

ORCUTT UNION SCHOOL DISTRICT
Regular Closed Meeting of the Board of Trustees
Wednesday, April 14, 2021

Closed Session – 6:00 P.M. Public Session – 6:45 P.M.
District Board Room, 500 Dyer St., Orcutt, CA 93455

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.

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

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**

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

CALL TO ORDER 6:00 P.M.

- A. Pledge of Allegiance
- B. Open Session of our board meetings are audio recorded and are being live streamed. Those in attendance should expect that the recordings will capture all activity and discussions before, during and after meetings.

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. Holly Edds, Superintendent and/or Susan Salucci
 - a. OEA
 - b. CSEA
 - 4. Conference with labor negotiators for unrepresented employees:
 - a. Certificated and Classified Management, and Confidential. Agency representative – Superintendent.
 - b. Superintendent. Agency representative – Board of Trustees
 - 5. Student disciplinary/expulsion matters.
 - 6. Conference with Legal Counsel: Anticipated Litigation Pursuant to California Government section 54956.9(d).

RECONVENE TO PUBLIC SESSION 6:45 P.M.

- A. Public Report on Action Taken in Closed Session
- B. Adoption of April 14, 2021 Agenda

Moved _____ Second _____ Vote _____

C. **PUBLIC COMMENT ANNOUNCEMENT**

The Board of Trustees welcomes comments about items appearing or not appearing on tonight's agenda. Audience members wishing to address the Board during the Public Comment segment of the agenda are asked to email Alice Salazar at asalazar@orcutt-schools.net. You will need to join the meeting, and you will be called upon during the public comment section of the agenda.

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

ITEMS SCHEDULED FOR INFORMATION/DISCUSSION

A. Superintendent's Report

An opportunity for the Superintendent to share matters of special interest or importance which are not on the board agenda and/or special presentations of district programs or activities such as curriculum/instructional updates, timely events/information, and district activities.

1. OAHS ASB Update
2. Alice Shaw Elementary presentation
3. OCAF Update
3. In-Person Instruction Update

B. Items from the Board

C. 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 to join the meeting (see instructions on page 1) if you plan on making a public comment.**

D. Written Communication

Documents addressed to or by board members as communications during a Board of Education meeting is 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. OAHS Charter School Hiring of Additional Charter School Coaches for 2020-2021
- C. Certificated Personnel Action Report
- D. Approval of Warrants
- E. Minutes, Regular Board Meeting Minutes, March 10, 2021
- F. Minutes, **Revised** Regular Board Meeting Minutes, February 10, 2021
- G. Technology Website EdPress Agreement
- H. Technology Google Workspace, Plus, Cloud Subscription for Productivity Tools for Students/Staff
- I. BP 3470, Debt Issuance and Management, for the Second Reading

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

Moved _____

Second _____

Vote _____

ITEMS SCHEDULED FOR ACTION

**A. GENERAL
INFORMATION ONLY**

1. Strategic Plan Targets 2020-2021

Action Items

1. Strategic Plan Targets for 2021-2022

It is recommended that the Board of Trustees adopt the Orcutt Union School District Strategic Plan Targets for the 2021-2022 school year, as submitted.

Moved _____ Second _____ Vote _____

2. Proposed Change of Special Scheduled Board Meeting

It is recommended that the Board of Trustees approve the Change of the Special Schedule Board Meeting on June 23, 2021 back to Wednesday, June 16, 2021.

Moved _____ Second _____ Vote _____

3. Gift Acceptance

Educational Services: Received eleven student backpacks filled with school supplies from the Elks Traveleers.

Orcutt Union School District: The District received 2,500 KN95 Masks and 15,000 3 Ply Masks valued at \$3,275, from Northern Santa Barbara County United Way.

It is recommended that the Board of Trustees accept these gifts and request that a letter of acceptance and appreciation be forwarded to the Elks Traveleers and to Northern Santa Barbara County United Way.

Moved _____ Second _____ Vote _____

**B. BUSINESS SERVICES
INFORMATION ONLY**

1. Bond Sale Presentation

ACTION ITEMS

1. Award of Bid for the Joe Nightingale ES Phase II Renovation – Administration Building. Measure G Bond Project

It is recommended that the Board of Trustees award the construction bid for Joe Nightingale ES Phase II Renovation – Administration Bldg. Project to Pre Con Industries, Inc. for \$1,793,500, as they were the lowest, responsive, and responsible bidder.

Moved _____ Second _____ Vote _____

2. Joe Nightingale Administration Building Measure G Bond Project Budget

It is recommended that the Board of Trustees approve the Estimated Budget for the Joe Nightingale ES Phase II Renovation - Administration Building Measure G Bond Project, as submitted.

Moved _____ Second _____ Vote _____

3. Approval of Professional Agreement with Cannon for Topographical work at Orcutt Academy HS

It is recommended that the Board of Trustees approve the Professional Agreement with Cannon in the amount of \$8,913.00, as submitted.

Moved _____ Second _____ Vote _____

4. Approval of Professional Services Agreement with Soils Engineering, Inc. for Orcutt Academy HS MUR/Gym Project

It is recommended that the Board of Trustees approve the Professional Services Agreement with Soils Engineering, Inc. in the amount of \$13,930.00 for the Orcutt JHS Administration Building Project.

Moved _____ Second _____ Vote _____

C. EDUCATIONAL SERVICES

1. California Department of Education Library Survey

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.

Moved _____ Second _____ Vote _____

2. Master Plan for English Language Learners

It is recommended that the Board of Trustees approve the Orcutt Union School District Master Plan for English Learners as reviewed by the District English Learner Advisory Committee on March, 31, 2021.

Moved _____ Second _____ Vote _____

D. HUMAN RESOURCES

1. 2020/2021 Resolution No. 17 Classified Employees Week

It is recommended that the Board of Trustees approve the 2020/2021 Resolution No. 17, Classified Employees Week, May 16-22, 2021, as submitted.

Moved _____ Second _____ Vote _____

2. 2020/2021 Resolution No. 18, Day of the Teacher

It is recommended that the Board of Trustees approve the 2020/2021 Resolution No. 18, May 6, 2021 as the Day of the Teacher, as submitted.

Moved _____ Second _____ Vote _____

3. Brandman University Supervised Fieldwork Agreement

It is recommended that the Board of Trustees approve the Brandman University Supervised Fieldwork Agreement for the Teacher Education Programs with the Orcutt Union School District, as submitted.

Moved _____ Second _____ Vote _____

GENERAL ANNOUNCEMENTS

- A. Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, May 12, 2021, beginning with Closed Session starting at 6:00 p.m., Public Session at 6:30 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.



Orcutt Union School District

Classified Personnel Action Report

April 14, 2021

TO: Holly Edds, Ed.D.

FROM: Susan Salucci, Assistant Superintendent/Human Resources

RE: Recommendations for Board Approval

Name	Site/Dept.	Classification	Step/ Range	Hours	Rate of Pay	Effective	Action/Information
Alcocer, Alex	Maintenance	Maintenance Craftsperson	26/2	8.0	\$3,990 per mo.	3/22/2021	Permanent/Probationary
Bonner, Krista	Orcutt JHS	Instructional Assistant	12/6	3.75	\$19.73 per hr.	3/12 – 6/4/2021	Request unpaid leave
Borsch, Dana	Dunlap	Office Manager	21/5	8.0	\$23.47 per hr.	3/20/2021	Promotion
Carlberg, Tanja	Pine Grove	Child Nutrition Cashier	7/6	2.25	\$17.44 per hr.	3/16/2021	Permanent Probationary
Carlberg, Tanja	Pine Grove Campus Connection	Child Care Assistant	7/6	1.5	\$17.44 per hr.	3/16/2021	Voluntary reduction in hours (from 3.75 to 1.5)
Chiong, Joel	Operations	Utility Worker, Substitute	18		\$16.36 per hr.	3/26/2021	Substitute
DeCaires, Dennis	Transportation	Bus Driver	18/6	5.88	\$22.88 per hr.	3/10 – 3/31/2021	Request unpaid leave (16 days)
DeLeon, Alfredo	Operations	Utility Worker, Substitute	18		\$16.36 per hr.	3/16/2021	Substitute
Delory, Elizabeth	Dunlap	Instructional Assistant, 1	12/6	3.5	\$19.73 per hr.	3/30/2021	Permanent/Probationary
Fennell, Leslie	Dunlap	Noon Duty Supervisor	6/1	1.5	\$14.00 per hr.	3/23/2021	Permanent/Probationary
Fuentes, Mario	Operations	Custodian, Night (roving)	17/2	8.0	\$3,195.00 per mo.	3/17/2021	Permanent/Probationary
Gil, Nicole	Health Services	Licensed Vocational Nurse	27/5	6.0	\$27.21 per hr.	3/22/2021	Permanent/Probationary
Gomez, Yedith	Alice Shaw	Instructional Assistant, 1	12/2	3.75	\$16.23 per hr.	3/30/2021	Permanent/Probationary
Hoffman, Rachel	Patterson	Noon Duty Supervisor	6/1	1.8	\$14.00 per hr.	3/24/2021	Permanent/Probationary
Lara, Antonio	Lakeview JH	Custodian, Head	18/6	8.0	\$3,981 per mo.	4/9/2021	Resignation
Leyden, Candance	Patterson	Instructional Assistant, 1	12/2	3.5	\$16.23 per hr.	3/18/2021	Permanent/Probationary



Orcutt Union School District
 Classified Personnel Action Report
 April 14, 2021

TO: Holly Edds, Ed.D.
 FROM: Susan Salucci, Assistant Superintendent/Human Resources
 RE: Recommendations for Board Approval

Name	Site/Dept.	Classification	Step/ Range	Hours	Rate of Pay	Effective	Action/Information
Leyden, Candance	Patterson	Instructional Assistant, 1	12/2	3.5	\$1,000 Per yr. Prorated	3/18/2021	Educational Stipend – Bachelor's
Mathis, Chelsea	District	Noon Duty Supervisor, Substitute	6		\$14.00 per hr.	3/10/2021	Substitute
Molina, Lisa	Patterson	Child Nutrition Cashier	7/6	2.25	\$17.44 per hr.	3/16/2021	Permanent/Probationary
Moore, Cheryl	Child Nutrition	Child Nutrition Worker & Cashier, Substitute	7/3		\$15.80	3/16/2021	Substitute (out of class)
Olmstead, Alice	Olga Reed/Orcutt Academy K-8	Office Assistant	15/1	3.5	\$16.64 per hr.	3/16/2021	Promotion
Olmstead, Alice	Olga Reed/Orcutt Academy K-8	Office Assistant	15/1	5.0	\$16.64 per hr.	4/1/2021	Increase in hours
Paige, Jennifer	Orcutt JH	Media Specialist	15/2	24 per wk.	\$17.48 per hr.	3/30/2021	Permanent/Probationary
Paz, Lizeth	Dunlap	Office Assistant	15/3	6.0	\$18.35 per hr.	4/12/2021	Promotion
Perea, Nancy	Transportation	Driver, Substitute	15/4		\$19.27 per hr.	3/18/2021	Substitute
Ramos, Emily	Transportation	Bus Attendant	11/3	6.0 hr. weekly	\$16.63 per hr.	3/4/2021	Reinstate from layoff
Rodriguez, Maria	District	Instructional Assistant 1 & 2, Substitute	12 & 13		\$14.10 & \$14.45	4/12/2021	Substitute
Urquhart, Alisa	District	Instructional Assistant 1 & 2, Substitute	12 & 13		\$14.10 & \$14.45 per hr.	3/11/2021	Substitute
Teniente, Jaime	Nightingale	Instructional Assistant 2	13/2	3.75	\$16.64 per hr.	4/1/2021	Resignation
Weddle, Rosemary	Alice Shaw	Media Specialist	15/2	24 per wk.	\$17.48 per hr.	3/24/2021	Permanent/Probationary
Welbaum, Lindsey	Patterson	Noon Duty Supervisor	6/2	1.5	\$14.00 per hr.	3/18/2021	Resign from permanent position



Orcutt Union School District
 Classified Personnel Action Report
 April 14, 2021

TO: Holly Edds, Ed.D.
 FROM: Susan Salucci, Assistant Superintendent/Human Resources
 RE: Recommendations for Board Approval

Name	Site/Dept.	Classification	Step/ Range	Hours	Rate of Pay	Effective	Action/Information
Welbaum, Lindsey	District	Noon Duty Supervisor, Substitute	6		\$14.00	3/19/2020	Substitute

ORCUTT ACADEMY CHARTER SCHOOL

ORCUTT UNION SCHOOL DISTRICT

TO: Dr. Holly Edds
District Superintendent

FROM: Susan Salucci
Assistant Superintendent of Human Resources

DATE: April 14, 2021

RE: ***NOTIFICATION TO BOARD – HIRING OF CHARTER HIGH SCHOOL COACHES FOR 2020-21 SCHOOL YEAR***

Orcutt Academy Charter HS:

Rick Enthoven	Swim Asst. Coach
Helene Black	Girls Varsity Softball Asst. Coach
Brian Speer	Girls Varsity Soccer Coach
Bobby Britt	Girls Varsity Soccer Coach
Rick Lucca	Boys Varsity Soccer Coach
Tom Robb	Girls Varsity Basketball Coach
Tyler Robb	Girls Varsity Basketball Asst. Coach
Theresa Kendrick	Girls Varsity Basketball Asst. Coach
Ryan Smalley	Boys Varsity Basketball Coach
Hank Muro	Boys Varsity Baseball Coach
Kyle Gardner	Boys Varsity Baseball Coach
Cesar Ortega	Boys Varsity Baseball Asst. Coach

Unpaid Volunteers:

Caryn Mason	Track
Kurtis Mason	Track
Joe Adams	Baseball
Julie Denton	Girls' Varsity Soccer
Kira Hopkins	Girls' Varsity Soccer
Mike Whitford	Girls' Varsity Softball

*Volunteer coaches are required to submit the same paperwork as paid positions and meet the State Certification requirements. They are no longer required to hold an ASCC certificate from the CTC but instead submit fingerprints to FBI and DOJ for background checks reportable to the Orcutt Union School District



Orcutt Union School District

Certificated Personnel Action Report

April 14, 2021

TO: Dr. Holly Edds, Superintendent

FROM: Susan Salucci, Assistant Superintendent / Human Resources

RE: Recommendations for Board Approval and Ratification

NAME	SCHOOL	CLASS/STEP	SALARY	EFFECTIVE DATE	ACTION INFORMATION
Aldrich, Becky	District	Hourly	\$25	2/13-2/23/21	ELPAC, 22.5 hrs
Batchelor, Melanie	District	Hourly	\$25	1/15-2/25/21	ELPAC, 25 hrs
Black, Helene	Orcutt Academy HS	Stipend	\$800	2020-21	Assistant Girls Softball Coach
Bluem, Kristy	Patterson Road	Hourly	\$25	2020-21 6/4/21	Block Grant, 20 hrs wk Release, Short Term Staff
Britt, Bobby	Orcutt Academy HS	Stipend	\$500	2020-21	Girls Varsity Soccer Coach
Byrne, Jennifer	Olga Reed	Extra Duty VI-3	\$40/hr \$60,819	2/17-2/24/21 2021-22	Tutoring, 1 hr Temporary
Bode, Leigh	Orcutt Academy HS	IV-7	\$63,271*	2021-22	60% Contract
Bornhoft, Kristin	Orcutt Academy HS	V-17	\$89,327*	2021-22	80% Contract
Callis, Wendy	Patterson Road	V-4	\$60,017*	2021-22	Temporary, 50% Job Share
Camacho, Diane	District	Hourly	\$25	2/13-2/23/21	ELPAC, 23 hrs
Caruana, Hannah	Joe Nightingale	VI-2	\$58,842	2021-22	Temporary
Chvala, Nancy	Orcutt JHS	Hourly	\$25	2020-21 6/4/21	Intervention, 12 hrs wk Release, Short Term Staff
Cruz, Brandon	Alice Shaw	IV-1	\$51,905	2021-22	Probationary
Cutler, Elizabeth	Lakeview JHS	VI-10	\$76,670*	2021-22	Temporary, 60%
Dell'Armo, John	Orcutt Academy HS	Extra Duty	\$40/hr	2/19/21	Worked Prep, 1.5 hrs
Edds, John	District	Hourly	\$25	2/9-2/26/20	ELPAC, 36 hrs
Enthoven, Rick	Orcutt Academy HS	Stipend	\$800	2020-21	Assistant Swim Coach
Fargher, Meghan	Joe Nightingale	III-2	\$51,220	2021-22	Temporary
Gardner, Kyle	Orcutt Academy HS	Stipend	\$700	2020-21	Boys Varsity Baseball Coach
Gilliland, Andrea	Undetermined	VI-3 Extra Pay	\$60,819 \$5,000	2021-22	Probationary Signing Bonus, Paid Over 2 Years

*To be prorated

NAME	SCHOOL	CLASS/STEP	SALARY	EFFECTIVE DATE	ACTION INFORMATION
Gonzalez, Gillian	District	VI-5 Extra Pay	\$64,979 \$5,000	2021-22	Probationary Signing Bonus, Paid Over 2 Years
Holladay, Jason	Patterson Road	I-1	\$45,999	6/7/21	Resignation
Jirka, Aline	Undetermined	IV-5 Extra Pay	\$59,227 \$5,000	2021-22	Probationary Signing Bonus, Paid Over 2 Years
John, JoLynn	District	Hourly	\$30	2/1-2/26/21	Home & Hospital, 41 hrs
Johnson, Melissa	Ralph Dunlap	Hourly	\$25	1/27-2/22/21	Long Term Sub extra hours, 3 hrs
Kuykendall, Colleen	District	Extra Duty	\$40/hr	2/2-2/26/21	Health Class, 15 hrs
Lucca, Rick	Orcutt Academy HS	Stipend	\$1400	2020-21	Boys Varsity Soccer Coach
Milanesa, Kateri	Pine Grove	IV-2	\$53,644	2021-22	Temporary
Millin, Genevieve	Orcutt Academy HS	Extra Duty	\$40/hr	2/1-2/25/21	Peer Tutoring, 14 hrs
Muro, Hank	Orcutt Academy HS	Stipend	\$700	2020-21	Boys Varsity Baseball Coach
Mussell, Katelyn	Pine Grove	IV-3	\$55,444	2021-22	Temporary
Oliver, Michelle	District	Hourly	\$25	2/12-2/25/21	ELPAC, 22 hrs
Ortega, Cesar	Orcutt Academy HS	Stipend	\$800	2020-21	Boys Varsity Baseball Asst. Coach
Ramirez, Nancy	Joe Nightingale	III-4	\$54,710	2021-22	Temporary
Reed, Shannon	Ralph Dunlap	Daily	\$200	6/4/21	Released, Long Term Sub Assignment
Rianda, Terry	District	Hourly	\$50	2/3-2/23/21 2/3-2/23/21	Induction Mentor, 12 hrs Intern Mentor, 4 hrs
Ryken, Austria	Pine Grove	III-3	\$52,936	2021-22	Temporary
Salvesen, Kris	District	Hourly	\$25	2/14-2/25/21	ELPAC, 22.5 hrs
Smalley, Ryan	Orcutt Academy HS	Stipend	\$1600	2020-21	Boys Varsity Basketball Coach
Speer, Brian	Orcutt Academy HS	Stipend	\$900	2020-21	Girls Varsity Soccer Coach
Thompson, Daniel	Alice Shaw	V-4	\$62,863 \$2,500	2021-22	Probationary Signing Bonus, Year 2
Thompson, Linda	District	Hourly	\$25	2/12-2/26/21	ELPAC, 28 hrs
Turner, Kathryn	Orcutt Academy HS	Hourly	\$25	2020-21 6/4/21	Block Grant, 24 hrs wk Release, Short Term Staff
Wells, John	Orcutt Academy HS	Daily	\$200	6/4/21	Release from Long Term Sub Assignment
Westman, Christian	District	VI	\$106,501	6/7/2021	Resignation
Westman, Kristin	District	IV	\$99,419	6/7/2021	Resignation

*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
March 10, 2021**

CALL TO ORDER

A regular meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, March 10, 2021, in the District Board Room, beginning with Melanie Waffle calling Public Session to order at 6:00 p.m. The Pledge of Allegiance was led by Shaun Henderson. Members Present: Waffle, Steller, Henderson, Morinini and Phillips. Administrators Present: Edds, Salucci, Bertoldi and Taylor. The Board Meeting was closed to the Public due to the Covid 19 Pandemic. The Board Meeting was teleconferenced via "Go to Meeting", streamed via "You Tube" and audio recorded.

CLOSED SESSION PUBLIC COMMENTS

None

ADJOURN TO CLOSED SESSION

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

RECONVENE TO PUBLIC SESSION

The meeting reconvened to Public Session at 6:48 p.m. Melanie Waffle reported that no action was taken in closed session. It was moved by Liz Phillips seconded by Shaun Henderson to adopt the March 10, 2021 agenda.

SUPERINTENDENT'S REPORT

OAHS ASB provided a video update. Chelsea Davis, Athletic Trainer at OAHS, provided a video on Athletic Covid procedures. Dr. Holly Edds gave a "In-Person Instruction" update.

PUBLIC COMMENT

Jenny Hubbard, OAHS Teacher, and Monique Segura, President of the Orcutt Educators Association (OEA) commented on the In-Person Instruction option for the High School and no option for Campus Connection. Monique Segura, also commented on the difficulty of hearing the board on the streaming process we have in place.

ITEMS FROM THE BOARD

Each Board member thanked all staff, teachers and parents to the great job they are doing. Liz Phillips also thanked all the school sites PTA, and how nice it was to see the banners welcoming students back to school. The Board commented how happy they are to know the students are coming back in person.

CONSENT AGENDA ITEMS

- A. Classified Personnel Action Report
- B. OAHS Charter School Hiring of Additional Charter School Coaches for 2020-2021
- C. Certificated Personnel Action Report
- D. Approval of Warrants
- E. Minutes, Regular Board Meeting Minutes, February 10, 2021
- F. Minutes, Special Board Meeting Minutes, February 22, 2021
- G. Minutes, Special Curriculum Board Meeting Minutes, February 24, 2021
- H. Change Order #5 Innovation Center
- I. BP 1312.3 Uniform Complaint Procedures, for the Second Reading
- J. BP 4040, Employee Use of Technology, for the Second Reading
- K. BP 4119.25, 4219.25, 4319.25 Political Activities of Employees, for the Second Reading
- L. BP 4140, 4240, 4340 Bargaining Units, for the Second Reading
- M. BP 5113.2 Work Permits, for the Second Reading
- N. BP 5126 Awards of Achievement, for the Second Reading
- O. BP 5141.31 Immunizations, for the Second Reading
- P. BP 5148.3 Preschool/Early Childhood Education, for the Second Reading
- Q. BP 6146.1.1 High School Requirements, for the Second Reading

- R. BP 6170.1 Transitional Kindergarten, for the Second Reading
- S. BB 9012 Board Member Electronic Communication, for the Second Reading
- T. BB 9320 Meetings and Notices, for the Second Reading

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

ACTION AGENDA ITEMS

Measure G Citizens’ Oversight Committee Annual Bond Report for 2020

It was moved by Liz Phillips, seconded by Shaun Henderson and carried to approve the Citizens’ Oversight Committee Annual Bond Report for 2020, as submitted. Ayes: Waffle, Steller, Henderson, Morinini, and Phillips.

