

ORCUTT UNION SCHOOL DISTRICT
Regular Closed Meeting of the Board of Trustees
Wednesday, September 9, 2020
Closed Session – 6:00 P.M.
Public Session – 6:30 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](tel:+15713173122)

Access Code: 887-747-125

CALL TO ORDER 6:00 P.M.

- A. Pledge of Allegiance

CLOSED SESSION PUBLIC COMMENTS

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

ADJOURN TO CLOSED SESSION

- A. Adjourn to Closed Session for the purpose of discussing matters expressly authorized by Government Code Section 3549.1, 54956.95, 54957, and 54957.6.
1. Public Employment per Personnel Report.
 2. Public Employee Employment/Discipline/Dismissal/Release.
 3. Conference with labor negotiator Dr. 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) (2).

RECONVENE TO PUBLIC SESSION 6:30 P.M.

- A. Public Report on Action Taken in Closed Session

- B. Adoption of September 9, 2020 Agenda

Moved _____ Second _____ Vote _____

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.

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. School Opening 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. Certificated Personnel Action Report
- C. Approval of Warrants
- D. Minutes, Special Board Meeting, August 7, 2020
- E. Minutes, Regular Board Meeting, August 12, 2020
- F. BP 0430, Comprehensive Local Plan for Special Education, for Second the Reading
- G. BP 1312.3, Uniform Complaint Procedures, for the Second Reading
- H. BP 1340, Access to District Records for the Second Reading
- I. BP 5145.3, Nondiscrimination/Harassment for the Second Reading
- J. BP 6020, Parent Involvement for the Second Reading
- K. BP 6115, Ceremonies & Observances for the Second Reading
- L. Alice Shaw Full Day Kindergarten Project, change order #3
- M. Joe Nightingale Full Day Kindergarten Project, change order #2
- N. Ralph Dunlap Full Day Kindergarten Project, change order #2
- O. Pine Grove School Site Safety & Security Project, change order #2
- P. Joe Nightingale School Site Safety & Security Project, change order #1
- Q. Patterson/Pine Grove Full Day Kindergarten Project, change order #3
- R. Olga Reed Cafeteria Alteration Project, change order #4
- S. OAHS Restroom Alteration Project, change order #4
- T. OUSD Innovation Center Project, change order #2
- U. OAHS Site Safety & Security Project, change order #2
- V. Lakeview JHS Site Safety & Security Project, change order #1

The Superintendent and Assistant Superintendent of Business Services recommend ratification of the change orders described above and in the attached materials. The fiscal impact to the Measure G Bond Fund (21) and Developer Fee Fund (25) will be \$152,676.78.

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

Moved _____ Second _____ Vote _____

ITEMS SCHEDULED FOR ACTION

A. GENERAL

1. Approval of Governance Handbook

It is recommended that the Board of Trustees approve the revised Governance Handbook, as submitted.

Moved _____ Second _____ Vote _____

B. BUSINESS SERVICES

INFORMATION ONLY:

1. Presentation on Facilities Update for Measure G Bond "Series B"

Action Items

1. Approval of the First Amendment of Professional Services Agreement with TELACU Construction Management Firm

It is recommended that the Board of Trustees approve the First Amendment of Professional Service Agreement with TELACU Construction Management Firm, as submitted.

Moved _____ Second _____ Vote _____

2. Approval of the Third Amendment of Professional Services Agreement with PMSM/19six Architects

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

Moved _____ Second _____ Vote _____

3. Resolution No. 5 GANN Limit

It is recommended that the Board of Trustees adopt the 2020/2021 Resolution No. 5 GANN Limit Adoption, as submitted.

Moved _____ Second _____ Vote _____

4. District and Charter Fund Certification of the 2019-2020 Unaudited Actuals

It is recommended that the Board of Trustees approve and certify the Unaudited Actuals Finance Report, as submitted.

Moved _____ Second _____ Vote _____

5. Resolution No 8 Commit the General Fund Balance

It is recommended that the Board of Trustees adopt Resolution No. 8 Commit the General Fund Balance, as submitted.

Moved _____ Second _____ Vote _____

6. Resolution No. 6 Approving Temporary Borrowing Between Funds

It is recommended that the Board of Trustees adopt Resolution No. 6, Approving Temporary Borrowing Between Funds, as submitted.

Moved _____ Second _____ Vote _____

7. Ratification of Agreement with PolyChrome Construction, Inc. for the Painting Project at Orcutt JHS

It is recommended that the Board of Trustees ratify the agreement with PolyChrome Construction, Inc. agreement for \$94,000.00, as submitted.

Moved _____ Second _____ Vote _____

8. Notice of Completion for the Painting Project at Orcutt JHS

It is recommended that the Board of Trustees approve the Notice of Completion for the Painting Project at Orcutt Union School District, as submitted.

Moved _____ Second _____ Vote _____

9. Board to receive the Report of Final Bond Sale from the Measure G Series B Bonds and 2020 Refinancing Bonds under Measure P

It is recommended the Board of Trustees receive the Report of Final Bond Sale from the Measure G Series B Bonds and 2020 Refinancing Bonds under Measure P.

C. EDUCATIONAL SERVICES

INFORMATION ONLY:

1. Presentation on Learning Continuity and Attendance Plan for OUSD and Charter

Public Hearing – OUSD Learning Continuity and Attendance Plan

This is the Public’s opportunity to comment on the OUSD Learning Continuity and Attendance Plan

1. OUSD Learning Continuity and Attendance Plan Presentation only (No Action Required)

Public Hearing – Orcutt Academy Charter Learning Continuity and Attendance Plan

This is the Public’s opportunity to comment on the Charter Learning Continuity and Attendance Plan

2. Orcutt Academy Charter Learning Continuity and Attendance Plan Presentation only (No Action Required)

Public Hearing - Instructional Materials/Textbook Sufficiency

This is the Public’s opportunity to comment on Instructional Materials/Textbook Sufficiency

3. 2020-2021 Resolution No. 7 Sufficiency of Instructional Materials

It is recommended that the Board of Trustees adopt 20/2020 Resolution No. 7, Sufficiency of Instructional Materials as submitted.

Moved _____ Second _____ Vote _____

4. Disposal of Obsolete Textbooks and Library Books

It is recommended that the Board of Trustees approve the immediate disposal of library books and Instructional materials which fall in the described categories in accordance with district policy.

Moved _____ Second _____ Vote _____

D. HUMAN RESOURCES

1. Board Policy 4112.9, 4219.9, 4319.9 Employee Notifications

It is recommended that the Board of Trustees approve the revisions to Board Policy 4112.9, 4219.9, 4319.9 Employee Notifications for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

2. Board Policy 4113, Assignment

It is recommended that the Board of Trustees approve the revisions to Board Policy 4113 Assignment, for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

3. Board Policy 4119.43, Universal Precautions

It is recommended that the Board of Trustees approve the revisions to Board Policy 4119.43, Universal Precautions for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

4. Board Policy 4151, Employee Compensation

It is recommended that the Board of Trustees approve the revisions to Board Policy 4151, Employee Compensation for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

GENERAL ANNOUNCEMENTS

- A. Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, October 14, 2020, 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. There will be a Special Board Meeting on Wednesday, September 16, 2020, beginning at 5:00 p.m., Board Study Session will be immediately following, and will travel to each school site

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 Sept. 9, 2020

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
Amezcu-Briseno, Pedro	Technology	Computer Technician, I	21/6	8.0	\$4,287.00 per mo.	8/26/2020	Resignation
Applebay, Thomas	Technology	Technology Application Specialist	27/5	8.0	\$4,734.00 per mo.	9/4/2020	Resignation
Brown, Gail	Alice Shaw	Noon Duty Supervisor	6/6	1.75	\$175.00 per mo.	11/1/2020	Longevity – 20 years
Coll, Brenda	Alice Shaw	Instructional Assistant, I	11/6	6.0	\$175.00 per mo.	11/1/2020	Longevity – 20 years
Connolly, Lydia	Dunlap	Child Nutrition Cashier	7/6	2.0	\$150.00 per mo.	11/1/2020	Longevity – 15 years
Espinoza, Sabrina	Child Nutrition Dept.	Child Nutrition Transport Worker	11/6	2.0	\$19.25 per hr.	9/1/2020	Additional position
Frost, Rowena	Orcutt Academy HS	Child Nutrition Cook	10/6	3.0	\$18.78 per hr.	9/1/2020	Additional position
Fuentes, Mario	Operations	Utility Worker, Substitute	18		\$16.36 per hr.	8/7/2020	Substitute
Gallet, Jane	Patterson	Instructional Assistant, I	11/6	6.0	\$150.00 per mo.	11/1/2020	Longevity – 15 years
Garcia, Christina	Patterson	Instructional Assistant, II	12/4	3.50	\$17.89 per hr.	8/17/200	Resignation
Hughes, Sheri	Nightingale Campus Connection	Child Care Assistant	7/6	3.75	\$200.00 per mo.	11/1/2020	Longevity – 25 years
Inboden, Tricia	Nightingale	Child Nutrition Cook & Cashier	10/6 7/6	3.50	\$150.00 per mo.	11/1/2020	Longevity – 15 years
McCoy, Tiffany	Lakeview JH	Noon Duty Supervisor	6/2	.83	\$13.99 per hr.	8/10/2020 – 2/10/2021	Request 6 month unpaid leave of absence
McGeary, Rebecca	Transportation	Bus Driver	18/6	6.364	\$200.00 per mo.	11/1/2020	Longevity – 25 years
Maestas, Celena	Independent Study	Instructional Assistant, II	12/3	12 per wk.	\$17.04 per hr.	8/9/2020	Resignation



Orcutt Union School District

Classified Personnel Action Report Sept. 9, 2020

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
Melendez, Cynthia	Lakeview JH	Child Nutrition Worker	7/4	2.0	\$15.82 per hr.	8/10/2020	Increase in hours (additional .5 hour)
Mullen, Debbie	Olga Reed	ASES Homework Coach	8/6	2.0	\$17.87 per hr.	08/11/2020	Resignation
Munoz-Montes, Diego	Lakeview JH	Custodian, Night	17/3	8.0	\$3,355 per mo.	8/1/2020	Voluntary transfer in sites
Parker, Jolene	Dunlap	Instructional Assistant, I	11/6	3.50	\$150.00 per mo.	11/1/2020	Longevity – 15 years
Peacock, Jeffrey	Orcutt JH	Custodian, Night	17/2	8.0	\$3,195.00 per mo.	9/1/2020	Permanent/Probationary
Silveira, Michelle	Orcutt Academy HS	Custodian, Night	17/4	8.0	\$3,522 per mo.	8/17/200	Promotion
Sonsini, April	Dunlap	Noon Duty Supervisor	6/3	1.75	\$14.70 per hr.	8/18/2020	Resignation
Swack, Stephani	Nightingale	Noon Duty Supervisor	6/2	1.75	\$13.99 per hr.	8/10/2020	Resignation
Vargas, Emilio	Operations	Utility Worker, Substitute	18		\$16.63 per hr.	8/18/2020	Substitute



Orcutt Union School District

Certificated Personnel Action Report

September 9, 2020

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
Adler, Katie	Patterson Road	Extra Duty	\$1500	6/2021	Combo Class
Alter, Sara	Ralph Dunlap	Hourly	\$25	2020-21	Intervention, 24 hrs wk
Baldwin, Beth	Lakeview JHS	Stipend	\$1200	2020-21	Lead Teacher, PE
Barba, Patricia	Alice Shaw	Extra Duty	\$1500	6/2021	Combo Class
Batchelor, Melanie	Pine Grove	Hourly	\$25	2020-21	After Hours Support, 10 hrs wk
Birdsall, Swapna	Alice Shaw	Hourly	\$25	2020-21	Intervention, 22 hrs wk
Blanchard, Kimberly	Joe Nightingale	Hourly	\$25	2020-21	Intervention, 22 hrs wk
Bode, Stephenson	Orcutt Academy HS	IV-6	\$61,213*	2020-21	Completed Units for Movement
Bornhoft, Kristin	Orcutt Academy HS	Stipend	\$1200	2020-21	Lead Teacher, Science
Bormes, Lori	Ralph Dunlap	Hourly	\$25	2020-21	After Hours Support, 10 hrs wk
Brown, Matthew	Joe Nightingale	IV-4	\$57,301	2020-21	Submitted units for Movement
Buchanan, Sarah	Pine Grove	Hourly	\$25	2020-21	Intervention, 25 hrs wk
Callis, Wendy	Patterson Road	V-3	\$58,069*	2020-21	Submitted Units for Movement
Campbell, Kaitlin	Orcutt Academy I/S	Hourly	\$30	2020-21	Support Teacher, 18 hrs wk
Cantrell, Andrea	Ralph Dunlap	Hourly	\$25	2020-21	Academic Intervention, 24 hrs wk
Cedillo, Monica	Orcutt Academy HS	VI-10	\$76,670*	2020-21	Additional 13 days at Daily Rate
Chamberlain, John	Joe Nightingale	VI-20	\$100,043	7/6/2020	Request to Participate in the Early Retirement Program
Clayton, Michelle	Orcutt Academy K-8	Extra Duty	\$1500	6/2021	Combo Class
Cleveland, Paul	Lakeview JHS	Extra Duty	\$40/hr	2020-21	SysOp, 50 hrs max

