary schedule)

- Yes
- No

Some districts require their library paraprofessionals to possess an A.A. degree in Library Support Staff Certification (LSSC). For further information, visit [LSSC home page](#) .

8. What training did the library paraprofessional possess and/or receive? (Select all that apply.)

- None
- District-based training
- County Office of Education sponsored training (e.g., Instructional Media Resource Assistant [IMRA])
- Public library sponsored training
- Conferences (e.g., CSLA Annual Conference, regional workshops, CUE)
- Professional Growth Units (e.g., Infopeople courses)
- A.A. degree in Library Support Staff Certification (specify where you earned your certificate below)
- Other (specify below)

Specify where you earned your certificate:

No response

Specify other classified training:

No response

Please enter the total number of weekly hours worked for all paid staff assigned to this single school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. The Full-Time Equivalent (FTE) hours will be calculated for you.

Profession	Weekly Hours	FTE
9. Credentialed staff	0.00	0.000
10. Library aide, technician, paraprofessional, or clerk	24.00	0.600
Totals:	24.00	0.600

11. How many different school libraries did the certificated staff serve in 2018–2019? No response

12. How many different school libraries did the library paraprofessional serve in 2018–2019? 1

In the following section, some of the questions focus on Access as outlined in the [California Model School Library Standards \(CA MSLS\)](#) – School Library Program Standard B (Access).

Library Access

Library Service Hours in a Typical Week

Report the typical weekly number of hours the school library was staffed and open for use.

13. How many hours total was the school library open per week (e.g., 32 hours)? 24

14. When was your school library facility typically open for student use? (Select all that apply.)

- Before classes started
- During class time
- During breaks (e.g., nutrition)
- During lunch
- After school
- Some evenings
- On weekends
- Summer school
- None of the above

15. Which of the following terms best describe the method used to schedule classes in the school library?

- Fixed/Block (classes scheduled at regularly specified times)
- Flexible (open schedule [i.e., scheduled visits at varying times according to need])
- Mixed (some classes block scheduled/flexibly scheduled)
- No class visits

16. Approximately how many school days per school year was the library in your building closed for use as a testing space or other use not related specifically to the library program?

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

Library's Physical Space

Description	Yes/No Answer
17. a) The library facility had enough space to accommodate one class for instruction.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
b) Plus additional individuals and small groups working independently.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
18. There was enough space to accommodate the library collection, furnishings, and equipment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
19. The space was flexible, allowing for different configurations depending upon need.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
20. The library had a makerspace.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Library's Virtual Presence

Did the school library have:

Description	Answer
21. A library Web site with or without access to online library catalog	<input checked="" type="checkbox"/> With <input type="checkbox"/> Without <input type="checkbox"/> Not applicable (school library did not have Web site)

22. Automated library circulation	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
23. Automated textbook circulation	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24. Integrated online information searching that included your library catalog, paid access databases, and open educational resources	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not applicable (school library did not have a Web site/online resources)
25. Wireless Internet access for students	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
26. A library blog	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
27. Collaboration software (e.g., SharePoint, Google Drive, etc.)	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
28. A library Twitter account	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Not applicable (school library was not permitted to have a Twitter account)
29. A library Facebook page	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Not applicable (school library was not permitted to have a Facebook page)

Computers/Tablet Devices

CA MSLs recommend the following number of computers in the school library: minimum of one class set of networked computers composed of at least 10 at the elementary school, 15 at the middle school, and 25 at the high school.

30. How many computers were housed in and available in your school library for direct instruction and/or student use during library programs? 1
31. Did your school issue every student a laptop or tablet? (Select all that apply.)
- Laptop (including Chromebooks)
 - Tablets (e.g., iPad, iPod, Playbook, Xoom, Galaxy Tab, etc.)
 - Not applicable (we were not a 1:1 school)
 - Other (please specify [e.g., 1:1 for third grade on up])

Please specify for other (e.g., 1:1 for third grade on up)
No response

32. Considering the school district's filtering software, were students able to access and utilize Web-based productivity/collaboration tools (e.g., wikis, blogs, Google Docs, or similar tools) via the school network?
- Yes, with unlimited access
 - Yes, with limited access
 - No access
33. Did your school library provide eBook readers/portable devices for students to check out?
- Yes
 - No
34. When were students allowed to bring their own computers/devices to the library? (Select all that apply.)
- For individual use
 - For class use
 - For direct instruction
 - Not allowed

RESOURCES: School Library Collection

In the following section, some of the questions focus on Resources as outlined in the [California Model School Library Standards](#) – School Library Program Standard D (Resources). Resources include print and digital materials (e.g., subscription databases, audiobooks, e-books) that align with the curriculum and are accessible to students with various cognitive or language needs.

Overall Collection

35. Enter the number of print books in the school library collection at the end of the 2018–2019 academic year. Include reference books in your count, and count each reference volume as one.

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- 25,000–27,499
- 27,500–29,999
- 30,000–34,999
- 35,000 or more

36. Were electronic book (e-Book) titles purchased for library use during the 2018–2019 academic year?

- Yes
- No
- Not Applicable

37. Enter the number of print subscriptions to magazines and newspapers during the 2018–2019 academic year (count subscriptions, not individual titles or issues).

- Zero
- 10 or fewer
- 11–20
- 21–30
- More than 30

38. Did you check out audio materials (CDs, audio books)?

- Yes
- No

Were the checked out audio materials available for in-house use only?

- Yes
- No

Age of Collection

39. Enter the average copyright date of the books in the library's 629 section. Include books in the 629 circulating section, 629 reference section, and 629 digital titles owned by the library.

- Enter "0" in the box if the library had no books in the 629 Dewey section, and continue with the survey.
- Count the number of books in all of the 629s (from 629 through 629.999).
- Next, add up the copyright dates of all the books in the 629s.
- Divide the sum of the copyright dates by the total number of books in the 629s.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the 629s and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then: $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$. Then $12,004 \div 6 = 2001$ (rounded off to a whole number).
- Correct entry: 2001.

Average copyright date of books in Dewey section 629. Round off to a four-digit year. 2002

40. What was the name of the most recent U.S. president who had a whole book on him IN THE LIBRARY COLLECTION?

Obama

Licensed Databases

41. Did your library offer access to any online subscription information databases for students in the 2018–2019 academic year? This question does not apply to databases offered by the local public library, CD-ROM databases, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale's *In Context*, *World Book Online*, etc.

Yes No

42. Our school provided access to California's K–12 Online Resources - Encyclopaedia Britannica, Pro-Quest, and TeachingBooks?

Yes No

2018–2019 Budget

43. How much money was spent in the school library for the purchase of library books during the 2018–2019 academic year? Include both print titles and digital titles (eBooks). Include processing costs if purchased with library books.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more

a. Was the budget to purchase library books provided at the site level or the district level? Both

44. Enter the amount spent on books here (must be \$50,000 or more).

PLEASE NOTE: Enter whole numbers only. Do not use letters, words, or any form of punctuation.

Correct entry: 150000.

Incorrect entries: "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

45. How much money was spent in the school library for the purchase of library materials other than books during the 2018–2019 academic year? Include periodicals (paper or electronic), technology and media resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000 or more

a. Was the budget to purchase library materials other than books provided at the site level or the district level? Both

46. If you spent more than \$25,000 on materials other than books, enter the amount here.

PLEASE NOTE: Enter whole numbers only. Do not use letters, words, or any form of punctuation.

Correct entry: 150000.

Incorrect entries: "approx. 150,000," "one hundred fifty thousand," "150,000+."

No response

47. Check one or more of the following funds used to purchase library materials during the 2018–2019 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)

- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- Other (One-time discretionary grants to districts, etc.)
- None of the above

48. Was your library program written into your Local Control Accountability Plan (LCAP)?

- Yes
- No

Was the library funding tied to your LCAP?

- Yes
- No

Curriculum and Instruction

General Programming

This section is designed to gather a basic understanding of the type of library program offered to your school community. The questions move from broad general program questions to progressively more focused questions on instruction and teaching. The [California Model School Library Standards](#) provide the emphasis on instruction and teaching.

49. Did your school have a library advisory committee?

- Yes
- No

a. What was the composition of committee members? (Select all that apply.)