CSBA Delegate Assembly Election

It was moved by Liz Phillips, seconded by Lisa Morinini and carried to approve the CSBA Delegate Assembly Election candidate for SUBREGION-11-A Santa Barbara County, Luz Reyes-Martin, as submitted. Ayes: Waffle, Steller, Henderson, Morinini, and Phillips.

Gift Acceptance

It was moved by Shaun Henderson, seconded by Mark Steller and carried to approve the gifts for Olga Reed and Pine Grove, as submitted. Ayes: Waffle, Steller, Henderson, Morinini, and Phillips.

Board Policy 3470, Debt Issuance and Management

It was moved by Liz Phillips, seconded by Lisa Morinini, and carried to approve the revisions made to Board Policy 3470, Debt Issuance and Management, for the first reading, and that it be placed on the next Consent Agenda for the second reading. Waffle, Steller, Henderson, Morinini and Phillips.

Orcutt Union School District Second Interim Report 2020-2021

It was moved by Shaun Henderson, seconded by Mark Steller and carried to approve the Orcutt Union School District Second Interim Report 2020-2021 with a Positive Certification, as submitted. Ayes: Waffle, Steller, Henderson, Morinini, and Phillips.

Resolution #14, To Commit and Uncommit to the General Fund Balance

It was moved by Shaun Henderson, seconded by Mark Steller and carried to adopt Resolution #14 To Commit and Uncommit to the General Fund Balance, as submitted. Ayes: Waffle, Steller, Henderson, Morinini, and Phillips.

Award of Bid for the Orcutt JHS Administration Building Measure G Bond Project

It was moved by Liz Phillips, seconded by Mark Steller, and carried to Award the Orcutt JHS Administration Building Bid to RDZ Contractors, in the amount of \$2,429,949, as they were the lowest, responsive, and responsible bidder. Ayes: Waffle, Steller, Henderson, Morinini, and Phillips. It was moved by Shaun Henderson, seconded by Mark Steller, and carried to approve the revisions made to Board Policy 5141.31 Immunizations for the first reading, and that it be placed on the next Consent Agenda for the second reading. Ayes: Waffle, Steller, Henderson, Morinini and Phillips.

GENERAL ANNOUNCEMENTS

Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, April 14, 2021, with Closed Session starting at 6:00 p.m., Public Session at 6:30 p.m. in the District Office Board Room, 500 Dyer Street, Orcutt, CA.

ADJOURN MEETING

It was moved by Lisa Morinini, seconded by Lisa Phillips and carried to adjourn the meeting at 8:07 PM.

Holly Edds, Ed.D. Board Secretary

Mark Steller, Clerk, Board of Trustees

**ORCUTT UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR MEETING MINUTES
February 10, 2021**

CALL TO ORDER

A regular meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, February 10, 2021, in the District Board Room, beginning with Melanie Waffle calling Public Session to order at 6:00 p.m. The Pledge of Allegiance was led by Lisa Morinini. Members Present: Waffle, Steller, Henderson, Morinini and Phillips. Administrators Present: Edds, Salucci, Bertoldi and Taylor. The Board Meeting was closed to the Public due to the Covid 19 Pandemic. The Board Meeting was teleconferenced via "Go to Meeting", streamed via "You Tube" and audio recorded.

CLOSED SESSION PUBLIC COMMENTS

None

ADJOURN TO CLOSED SESSION

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

RECONVENE TO PUBLIC SESSION

The meeting reconvened to Public Session at 6:35 p.m. Melanie Waffle reported that no action was taken in closed session. It was moved by Lisa Morinini seconded by Shaun Henderson to adopt the February 10, 2021 agenda.

SUPERINTENDENT'S REPORT

OAHS ASB provided a video update. Michelle Clayton, Teacher in Los Alamos, provided a video on "Empathy." Dr. Holly Edds gave a "School Reopening" update.

PUBLIC COMMENT

Jonathan Nagy, community member commented on the school closure and future school reopening. Monique Segura, President of the Orcutt Educators Association (OEA) gave an OEA update and then thanked the Board, Superintendent and Staff for all they are doing during these difficult times.

ITEMS FROM THE BOARD

Melanie Waffle congratulated Sonia Wasserman, Orcutt Academy HS student for being awarded the Eagle Scout Award.

CONSENT AGENDA ITEMS

- A. Classified Personnel Action Report
- B. Certificated Personnel Action Report
- C. Approval of Warrants
- D. Minutes, Regular Board Meeting Minutes, January 13, 2021
- E. Notice of Completion (NOC) for Lakeview JHS and Alice Shaw Paint Projects
- F. BP 4119.11, 4219.11, 4319.11, Sexual Harassment, for the Second Reading
- G. BP 4157, 4257, 4357, Employee Safety, for the Second Reading
- H. BP 5113.1 Chronic Absence and Truancy, for the Second Reading
- I. BP 5145.7, Sexual Harassment, for the Second Reading
- J. BP 6161.1 Selection and Evaluation of Instructional Materials, for the Second Reading

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

ACTION AGENDA ITEMS

Board Policy 1312.3, Uniform Complaint Procedures

It was moved by Shaun Henderson, seconded by Lisa Morinini, and carried to approve the revisions made to Board Policy 1312.3, Uniform Complaint Procedures, for the first reading, and that it be placed on the next Consent Agenda for the second reading. Waffle, Steller, Henderson, Morinini and Phillips.

Board Bylaw 9012 Board Member Electronic Communication

It was moved by Shaun Henderson, seconded by Liz Phillips, and carried to approve the revisions made to Board Bylaw 9012 Board Member Electronic Communication, for the first reading, and that it be placed on the next Consent Agenda for the second reading. Waffle, Steller, Henderson, Morinini and Phillips.

Board Bylaw 9320 Meetings and Notices

It was moved by Lisa Morinini, seconded by Shaun Henderson, and carried to approve the revisions made to Board Bylaw 9320 Meetings and Notices, for the first reading, and that it be placed on the next Consent Agenda for the second reading. Waffle, Steller, Henderson, Morinini and Phillips.

Proposed Change of Special Scheduled Board Meeting

It was moved by Shaun Henderson, seconded by Lisa Morinini and carried to approve the Proposed Change of Special Scheduled Board Meeting from June 16, 2021 to June 23, 202, as submitted. Ayes: Waffle, Steller, Henderson, Morinini, and Phillips.

Request for Proposal (RFP) for Core Server Room Equipment

It was moved by Shaun Henderson, seconded by Lisa Morinini and carried to approve the Request for Proposal (RFP) for Core Server Room Equipment from TeraWolf in the amount of \$227,927.94, as submitted. Ayes: Waffle, Steller, Henderson, Morinini, and Phillips.

Resolution #13 A RESOLUTION OF THE BOARD OF TRUSTEES OF THE ORCUTT UNION SCHOOL DISTRICT, AUTHORIZING THE ISSUANCE OF ORCUTT UNION SCHOOL DISTRICT 2021 GENERAL OBLIGATION BOND ANTICIPATION NOTES, AND ACTIONS RELATED THERETO

It was moved by Shaun Henderson, seconded by Lisa Morinini and carried to approve Resolution #13 A Resolution of the Board of Trustees for the Orcutt Union School District, Authorizing the Issuance of Orcutt Union School District 2021 General Obligation Bond Anticipation Notes and Actions Related Thereto. Ayes: Waffle, Steller, Henderson, Morinini, and Phillips.

Award of Bid for the Orcutt JHS Administration Building Measure G Bond Project

It was moved by Liz Phillips, seconded by Mark Steller, and carried to Award the Orcutt JHS Administration Building Bid to RDZ Contractors, in the amount of ~~\$2,429,949~~ **\$2,442,931**, as they were the lowest, responsive, and responsible bidder. Ayes: Waffle, Steller, Henderson, Morinini, and Phillips.

Orcutt JHS Administration Building Measure G Bond Project Budget

It was moved by Shaun Henderson, seconded by Mark Steller, and carried to approve the estimated Budget for the Orcutt JHS Administration Building Measure G Bond Project, as submitted. Ayes: Waffle, Steller, Henderson, Morinini, and Phillips.

Approval of Professional Services Agreement with Soils Engineering, Inc. for Orcutt JHS Administration Building Project

It was moved by Liz Phillips, seconded by Lisa Morinini, and carried to approve the Professional Services Agreement with Soils Engineering, Inc. for the Orcutt JHS Administration Building Project in the amount of \$26,895.00, as submitted. Ayes: Waffle, Steller, Henderson, Morinini, and Phillips.

Board Policy 5113.2 Work Permits

It was moved by Liz Phillips, seconded by Shaun Henderson, and carried to approve the revisions made to Board Policy 5113.2 Work Permits for the first reading, and that it be placed on the next Consent Agenda for the second reading. Waffle, Steller, Henderson, Morinini and Phillips.

Board Policy 5126 Awards of Achievement

It was moved by Lisa Morinini, seconded by Shaun Henderson, and carried to approve the revisions made to Board Policy 5126 Awards of Achievement for the first reading, and that it be placed on the next Consent Agenda for the second reading. Ayes: Waffle, Steller, Henderson, Morinini and Phillips.

Board Policy 5141.31 Immunizations

It was moved by Shaun Henderson, seconded by Mark Steller, and carried to approve the revisions made to Board Policy 5141.31 Immunizations for the first reading, and that it be placed on the next Consent Agenda for the second reading. Ayes: Waffle, Steller, Henderson, Morinini and Phillips.

Board Policy 5148.3 Preschool/Early Childhood Education

It was moved by Lisa Morinini, seconded by Shaun Henderson, and carried to approve the revisions made to Board Policy 5148.3 Preschool/Early Childhood Education for the first reading, and that it be placed on the next Consent Agenda for the second reading. Ayes: Waffle, Steller, Henderson, Morinini and Phillips.

Board Policy 6146.1 High School Graduation Requirements

It was moved by Shaun Henderson, seconded by Lisa Morinini, and carried to approve the revisions made to Board Policy 6146.1 High School Graduation Requirements for the first reading, and that it be placed on the next Consent Agenda for the second reading. Ayes: Waffle, Steller, Henderson, Morinini and Phillips.

Board Policy 6170.1 Transitional Kindergarten

It was moved by Mark Steller, seconded by Lisa Morinini, and carried to approve the revisions made to Board Policy 6170.1 Transitional Kindergarten for the first reading, and that it be placed on the next Consent Agenda for the second reading. Ayes: Waffle, Steller, Henderson, Morinini and Phillips.

Safe School Plans for All School Sites

It was moved by Liz Phillips, seconded by Mark Steller and carried to approve the Safe School Plans for All School Sites, as submitted. Ayes: Waffle, Steller, Henderson, Morinini, and Phillips.

Board Policy 4040 Employee Use of Technology

It was moved by Liz Phillips, seconded by Shaun Henderson, and carried to approve the revisions made to Board Policy 4040 Employee Use of Technology for the first reading, and that it be placed on the next Consent Agenda for the second reading. Ayes: Waffle, Steller, Henderson, Morinini and Phillips.

Board Policy 4119.25, 4219.25, 4319.25 Political Activities of Employees

It was moved by Liz Phillips, seconded by Shaun Henderson, and carried to approve the revisions made to Board Policy 4119.25, 4219.25, 4319.25 Political Activities of Employees for the first reading, and that it be placed on the next Consent Agenda for the second reading. Ayes: Waffle, Steller, Henderson, Morinini and Phillips.

Board Policy 4140, 4240, 4340 Bargaining Units

It was moved by Mark Steller, seconded by Shaun Henderson, and carried to approve the revisions made to Board Policy 4140, 4240, 4340 Bargaining Units for the first reading, and that it be placed on the next Consent Agenda for the second reading. Ayes: Waffle, Steller, Henderson, Morinini and Phillips.

2021-2022 School Calendar

It was moved by Mark Steller, seconded by Lisa Morinini, and carried to approve the 2021-2022 School Calendar, as submitted. Ayes: Waffle, Steller, Henderson, Morinini and Phillips.

GENERAL ANNOUNCEMENTS

Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, March 10, 2021, with Closed Session starting at 6:00 p.m., Public Session at 6:30 p.m. in the District Office Board Room, 500 Dyer Street, Orcutt, CA. There will be a Special Curriculum Board Meeting on Wednesday, February 24, 2021, beginning with Public Session starting at 6:00 p.m. in the District Office Board Room, 500 Dyer Street, Orcutt, CA.

ADJOURN MEETING

It was moved by Shaun Henderson, seconded by Lisa Morinini and carried to adjourn the meeting at 8:07 PM.

Holly Edds, Ed.D. Board Secretary

Mark Steller, Clerk, Board of Trustees



BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D.

FROM: Nick Taylor, Ed.D
Assistant Superintendent, Business Services

BOARD MEETING DATE: April 14, 2021

BOARD AGENDA ITEM: Contract with EDPress for Website Design, Development and Hosting Services

BACKGROUND: The District website is an integral asset to the District’s communication efforts. An easy-to-use website platform allows parents, students, and staff the ability to seek information that is most relevant to them. The website will focus not only on sharing important information but also on sharing the stories of students and staff. Another wonderful aspect about this website service is that it allows for families to use a “translate plugin” to view the website in other languages.

The Mobile application will allow the District to “push” information to families more easily. Families will spend less time seeking information in multiple platforms, and instead it will be at their fingertips in a single app. The District wanted to ensure the platform meets the needs of all families, staff and community. The website platform focuses on efficient content creation, accessibility and language translation ability.

The cost of this service is \$17,880 yearly. This price is based on nine PreK-8 sub sites and one High School. Renewal rate shall remain the same for up to three renewals (four years in total). After that time, the annual renewal shall comport with EDPress published rates at that time.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the yearly contract with EDPress for the District website design, development, and hosting services as presented.

FUNDING: General Fund (Fund 01)

EDPress is pleased to present Orcutt Union School District with the following proposal for all-included Website Design, Hosting, Support, and Maintenance.

Website Development and Support Package

EDPress Website Included Features:

- Mobile-First Design.** The site will be mobile friendly and accommodate iPhone, Android, and tablets responsively.
- Progressive Web App.** Users may download a progressive web app to their phone for enhanced features.
- Distance Learning Integration.** We integrate with all major distance learning platforms.
- Hassle-Free Migration.** We will move all required content and documents from your existing platform.
- Dedicated Private Cloud Hosting.** Your site will be fast, secure, and powerful.
- Single Sign On (SSO) Integration.** Staff will be able to use their existing district user accounts.
- Social Media Integration.** Feeds will be embedded cleanly on every page.
- Google Analytics®.** Understand who is visiting your sites and what they are looking for.
- School Menu Integration.** Allow families and staff to access today's breakfast and lunch menus in one touch.
- Systemwide Emergency Alerts.** A notification area is available and pushes through on every page in your system.
- Districtwide Announcements.** Important notices can be posted across every school site.
- Automatic Post Expiration.** Never have an old event listed again.
- ADA Compliance.** Images and design are accessible.
- Royalty-Free EDPress Image Library.** Access our library of diverse, quality vetted images.
- Video Backgrounds.** High quality footage provided for a video background loop.

The following optional features are available at no extra cost.

- MailChimp® Integration.** Capture leads and communicate more effectively (requires MailChimp subscription).
- Google Calendar® Integration.** Quick-add District, School Site, and PTA calendars to a visitor's personal calendar.
- Learning Resource Finder.** A filterable directory of learning resources at your fingertips.
- Community Resource Finder.** Food banks, community centers and more can be listed.
- RSS News Feeds.** Useful for push notifications and increasing engagement.
- Enrollment Lead Funnel.** Enrollment reminder campaigns for potential new students.
- Faculty & Staff Directory.** A directory listing where users can find contact information.

EDPress Content Management System & Server:

- Managed Server.** High Performance, Dedicated Cloud Hosting.
- CMS Updates.** WordPress core and contributed plugins will be maintained and updated. No license fee to client.
- Secure Certificate (TLS 1.2).** Latest secure certificate ensures encrypted connection.
- Single Sign On.** GSuite/LDAP/Active Directory/ADFS Authentication through SAML or better.
- Cloud Storage.** 50GB data Included.

EDPress Unlimited Website Updates:

We'll keep your website fresh, functional, and consistently formatted. Your staff sends requests our way and we take care of them for you – at NO EXTRA COST.

Unlimited Content Updates. Includes but not limited to the following:

- Board Meeting Agendas & Minutes
- School Site Announcements
- Staff Directory Updates
- Human Resources Updates
- Student Support Information
- School Accountability Report Cards
- Site Plans for Student Achievement
- Citizens' Bond Oversight Committee
- District News and Announcements
- Basic Design Updates and Changes
- Images, Videos, & Documents
- Social Media
- Live Streaming

EDPress Unlimited Website Support

Our friendly team of dedicated experts is available 24/7 to take care of any requests or questions you or your staff may have – again, at NO ADDITIONAL COST.

- **Unlimited Training** – One-on-one, groups, online and in person.
- **Strategic Consulting** – We will meet with leadership to explore ways to enhance your digital footprint.
- **Marketing Support** – We will champion consistent branding and styles.
- **Media Sourcing** – Access our existing media library, or ask for our help in finding appropriate media.
- **Third-Party App Integration** – If a new tool or resource becomes available, we will help you integrate it.
- **Analytics & Data Monitoring** – In depth traffic analysis and reporting is available to you.
- **Technical Support** – Lost passwords? Forgotten usernames? No problem – we help your staff.
- **General Troubleshooting** – If you encounter a problem, we will be there to sort it out.



Customer: Orcutt Union School District

Proposal Date: 3/16/2021

Proposal Valid for 30 days

Service Order Information

This EDPress Order (the "Order") is entered into by and between Mile3 Web Development, Inc., dba EDPress ("EDPress") and Orcutt Union School District ("Customer") and sets forth the terms of Customer's use of the products and services set forth below ("Pricing Summary"). This Order, together with the Master Terms and Conditions for Services (the "Master Terms") located at <https://www.edpress.com/contract-agreement> and incorporated herein by this reference, form the entire agreement between the parties in respect of the products and services set forth below. Each of the individuals executing this Order represent and warrant that he or she is authorized to execute this Order on behalf of Customer or EDPress, as applicable. Unless otherwise specified herein, any capitalized terms used in this Order shall have the meaning defined in the Master Terms. The "Effective Date" of this Order is the date on which both parties have signed this Order as reflected in the signature lines below. In consideration of the promises set forth herein, and other good and valuable consideration, the receipt of which are hereby acknowledged, the parties hereby agree as follows:

Terms and Fees

The initial term of this Order is for the (1) year period beginning from the Effective Date, unless otherwise outlined in the schedule below (the "Initial Term"). Fees for the Initial Term for the Services specified in the table above are set forth below:

Total Setup Cost (USD):	\$0 (Waived)
Year 1: July 01, 2021 - June 30, 2022:	\$1,490/month (\$17,880/yr) This price is based on: 9 - PreK-8 subsites and 1 High School/Adult Education Sub-Site.

Renewal rate shall remain the same for up to three renewals (four years in total). After that time, the annual renewal shall comport with EDPress published rates at the time. **If additional schools/subsites are required additional charges may be incurred.**

Payment Terms

1. All fees for the initial year of this Order shall be due as follows:

- a. Setup fees shall be invoiced on the Effective Date of this Order and shall be due and payable upon receipt of invoice;
- b. Monthly fees shall be invoiced monthly, beginning on the first day of Year 1, and shall be due and payable upon receipt of invoice;
- c. Fees for any other Services, and for reimbursable expenses, shall be invoiced in accordance with the Master Terms or this Order and shall be due and payable upon receipt of invoice.

2. Unless otherwise specified in the Special Provisions above, this Service Order shall be renewed automatically for successive periods of (1) year (each a "Renewal Term") after the expiration of the Initial Term and any subsequent Renewal Term, unless Client provides EDPRESS, or EDPRESS provides Client, with a written notice to the contrary thirty (30) days prior to the end of the Initial Term or Renewal Term, as applicable.

3. Unless otherwise specified, all dollars (\$) are United States currency.

4. Sales/VAT Tax: If applicable, a copy of Customer's Sales/VAT Tax Direct Pay Certificate or its Sales/VAT Tax Exemption Certificate must be returned with this Order Form. Otherwise, EDPRESS will invoice Customer for applicable sales, use and other transactional taxes due in connection with the Services or the fees due therefore.

5. Except as otherwise specified in this Order, fees are subject to increase in accordance with the applicable provisions of the Master Terms.

By signing below, EDPRESS and Customer each agree to the terms and conditions of this Service Order and the Master Terms.

Orcutt Union School District:

 Signature Name

 Title Date

EDPRESS:

 Signature Name

 Title Date

___ As the Customer Contact, by initialing here, I agree on behalf of Customer that I have read the Statement of Work ('SOW') and understand the expected deliverables for EDPRESS as well as for Customer's project team. I understand that the project timeline is a good faith estimate which is dependent on, among other factors, Customer's ability to meet respective Customer tasks and deadlines.

Please provide the following information:

Billing Contact

Who should we send invoices to?

Name

Title

Address

City

State

ZIP

Email

Phone

Project Contact

Who should we report to?

Name

Title

Email

Phone

Executive Contact (Chief Business Officer/Business Manager/CFO, etc.)

Who will execute the contract?

Name

Title

Email

Phone

Executive Contact is usually separate from the Project Contact and is typically the Chief Business Officer/Business Manager/CFO, etc.



BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D.

FROM: Nick Taylor, Ed.D
Assistant Superintendent, Business Services

BOARD MEETING DATE: April 14, 2021

BOARD AGENDA ITEM: Contract with CDWG for Google Workspace Plus, Cloud Subscription for Productivity Tools for Students and Staff

BACKGROUND: Google Workspace for Education is a set of Google tools and services that are tailored for schools to collaborate, streamline instruction, and keep learning safe. Google Workspace for Education offers:

- Tools to aid teaching and learning, such as Classroom, Google Meet, Google Docs, Google Forms, and Google Chat, advanced security features, enhanced administration controls, enhanced video-communication capabilities, Classroom add-ons, and advanced functions within Google Meet.
- This will also serve as our Cloud based Email System replacing Exchange Outlook Beginning July 2021.
- Currently Orcutt Union School District has 50 employees piloting this full version of Google Workspace Plus.

The cost of this productivity solution is \$21,600. This price is based on a count of 450 FTE at \$48 dollars per license. With the adult licensing all student licensing is included.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the yearly contract with CDWG for Google Workspace Plus Productivity Suite as presented.

FUNDING: General Fund (Technology Budget)

QUOTE CONFIRMATION



DEAR LESLIE WAGONSELLER,

Thank you for considering CDW•G for your computing needs. The details of your quote are below. [Click here](#) to convert your quote to an order.