*To be prorated

NAME	SCHOOL	CLASS/STEP	SALARY	EFFECTIVE DATE	ACTION INFORMATION
Cole, Cristy	Orcutt Academy K-8	Extra Duty	\$1500	6/2021	Combo Class
Collison, Deirdre	Alice Shaw	Extra Duty	\$40/hr	6/10/20	Combo Meeting, 1 hr
Cornwell, Karen	District	Extra Duty	\$40/hr	7/29/20	New Teacher Planning, 1.25 hrs
Culbara, Graham	Orcutt Academy HS	Stipend	\$2000	2020-21	ASB Advisor
Culbara, Sydney	Orcutt Academy HS	Extra Duty	\$1500	6/2021	Combo Class
Cutler, Elizabeth	Lakeview JHS	Stipend Extra Duty	\$1200 \$40/hr	2020-21 8/3/20	Lead Teacher, History JH History Alignment, 4 hrs
Dell'Armo, John	Orcutt Academy HS	Extra Duty	\$1500	6/2021	Combo Class
Doerksen, Allie	Pine Grove	Stipend	\$1000	2020-21	Student Council
Duft, Jamie	Orcutt Academy I/S	Hourly	\$30	2020-21	Support Teacher, 18 hrs wk
Elkin, Miranda	Patterson Road	Extra Duty	\$1500	6/2021	Combo Class
Fichter, Megan	Lakeview JHS	Stipend	\$1200	2020-21	Lead Teacher, Special Education
Flick, Megan	Pine Grove	Stipend	\$211	2020-21	Battle of the Books
Freeland, Susan	Joe Nightingale	Hourly	\$25	2020-21	Intervention, 22 hrs wk
Garcia, Deedra	Patterson Road	Hourly	\$25	2020-21	Intervention, 26.5 hrs wk
Gelotti, Scott	Orcutt Academy HS	Extra Duty	\$40/hr	7/9-7/30/20	MOU meetings, 16 hrs
Golden, Cassandra	Orcutt JHS	Hourly	\$25	2020-21	After Hours Support, 10 hrs wk
Grennan-Slider, Julie	Joe Nightingale	V-20	\$95,494	2020-21	Completed units for Movement
Griffin, Simon	Lakeview JHS	Stipend Extra Duty	\$1200 \$40/hr	2020-21 7/7/20	Lead Teacher, English Essential Standards Meeting, 4 hrs
Haggerty, Suzi	Orcutt Academy K-8	Extra Duty	\$1500	6/2021	Combo Class
Hemphill, Juliann	Orcutt Academy	Hourly	\$30 \$20	2020-21	Grantwriter, 5 hrs month Webmaster, 8 hrs month
Hodson, Joslyn	Patterson Road	Extra Duty	\$40/hr	7/8/20	Essential Standards Meeting, 2.5 hrs
Hough, Roberta	Pine Grove	Extra Duty Stipend	\$40/hr \$947 \$1200	6/10/20 2020-21	Combo Meeting, 1 hr Yearbook Lead Teacher, 6 th Grade
Ibarra, Emily	Joe Nightingale	Hourly	\$25	2020-21	After Hours Support, 10 hrs wk
Jackson, Kacie	Orcutt JHS	Stipend Extra Duty	\$1200 \$40/hr	2020-21 7/2-7/9/20	Lead Teacher, Math Essential Standards Meeting, 6 hrs
Kantorowski, Jennifer	Olga Reed / Orcutt Academy K-8 & I/S	Hourly	\$25	2020-21	Support Teacher, 24 hrs wk After Hours Support, 10 hrs wk
Kozel, Aaron	Ralph Dunlap	Extra Duty	\$1500 \$40/hr	6/2021 7/7/20	Combo Class Essential Standards Meeting, 2.5 hrs

*To be prorated

NAME	SCHOOL	CLASS/STEP	SALARY	EFFECTIVE DATE	ACTION INFORMATION
Kuykendall, Colleen	District	Extra Duty	\$40/hr	7/29/20 7/6-7/8/20	New Teacher Planning, 1.5 hrs Essential Standards Meeting, 12 hrs
Kuykendall, Emma	Patterson Road	Hourly	\$25	2020-21	Academic Intervention, 26.5 hrs wk
Lafin, Debra	Olga Reed	Extra Duty	\$1500	6/2021	Combo Class
Lake, Cathy	District	Extra Duty	\$40/hr	7/2-7/13/20	Essential Standards Meeting, 8 hrs
Lara, Nichol	Alice Shaw	Hourly	\$25	2020-21	Academic Intervention, 22 hrs wk
Larrabee, Jennifer	District/Orcutt Academy K-8	Hourly	\$25	2020-21	Art Enrichment, 16 hrs wk
Leach, Veronica	Olga Reed	Hourly	\$25	2020-21	Support Teacher, 24 hrs wk
Lee, Tanya	Olga Reed	Extra Duty	\$1500	6/2021	Combo Class
Lovell, Stacey	Orcutt Academy K-8	Extra Duty	\$1500	6/2021	Combo Class
Luis, Michael	Olga Reed	Extra Duty	\$1500	6/2021	Combo Class
Majewski, Katlin	Pine Grove	Hourly	\$25	2020-21	Intervention, 25 hrs wk
Manfredi, Patricia	Lakeview JHS	Extra Duty	\$40/hr	7/2/20	Essential Standards Meeting, 4 hrs
Manich, Cher	District	Extra Duty	\$40/hr	7/7-7/9/20 7/29/20 3/2-3/9/20	Essential Standards Meeting, 8 hrs New Teacher Planning, 1.5 hrs Grade Level Collaboration, 8 hrs
Mason, Cary	Orcutt Academy I/S	Hourly	\$30	2020-21	Support Teacher, 18 hrs wk
Mason, Joel	Orcutt Academy HS	Stipend	\$1200	2020-21	Lead Teacher, Social Science
Mason, Joshua	Orcutt Academy HS	Stipend	\$1200	2020-21	Lead Teacher, Math
Matautia, Jewelee	Orcutt Academy K-8	Hourly	\$25	2020-21	Support Teacher, 24 hrs wk
May, Dawn	Pine Grove	Stipend	\$1200	2020-21	Lead Teacher, 2 nd Grade
McManus, James	Orcutt Academy HS	Stipend	\$1600	2020-21	Yearbook Advisor
Milanesa, Kateri	Pine Grove	IV-1	\$51,905	2020-21	Submitted Units for Movement
Millan, Laurie	Alice Shaw	Hourly	\$25	2020-21	Academic Intervention, 22 hrs wk
Miller, Heidi	Orcutt Academy HS	Extra Duty	\$1500	6/2021	Combo Class
Montgomery, Megan	Orcutt Academy HS	Stipend	\$1400	2020-21	Senior Class Advisor
Mussell, Katie	Pine Grove	Stipend	\$1200	2020-21	Lead Teacher, 2 nd Grade
Pacheco, Jenna	Orcutt Academy HS	VI-11	\$79,252	2020-21	Completed Master's Degree
Pawley, Lise	Joe Nightingale	Extra Duty	\$40/hr	7/7-7/9/20	Essential Standards Meeting, 8 hrs

*To be prorated

NAME	SCHOOL	CLASS/STEP	SALARY	EFFECTIVE DATE	ACTION INFORMATION
Perez, Ana	Orcutt Academy HS	VI-10	\$76,670*	2020-21	Additional 13 days at Daily Rate
Reynolds, Crystal	Orcutt JHS	Stipend	\$1200	2020-21	Lead Teacher, Special Education
Reyes, Emily	Orcutt JHS	Extra Duty	\$40/hr	7/9/20	Essential Standards Meeting, 4 hrs
Richardson, Laura	Joe Nightingale	Hourly	\$25	2020-21	Intervention, 22 hrs wk
Riggs, Isabel	Orcutt Academy K-8	Extra Duty	\$1500	6/2021	Combo Class
Sage, Addison	Orcutt Academy HS	VI-2	\$58,842	2020-21	Submitted Units for Movement
Salinas, Ernest	Orcutt JHS	Stipend	\$1353 \$947	2020-21	ASB Advisor Yearbook Advisor
Salvesen, Kris	Alice Shaw	Hourly	\$25	2020-21	After Hours Support, 10 hrs wk
Savaso, Lisa	Joe Nightingale	VI-20	\$100,043	2020-21	Completed MA Degree
Segura, Monique	Alice Shaw	Extra Duty	\$40/hr	6/24-7/28/20 7/9-7/30/20	Kinder Interviews, 8 hrs MOU meetings, 16 hrs
Shaw, Michael	Orcutt Academy HS	Stipend	\$1200 \$1400	2020-21	Lead Teacher, English After School Drama Advisor
Slezak, Sarah	Orcutt Academy HS	V-8	\$68,504*	2020-21	Additional .20 FTE, Choir
Slovak, Julie	Pine Grove	Extra Duty	\$40/hr	7/2-7/13/20	Essential Standards Meeting, 8 hrs
Smith, April	Lakeview JHS	Hourly	\$25	2020-21	After Hours Support, 10 hrs wk
Smith, Timothy	Lakeview JHS	Extra Duty	\$40/hr	7/9/20	Essential Standards Meeting, 4 hrs
Streeper, Rodney	Lakeview / Orcutt JHS	VI-12	\$81,921	2020-21	Completed MA Degree
Tuggle, Julianne	Orcutt JHS	VI-3	\$60,819	2020-21	Received Additional Years of Service
Vidal, Jerred	Lakeview JHS	Stipend	\$1353 \$947	2020-21	ASB Advisor Yearbook Advisor
Villasenor, Jessica	Orcutt Academy K-8	Extra Duty	\$1500 \$40/hr	6/2021 7/7/20	Combo Class Essential Standards Meeting, 3.5 hrs
Whitted, Dana	Olga Reed / Orcutt Academy K-8	Hourly	\$25	2020-21	Support Teacher, 24 hrs wk
Wilkanoski, Lisa	Olga Reed	Extra Duty	\$1500 \$40/hr	6/2021 7/7-7/9/20	Combo Class Essential Standards Meeting, 8 hrs
Wilson, Shauna	Orcutt Academy K-8	Extra Duty	\$1500	6/2021	Combo Class
Winters, Gabrielle	Ralph Dunlap	VI-3	\$60,819	2020-21	Completed MA Degree
Winters, Nicole	Patterson Road	Hourly	\$25	2020-21	After Hours Support, 10 hrs wk
York, Sarah	Patterson Road	Hourly	\$25	2020-21	Academic Intervention, 26.5 hrs wk
Young, William	District		\$162,619	9/30/20	Resignation
Zamudio, Kelli	Orcutt JHS	Stipend Extra Duty	\$1200 \$40/hr	2020-21	Lead Teacher, English SysOp, 25 hrs max

*To be prorated

NAME	SCHOOL	CLASS/ STEP	SALARY	EFFECTIV E DATE	ACTION INFORMATION
				7/7/20	Essential Standards Meeting, 4 hrs
Zimmerman, Liz	Pine Grove	Stipend	\$1200	2020-21	Lead Teacher, 5 th Grade
Zucker, Anna	Orcutt JHS	Stipend	\$1200	2020-21	Lead Teacher, Science

*To be prorated

**ORCUTT UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
SPECIAL BOARD MEETING
GOVERNANCE RETREAT
August 7, 2020**

CALL TO ORDER

A special meeting of the Board of Trustees of the Orcutt Union School District was held on Friday, August 7, 2020 beginning with Liz Phillips calling Public Session to order at 10:04 a.m. Lisa Morinini led the Pledge of Allegiance. Members Present: Phillips, Waffle, Steller, Henderson and Morinini. Administrator Present: Edds, Leadership Associates Consultant: Peggy Lynch. It was moved by Melanie Waffle, seconded by Shaun Henderson and carried to adopt the August 7, 2020, agenda as presented. Ayes: Phillips, Waffle, Steller, Henderson and Morinini

PUBLIC COMMENT

There was no public comment.

BOARD/SUPERINTENDENT GOVERNANCE WORKSHOP

The Governance Team participated in a workshop conducted by the Leadership Associates Consultant, Peggy Lynch, on Governance Practices; including unity of purpose, roles and responsibilities, norms and protocols.

ADJOURN

It was moved by Mark Steller, seconded by Melanie Waffle and carried to adjourn the meeting at 1:59 p.m. Ayes: Phillips, Waffle, Steller, Henderson and Morinini.

Holly Edds, Ed.D., Board Secretary

Melanie Waffle, Clerk, Board of Trustees

**ORCUTT UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR MEETING MINUTES
August 12, 2020**

CALL TO ORDER

A regular meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, August 12, 2020, 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, and Morinini. Absent: Phillips Administrators Present: Edds, Salucci, Young and Bertoldi. The Board Meeting was closed to the Public due to the Covid 19 Pandemic. The Board Meeting was teleconferenced via "Go to Meeting" and streamed via "You Tube".

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, and Morinini, Absent: Phillips

RECONVENE TO PUBLIC SESSION

The meeting reconvened to Public Session at 6:30 p.m. Melanie Waffle reported that the Board of Trustees approved the rejection of a TORT claim that was filed on June 25, 2020.

RECONVENE TO PUBLIC SESSION

It was moved by Lisa Morinini seconded by Shaun Henderson to adopt the August 12, 2020 agenda.

PUBLIC COMMENT

Monique Segura, President of the Orcutt Educators Association (OEA), thanked the Board for their support to teachers and all staff during the Covid 19 Pandemic.

SUPERINTENDENT'S REPORT

Cheri Craft, Ralph Dunlap teacher and sixth grade student Bella Trenado did a Distance Learning Presentation. Janet Bertoldi, Interim Assistant Superintendent, Educational Services gave a Distance Learning update.