- Teacher librarians
- Teachers
- Students
- Community members
- Other (please list below):

Other composition type:

No response

b. How did the library advisory committee support the library program? (Select all that apply.)

- Volunteer management
- Financial advice
- Collection development advice
- Censorship challenges
- Other (please list):

Other committee support type:

No response

50. Did the library staff serve on the school site council?

- Yes
- No

Did library staff attend meetings of the school site council two or more times per academic year?

- Yes
- No

51. Did you have a library policy/procedure manual?

- Yes
- No

52. When was the last time library staff job descriptions were updated and approved?

53. How often did the library staff in your district meet for planning and professional development?

- Monthly (or more frequently)
 Quarterly
 Twice a year
 Once a year
 None

Who was responsible for organizing and leading these meetings (if there were no meetings, answer N/A)?

Staff

Basic Services

This section of questions asks about general services and basic instruction that might be performed by any and all library staff regardless of credential and/or title.

Description	Answer
54. Informally instructed students in the use of resources (e.g., care and handling of books, library layout, parts of books, locating books, etc.)	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
55. Provided reading, listening, and viewing guidance for students	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
56. Communicated proactively with principal	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input checked="" type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never
57. Managed a schoolwide reading program (e.g., AR, Read 180, Reading Counts)	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never

58. What types of activities occurred during a typical class visit? (Select all that apply.)

- Returned, selected, and checked out new books
 Storytime/Book talks
 Provided training in basic library skills (e.g., care and handling of books, library layout, parts of books, locating books, etc.)
 Worked on research projects

59. What was the average number of classes who visited the library in a typical week? 22

60. A typical class visit lasted:

- 20 minutes or less
- 30 minutes
- 45 minutes
- 60 minutes
- Varied depending on class and project needs

Teaching Approaches

These next questions are intended to gain an accurate picture of what level of services were being provided in your school library program. While the questions' emphases are on a strong library program – the ideal: a team of a teacher librarian + library support staff – we expect to see a range of services provided that correspond to the staffing level and staff expertise.

Report how often you engaged in various teaching activities as defined in the [California Model School Library Standards](#) – School Library Program Standard C (teacher librarian responsibilities).

How often did you engage in the following activities?

Question	Answer
61. Plan instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
62. Teach students how to use digital resources	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
63. a) Manage the library, including collection development and supervision of ordering	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
b) Our collection development included weeding, de-selection, and withdrawals	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
64. Responsible for cataloging	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
65. Supervised the work of paraprofessionals, student aides, and volunteers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week

	<input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
66. Went into classrooms to provide instruction	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian

67. Library classes were taught while classroom teachers had planning time.

- Yes
- No

Please explain what types of activities or instruction occurred in the library during teaching planning time:

No response

68. How did you implement the *CA MSLS*?

- Aligned the standards to our library instruction.
- Embedded the standards into the curriculum.
- While we were familiar with the standards, we did not use them to guide instruction.
- We were not familiar with these standards.

69. I was called upon to lead and/or provide professional development.

- Yes
- No

I led and provided professional development in the following manner (select all that apply):

- 1:1
- Small groups of teachers
- Grade-level meetings
- Staff meetings
- District-level trainings
- Other (please specify)

Describe the manner in which you led and provided professional development (other):

No response

Contact Information

Respondent Information

Name: Suzanne Butler
Title: Media Specialist
E-mail: sbutler@orcutt-schools.net
Phone: 805-938-8500

Library Web site URL: No response
(If your library has a Web site.)

In case we need to clarify any of your answers, please provide the appropriate contact information for the individual responsible for library services in your district. (In some cases this may be the same individual as above.)

Name: Dr. Holly Edds
E-mail: hedds@orcutt-schools.net

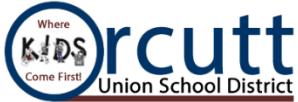
Phone: 8059388900

Thank you for your time and effort to complete this survey. Your answers are invaluable.

Questions: [Renée Ousley-Swank, Education Consultant](#) | ROusleySwank@cde.ca.gov | 916-319-0449

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)



EDUCATIONAL SERVICES MEMORANDUM

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

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

BOARD MEETING DATE: May 13, 2020

BOARD AGENDA ITEM: Board Policy 5141.52
SUICIDE PREVENTION

BACKGROUND: Policy and regulation updated to reflect NEW LAW (AB 1767) which mandates age-appropriate policy on suicide prevention, intervention, and postvention for students in grades K-6 beginning in the 2020-21 school year. Policy reflects requirements to consult with specified stakeholders on policy development, coordinate with the county mental health plan whenever a referral is made for mental health or related services for a student in grades K-6 who is a Medi-Cal beneficiary, and ensure that employees act within the authorization and scope of their credential or license. Policy also reflects NEW LAW (AB 34) which requires the district, beginning in the 2020-21 school year, to post its suicide prevention policy in a prominent location on its web site.

RECOMMENDATION: It is recommended that the Board of Trustees approve the proposed revision of BP 5141.52.

FUNDING: There are no funding implications.

Students

SUICIDE PREVENTION

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing ~~measures~~ **policy** and strategies for **suicide prevention and intervention** ~~use by the district~~, the Superintendent or designee ~~may~~ **shall** consult with **school and community stakeholders** such as school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, suicide prevention experts, local health agencies, mental health professionals, and community organizations, **law enforcement; and, in developing policy for grades K-6, the county mental health plan.** (Education Code 215).

(cf. 1220 - Citizen Advisory Committees)

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

The Board shall ensure that measures and strategies for students in grades K-6 are age appropriate and delivered and discussed in a manner that is sensitive to the needs of young students. (Education Code 215)

Such measures and strategies **for suicide prevention, intervention, and postvention** shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students **as described in the accompanying administrative regulation**

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

(cf. 6142.8 - Comprehensive Health Education)

3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students

(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the suicide problem among youth, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis
5. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
6. Crisis intervention procedures for addressing suicide threats or attempts
7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

If a referral is made for mental health or related services for a student in grade K-6 who is a Medi-Cal beneficiary, the Superintendent or designee shall coordinate and consult with the county mental health plan. (Education Code 215)

(cf. 5141.6 - School Health Services)

District employees shall act only within the authorization and scope of their credential or license. Nothing in this policy shall be construed as authorizing or encouraging district employees to diagnose or treat mental illness unless they are specifically licensed and employed to do so. (Education Code 215)

The Board shall review, and update as necessary, this policy at least every five years. (Education Code 215)

The Superintendent or designee shall post this policy on the district's web site, in a prominent location and in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Legal Reference:

EDUCATION CODE

215 Student suicide prevention policies

215.5 Suicide prevention hotline contact information on student identification cards

216 Suicide prevention online training programs

234.6 Posting suicide prevention policy on web site

32280-32289.5 Comprehensive safety plan

49060-49079 Student records

49602 Confidentiality of student information

49604 Suicide prevention training for school counselors

GOVERNMENT CODE

810-996.6 Government Claims Act

PENAL CODE

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

5698 Emotionally disturbed youth; legislative intent

DOUBLE CHECK #S ON CSBA SAMPLE: 5850-5883 Mental Health Services Act

COURT DECISIONS

Corals v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003
2019

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS

Preventing Suicide, Guidelines for Administrators and Crisis Teams, 2015

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

Preventing Suicide: A Toolkit for High Schools, 2012

National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012

WEB SITES

American Association of Suicidology: <http://www.suicidology.org>

American Foundation for Suicide Prevention: <http://afsp.org>

American Psychological Association: <http://www.apa.org>

American School Counselor Association: <http://www.schoolcounselor.org>

California Department of Education, Mental Health: <http://www.cde.ca.gov/ls/cg/mh>

California Department of Health Care Services, **Mental Health Services Suicide Prevention Program**: <http://www.dhcs.ca.gov/services/MH/Pages/SuicidePrevention.aspx>

Centers for Disease Control and Prevention, Mental Health: <http://www.cdc.gov/mentalhealth>

National Association of School Psychologists: <http://www.nasponline.org>

National Institute for Mental Health: <http://www.nimh.nih.gov>

Suicide Prevention Resource Center: <http://www.sprc.org/about-suicide>

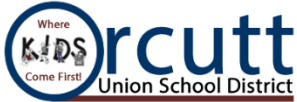
Suicide Prevention Lifeline: <http://suicidepreventionlifeline.org>

Trevor Project: <http://thetrevorproject.org>

U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration: <http://www.samhsa.gov>

Policy Adopted: ~~03/13/2019~~ 06/32/2020

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



EDUCATIONAL SERVICES MEMORANDUM

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

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

BOARD MEETING DATE: May 13, 2020

BOARD AGENDA ITEM: Board Policy 6157
DISTANCE LEARNING

BACKGROUND: New policy addresses the provision of distance learning opportunities to students, whether to all students due to a school closure or to individual students or classes as an alternative instructional method for academic purposes. Policy presents examples of the types of distance learning opportunities that may be offered, based on the California Department of Education's COVID-19 Guidance for K-12 Schools. Policy also addresses teacher training and support, availability to all students, use of district equipment, communications with students and parents/guardians, and grading criteria. Policy includes additional considerations in the event of a school closure, such as prioritization of content as well as maintenance of continuity, routine, and regular connections with students.