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
MBFX936	4/1/2021	GOOGLE WORKSPACE PLUS	2033079	\$21,600.00

QUOTE DETAILS				
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
GOOGLE APPS ENTERPRISE FTE 12M EDU Mfg. Part#: GAPPS-ENT-FTE-12MO-EDU Electronic distribution - NO MEDIA Contract: MARKET	450	6172512	\$48.00	\$21,600.00
G Suite by Google Cloud Enterprise for Education - subscription license (1) Mfg. Part#: GAPPS-ENT-1USER-12MO-EDU Electronic distribution - NO MEDIA Contract: MARKET	5000	6172514	\$0.00	\$0.00

PURCHASER BILLING INFO	SUBTOTAL	\$21,600.00
Billing Address: ORCUTT UNION SCHOOL DISTRICT ACCOUNTING OFFICE 500 DYER ST BLDG C ORCUTT, CA 93455-5300 Phone: (805) 937-6345 Payment Terms: NET 30 Days-Govt/Ed	SHIPPING	\$0.00
	SALES TAX	\$0.00
	GRAND TOTAL	\$21,600.00
DELIVER TO	Please remit payments to:	
Shipping Address: ORCUTT UNION SCHOOL DISTRICT 500 DYER ST BLDG C ORCUTT, CA 93455-5300 Phone: (805) 937-6345 Shipping Method: ELECTRONIC DISTRIBUTION	CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515	

Need Assistance? CDW•G SALES CONTACT INFORMATION



Jeff Bauman

(866) 339-3529

jbauman@cdw.com

LEASE OPTIONS			
FMV TOTAL	FMV LEASE OPTION	BO TOTAL	BO LEASE OPTION
\$21,600.00	\$591.62/Month	\$21,600.00	\$679.97/Month

Monthly payment based on 36 month lease. Other terms and options are available. Contact your Account Manager for details. Payment quoted is subject to change.

Why finance?

- Lower Upfront Costs. Get the products you need without impacting cash flow. Preserve your working capital and existing credit line.

- Flexible Payment Terms. 100% financing with no money down, payment deferrals and payment schedules that match your company's business cycles.
- Predictable, Low Monthly Payments. Pay over time. Lease payments are fixed and can be tailored to your budget levels or revenue streams.
- Technology Refresh. Keep current technology with minimal financial impact or risk. Add-on or upgrade during the lease term and choose to return or purchase the equipment at end of lease.
- Bundle Costs. You can combine hardware, software, and services into a single transaction and pay for your software licenses over time! We know your challenges and understand the need for flexibility.

General Terms and Conditions:

This quote is not legally binding and is for discussion purposes only. The rates are estimate only and are based on a collection of industry data from numerous sources. All rates and financial quotes are subject to final review, approval, and documentation by our leasing partners. Payments above exclude all applicable taxes. Financing is subject to credit approval and review of final equipment and services configuration. Fair Market Value leases are structured with the assumption that the equipment has a residual value at the end of the lease term.

This quote is subject to CDW's Terms and Conditions of Sales and Service Projects at <http://www.cdw.com/content/terms-conditions/product-sales.aspx>
For more information, contact a CDW account manager

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Debt Issuance And Management

The Governing Board is committed to long-term capital and financial planning and recognizes that the issuance of debt is a key source for funding the improvement and maintenance of school facilities and managing cash flow. Any debt issued by the district shall be consistent with law and this policy.

- (cf. 3000 - Concepts and Roles)
- (cf. 3460 - Financial Reports and Accountability)
- (cf. 7110 - Facilities Master Plan)
- (cf. 7210 - Facilities Financing)

The district shall not enter into indebtedness or liability that in any year exceeds the income and revenue provided for such year, unless two-thirds of the voters approve the obligation or one of the exceptions specified in law applies. (California Constitution, Article 16, Section 18)

When the Board determines that it is in the best interest of the district, the Board may issue debt or order an election to issue debt. The Superintendent or designee shall make recommendations to the Board regarding appropriate financing methods for capital projects or other projects that are authorized purposes for debt issuance. When approved by the Board and/or the voters as applicable, the Superintendent or designee shall administer and coordinate the district's debt issuance program and activities, including the timing of issuance, sizing of issuance, method of sale, structuring of the issue, and marketing strategies.

The Superintendent or designee shall retain a financial advisor, municipal advisor, investment advisor, and other financial services professionals as needed to assist with the structuring of the debt issuance and to provide general advice on the district's debt management program, financing options, investments, and compliance with legal requirements. Contracts for services provided by such advisors may be for a single transaction or for multiple transactions, consistent with the contracting requirements in Education Code 17596. In the event that the district issues debt through a negotiated sale, underwriters may be selected for multiple transactions if multiple issuances are planned for the same project. In addition, the district shall select a legal team on an as-needed basis to assist with debt issuances or special projects.

- (cf. 3312 - Contracts)
- (cf. 3600 - Consultants)
- (cf. 9270 - Conflict of Interest)

Goals

The district's debt issuance activities and procedures shall be aligned with the district's vision and goals for providing adequate facilities and programs that support student learning and well-being. When issuing debt, the district shall ensure that it:

1. Maintains accountability for the fiscal health of the district, including prudent management and transparency of the district's financing programs

Debt Issuance and Management

2. Attains the best possible credit rating for each debt issue in order to reduce interest costs, within the context of preserving financial flexibility and meeting capital funding requirements
3. Takes all practical precautions and proactive measures to avoid any financial decision that will negatively impact current credit ratings on existing or future debt issues
4. Maintains effective communication with rating agencies and, as appropriate, credit enhancers such as bond insurers or other providers of credit or liquidity instruments in order to enhance the creditworthiness, liquidity, or marketability of the debt
5. Monitors the district's statutory debt limit in relation to assessed valuation within the district and the tax burden needed to meet long-term debt service requirements
6. When determining the timing of debt issuance, considers market conditions, cash flows associated with repayment, and the district's ability to expend the obtained funds in a timely, efficient, and economical manner consistent with federal tax laws
7. Determines the amortization (maturity) schedule which will fit best within the overall debt structure of the district at the time the new debt is issued
8. Considers the useful lives of assets funded by the debt issue, as well as repair and replacement costs of those assets to be incurred in the future
9. Preserves the availability of the district's general fund for operating purposes and other purposes that cannot be funded by the issuance of voter-approved debt
10. Meets the ongoing obligations and accountability requirements associated with the issuance and management of debt under state and federal tax and securities laws

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 7000 - Concepts and Roles)

Authorized Purposes for the Issuance of Debt

The district may issue debt for any of the following purposes:

1. To pay for the cost of capital improvements, including acquiring, constructing, reconstructing, rehabilitating, replacing, improving, extending, enlarging, and/or equipping district facilities
2. To refund existing debt
3. To provide for cash flow needs

Debt Issuance and Management

(cf. 3100 - Budget)

(cf. 3110 - Transfer of Funds)

Pursuant to Government Code 53854, general operating costs, including, but not limited to, items normally funded in the district's annual operating budget, shall not be financed from debt payable later than 15 months from the date of issuance. The district may deem it desirable to finance cash flow requirements under certain conditions so that available resources better match expenditures within a given fiscal year. To satisfy both state constitutional and statutory constraints, such cash flow borrowing shall be payable from taxes, income, revenue, cash receipts, and other moneys attributable to the fiscal year in which the debt is issued.

Authorized Types of Debt

The Superintendent or designee shall recommend to the Board potential financing method(s) that result in the highest benefit to the district, with the cost of staff and consultants considered.

Potential financing sources may include:

1. Short-Term Debt

a. Short-term debt, such as tax and revenue anticipation notes (TRANs), when necessary to allow the district to meet its cash flow requirements (Government Code 53850-53858)

b. Bond anticipation notes (BANs) to provide interim financing for capital bond projects that will ultimately be paid from general obligation bonds (Education Code 15150)

c. Grant anticipation notes (GANs) to provide interim financing pending the receipt of grants and/or loans from the state or federal government that have been appropriated and committed to the district (Government Code 53859-53859.08)

2. Long-Term Debt

a. General obligation bonds for projects approved by voters (California Constitution, Article 13A, Section 1; Education Code 15100-15262, 15264-15276; Government Code 53506-53509.5)

(cf. 7214 - General Obligation Bonds)

b. Special tax bonds issued pursuant to the Mello-Roos Community Facilities Act of 1982 (Government Code 53311-53368.3)

(cf. 7212 - Mello-Roos Districts)

3. Lease financing, including certificates of participation (COPs)

a. Lease financing to fund the highest priority capital equipment purchases when pay-as-you-go financing is not feasible (Education Code 17450-17453.1)

Debt Issuance and Management

- b. Lease financing to fund facilities projects when there is insufficient time to obtain voter approval or in instances where obtaining voter approval is either not feasible or unavailable (Education Code 17400-17429)

- 4. Special financing programs or structures offered by the federal or state government, such as Qualified Zone Academy Bonds or other tax credit obligations or obligations that provide subsidized interest payments, when the use of such programs or structures is determined to result in sufficiently lower financing costs compared to traditional tax-exempt bonds and/or COPs

- 5. Temporary borrowing from other sources such as the County Treasurer

COPs, TRANs, revenue bonds, or any other non-voter approved debt instrument shall not be issued by the district in any fiscal year in which the district has a qualified or negative certification, unless the County Superintendent of Schools determines, pursuant to criteria established by the Superintendent of Public Instruction, that the district's repayment of that indebtedness is probable. (Education Code 42133)

Relationship of Debt to District Facilities Program and Budget

Decisions regarding the issuance of debt for the purpose of financing capital improvement shall be aligned with current needs for acquisition, development, and/or improvement of district property and facilities as identified in the district's facilities master plan or other applicable needs assessment, the projected costs of those needs, schedules for the projects, and the expected resources.

The cost of debt issued for major capital repairs or replacements shall be evaluated against the potential cost of delaying such repairs and/or replacing such facilities.

When considering a debt issuance, the Board and the Superintendent or designee shall evaluate both the short-term and long-term implications of the debt issuance and additional operating costs associated with the new projects involved. Such evaluation may include, but is not limited to, the projected ratio of annual debt service to the tax burden on the district's taxpayers and the ratio of annual debt service secured by the general fund to general fund expenditures.

The district may enter into credit enhancement agreements such as municipal bond insurance, surety bonds, letters of credit, and lines of credit with commercial banks, municipal bond insurance companies, or other financial entities when their use is judged to lower borrowing costs, eliminate restrictive covenants, or have a net economic benefit to the financing.

Structure of Debt Issues

The district shall consider the overall impact of the current and future debt burden of the financing when determining the duration of the debt issue.

Debt Issuance and Management

The district shall design the financing schedule and repayment of debt so as to take best advantage of market conditions, ensure cost effectiveness, provide flexibility, and, as practical, recapture or maximize its debt capacity for future use. Principal amortization will be structured to meet debt repayment, tax rate, and flexibility goals.

For new money debt issuances for capital improvements, the district shall size the debt issuance with the aim of funding capital projects as deemed appropriate by the Board, as long as the issuance is consistent with the overall financing plan, does not exceed the amount authorized by voters, and, unless a waiver is sought and received from the state, will not cause the district to exceed the limitation on debt issuances specified in the California Constitution or Education Code 15106.

To the extent practicable, the district shall also consider credit issues, market factors, and tax law when sizing the district's bond issuance. The sizing of refunding bonds shall be determined by the amount of money that will be required to cover the principal of, any accrued interest on, and any redemption premium for the debt to be paid on the call date and to cover appropriate financing costs.

Any general obligation bond issued by the district shall mature within 40 years of the issuance date or as otherwise required by law. (California Constitution, Article 16, Section 18; Government Code 53508.6)

The final maturity of equipment or real property lease obligations will be limited to the useful life of the assets to be financed but, with respect to a lease purchase of equipment, no longer than a period of 10 years. (Education Code 17452)

Method of Sale

For the sale of any district-issued debt, the Superintendent or designee shall recommend the method of sale with the potential to achieve the lowest financing cost and/or to generate other benefits to the district. Potential methods of sale include:

1. A competitive bidding process through which the award is based on, among other factors, the lowest offered true interest cost
2. Negotiated sale, subject to approval by the district to ensure that interest costs are in accordance with comparable market interest rates
3. Private placement sale, when the financing can or must be structured for a single or limited number of purchasers or where the terms of the private placement are more beneficial to the district than either a negotiated or competitive sale

Debt Issuance and Management

Investment of Proceeds

The district shall actively manage the proceeds of debt issued for public purposes in a manner that is consistent with state law governing the investment of public funds and with the permitted securities covenants of related financing documents executed by the district. Where applicable, the district's official investment policy and legal documents for a particular debt issuance shall govern specific methods of investment of bond-related proceeds. Preservation of principal shall be the primary goal of any investment strategy, followed by the availability of funds and then by return on investment.

(cf. 3430 - Investing)

With regard to general obligation bonds, the district shall invest new money bond proceeds in the county treasury pool as required by law. (Education Code 15146)

The management of public funds shall enable the district to respond to changes in markets or changes in payment or construction schedules so as to ensure liquidity and minimize risk.

Refunding/Restructuring

The district may consider refunding or restructuring outstanding debt if it will be financially advantageous or beneficial for debt repayment and/or structuring flexibility. When doing so, the district shall consider the maximization of the district's expected net savings over the life of the debt issuance and, when using a general obligation bond to refund an existing bond, shall ensure that the final maturity of the refunding bond is no longer than the final maturity of the existing bond.

Internal Controls

The Superintendent or designee shall establish internal control procedures to ensure that the proceeds of any debt issuance are directed to the intended use. Such procedures shall assist the district in maintaining the effectiveness and efficiency of operations, properly expending funds, reliably reporting debt incurred by the district and the use of the proceeds, complying with all laws and regulations, preventing fraud, and avoiding conflict of interest.

(cf. 3314 - Payments for Goods and Services)

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

The district shall be vigilant in using bond proceeds in accordance with the stated purposes at the time such debt was incurred as defined in the text of the voter-approved bond measure.

(Government Code 53410)

When feasible, the district shall issue debt with a defined revenue source in order to preserve the use of the general fund for general operating purposes.

Debt Issuance and Management

The district shall annually conduct a due diligence review to ensure its compliance with all ongoing obligations applicable to issuers of debt. Such a review may be conducted by general legal counsel or bond counsel. Any district personnel involved in conducting such reviews shall receive periodic training regarding their responsibilities.

In addition, the Superintendent or designee shall ensure that the district completes, as applicable, all performance and financial audits that may be required for any debt issued by the district, including disclosure requirements applicable to a particular transaction.

Records/Reports

At least 30 days prior to the sale of any debt issue, the Superintendent or designee shall submit a report of the proposed issuance to the California Debt and Investment Advisory Commission (CDIAC). Such report shall include a self-certification that the district has adopted a policy concerning the use of debt that complies with law and that the contemplated debt issuance is consistent with that policy. (Government Code 8855)

On or before January 31 of each year, the Superintendent or designee shall submit a report to the CDIAC regarding the debt authorized, the debt outstanding, and the use of proceeds of the issued debt for the period from July 1 to June 30. (Government Code 8855)

The Superintendent or designee shall provide initial and any annual or ongoing disclosures required by 17 CFR 240.10b-5 and 240.15c2-12 to the Municipal Securities Rulemaking Board, investors, and other persons or entities entitled to disclosure, and shall ensure that the district's disclosure filings are updated as needed.

The Superintendent or designee shall maintain transaction records of decisions made in connection with each debt issuance, including the selection of members of the financing team, the structuring of the financing, selection of credit enhancement products and providers, and selection of investment products. Each transaction file shall include the official transcript for the financing, interest rates and cost of issuance on the day when the debt was sold ("final number runs"), and a post-pricing summary of the debt issue. In addition, documentation evidencing the expenditure of proceeds, the use of debt-financed property by public and private entities, all sources of payment or security for the debt, and investment of proceeds shall be kept for as long as the debt is outstanding, plus the period ending three years after the financial payment date of the debt or the final payment date of any obligations or series of bonds issued to refund directly or indirectly all of any portion of the debt, whichever is later.

The Superintendent or designee shall annually report to the Board regarding debts issued by the district, including information on actual and projected tax rates, an analysis of bonding capacity, ratings on the district's bonds, market update and refunding opportunities, new development for California bond financings, and the district's compliance with post-issuance requirements.

Business and Noninstructional Operations

BP 3470 (h)

Debt Issuance and Management

Legal Reference:

EDUCATION CODE

5300-5441 Conduct of elections

15100-15262 Bonds for school districts and community college districts

15264-15276 Strict accountability in local school construction bonds

15278-15288 Citizen's oversight committees

15300-15425 School Facilities Improvement Districts

17150 Public disclosure of non-voter-approved debt

17400-17429 Leasing of district property

17450-17453.1 Leasing of equipment

17456 Sale or lease of district property

17596 Duration of contracts

42130-42134 Financial reports and certifications

ELECTIONS CODE

1000 Established election dates

8855 California Debt and Investment Advisory Commission

53311-53368.3 Mello-Roos Community Facilities Act

53410-53411 Bond reporting

53506-53509.5 General obligation bonds

53550-53569 Refunding bonds of local agencies

53580-53595.55 Bonds

53850-53858 Tax and revenue anticipation notes

53859-53859.08 Grant anticipation notes

CALIFORNIA CONSTITUTION

Article 13A, Section 1 Tax limitation

Article 16, Section 18 Debt limit

UNITED STATES CODE, TITLE 15

78o-4 Registration of municipal securities dealers

UNITED STATES CODE, TITLE 26

54E Qualified Zone Academy Bonds

CODE OF FEDERAL REGULATIONS, TITLE 17

240.10b-5 Prohibition against fraud or deceit

240.15c2-12 Municipal securities disclosure

CODE OF FEDERAL REGULATIONS, TITLE 26

1.6001-1 Records

Management Resources:

CALIFORNIA DEBT AND INVESTMENT ADVISORY COMMISSION PUBLICATIONS

California Debt Issuance Primer

GOVERNMENT FINANCE OFFICERS ASSOCIATION PUBLICATIONS

An Elected Official's Guide to Debt Issuance, 2nd Ed., 2016

Understanding Your Continuing Disclosure Responsibilities, Best Practice, September 2015

Investment of Bond Proceeds, Best Practice, September 2014

Selecting and Managing Municipal Advisors, Best Practice, February 2014

Debt Management Policy, Best Practice, October 2012

Analyzing and Issuing Refunding Bonds, Best Practice, February 2011

Debt Issuance and Management

INTERNAL REVENUE SERVICE PUBLICATIONS

Tax Exempt Bond FAQs Regarding Record Retention Requirements

Tax-Exempt Governmental Bonds, Publication 4079, rev. 2016

U.S. GOVERNMENT ACCOUNTABILITY OFFICE PUBLICATIONS

Internal Control System Checklist

WEB SITES

California Debt and Investment Advisory Commission: <http://www.treasurer.ca.gov/cdiac>

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

Internal Revenue Service: <http://www.irs.gov>

Municipal Security Rulemaking Board, Electronic Municipal Market Access (EMMA):

<http://www.emma.msrb.org>

U.S. Government Accountability Office: <http://www.gao.gov>

U.S. Securities and Exchange Commission: <http://www.sec.gov>

Policy approved: 04/13/21

ORCUTT UNION SCHOOL DISTRICT
Orcutt, CA



ORCUTT Union School District

Where a Dedicated Staff Means Kids Come First

BOARD OF TRUSTEES

SHAUN HENDERSON

LISA MORININI

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MELANIE WAFFLE

HOLLY EDDS, Ed.D.

District Superintendent

JANET BERTOLDI

Interim

Assistant Superintendent

SUSAN SALUCCI

Assistant Superintendent

NICK TAYLOR, Ed.D.

Assistant Superintendent

TO: Board of Trustees

FROM: Holly Edds, Ed.D.

BOARD MEETING DATE: April 14, 2021

BOARD AGENDA ITEM: Strategic Plan 2021-2022

BACKGROUND: The Strategic Planning Committee met on February 24, 2021, and March 3, 2021 to plan and discuss Targets for the 2021-2022 school year. The committee broke out into groups and addressed each targeted area. There was great collaboration within the groups, and discussion regarding ways to improve all the Targets to include changes due to Covid 19 guidelines.

The final Targets are attached for your review.

RECOMMENDATION: Staff recommends the Board of Trustees approve the Strategic Planning Targets for 2021-2022 as submitted.

FUNDING: N/A



STRATEGIC PLAN TARGETS 2021-2022

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 program 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 Continue to 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 2021-2022

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 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. Give elementary students exposure to STEM fields and activities
B. 4 Cultural Understanding	B.4.1 Provide training in supporting the needs of English learner, foster and homeless youth
	B.4.2 Provide diversity inclusivity and acceptance training for students and staff
B. 5 Adaptive Learning Spaces	B.5.1 Provide online learning opportunities for students and staff
	B.5.2 Continue to support makerspaces and school gardens and utilize them to explore STEM careers
	B.5.3 Utilize outdoor spaces as flexible learning environments
	B.5.4 Consider utilizing Distance and Blended learning model opportunities beyond the pandemic



STRATEGIC PLAN TARGETS 2021-2022

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). Explore use of the Canvas platform to assist with college readiness
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), and continue exploring Canvas platform
C. 3 Staff Wellness	C.3.1 Provide training and opportunities for staff to access supports provided through our district benefits programs. Create user-friendly district benefits page on website
	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 2021-2022

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 (Example: Emory, University-Community Resilience Model – SEE Learning, Social Emotional Ethical Learning, CDE – Suicide Prevention Series)
	D.1.3 Implement SEL activities to reacquaint students back to campus life
	D.1.4 As part of social-emotional wellness education, integrate strategies for students to be self-aware, empathetic toward others, and learn techniques to calm and focus mind (utilize the SEE learning Program)
	D.1.5 Providing students with SEL lessons weekly
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 utilizing community agencies for support; CADA, FBSMV, etc.
D. 3 School Safety	D. 3.1 Complete Site Safety & Security Facility Projects district-wide
	D. 3.2 Conduct training in the use of the Crisis-Go program and develop active shooter and intruder protocols
	D. 3.3 Conduct district-wide disaster response drill
D. 4 Family Support	D.4.1 Parent Education on relevant topics
	D.4.2 Partnering with community organizations to provide support to families in need
	D.4.3 Child Nutrition expanding to provide food to families (breakfast, lunch and dinner)



STRATEGIC PLAN TARGETS 2021-2022

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 retention processes for new staff
	E. 3.2 Provide high quality training, onboarding and support for newly hired certificated and classified employees
	E. 3.4 Provide and expand awards and recognition of staff
	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. 4 Community	E. 5.1 Explore ways to address classroom and other program facility needs
E. 5 Facilities and Grounds	E. 5.2 Develop a comprehensive 5-Year Deferred Maintenance plan



ORCUTT Union School District

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NICK TAYLOR, Ed.D.

Assistant Superintendent

TO: Board of Trustees

FROM: Holly Edds, Ed.D.

BOARD MEETING DATE: April 14, 2021

BOARD AGENDA ITEM: Proposed Change of Special Scheduled Board Meeting on June 23, 2021

BACKGROUND: Due to a change in of a calendar conflict with the Superintendent's schedule, the June 23, 2021 board meeting can be changed back to the originally scheduled Wednesday, June 16, 2021.