ITEMS FROM THE BOARD

Lisa Morinini, Shaun Henderson and Melanie Waffle thanked all District Staff and Parents for their hard work and efforts during this challenging time.

CONSENT AGENDA ITEMS

- A. Classified Personnel Action Report
- B. Certificated Personnel Action Report
- C. Approval of Warrants
- D. Minutes, Regular Board Meeting, June 10, 2020
- E. Minutes, Special Board Meeting, July 15, 2020
- F. Santa Ynez Annual Renewal of Services, Super Co-Op A California USDA Foods Cooperative
- G. Obsolete Tables at Olga Reed and Orcutt Academy HS and Portables at various sites
- H. Cooperative Purchasing Programs
- I. Consolidated Application for Funding
- J. BP 5125, Student Records for Second Reading
- K. BP 6163.4, Student Use of Technology for the Second Reading

It was moved by Mark Steller, seconded by Lisa Morinini and carried to approve consent agenda items A - K, as submitted. Ayes: Waffle, Steller, Henderson, and Morinini, Absent: Phillips

ACTION AGENDA ITEMS

Acceptance of Gift

It was moved by Lisa Morinini, seconded by Shaun Henderson, and carried to accept the gift of \$10,000 and request that a letter of acceptance and appreciation be sent to the donor. Ayes: Waffle, Steller, Henderson, and Morinini, Absent: Phillips

Board Policy 0430, Comprehensive Local Plan for Special Education

It was moved by Shaun Henderson, seconded by Mark Steller, and carried to approve the revisions made to Board Policy 0430, Comprehensive Local Plan for Special Education, for the first reading, and that it be placed on the next Consent Agenda for the second reading. Ayes: Waffle, Steller, Henderson, and Morinini, Absent: Phillips

Board Policy 1312.3, Uniform Complaint Procedures

It was moved by Lisa Morinini, seconded by Shaun Henderson, 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. Ayes: Waffle, Steller, Henderson, and Morinini, Absent: Phillips

Board Policy 1340, Access to District Records

It was moved by Lisa Morinini, seconded by Shaun Henderson, and carried to approve the revisions made to Board Policy 1340, Access to District Records, for the first reading, and that it be placed on the next Consent Agenda for the second reading. Ayes: Waffle, Steller, Henderson, and Morinini, Absent: Phillips

Additional Board Meetings for September and December 2020

It was moved by Mark Steller, seconded by Lisa Morinini, and carried to approve the additional Board Meetings, September 16, 2020 and December 16, 2020, as submitted. Ayes: Waffle, Steller, Henderson, and Morinini, Absent: Phillips

Authorized Signatures

It was moved by Shaun Henderson, seconded by Lisa Morinini, and carried to approve the Authorized Signatures, as submitted. Ayes: Waffle, Steller, Henderson, and Morinini, Absent: Phillips

Resolution No. 3 Modernization at Joe Nightingale Elementary

It was moved by Shaun Henderson, seconded by Mark Steller, and carried to adopt Resolution No. 3 Modernization at Joe Nightingale Elementary, as submitted. Ayes: Waffle, Steller, Henderson, and Morinini, Absent: Phillips

Resolution No. 4 Modernization at Patterson Road Elementary

It was moved by Shaun Henderson, seconded by Lisa Morinini, and carried to adopt Resolution No. 4 Modernization at Patterson Road Elementary, as submitted. Ayes: Waffle, Steller, Henderson, and Morinini, Absent: Phillips

Approval of the First Amendment of Key Site 17 Long Term Ground Lease Agreement with TAIT CP, LLC

It was moved by Shaun Henderson, seconded by Lisa Morinini, and carried to approve the First Amendment of Key Site 17 Long Term Ground Lease Agreement with TAIT CP, LLC, as submitted. Ayes: Waffle, Steller, Henderson, and Morinini, Absent: Phillips

Ratification of Professional Services Agreement with Cannon to Perform Topographical Survey at Joe Nightingale Elementary School

It was moved by Shaun Henderson, seconded by Lisa Morinini, and carried to ratify the Professional Services Agreement with Cannon to Perform Topographical Survey at Joe Nightingale Elementary School, as submitted. Ayes: Waffle, Steller, Henderson, and Morinini, Absent: Phillips

Ratification of Piggyback Authorization for the Purchase and Installation of Playground Equipment and Rubberized Surfacing at Joe Nightingale Elementary School

It was moved by Mark Steller, seconded by Shaun Henderson, and carried to ratify the Piggyback Authorization for the Purchase and Installation of Playground Equipment and Rubberized Surfacing with Park Planet at Joe Nightingale Elementary School, as submitted. Ayes: Waffle, Steller, Henderson, and Morinini.

American Modular Systems (AMS) Change order for Joe Nightingale Full Day Kindergarten Project

It was moved by Shaun Henderson, seconded by Lisa Morinini, and carried to approve the American Modular Systems (AMS) Change order in the amount of \$13,749.40 for Joe Nightingale Full Day Kindergarten, as submitted. Ayes: Waffle, Steller, Henderson, and Morinini, Absent: Phillips

RDZ Contractors Change Order #2 for Alice Shaw Full Day Kindergarten Project

It was moved by Mark Steller, seconded by Lisa Morinini, and carried to approve RDZ Change Order #2 in the amount of \$14,350.65 for Alice Shaw Full Day Kindergarten Project, as submitted. Ayes: Waffle, Steller, Henderson, and Morinini, Absent: Phillips

PreCon Change Order #2 for Pine Grove/Patterson Road Full Day Kindergarten Project

It was moved by Shaun Henderson, seconded by Lisa Morinini, and carried to approve PreCon Change Order #2 in the amount of \$66,084.92 for Pine Grove/Patterson Road Full Day Kindergarten Project, as submitted. Ayes: Waffle, Steller, Henderson, and Morinini, Absent: Phillips

PreCon Change Order #3 for Olga Reed Cafeteria Modernization Project

It was moved by Shaun Henderson, seconded by Mark Steller, and carried to approve PreCon Change Order #3 in the amount of \$41,256.90 for Pine Olga Reed Cafeteria Modernization Project, as submitted. Ayes: Waffle, Steller, Henderson, and Morinini, Absent: Phillips

PreCon Change Order #2 for Orcutt Academy HS Restroom Modernization Project

It was moved by Mark Steller, seconded by Shaun Henderson, and carried to approve PreCon Change Order #2 in the amount of \$22,885.91 for Orcutt Academy HS Restroom Modernization Project, as submitted. Ayes: Waffle, Steller, Henderson, and Morinini, Absent: Phillips

PreCon Change Order #2 for Orcutt Academy HS Site Safety & Security Project

It was moved by Lisa Morinini, seconded by Shaun Henderson, and carried to approve PreCon Change Order #2 in the amount of \$4,041.00 for Orcutt Academy HS Site Safety & Security Project, as submitted. Ayes: Waffle, Steller, Henderson, and Morinini, Absent: Phillips

Quincon Change Order #2 for Pine Grove/Patterson Road Full Day Kindergarten Project

It was moved by Lisa Morinini, seconded by Shaun Henderson, and carried to approve Quincon Change Order #2 in the amount of \$66,084.92 for Pine Grove/Patterson Road Full Day Kindergarten Project, as submitted. Ayes: Waffle, Steller, Henderson, and Morinini, Absent: Phillips

Board Policy 5145.3, Nondiscrimination/Harassment

It was moved by Shaun Henderson, seconded by Mark Steller, and carried to approve the revisions made to Board Policy 5145.3, Nondiscrimination/Harassment, for the first reading, and that it be placed on the next Consent Agenda for the second reading. Ayes: Waffle, Steller, Henderson, and Morinini, Absent: Phillips

Board Policy 6020, Parent Involvement

It was moved by Lisa Morinini, seconded by Shaun Henderson, and carried to approve the revisions made to Board Policy 6020, Parent Involvement, for the first reading, and that it be placed on the next Consent Agenda for the second reading. Ayes: Waffle, Steller, Henderson, and Morinini, Absent: Phillips

Board Policy 6115, Ceremonies & Observances

It was moved by Mark Steller, seconded by Shaun Henderson, and carried to approve the revisions made to Board Policy 6115, Ceremonies & Observances, for the first reading, and that it be placed on the next Consent Agenda for the second reading. Ayes: Waffle, Steller, Henderson, and Morinini, Absent: Phillips

Public Hearing – Initial Collective Bargaining Proposal with California School Employee Association Orcutt Chapter #255 for a 2020-2023 Successor Agreement

Adopt the District’s Initial Collective Bargaining Proposal with California School Employee Association Orcutt Chapter #255 for a 2020-2023 Successor Agreement

It was moved by Shaun Henderson, seconded by Lisa Morinini, and carried to adopt the District’s Initial Collective Bargaining Proposal with California School Employee Association Orcutt Chapter #255 for a 2020-2023 Successor Agreement, as submitted. Ayes: Waffle, Steller, Henderson, and Morinini, Absent: Phillips

2020-21 Resolution No. 2 Waiver of Credential Authorization

It was moved by Lisa Morinini, seconded by Shaun Henderson, and carried to adopt Resolution No. 2 Waiver of Credential Authorization, as submitted. Ayes: Waffle, Steller, Henderson, and Morinini, Absent: Phillips

GENERAL ANNOUNCEMENTS

Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, September 9, 2020, 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

It was moved by Mark Steller, seconded by Lisa Morinini and carried to adjourn the meeting at 7:41 PM.

Holly Edds, Ed.D. Board Secretary

Melanie Waffle, Clerk, Board of Trustees

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

The Governing Board recognizes its obligation to provide a free appropriate public education to all individuals with disabilities, aged 3 to 21 years, who reside in the district. ~~Board of Trustees desires to provide a free appropriate public education to all individuals with disabilities, aged 3 to 21 years, who reside in the district, including children who have been suspended or expelled or placed by the district in a nonpublic, nonsectarian school.~~

~~Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered, and where appropriate, utilized. (Education Code 56303)~~

(cf. 3541.2 – Transportation for Students with Disabilities

(cf. 4112.23 – Special Education Staff)

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

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

(cf. 6159 - Individualized Education Program)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6159.2 - Nonpublic Nonsectarian School and Agency Services for Special Education)

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

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

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

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

~~The special education local plan area (SELPA) shall administer a local plan and administer the allocation of funds. (Education Code 56195)~~

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

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

~~(cf. 3541.2 – Transportation for Students with Disabilities)~~

~~(cf. 4112.23 – Special Education Staff)~~

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the district participates as a member of the Special Education Local Plan Area (SELPA), with other districts and the county office of education pursuant to Education Code 56195.1.

The district shall enter into agreements with other members of the SELPA in accordance with Education Code 56195.1 and 56195.7. Consistent with these agreements, the district shall adopt policies governing the programs and services it operates. (Education Code 56195.8)

The Superintendent or designee shall work with the other members of the SELPA to develop a local plan for the education of individuals with disabilities. The plan shall be approved by the Board and the other members of the SELPA, and shall be submitted to the Superintendent of Public Instruction. (Education Code 56195.1)

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0430 (b)

The local plan shall be reviewed at least once every three years and updated as needed to ensure the information contained in the plan remains relevant and accurate. The local plan shall be updated cooperatively by a committee of representatives of special and regular education teachers and administrators selected by the groups they represent and with participation by parent/guardian members of the community advisory committee, or parents/guardians selected by the community advisory committee, to ensure adequate and effective participation and communication. (Education Code 56195.9)

Special education programs and services shall be reviewed on an ongoing basis. The results of such evaluations shall be used to identify and correct any program deficiencies.