RECOMMENDATION: It is recommended that the Board of Trustees approve the proposed revision of BP 6157.

FUNDING: There are no funding implications.

Instruction

CONCURRENT ENROLLMENT IN COLLEGE CLASSES

The Governing Board recognizes that distance learning can be a viable alternative instructional strategy that supports student achievement of academic goals. Distance learning opportunities may be offered to students participating in independent study, credit recovery courses, enrichment courses, or other courses identified by the Superintendent or designee, or in the event that a school site is physically closed due to widespread illness, natural disaster, or other emergency.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 3516.5 - Emergency Schedules)
(cf. 4113.5/4213.5/4313.5 - Working Remotely)
(cf. 6158 - Independent Study)

The district may offer distance learning through a variety of delivery methods as appropriate for the grade level and subject matter. Distance learning opportunities may include video, audio, and/or written instruction in which the primary mode of communication between the student and teacher is online interaction, instructional television, live or prerecorded video, telecourses, and other instruction that relies on computer or communications technology. They may also include the use of print materials with written or oral feedback.

The Superintendent or designee shall review and select distance learning courses, which may include those taught by district staff or others, that are of high academic quality and are aligned with district standards and curricula. As appropriate, courses may be self-directed to allow students to complete assignments at their own pace and/or may involve real-time interaction among the teacher and students.

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6143 - Courses of Study)

The Superintendent or designee shall, in collaboration with teachers, plan for schoolwide or long-term distance learning in the event of a school closure. In developing the plan, the Superintendent or designee shall analyze the course sequence, prioritize content and standards to be completed, and recommend the grading criteria. In such circumstances, students' social-emotional wellness shall be taken into account, and schedules and learning experiences shall be designed to build continuity, routine, and regular connections with students.

(cf. 5141.5 - Mental Health)

As needed, the Superintendent or designee shall provide teachers with training and ongoing support, including technological support and guidance, to effectively implement distance learning. The district shall also provide opportunities for teachers to

communicate and collaborate with each other to exchange information on effective practices.

(cf. 4131 - Staff Development)

Staff shall comply with all copyright regulations in developing materials to be used in distance education courses.

(cf. 6162.6 - Use of Copyrighted Materials)

The district shall take steps to ensure that distance learning opportunities are available to all students, including economically disadvantaged students, students with disabilities, and English learners. Teachers may use multiple methods of providing instruction to meet student needs. All online programming and Internet content shall meet accessibility standards for students with disabilities, including compatibility with commonly used assistive technologies.

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

(cf. 0415 - Equity)

(cf. 6159 - Individualized Education Program)

(cf. 6174 - Education for English Learners)

The Superintendent or designee shall assess students' access to technological devices and the Internet and, consistent with the district's budget and technology plan, may loan devices to students to use at home and/or assist families in identifying free service providers. Students are expected to use district technology responsibly in accordance with the district's Acceptable Use Agreement. To the extent possible, the district shall make technical and academic support available to students.

(cf. 0440 - District Technology Plan)

(cf. 3311.4 - Procurement of Technological Equipment)

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

(cf. 6163.4 - Student Use of Technology)

Teachers shall provide regular communications to students and parents/guardians about expectations, assignments, and available resources to assist the student in successful completion of distance learning coursework.

(cf. 6020 - Parent Involvement)

Grading of distance learning assignments and assessments of end-of-course knowledge and understanding of the subject matter shall be consistent with district policy on grading for equivalent courses.

(cf. 5121 - Grades/Evaluation of Student Achievement)

Legal Reference:

EDUCATION CODE

Contracts for electronic products or services; prohibitions

-51212 Course of study for grades 1-6
-51229 Course of study for grades 7-12
-51741 Authority to provide instruction by correspondence
-51749.3 Independent study
California distance learning policy
PUBLIC CONTRACT CODE
Contracting by school districts; technological equipment
UNITED STATES CODE, TITLE 20
Internet safety
UNITED STATES CODE, TITLE 47
Universal service discounts (E-rate); Internet safety

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

COVID-19 Guidance for K-12 Schools

WORLD WIDE WEB CONSORTIUM PUBLICATIONS

Web Content Accessibility Guidelines

WEB SITES

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

World Wide Web Consortium, Web Accessibility Initiative: <http://www.w3.org/wai>

Policy Adopted: 6/32/2020

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



Where a Dedicated Staff Means
KIDS COME FIRST

BOARD OF TRUSTEES

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DEBORAH BLOW, Ed.D.
District Superintendent
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Assistant Superintendent
SUSAN SALUCCI
Assistant Superintendent
KIRBY FELL
Chief Technology Officer

TO: Board of Trustees

FROM: Susan Salucci, Assistant Superintendent/Human Resources

BOARD MEETING DATE: May 13, 2020

BOARD AGENDA ITEM: Ratification of Superintendent Contract

BACKGROUND: In order to secure the most qualified candidate, the District engaged the services of Leadership and Associates to obtain community input, direction from Board of Trustees, and to conduct a search. The District then vetted and selected six candidates to be interviewed. After this thorough and competitive process, the Board of Trustees selected Dr. Holly Edds.

The Agreement is effective July 1, 2020 and is for a three-year term, ending on June 30, 2023.

The Superintendent will be appropriately placed on a three-year salary schedule beginning with a salary of \$190,000. The Superintendent will also receive health and welfare benefits, life insurance, and required contributions to CalSTRS.

FINANCIAL CONSIDERATIONS:

The costs described above of this agreement apply to the General Fund and are within the amount previously budgeted.

RECOMMENDATION: It is recommended that the Board of Trustees ratify the Employment Agreement with Dr. Holly Edds, Superintendent of the Orcutt Union School District.

**EMPLOYMENT AGREEMENT
BETWEEN
THE ORCUTT UNION SCHOOL DISTRICT
AND
DR. HOLLY EDDS, SUPERINTENDENT**

THIS EMPLOYMENT AGREEMENT ("Agreement") is entered into on May 13, 2020, between the Governing Board (hereinafter "the Board") of and on behalf of the Orcutt Union School District (hereinafter "the District") and Dr. Holly Edds (hereinafter "the Superintendent"), collectively referred to as "the Parties."

1. TERM

The term of this Agreement is from July 1, 2020 through June 30, 2023.

2. QUALIFICATIONS AND EMPLOYMENT STATUS

The Superintendent warrants and represents that she currently possesses an administrative credential issued by the State of California, and that such credential has not been suspended or revoked. Any suspension or revocation of such administrative credential shall constitute cause for termination of this Agreement.

The Superintendent shall not become a permanent employee in the position of Superintendent. The Superintendent's employment rights and status shall be determined solely by this Agreement and California law that does not conflict with the terms hereof.

3. POWERS AND DUTIES

The Superintendent shall serve as the chief executive officer of the District. In that capacity, the Superintendent shall perform all services, acts, and functions necessary or advisable to manage and conduct the business and operations of the District, subject at all times to state and federal laws and the policies, rules, and direction of the Board. The Superintendent is the leader of the Administrative Team and agrees to work effectively as a member of the team. Together, the Administrative Team plans, directs, and coordinates the operations of the District.