RECOMMENDATION: It is recommended that the Board of Trustees approve the Change of Special Scheduled Board Meeting on June 23, 2021, to June 16, 2021.

FUNDING: N/A



ORCUTT UNION SCHOOL DISTRICT

REQUEST FOR ACCEPTANCE OF GIFT

SCHOOL: Olga Reed

Date: 2/26/2021

DONOR: Name: Elks Traveleers
Address: 261 N. Las Flores Dr
Phone No. 805-478-6677

GIFT: Item Donated Student Backpacks or Cash Donation \$ _____
(Fill in if money is donated)

Designated for: Students in need who are returning to school

General Description: 11 student backpacks filled with school supplies

Model No.: _____ Condition: New Used

Value (estimated): 250.00

Purpose of Gift: Donation

Will gift be purchased through Business Services Office? Yes No

Donor Conditions of Acceptance: None

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

A. Will gift require installation? Yes No

B. What type of installation is required? _____

C. Will donor pay installation costs? Yes No

D. Will there be operating costs?
If yes, what type? _____

Acceptance Requested By (OUSD Staff Member): Lorie Bouget

Acceptance Approved By (Administrator): *Janet Bertoldi*

RECOMMENDATIONS: Principal or District Representative _____

BOARD ACTION: Date Accepted: _____ Date Denied: _____

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



ORCUTT UNION SCHOOL DISTRICT

REQUEST FOR ACCEPTANCE OF GIFT

SCHOOL: Orcutt Union School District Date: March 30, 2021

DONOR: Name: Northern Santa Barbara County United Way
Address: PO Box 947 Santa Maria, CA 93456
Phone No. 805-922-0329

GIFT: Item Donated KN95 Masks and 3 PLY Masks or Cash Donation \$ _____
(Fill in if money is donated)
Designated for: School use due to COVID-19
General Description: 2,500 KN95 Masks and 15,000 3 PLY Masks
Model No.: _____ Condition: New Used
Value (estimated): \$3,275.00
Purpose of Gift: _____
Will gift be purchased through Business Services Office? Yes No
Donor Conditions of Acceptance: _____

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

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

Acceptance Requested By (OUSD Staff Member): Julie Payne - Administrative Assistant, Business Services

Acceptance Approved By (Administrator): Nicholas Taylor, Ed. D - Assistant Superintendent, Business Services

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.)



BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees
Holly , Ed.D.

FROM: Nick Taylor
Assistant Superintendent, Business Services

BOARD MEETING DATE: April 14, 2021

BOARD AGENDA ITEM: Award Bids for the Joe Nightingale ES Phase II Renovation - Administration Building Project

BACKGROUND: As required, per BP 3311 Bids, and Public Contract Code 20111, bids were requested for the Joe Nightingale ES Phase II Renovation - Administration Building Project. The total **estimated** cost for this project; including the soft cost is \$2,391,066.00, and a proposed budget will be submitted to the Board for approval on a separate action item.

We received two bids, and they are as follows:

Company	Location	Total Bid
Pre Con Industries, Inc.	Santa Maria	\$1,793,500
Quincon, Inc.	Grover Beach	\$1,822,330

RECOMMENDATION: Staff recommends that the Board of Trustees Award the Joe Nightingale ES Phase II Renovation - Administration Building Project to Pre Con Industries, Inc., for \$1,793,500, as they were the lowest, responsive, and responsible bidder.

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



BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D.

FROM: Nick Taylor
Assistant Superintendent, Business Services

BOARD MEETING DATE: April 14, 2021

BOARD AGENDA ITEM: Joe Nightingale ES Phase II Renovation – Admin Building Project Budget for Measure G Bond

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

The governing board of Orcutt Union School District shall have oversight, and approve all bond projects and expenditures. Below is the *estimated* Joe Nightingale ES Phase II Renovation – Admin Building Project Budget:

Joe Nightingale Phase II Budget	Total
General Contractor	\$1,793,500
10% Contingency	\$179,350
Total Hard Costs	\$1,972,850
Architect Fees	\$195,818
Construction Manager Fees	\$85,000
DSA Plan/Field Review Fee/Testing	\$47,378
DSA Inspector	\$27,000
Furniture	\$25,000
Subtotal Soft Costs	\$380,196
10% Contingency	\$38,020
Total Soft Costs	\$418,216
Total Budget	\$2,391,066

RECOMMENDATION: I recommend that the Board of Trustees approve the estimated budget of \$2,391,066 for the Joe Nightingale ES Phase II Renovation – Admin Building, as submitted.

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



BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D.

FROM: Nick Taylor
Assistant Superintendent, Business Services

BOARD MEETING DATE: April 14, 2021

BOARD AGENDA ITEM: Ratification of Professional Services Agreement with Cannon to Perform Topographical survey at Orcutt Academy High School

BACKGROUND: In order to continue the design of the Orcutt Academy HS MUR/Gym Building, the Architect needs topographic survey information identifying the existing conditions of the site. Cannon shall obtain copies of record data maps, establish horizontal and vertical survey control points, obtain ground specific field locations and elevations and note existing information on to a Topographic Survey Map for the District and design team's use.

RECOMMENDATION: Staff recommends ratification of the Professional Services Agreement with Cannon in the amount of \$8,913.00, as submitted.

FUNDING: Fund (21) Measure G Bond Fund



March 23, 2021

Mr. Blaine Yoder
Director
Telacu Construction Management
604 N Eckoff Street
Orange Ca. 92868

PROJECT: PN 200939 Orcutt Academy High School Boundary & Topography Survey

Dear Mr. Yoder,

The following is our proposal for the requested Land Survey Services per the project RFP for:

Orcutt Union School District
Orcutt Academy HS
610 Pinal Ave
Orcutt, CA 93455

This project is considered a prevailing wage project as of March 23, 2021.

SCOPE OF SERVICES

1. Research & Project Set Up

Cannon shall obtain copies of record data maps (i.e.: Tract Maps, Parcel Maps and Records of Survey), Corner Records, Centerline Tie Notes from San Luis Obispo County. Cannon shall provide necessary project coordination, survey crew coordination and office support calculations to dispatch survey crews with all necessary support data.

2. Horizontal, Vertical and Boundary Control

Cannon shall establish project horizontal and vertical control based upon documents and data found during the research phase. Location of existing site survey monuments shall be mapped as a means of establishing record boundary and centerline information to be used in the resolution of the record project boundary. No Title Report has been provided.

3. Site Topography (See Exhibit A)

A. Field Locations & Elevations

Cannon shall obtain ground specific field locations and elevations within the defined mapping limits. Said areas shall include the existing roadways, concrete walkways, ADA ramps, curbs, gutters, visible utilities, and finish pavement, and all visible and accessible surface culture. All accessible drainage structures and manholes shall be detailed to show invert elevations and estimated pipe sizes.

B. Compile Topographic Survey Map

Cannon shall prepare a detailed Topographic Survey Map based upon on the ground locations and elevations within the defined mapping limits in accordance with the ALTA/NSPS Land Title Surveys 2016 mapping requirements for the project specified area.

Said mapping shall include:

1. A scale of 1' = 20';
2. One (1.0') foot Contours;
3. Fifty (50') foot or less spot elevations;
4. Hardscape areas & sidewalk paths;
5. Identification of visible field located utilities and existing utilities as discovered by means of field survey.

Exhibit A





Fee Breakdown

PHASE & TASK	DESCRIPTION	# TRIPS	SPM	PA	SPS	SST	ST	SC2 PW	SUB	TOT. HRS.	TOTAL FEE
			220	62	171	130	105	295			
100	Research, Project Setup		2	1	1					4	\$673
200	Horizontal, Vertical & Boundary Control	1	2	1	8			8		19	\$4,230
300	Ground Specific Topography (See Exhibit A)	1	1	1	8			8		18	\$4,010
	SUBTOTAL	2	5	3	17	0	0	16		41	\$8,913
	Optional Items									0	\$0
	Subtotal	0	0	0	0	0	0	0		0	\$8,913
	TOTALS	2	5	3	17	0	0	16	\$0	41	

Sub-Total	\$8,913
Reimbursables	
TOTAL	\$8,913

All other requests for surveying services (e.g. as-builts, certifications other than scoped above, property line surveys, offsite improvement surveys, re-staking, certifications other than those scoped above, etc.) will be considered "extra" services and will be billed at our hourly rates currently in effect, or per separate Additional Services Agreement.

Authorization

Please contact me to discuss final contract terms and conditions or to obtain additional information.

Sincerely,

J Braley, PLS
 Survey Manager
 LS 8446



Survey Hourly Rates

Effective January 1, 2020 through December 31, 2021

<u>PERSONNEL</u>	<u>HOURLY RATE</u>
Principal	\$ 244.00
Survey Manager	\$ 220.00
Land Surveyor III	\$ 171.00
Survey Technician III	\$ 130.00
Survey Technician I	\$ 105.00
1-Man Field Crew Prevailing Wage	\$ 220.00
2-Man Field Crew	\$ 245.00
3-Man Field Crew	\$ 325.00
2-Man Field Crew Prevailing Wage	\$ 295.00
3-Man Field Crew Prevailing Wage	\$ 425.00
Business Services Administrator I	\$ 62.00

The stated rates are subject to change, typically on an annual basis.

REIMBURSABLE COSTS

- Including: reproductions; deliveries; travel; meals and lodging; facsimiles; models, renderings and photos; Mylars; and CDs, not included in scope of work.
- Reimbursable costs will be billed at cost plus 15%
- Automation & Electrical Materials will be billed at cost plus 10%.
- Subconsultant fees will be billed at cost plus 10%.
- Standard Mileage will be billed at the current IRS standard mileage rate Airplane Mileage will be billed at the current GSA rate per mile.
- If the client requests, or the client's schedule requires work to be done on an overtime basis, a multiplier of 1.5 will be applied to the stated rates for weekdays for daily hours in excess of 8 as well as weekends and a multiplier of 2.0 for daily hours in excess of 12 and holidays.
- If the client requests field services to be provided outside of normal working hours (between 6:00 p.m. and 6:00 a.m.), a multiplier of 1.5 will be applied to the stated rates. For prevailing wage projects, if the client requests field services to be provided on any given Sunday, a multiplier of 2.0 will be applied to the stated rates and on or around an observed holiday, other rates may be applied.
- Survey Crews and Automation Field staff are billed portal to portal, and mileage charges are included in the hourly rate. A minimum charge of 4 hours will be charged for any Automation Field Service calls outside of normal working hours (between 6:00 p.m. and 6:00 a.m.).



ASSUMPTIONS & EXCLUSIONS

A. Additional Services

The work to be performed is strictly limited to those items detailed in the Scope of Work above and the project RFP. All work not set forth in the Scope of Work and the project RFP shall be deemed additional work. Should additional work be required, it is the responsibility of Client to initiate negotiations for such work. Additional Work will be charged at our regular hourly rates, per the attached Fee Schedule, and includes the time for travel to the jobsite. Additional work will not be commenced without written authorization from Client.

Items of work that are not clearly defined prior to the authorization to proceed will be performed on a Time and Materials (T&M) basis per the attached Fee Schedule or upon such lump sum addition to the contract, as agreed upon by Client prior to proceeding with such items of work.

B. Contract Payment and Reimbursable Expenses

1. Payments are due and payable according to monthly billings as the work progresses. Amounts over 30 days past due will be subject to 1.5% per month service charge.
2. Courier service, blueprinting, and reproduction costs shall be at Client's expense and include a 15% handling fee, and shall be invoiced on a monthly basis.



BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D.

FROM: Nick Taylor
Assistant Superintendent, Business Services

BOARD MEETING DATE: April 14, 2021

BOARD AGENDA ITEM: Approval of Professional Services Agreement with Soils Engineering, Inc. for Orcutt Academy HS MUR/Gym Project

BACKGROUND: DSA requires that a certified testing lab be retained by the District in order to provide geotechnical and materials testing and special inspection services. Soils Engineering Inc. shall provide observation, inspection and testing for items including but not limited to soils, reinforcing steel, concrete, structural steel and miscellaneous materials for the Orcutt HS MUR/Gym project

RECOMMENDATION: Staff recommends approval of the Professional Services Agreement with Soils Engineering, Inc. in the amount of \$13,930.00, per proposal attached.

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



January 26, 2021

SEI Proposal No. 21-114b

Orcutt Union School District

District Office
500 Dyer Street
Orcutt, CA 93454

Attention: Mr. Nick Taylor

Subject: **PROPOSAL: Geotechnical & Geological Engineering Services**

Project: Orcutt Academy High School Multi-Use Room (MUR)

Location: APN: 105-330-009 | 610 Pinal Avenue, Orcutt, CA

Dear Mr. Taylor:

Thank you for contacting Soils Engineering, Inc. (SEI) for the opportunity to provide services for the above listed project. Our services will consist of geotechnical & geological engineering to provide recommendations for the proposed improvements located in Orcutt, Santa Barbara County, California. The Geotechnical Investigation and the Geohazard Study will be conducted in accordance with the 2019 CBC, the CGS and CDE requirements for school sites.

PROJECT DESCRIPTION

The proposed improvements for the subject project are to construct a new single-story building, sized between 10,000 and 12,000 square feet. The building will house a gymnasium, stage, storage area, locker rooms, and site work. We anticipate the proposed buildings will be constructed of a combination of concrete, wood, masonry and/or metal framing. It is also anticipated that the parking and/or drive aisles will consist of aggregate base and hot mix asphalt.

GEOTECHNCIAL INVESTIGATION

Our investigation at the project site will consist of drilling a total of five [5] borings to a minimum depth of five (5) feet and to a maximum depth of fifty (50) feet or refusal, whichever comes first. Three [3] of these borings will be within the building area, one [1] of which will be drilled to 50' for the Geological Hazards Study, and two [2] will be shallow bores drilled to a depth of 5 feet below the ground surface in the proposed parking areas. We have included a proposed boring location map for your reference.

Borings will be advanced using a 4-1/4 inch I.D. hollow-stem auger attached to a CME-45 and/or CME-75 drilling rig. Earth materials encountered will be logged, classified in accordance with the Unified Soils Classification System, and graphically presented on Test Boring Logs.

Undisturbed and bulk soil samples of representative subsurface soils will be obtained at five (5) foot intervals. Undisturbed samples will be retrieved using ASTM D1586 for granular soils and ASTM D1587 for cohesive soils. Standard Penetration Test results will be recorded for each sampling process.

Bores holes will be located in the proposed improvement areas. SEI will stake boring locations for Underground Service Alert North (USAN) utility locating and clearing. A minimum of 72 hours is required for the USAN clearing process. Bores will be backfilled with trimmings and consolidated with rig hammer.

LABORATORY TESTING

The following laboratory tests are anticipated:

Sieve Analysis (ASTM D422 and/or D1140)

Consolidation Test (ASTM D2435)

Expansion Index Test (ASTM D4829)

Direct Shear Test (ASTM D3080)

Moisture-Density Determinations (ASTM D2216 & D2937)

Corrosivity Review - Sulfate (SO⁴), pH, Chlorides (Cl)

The field investigation and laboratory testing will be conducted in accordance with ASTM and State of California test procedures and in accordance with generally accepted soils engineering practices.

GEOTECHNICAL REPORT

Our report will address the following subjects:

- I. Earthwork that may be necessary in the proposed infrastructure areas to reduce the probability of occurrences of excessive differential settlements; recommendations or quality control of imported fill materials where they are required; evaluation & description of subsurface soils for earthwork operations.
 - a. Recommendations for quality control of imported fill materials where they are required.
 - b. Slope construction recommendation and trench safety requirements.
 - c. Grading recommendations for site drainage.

- II. Criteria for design of structure foundations:
 - a. Most adequate foundations for the proposed structures.
 - b. Maximum allowable soil bearing pressures to be used for foundation design with a minimum depth of footings.
 - c. Anticipated total and differential settlements.
 - d. Lateral earth pressures and friction coefficients used for evaluating passive recommendations & Friction Factors.
 - e. Seismic values per the 2019 California Building Code (CBC).
 - f. Soil Corrosivity potential.

- III. Pavement: Pavement design values for Hot Mix Asphalt (HMA) and Portland Cement Concrete (PCC) pavements will be provided in accordance with California Test Methods, and/or the applicable requirements of the local Building Official.

GEOLOGICAL HAZARDS STUDY

Geologic Setting - A geologic hazards study would be prepared to include a description of the geologic setting as it influences site grading operations and foundation design. Subsurface lithologic descriptions and cross-sections soil borings.

Tectonics and Seismicity - The preliminary investigation will include a discussion of the regional seismicity including the location of the nearest major active fault systems to the site, maximum repeatable bedrock accelerations for the maximum probable and maximum credible earthquakes anticipated for the relevant fault system. Our report would include brief discussions of the following:

- Seismic History
- Possible Earthquake Effects
- Ground Rupture
- Ground Shaking
- Ground Failure
- Potential for Earthquake-Induced Flooding
- Liquefaction Potential & Settlement

PROPOSAL- Geotechnical Engineering Services

SEI Proposal No. 21-114b

Project: Orcutt Academy High School Multi-Use Room (MUR)

January 26, 2021

Location: APN: 105-330-009 | 610 Pinal Avenue, Orcutt, Santa Barbara County, CA

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- Pipeline & Other Hazards

FEEES FOR GEOTECHNICAL & GEOLOGICAL ENGINEERING SERVICES

This is a prevailing wage (PW) project, so should field services be required all labor rates will be based on the current State of California PW determination for the services requested. The Geotechnical Investigation and Geological Hazards Study outlined above, in accordance with CGS & DSA guidelines, will be furnished for the following fees:


Geotechnical Investigation.....	\$ 10,430.00
Geological Hazards Study	\$ 3,500.00
.....	ESTIMATED TOTAL = \$ 13,930.00

Work will begin within one week of your authorization to proceed. This quote is valid for a period of six months and will expire on July 25, 2021.

We hope this provides the information you require. Should you have any questions or require further information please don't hesitate to contact our office. Thank you for the opportunity to be of service.

Respectfully submitted,
SOILS ENGINEERING, INC.




 Tony Frangie, P.E.
 Vice President

Attachments: Proposed Boring Location Map



EDUCATIONAL SERVICES MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D.

FROM: Janet Bertoldi, Interim Assistant Superintendent, Educational Services

BOARD MEETING DATE: April 14, 2021

BOARD AGENDA ITEM: California Department of Education Library Survey

BACKGROUND: As required by California Education code 18122, all district schools have completed the 2019-2020 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 Evaluation Tool Collecting Information from the 2019-2020 Academic Year

Submission Record

Submission ID: 13771

Submission Date: 3/2/2021 2:10:30 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 2019–2020 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 2019–2020.
- 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, stop and think about how the library staff was paid. If staff was paid a teacher salary, select credentialed, but if staff was paid a classified salary, select classified.

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**.

Classified Library Staff – 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 library certification 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 classified library staff working in the school library?

(Classified contract and classified salary schedule)

- Yes
- No

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

8. What training did the classified library staff 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. Classified staff	24.00	0.600
Totals:	24.00	0.600

11. How many different school libraries did the certificated staff serve in 2019–2020? No response

12. How many different school libraries did the classified staff serve in 2019–2020? 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 website 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 website)
22. Collaboration software (e.g., SharePoint, Google Drive, etc.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

23. Did you use social media to promote your library program?

Yes No

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.

24. How many computers were housed in and available in your school library for direct instruction and/or student use during library programs? 1

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

- Laptop (including Chromebooks)
- Tablets (e.g., iPad, Playbook, Kindle, 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

26. Was library staff responsible for distribution, tracking, and management of student laptops and/or tablets?

- Yes, a large portion of staff time is spent managing devices.
- Yes, a moderate amount of time is spent managing devices.
- Yes, a limited amount of time is spent managing devices.
- No, library staff was not responsible for managing devices.
- No, we do not provide students laptops and/or tablets.

27. 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

28. 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

29. Enter the number of print books in the school library collection at the end of the 2019–2020 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

30. Were electronic book (e-Book) titles purchased for library use during the 2019–2020 academic year?

- Yes
- No
- Not Applicable

31. Enter the number of print subscriptions to magazines and newspapers during the 2019–2020 academic year (count subscriptions, not individual titles or issues).

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

32. 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

To determine the average copyright date of the books in a Dewey section, if your library management system will not automatically calculate the average, follow the steps below for a manual calculation:

- Count the number of books in all of the Dewey section being surveyed.
- Next, add the copyright dates of all the books in the Dewey section being surveyed.
- Divide the sum of the copyright dates by the total number of books in the Dewey section being surveyed.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the Dewey section being surveyed 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.

33. Enter the average copyright date of the books in the library's 970.3 Native American section. Include books in the 970.3 circulating section, 970.3 reference section, and 970.3 digital titles owned by the library.

Average copyright date of books in Dewey section 970.3. Round off to a four-digit year. 1993

34. Enter the average copyright date of the books in the library's 305 Groups of People section. Include books in the 305 circulating section, 305 reference section, and 305 digital titles owned by the library.

Average copyright date of books in Dewey section 305. Round off to a four-digit year. 0000

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

Trump

Licensed Databases

36. Did your library offer access to any online subscription information databases for students in the 2019–2020 academic year? This question does not apply to databases offered by the local public library, California's K–12 Online Resources, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale's *In Context*, *World Book Online*, etc.

- Yes
- No

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

- Yes
- No

2019–2020 Budget

We encourage you to work with your principal and/or office staff to answer questions related to how the school funds and supports the library program.

38. How much money was spent in the school library for the purchase of library books during the 2019–2020 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

39. 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

40. How much money was spent in the school library for the purchase of library materials other than books during the 2019–2020 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

41. 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

42. Check one or more of the following funds used to purchase library materials during the 2019–2020 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)
- CARES Act Funds
- Other (One-time discretionary grants to districts, etc.)
- None of the above

43. 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.

44. 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

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

- Yes
- No

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

2007

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

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

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

Asst.Supt

Basic Services

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

Description	Answer
48. Informally instructed students in the use of resources (e.g., care and handling of books, library layout, parts of books, locating books, etc.)	<ul style="list-style-type: none"><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
49. Provided reading, listening, and viewing guidance for students	<ul style="list-style-type: none"><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
50. Communicated proactively with principal	<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
51. 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

52. 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

53. What was the average number of classes who visited the library in a typical week? 12

54. A typical class visit lasted:

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

55. As a regular part of my job, I performed the following duties: (select all that apply)

- Instructed students in accessing, evaluating, using and integrating library information and resources.
- Planned instructional units with teachers.
- Went into classrooms to provide instruction.
- Selected materials to purchase for school library.
- None of the above (these are duties to be performed by a credentialed librarian).

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
56. 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
57. 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
58. 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
59. 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
60. 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
61. 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

62. 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

63. 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.

64. 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

65. What information would you like to share that was not asked in this library program evaluation tool? (e.g., describe how the library program ran when schools went virtual due to COVID-19; describe how you split your time between sites)

No response

Contact Information

Respondent Information

Name: Suzanne Butler
Title: Media Specialist
Email: SButler@orcutt-schools.net
Phone: 805-938-8500
Library website URL: No response
(If your library has a website.)