~~The Superintendent or designee shall extend the district's full cooperation to the SELPA. The policies and procedures of the SELPA shall be applied as policies and regulations of this district, with the exception of those that apply to complaints, unless the SELPA plan specifically authorizes the district to operate under its own policies and regulations.~~

Legal Reference:

EDUCATION CODE

56000-56001 Education for individuals with exceptional needs

56020-56035 Definitions

56040-56046 General provisions

56048-56050 Surrogate parents

56055 Foster parents

56060-56063 Substitute teachers

56170-56177 Children enrolled in private schools

56190-56194 Community advisory committees

56195-56195.10 Local plans

56205-56208 Local plan requirements

56213 Special education local plan areas with small or sparse populations

56240-56245 Staff development

56300-56385 Identification and referral, assessment, instructional planning

56440-56447.1 Programs for individuals between the ages of three and five years

56500-56508 Procedural safeguards, including due process rights

56520-56524 Behavioral interventions

56600-56606 Evaluation, audits and information

56836-56836.05 Administration of local plan

GOVERNMENT CODE

7579.5 Surrogate parent, appointment, qualifications, liability

95000-95029 California Early Intervention Services Act

WELFARE AND INSTITUTIONS CODE

361 Limitations on parental control

726 Limitations on parental control

CODE OF REGULATIONS, TITLE 5

3000-3089 Regulations governing special education

UNITED STATES CODE, TITLE 20

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0430 (c)

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.10-99.22 Inspection, review and procedures for amending education records

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

300.1-300.818 Assistance to states for the education of children with disabilities, including:

300.500-300.520 Due process procedures for parents and children

303.1-303.654 Early intervention program for infants and toddlers with disabilities

Management Resources:

WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osers/osep>

Policy Adopted: ~~10/15/08~~09/09/20

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

UNIFORM COMPLAINT PROCEDURES

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

Complaints Subject to the UCP

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

1. Any complaint alleging district violation of applicable state or federal law or regulations governing any program subject to the UCP which is offered by the district, including adult education programs, After School Education and Safety programs, agricultural career technical and technical education; ~~American Indian education centers and early childhood education program assessments; bilingual education, California Peer Assistance and Review programs for teachers, state career technical and technical education and training programs,~~ federal career technical education; child care and development programs, child nutrition programs, compensatory education, consolidated categorical aid programs, ~~Economic Impact Aid,~~ the federal Every Student Succeeds Act, migrant education, Regional Occupational Centers and Programs, school safety plans, ~~special education programs,~~ California State Preschool Programs; ~~Tobacco Use Prevention Education programs,~~ and any other district-implemented **state categorical program that is not funded through the local control funding formula pursuant to which is listed in** Education Code 64000

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3555 - Nutrition Program Compliance)

~~(cf. 5131.62 - Tobacco)~~

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education Program)

~~(cf. 6159 - Individualized Education)~~

(cf. 6171 - Title I Programs)

(cf. 6174 - Education for English Language Learners)

(cf. 6175 - Migrant Education Program)

(cf. 6178 - Career Technical Education)

(cf. 6178.1 - Work-Based Learning)

(cf. 6178.2 - Regional Occupational Center/Program)

(6200 - Adult Education)

± 2. Any complaint by a student, employee, or other person participating in a district program or activity, alleging the occurrence of unlawful discrimination, (such as discriminatory harassment, intimidation, or bullying) in district programs and activities, including, in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on ~~his/her~~ **the person's** actual or perceived characteristics of race or ethnicity, color,

UNIFORM COMPLAINT PROCEDURES

ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person's **association with a person** or group with one or more of these actual or perceived characteristics (5 CCR 4610)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

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

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

- 3. 4. Any complaint alleging district noncompliance with requirements to provide a pregnant or parenting student, the accommodations specified in Education Code 46015, including those related to the provision of parental leave, right of return to the school or previous enrollment or to an alternative education program, if desired, and possible enrollment in school for a fifth year of instruction to enable the student to complete state and Board-imposed graduation requirements. (Education Code 46015)

- 4. 5. Any complaint alleging district noncompliance with **the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)** ~~legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)~~

(cf. 3260 - Fees and Charges)

(cf. 3320 – Claims and Actions Against the District)

- 5. 6. Any complaint, alleging district noncompliance with applicable requirements of Education Code 52060-52077 related to the implementation of the local control and accountability plan, including the development of a local control funding formula budget overview for parents/guardians (Education Code 52075)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

- 6. 7. Any complaint, alleging noncompliance with requirements related to the development of a school plan for student achievement or the establishment of a school site council, as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64000-64001, 65000-65001)

(cf. 6173.1 - Education for Foster Youth)

UNIFORM COMPLAINT PROCEDURES

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

(cf. 6173.1 - Education for Foster Youth)

- ~~7.~~ 9. Any complaint, by or on behalf of a student who transfers into the district after the second year of high school and is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student currently enrolled in the district, a child of a military family as defined in Education Code 49701, or a migrant student as defined in Education Code 54441, or by or on behalf of an immigrant student participating in a newcomer program as defined in Education Code 51225.2 in the third or fourth year of high school, alleging district noncompliance with any requirement applicable to the student regarding the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.2 - Education of Children of Military Families)

(cf. 6173.3 - Education for Juvenile Court School Students)

- ~~8.~~ 10. Any complaint, by or on behalf of a student who is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student, a child of a military family as defined in Education Code 49701, a migrant child as defined in Education Code 54441, or a newly arrived immigrant student who is participating in a newcomer program as defined in Education Code 51225.2, alleging district noncompliance with requirements for the award of credit for coursework satisfactorily completed in another school, district, or country (Education Code 51225.2)

- ~~9.~~ 11. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

(cf. 6152 - Class Assignment)

- ~~10.~~ 12. Any complaint alleging district noncompliance with the physical education instructional minutes' requirement for students in elementary school (Education Code 51210, 51222, 51223)

(cf. 6142.7 - Physical Education and Activity)

13. Complaints regarding the noncompliance of a license-exempt California State Preschool Program (CSPP) with health and safety standards specified in Health and

UNIFORM COMPLAINT PROCEDURES

Safety Code 1596.7925 and related state regulations (Education Code 8235.5; Health and Safety Code 1596.7925)

~~11.~~ 14. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

~~12.~~ 15. Any other complaint as specified in a district policy

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

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

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

(cf. 5125 - Student Records)

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

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

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

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall maintain a record records of each complaint and subsequent related actions, including steps taken during the investigations and all information required for compliance with 5 CCR 4631 and 4633.

(cf. 3580 - District Records)

Non-UCP Complaints

UNIFORM COMPLAINT PROCEDURES

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

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

(cf. 5141.4 – Child Abuse and Reporting)

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.

3. Any complaint alleging fraud shall be referred to the Legal, Audits, and Compliance Branch of the California Department of Education.

Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.

Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments, ~~or health and safety violations in any license-exempt California State Preschool Program~~ shall be investigated and resolved in accordance with the procedures in AR 1312.4 – Williams Uniform Complaint Procedures. (Education Code 8235.5, 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18203 School libraries

32280-32289 School safety plan, uniform complaint procedures

~~33380-32284 California Indian Education Centers~~

35186 Williams uniform complaint procedure

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

46015 Parental leave for students

48853-48853.5 Foster youth

48985 Notices in language other than English

49010-49013 4 Student fees

49060-49079 Student records

49069.4 5 Records of foster youth

UNIFORM COMPLAINT PROCEDURES

49490-49590 Child nutrition programs

49701 Interstate Compact on Educational Opportunity for Military Children

51210 Courses of study grades 1-6

51222 Physical educations, secondary schools

51223 Physical educations, elementary schools

51225.1- 51225.2 Foster youth, homeless children, former juvenile court school students, and military-connected students; migrant students, and newly arrived immigrant students; course credits; graduation requirements

51226-51226.1 Career technical education

51228.1-51228.3 Course periods without educational content

52060-52077 Local control and accountability plan, especially

52075 Compliant for lack of compliance with local control and accountability plan requirements

~~52160-52178 Bilingual education programs~~

52300-52490 Career-technical education

52500-52616.24 Adult schools

54400-54425 Compensatory education programs

54440-54445 Migrant education

54460-54529 Compensatory education programs 56000-56867 Special education programs

~~56000-56865 Special education programs~~

59000-59300 Special schools and centers

64000-64001 Consolidated application process

65000-65001 School site councils

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state

12900-12996 Fair Employment and Housing Act

HEALTH AND SAFETY CODE

1596.792 California Child Day Care Act; general provisions and definitions

1596.7925 California Child Day Care Act; health and safety regulations

~~104420 Tobacco Use Prevention Education~~

PENAL CODE

422.55 Hate crime; definition

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 2

11023 Harassment and discrimination prevention and correction

CODE OF REGULATIONS, TITLE 5

3080 Applicability of uniform complaint procedures to complaints regarding students with disabilities

4600-4670 Uniform complaint procedures

4680-4687 Williams Uniform Complaint Procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

UNIFORM COMPLAINT PROCEDURES

6301-6576 Title I Improving the Academic Achievement of the Disadvantaged
6801-7014 Title III language instruction for limited English proficient and immigrant students
UNITED STATES CODE, TITLE 29
794 Section 504 of Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
6101-6107 Age Discrimination Act of 1975
12101-12213 Title II equal opportunity for individuals with disabilities
CODE OF FEDERAL REGULATIONS, TITLE 28
35.107 Nondiscrimination on basis of disability; complaints
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy Act
100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
106.8 Designation of responsible employee for Title IX
106.9 Notification of nondiscrimination on basis of sex
110.25 Notification of nondiscrimination on the basis of age

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Uniform Complaint Procedure 2020-21 Program Instrument

Sample UCP Board Policies and Procedures

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

Dear Colleague Letter, September 22, 2017

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014

Dear Colleague Letter: Harassment and Bullying, October 2010

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against

National Origin Discrimination Affecting Limited English Proficient Persons, 2002

WEB SITES

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

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

Family Policy Compliance Office: <http://familypolicy.ed.gov>

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

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

Policy Adopted: ~~09/11/2019~~ **09/09/20**

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

Community Relations

ACCESS TO DISTRICT RECORDS

The **Governing** Board of ~~Trustees~~ recognizes the right of ~~citizens~~ **the public** to have access to public records of the district. The ~~Board intends the district shall to~~ provide any person reasonable access to the public records of the schools and district during normal business hours and within the requirements of state and federal law. Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act **and** or other ~~statutes~~ **state or federal law**.

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3580 – District Records)

(cf. 4112.5/4215.5/4312.5 – Criminal Record Check)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

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

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

(cf. 6162.5 - Student Assessment)

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

(cf. 9321 - Closed Session Purposes and Agendas)

In response to a public records request, the Superintendent or designee shall make reasonable efforts to locate the requested records, including, but not limited to, any electronic communication substantively related to the records, such as email, text messages, instant messages, and other electronic communications, regardless of whether they are transmitted through a district-provided device or account or through an employee's or Board member's personal device or account.

(cf. 4040 – Employee Use of Technology)

(cf. 9012 – Board Member Electronic Communications)

The district may charge for copies of public records or other materials requested by individuals or groups. The charge shall be based on actual costs of duplication, as determined by the Superintendent or designee and as specified in administrative regulation.

In order to help maintain the security of district records, members of the public granted access shall examine records in the presence of a district staff member.

Legal Reference:

EDUCATION CODE

35145 Public meetings

35170 Authority to secure copyrights

35250 Duty to keep certain records and reports

Community Relations

ACCESS TO DISTRICT RECORDS

41020 Requirement for annual audit
42103 Publication of proposed budget; hearing
44031 Personnel file contents and inspections
44839 Medical certificates; periodic medical examination (re access to medical certificate in personnel file)
49060-49079 Pupil Student records
49091.10 Parental review of curriculum and instruction
~~52850 Applicability of article (School-based Program Coordination Plan availability)~~

GOVERNMENT CODE

3547 Proposals relating to representation
6250-6270 California Public Records Act
6275-6276.48 Other exemptions from disclosure
53262 Employment contracts
54957.2 Minute book record of closed sessions
54957.5 Agendas and other writings distributed for discussion or consideration
81008 Public records; inspection and reproduction

CODE OF REGULATIONS, TITLE 5

430-438 Individual pupil records

CALIFORNIA CONSTITUTION

Article 1, Section 3 Right of access to governmental information

COURT DECISIONS

City of San Jose v. Superior Court (2017) 2 Cal. 5th 608
Los Angeles County Board of Supervisors v. Superior Court (2016) 2 Cal.5th 282
International Federation of Professional and Technical Engineers v. The Superior Court of Alameda County, (2007) 42 Cal.4th 319
Los Angeles Times v. Alameda Corridor Transportation Authority, (2001) 88 Cal.App.4th 1381
Kleitman v. Superior Court, (1999) 74 Cal.App. 4th 324
Fairley v. Superior Court, 66 Cal. App. 4th 1414 (1998)
North County Parents Organization for Children with Special Needs v. Department of Education, (1994) 23 Cal.App. 4th 144

ATTORNEY GENERAL OPINIONS

71 Ops.Cal.Atty.Gen. 235 (1988)
64 Ops.Cal. Atty.Gen 186 (1981)

MANAGEMENT RESOURCES:

CSBA PUBLICATIONS

Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications, March 2017

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

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

[California Department of Justice Guidelines for Access to Public Records, October 2017](#)

[Summary of the California Public Records Act, 2004](#)

Community Relations

ACCESS TO DISTRICT RECORDS

The People's Business: A Guide to the California Public Records rev. **April 2017 Act, 2008**

WEB SITES

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

California Attorney General's Office: <http://oag.ca.gov>

Institute for Local Government: <http://www.cacities.org>

State Bar of California: <http://www.calbar.ca.gov>

Policy Adopted: ~~11/08/17~~ **09/09/2020**

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

NONDISCRIMINATION/HARASSMENT

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

This policy shall apply to all acts **constituting unlawful discrimination or harassment** related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5131 – Conduct)
(cf. 5131.2 – Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6164.6 - Identification and Education Under Section 504)

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

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

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

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. **In addition, the Superintendent or designee shall post the**

NONDISCRIMINATION/HARASSMENT

district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's web site in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.