The Superintendent shall perform the duties prescribed by the laws of the State of California, Board policy, the job description and Education code section 35035. The Superintendent shall act as Secretary to the Board as described in Education Code section 35025. The Superintendent, as the chief executive officer, shall, among other related duties: (1) review all policies adopted by the Board and make appropriate recommendations to the Board; (2) periodically evaluate or cause to be evaluated all District employees; (3) advise the Board of sources of funds that might be available to implement present or contemplated District programs; (4) assume responsibility for those duties specified in Education Code section 35250; (5) endeavor to maintain and improve her professional competence by all available means, including subscription to and reading of appropriate professional journals; (6) establish and maintain positive community, staff and Board relations; (7) serve as liaison to the Board with respect to all matters of employer-employee relations and make recommendations to the Board concerning those matters; (8) recommend District goals and objectives to the Board; and (9) provide timely information to Board members about important issues affecting or that may affect the District.

The Superintendent is directly responsible to the Board. The Superintendent facilitates communication and information among the administrators, the Board, staff, parents and community, and sets a positive tone for the District. The Superintendent has the authority to direct and supervise the activities of all District employees, programs, and functions to ensure the effective administration of the entire District.

The Superintendent shall have primary responsibility in making recommendations to the Board regarding all personnel matters, including employment, assignment, transfer and dismissal of employees, consistent with Board Policies.

4. BOARD-SUPERINTENDENT RELATIONS

The Superintendent will work with the Board in developing and maintaining a spirit of cooperation and teamwork in which the Board will accept responsibility for formulating and adopting policy and for taking action on matters which, by law, require Board action. Administrative responsibility and commensurate authority for administering the school system will be delegated by the Board to the Superintendent.

The Board recognizes that it is a collective body and each Board member recognizes that a Board member's authority is derived from the collective deliberation and actions of the Board as a whole in a duly-constituted meeting. Except as permitted by Board bylaw, policies, protocols or other authority, individual Board members will not give direction to the Superintendent or any staff member regarding the management of the District or the solution of specific problems. The Board, individually and collectively, will refer promptly to the Superintendent any criticism, complaint or suggestion brought to the attention of the Board or any member thereof, pursuant to Board bylaws and protocols. The Superintendent will take appropriate action and/or respond, and notify the Board President.

The Board shall provide the Superintendent with periodic opportunities to discuss Board-Superintendent relationships as they relate to the Board's governance and the effectiveness of the Superintendent's leadership. As a part of this process, when it is deemed necessary by either the Board or the Superintendent, the District may retain an outside advisor to facilitate this process.

The Board shall hold the Superintendent accountable to manage the District consistent with the approved policies and goals, which establish what the Board expects the District and the schools within the District to accomplish.

5. EVALUATION

Each year of the Agreement, the Board and the Superintendent shall establish by mutual agreement the Superintendent's performance objectives and benchmarks for the next school year. Said performance and objectives as outlined in the timetable listed below shall be reduced to writing no later than September 15, and shall be based on the duties and responsibilities set forth in this Agreement:

September 15	Superintendent and Board establish performance goals and evaluation criteria.
May 1 - July 31	Board meets to prepare evaluation, then entire Board or Board subcommittee meets with Superintendent to deliver evaluation. At Superintendent's or Board's request, Superintendent and Board will meet in closed session to discuss the evaluation process or the evaluation itself.

July 31

Evaluation with Superintendent's response, if any, placed in Superintendent's personnel file and a copy of that same document provided to the Superintendent.

At least once during the year, at mid-year, the Board and the Superintendent shall meet in closed session for a review of the Superintendent's performance and effectiveness, and progress towards achievement of the objectives jointly established for that school year. Modifications to those performance objectives may occur from time to time as the Parties may agree and shall be reduced to writing by the Superintendent. A summary of the midyear discussion(s) may also be reduced to writing by the Board.

Evaluations shall be based upon the achievement of the mutually agreed upon performance goals for the year in question, the Superintendent's effectiveness at discharging her duties as defined in this Agreement and Board Policies, and job description, if any. If the Board deems it appropriate, it will provide written recommendations for strengthened performance to the Superintendent.

In the event the Board determines that the performance of the Superintendent is unsatisfactory in any respect, the Board may, if it deems appropriate, describe in writing the unsatisfactory performance, and indicate what objective(s) must be accomplished and the date by which it should be accomplished in order for the Superintendent's performance to be deemed satisfactory.

6. COMPENSATION

The Superintendent's base annual salary, effective July 1, 2020, shall be pursuant to the salary schedule below and shall be paid in twelve equal monthly installments minus any applicable state and federal taxes or other withholding according to the District's regular payroll practices. This annual base salary amount includes recognition for years of service to the District, any graduate degrees and other certifications and licenses, workdays, vacation, and holidays. The annual salary shall be prorated for less than a year of employment. Generally, all other District employees are paid based upon on a salary schedule that provides an annual step increase in salary each year and in some cases column movement for levels of education. Consistent with that, the salary schedule below will apply to the term of this contract. At the beginning of each school year, the Superintendent will be placed on the corresponding step, beginning at Step 1, and reflecting a 3% annual salary increase consistent with the increases afforded to other management personnel pursuant to their respective salary schedules.

Superintendent Salary Schedule	
Step/School Year	Salary
Step 1: 2020-2021	\$190,000
Step 2: 2021-2022	\$195,700
Step 3: 2022-2023	\$201,571

Contingent upon a satisfactory evaluation, subject to the Board's own discretion, the Superintendent's salary schedule may be increased in an amount equal to any increases to the salary schedules for other certificated management personnel.

At the discretion of the Board, and based on Superintendent's merit, job performance, District fiscal considerations, and any other criteria determined relevant by the Board, the Board may grant an additional increase for any year of the Agreement. Specific Board action,

approving a written amendment or addendum to this Agreement in open session, is required to approve any such salary increase. Any salary increase shall not be considered either as entering into a new agreement or extending the term of this Agreement.

The Superintendent shall be entitled to longevity increases consistent with certificated management employees. After 16 years of service, \$3,200 annual salary increase; after 19 years annual salary increase; \$4,600, after 22 years, \$6,000 annual salary increase; after 24 years, \$7,400 annual salary increase.

7. HEALTH AND WELFARE AND OTHER BENEFITS

The Superintendent shall be afforded at least all of the fringe benefits of employment which are granted to the District's management personnel, except as otherwise set forth in this Agreement. Such fringe benefits include, but are not limited to:

- The District shall provide term life insurance of not less than \$150,000.
- District issued laptop.
- District issued cell phone.
- Payment of the Superintendent's membership dues for ACSA, ASCD, and AASA.
- Membership dues and expenses for a local community service organization selected by the Superintendent and approved by the Board.
- The Superintendent has been a long time District employee and shall receive health and welfare benefits consistent with those granted to similarly situated District senior management personnel and her prior positions in the District.
- Retiree health benefits: the Superintendent, in her prior District position(s), qualified for retiree health benefits. The Superintendent shall be entitled to retirement health benefits the same as those granted to similarly situated District senior management personnel and consistent with her prior position in the District.

The Superintendent shall not be entitled to cash in lieu of any fringe benefits provided for in this section.

8. EXPENSE REIMBURSEMENT

The District shall reimburse the Superintendent for all actual, necessary and reasonable expenses which are incurred within the scope of employment, pursuant to Board Policy 3350. The Superintendent shall provide expense records which the District normally requires for reimbursement. The Superintendent shall be responsible for providing her own automobile and appropriate levels of automobile insurance. Mileage reimbursement for District-related travel will be paid in accordance with Board Policy.

9. WORK YEAR AND VACATION

The Superintendent is a 12-month employee and her annual salary is based on a full 12-month work year. The Superintendent's work year consists of 223 workdays, 23 vacation days and holidays consistent with those provided to classified employees and other management personnel. Each school year, the Superintendent shall accrue 23 days of annual vacation with pay, exclusive of holidays. Vacation shall accrue in equal increments on a monthly basis in accordance with District policy for full time employees.