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 Eeds
Email: HEeds@orcutt-schools.net
Phone: 805-938-8900

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

Questions: Renée Ousley-Swank, Education Consultant | ROusleySwank@cde.ca.gov | 916-319-0449



School Library Evaluation Tool Collecting Information from the 2019-2020 Academic Year

Submission Record

Submission ID: 13670

Submission Date: 2/26/2021 12:24:28 PM 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 2019–2020 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 2019–2020.
- 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, stop and think about how the library staff was paid. If staff was paid a teacher salary, select credentialed, but if staff was paid a classified salary, select classified.

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**.

Classified Library Staff – 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 library certification 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 classified library staff working in the school library?

(Classified contract and classified salary schedule)

- Yes
- No

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

8. What training did the classified library staff 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. Classified staff	35.00	0.875
Totals:	35.00	0.875

11. How many different school libraries did the certificated staff serve in 2019–2020? No response

12. How many different school libraries did the classified staff serve in 2019–2020? 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 website 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 website)
22. Collaboration software (e.g., SharePoint, Google Drive, etc.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

23. Did you use social media to promote your library program?

Yes No

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.

24. How many computers were housed in and available in your school library for direct instruction and/or student use during library programs? 3

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

- Laptop (including Chromebooks)
- Tablets (e.g., iPad, Playbook, Kindle, 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

26. Was library staff responsible for distribution, tracking, and management of student laptops and/or tablets?

- Yes, a large portion of staff time is spent managing devices.
- Yes, a moderate amount of time is spent managing devices.
- Yes, a limited amount of time is spent managing devices.
- No, library staff was not responsible for managing devices.
- No, we do not provide students laptops and/or tablets.

27. 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

28. 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

29. Enter the number of print books in the school library collection at the end of the 2019–2020 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

30. Were electronic book (e-Book) titles purchased for library use during the 2019–2020 academic year?

- Yes
- No
- Not Applicable

31. Enter the number of print subscriptions to magazines and newspapers during the 2019–2020 academic year (count subscriptions, not individual titles or issues).

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

32. 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

To determine the average copyright date of the books in a Dewey section, if your library management system will not automatically calculate the average, follow the steps below for a manual calculation:

- Count the number of books in all of the Dewey section being surveyed.
- Next, add the copyright dates of all the books in the Dewey section being surveyed.
- Divide the sum of the copyright dates by the total number of books in the Dewey section being surveyed.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the Dewey section being surveyed 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.

33. Enter the average copyright date of the books in the library's 970.3 Native American section. Include books in the 970.3 circulating section, 970.3 reference section, and 970.3 digital titles owned by the library.

Average copyright date of books in Dewey section 970.3. Round off to a four-digit year. 1996

34. Enter the average copyright date of the books in the library's 305 Groups of People section. Include books in the 305 circulating section, 305 reference section, and 305 digital titles owned by the library.

Average copyright date of books in Dewey section 305. Round off to a four-digit year. 2003

35. 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

36. Did your library offer access to any online subscription information databases for students in the 2019–2020 academic year? This question does not apply to databases offered by the local public library, California's K–12 Online Resources, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale's *In Context*, *World Book Online*, etc.

- Yes
- No

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

- Yes
- No

2019–2020 Budget

We encourage you to work with your principal and/or office staff to answer questions related to how the school funds and supports the library program.

38. How much money was spent in the school library for the purchase of library books during the 2019–2020 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? site

39. 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

40. How much money was spent in the school library for the purchase of library materials other than books during the 2019–2020 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? site

41. 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

42. Check one or more of the following funds used to purchase library materials during the 2019–2020 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)
- CARES Act Funds
- Other (One-time discretionary grants to districts, etc.)
- None of the above

43. 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.

44. 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

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

- Yes
- No

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

2006

47. 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 Supt.

Basic Services

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

Description	Answer
48. Informally instructed students in the use of resources (e.g., care and handling of books, library layout, parts of books, locating books, etc.)	<ul style="list-style-type: none"><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
49. Provided reading, listening, and viewing guidance for students	<ul style="list-style-type: none"><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
50. 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
51. 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

52. 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

53. What was the average number of classes who visited the library in a typical week? 30

54. A typical class visit lasted:

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

55. As a regular part of my job, I performed the following duties: (select all that apply)

- Instructed students in accessing, evaluating, using and integrating library information and resources.
- Planned instructional units with teachers.
- Went into classrooms to provide instruction.
- Selected materials to purchase for school library.
- None of the above (these are duties to be performed by a credentialed librarian).

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
56. 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
57. 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
58. 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
59. 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
60. 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
61. 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

62. 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

63. 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.

64. 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

65. What information would you like to share that was not asked in this library program evaluation tool? (e.g., describe how the library program ran when schools went virtual due to COVID-19; describe how you split your time between sites)

No response

Contact Information

Respondent Information

Name: Kara Lane

Title: Media Specialist

Email: klane@orcutt-schools.net

Phone: 805-938-8650

Library website URL: <https://sites.google.com/orcutt-schools.net/jnlibrary/home>
(If your library has a website.)

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

Name: Kara Lane

Email: klane@orcutt-schools.net

Phone: 805-938-8650

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

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



School Library Evaluation Tool Collecting Information from the 2019-2020 Academic Year

Submission Record

Submission ID: 13729

Submission Date: 3/1/2021 11:42:14 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 2019–2020 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 2019–2020.
- 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, stop and think about how the library staff was paid. If staff was paid a teacher salary, select credentialed, but if staff was paid a classified salary, select classified.

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**.

Classified Library Staff – 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 library certification 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 classified library staff working in the school library?

(Classified contract and classified salary schedule)

- Yes
- No

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

8. What training did the classified library staff 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. Classified staff	12.00	0.300
Totals:	12.00	0.300

11. How many different school libraries did the certificated staff serve in 2019–2020? No response

12. How many different school libraries did the classified staff serve in 2019–2020? 2

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

Library Access

Library Service Hours in a Typical Week

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

13. How many hours total was the school library open per week (e.g., 32 hours)? 12

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 website 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 website)
22. Collaboration software (e.g., SharePoint, Google Drive, etc.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

23. Did you use social media to promote your library program?

Yes No

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.

24. How many computers were housed in and available in your school library for direct instruction and/or student use during library programs? 1

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

- Laptop (including Chromebooks)
- Tablets (e.g., iPad, Playbook, Kindle, 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

26. Was library staff responsible for distribution, tracking, and management of student laptops and/or tablets?

- Yes, a large portion of staff time is spent managing devices.
- Yes, a moderate amount of time is spent managing devices.
- Yes, a limited amount of time is spent managing devices.
- No, library staff was not responsible for managing devices.
- No, we do not provide students laptops and/or tablets.

27. 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

28. 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

29. Enter the number of print books in the school library collection at the end of the 2019–2020 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

30. Were electronic book (e-Book) titles purchased for library use during the 2019–2020 academic year?

- Yes
- No
- Not Applicable

31. Enter the number of print subscriptions to magazines and newspapers during the 2019–2020 academic year (count subscriptions, not individual titles or issues).

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

32. 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

To determine the average copyright date of the books in a Dewey section, if your library management system will not automatically calculate the average, follow the steps below for a manual calculation:

- Count the number of books in all of the Dewey section being surveyed.
- Next, add the copyright dates of all the books in the Dewey section being surveyed.
- Divide the sum of the copyright dates by the total number of books in the Dewey section being surveyed.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the Dewey section being surveyed 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.

33. Enter the average copyright date of the books in the library's 970.3 Native American section. Include books in the 970.3 circulating section, 970.3 reference section, and 970.3 digital titles owned by the library.

Average copyright date of books in Dewey section 970.3. Round off to a four-digit year. 0000

34. Enter the average copyright date of the books in the library's 305 Groups of People section. Include books in the 305 circulating section, 305 reference section, and 305 digital titles owned by the library.

Average copyright date of books in Dewey section 305. Round off to a four-digit year. 0000

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

Trump

Licensed Databases

36. Did your library offer access to any online subscription information databases for students in the 2019–2020 academic year? This question does not apply to databases offered by the local public library, California's K–12 Online Resources, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale's *In Context*, *World Book Online*, etc.

- Yes
- No

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

- Yes
- No

2019–2020 Budget

We encourage you to work with your principal and/or office staff to answer questions related to how the school funds and supports the library program.

38. How much money was spent in the school library for the purchase of library books during the 2019–2020 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

39. 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

40. How much money was spent in the school library for the purchase of library materials other than books during the 2019–2020 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

41. 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

42. Check one or more of the following funds used to purchase library materials during the 2019–2020 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)
- CARES Act Funds
- Other (One-time discretionary grants to districts, etc.)
- None of the above

43. 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.

44. 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

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

- Yes
- No

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

2006

47. 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 Supt.

Basic Services

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

Description	Answer
48. Informally instructed students in the use of resources (e.g., care and handling of books, library layout, parts of books, locating books, etc.)	<ul style="list-style-type: none"><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
49. Provided reading, listening, and viewing guidance for students	<ul style="list-style-type: none"><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
50. 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
51. 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

52. 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

53. What was the average number of classes who visited the library in a typical week? 0

54. A typical class visit lasted:

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

55. As a regular part of my job, I performed the following duties: (select all that apply)

- Instructed students in accessing, evaluating, using and integrating library information and resources.
- Planned instructional units with teachers.
- Went into classrooms to provide instruction.
- Selected materials to purchase for school library.
- None of the above (these are duties to be performed by a credentialed librarian).

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
56. 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
57. 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
58. 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
59. 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
60. 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
61. 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

62. 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

63. 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.

64. 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

65. What information would you like to share that was not asked in this library program evaluation tool? (e.g., describe how the library program ran when schools went virtual due to COVID-19; describe how you split your time between sites)

No response

Contact Information

Respondent Information

Name: Kara Lane
Title: Media Specialist
Email: klane@orcutt-schools.net
Phone: 805-938-8650
Library website URL: No response
(If your library has a website.)

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

Name: Kara Lane
Email: klane@orcutt-schools.net
Phone: 805-938-8650

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

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



School Library Evaluation Tool Collecting Information from the 2019-2020 Academic Year

Submission Record

Submission ID: 13785

Submission Date: 3/2/2021 11:15:58 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 2019–2020 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 2019–2020.
- 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, stop and think about how the library staff was paid. If staff was paid a teacher salary, select credentialed, but if staff was paid a classified salary, select classified.

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**.

Classified Library Staff – 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 library certification 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 classified library staff working in the school library?

(Classified contract and classified salary schedule)

- Yes
- No

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

8. What training did the classified library staff 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. Classified staff	20.00	0.500
Totals:	20.00	0.500

11. How many different school libraries did the certificated staff serve in 2019–2020? No response

12. How many different school libraries did the classified staff serve in 2019–2020? 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 website 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 website)
22. Collaboration software (e.g., SharePoint, Google Drive, etc.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

23. Did you use social media to promote your library program?

Yes No

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.

24. How many computers were housed in and available in your school library for direct instruction and/or student use during library programs? 1

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

- Laptop (including Chromebooks)
- Tablets (e.g., iPad, Playbook, Kindle, 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

26. Was library staff responsible for distribution, tracking, and management of student laptops and/or tablets?

- Yes, a large portion of staff time is spent managing devices.
- Yes, a moderate amount of time is spent managing devices.
- Yes, a limited amount of time is spent managing devices.
- No, library staff was not responsible for managing devices.
- No, we do not provide students laptops and/or tablets.

27. 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

28. 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.

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- 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

30. Were electronic book (e-Book) titles purchased for library use during the 2019–2020 academic year?

- Yes
- No
- Not Applicable

31. Enter the number of print subscriptions to magazines and newspapers during the 2019–2020 academic year (count subscriptions, not individual titles or issues).

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

32. 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

To determine the average copyright date of the books in a Dewey section, if your library management system will not automatically calculate the average, follow the steps below for a manual calculation:

- Count the number of books in all of the Dewey section being surveyed.
- Next, add the copyright dates of all the books in the Dewey section being surveyed.
- Divide the sum of the copyright dates by the total number of books in the Dewey section being surveyed.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the Dewey section being surveyed 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.

33. Enter the average copyright date of the books in the library's 970.3 Native American section. Include books in the 970.3 circulating section, 970.3 reference section, and 970.3 digital titles owned by the library.

Average copyright date of books in Dewey section 970.3. Round off to a four-digit year. 1988

34. Enter the average copyright date of the books in the library's 305 Groups of People section. Include books in the 305 circulating section, 305 reference section, and 305 digital titles owned by the library.

Average copyright date of books in Dewey section 305. Round off to a four-digit year. 1989

35. 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

36. Did your library offer access to any online subscription information databases for students in the 2019–2020 academic year? This question does not apply to databases offered by the local public library, California's K–12 Online Resources, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale's *In Context*, *World Book Online*, etc.

- Yes
- No

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

- Yes
- No

2019–2020 Budget

We encourage you to work with your principal and/or office staff to answer questions related to how the school funds and supports the library program.

38. How much money was spent in the school library for the purchase of library books during the 2019–2020 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

39. 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

40. How much money was spent in the school library for the purchase of library materials other than books during the 2019–2020 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

41. 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

42. Check one or more of the following funds used to purchase library materials during the 2019–2020 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)
- CARES Act Funds
- Other (One-time discretionary grants to districts, etc.)
- None of the above

43. 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.

44. 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

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

- Yes
- No

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

2006

47. 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
48. Informally instructed students in the use of resources (e.g., care and handling of books, library layout, parts of books, locating books, etc.)	<ul style="list-style-type: none"><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
49. Provided reading, listening, and viewing guidance for students	<ul style="list-style-type: none"><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
50. 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
51. 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

52. 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

53. What was the average number of classes who visited the library in a typical week? 5

54. A typical class visit lasted:

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

55. As a regular part of my job, I performed the following duties: (select all that apply)

- Instructed students in accessing, evaluating, using and integrating library information and resources.
- Planned instructional units with teachers.
- Went into classrooms to provide instruction.
- Selected materials to purchase for school library.
- None of the above (these are duties to be performed by a credentialed librarian).

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
56. 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
57. 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
58. 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
59. 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
60. 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
61. 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

62. 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

63. 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.

64. 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

65. What information would you like to share that was not asked in this library program evaluation tool? (e.g., describe how the library program ran when schools went virtual due to COVID-19; describe how you split your time between sites)

Working from home due to COVID-19, I created a Google Classroom and Google Site for our Battle of the Books program to use for the next school year.

Contact Information

Respondent Information

Name: Laura Carrier
Title: Media Specialist
Email: lcarrier@orcutt-schools.net
Phone: 805-960-5510
Library website URL: No response
(If your library has a website.)

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: Janet Bertoldi
Email: jbertoldi@orcutt-schools.net
Phone: 805-938-8931

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

Questions: Renée Ousley-Swank, Education Consultant | ROusleySwank@cde.ca.gov | 916-319-0449



School Library Evaluation Tool Collecting Information from the 2019-2020 Academic Year

Submission Record

Submission ID: 13722

Submission Date: 3/1/2021 10:33:31 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 2019–2020 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 2019–2020.
- 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, stop and think about how the library staff was paid. If staff was paid a teacher salary, select credentialed, but if staff was paid a classified salary, select classified.

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**.

Classified Library Staff – 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 library certification 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 classified library staff working in the school library?

(Classified contract and classified salary schedule)

- Yes
- No

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

8. What training did the classified library staff 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. Classified staff	24.00	0.600
Totals:	24.00	0.600

11. How many different school libraries did the certificated staff serve in 2019–2020? No response

12. How many different school libraries did the classified staff serve in 2019–2020? 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 website 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 website)
22. Collaboration software (e.g., SharePoint, Google Drive, etc.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

23. Did you use social media to promote your library program?

Yes No

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.

24. How many computers were housed in and available in your school library for direct instruction and/or student use during library programs? 0

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

- Laptop (including Chromebooks)
- Tablets (e.g., iPad, Playbook, Kindle, 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

26. Was library staff responsible for distribution, tracking, and management of student laptops and/or tablets?

- Yes, a large portion of staff time is spent managing devices.
- Yes, a moderate amount of time is spent managing devices.
- Yes, a limited amount of time is spent managing devices.
- No, library staff was not responsible for managing devices.
- No, we do not provide students laptops and/or tablets.

27. 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

28. 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

29. Enter the number of print books in the school library collection at the end of the 2019–2020 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

30. Were electronic book (e-Book) titles purchased for library use during the 2019–2020 academic year?

- Yes
- No
- Not Applicable

31. Enter the number of print subscriptions to magazines and newspapers during the 2019–2020 academic year (count subscriptions, not individual titles or issues).

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

32. 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

To determine the average copyright date of the books in a Dewey section, if your library management system will not automatically calculate the average, follow the steps below for a manual calculation:

- Count the number of books in all of the Dewey section being surveyed.
- Next, add the copyright dates of all the books in the Dewey section being surveyed.
- Divide the sum of the copyright dates by the total number of books in the Dewey section being surveyed.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the Dewey section being surveyed 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.

33. Enter the average copyright date of the books in the library's 970.3 Native American section. Include books in the 970.3 circulating section, 970.3 reference section, and 970.3 digital titles owned by the library.

Average copyright date of books in Dewey section 970.3. Round off to a four-digit year. 1973

34. Enter the average copyright date of the books in the library's 305 Groups of People section. Include books in the 305 circulating section, 305 reference section, and 305 digital titles owned by the library.

Average copyright date of books in Dewey section 305. Round off to a four-digit year. 2015

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

Trump

Licensed Databases

36. Did your library offer access to any online subscription information databases for students in the 2019–2020 academic year? This question does not apply to databases offered by the local public library, California's K–12 Online Resources, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale's *In Context*, *World Book Online*, etc.

- Yes
- No

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

- Yes
- No

2019–2020 Budget

We encourage you to work with your principal and/or office staff to answer questions related to how the school funds and supports the library program.

38. How much money was spent in the school library for the purchase of library books during the 2019–2020 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

39. 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

40. How much money was spent in the school library for the purchase of library materials other than books during the 2019–2020 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

41. 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

42. Check one or more of the following funds used to purchase library materials during the 2019–2020 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)
- CARES Act Funds
- Other (One-time discretionary grants to districts, etc.)
- None of the above

43. 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.

44. 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

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

- Yes
- No

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

2006

47. 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 Supt.

Basic Services

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

Description	Answer
48. 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
49. Provided reading, listening, and viewing guidance for students	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week

	<input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never
50. 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
51. 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

52. 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

53. What was the average number of classes who visited the library in a typical week? 0

54. A typical class visit lasted:

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

55. As a regular part of my job, I performed the following duties: (select all that apply)

- Instructed students in accessing, evaluating, using and integrating library information and resources.
- Planned instructional units with teachers.
- Went into classrooms to provide instruction.
- Selected materials to purchase for school library.
- None of the above (these are duties to be performed by a credentialed librarian).

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
56. 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
57. 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
58. 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
59. 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
60. 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
61. 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

62. 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

63. 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.

64. 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

65. What information would you like to share that was not asked in this library program evaluation tool? (e.g., describe how the library program ran when schools went virtual due to COVID-19; describe how you split your time between sites)

No response

Contact Information

Respondent Information

Name: Kara Lane
Title: Media Specialist
Email: klane@orcutt-schools.net
Phone: 805-938-8650
Library website URL: No response
(If your library has a website.)

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

Name: Kara Lane
Email: klane@orcutt-schools.net
Phone: 805-938-8650

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

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



School Library Evaluation Tool Collecting Information from the 2019-2020 Academic Year

Submission Record

Submission ID: 13738

Submission Date: 3/1/2021 12:20:17 PM 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 2019–2020 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 2019–2020.
- 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, stop and think about how the library staff was paid. If staff was paid a teacher salary, select credentialed, but if staff was paid a classified salary, select classified.

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**.

Classified Library Staff – 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 library certification 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 classified library staff working in the school library?

(Classified contract and classified salary schedule)

- Yes
- No

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

8. What training did the classified library staff 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. Classified staff	20.00	0.500
Totals:	20.00	0.500

11. How many different school libraries did the certificated staff serve in 2019–2020? No response

12. How many different school libraries did the classified staff serve in 2019–2020? 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 website 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 website)
22. Collaboration software (e.g., SharePoint, Google Drive, etc.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

23. Did you use social media to promote your library program?

Yes No

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.

24. How many computers were housed in and available in your school library for direct instruction and/or student use during library programs? 1

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

- Laptop (including Chromebooks)
- Tablets (e.g., iPad, Playbook, Kindle, 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

26. Was library staff responsible for distribution, tracking, and management of student laptops and/or tablets?

- Yes, a large portion of staff time is spent managing devices.
- Yes, a moderate amount of time is spent managing devices.
- Yes, a limited amount of time is spent managing devices.
- No, library staff was not responsible for managing devices.
- No, we do not provide students laptops and/or tablets.

27. 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

28. 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

29. Enter the number of print books in the school library collection at the end of the 2019–2020 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

30. Were electronic book (e-Book) titles purchased for library use during the 2019–2020 academic year?

- Yes
- No
- Not Applicable

31. Enter the number of print subscriptions to magazines and newspapers during the 2019–2020 academic year (count subscriptions, not individual titles or issues).

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

32. 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

To determine the average copyright date of the books in a Dewey section, if your library management system will not automatically calculate the average, follow the steps below for a manual calculation:

- Count the number of books in all of the Dewey section being surveyed.
- Next, add the copyright dates of all the books in the Dewey section being surveyed.
- Divide the sum of the copyright dates by the total number of books in the Dewey section being surveyed.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the Dewey section being surveyed 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.

33. Enter the average copyright date of the books in the library's 970.3 Native American section. Include books in the 970.3 circulating section, 970.3 reference section, and 970.3 digital titles owned by the library.

Average copyright date of books in Dewey section 970.3. Round off to a four-digit year. 1988

34. Enter the average copyright date of the books in the library's 305 Groups of People section. Include books in the 305 circulating section, 305 reference section, and 305 digital titles owned by the library.

Average copyright date of books in Dewey section 305. Round off to a four-digit year. 1989

35. 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

36. Did your library offer access to any online subscription information databases for students in the 2019–2020 academic year? This question does not apply to databases offered by the local public library, California's K–12 Online Resources, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale's *In Context*, *World Book Online*, etc.

- Yes
- No

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

- Yes
- No

2019–2020 Budget

We encourage you to work with your principal and/or office staff to answer questions related to how the school funds and supports the library program.

38. How much money was spent in the school library for the purchase of library books during the 2019–2020 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

39. 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

40. How much money was spent in the school library for the purchase of library materials other than books during the 2019–2020 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

41. 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

42. Check one or more of the following funds used to purchase library materials during the 2019–2020 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)
- CARES Act Funds
- Other (One-time discretionary grants to districts, etc.)
- None of the above

43. 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.