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

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

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

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

(cf. 4118/4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5145.2 - Freedom of Speech/Expression)

Record-Keeping

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

(cf. 3580 - District Records)

Legal Reference:

NONDISCRIMINATION/HARASSMENT

EDUCATION CODE

200-262.4 Prohibition of discrimination
48900.3 Suspension or expulsion for act of hate violence
48900.4 Suspension or expulsion for threats or harassment
48904 Liability of parent/guardian for willful student misconduct
48907 Student exercise of free expression
48950 Freedom of speech
48985 Translation of notices
49020-49023 Athletic programs
49060-49079 Student records
51500 Prohibited instruction or activity
51501 Prohibited means of instruction
60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state

PENAL CODE

422.55 Definition of hate crime
422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

432 Student record
4600-4670 Uniform Complaint Procedures
4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

12101-12213 Title II equal opportunity for individuals with disabilities

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.31 Disclosure of personally identifiable information
100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
104.8 Notice
106.8 Designation of responsible employee for Title IX
106.9 Notification of nondiscrimination on basis of sex
110.25 Prohibition of discrimination based on age

COURT DECISIONS

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

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

Management Resources:

CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, March 2017

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

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

FIRST AMENDMENT CENTER PUBLICATIONS

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

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

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

NONDISCRIMINATION/HARASSMENT

Dear Colleague Letter: Title IX Coordinators, April 2015

Resolution Agreement Between the Arcadia Unified School District, U.S. Department of Education, Office for Civil Rights, and the U.S. Department of Justice, Civil Rights Division, (2013) OCR 09-12-1020, DOJ 169-12C-70

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, Fact Sheet, August 2010

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, August 2003

WEB SITES

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

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

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

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

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

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

Policy Adopted: ~~08/08/2018~~ 09/9/2020

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

Instruction

PARENT INVOLVEMENT

The Board of Trustees recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with ~~staff and~~ parents/guardians **and family members to jointly develop and agree upon policy and strategies to meaningfully involve opportunities at all grade levels for parents/guardians and family members to be involved** in district and school activities **at all grade levels**; advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf. 0420 – School Plans/Site Councils)
(cf. 1220 – Citizen Advisory Committees)
(cf. 1230 – School-Connected Organizations)
(cf. 1240 – Volunteer Assistance)
(cf. 1250 – Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

(cf. 5020 – Parent Rights and Responsibilities)

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement **and family engagement**, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities.
(Education Code 42238.02, 52060)

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of parent involvement opportunities and on barriers that may inhibit participation.

(cf. 0500 – Accountability)

Title I Schools

~~Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/She shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program.~~

Instruction

PARENT INVOLVEMENT

~~(Education Code 11503)~~

~~(cf. 6171— Title I Programs)~~

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

(cf. 6171 - Title I Programs)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration, **or the provision of subgrants to schools to enable collaboration,** with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

Instruction

PARENT INVOLVEMENT

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

(cf. 5145.6 - Parental Notifications)

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Legal Reference:

EDUCATION CODE:

11500 – 11505 Programs to encourage parent involvement
48985 Notices in languages other than English
51101 Parent rights and responsibilities
52060-52077 Local control and accountability plan
54444.1-54444.2 Parent advisory councils, services to migrant children
56190-56194 Community advisory committee, special education
64001 Single plan for student achievement, consolidated application programs

LABOR CODE

230.8 Time off to visit child's school

CODE OF REGULATIONS, TITLE 5

18275 Child care and development programs, parent involvement and education

UNITED STATES CODE, TITLE 20

6311 State plan

6312 Local educational agency plan

6314 Schoolwide programs

6318 Parent and family engagement

6631 Teacher and school leader incentive program, purposes and definitions

7241-7246 Family engagement in education programs

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary; aids and services

35.160 Communications

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Title I School-Level Parental Involvement Policy

Family Engagement Framework: A Tool for California School Districts, 2014

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004

WEB SITES

Instruction

PARENT INVOLVEMENT

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

California Department of Education, Family, School, Community Partnerships: <http://www.cde.ca.gov/ls/pf>

California Parent Center: <http://parent.sdsu.edu>

California State PTA: <http://www.capta.org>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

National PTA: <http://www.pta.org>

Parent Information and Resource Centers: <http://www.pirc-info.net>

Parents as Teachers National Center: <http://www.parentsasteachers.org>

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

Policy Adopted: ~~01/10/18~~ 909/2020

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

CEREMONIES AND OBSERVANCES

The Board of Trustees recognizes the importance of having students join together to **observe holidays**, celebrate events of cultural or historical significance, or to acknowledge the contributions of outstanding individuals **in society**. Besides helping students to appreciate their pluralistic heritage, holidays, ceremonies and observances can enhance their sense of community, instill pride in our country, and contribute to a positive school climate. **On days designated by the Board, staff shall provide students with appropriate commemorative exercises so that they may acquire the knowledge, skills, and principles essential for informed, responsible citizenship in a democratic society.**

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

(cf. 6111 - School Calendar)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

(cf. 6142.94 - History-Social Science Instruction)

(cf. 6142.3 - Civic Education)

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

District schools shall be closed on the holidays specified in Education Code 37220 and on any other day designated as a holiday by the Board. The Board may, by adoption of a resolution, revise the date upon which schools close in observance of any holiday except Veterans Day, which shall be celebrated on its actual date. (Education Code 37220)

In addition, the Board may, through the adoption of a resolution, authorize the display of symbolic flags or banners in support of specific awareness months.

(cf. 6144 - Controversial Issues)

Legal Reference:

EDUCATION CODE

37220-37222.20 ~~Saturdays and~~ **Holidays and commemorative events**

44015.1 Week of the school administrator

45203 Paid holidays

45460 Classified employee week

52720-~~52730~~ ~~Daily performance of Patriotic exercises in public schools and instruction~~

GOVERNMENT CODE

430-439 Display of flags

3540-3549.3 Meeting and negotiating

UNITED STATES CODE, TITLE 4

6 Time and occasion for display of flag

7 Position and manner of display of flag

UNITED STATES CODE, TITLE 36

106 Constitution Day and Citizenship Day

106 Note Educational program on the U.S. Constitution

CEREMONIES AND OBSERVANCES

COURT DECISIONS

Newdow v. Rio Linda Union School District, 597 F.3d 1007, 1012 (9th Cir. 2010)

West Virginia State Board of Education et al v. Barnette et al, 319 U.S. 624 (1943)

Management Resources:

WEB SITES

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

California Department of Education, History/Social Science Instructional Materials:

<http://www.cde.ca.gov/ci/hs/im>

Policy Adopted: ~~12/13/06~~ 09/9/2020

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



BUSINESS SERVICES MEMORANDUM

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

FROM: Bill Young
Assistant Superintendent, Business Services

BOARD MEETING DATE: September 9, 2020

BOARD AGENDA ITEM: Construction Change Order- RDZ Contractors for Alice Shaw Full Day Kindergarten

BACKGROUND: Attached is a change order request #3 from RDZ Contractors in the amount of \$-3,850.27 for the Alice Shaw Full Day Kindergarten. The deductive change order is related to some or all of the following reasons; unforeseen conditions during construction, design issue, or owner requested change.

The change order request was reviewed by the following parties, the Contractor, TELACU Construction Management firm, and district staff.

RECOMMENDATION: Staff recommends the Board of Trustees approve the deductive change order for RDZ Contractors for -\$3,850.27, as submitted.

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

CHANGE ORDER

Distribution:

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

Project:
Alice Shaw Full Day Kindergarten
Orcutt Union School District
 500 Dyer Street
 Orcutt, CA 93455

Change Order Number: **3**

Date: **8/27/2020**

To Contractor:
 RDZ Contractors
 PO Box 760
 Nipomo, CA 93444

Contract Date: **4/29/2020**

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

The original Contract Sum was	\$	265,797.00
The net change by previously authorized Change Orders	\$	40,195.24
The Contract Sum prior to this Change Order was	\$	305,992.24
The Contract Sum will be Increased by this new Change Order in the amount of	\$	(3,850.27)
The new Contract Sum including this Change Order will be	\$	302,141.97
The Contract Time will be (increased) (decreased) (unchanged) by -0- days.		
The date of Substantial Completion as of the date of this Change Order therefore is		Unchanged

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

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

Owner	Contractor	Construction Mgr.	Architect of Record	Inspector of Record
Orcutt Union School District	RDZ Contractors	TELACU Construction Management	19-Six Architects	Kenco Construction Services, Inc.
500 Dyer Street Orcutt, CA 93455	PO Box 760 Nipomo, CA 93444	604 N. Eckhoff St. Orange, CA 92868	560 Higuera Street, Ste C San Luis Obispo, CA 93401	1230 Doris Ave. Oxnard, CA 93030

BY (Signature) BY (Signature) BY (Signature) BY (Signature) BY (Signature)

DATE DATE DATE DATE DATE

CHANGE ORDER 03- Summary Sheet

Item #	Title	PCO#	PCO Description	Final Price
1	CRB-1 Fencing Credits	9	District Requested – CRB-001 - Credits due to District for the originally specified chain link fencing and hardware that was revised per the AOR's Cost Request Bulletin #001. A credit is also included for the difference in cost between the installed standard color black decorative fencing in-lieu of the requested custom beige colored fencing.	-\$3,850.27
Total Change Order Amount				-\$3,850.27



BUSINESS SERVICES MEMORANDUM

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

FROM: Bill Young
Assistant Superintendent, Business Services

BOARD MEETING DATE: September 9, 2020

BOARD AGENDA ITEM: Construction Change Order- RDZ, Contractors for Joe Nightingale Full Day Kindergarten

BACKGROUND: Attached is a change order request #2 from RDZ Contractors in the amount of -\$8,594.40 for the Joe Nightingale Full Day Kindergarten. The change order is related to some or all of the following reasons; unforeseen conditions during construction, design issue, or owner requested change.

The change order request was reviewed by the following parties, the Contractor, TELACU Construction Management firm, and district staff.

RECOMMENDATION: Staff recommends the Board of Trustees approve the change order for RDZ Contractors for -\$8,594.40, as submitted.

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

CHANGE ORDER

Distribution:

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

Project:
Joe Nightingale Full Day Kindergarten
Orcutt Union School District
 500 Dyer Street
 Orcutt, CA 93455

Change Order Number: **2**

Date: **8/27/2020**

To Contractor:
 RDZ Contractors
 PO Box 760
 Nipomo, CA 93444

Contract Date: **4/29/2020**

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

The original Contract Sum was	\$	738,573.00
The net change by previously authorized Change Orders	\$	39,907.03
The Contract Sum prior to this Change Order was	\$	778,480.03
The Contract Sum will be Increased by this new Change Order in the amount of	\$	(8,594.40)
The new Contract Sum including this Change Order will be	\$	769,885.63
The Contract Time will be (increased) (decreased) (unchanged) by -0- days.		
The date of Substantial Completion as of the date of this Change Order therefore is		Unchanged

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

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

Owner	Contractor	Construction Mgr.	Architect of Record	Inspector of Record
Orcutt Union School District	RDZ Contractors	TELACU Construction Management	19-Six Architects	Kenco Construction Services, Inc.
500 Dyer Street Orcutt, CA 93455	PO Box 760 Nipomo, CA 93444	604 N. Eckhoff St. Orange, CA 92868	560 Higuera Street, Ste C San Luis Obispo, CA 93401	1230 Doris Ave. Oxnard, CA 93030

BY (Signature) BY (Signature) BY (Signature) BY (Signature) BY (Signature)

DATE DATE DATE DATE DATE

CHANGE ORDER 02- Summary Sheet

Item #	Title	PCO#	PCO Description	Final Price
1	Concrete Walkway Expansion and 12' Maintenance Gate	6	District Requested – Clarification #002 – Per the AOR’s direction, the concrete sidewalk in front of new modular classrooms K1 through K-4 was extended out another 6’ toward the playground, making the total width of the new flatwork area 16’ to match the adjacent flatwork in front of K5, K6 & K7. Clarification #002 also included the addition of a 12’ wide double-swing vehicle gate to allow for access into the kindergarten area by District mowers and other equipment	\$9,129.20
2	Aggregate Base & Rebar at Flatwork Credits	8	<ul style="list-style-type: none"> • Aggregate Base at Flatwork Credit: District Requested – RFI #009 – Per the contractor's recommendation, the aggregate base requirement was removed from the concrete flatwork and curbs but will still meet County of Santa Barbara’s standards. The cost includes a credit back to the District for all flatwork on this project. • Rebar at Flatwork Credit: District Requested – RFI #011 - Per the contractor's recommendation, the steel reinforcement requirement was removed from the concrete flatwork. There are several other on-going OUSD projects that currently do not require steel reinforcement at the flatwork and will still meet County of Santa Barbara’s standards. The cost includes a credit back to the District for all flatwork on this project. 	-\$17,723.60
Total Change Order Amount				\$ (8,594.40)



BUSINESS SERVICES MEMORANDUM

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

FROM: Bill Young
Assistant Superintendent, Business Services

BOARD MEETING DATE: September 9, 2020

BOARD AGENDA ITEM: Construction Change Order- RDZ Contractors for Ralph Dunlap Full Day Kindergarten

BACKGROUND: Attached is a change order request #2 from RDZ Contractors in the amount of \$4,790.24 for the Ralph Dunlap Full Day Kindergarten. The change order is related to some or all of the following reasons; unforeseen conditions during construction, design issue, or owner requested change.

The change order request was reviewed by the following parties, the Contractor, TELACU Construction Management firm, and district staff.

RECOMMENDATION: Staff recommends the Board of Trustees approve the change order for RDZ Contractors for \$4,790.24, as submitted.