The Superintendent shall submit to the Board a proposed work year calendar each year before July 31 including planned vacations or other time to be spent out of the District that is reasonably foreseeable. The Superintendent shall submit a written request to the

Board President in advance of any changes she plans to make to her work calendar including changes or additions to planned vacation time.

The Superintendent shall take vacation during the year in which it is earned, unless the Board President gives written approval to carry over unused days. In no event shall the Superintendent accrue more than 43 days of paid vacation at one time.

Once the Superintendent has accrued 43 days of unused vacation, she shall be paid out at the end of a given school year on any accrued and unused vacation in excess of accrual cap earned but unused in that school year.

In the event of termination or expiration of this Agreement, the Superintendent shall be entitled to compensation for unused accrued vacation up to a maximum of 43 days at the then current salary rate. The Superintendent is entitled to paid holidays as specified by California and/or federal law and District policy.

10. SICK LEAVE

The Superintendent is entitled to 12 sick leave days per year. The Superintendent may also use personal necessity and business leave days in accordance with District policy for full time employees.

11. PROFESSIONAL GROWTH AND DEVELOPMENT

Prior to September 1 each year, the Superintendent shall submit to the Board a schedule of anticipated professional growth activities for the school year and an estimate of their cost for reimbursement up to \$2,500 per year. Any additions to this schedule shall require prior Board approval. At regular intervals to be scheduled during the year by the Board and Superintendent, the Superintendent shall report back to the Board concerning these professional growth activities and any information and/or educational developments as the Board may request.

To support the success of the Superintendent, the District will contract with a consultant identified by the Superintendent to coach, mentor, and support the Superintendent in her role as a superintendent for a total cost not to exceed \$10,000. This is a one-time allotment of up to \$10,000 that expires after the term of this Agreement, even if this Agreement is later extended.

12. OUTSIDE PROFESSIONAL ACTIVITIES

The Superintendent's professional priority is the District during the term of this Agreement and any extensions that may occur. The Superintendent may serve as a consultant, speaker, lecturer, or engage in other activities on a short-term basis. Any such activities that require the Superintendent to be absent from the District on work days per the annual work year calendar shall be reported to the Board President and subject to Board approval. Any compensation received by the Superintendent for these outside professional activities shall belong to the Superintendent if they are completed on the Superintendent's vacation or non-work days.

13. EXTENSION OF AGREEMENT

The Parties acknowledge that the initial term of this Agreement is three (3) school years. In each year of this Agreement, at the discretion of the Board and upon the

Superintendent's receipt of a satisfactory overall evaluation, the Board may offer to extend this Agreement for a period of one (1) additional year on the same terms and conditions set forth herein. If the Superintendent is agreeable to the extension, then the extension shall be ratified by the Board at the next regularly scheduled Board meeting following the date of the evaluation, during open session and memorialized in writing delivered to the Superintendent.

14. TERMINATION OF AGREEMENT

This Agreement may be terminated prior to its expiration by any of the following methods:

- A. Mutual Agreement. At any time the Parties may mutually agree to terminate the Agreement.
- B. Disability. Should the Superintendent be unable to serve in her position due to physical and/or mental condition, and upon expiration of the Superintendent's sick leave and disability entitlement as provided by statute or Board policies, after submission of a written evaluation by a licensed physician selected by the Board, which evaluation indicates the Superintendent's inability to carry out the duties of the position of Superintendent, this Agreement may be terminated by the Board.
- C. Unilateral Termination by Superintendent. The Superintendent may terminate this Agreement by providing the Board with a written notice of intent to terminate. This notice shall be provided no less than ninety (90) days prior to the effective date of said termination. The Superintendent and the Board may mutually agree to a termination notice of less than ninety (90) days. Should the Superintendent be selected for an interview for other employment, she shall immediately notify the Board.
- D. Unilateral Termination by Board. The Board, at its sole discretion and without the need for any cause, may, upon giving written notice to the Superintendent, terminate this Agreement. If the Board elects this option to terminate the Agreement, the District shall pay the Superintendent severance pay, at the selection of the Superintendent, in one lump-sum payment or equal monthly payments beginning no later than the effective date of termination, the base salary the Superintendent would have earned for the remainder of this Agreement following the effective date of termination, not to exceed the equivalent of twelve (12) months of salary. The Superintendent shall also receive the same District-paid medical, dental, and vision insurance for the same period of time in accordance with Government Code 53261. If the Agreement is terminated under this provision, any cash settlement related to the termination that Superintendent may receive from the District shall be fully reimbursed to the District if the Superintendent is convicted of a crime involving an abuse of office or position.
- E. Non-renewal of Agreement by Board. The Board shall provide the Superintendent with at least forty-five (45) calendar days' written notice prior to the expiration date of this Agreement of the Board's intention not to renew or extend this Agreement beyond its then current expiration date. The Board and the Superintendent agree that this is intended to implement the notice requirement in Education Code section 35031. It shall be the duty of the Superintendent to notify each member of the Board in writing of this non-renewal provision of the Agreement no later than December 1 immediately prior

to the expiration of this Agreement or any extension thereof. If the Superintendent fails to provide this notice to the Board, she shall be deemed to have waived the requirements and automatic renewal provisions of section 35031, and shall further be deemed to have received notice of her non-renewal by the Board as if she had received actual timely notice of non-renewal.

- F. Termination for Cause. The Board may discharge the Superintendent for cause. Discharge for cause shall be warranted only for conduct that is prejudicial to the District, including but not limited to, neglect of duty.

Notice of discharge for cause shall be given in writing and the Superintendent shall be entitled to appear before the Board to discuss such causes.

If the Superintendent chooses to be accompanied by legal counsel at such meeting, the Superintendent shall bear any costs she incurs for such representation. Such meeting shall be conducted in closed session unless mutually agreed otherwise.

The Board shall prepare a written statement of reasons for any decision to discharge for cause and provide it to the Superintendent. The Superintendent shall have the right to submit a written response to the decision, which the District shall attach to and make a part of the decision.

All documents relating to termination of this Agreement shall be treated as confidential personnel matters and maintained in confidence except as required by California law.

- G. Remedies. The Parties expressly understand and agree that any breach or termination of this Agreement by the District and/or Board shall not result in the Superintendent's continued employment or reinstatement. The remedies provided in this Agreement are the exclusive remedies available to the Superintendent.

If the Agreement is terminated under any of the foregoing provisions, any cash settlement related to the termination that Superintendent may receive from the District shall be fully reimbursed to the District if the Superintendent is convicted of a crime involving an abuse of office or position.

15. ENTIRE AGREEMENT

This Agreement contains the entire agreement and understanding between the Parties. There are no oral understandings, terms or conditions, and neither party has relied upon any representation, express or implied, not contained in this Agreement.

16. APPLICABLE LAW

This Agreement shall be construed in accordance with, and governed by the laws of the State of California; should any provision of this Agreement be invalid, the remainder of this Agreement shall nevertheless be binding and effective.

17. VENUE

This Agreement is made and entered into in the State of California and shall in all respects be interpreted, enforced, and governed by the laws of that state. Venue of any action to enforce this Agreement shall be in Santa Barbara County, California.

18. ATTORNEYS' FEES

The Parties further agree and understand that in the event that legal proceedings are initiated for the purpose of enforcing the terms of this Agreement, the prevailing party in any such proceeding shall be entitled to an award of reasonable attorneys' fees and costs incurred in bringing or defending such action.

19. AMENDMENTS

The Parties agree that the terms of this Agreement cannot be changed or supplemented orally and may be modified or superseded only by a written instrument executed by all Parties.

20. EXECUTION IN COUNTERPARTS

This Agreement may be executed in two or more counterparts which, taken together, shall constitute the whole Agreement between the Parties. A fax or PDF signature shall be as valid as an original signature. A copy of this document shall be as valid as the original.

21. EFFECTIVE DATE

The effective date of this Agreement shall be July 1, 2020 even though the date on which the Board may approve this Agreement may occur on a different date.

22. NON-WAIVER

Failure to insist upon strict performance of any requirement of this Agreement shall not be construed as a waiver of any other or future performance hereunder.