44. 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

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

- Yes
- No

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

2006

47. 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
48. Informally instructed students in the use of resources (e.g., care and handling of books, library layout, parts of books, locating books, etc.)	<ul style="list-style-type: none"><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
49. Provided reading, listening, and viewing guidance for students	<ul style="list-style-type: none"><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
50. 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
51. 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

52. 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

53. What was the average number of classes who visited the library in a typical week? 6

54. A typical class visit lasted:

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

55. As a regular part of my job, I performed the following duties: (select all that apply)

- Instructed students in accessing, evaluating, using and integrating library information and resources.
- Planned instructional units with teachers.
- Went into classrooms to provide instruction.
- Selected materials to purchase for school library.
- None of the above (these are duties to be performed by a credentialed librarian).

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
56. 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
57. 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
58. 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
59. 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
60. 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
61. 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

62. 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

63. 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.

64. 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

65. What information would you like to share that was not asked in this library program evaluation tool? (e.g., describe how the library program ran when schools went virtual due to COVID-19; describe how you split your time between sites)

Working from home due to COVID-19, I created a Google Classroom and Google Site for our Battle of the Books program to use for the next school year.

Contact Information

Respondent Information

Name: Laura Carrier
Title: Media Specialist
Email: lcarrier@orcutt-schools.net
Phone: 805-960-5510
Library website URL: No response
(If your library has a website.)

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: Janet Bertoldi
Email: jbertoldi@orcutt-schools.net
Phone: 805-938-8931

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

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



School Library Evaluation Tool Collecting Information from the 2019-2020 Academic Year

Submission Record

Submission ID: 14096

Submission Date: 3/15/2021 9:06:28 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 2019–2020 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 2019–2020.
- 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, stop and think about how the library staff was paid. If staff was paid a teacher salary, select credentialed, but if staff was paid a classified salary, select classified.

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**.

Classified Library Staff – 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 library certification 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 classified library staff working in the school library?

(Classified contract and classified salary schedule)

- Yes
- No

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

8. What training did the classified library staff 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. Classified staff	25.00	0.625
Totals:	25.00	0.625

11. How many different school libraries did the certificated staff serve in 2019–2020? No response

12. How many different school libraries did the classified staff serve in 2019–2020? 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)? 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
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 website 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 website)
22. Collaboration software (e.g., SharePoint, Google Drive, etc.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

23. Did you use social media to promote your library program?

Yes No

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.

24. How many computers were housed in and available in your school library for direct instruction and/or student use during library programs? 4

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

- Laptop (including Chromebooks)
- Tablets (e.g., iPad, Playbook, Kindle, 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

26. Was library staff responsible for distribution, tracking, and management of student laptops and/or tablets?

- Yes, a large portion of staff time is spent managing devices.
- Yes, a moderate amount of time is spent managing devices.
- Yes, a limited amount of time is spent managing devices.
- No, library staff was not responsible for managing devices.
- No, we do not provide students laptops and/or tablets.

27. 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

28. 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

29. Enter the number of print books in the school library collection at the end of the 2019–2020 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

30. Were electronic book (e-Book) titles purchased for library use during the 2019–2020 academic year?

- Yes
- No
- Not Applicable

31. Enter the number of print subscriptions to magazines and newspapers during the 2019–2020 academic year (count subscriptions, not individual titles or issues).

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

32. 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

To determine the average copyright date of the books in a Dewey section, if your library management system will not automatically calculate the average, follow the steps below for a manual calculation:

- Count the number of books in all of the Dewey section being surveyed.
- Next, add the copyright dates of all the books in the Dewey section being surveyed.
- Divide the sum of the copyright dates by the total number of books in the Dewey section being surveyed.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the Dewey section being surveyed 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.

33. Enter the average copyright date of the books in the library's 970.3 Native American section. Include books in the 970.3 circulating section, 970.3 reference section, and 970.3 digital titles owned by the library.

Average copyright date of books in Dewey section 970.3. Round off to a four-digit year. 1995

34. Enter the average copyright date of the books in the library's 305 Groups of People section. Include books in the 305 circulating section, 305 reference section, and 305 digital titles owned by the library.

Average copyright date of books in Dewey section 305. Round off to a four-digit year. 1995

35. 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

36. Did your library offer access to any online subscription information databases for students in the 2019–2020 academic year? This question does not apply to databases offered by the local public library, California's K–12 Online Resources, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale's *In Context*, *World Book Online*, etc.

- Yes
- No

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

- Yes
- No

2019–2020 Budget

We encourage you to work with your principal and/or office staff to answer questions related to how the school funds and supports the library program.

38. How much money was spent in the school library for the purchase of library books during the 2019–2020 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

39. 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

40. How much money was spent in the school library for the purchase of library materials other than books during the 2019–2020 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

41. 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

42. Check one or more of the following funds used to purchase library materials during the 2019–2020 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)
- CARES Act Funds
- Other (One-time discretionary grants to districts, etc.)
- None of the above

43. 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.

44. 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

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

- Yes
- No

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

2006

47. 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)?

An 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
48. Informally instructed students in the use of resources (e.g., care and handling of books, library layout, parts of books, locating books, etc.)	<ul style="list-style-type: none"><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
49. Provided reading, listening, and viewing guidance for students	<ul style="list-style-type: none"><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
50. 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
51. 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

52. 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

53. What was the average number of classes who visited the library in a typical week? 20

54. A typical class visit lasted:

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

55. As a regular part of my job, I performed the following duties: (select all that apply)

- Instructed students in accessing, evaluating, using and integrating library information and resources.
- Planned instructional units with teachers.
- Went into classrooms to provide instruction.
- Selected materials to purchase for school library.
- None of the above (these are duties to be performed by a credentialed librarian).

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
56. 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
57. 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
58. 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
59. 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
60. 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
61. 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

62. 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

63. 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.

64. 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

65. What information would you like to share that was not asked in this library program evaluation tool? (e.g., describe how the library program ran when schools went virtual due to COVID-19; describe how you split your time between sites)

No response

Contact Information

Respondent Information

Name: Megan Flick
Title: Media Specialist
Email: mflick@orcutt-schools.net
Phone: 805-938-8821
Library website URL: No response
(If your library has a website.)

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: Janet Bertoldi
Email: jbertoldi@orcutt-schools.net
Phone: 805-938-8931

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

Questions: Renée Ousley-Swank, Education Consultant | ROusleySwank@cde.ca.gov | 916-319-0449



School Library Evaluation Tool Collecting Information from the 2019-2020 Academic Year

Submission Record

Submission ID: 13723

Submission Date: 3/1/2021 11:14:47 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 2019–2020 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 2019–2020.
- 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, stop and think about how the library staff was paid. If staff was paid a teacher salary, select credentialed, but if staff was paid a classified salary, select classified.

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**.

Classified Library Staff – 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 library certification 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 classified library staff working in the school library?

(Classified contract and classified salary schedule)

- Yes
- No

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

8. What training did the classified library staff 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. Classified staff	24.00	0.600
Totals:	24.00	0.600

11. How many different school libraries did the certificated staff serve in 2019–2020? No response

12. How many different school libraries did the classified staff serve in 2019–2020? 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 website 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 website)
22. Collaboration software (e.g., SharePoint, Google Drive, etc.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

23. Did you use social media to promote your library program?

Yes No

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.

24. How many computers were housed in and available in your school library for direct instruction and/or student use during library programs? 4

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

- Laptop (including Chromebooks)
- Tablets (e.g., iPad, Playbook, Kindle, 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

26. Was library staff responsible for distribution, tracking, and management of student laptops and/or tablets?

- Yes, a large portion of staff time is spent managing devices.
- Yes, a moderate amount of time is spent managing devices.
- Yes, a limited amount of time is spent managing devices.
- No, library staff was not responsible for managing devices.
- No, we do not provide students laptops and/or tablets.

27. 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

28. 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

29. Enter the number of print books in the school library collection at the end of the 2019–2020 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

30. Were electronic book (e-Book) titles purchased for library use during the 2019–2020 academic year?

- Yes
- No
- Not Applicable

31. Enter the number of print subscriptions to magazines and newspapers during the 2019–2020 academic year (count subscriptions, not individual titles or issues).

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

32. 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

To determine the average copyright date of the books in a Dewey section, if your library management system will not automatically calculate the average, follow the steps below for a manual calculation:

- Count the number of books in all of the Dewey section being surveyed.
- Next, add the copyright dates of all the books in the Dewey section being surveyed.
- Divide the sum of the copyright dates by the total number of books in the Dewey section being surveyed.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the Dewey section being surveyed 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.

33. Enter the average copyright date of the books in the library's 970.3 Native American section. Include books in the 970.3 circulating section, 970.3 reference section, and 970.3 digital titles owned by the library.

Average copyright date of books in Dewey section 970.3. Round off to a four-digit year. 1995

34. Enter the average copyright date of the books in the library's 305 Groups of People section. Include books in the 305 circulating section, 305 reference section, and 305 digital titles owned by the library.

Average copyright date of books in Dewey section 305. Round off to a four-digit year. 1995

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

Trump

Licensed Databases

36. Did your library offer access to any online subscription information databases for students in the 2019–2020 academic year? This question does not apply to databases offered by the local public library, California's K–12 Online Resources, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale's *In Context*, *World Book Online*, etc.

- Yes
- No

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

- Yes
- No

2019–2020 Budget

We encourage you to work with your principal and/or office staff to answer questions related to how the school funds and supports the library program.

38. How much money was spent in the school library for the purchase of library books during the 2019–2020 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

39. 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

40. How much money was spent in the school library for the purchase of library materials other than books during the 2019–2020 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? 500

41. 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

42. Check one or more of the following funds used to purchase library materials during the 2019–2020 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)
- CARES Act Funds
- Other (One-time discretionary grants to districts, etc.)
- None of the above

43. 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.

44. 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

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

- Yes
- No

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

2006

47. 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)?

Kara Lane

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
48. 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
49. 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
50. 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
51. 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

52. 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

53. What was the average number of classes who visited the library in a typical week? 8

54. A typical class visit lasted:

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

55. As a regular part of my job, I performed the following duties: (select all that apply)

- Instructed students in accessing, evaluating, using and integrating library information and resources.
- Planned instructional units with teachers.
- Went into classrooms to provide instruction.
- Selected materials to purchase for school library.
- None of the above (these are duties to be performed by a credentialed librarian).

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
56. 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
57. 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
58. 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
59. 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
60. 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
61. 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

62. 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

63. 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.

64. 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

65. What information would you like to share that was not asked in this library program evaluation tool? (e.g., describe how the library program ran when schools went virtual due to COVID-19; describe how you split your time between sites)

No response

Contact Information

Respondent Information

Name: Rachel Dedek
Title: Media Specialist
Email: rdedek@orcutt-schools.net
Phone: 805-938-8791

Library website URL: No response
(If your library has a website.)

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: Janet Bertoldi
Email: jbertoldi@orcuttschools.net
Phone: 805-938-8937

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

Questions: Renée Ousley-Swank, Education Consultant | ROusleySwank@cde.ca.gov | 916-319-0449



School Library Evaluation Tool Collecting Information from the 2019-2020 Academic Year

Submission Record

Submission ID: 13728
Submission Date: 3/1/2021 11:13:04 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 2019–2020 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 2019–2020.
- 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, stop and think about how the library staff was paid. If staff was paid a teacher salary, select credentialed, but if staff was paid a classified salary, select classified.

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**.

Classified Library Staff – 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 library certification 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 classified library staff working in the school library?
 (Classified contract and classified salary schedule)

- Yes
- No

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

8. What training did the classified library staff 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. Classified staff	24.00	0.600
Totals:	24.00	0.600

11. How many different school libraries did the certificated staff serve in 2019–2020? No response

12. How many different school libraries did the classified staff serve in 2019–2020? 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 website 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 website)
22. Collaboration software (e.g., SharePoint, Google Drive, etc.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

23. Did you use social media to promote your library program?

Yes No

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.

24. How many computers were housed in and available in your school library for direct instruction and/or student use during library programs? 1

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

- Laptop (including Chromebooks)
- Tablets (e.g., iPad, Playbook, Kindle, 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

26. Was library staff responsible for distribution, tracking, and management of student laptops and/or tablets?

- Yes, a large portion of staff time is spent managing devices.
- Yes, a moderate amount of time is spent managing devices.
- Yes, a limited amount of time is spent managing devices.
- No, library staff was not responsible for managing devices.
- No, we do not provide students laptops and/or tablets.

27. 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

28. 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

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- 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

30. Were electronic book (e-Book) titles purchased for library use during the 2019–2020 academic year?

- Yes
- No
- Not Applicable

31. Enter the number of print subscriptions to magazines and newspapers during the 2019–2020 academic year (count subscriptions, not individual titles or issues).

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

32. 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

To determine the average copyright date of the books in a Dewey section, if your library management system will not automatically calculate the average, follow the steps below for a manual calculation:

- Count the number of books in all of the Dewey section being surveyed.
- Next, add the copyright dates of all the books in the Dewey section being surveyed.
- Divide the sum of the copyright dates by the total number of books in the Dewey section being surveyed.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the Dewey section being surveyed 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.

33. Enter the average copyright date of the books in the library's 970.3 Native American section. Include books in the 970.3 circulating section, 970.3 reference section, and 970.3 digital titles owned by the library.

Average copyright date of books in Dewey section 970.3. Round off to a four-digit year. 1997

34. Enter the average copyright date of the books in the library's 305 Groups of People section. Include books in the 305 circulating section, 305 reference section, and 305 digital titles owned by the library.

Average copyright date of books in Dewey section 305. Round off to a four-digit year. 1999

35. 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

36. Did your library offer access to any online subscription information databases for students in the 2019–2020 academic year? This question does not apply to databases offered by the local public library, California's K–12 Online Resources, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale's *In Context*, *World Book Online*, etc.

- Yes
- No

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

- Yes
- No

2019–2020 Budget

We encourage you to work with your principal and/or office staff to answer questions related to how the school funds and supports the library program.

38. How much money was spent in the school library for the purchase of library books during the 2019–2020 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

39. 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

40. How much money was spent in the school library for the purchase of library materials other than books during the 2019–2020 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

41. 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

42. Check one or more of the following funds used to purchase library materials during the 2019–2020 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)
- CARES Act Funds
- Other (One-time discretionary grants to districts, etc.)
- None of the above

43. 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.

44. 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

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

- Yes
- No

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

2007

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

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

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

Asst. Supt

Basic Services

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

Description	Answer
48. 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
49. 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
50. 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
51. 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

52. 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

53. What was the average number of classes who visited the library in a typical week? 23

54. A typical class visit lasted:

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

55. As a regular part of my job, I performed the following duties: (select all that apply)

- Instructed students in accessing, evaluating, using and integrating library information and resources.
- Planned instructional units with teachers.
- Went into classrooms to provide instruction.
- Selected materials to purchase for school library.
- None of the above (these are duties to be performed by a credentialed librarian).

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
56. 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
57. 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
58. 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
59. 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
60. 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
61. 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

62. 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

63. 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.

64. 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

65. What information would you like to share that was not asked in this library program evaluation tool? (e.g., describe how the library program ran when schools went virtual due to COVID-19; describe how you split your time between sites)

No response

Contact Information

Respondent Information

Name: Suzanne Butler
Title: Media Specialist
Email: SButler@orcutt-schools.net
Phone: 805-938-8500
Library website URL: No response
(If your library has a website.)

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
Email: HEdds@orcutt.schools.net
Phone: 805-938-8900

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

Questions: Renée Ousley-Swank, Education Consultant | ROusleySwank@cde.ca.gov | 916-319-0449



EDUCATIONAL SERVICES MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D.

FROM: Janet Bertoldi, Interim Assistant Superintendent, Educational Services

BOARD MEETING DATE: April 14, 2021

BOARD AGENDA ITEM: Master Plan for English Language Learners

BACKGROUND: The Master Plan for English Learners outlines our program of support for English Learners including access to the core curriculum, provisions for English Learners with special needs, monitoring of student progress, support for teachers and families, and assessment and reclassification (program exit) criteria. As required in statute, the District English Learner Advisory Committee (DELAC) must review any updates to the Master Plan for English Language Learners. The DELAC reviewed the proposed revisions at their March 31, 2021 meeting. Updates include modifications to our procedure for redesignation of students with special needs, a timeline for progress of English Learners to be monitored and revised forms.

RECOMMENDATION: It is recommended that the Board of Trustees approve the Orcutt Union School District Master Plan for English Learners as reviewed by the District English Learner Advisory Committee on March 31, 2021.

FUNDING: There is no funding impact.

Orcutt Union School District

Master Plan for English Language Learners



District English Learner Advisory Committee (DELAC)
reviewed and commented on 03/31/2021

REVISED April 14, 2021

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- F. Process for Monitoring of English Learners
- G. EL/LTEL Progress Monitoring Form
- H. Reclassified Fluent English Proficient Progress Monitoring Form
- I. English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) Responsibilities

INTRODUCTION

The primary purpose of the Orcutt Union School District (OUSD) Master Plan for English Language Learners is to provide the district, its schools, and all stakeholders with a clear statement of policies related to the development, implementation, and evaluation of English Learner (EL) programs and services.

The EL Master Plan provides the following:

1. Program goals
2. Procedural guidelines for the identification, assessment and program options for EL students
3. Reclassification (redesignation) of EL students
4. Notification and involvement of parents
5. Functions of the District English Learner Advisory Committee (DELAC) and site English Learner Advisory Committees (ELAC)
6. Annual evaluation of English Learner programs
7. Use of state and federal funds for EL programs and services

PROGRAM GOALS

Orcutt Union School District's Local Control and Accountability Plan (LCAP) includes the following expected annual measurable outcomes for English Learners:

1. 2% of English Learners will be redesignated (reclassified) each year
2. 75% of English Learners will make progress toward English proficiency as reported on the California Dashboard
3. 100% of students will receive access to Core instruction and English Language Development (ELD)

STUDENT IDENTIFICATION: HOME LANGUAGE SURVEY APPENDIX A

The Home Language Survey (HLS) is completed upon initial enrollment into California schools.

1. Which language did your child learn when he/she first began to talk?
2. Which language does your child most frequently speak at home?
3. Which language do you (the parents or guardians) most frequently use when speaking with your child?
4. Which language is most often spoken by the adults in the home?

Students for whom there is at least one response other than English to questions 1, 2, or 3 are designated as having a primary language other than, or in addition to, English, and must be assessed with a state approved English Language Proficiency Assessment within thirty

calendar days of enrollment. The completed HLS is retained in the student's cumulative file in addition to being entered into the school's Student Information System (Aeries).

The HLS will only be used if this is the student's first year in a public school in California. If the student has previously attended a public school in California, then language acquisition status will be verified by the student's cumulative file and the California Longitudinal Pupil Achievement Data System (CALPADS).

CLASSIFICATION AND PARENT NOTIFICATIONS

A student's initial language classification or status is determined by the student's overall performance on the Initial English Language Proficiency Assessments for California (ELPAC).

Initial Fluent English Proficient Level (450–600)

Students at this level have **well developed** oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.

Intermediate English Learner Level (370–449)

Students at this level have **somewhat to moderately developed** oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.

Novice English Learner Level (150–369)

Students at this level are **beginning to develop** oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

NOTE: Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for Native-English and Fluent-English speakers, often identified as English Only (EO).

A student will remain an EL until the criteria for reclassification is met. Parents of students (EL and IFEP) who are administered the initial ELPAC shall receive official notification within 30 calendar days, informing them of their student's English language proficiency level, official language classification, and instructional program placement.

Parents of EL students will be notified each school year of their student's current language classification, annual assessment results, along with the current program available, Structured English Immersion (SEI).

Parents of English learners have a right to decline or opt their children out of the school district’s language acquisition program, or opt out of particular English learner service(s) within a language acquisition program. However, OUSD is required to administer the ELPAC to the student.

ENGLISH LANGUAGE PROFICIENCY EXAM

The English Language Proficiency Assessments for California (ELPAC) is the required state test for English Language Proficiency (ELP) that must be given to students whose primary language is a language other than English. State and federal law require that local educational agencies administer a state test of ELP to eligible students in transitional kindergarten through grade twelve. The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate ELP assessments: one for the initial identification of students as English Learners (ELs) and a second for the annual summative assessment to measure a student’s progress in learning English and to identify the student's level of ELP.

ELPAC GENERAL PERFORMANCE LEVEL DESCRIPTORS

The Summative ELPAC general performance level descriptors take into account the categories of Emerging, Expanding, and Bridging.

Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

PROGRAM

Orcutt Union School District currently offers the following program for students in grades TK-12:

- **Structured English Immersion (SEI):** A language acquisition program in which nearly all classroom instruction is provided in English, but with curriculum and presentation designed for students who are learning English. Students are offered supplemental English Language Development (ELD) along with access to grade level academic subject content.

In SEI, English Learners receive daily Integrated and Designated ELD. Designated ELD is a minimum of twenty minutes (TK) or thirty minutes (K-12) of protected time for ELD standards instruction. Integrated ELD, in which the California ELD Standards are taught in tandem with the California Common Core State Standards, is taught throughout the school day and across subject areas.

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

ELD CURRICULUM

McGraw-Hill School Education	(Core)	Grades TK-5	Reading Wonders
Houghton Mifflin Harcourt	(Core)	Grades 6-8	California Collections
Houghton Mifflin Harcourt	(Core)	Grades 6-8	CA English 3D, Courses A & B
E.L. Achieve	(Supplemental)	Grades K-4	Systematic ELD
Imagine Learning	(Supplemental)	Grades TK-8	Imagine Learning (Digital)

TEACHER AUTHORIZATIONS

Teachers assigned to provide English Language Development within the core curriculum instruction for English Learners are appropriately authorized or are actively in training for an English Learner authorization. For a complete CTC credential list visit:

https://www.ctc.ca.gov/docs/default-source/leaflets/cl628c.pdf?sfvrsn=2ac01781_8

PROVISIONS FOR STUDENTS WITH SPECIAL NEEDS (IEPS)

STUDENT SUCCESS TEAM (SST) PROCESS

OUSD is committed to providing English Learners the same access to the education programs and services as students fluent in English. A careful review by the Student Success Team (SST) of all referrals takes place first. This review includes SST Referral forms, modifications and interventions, review of student records, verification of current hearing and vision testing. A parent interview as well as an interview with the student, if age appropriate, is also included. When it is determined that an English Learner needs to be assessed, whether it be speech, academic, or cognition, testing will be initiated upon parent's written approval. When appropriate, assessments will be conducted in the primary language of the student, making certain that cultural and linguistic differences are taken into consideration when determining eligibility.

INDIVIDUALIZED EDUCATION PLAN (IEP) TEAM PROCESS

The Individualized Education Plan (IEP) team determines placement of each Special Education student, regardless of the student's language proficiency. Instructional decisions related to the student's language acquisition status must be completely individualized and described in the IEP. When students qualify for Special Education Services, linguistically and developmentally appropriate goals and objectives are written based on the student's needs. The IEP will include goals that address ELD as well as goals that support access to the content areas.

NEWCOMER

A Newcomer is a person who has recently arrived in the United States. In OUSD, a Newcomer is a student enrolled in a United States school in grades K-12 who has been identified as non-English proficient and who has attended school in the country for less than two full school years.