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

CHANGE ORDER

Distribution:

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

Project:
Ralph Dunlap Full Day Kindergarten
Orcutt Union School District
 500 Dyer Street
 Orcutt, CA 93455

Change Order Number: **2**

Date: **8/27/2020**

To Contractor:
 RDZ Contractors
 PO Box 760
 Nipomo, CA 93444

Contract Date: **4/29/2020**

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

The original Contract Sum was	\$	298,696.00
The net change by previously authorized Change Orders	\$	29,258.58
The Contract Sum prior to this Change Order was	\$	327,954.58
The Contract Sum will be Increased by this new Change Order in the amount of	\$	4,790.24
The new Contract Sum including this Change Order will be	\$	332,744.82
The Contract Time will be (increased) (decreased) (unchanged) by -0- days.		
The date of Substantial Completion as of the date of this Change Order therefore is		Unchanged

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

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

Owner	Contractor	Construction Mgr.	Architect of Record	Inspector of Record
Orcutt Union School District	RDZ Contractors	TELACU Construction Management	19-Six Architects	Kenco Construction Services, Inc.
500 Dyer Street Orcutt, CA 93455	PO Box 760 Nipomo, CA 93444	604 N. Eckhoff St. Orange, CA 92868	560 Higuera Street, Ste C San Luis Obispo, CA 93401	1230 Doris Ave. Oxnard, CA 93030

BY (Signature) BY (Signature) BY (Signature) BY (Signature) BY (Signature)

DATE DATE DATE DATE DATE

CHANGE ORDER 02- Summary Sheet

Item #	Title	PCO#	PCO Description	Final Price
1	Re-Route Gas Line	7	Unforeseen Condition – RFI #002 – An existing gas line was discovered within the remove and re-compaction envelope. This discovery necessitated the relocation of the utilities out of the excavation zone of influence in order to complete the excavation process. This PCO includes costs to re-route the existing gas line around the new modular building.	\$2,553.75
2	Aggregate Base & Rebar at Flatwork Credits	8	<ul style="list-style-type: none"> • Aggregate Base at Flatwork Credit: District Requested – Per the contractor's recommendation, the aggregate base requirement was removed from the concrete flatwork and curbs but will still meet County of Santa Barbara's standards. The cost includes a credit back to the District for all flatwork on this project. • Rebar at Flatwork Credit: District Requested – RFI #012 - Per the contractor's recommendation, the steel reinforcement requirement was removed from the concrete flatwork. There are several other on-going OUSD projects that currently do not require steel reinforcement at the flatwork and will still meet County of Santa Barbara's standards. The cost includes a credit back to the District for all flatwork on this project. 	-\$5,063.00
3	Upsize and Relocate Water Line	9	Design Issue – Upon installation of the ¾" line into the new modular classroom, it was determined that the volume and pressure of the domestic water was not adequate. Per the AOR's direction, the size of the water line feeding the new modular classroom was doubled from ¾" to 1-1/2". Cost includes trenching, piping of roughly 100 lineal feet of copper line to the nearest 1-1/2" valve and backfilling of trench.	\$7,299.49
Total Change Order Amount				\$4,790.24



BUSINESS SERVICES MEMORANDUM

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

FROM: Bill Young
Assistant Superintendent, Business Services

BOARD MEETING DATE: September 9, 2020

BOARD AGENDA ITEM: Construction Change Order- RDZ Contractors for Pine Grove School Site Safety & Security

BACKGROUND: Attached is a change order request #2 from RDZ Contractors in the amount of \$14,111.65 for the Pine Grove School Site Safety & Security. The change order is related to some or all of the following reasons; unforeseen conditions during construction, design issue, or owner requested change.

The change order request was reviewed by the following parties, the Contractor, TELACU Construction Management firm, and district staff.

RECOMMENDATION: Staff recommends the Board of Trustees approve the change order for RDZ Contractors for \$14,111.65, as submitted.

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

CHANGE ORDER

Distribution:

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

Project:
Pine Grove Site Safety & Security
Orcutt Union School District
 500 Dyer Street
 Orcutt, CA 93455

Change Order Number: **2**

Date: **8/27/2020**

To Contractor:
 RDZ Contractors
 PO Box 760
 Nipomo, CA 93444

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

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

The original Contract Sum was	\$	1,522,200.00
The net change by previously authorized Change Orders	\$	149,885.94
The Contract Sum prior to this Change Order was	\$	1,672,085.94
The Contract Sum will be Increased by this new Change Order in the amount of	\$	14,111.65
The new Contract Sum including this Change Order will be	\$	1,686,197.59
The Contract Time will be (increased) (decreased) (unchanged) by -0- days.		
The date of Substantial Completion as of the date of this Change Order therefore is		Unchanged

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

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

Owner	Contractor	Construction Mgr.	Architect of Record	Inspector of Record
Orcutt Union School District	RDZ Contractors	TELACU Construction Management	SVA Architects	Kenco Construction Services, Inc.
500 Dyer Street Orcutt, CA 93455	PO Box 760 Nipomo, CA 93444	604 N. Eckhoff St. Orange, CA 92868	6 Hutton Centre Dr. Ste. 115 Santa Ana, CA 92707	115(1230 Doris Ave. Oxnard, CA 93030

BY (Signature) BY (Signature) BY (Signature) BY (Signature) BY (Signature)

DATE DATE DATE DATE DATE

CHANGE ORDER 02- Summary Sheet

Item #	Title	PCO#	PCO Description	Final Price
1	ADA Compliant Parking Stalls	11	Design Issue – Per the IOR’s request, the contractor was directed to remove and replace the out-of-compliance asphalt pavement at the ADA handicap stalls at the lower parking lot. Cost includes removal and replacement of over 1,000 square feet of asphalt pavement. T&M work has been reviewd and approved by the IOR.	\$14,111.65
Total Change Order Amount				\$14,111.65



BUSINESS SERVICES MEMORANDUM

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

FROM: Bill Young
Assistant Superintendent, Business Services

BOARD MEETING DATE: July, 15, 2020

BOARD AGENDA ITEM: Construction Change Order- RDZ Contractors for Joe Nightingale School Site Safety & Security

BACKGROUND: Attached is a change order request #1 from RDZ Contractors in the amount of \$3,075.33 for the Joe Nightingale School Site Safety & Security. The change order is related to some or all of the following reasons; unforeseen conditions during construction, design issue, or owner requested change.

The change order request was reviewed by the following parties, the Contractor, TELACU Construction Management firm, and district staff.

RECOMMENDATION: Staff recommends the Board of Trustees approve the change order for RDZ Contractors for \$3,075.33, as submitted.

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

CHANGE ORDER

Distribution:

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

Project:
Joe Nightingale Site Safety & Security
Orcutt Union School District
 500 Dyer Street
 Orcutt, CA 93455

Change Order Number: **1**

Date: **8/27/2020**

To Contractor:
 RDZ Contractors
 PO Box 760
 Nipomo, CA 93444

Contract Date: **5/11/2020**

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

The original Contract Sum was	\$	427,187.00
The net change by previously authorized Change Orders	\$	-
The Contract Sum prior to this Change Order was	\$	427,187.00
The Contract Sum will be Increased by this new Change Order in the amount of	\$	3,075.33
The new Contract Sum including this Change Order will be	\$	430,262.33
The Contract Time will be (increased) (decreased) (unchanged) by -0- days.		
The date of Substantial Completion as of the date of this Change Order therefore is		Unchanged

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

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

Owner	Contractor	Construction Mgr.	Architect of Record	Inspector of Record
Orcutt Union School District	RDZ Contractors	TELACU Construction Management	SVA Architects	Kenco Construction Services, Inc.
500 Dyer Street Orcutt, CA 93455	PO Box 760 Nipomo, CA 93444	604 N. Eckhoff St. Orange, CA 92868	6 Hutton Centre Dr. Ste. 115 Santa Ana, CA 92707	115(1230 Doris Ave. Oxnard, CA 93030

BY (Signature) BY (Signature) BY (Signature) BY (Signature) BY (Signature)

DATE DATE DATE DATE DATE

CHANGE ORDER 01- Summary Sheet

Item #	Title	PCO#	PCO Description	Final Price
1	New Double Check Valve	6	Design Issue – RFI #001 - Per sheet C2.01, the double check and water meter was to be removed but not relocated. The concurrent Modular classroom project is utilizing this double check in the current location. The cost includes installation of a new double check valve.	\$4,877.43
2	New Fence and Curb Along Drain at Kinder Playground	7	District Requested/Design Issue – The bid design did not meet the District’s design intent for the kindergarten/special education play area. Per the District request, the contractor was directed to provide additional fencing along the gutter at the back side of the play area on top of a newly extended concrete curb that matches the existing curb.	\$6,737.90
3	Ornamental Fence Credit	9	Credit owed to district for decorative fencing panels not installed as shown on the bid drawings per District request	-\$8,540.00
Total Change Order Amount				\$3,075.33



BUSINESS SERVICES MEMORANDUM

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

FROM: Bill Young
Assistant Superintendent, Business Services

BOARD MEETING DATE: September 9, 2020

BOARD AGENDA ITEM: Construction Change Order- Pre Con Industries, Inc. for Patterson & Pine Grove Full Day Kindergarten

BACKGROUND: Attached is a change order request #3 from Pre Con Industries, Inc. in the amount of \$38,797.61 for the Patterson & Pine Grove Full Day Kindergarten. The change order is related to some or all of the following reasons; unforeseen conditions during construction, design issue, or owner requested change.

The change order request was reviewed by the following parties, the Contractor, TELACU Construction Management firm, and district staff.

RECOMMENDATION: Staff recommends the Board of Trustees approve the change order for Pre Con Industries, Inc. for \$38,797.61, as submitted.

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

CHANGE ORDER 03- Summary Sheet

Item #	Title	PCO#	PCO Description	Final Price
1	Patterson-Replacement of Concrete Drive	12	Unforeseen Condition – In-order to allow the proper crane staging for the setting of the modular sections, the crane was required to utilize the sidewalk at the front of the Kindergarten area for entry. After placement of the modular sections, it was discovered that the concrete drive used by the crane suffered significant damage. Cost includes removal and replacement of roughly 400 square feet of concrete sidewalk.	\$8,151.39
2	Remove and Replace Gas Line Connection	15	Design Issue – RFI #011 – After the gas connection was completed at the new Pine Grove Modular, it was discovered by the design team that additional valves needed to be added to the already completed gas line connection per RFI #011. Cost includes dismantling the gas riser and reinstalling per the revised detail (refer to PCO #019/CO-01).	\$342.16
3	Added Detailing for Hand Rails	20	Design Issue – Upon the AOR's review of the submitted handrail shop drawings, some modifications were made to satisfy ADA requirements. Cost includes time for draftsman labor to revise shop drawings per AOR's requested red-lines.	\$321.30
4	Provide Heat Detectors Above Restroom Ceilings	22	Design Issue – RFI #015 – Upon placement of the modular sections, it was discovered that the drywall in the restrooms protrudes past the ceiling elevation all the way to the roof. Per code requirements, the restroom needed an additional heat detector in-order to be compliant. Cost includes installation of (1) heat detector at each new modular classroom building (3 total)	\$1,072.07
6	Increase Size of Domestic Water Line to 1-1/2"	25	Design Issue – Upon review of the domestic water feeds to the new modular classrooms, it was determined by the design team that the 3/4" line feeding both classrooms would not be adequate. Per the AOR's direction, the size of the water line feed was doubled from 3/4" to 1-1/2". Cost includes additional labor and material needed to upsize the domestic water line connection	\$3,459.40
7	Patterson-Added Concrete Flatwork	28	Design Issue/District Requested – CRB #001 & Clarification #009 – Per CRB #001, wing walls were added to each side of the base bid retaining wall in-order to maintain a proper grade around the new modular classrooms. With the addition of wing walls, the area between the added wing walls and new modular classrooms is bare native soil. Per the District request, concrete flatwork was added to fill in the unfinished areas for maintenance purposes. Additional flatwork was also added to the sidewalk tying in the new modular classrooms to the administration office. The sidewalk was widened to improve the effectiveness of the drainage inlet that occurs within the sidewalk.	\$13,418.17
8	Patterson - Replace Concrete for Gas-Line	29	Design Issue – The gas line point of connection could not be located where indicated on the bid drawings. A gas line point of connection was discovered near the portables at the top of the hill to the east of the new classrooms but required removal and replacement of concrete sidewalk. Cost includes labor, equipment and materials to remove and replace about 60 square feet of concrete sidewalk.	\$5,062.68
9	Patterson - Added Survey Costs	30	Design Issue – Upon review of the grades prior to pouring the radius sidewalk at the front of the campus it was determined that the grades provided on the bid drawings would not meet ADA compliance. Cost include re-surveying the area per the AOR's revised elevations to ensure ADA compliance at the new sidewalk.	\$3,550.37

11	Pine Grove - Traffic Plate for AMS Crane	34	Unforeseen Condition – In-order to allow the proper crane staging for the setting of the modular sections, the crane was required to utilize the sidewalk at the front of the Kindergarten area for entry. The concrete walkway was not wide enough to safely support the crane. To work around the issue, thick steel plates were rented and placed to extend the width of the pathway to allow the crane entrance to the site as required.	\$941.78
12	Patterson - Landscape & Irrigation at Gas POC	35	Design Issue – The gas line point of connection could not be located where indicated on the bid drawings. A gas line point of connection was discovered near the portables at the top of the hill to the east of the new classrooms but required additional digging and disturbance of the exiting landscaping. The cost includes restoring the irrigation and landscape with about 500 square feet of new sodded grass.	\$2,478.29
Total Change Order Amount				\$38,797.61



BUSINESS SERVICES MEMORANDUM

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

FROM: Bill Young
Assistant Superintendent, Business Services

BOARD MEETING DATE: September 9, 2020

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

BACKGROUND: Attached is a change order request #4 from Pre Con Industries, Inc. in the amount of \$20,584.01 for the Olga Reed Cafeteria Alteration Project. The change order is related to some or all of the following reasons; unforeseen conditions during construction, design issue, or owner requested change.

The change order request was reviewed by the following parties, the Contractor, TELACU Construction Management firm, and district staff.

RECOMMENDATION: Staff recommends the Board of Trustees approve the change order for Pre Con Industries, Inc. for \$20,584.01, as submitted.