23. INDEMNITY AND DEFENSE OF SUPERINTENDENT

The District shall indemnify, save, hold harmless and defend the Superintendent from any claim, demand, suit, action and proceeding of any kind and in any forum wherein the Superintendent is alleged to have acted in any way related to her duties as Superintendent or related to the District. The District's obligation to indemnify shall be excused only as to liability for damages awarded against the Superintendent upon exhaustion of all appeals from any finding by a court of competent jurisdiction that the Superintendent's action was outside the scope of her employment, intentionally violated a criminal law of California or constituted intentional fraud with malice without reversal of such finding. Upon retirement or separation from the District, the Superintendent will continue to be indemnified for any actions taken against her related to her role as Superintendent.

24. NO ASSIGNMENT

The Superintendent may not assign or transfer any rights granted or obligations assumed under this Agreement.

25. INDEPENDENT REPRESENTATION

The Superintendent and the Board each recognize that in entering into this Agreement, the Parties have relied upon the advice of their own attorneys or other representatives, and that the terms of this Agreement have been completely read and explained to them by their attorneys or representatives, and that those terms are fully understood and voluntarily accepted. The Superintendent acknowledges and agrees that legal counsel for the Board represents the Board's interest exclusively and that no attorney-client relationship exists between Superintendent and legal counsel to the Board.

Dated: 4/24/2020



Dr. Holly Edds
Superintendent
Orcutt Union School District

Dated: _____

Liz Phillips
President, Governing Board
Orcutt Union School District

Dated: _____

Melanie Waffle
Clerk

Dated: _____

Shaun Henderson
Board Member

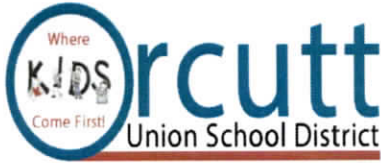
Dated: _____

Lisa Morinini
Board Member

Dated: _____

Mark Steller
Board Member

Ratified in a public meeting of the Governing Board on _____.



HUMAN RESOURCES MEMORANDUM

TO: Dr. Deborah Blow
Board of Trustees

FROM: Susan Salucci
Assistant Superintendent of Human Resources

BOARD MEETING DATE: May 13, 2020
2019-20 Resolution No. 14

BOARD AGENDA ITEM: Declaration of Need

BACKGROUND: The District has the need to submit a Declaration of Need for Fully Qualified Educators for the 2020-21 school year as follows: Four (4) Emergency CLAD Permits and two (2) Resource Specialist Emergency Permits and six (6) Limited Assignment Permits.

RECOMMENDATION: Staff recommends that the Board of Trustees adopt the Declaration of Need for Fully Qualified Educators certifying that the District has the potential need for issuance of four (4) Emergency CLAD permits and two (2) Resource Specialist Emergency Permits and six (6) Limited Assignment Permits during the 2020-21 school year.

FUNDING: N/A

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California 93455

2019-20 RESOLUTION NO. 14
DECLARATION OF NEED

WHEREAS, it is anticipated that during the 2020-21 school year there will be an insufficient number of certificated persons who meet the specified employment criteria for certain positions in programs operated by the Orcutt Union School District; and

WHEREAS, based upon prior experience, it is anticipated that it will be necessary to submit applications for approximately twelve (12) emergency permits for the teaching of classes authorized by Emergency permits for CLAD, Resource Specialists, and Limited Assignment credentials; and

WHEREAS, our efforts to recruit certificated personnel include extensive advertising on the internet, posting on district website and contacting college and university placement centers; and

NOW, THEREFORE BE IT RESOLVED, that the Governing Board of the Orcutt Union School District adopt an official Declaration of Need to be submitted to the California Commission on Teacher Credentialing to remain in force until June 30, 2021.

PASSED AND ADOPTED by the Board of Trustees of the Orcutt Union School District, Santa Barbara County, California, this 13th day of May 2020, by the following vote:

AYES: _____
 NOES: _____
 ABSENT: _____

STATE OF CALIFORNIA]
 COUNTY OF SANTA BARBARA]

President, Board of Trustees

I, Melanie Waffle, Clerk of the Board of Trustees of the ORCUTT UNION SCHOOL DISTRICT, hereby certify that the foregoing is a true copy of a resolution duly and legally adopted as a consent action item by the District's Governing Board at a legal meeting of said Board duly and regularly held on May 13, 2020 and that said resolution has not been revoked.

Clerk, Board of Trustees



DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2020-21
 Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Orcutt Union School District District CDS Code: 42-69260-000000
 Name of County: Santa Barbara County CDS Code: 42-10421-000000

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 05 / 13 / 2020 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2021.

Submitted by (Superintendent, Board Secretary, or Designee):

<u>Dr. Deborah Blow</u>		<u>District Superintendent</u>
<i>Name</i>	<i>Signature</i>	<i>Title</i>
<u>805-938-8920</u>	<u>805-938-8907</u>	<u>05/13/2020</u>
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
<u>500 Dyer Street, Orcutt, CA 93455</u>		
<i>Mailing Address</i>		
<u>dblow@orcutt-schools.net</u>		
<i>EMail Address</i>		

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____
 Name of State Agency _____
 Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ___/___/___, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
E-Mail Address		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

4

Bilingual Authorization (applicant already holds teaching credential)

List target language(s) for bilingual authorization:

Resource Specialist

2

Teacher Librarian Services

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	1
Single Subject	2
Special Education	3
TOTAL	12

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? 1-2

If yes, list each college or university with which you participate in an internship program.
Brandman University, Western Governors University, National University, Alliant University, University of Phoenix, CSU Los Angeles - CALTeach and Grand Canyon University

If no, explain why you do not participate in an internship program.



Where a Dedicated Staff Means
KIDS COME FIRST

BOARD OF TRUSTEES
SHAUN HENDERSON
LISA MORININI
LIZ PHILLIPS
MARK STELLER
MELANIE WAFFLE

DEBORAH BLOW, Ed.D.
District Superintendent
HOLLY EDDS, Ed.D.
Assistant Superintendent
SUSAN SALUCCI
Assistant Superintendent
WILLIAM YOUNG
Assistant Superintendent
KIRBY FELL
Chief Technology Officer

TO: Board of Trustees
FROM: Susan Salucci, *SS* Assistant Superintendent/Human Resources
BOARD MEETING DATE: May 13, 2020
BOARD AGENDA ITEM: Classified Lay-offs as a Result of Lack of Work and/or Lack of Funds Resolution 2019/2020 No. 21

BACKGROUND: The 2019-2020 school year will result in a reduction in personnel for lack of work and/or funding. The following positions shall be laid off:

(8) Part time Child Care Assistant positions

Employees who are laid off will have, as per Education Code, 39-month rehire rights.

RECOMMENDATION: It is recommended that the Board of Trustees approve Resolution 2019/2020 No. 21, a reduction in classified positions for lack of work and/or lack of funds effective June 5, 2020.

**ORCUTT UNION SCHOOL DISTRICT
COUNTY OF SANTA BARBARA, STATE OF CALIFORNIA
RESOLUTION FOR CLASSIFIED LAY-OFF**

2019/2020 RESOLUTION NO. 21

WHEREAS, it is necessary to eliminate or reduce certain positions and services being provided to the Orcutt Union School District in order to maintain a balanced budget and sufficient reserves to secure the fiscal integrity of the District; and,

WHEREAS, the reduction or elimination of services will result in the layoff of classified personnel;

NOW, THEREFORE, BE IT RESOLVED that the District eliminate or reduce services due to the lack of funding and/or lack of work as set forth in Exhibit A attached hereto and incorporated herein by this reference.

BE IT FURTHER RESOLVED that the Superintendent or designee notify the appropriate employees that the employees' services will no longer be needed because of this elimination or reduction of services, and they are, therefore, terminated at the end of the school year or sixty days after such notice whichever is later;

BE IT ALSO RESOLVED that the Notice of Layoff be given in accordance with the appropriate provisions of the California Education Code and any agreement between the District and classified employees union.