OUSD continually investigates effective models of service/programs for Newcomers. Newcomers and their families need:

1. A welcoming school environment
2. High-quality academic programs designed to meet academic and language needs
3. Social-emotional support and skills to be successful in school
4. Encouragement to engage in the education process

LONG-TERM ENGLISH LEARNER (LTEL)

California Education Code 313.1 defines a “Long-term English learner” as an English learner to which all of the following apply:

- Is enrolled in any of grades 6 to 12, inclusive.
- Has been enrolled in schools in the United States for six years or more.
- Has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the English language development test.
- For a pupil in any of grades 6 to 9, inclusive, has scored far below basic or below basic on the prior year’s English language arts standards-based achievement test.

California Education Code 313.1 defines an “English learner at risk of becoming a long-term English learner” means an English learner to which all of the following apply:

- Is enrolled in any of grades 3 to 12, inclusive.
- Has been enrolled in schools in the United States for four to five years.
- Has scored at the intermediate level or below on the prior year’s English language development test.
- For a pupil in any of grades 3 to 9, inclusive, has scored in the fourth or fifth year at the below basic or far below basic level on the prior year’s English language arts standards-based achievement test.
- A pupil for which the required testing results are not available shall not have that criteria applied and such pupil shall not be excluded based on that criteria.

BASIC LTEL PRINCIPLES

- LTELs need urgency, acceleration, and focused instruction.
- LTELs are diverse and have distinct needs.
- LTELs need English Language Development (Listening, Speaking, Reading, and Writing) and Literacy Development.
- LTELs have language development and academic gaps that must be addressed by all teachers.
- LTELs need rigor and access to meaningful education.
- LTELs need a relationship that will provide them guidance and support.
- LTELs need to be active participants in their own education.

OUSD uses Aeries, our Student Information System, to identify our LTELs. We monitor the progress of LTELs yearly.

OUSD continually investigates methods to support LTELs. Program priorities include the following:

1. Oral and written academic language development
2. Instruction on organizational and study skills
3. Scaffolding methods like the use of language frames/stems
4. Peer and adult mentors

ACCESSING CORE CURRICULUM IN ALL CONTENT AREAS

It is essential that English Learners in Orcutt Union School District access well-articulated, standards-based core curriculum instruction. In Structured English Immersion (SEI), the core instruction in all subjects is taught overwhelmingly in English with SDAIE (Specially Designed Academic Instruction in English) strategies and primary language support as appropriate to further motivate, clarify, direct, support and explain.

WHAT IS SDAIE?

English Learners access the core curriculum through classes that “shelter” the curriculum via Specially Designed Academic Instruction in English (SDAIE). SDAIE is an approach to teaching grade-level content using English as the medium of instruction with special strategies and techniques geared to help students access the core curriculum.

- Contextualized instruction (e.g. non-verbal language, visual support, graphic organizers, oral/verbal amplification), because students have a variety of resources in the environment that enable them to construct meaning out of what is said or read
- Task-based instruction, because it allows students to work with concepts and the language of those concepts in a variety of ways (e.g. via reframing, where students can act, draw, or map out the concepts, or use poetry, song, chant, letters, and diaries)
- Grade-level content instruction in English designed for English Learners to access the same core curriculum as that of English only students
- Language-sensitive and culture-sensitive content instruction
- Content delivered through comprehensible language
- Making accommodations in the learning environment so more students are able to access the content
- Instructional setting is an ideal place to use oral language for communication
- Instruction encouraging the active use of language and the emphasis on enduring understanding
- Instruction that allows the teacher to check for understanding frequently using interactive strategies
- Integrating assessment in an on-going and formative manner through observations, portfolios, journals, and product-development
- Intentional use of pause time, questioning, pacing, and language frames

RECLASSIFICATION (EXIT) CRITERIA

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The process of reclassification (redesignation) will occur each year as outlined in Appendix C. A timeline is included.

Required Criteria	OUSD Criteria
English Language Proficiency Assessment	ELPAC Overall Score of 4
Teacher Evaluation	Levels 4 or 5 on Student Oral Language Observation Matrix (SOLOM, Appendix B) for Comprehension, Fluency, Vocabulary, and Grammar and Level 3 or above for Pronunciation. (We will be transitioning to the Observation Protocol for Teachers of English Learners [OPTTEL] when it is in final form.) Mastery of ELA Standards as evidenced on the report card may be considered.
Comparison of Performance in Basic Skills	Scores aligned with having met grade level standards in English Language Arts on either Smarter Balanced Assessment Consortium (SBAC) and/or Northwestern Evaluation Association (NWEA) MAP test
Parental Opinion and Consultation	Parent Signature on Redesignation Form (Appendix D)

RECLASSIFICATION FOR STUDENTS WITH SPECIAL NEEDS (IEPS)

The following steps are to be taken for students with special needs who have not met the regular reclassification (redesignation) criteria.

- Step One: A list will be compiled of all special education students who have not met overall classification criteria.

- Step Two: The Redesignation Team (classroom teacher/special education teacher, District EL designee, administrator) meets and uses the English Learner with Special Needs Reclassification Worksheet (SELPA Form #78) in Appendix E to determine whether the disability is impacting performance.
- Step Three: To recommend reclassification as RFEP, the Redesignation Team determines that the primary reason the student does not meet reclassification criteria is due to the disability rather than limited English proficiency. (The student no longer needs EL services.)
- Step Four: If the Redesignation Team recommends reclassification the reclassification worksheet (Appendix E) is completed and a copy submitted to the EL Department.

STUDENT PROGRESS MONITORING

Progress monitoring of English Learners will take place annually using a combination of data sources as included on the EL/LTEL Progress Monitoring Form in Appendix G. Memo specifying responsibilities will be included with the form. These sources include local and state assessments, classroom grades, observations of student engagement and attendance. Progress of Reclassified Fluent English Proficient (RFEP) students will be monitored yearly for four years or until they leave the school district by using the Reclassified Fluent English Proficient Progress Monitoring Form in Appendix H. This form will be completed at the district and sent to the school site to be placed in the student's cumulative file. A digital copy will be kept in Aeries, our Student Information System.

If a Reclassified Fluent English Proficient student is struggling to meet academic expectations, the site-based team shall take appropriate actions to support the student. Such steps include, but are not limited to, further assessing the student, notifying the student's parents about the student's lack of progress, encouraging the parents to opt the student back into English Language Development programs and services, and providing designated supports for the student's English language acquisition. Such supports can include, but are not limited to, providing the core subject teaching staff professional development in strategies to support second language learners.

ADVISORY COMMITTEES

The Orcutt Union School District will ensure that parents and families of English Learners are actively and meaningfully involved in the education of their children. The district and schools will effectively communicate with the parents and families of English learners in ways that are

ongoing, meaningful, and comprehensible and will ensure that the parents and families of English learners are full partners in the decisions that affect their children.

ENGLISH LEARNER ADVISORY COMMITTEES

Whenever 21 or more English learners are enrolled at a school, regardless of language, the site is required to establish a functioning English Learner Advisory Committee (ELAC). The principal is responsible for seeing that the ELAC is established and that it fulfills its legal responsibilities.

The membership of the ELAC is to reflect the composition of the school community. The percentage of parents of English learners on the ELAC must be at least the same as the percentage of English learners enrolled at the school. Other members of the ELAC can be parents/guardians, school staff and /or community members as long as the minimum percentage requirement for EL parents is maintained.

The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA). The ELAC shall assist the school in the development of the school's needs assessment and ways to make parents aware of the importance of regular school attendance. Responsibilities of the ELAC are listed in Appendix I.

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE

A District English Learner Advisory Committee (DELAC) shall be established whenever 51 or more English learner students are enrolled in the school district. The DELAC is formed by representatives from site English Learner Advisory Committees (ELACs), staff and district and/or site administrators. The DELAC shall be comprised of a majority of parents (51%) who were elected by their ELAC.

The purpose and function of the DELAC is to advise the district's governing board regarding the formulation, implementation and monitoring of the English learner instructional program. Responsibilities of the DELAC are listed in Appendix I.

BILINGUAL COMMUNICATION

When fifteen percent (15%) or more of the student population at a school site speaks a single primary language other than English, all notices, reports, statements or records sent to the parents or guardians of any such pupil by the school or district are, in addition to being written in English, written in the primary language(s) of the above 15%. Translation is also provided at school functions, such as Back to School Night, Parent/Teacher Conferences, ELAC, DELAC and other district meetings, as requested. OUSD's Bilingual Community Liaisons establish and maintain an effective relationship between school and the student's home, providing

assistance to parents. They interact with parents and promote parent involvement in our schools.

All of the schools in the Orcutt Union School District use ParentSquare, a communication platform that provides easy opportunities for parent engagement and facilitates two-way communication. Users are able to set language preferences to translate messages to their preferred language.

PROFESSIONAL DEVELOPMENT

The district provides staff development to cultivate staff and administration's knowledge and skillset around effective implementation of high-leverage strategies, particularly to English language development and to literacy.

Professional development may include the following priorities:

- Integrated and Designated ELD using OUSD adopted curriculum
- Specially Designed Academic Instruction in English (SDAIE)
- Differentiated Instruction
- Academic Vocabulary
- Instructional strategies for teaching Newcomers
- Intervention strategies for Long Term English Learners
- Cycle of Inquiry: Data analysis and evaluation; planning and implementing
- Guidelines and Instruments for progress monitoring of English Learners
- Parent engagement and outreach

PROGRAM EFFECTIVENESS

English Learner assessment and monitoring data, as well as subgroup performance on the California School Dashboard, is analyzed by OUSD's Cabinet, the Core Management Team and site Leadership Teams. Successes, growth areas, and suggested program modifications are then shared with stakeholders, including DELAC.

The performance of English Learners is revisited, analyzed and discussed during Federal Program Monitoring visits as well as accreditation visits by the Western Association of Schools and Colleges.

ACCOUNTABILITY

Below are sample indicators that might require tiered supports at a site:

- A school is in the red band on English Learner Progress on the California School Dashboard.
- A school spends two or more years in the orange band on English Learner Progress on the California School Dashboard.
- A school is in the red band on English Language Arts for English Learners on the California Dashboard.
- A school spends two or more years in the orange band on English Language Arts for English Learners on the California Dashboard.
- A site EL Review indicates inconsistent implementation of Designated ELD.

FUNDING

Orcutt Union School District is committed to allocating sufficient funds to fully implement this Master Plan for English Language Learners. Funds are allocated following the mandates prescribed by the Education Code, state regulations and district policies. Title III and Local Control Funding Formula (LCFF) Supplemental Funds are used to supplement the base educational program and not to supplant general fund monies. The core program is supported by the general fund.

PLANNING AND BUDGETING

The following process is used to develop plans for program operations and improvement, and the consequent allocation of funds.

1. The School Board approves the district Strategic Plan. This is a plan to meet the needs of all students.
2. The district, in association with the development of its Local Control Accountability Plan (LCAP), seeks input from all stakeholders, including students and families in the English Learner subgroup, as it assesses progress toward LCAP goals and plans future actions.
3. The school principals coordinate development of the Single Plan for Student Achievement (SPSA) and prioritization of needs based on data. The principals align the SPSA to the district LCAP. The SPSA is reviewed with the ELAC and approved by the School Site Council.
4. Site and District Advisory Committees take the following roles:

- The School Site Council develops, reviews, updates and approves the SPSA.
- ELAC members may advise and provide input on the SPSA.
- DELAC provides input on the LCAP.

The Master Plan for English Language Learners is aligned programmatically and fiscally to major policy, planning and budgeting documents used at the district and site levels. These documents may include, but are not limited to:

1. Orcutt Union School District Board Policies
2. District Strategic Plan
3. Local Educational Agency (LEA) Plan
4. Local Control Accountability Plan (LCAP)
5. Title III Corrective Action Plans
6. Single Plans for Student Achievement (SPSA)
7. Federal Program Monitoring (FPM) items
8. Other relevant federal, state and local directives

GENERAL FUND

The district uses the General Fund to provide the base program for all students. Emphasis has been placed on aligning instruction to the Common Core State Standards (CCSS) by adopting standards-based materials approved by the California State Board of Education. Core materials in English Language Arts, English Language Development and Mathematics offer effective strategies to provide differentiated ELD by proficiency level. The base program includes district adopted ELD materials that provide equitable access to the core curriculum to improve English language proficiency as well as academic achievement. For grades TK-8, the ELA core curriculum includes integrated and designated ELD. Funding is used for core curricular materials, instructional supplies, administrator and teacher salaries and other district services. Funding is also used for multi-tiered, data-based instruction and monitoring and intervention programs to improve and evaluate the base program.

SUPPLEMENTAL FUNDING

Both the state and federal governments provide supplemental funds that are used to support programs and services for English Learners. These funds must not be used to replace or supplant the base program. The district receives Title I, Title III and Local Control Funding Formula (LCFF) funds allocated exclusively to benefit English Learners. The funding for English Learners is based on annual needs assessments with a focus on designing, implementing and monitoring language acquisition and academic achievement as delineated and aligned to the Single Plan for Student Achievement (SPSA).

Funding Sources	Description
Title I, Part A	A federal program that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards and narrow the achievement gap.
Title III	A federal program providing funding to enhance the education of ELs. This funding is directly associated with the state goals to ensure that ELs make annual progress toward English language proficiency, achieve and maintain English proficiency, and make yearly progress in English Language Arts and Mathematics.
LCFF	A state program requiring increased or improved services for English Learners.

- A. Home Language Survey
- B. Student Oral Language Observation Matrix
- C. Process for Reclassification of English Learners
- D. Redesignation Form
- E. English Learner with Special Needs Reclassification Worksheet (SELPA Form #78)
- F. Process for Monitoring of English Learners
- G. EL/LTEL Progress Monitoring Form
- H. Reclassified Fluent English Proficient Progress Monitoring Form
- I. English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) Responsibilities



Home Language Survey

Surname/Family Name of Student: _____

First Given Name of Student: _____

Second Given Name of Student: _____

Age of Student: _____ Grade Level of Student: _____

Teacher Name: _____

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

1. Which language did your child learn when they first began to talk? _____

2. Which language does your child most frequently speak at home? _____

3. Which language do you (the parents and guardians most frequently use when speaking with your child? _____

4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) _____

Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.

Signature of Parent or Guardian _____

Date _____

California Department of Education Form HLS, Revised July 2020

**Student Oral Language Observation Matrix (SOLOM)*
Teacher Observation**

Student's Name:			Grade:		Date:	
School:			Administered By:			
POINTS	1	2	3	4	5	Score
A. COMPREHENSION	Cannot be said to understand even simple conversation.	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	Understands most of what is said in everyday conversation and classroom discussion at slower-than-normal speed with repetitions.	Understands nearly everything at normal speech, although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions without difficulty.	
B. FLUENCY	Speech so halting and fragmentary as to make conversation impossible or virtually impossible.	Usually hesitant; often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression.	Speech in everyday conversation and classroom discussions is generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussions fluent and effortless, approximating that of a native speaker.	
C. VOCABULARY	Vocabulary limitations so extreme as to make conversation impossible or virtually impossible.	Misuse of words and very limited vocabulary makes comprehension quite difficult.	Student frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximate that of a native speaker.	
D. PRONUNCIATION	Pronunciation problems so severe as to make speech unintelligible or virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to be understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally leads to misunderstanding.	Always intelligible, although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate that of a native speaker.	
E. GRAMMAR	Errors in grammar and word order so severe as to make speech unintelligible or virtually unintelligible.	Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict self to basic patterns.	Makes frequent errors of grammar and word order which occasionally obscures meaning and leads to misunderstanding.	Occasionally makes grammatical and/or word order errors which do not obscure meaning or lead to misunderstanding.	Grammar and word order approximate that of a native speaker.	

**BASED ON YOUR OBSERVATIONS OF THE STUDENT, INDICATE WITH AN X ACROSS THE SQUARE IN EACH CATEGORY WHICH BEST DESCRIBES THE STUDENT'S ABILITIES.*



Orcutt Union School District
 Process for Reclassification of English Learners

Time Frame	Task	Department/Person Responsible
September	Teachers provided a list of English Learners and their current Proficiency Level.	Educational Services/EL Department (Information also available in Student Information System)
October	A list of English Learners who have achieved an Overall 4 on ELPAC and have met Criteria 4 (grade level proficiency) will be compiled. Teacher input form (SOLOM, Appendix B) and Redesignation Form (Appendix C) sent to teacher.	Educational Services/EL Department
November	Parent input and consultation obtained.	Community Liaisons
December	The names of students meeting all redesignation criteria will be given to the district data specialist department and the status of those students changed to RFEP in Aeries and CALPADS.	Educational Services/EL Department
January	All RFEP forms along with test scores and report card will be filed in the student EL folder in their cum folder.	Educational Services/EL Department

*Note:

For English Learners with IEPs an alternate pathway is available as outlined on page 11 of the Master Plan for English Language Learners.

ORCUTT UNION SCHOOL DISTRICT REDESIGNATION: English Learner (EL) to Fluent English Proficient (RFEP) 6174 E

Student' Name _____ Date Initiated _____ I.D. # _____
 School _____ Language Arts Teacher _____ Grade _____ Student's Primary Language _____

Required Criteria	OUSD Criteria
English Language Proficiency Assessment	Overall ELPAC Level 4 Score/Level _____ Date of Test _____
Teacher Evaluation	Levels 4 or 5 on SOLOM (Student Oral Language Observation Matrix) for Comprehension, Fluency, Vocabulary, and Grammar (Level 3 or above for Pronunciation) Attach Report Card*
Comparison of Performance in Basic Skills	Scores aligned with having met grade level standards in English-Language Arts (ELA) on either Smarter Balanced Assessment Consortium (SBAC) or Northwestern Evaluation Association (NWEA) MAP test. <u>Note:</u> Acadience Reading and/or PSAT may be used for students without SBAC or NWEA scores. Attach Test Scores*
<i>Optional Process for Redesignation of Special Education English Language Learners</i>	<i>The reclassification team meets, reviews the data, and completes the English Learners with Special Needs Reclassification Worksheet (SELPA78) and may recommend reclassification.</i>

The criteria specified in the table above have been met, and the undersigned agree that _____ meets Orcutt Union School District's criteria for redesignation as a Fluent English Proficient (RFEP) student.

Language Arts Teacher _____	Date _____
Site Administrator _____	Date _____
Parent _____	Date _____
Special Ed Dept. (if appropriate) _____	Date _____

*District Office Staff will be responsible for attaching appropriate documents

Place in Student's Cumulative Record

Santa Barbara County
Special Education Local Plan Area..... A Joint Powers Agency

ENGLISH LEARNER WITH SPECIAL NEEDS RECLASSIFICATION WORKSHEET

Student Name: _____ D.O.B.: _____ Grade: _____ Date of Meeting: _____

Primary Disability: _____ Secondary Disability: _____

Summary of English language development services received: _____

1. Assessment Results of Language Proficiency

(Note: The CDE regulations allow the IEP team to designate that a student take an alternate assessment to ELPAC if appropriate)

Language Proficiency Assessment Taken: ELPAC or Alternate Assessment

If alternate assessment, name of assessment: _____

Current School Year Data Date: _____

ELPAC: Overall Score: _____ Overall Performance Level _____ Oral Language Level: _____

Written Language Level: _____ Listening: _____ Speaking: _____ Reading: _____ Writing: _____

Alternate Assessment: Name: _____

Overall Score/Level: _____ Listening: _____ Speaking: _____ Reading: _____ Writing: _____

Previous School Year Data or Other Test Scores (optional) Date: _____

ELPAC: Overall Score: _____ Overall Performance Level _____ Oral Language Score/Level: _____ Written

Language Score/Level: _____ Listening: _____ Speaking: _____ Reading: _____ Writing: _____

Alternate Assessment: Name: _____

Overall Score/Level: _____ Listening: _____ Speaking: _____ Reading: _____ Writing: _____

Student met language proficiency level criteria? Yes No

If student's overall proficiency level was below level 4, did the reclassification team review other informal measures of proficiency and determine that it is likely the student is proficient in English? Yes No

If student took alternate assessment(s), answer the following questions:

If there were indicators of low performance in listening, speaking, reading or writing, does the team feel the student is proficient in English and low performance areas were a reflection of the student's disability versus language difference? Yes No

Note: Possible indicators: Student has similar academic deficits and error patterns in English as well as primary language, or error patterns in speaking, reading, and writing are typical of students with that disability versus students with language differences, etc.

Comments: _____

Does the reclassification team feel it is likely the student has reached an appropriate level of English proficiency aligned to their level of functioning? Yes No

2. Teacher Evaluation

Note: Having incurred deficits in motivation & academic success unrelated to English language proficiency (i.e. disability) do not preclude a student from reclassification.

Evaluation was based on: Classroom performance District-wide assessments
 IEP Goal Progress Other: _____

Does the Reclassification Team feel teacher input/evaluation indicate the student is proficient in English?

Yes No

Comments: _____

3. Parent Opinion and Consultations was solicited through: Letter to Parent Parent Conference Other: _____

Does the Reclassification Team feel parent input/evaluation indicate the student is proficient in English?

Yes No

Comments: _____

4. Comparison of Performance in Basic Skills

Note: "Assessment of language proficiency using an objective assessment instrument (statewide assessment or other alternate assessment) score in English/language arts (ELA) must be at least beginning of basic level to midpoint of basic or low average to average range - each district may select exact cut point; for pupils scoring below the cut point, determine whether factors other than English language proficiency are responsible and whether it is appropriate to reclassify the student. For students that do not take statewide assessment, the team may use other empirical data to determine if the student has acquired English based on their ability level.

Assessment Data Utilized: CAASP ELA (Opt.) Statewide Alternate Assessment

Other (name): _____ Date: _____

English Language Arts (ELA) assessment results: _____

Do objective assessment measures ELA indicate the student is performing in a range that enables them to compete effectively with English-speaking peers in a mainstream class (note that a "mainstream class" may not be applicable to a student with disabilities if they do not attend a mainstream class or function at a level lower than same age peers)? Yes No

If performance in basic skills in ELA on objective assessment measures was not at a range that allows student to compete with English-speaking peers, answer the following questions to help determine if “factors other than English language proficiency are responsible for limited achievement in ELA”?

Student’s basic skills in ELA assessment appear to be commensurate with his/her intellectual ability due to a disability such as an intellectual disability, language & speech impairment, etc., versus a language difference and primary language assessments indicate similar levels of academic performance (if available and applicable) or,

Error patterns noted mirror the patterns of errors made by students with a similar disability versus a peers with language differences and student manifests language proficiency in all other areas.

Does the Reclassification Team feel the student’s performance in ELA warrants reclassification?