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

CHANGE ORDER 04- Summary Sheet

Item #	Title	PCO#	PCO Description	Final Price
1	Health Department Revisions	40	Design Issue - Per the Health Inspector's request, the following items were added to the scope to comply with Santa Barbara County Health Code: Install tiled covered base at Janitorial area, Install tiled covered base at the exterior of the walk-in cooler, add stainless steel trim to close gap at the side of the walk-in cooler.	\$5,802.27
2	Compartment Sink Faucets	41	District Requested – During the reinstallation of the existing 3-compartment sink, it was determined that the existing faucets should be replaced. Cost includes removing and replacing the 3-compartment sink faucets with new (2) new faucets.	\$1,931.59
3	Remove and Replace Existing Gas Regulator	43	Unforeseen Condition – RFI #080 – The existing ¾" gas regulator located outside of the mechanical room began to malfunction as the gas service was being returned to the building. The cost includes removal and replacement of the old gas regulator.	\$1,182.21
4	Added Stainless Steel Revisions for Health Dept.	44	Design Issue - Per the Health Inspector's request, the following items were added to the scope to comply with Santa Barbara County Health Code: modify the exiting stainless steel counter-top to comply with health code, cut and modify stainless steel shelf, plug any holes/gaps at stainless steel and modify sink transition.	\$1,872.62
5	Electrical T&M Revisions	45	Design Issue - Additional electrical work required that was not identified on the bid plans: run (4) runs of communications piping through the ceiling of the restroom to the comm. room, install piping in fridge/freezer room for all conduits related to communications, fire alarm and security and installing conduit/pulling wire for electrical provisions for the hand dryer in the gender neutral and staff restrooms.	\$5,158.63
6	Electrical Acceleration – OT	48	District Requested – In-order to meet the District's move-in date, the contractor was ordered to accelerate the electrical work to ensure power to the cafeteria building was on prior to the County of Santa Barbara's health inspection. The cost includes overtime hours worked by the electrical contractor.	\$4,636.69
Total Allowance Change Order Amount				\$20,584.01



BUSINESS SERVICES MEMORANDUM

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

FROM: Bill Young
Assistant Superintendent, Business Services

BOARD MEETING DATE: September 9, 2020

BOARD AGENDA ITEM: Construction Change Order- Pre Con Industries, Inc. for Orcutt Academy HS Restroom Alteration Project

BACKGROUND: Attached is a change order request #4 from Pre Con Industries in the amount of \$13,132.30 for the Orcutt Academy HS Restroom Alteration Project. The change order is related to some or all of the following reasons; unforeseen conditions during construction, design issue, or owner requested change.

The change order request was reviewed by the following parties, the Contractor, TELACU Construction Management firm, and district staff.

RECOMMENDATION: Staff recommends the Board of Trustees approve the change order for Pre Con Industries, Inc. for \$13,132.30, as submitted.

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

CHANGE ORDER

Distribution:

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

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

Change Order Number: **4**

Date: **8/27/2020**

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

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

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

The original Contract Sum was	\$	958,900.00
The net change by previously authorized Change Orders	\$	87,453.70
The Contract Sum prior to this Change Order was	\$	1,046,353.70
The Contract Sum will be Increased by this new Change Order in the amount of	\$	13,132.30
The new Contract Sum including this Change Order will be	\$	1,059,486.00
The Contract Time will be (increased) (decreased) (unchanged) by -0- days.		
The date of Substantial Completion as of the date of this Change Order therefore is		Unchanged

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

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

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

BY (Signature) BY (Signature) BY (Signature) BY (Signature) BY (Signature)

DATE DATE DATE DATE DATE

CHANGE ORDER 03- Summary Sheet

Item #	Title	PCO#	PCO Description	Final Price
1	Replace Existing Water Valve	4	The existing water valve was stuck shut when trying to return water service to the restroom building. Per the IOR's request, the contractor removed and replaced the existing water valve.	\$ 1,265.92
2	Electrical Acceleration - OT	18	District Requested – In-order to meet the District's move-in date, the contractor was ordered to accelerate the finish electrical work in-order to turn the electrical service at the renovated restroom building on to complete fire alarm installation and testing. The cost includes overtime hours worked by the electrical contractor.	\$ 4,579.72
3	Electrical T&M - Camera & Misc.	19	Design Issue - Work includes electrical revisions made in addition to the original scope, which includes: providing electrical provisions to camera and speaker devices located on the exterior of the restroom building, installing piping within the ASB Office to the roof, installation of a new light outside of the ASB Office. This work was done on a T&M basis with review and approval by the IOR.	\$ 5,769.50
4	Exhaust Fan at Janitor' Closet	21	District Requested - Per the IOR's request, the contractor was directed to install an exhaust fan at the Janitor's closet in-order maintain a comfortable room temperature. The Janitor's Closet is adjacent to the Kiln Room, which creates heat for the surrounding areas.	\$ 1,517.16
Total Change Order Amount				\$ 13,132.30



BUSINESS SERVICES MEMORANDUM

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

FROM: Bill Young
Assistant Superintendent, Business Services

BOARD MEETING DATE: September 9, 2020

BOARD AGENDA ITEM: Construction Change Order- Quincon, Inc. for the Innovation Center

BACKGROUND: Attached is a change order request #2 from Quincon, Inc. in the amount of \$6,105.00 for the Innovation Center. The change order is related to some or all of the following reasons; unforeseen conditions during construction, design issue, or owner requested change.

The change order request was reviewed by the following parties, the Contractor, TELACU Construction Management firm, and district staff.

RECOMMENDATION: Staff recommends the Board of Trustees approve the change order for Quincon, Inc. for \$6,105.00, as submitted.

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

CHANGE ORDER

Distribution:

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

Project:
OUSD Innovation Center
Orcutt Union School District
 500 Dyer Street
 Orcutt, CA 93455

Change Order Number: **2**

Date: **8/27/2020**

To Contractor:
 Quincon, Inc.
 PO Box 1029
 Grover Beach, CA 93483

Contract Date: **3/20/2020**

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

The original Contract Sum was	\$	3,355,335.00
The net change by previously authorized Change Orders	\$	145,174.00
The Contract Sum prior to this Change Order was	\$	3,500,509.00
The Contract Sum will be Increased by this new Change Order in the amount of	\$	6,105.00
The new Contract Sum including this Change Order will be	\$	3,506,614.00
The Contract Time will be (increased) (decreased) (unchanged) by -0- days.		
The date of Substantial Completion as of the date of this Change Order therefore is		Unchanged

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

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

Owner	Contractor	Construction Mgr.	Architect of Record	Inspector of Record
Orcutt Union School District	Quincon, Inc.	TELACU Construction Management	SVA Architects	Kenco Construction Services, Inc.
500 Dyer Street Orcutt, CA 93455	PO Box 1029 Grover Beach, CA 93483	604 N. Eckhoff St. Orange, CA 92868	6 Hutton Centre Dr. Ste. 115 Santa Ana, CA 92707	115(1230 Doris Ave. Oxnard, CA 93030

BY (Signature) BY (Signature) BY (Signature) BY (Signature) BY (Signature)

DATE DATE DATE DATE DATE

CHANGE ORDER 02- Summary Sheet

Item #	Title	PCO#	PCO Description	Final Price
1	Re-Route Panel K (Temporary Power)	7	Design Issue – RFI #005 - Sheet E01.1 Plan Note 4 calls for disconnect and removal of existing pull-box feeding Panel L and to reroute conduit via method shown in Plan Note 9 and 10. Construction sequencing requires over excavation and compaction of building footprint prior to installation of site underground utilities. Cost includes providing a temporary electrical connection to panel K.	\$2,624.00
2	Re-Route Panel L (Temporary Power)	8	Design Issue – RFI #006 - Sheet E5.0 calls for disconnection and removal of DSB-E located in Pump Shed. DSB-E services Panel M located in Maintenance Shop, Panel M was not shown on the bid drawings. Cost includes providing temporary power feed from Gymnasium Panel to Panel M to maintain service during construction by intercepting the 2" underground feed to panel M and reroute to Panel DS.	\$3,481.00
Total Change Order Amount				\$6,105.00



BUSINESS SERVICES MEMORANDUM

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

FROM: Bill Young
Assistant Superintendent, Business Services

BOARD MEETING DATE: September 9, 2020

BOARD AGENDA ITEM: Construction Change Order- Quincon. for Orcutt Academy HS
School Site Safety & Security Project

BACKGROUND: Attached is a change order request #2 from Quincon in the amount of \$37,154.00 for the Orcutt Academy HS Site Safety & Security Project. The change order is related to some or all of the following reasons; unforeseen conditions during construction, design issue, or owner requested change.

The change order request was reviewed by the following parties, the Contractor, TELACU Construction Management firm, and district staff.

RECOMMENDATION: Staff recommends the Board of Trustees approve the change order for Pre Con Industries, Inc. for \$37,154.00, as submitted.

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

CHANGE ORDER

Distribution:

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

Project:
Orcutt Academy High School Site Safety & Security
Orcutt Union School District
 500 Dyer Street
 Orcutt, CA 93455

Change Order Number: **2**

Date: **8/27/2020**

To Contractor:
 Quincon, Inc.
 PO Box 1029
 Grover Beach, CA 93483

Contract Date: **5/30/2020**

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

The original Contract Sum was	\$	547,322.00
The net change by previously authorized Change Orders	\$	4,041.00
The Contract Sum prior to this Change Order was	\$	543,281.00
The Contract Sum will be Increased by this new Change Order in the amount of	\$	37,154.00
The new Contract Sum including this Change Order will be	\$	580,435.00
The Contract Time will be (increased) (decreased) (unchanged) by -0- days.		
The date of Substantial Completion as of the date of this Change Order therefore is		Unchanged

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

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

Owner	Contractor	Construction Mgr.	Architect of Record	Inspector of Record
Orcutt Union School District	Quincon, Inc.	TELACU Construction Management	SVA Architects	Kenco Construction Services, Inc.
500 Dyer Street Orcutt, CA 93455	PO Box 1029 Grover Beach, CA 93483	604 N. Eckhoff St. Orange, CA 92868	6 Hutton Centre Dr. Ste. 115 Santa Ana, CA 92707	115(1230 Doris Ave. Oxnard, CA 93030

BY (Signature) BY (Signature) BY (Signature) BY (Signature) BY (Signature)

DATE DATE DATE DATE DATE

CHANGE ORDER 02- Summary Sheet

Item #	Title	PCO#	PCO Description	Final Price
1	Concealed Plumbing Removal	4	Unforeseen Condition – During demolition of the existing office walls, an old plumbing fixture for the out-of-service floor heating system was discovered within the admin office wall. The cost include removal and disposal of the fixture on a T&M basis.	\$2,504.00
2	Sidewalk ADA Modifications at Exterior	6	Design Issue – Per the IOR’s review, the concrete flatwork at the front of the administration office was observed as not ADA compliant. The cost includes removal and replacement of 1,300 square feet of concrete sidewalk.	\$26,365.00
3	Excess Underslab Water & Plumbing	7	Unforeseen Condition – RFI #024 - Upon excavation of the underground sewer for tie-in of the new restroom sewer line, excessive water was discovered within the soils underneath the office area. In addition, per the IOR’s request, the existing sewer pipe was investigated with a camera to ensure the sewer main was still in proper condition. The costs include plumbing investigation, added aggregate base to resolve the excessive water issues prior to back-filling and pouring back slab.	\$4,690.00
4	Added Fencing and Gate	14	Design Issue – RFI #032 – The base bid fencing design did not match the District’s intent at the site boundary gate between the Orcutt Academy and Orcutt Junior High campuses. Cost includes revising the fencing and gate installation/layout as requested by the District	\$3,595.00
Total Change Order Amount				\$37,154.00



BUSINESS SERVICES MEMORANDUM

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

FROM: Bill Young
Assistant Superintendent, Business Services

BOARD MEETING DATE: September 9, 2020

BOARD AGENDA ITEM: Construction Change Order- Vernon Edwards for Lakeview JHS Site Safety & Security Project

BACKGROUND: Attached is a change order request #1 from Vernon Edwards in the amount of \$22,864.31 for the Lakeview JHS Site Safety & Security Project. The change order is related to some or all of the following reasons; unforeseen conditions during construction, design issue, or owner requested change.

The change order request was reviewed by the following parties, the Contractor, TELACU Construction Management firm, and district staff.

RECOMMENDATION: Staff recommends the Board of Trustees approve the change order for Pre Con Industries, Inc. for \$22,864.31, as submitted.

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

CHANGE ORDER 01- Summary Sheet

Item #	Title	PCO#	PCO Description	Final Price
1	Remove & Replace Existing Concrete Sidewalks	1	Design Issue – Per the IOR’s review, the concrete flatwork at the front of the campus was observed as not ADA compliant. The cost includes removal and replacement of 600 square feet of concrete sidewalk.	\$12,713.94
2	Added Mow Curbs	4	Design Issue/District Requested – RFI #014 – Per the District’s request, contractor was directed to install (2) mow-curbs at locations that were not shown to be installed on the bid drawings. The cost includes additional grading, rebar, forming and finishing of mow curbs at (2) locations. This work was tracked on a T&M basis with review and approval by the IOR.	\$5,656.96
1	Re-Route Utilities at Column Footings	5	Unforeseen Condition – During excavation for the masonry column footings, existing utilities were discovered at several column locations. The cost includes removal and relocation of utilities found within the pad footing area. This work was tracked on a T&M basis with review and approval by the IOR.	\$1,555.71
2	Re-Make Lakeview Sign	7	Design Issue – Upon installation of the initial “Lakeview School” signage over the CMU column gateway, the space between “Lake” and “view” was incorrectly spaced. The bid drawings and shop drawings show a space as installed. The contractor was directed to remake the sign to eliminate the space.	\$3,231.55
1	Concrete Pad Credit	8	District Requested – Per District Request, the concrete pad that was shown on the bid drawings to be placed in-front of the relocated sea-train was deleted from the contractor’s scope. The cost includes a credit for the concrete pad work.	-\$1,320.00
2	Revised Column Caps	9	Unforeseen Condition – Upon approval of the masonry submittal, the lead time for the originally specified column caps was to be 1 to 2 months. The District was able to source another type of column cap that was acceptable and readily available. The revised column cap installation required some additional work to incorporate to the installed masonry columns. The cost includes the difference in labor between the originally specified and revised caps, as well as a credit for the labor of the originally specified cap.	\$1,026.15
Total Change Order Amount				\$22,864.31



ORCUTT Union School District

Where a Dedicated Staff Means Kids Come First

BOARD OF TRUSTEES

SHAUN HENDERSON

LISA MORININI

LIZ PHILLIPS

MARK STELLER

MELANIE WAFFLE

HOLLY EDDS, Ed.D.