AYES:
NOES:
ABSTENTIONS:
ABSENT:

DATED: May 13, 2020

BOARD OF TRUSTEES
ORCUTT UNION SCHOOL DISTRICT

Liz Phillips, Board President

ORCUTT UNION SCHOOL DISTRICT
EXHIBIT A TO 2019/2020 RESOLUTION NO. 21

<u>SERVICES OR PROGRAMS TO BE ELIMINATED OR REDUCED</u>	POSITIONS FTE
Eliminate (8) part-time Child Care Assistants	.46875 each
Total FTE	3.75000



BOARD OF TRUSTEES

SHAUN HENDERSON
LISA MORININI
LIZ PHILLIPS
MARK STELLER
MELANIE WAFFLE

DEBORAH BLOW, Ed.D.
District Superintendent
HOLLY EDDS, Ed.D.
Assistant Superintendent
SUSAN SALUCCI
Assistant Superintendent
WILLIAM YOUNG
Assistant Superintendent
KIRBY FELL
Chief Technology Officer

Where a Dedicated Staff Means
KIDS COME FIRST

TO: Deborah Blow, Ed.D.

FROM: Susan Salucci
Assistant Superintendent, Human Resources

BOARD MEETING DATE: May 13, 2020

BOARD AGENDA ITEM: BP 4112.2 Personnel

BACKGROUND: Policy updated to clarify the hiring hierarchy if the district is unable to hire a person who possesses a clear or preliminary credential, including one who is approved for a limited assignment option. Policy reflects Commission on Teacher Credentialing (CTC) Coded Correspondence stating that, if the district needs to hire a person who has been granted a credential waiver by CTC, that person must qualify for a "variable term waiver." Policy also expands section on "National Board for Professional Teaching Standards Certification" to add examples of incentives that may encourage teacher participation.

RECOMMENDATION: It is recommended that the Board of Trustees approves the revisions made to BP 4112.2, Personnel, as submitted.

FUNDING: No funding implications

CERTIFICATION

The Governing Board recognizes that the district's ability to provide a high-quality educational program is dependent upon the employment of certificated staff who are adequately prepared and have demonstrated proficiency in basic skills and in the subject matter to be taught. The Superintendent or designee shall ensure that persons employed to fill ~~in~~ positions requiring certification qualifications possess the appropriate credential, ~~permit~~ or other certification document ~~permit~~ from the Commission on Teacher Credentialing (CTC) and fulfill any additional state, federal, or district requirements for the position. ~~authorizing their employment in such positions.~~

(cf. 4111 - Recruitment and Selection)

(cf. 4112.21 - Interns)

(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)

(cf. 4112.23 - Special Education Staff)

(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)

(cf. 4113 - Assignment)

(cf. 4116 - Probationary/Permanent Status)

(cf. 4121 - Temporary/Substitute Personnel)

~~(cf. 4131.1 - Beginning Teacher Support/Induction)~~

(cf. 5148 - Child Care and Development)

(cf. 6178 - Career Technical Education)

(cf. 6200 - Adult Education)

The Superintendent or designee shall provide assistance and support to teachers holding preliminary credentials to enable them to meet the qualifications required for the clear credential.

(cf. 4131 - Staff Development)

(cf. 4131.1 - Teacher Support and Guidance)

Priorities for Hiring Based on Unavailability of Credentialed Teacher

The Superintendent or designee shall make reasonable efforts to recruit a fully prepared teacher who is authorized in the subject or setting for each assignment or, when necessary, a fully prepared teacher serving on a local assignment option. Whenever a teacher with a clear or preliminary credential is not available, the Superintendent or designee shall make reasonable efforts to recruit an individual for the assignment in the following order: (Education Code 44225.7)

1. A candidate who enrolls in an approved intern program in the region of the district and possesses an intern credential

CERTIFICATION

2. A candidate who is scheduled to complete preliminary credential requirements within six months and who is granted a provisional internship permit (PIP) or short-term staff permit issued by the CTC

The Board shall approve, as an action item at an open Board meeting, a notice of its intent to employ a PIP applicant for a specific position. (5 CCR 80021.1)

3. An individual who has been granted a credential waiver by the CTC

Prior to requesting that the CTC issue an emergency permit or a limited assignment permit, the Board shall annually approve a Declaration of Need for Fully Qualified Educators. The Declaration of Need shall be approved by the Board as an action item at a regularly scheduled open Board meeting, with the entire Declaration of Need being included in the Board agenda. (Education Code 44225, 44225.7; 5 CCR 80023.2, 80026, 80027, 80027.1)

The Declaration of Need shall certify that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) and that the district has made reasonable efforts to recruit individuals who meet the qualifications specified in items #1-2 above. The Declaration of Need shall also indicate the number and type of emergency permits that the district estimates it will need during the valid period of the Declaration of Need, based on the previous year's actual needs and projections of enrollment. Whenever the actual number of permits needed exceeds the estimate by 10 percent, the Board shall revise and resubmit the Declaration of Need. (5 CCR 80026)

Whenever it is necessary to employ noncredentialed teachers to fill a position requiring certification qualifications, the Superintendent or designee shall provide support and guidance in accordance with law to ensure the quality of the instructional program.

National Board for Professional Teaching Standards Certification

The Superintendent or designee shall promote a career continuum that includes participation of district teachers in professional learning that supports their completion of advanced certification awarded by the National Board for Professional Teaching Standards (NBPTS). The Superintendent or designee may coordinate a cohort of teachers through school or district programs or other available networks.

With Board approval and funding, and consistent with the collective bargaining agreement and applicable law, the Superintendent may provide an incentive program for teacher participation in NBPTS certification, which may include:

CERTIFICATION

1. Defraying, subsidizing, or reimbursing the registration, certification, or maintenance fees for NBPTS certification
2. Providing bonuses, step increases, or differential pay for teachers who maintain their certification and continue to teach in the district, with priority given to teachers at Title I schools and schools serving a majority of low-income students
3. Providing substitute teachers to provide release time for participating teachers
4. Providing stipends for teacher participation that match other professional development stipends
5. Compensating mentor teachers who support other teachers' professional learning aligned to NBPTS standards

(cf. 4161.3 - Professional Leaves)

Parental Notifications

At the beginning of each school year, the Superintendent or designee shall notify the parents/guardians of each student attending a school receiving Title I funds that they may request information regarding the professional qualifications of their child's classroom teacher including, but not limited to, whether the teacher: (20 USC 6312)

1. Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
2. Is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived
3. Is teaching in the field of discipline of the teacher's certification

(cf. 5145.6 - Parental Notifications)

In addition, the Superintendent or designee shall notify parents/guardians in a timely manner whenever their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area to which the teacher has been assigned. (20 USC 6312)

When a fully credentialed teacher is not available, the district may employ a person with a short-term staff permit or provisional internship permit under the conditions and limitations provided in state and federal law.

CERTIFICATION

As necessary, all teachers of core academic subjects shall meet the requirements of the No Child Left Behind Act. (20 USC 6319, 7801; 5 CCR 6100-6125)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

Legal Reference:

EDUCATION CODE

- 8360-8370 Qualifications of child care personnel
- 32340-32341 Unlawful issuance of a credential
- 35186 Complaints regarding teacher vacancy or misassignment
- 41520-41522 ~~Teacher Credentialing Block Grant~~
- 42647 ~~Drawing of warrants~~
- 44066 Limitations on certification requirements
- 44200-44405 Teacher credentialing, especially:
 - 44250-44277 **Credential types; minimum requirements**
 - 44300-44302 **Emergency permit**
 - 44325-44328 **District interns**
 - 44330-44355 **Certificates and credentials**
 - 44420-44440 **Revocation and suspension of credentials**
 - 44450-44468 **University intern program**
- 44225.6 ~~CTC annual report on availability of teachers~~
- 44251 ~~Period of credentials~~
- 44252 ~~Standards and procedures for issuance; proficiency testing of basic skills~~
- 44252.5 ~~State basic skills assessment required for certificated personnel~~
- 44258.9 ~~Monitoring of teacher assignments by county superintendent~~
- 44259 ~~Minimum requirements for teaching credential~~
- 44259.5 ~~Standards for teachers of all students, including English language learners~~
- 44270.3-44270.4 ~~Out-of-state credentials, administrative services~~
- 44274.2-44275.4 ~~Out-of-state credentials~~
- 44277 ~~Requirements for maintaining valid credentials~~
- 44279.1-44279.7 ~~Beginning Teacher Support and Assessment Program (BTSA)~~
- 44320.2 ~~Teachers performance assessment~~
- 44325-44329 ~~District interns~~
- 44330-44355 ~~Certificates and credentials~~
- 44395-44399 ~~National Board for Professional Teaching Standards~~
- 44464 ~~Period of validity of internship credential~~
- 44468 ~~Early completion of internship program~~
- 44500-44508 ~~Peer Assistance and Review Program for Teachers~~
- 44662 ~~Performance evaluation; Stull Act review~~
- 44735 ~~Teaching as a priority block grant~~
- 44830-44929 ~~Employment of certificated persons; requirement of proficiency in basic skills~~