Yes No

Does the reclassification team (this may be the IEP team) feel the student should be reclassified at this time based on analysis of the four criteria above? Yes No

Reclassification Team

Teacher (Print Name): _____

Teacher Signature: _____

SpEd Teacher (Print Name): _____

SpEd Teacher Signature: _____

Administrator (Print Name): _____

Administrator Signature: _____

EL Dept. Representative (Print Name): _____

EL Dept. Representative Signature: _____

Parent (Print Name-if applicable): _____

Parent Signature (if applicable): _____



Orcutt Union School District
Process for Monitoring of English Learners

Time Frame	Task	Department/Person Responsible
By September 1	Teachers provided a list of English Learners and Redesignated English Learners and their current Proficiency Level	Educational Services/EL Department (Information also available in Student Information System)
November	Page 1 of EL/LTEL Monitoring Form (Appendix G) and RFEP Monitoring Form (Appendix H) are completed. Form is sent to teacher.	Educational Services/EL Department
Winter Break	Teachers will complete page 2 of EL/LTEL form and last section of the RFEP form. Original is put in EL Folder in cum and digital copy is sent to Educational Services Department. Any concerns about student progress are brought to the attention of the principal and the District EL Designee.	Classroom Teacher



EL/LTEL Progress Monitoring Form

(Page 1 completed by Ed. Services)

Appendix G

Student Name: _____ Student ID: _____ Years in Program: ____

Qualifies as LTEL? Yes No At Risk of LTEL? Yes No

ELA Teacher Name: _____ Grade: ____ School: _____

ELPAC Scores 1

Overall: _____

Test Date: _____

Oral: _____

Written: _____

ELPAC Scores 2

Overall: _____

Test Date: _____

Oral: _____

Written: _____

NWEA Scores

Spr: _____

Reading: _____

Math: _____

Fall: _____

Reading: _____

Math: _____

Wtr: _____

Reading: _____

Math: _____

SBAC Scores/Levels

Date: 0519

ELA: 2

Math: 3

Report Card Grades

T1/Q1 Reading/ELA: _____ Math: _____ Soc. Studies: _____ Science: _____

T2/Q2 Reading/ELA: _____ Math: _____ Soc. Studies: _____ Science: _____

T3/Q3 Reading/ELA: _____ Math: _____ Soc. Studies: _____ Science: _____

EL/LTEL Progress Monitoring Form

(Page 2 completed by teacher)

Appendix G

Student Name: _____

Teacher Name: _____

Rate the student's performance in each of the following areas: 1 = Never 2 = Seldom 3 = Sometimes 4 = Often 5 = Always			
	Rating		Rating
1. Completes assignments on-time		6. Attends class regularly	
2. Communicates effectively with teacher		7. Displays effort and enthusiasm in class	
3. Participates effectively in class projects		8. Requires additional assistance with assignments	
4. Participates effectively in class discussions		9. Shows evidence of difficulty with language	
5. Able to work independently		10. Discipline problems interfere with his/her academic progress	

Please circle correct answer below:

Chronic Truancy (> 10%): Yes/No

Counseling Services: Yes/No

Please describe what ELD instruction student is receiving (i.e. curriculum, instruction schedule):

List any special services student is receiving (or write "none"):

Additional notes: _____

Teacher Signature _____ Date _____



Reclassified Fluent English Proficient (RFEP) Progress Monitoring Form

Student Name: _____

Student ID: _____

Grade: (when reclassified): _____

Reclassification Date: _____

Monitoring Year: 1: _____ 2: _____ 3: _____ 4: _____

Exiting ELPAC Scores

Overall: ___ Speaking ___ Listening ___ Reading ___ Writing ___

NWEA Scores (Spring)

Year 1 Reading: _____ Language (if available): _____

Year 2: Reading: _____ Language (if available): _____

Year 3: Reading: _____ Language (if available)

Report Card Grades

Year 1 Reading: _____ Math: _____ Soc Studies: _____ Science: _____

Year 2: Reading: _____ Math: _____ Soc Studies: _____ Science: _____

Year 3: Reading: _____ Math: _____ Soc Studies: _____ Science: _____

Year 4: Reading: _____ Math: _____ Soc Studies: _____ Science: _____

List any special services student is receiving (or write "none")

Year 1:

Year 2:

Year 3:

Year 4:

Notes:



Responsibilities of English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC)

From CDE Website <https://www.cde.ca.gov/ta/cr/elac.asp>

The **ELAC** shall be responsible for the following tasks:

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the school wide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation.

The **DELAC** shall advise the school district governing board on at least the following tasks:

- Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.
- Conducting of a district wide needs assessment on a school-by-school basis.
- Establishment of district program, goals, and objectives for programs and services for English learners.
- Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
- Review and comment on the school district reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.
- If the DELAC acts as the English learner parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

Orcutt Union School District

2020/2021 Resolution No. 17 Classified School Employees Week

Whereas, the education of youth is essential to the future of our community, state, country and world; and

Whereas, classified employees work directly with students, educators, parents, volunteers, business partners and community members; and

Whereas, classified employees support the smooth operation of offices, the safety and maintenance of buildings and property, and the safe transportation, healthy nutrition and direct instruction of students; and

Whereas, our community depends upon and trusts classified employees to serve students; and

Whereas, classified employees, with their diverse talents and true dedication, nurture students throughout their school years

Now Therefore, Be It Resolved, that the Orcutt Union School District Board of Trustees and Administrators proclaims May 16-22, 2021 to be Classified School Employees Appreciation Week.

Be it Further Resolved that the Orcutt Union School District Board of Trustees strongly urges employees, parents and community members to join in this observance, recognizing the dedication and hard work of our classified employees.

Adopted this 14th day of April, 2021.

Ayes:

President

Noes:

Absent:

Clerk

Member

Member

Member

Orcutt Union School District

**2020/2021 Resolution No. 18
Day of the Teacher
May 6, 2021**

Whereas, quality education represents society's greatest and most lasting gift to new generations; and

Whereas, the future of our district depends largely on the work of dedicated and professional teachers; and

Whereas, teachers have the important task of helping today's students become tomorrow's leaders; and

Whereas, along with academics and instruction, teachers provide students with valuable guidance, support and encouragement; and

Whereas, it is appropriate that all Orcutt District Staff recognize and appreciate the many contributions teachers make to the Orcutt Union School District.

Now Therefore, Be It Resolved, we, the Board of Trustees and Administrators of the Orcutt Union school District, proclaim May 6, 2021, as "Day of the Teacher" in Orcutt, California and urge all Orcutt citizens to participate in an observance that expresses their appreciation of our dedicated teaching staff.

Passed and Adopted by the Board of Trustees of the Orcutt Union School District, County of Santa Barbara, State of California, at a regular meeting, the 14th day of April, 2021.

Ayes:

President

Noes:

Absent:

Clerk

Member

Member

Member



ORCUTT Union School District

HUMAN RESOURCES MEMORANDUM

TO: Dr. Holly Edds
District Superintendent

FROM: Susan Salucci
Assistant Superintendent of Human Resources

DATE: April 14, 2021

RE: Brandman University Supervised Fieldwork Agreement

BACKGROUND: Brandman University is requesting approval of the Supervised Fieldwork Agreement with the Orcutt Union School District for the Teacher Education Programs.

RECOMMENDATION: It is recommended that the Board of Trustees approve the Brandman University Supervised Fieldwork Agreement for the Teacher Education Programs with the Orcutt Union School District.

FUNDING: N/A



SUPERVISED FIELDWORK AGREEMENT

Please check below all the applicable supervised fieldwork in which in your District will be participating with Brandman University Santa Maria Campus.

TEACHER EDUCATION	<input checked="" type="checkbox"/>	SCHOOL PSYCHOLOGY	<input type="checkbox"/>
SCHOOL COUNSELING	<input type="checkbox"/>	EDUCATION ADMINISTRATION	<input type="checkbox"/>

THIS AGREEMENT is made and entered into by and between Brandman University hereinafter called the "UNIVERSITY," and the Orcutt Union School District, hereinafter called "FIELDWORK SITE."

I. RESPONSIBILITIES OF THE UNIVERSITY

- A. The UNIVERSITY will assure that the student shall have completed the necessary educational prerequisites, to be eligible for supervised fieldwork including proof of negative TB test current within one year of supervised fieldwork and issuance of fingerprint clearance.
- B. The UNIVERSITY shall designate a faculty or staff member to coordinate, consult, and collaborate with the classroom teacher or district designee of the FIELDWORK SITE, the activities of each student assigned to FIELDWORK SITE and student fieldwork experience.
- C. The UNIVERSITY shall complete periodic observations and/or evaluations of the student regarding his/her performance at the FIELDWORK SITE as per arrangement between the UNIVERSITY faculty or staff member and the FIELDWORK SITE supervisor.
- D. The UNIVERSITY may provide monetary compensation for services rendered by the FIELDWORK SITE in an amount not to exceed the actual cost of the services rendered by the FIELDWORK SITE per Appendix A.

II. RESPONSIBILITIES OF THE FIELDWORK SITE

- A. The FIELDWORK SITE shall provide students with experiences with a student population that is diverse in terms of ethnicity, culture, language, socio-economics and/or special needs.
- B. The FIELDWORK SITE staff will promptly and thoroughly investigate any complaint by any participating student of unlawful discrimination or harassment at the FIELDWORK SITE or involving employees or agents of the FIELDWORK SITE, take prompt and effective remedial action when discrimination or harassment is found to have occurred, and promptly notify the UNIVERSITY of the existence and outcome of any complaint of harassment by, against, or involving any participating student.
- C. The FIELDWORK SITE staff will provide, upon request by any participating student, such reasonable accommodations at the FIELDWORK SITE as required by law in order to allow qualified disabled students to participate in the program.

- D. To provide for emergency health care of the student in case of accident at the expense of the student.
- E. To provide all participating students with a copy of the FIELDWORK SITE'S rules, regulations, policies, and procedures with which the students are expected to comply and notify the UNIVERSITY of any change in its personnel, operation, or policies which may affect the field education experience.
- F. Comply with all federal, state and local statutes and regulations applicable to the operation of the program, including without limitation, laws relating to the confidentiality of student records.
- G. The FIELDWORK SITE staff shall comply with APPENDIX B regarding the FIELDWORK SITE'S supervision of UNIVERSITY students.

III. THE PARTIES MUTUALLY AGREE

- A. The FIELDWORK SITE shall provide field experiences in such schools or classes of the FIELDWORK SITE and under the direct supervision and instruction of such employees of the FIELDWORK SITE, as specified by the duly authorized representatives of the FIELDWORK SITE and the UNIVERSITY.
- B. The FIELDWORK SITE may, for good cause, refuse to accept for field experiences, or terminate the field experience assignment of any student of the UNIVERSITY assigned to the FIELDWORK SITE in writing. Prior to removal of a student, the FIELDWORK SITE shall consult with the UNIVERSITY about its concerns and proposed course of action. The UNIVERSITY may terminate the field experience assignment or student teaching assignment of any student of the UNIVERSITY at the FIELDWORK SITE at any time, and may do so if the FIELDWORK SITE so requests in writing with a statement of reasons why the FIELDWORK SITE desires to have the student withdrawn.
- C. Neither party shall discriminate in the assignment of students on the basis of race, color, disability, sex, religion, national origin, ancestry, sexual orientation, or any other basis prohibited by law.
- D. The UNIVERSITY agrees to indemnify, hold harmless, and defend the FIELDWORK SITE, its agents, and employees from and against all loss or expense (including costs and attorney fees) resulting from liability imposed by law upon the FIELDWORK SITE because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement and due or claimed to be due to the negligence of the UNIVERSITY, its agents, employees, or students.
- E. The FIELDWORK SITE agrees to indemnify, hold harmless, and at the UNIVERSITY'S request, defend the UNIVERSITY, its agencies and employees from and against all loss or expenses (including costs and attorney fees) resulting from liability imposed by law upon the UNIVERSITY because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement, and due or claimed to be due to the negligence of the FIELDWORK SITE, its agents, or employees.
- F. The parties agree that the students are considered learners who are fulfilling specific requirements for field experiences as part of a degree and/or credential requirement. Therefore, regardless of the nature or extent of the acts performed by them, students are not to be considered employees or agents of either the UNIVERSITY or the FIELDWORK SITE for any purpose including Workers' Compensation or any other employee benefit programs. The students shall not be entitled to any monetary remuneration for services performed by them in the course of their training.

- G. The parties mutually agree each shall provide and maintain commercial general liability insurance or self-insurance acceptable to both parties in the minimum amounts of \$1,000,000 per occurrence, \$3,000,000 general aggregate and upon request shall furnish proof thereof in the form of a certificate of insurance within 30 days of the effective date of this Agreement. Each Certificate of Insurance shall specify that should any above described policies be cancelled before the expiration date thereof, notice will be delivered in accordance with the policy provisions.
- H. Both parties acknowledge they are independent contractors, and nothing contained in this Agreement shall be deemed to create an agency, joint venture, franchise or partnership relation between the parties and neither party shall so hold itself out. Neither party shall have the right to obligate or bind the other party in any manner whatsoever, and nothing contained in this Agreement shall give or is intended to give any right of any kind to third persons.
- I. Any failure of a party to enforce that party's right under any provision of this Agreement shall not be construed or act as a waiver of said party's subsequent right to enforce any provisions contained herein.
- J. Notices required or permitted to be provided under this Agreement shall be in writing and shall be deemed to have been duly given if mailed first class to the parties that signed this agreement and to the addresses below.

FIELDWORK SITE CONTACT INFORMATION:

Orcutt Union School District
 500 Dyer Street
 Orcutt, CA 93455
 Attn: MaryJane Dwyer
 Phone: 805-938-8914

UNIVERSITY CONTACT INFORMATION:

Brandman University
 16355 Laguna Canyon Road
 Irvine, CA 92618
 Attn: School of Education, Dean
 Fax: (800) 775-0128

- K. If any term or provision of this Agreement is for any reason held to be invalid, such invalidity shall not affect any other term or provision, and this Agreement shall be interpreted as if such term or provision had never been contained in this Agreement.
- L. In the event of any material default under this Agreement, which default remains uncured for a period of twenty-one (21) days after receipt of written notice of such default, or in the event of the loss of WASC accreditation by the UNIVERSITY, this Agreement may be immediately terminated by the non-defaulting party.
- M. This Agreement fully supersedes any and all prior agreements or understandings between the parties or any of their respective affiliates with respect to the subject matter hereof. No change, modification, addition, amendment, or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by both parties hereto subsequent to the execution of this Agreement.
- N. This Agreement shall be construed in accordance with the laws of the State of California in effect at the time of the execution of this Agreement. Should either party institute legal action to enforce any obligation contained herein, it is agreed that the proper venue of such suit or action shall be Orange County, California.

IV. TERM AND TERMINATION OF AGREEMENT

- A. THE TERM of this Agreement shall be effective 08/01/2021 and shall continue in full force and effect through 08/01/2024. This Agreement may be renewed for one (1) additional term of the contract by mutual written consent of the parties.
- B. THIS AGREEMENT may be terminated by either the UNIVERSITY or the FIELDWORK SITE with or without cause upon thirty (30) days written notice provided that (subject to the other terms of this Agreement) all students performing fieldwork at the time of notice of termination are given the opportunity to complete their fieldwork at the Fieldwork Site.

SIGNATURES:

FIELDWORK SITE: Signature: _____
Name: Dr. Holly Edds
Title: Superintendent
Date: April 14, 2021

UNIVERSITY: Signature: _____
Name: Phillip L. Doolittle
Title: Executive Vice Chancellor of Finance and
Administration and Chief Financial Officer
Date: _____

Appendix A
Payment for Master Teachers for Teacher Education Fieldwork Only

I. SPECIAL PROVISIONS – RATES and PAYMENTS

- (a) \$ 200 Master Teacher stipend per eight (8) week session of full-time student teaching consisting of three to six (3-6) units for Multiple and Single Subject Credential candidates.
- (b) \$ 200 Master Teacher stipend per eight (8) week session of full-time student teaching consisting of three to six (3-6) units for Education Specialist Instruction Credential (Special Education) candidates.

METHOD OF PAYMENT: Stipend is to be paid directly to the Master Teacher.

In the event the assignment of a UNIVERSITY student is terminated by the UNIVERSITY and/or the FIELDWORK SITE for any reason after the student has been in student teaching and has been at the assignment for a minimum of two weeks, MASTER TEACHER shall receive payment for one assignment on account of each student as though there had been no termination of the assignment. Said payment is to exceed no more than six (6) units per session of terminated assignment. In the event the field experience of a UNIVERSITY student is terminated by the UNIVERSITY and/or the MASTER TEACHER for any reason after the student has been in the field experience for a minimum of two weeks, MASTER TEACHER shall receive payment for one assignment on account of each student as though there had been no termination of the assignment.

Within thirty (30) days following the close of each session or academic session of the UNIVERSITY, the MASTER TEACHER shall submit an invoice and I-9 form as provided and signed to them by the UNIVERSITY, to the UNIVERSITY for payment at the rate provided therein for all field experiences provided by the FIELDWORK SITE under and in accordance with this agreement during said session. This process may be altered according to individual districts procedures as to the manner in which the invoicing will proceed so long as the parties mutually agree to such alteration in advance.

Appendix B
Specific Supervision Requirements for Each Program

Teacher Education Fieldwork:

- A. "Field Experience" as used herein and elsewhere in this agreement means active participation in the duties and function of classroom under the direct supervision and instruction of employees of the FIELDWORK SITE who hold valid teaching credentials issued by the California Commission on Teacher Credentialing, authorizing them to serve as classroom teachers in the schools or classes in which the field experience is provided, and have completed a minimum of three years successful teaching experience. "Student Teaching" is used herein and elsewhere in this agreement means participation in the duties and function of classroom teaching under the direct supervision and instruction of employees of the FIELDWORK SITE who hold valid, teaching credentials issued by the California Commission on Teacher Credentialing, authorizing them to serve as classroom teachers in the schools or classes in which the student teaching experience is provided, and have completed a minimum of three years successful teaching experience.
- B. The UNIVERSITY'S Teacher Education Policy provides that student teachers without emergency or substitute permits may not be asked by the school districts to serve and be paid for substitute teaching as, under California law, student teachers are not certificated personnel and as they require full-time supervision. Those holding substitute or emergency permits may substitute for their master teacher only (a maximum of four (4) days only): when s/he is ill; when it is determined by the principal that this is in the best interest of the students in the classroom as well as the candidate; after the first four weeks of the first assignment; and/or when the candidate is paid.
- C. "Session of Student Teaching," for Multiple Subject and Single Subject Credential candidates as used herein and elsewhere in this agreement is considered to be a full day of student teaching daily for five (5) days a week for a minimum of eight (8) weeks for elementary credential candidates (for this, the elementary credential candidate receives three to six (3-6) session units of practice teaching credit), and three periods a day for five (5) days a week for a minimum of eight (8) weeks for secondary credential candidates (for this, the secondary credential candidate receives three to six (3-6) session units of practice teaching credit).
- D. "Session of Student Teaching," for Education Specialist Instruction Credential (Special Education) candidates as used herein and elsewhere in this agreement is considered to be a full day of student teaching daily for five (5) days a week for a minimum of eight (8) weeks for elementary credential candidates (for this, the elementary credential candidate receives three to six (3-6) session units of practice teaching credit), and three periods a day for five (5) days a week for a minimum of eight (8) weeks for secondary credential candidates (for this, the secondary credential candidate receives three to six (3-6) session units of practice teaching credit).
- E. An assignment of a Multiple Subject and Single Subject Credential candidate of the UNIVERSITY to student teaching in classes of schools of the FIELDWORK SITE shall be for a two eight (8) week session as mutually agreed between the UNIVERSITY and FIELDWORK SITE.
- F. An assignment of an Education Specialist Instruction Credential (Special Education) candidate of the UNIVERSITY to student teaching in classes of schools of the FIELDWORK SITE shall be for a single eight (8) week session as mutually agreed between the UNIVERSITY and FIELDWORK SITE.
- G. The assignment of a UNIVERSITY student to field experiences and student teaching at FIELDWORK SITE shall be deemed to be effective for the purposes of this agreement as of the date the student presents to the proper FIELDWORK SITE officials the assignment papers or other documents provided by the UNIVERSITY effecting such assignment, but not earlier than the date of such assignment as shown on such card or other document.

School Counseling Fieldwork:

- A. Provide an average of one (1) hour of individual or one-and-one-half (1.5) hours of small group supervision per week from an experienced school counselor with at least two years of professional experience.
- B. Provide opportunities for students to gain a broad range of experiences, including experiences in:
 - a. Personal and career assessments
 - b. Personal counseling experience in either an individual or group context
 - c. Experience in School-based programs serving parents and family members
 - d. Observing classroom instruction
 - e. Attending district and school based meetings
 - f. Mapping school-based community resources
 - g. The candidate is to perform, under supervision, the functions of school counselors in school counseling domains.
 - h. Participating in professional development activities.
 - i. Participating in individual or group supervision.
 - j. Learning about and using technology and information systems.
 - k. Learning about Individual differences and student diversity.
- C. The FIELDWORK SITE shall provide activities that occur across at minimum of two of four settings, including, (a) elementary, middle school or junior high, and (b) high school.
- D. The FIELDWORK SITE in collaboration with the UNIVERSITY will designate one school counselor who has at least two years experience in school counseling to serve as the primary supervisor. The student may also work with other experienced school counselors for specific activities. In no case shall any supervisor be assigned by the FIELDWORK SITE to provide concurrent supervision for more than two interns or students.
- E. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- F. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluation of the student's performance near the end of each university session.
- G. The FIELDWORK SITE shall ensure that the student will be treated by the district as part of the professional staff and provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the student is encouraged to participate in district, SELPA, or county committees; and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.

I. Specific Supervision Requirements School Psychology Fieldwork:

- A. Provide an average of one (1) hour of individual or one-and-one-half (1.5) hours of small group supervision per week from an experienced school psychologist with at least two years of professional experience.
- B. Provide experiences with a diverse student population.
- C. Provide experiences with a variety of educational programs.
- D. Provide opportunities for students to gain a broad range of experiences, including experiences in:

- a. Data based decision making: Assessing and reevaluating individual pupils and their programs.
 - b. Collaboration and consultation with school personnel and participation on interdisciplinary teams.
 - c. Developing, implementing and evaluating academic and behavioral interventions.
 - d. Providing counseling and other mental health interventions.
 - e. Home, school, community collaboration: working with parents and community members.
 - f. Learning about, helping develop, or evaluating policy, practices and programs.
 - g. Participating in professional development activities.
 - h. Participating in individual or group supervision.
 - i. Learning about and using technology and information systems.
 - j. Learning about Individual differences and student diversity.
- E. The FIELDWORK SITE shall provide activities that occur across at minimum of two of four settings, including (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school.
- F. The FIELDWORK SITE in collaboration with the UNIVERSITY will designate one school psychologist who has at least two years experience in School Psychology to serve as the primary supervisor. The student may also work with other experienced school psychologists for specific activities. In no case shall any supervisor be assigned by the FIELDWORK SITE to provide concurrent supervision for more than two interns or students.
- G. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- H. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluations of the student's performance near the end of each university session.
- I. The FIELDWORK SITE shall ensure that the student will be treated by the district as part of the professional staff and provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the student is encouraged to participate in district, SELPA, or county committees; and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.

School Administration:

- A. The FIELDWORK SITE shall provide student with individual and/or small group supervision from an experienced school administrator.
- B. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual and/or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- C. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluation of the student's performance near the end of each university session.