CERTIFICATION

56060-56063 Substitute teachers in special education

~~90530 Recruitment Centers~~

CODE OF REGULATIONS, TITLE 5

6100-6125 Teacher qualifications, No Child Left Behind Act

80001-80674.6 Commission on Teacher Credentialing

UNITED STATES CODE, TITLE 20

~~6311 Parental notifications~~

6312 District Title I plan

~~6319 Highly qualified teachers~~

~~7801 Definitions, highly qualified teacher~~

CODE OF FEDERAL REGULATIONS, TITLE 34

200.48 Parent notification regarding teacher qualifications

~~200.55-200.57 Highly qualified teachers~~

~~200.61 Parent notification regarding teacher qualifications~~

COURT DECISIONS

Association of Mexican-American Educators et. al. v. State of California and the Commission on Teacher Credentialing, (1993) 836 F.Supp. 1534

Management Resources:

CSBA POLICY ADVISORIES

~~Teacher Credentialing Commission Eliminates Emergency Permits, August 2003~~

COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE

~~03-0021 Alignment of Emergency Permits and Credential Waivers with No Child Left Behind~~

CL-667 Basic Skills Requirement

CL-856 Provisional Internship Permit

CL 858 Short-Term Staff Permit

Credential Information Guide

Approved Addition and Amendments to Title 5 of the California Code of Regulations

Pertaining to Teaching Permit for Statutory Leave (TPSL), Coded Correspondence 16-10, August 23, 2016

Waiver Requests Guidebook, 2015

Hiring Hierarchy in Education Code 44225.7, Coded Correspondence 13-01, January 30, 2013

Subject Matter Authorization Guideline Book, 2012

Supplementary Authorization Guideline Book, 2012

California Standards for the Teaching Profession, 2009

The Administrator's Assignment Manual, rev. September 2007

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

~~Standards of Quality and Effectiveness for Professional Teacher Induction Programs, March 2002~~

~~Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, September 2001~~

CERTIFICATION

~~California Standards for the Teaching Profession, July 1997~~

~~U.S. DEPARTMENT OF EDUCATION GUIDANCE~~

~~Improving Teacher Quality State Grants, December 19, 2002~~

**NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS
PUBLICATIONS**

Considerations for Using Federal Funds to Support National Board Certification, 2018

WEB SITES

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

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

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Commission on Teacher Credentialing, Credential Information Guide (for employers' use only): <http://www.ctc.ca.gov/credentials/cig>

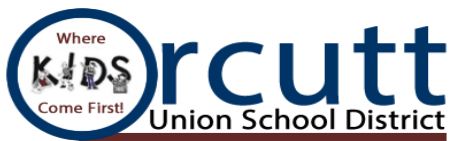
National Board for Professional Teaching Standards: <http://www.nbpts.org>

National Board Resource Center: nbc.strong.net

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

Policy Adopted: ~~10/15/08~~ **06/10/2020**

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



BOARD OF TRUSTEES

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Where a Dedicated Staff Means
KIDS COME FIRST

TO: Deborah Blow, Ed.D.

FROM: Susan Salucci
Assistant Superintendent, Human Resources

BOARD MEETING DATE: May 13, 2020

BOARD AGENDA ITEM: BP 4113.5/4213.5/4313.5 Working Remotely

BACKGROUND: New policy addresses issues applicable to employees who work from home or another remote location, whether due to a school closure resulting from a widespread illness, natural disaster, or other emergency condition or upon the request of an individual employee. Policy clarifies that there is no entitlement to work remotely and that employees who are granted the ability to work remotely are subject to the same compensation, benefits, or other terms and conditions of employment appropriate for the position. Policy also addresses work hours, work environment, use of district equipment, reimbursement of expenses, safeguarding of district records, evaluation of job performance, and discontinuance of the remote work arrangement at the district’s discretion.

RECOMMENDATION: It is recommended that the Board of Trustees approve the New BP 4113.5/4213.5/4313.5, Working Remotely, as submitted.

FUNDING: No funding implications

Working Remotely

The Governing Board recognizes that working remotely at home or at another alternative location may be necessary at times when widespread illness, natural disaster, or other emergency condition makes the school or worksite unsafe or otherwise interrupts the district's ability to effectively conduct operations at the school or worksite. A full-time, part-time, or short-term remote work arrangement may also be granted by the Superintendent or designee to an individual employee, upon request, provided that the position is suitable for remote work, the employee has consistently demonstrated the ability to work independently and meet performance expectations, and the work arrangement does not hinder district operations.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 3516.5 - Emergency Schedules)
(cf. 4030 - Nondiscrimination in Employment)
(cf. 4032 - Reasonable Accommodation)
(cf. 4113 - Assignment)
(cf. 4157/4257/4357 - Employee Safety)
(cf. 6157 - Distance Learning)

The opportunity to work remotely shall be entirely at the district's discretion, and no grievance or appeal right may arise from district denial of any employee request for remote work.

Employees approved for remote work shall comply with all district policies, administrative regulations, work schedules, and job assignments. Except when specifically agreed, approval of remote work shall not change the compensation, benefits, or other terms and conditions of employment of an employee.

(cf. 4141/4241 - Collective Bargaining Agreement)
(cf. 4151/4251/4351 - Employee Compensation)
(cf. 4154/4254/4354 - Health and Welfare Benefits)

Unless otherwise approved in advance by the Superintendent or designee, employees working remotely shall do so within regular work hours established for the position. Employees are entitled and expected to take appropriate, uninterrupted meal and rest breaks, and shall keep accurate records of the hours they work. Employees shall notify their supervisor when unable to perform work assignments due to illness, equipment failure, or other unforeseen circumstances.

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)
(cf. 4261.1 - Personal Illness/Injury Leave)

The district shall provide to employees who work remotely all supplies, materials, apparatus, and equipment reasonably necessary to perform their jobs, including, as necessary, a technology device. Employees shall use caution in accessing the Internet from public locations and in accessing information from networks outside of the district in order to safeguard confidential information. Employees shall be responsible for maintaining and protecting equipment on loan from the district and shall adhere to the district's Acceptable Use Agreement

Personnel

BP 4113.5 (b)

Working Remotely

(cf. 4040 - Employee Use of Technology)

(cf. 4156.3/4256.3/4356.3 - Employee Property Reimbursement)

Work done at a remote work location is considered official public business. District records and communications shall be retained and safeguarded against damage or loss, and shall be kept confidential or made accessible to the public in accordance with law.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

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

(cf. 5125 - Student Records)

Any employee working remotely shall be available during work hours to the employee's supervisor and other staff, students, parents/guardians, and members of the public, as appropriate, via email, phone, or other means. Lack of responsiveness on the part of the employee may result in discipline and/or termination of remote work responsibilities. Employees shall be required to attend virtual or in-person meetings when directed by their supervisor.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Employee productivity shall be evaluated on the basis of time spent on tasks and projects, task completion, and quality of job performance in the same manner as all employees in the same position at the assigned school or office.

(cf. 4115 - Evaluation/Supervision)

(cf. 4215 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

Remote work arrangements may be discontinued at any time at the discretion of the Superintendent or designee.

Legal Reference:

GOVERNMENT CODE

6250-6270 California Public Records Act

12900-12996 Fair Employment and Housing Act

LABOR CODE

226.7 Mandated meal, rest, or recovery periods

6400 Safe and healthful employment and place of employment

6401 Unsafe workplace

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

Management Resources:

WEB SITES

California Department of Industrial Relations: <http://www.dir.ca.gov>

Policy adopted: 06/10/20

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California