District Superintendent

JANET BERTOLDI

Interim

Assistant Superintendent

SUSAN SALUCCI

Assistant Superintendent

WILLIAM YOUNG

Assistant Superintendent

TO: Board of Trustees

FROM: Holly Edds, Ed.D.
Superintendent

BOARD MEETING DATE: September 9, 2020

BOARD AGENDA ITEM: Governance Handbook

BACKGROUND: On August 7, 2020, Orcutt Union School District Board of Trustees and Superintendent participated in a workshop on Effective Governance with a trainer from Leadership Associates. Revisions were made to update the Mission, Vision and Goals of the District that were approved at the April 9, 2020 Board Meeting. After discussion and input, there were also revisions made to framework for effective governance and includes highlights of conversation about unity of purpose, roles, norms and protocols that enable the governance team to continue to perform its responsibilities in a way that best serves all students.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the Governance Handbook, as submitted.

FUNDING: Not applicable



Orcutt Union School District Governance Handbook

September 9, 2020

Board of Trustees

Liz Phillips, President
Melanie Waffle, Clerk
Mark Steller, Member
Shaun Henderson, Member
Lisa Morinini, Member

Superintendent

Holly Edds

EFFECTIVE GOVERNANCE

Unity of Purpose, Roles, Responsibilities, Norms and Protocols

*This document reflects the governance team's work on the creation of a framework for effective governance. This process involves **ongoing** discussions and agreements about unity of purpose, roles, norms and protocols that enable the governance team to continue to perform its responsibilities in a way that best benefits all children.*

On August 7, 2020, Orcutt Union School District Board of Trustees and Superintendent participated in workshops on Effective Governance. This document reflects the governance team’s discussions about developing and sustaining a framework for effective governance and includes highlights of their conversation about unity of purpose, roles, norms and protocols that enable the governance team to continue to perform its responsibilities in a way that best serves all students.

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UNITY OF PURPOSE

Unity of purpose is the common focus, overarching goals, and the core values, beliefs and principles governing body members share in common about children, the district and public education

UNITY OF PURPOSE

We Believe that a Strong Governance Team is One...

- Where Team member's respects each other and the team, as a whole.
- In which every team member is committed to his/her role and to working as a team.
- Where everyone comes to meetings prepared and pays attention to the agenda.
- In which folks work as a team while allowing for individual perspectives.
- Where everyone keeps their focus on our vision and the purpose of the district.
- That provides leadership and works toward common goals.

UNITY OF PURPOSE

I Chose to Serve on this Governance Team, Because...

- I believe in service above self.
 - Of the importance of educating youth
 - I wanted to give back to the community and district and continue to see our award winning district continue to go down the same path.
 - I love the School District and have always been a part of it.
 - We all have equity in the game.
 - I believe that my background and life experiences are of benefit to the District.
 - Kids come first!
-

UNITY OF PURPOSE

What We Are Most Proud of About this District and Want to Preserve:

- That we are kid focused, our family atmosphere and collaborative decision making
- Our strong communication
- That we provide a strong academic program for our students in a safe, nurturing environment.
- Strong, respectful leadership that has been built year after year
- Strong messaging – We promote the culture of the district and make it desirable for families and teachers to be here.
- The Board is visible and approachable which leads to a family environment.
- We do well with interventions for students who need extra help.
- District change is minimal in comparison to other districts.
- Strong social media
- Our technology
- 21st Century classrooms
- Coming together as a team that puts kids first and communicates that message.
- Kids come first – we provide good stewardship even during bad times.
- The success of our charter schools
- What has been done with the budget - Flexibility with the money that we had.
- Advancement of learning opportunities
- Maintaining high expectations for all – we expect students to meet those high expectation and educators to teach high expectations.

UNITY OF PURPOSE

What We Hope to Accomplish as a Team...

- Being a team.
- Continuing to advance technology
- Having the district and community become more involved with each other.
- Staying focused on our goals and continuing the excellence
- Maintaining the focus on putting children first; focusing on programs that help them prepare for their future – addressing the ‘whole child.’”
- Appreciating and supporting the staff
- Transparency and stability

Our Mission

Students at Orcutt Union School District come first. Our mission is to safely nurture, educate, inspire, and empower our students to successfully navigate and thrive in an ever changing world.

Our Vision

As the heart of the communities we serve, the Orcutt Union School District will foster high levels of student success through multiple pathways of learning. By offering a world-class education, our district will lead the way in innovation and creativity, and will be known for its caring, collaborative, and inclusive culture.

Our Goals

High Quality Instruction

We will provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement while creating a positive culture.

Future Ready

We will provide an innovative curriculum, utilizing flexible learning environments that will prepare students to be future-ready, and thrive in a global society.

Professional Development & Wellness

We will provide our staff inspiring, relevant, and meaningful, learning and wellness opportunities in a safe supportive environment, to prepare for the ever-changing needs of our district.

Whole Child Approach

We will provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

Resources

We will be good stewards of our resources and pursue new avenues to support the goals of our district.

GAINING CLARITY ON ROLES AND RESPONSIBILITIES

The Role of the Board and Superintendent - CSBA:

School board “trustees” are the representatives of the people, elected to ensure the district schools educate the children in consideration of the interests of the local community. The role of the School Board is to govern the school district.

The superintendent is hired by the school board to provide the professional expertise in the day-to-day operations of the district. The role of the Superintendent is:

1. To work with the school board to develop an effective governance leadership team.
2. To serve as the chief administrative officer for the school district.

Performing Board Responsibilities - CSBA:

We Set the Direction for the Community’s Schools by:

- Focusing on student learning.
- Assessing district needs.
- Generating, reviewing and revising setting direction documents: (beliefs, vision, priorities, strategic goals, success indicators)
- Ensuring an appropriate inclusive process is used to develop these documents.
- Ensuring that these documents are the driving force for all district efforts.

We establish an effective and efficient Structure for the school district by:

- Employing the superintendent.
- Setting policy for hiring of other personnel.
- Setting policies.
- Setting direction for and adopting the curriculum.
- Establishing budget priorities and adopting the budget.
- Overseeing facilities issues.
- Providing direction for and voting to accept collective bargaining agreements.

We Provide Support through our behavior and actions by:

- Acting with a professional demeanor that models the district’s beliefs and vision.
- Making decisions and providing resources that support mutually agreed upon priorities and goals.
- Upholding board approved district policies.
- Ensuring a positive personnel climate exists.
- Being knowledgeable about district efforts and able to explain them to the public.

We Ensure Accountability to the Public by:

- Evaluating the superintendent.
- Monitoring, reviewing and revising policies.
- Serving as a judicial and appeals body.
- Monitoring student achievement and program effectiveness and requiring program changes as indicated.
- Monitoring and adjusting district finances.
- Reviewing facilities issues.
- Monitoring the collective bargaining process.

We Act as Community Leaders by:

- Speaking with a common voice about district priorities, goals and issues.
 - Engaging and involving the community in district schools and activities.
 - Communicating clear information about policies, programs and fiscal conditions of the district.
 - Educating the community and the media about issues facing the district and public education.
 - Advocating for children, district programs and public education to the general public, community, and local, state and national leaders.
-

Orcutt Union School District Governance Team

AGREEMENTS TO FACILITATE GOVERNANCE LEADERSHIP

Governance Team Norms and Protocols:

The Board of Education for the Orcutt Union School District is entrusted by the community to uphold the Constitutions of California and the United States, to protect the public's interest in the schools, and to ensure that a high-quality education is provided to each student. To effectively meet district challenges, the Board and Superintendent must function together as a governance leadership team. Agreed upon behaviors or norms, and operating procedures or protocols, support consistent behavior and actions among team members. The purpose of the Orcutt Union SD governance team agreements is to ensure that a positive and productive working relationship exists among board members, the superintendent, district staff, students, and the community. Norms and protocols are developed for and by the members of the governance team and may be modified over time as needed.

Our Agreements to Facilitate Governance Leadership:

Norms

Our Governance Team wishes to create a culture that models

...

- **Commitment to the district and to the work:**
 - **Preparing for and attending meetings**
 - **Attendance –ensuring that there is a quorum**
 - **Being at schools and school events**
- **Flexibility – working with the entire group to represent the Board and respond to the need for special meetings.**
- **Open, honest communication**
- **Agreeing to disagree without hard feelings**
- **Demonstrating respect for one another**
- **Taking the time to get to know each other**
- **Thinking through items before bringing them forth in open session**

To this end, we have adopted the following meeting guidelines:

Meeting Guidelines

- We will keep our focus on the best interest of our students.
- We will stay focused on our goals and avoid getting sidetracked from the agenda.
- We will wait to speak until a team member has finished talking.
- Everyone's opinions count; we will be open to the ideas of others.
- We will build upon the ideas of others and look for common ground. We will paraphrase for understanding.
- Each member will take responsibility for the work of the team. We will each be responsible for the success of the meeting – participate equally and address concerns.
- We will respect differences and show respect.
- We will respect the recommendations, logic and guidance of the staff.
- We will come to meetings prepared, ask questions in advance and not put staff on the spot.
- We will work toward the future – learning from the past.
- We will come to meetings with an open mind.

ORCUTT UNION SCHOOL DISTRICT

Protocols

STRUCTURE AND PROCESS

Effective Governance Teams discuss and agree upon the formal structures and processes, or protocols, used by the Board and Superintendent in their functioning as a team. These structures and processes guide the operation of the Governance Team and determine how they do business. Protocols are the agreements that ensure that all members of the team are operating within their agreed upon roles.

The following protocols were developed by the Governance Team.

Protocols to Facilitate Governance Leadership:

	Confidentiality
Rationale	<ul style="list-style-type: none">• The governing board recognizes the importance of maintaining the confidentiality of information acquired as part of a board member's official duties.
Protocol	<ul style="list-style-type: none">• All trustees will strive to maintain the public's trust by not breaching confidentiality including all information from closed session• A trustee who inadvertently or accidentally violates a confidential issue, will take immediate responsibility for correcting the action and notifying the superintendent and/or president of the board.

	Receiving Community or Staff Concerns and/or Complaints
Rationale	<ul style="list-style-type: none">• Board members want to be accessible, responsive, consistent and fair in dealings with complaints and concerns from the community and staff.• The board values open communication and timely resolution of issues.
Protocol	<p>When approached with an issue or concern, trustees agree to:</p> <ul style="list-style-type: none">• Listen openly, being careful to remain neutral, except when the issue is one that may come before us in our judicial role (personnel issues and student discipline). That information will be shared with the entire Board at the appropriate place and time - during the hearing. In that case, we will explain to the complainant that listening to their concern will require us to recuse ourselves when the matter does come before the Board, much the same way that a juror would be removed from the jury box for hearing evidence outside the courtroom during a trial.

	<ul style="list-style-type: none"> Remind staff and members of the community that no individual trustee has the authority to solve the issue/concern. Encourage addressing this with the person who can most directly help with their concern, e.g. teacher, principal, superintendent. Trustees will notify the superintendent of the issue or concern, as appropriate.
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Requesting Information from Staff	
Rationale	<ul style="list-style-type: none"> Critical to the ability of trustees to make informed decisions is timely access to information. The superintendent wants to be responsive to requests for information, maintain the focus on district priorities and balance the management of staff time. Staff includes both district and site level leadership.
Protocol	<ul style="list-style-type: none"> Trustees will always include the superintendent when asking questions or requesting additional information on board meeting agenda items, as well as other district operational matters. The superintendent will ensure timely responses to requests and will provide the information or direct trustees to the correct source if the requested information could be used in decision making. The superintendent will distribute answers to all trustees. If a request for information would take a significant amount of staff time to complete, the request will be brought to the board to decide whether to support the request.

Role of the Board President and Agenda setting	
Rationale	<ul style="list-style-type: none"> The board has an obligation to set an example of good government in action for the community. The board intends for meetings to proceed professionally, efficiently and effectively. The board president sets the tone and shapes the public’s perception of the school board. Each board member must have the opportunity to express his or her viewpoint during board deliberation.
Protocol	<ul style="list-style-type: none"> The board president should meet with the superintendent at least once a month to develop the board meeting agenda. Board members wishing to place topics on the board agenda will forward them to the board president for discussion with the superintendent at agenda setting meetings. The board president facilitates the board meeting, supporting the effective flow of the discussion and encouraging input from all trustees while staying on task and moving forward. The board president will model the tone and manner the board wishes to convey to the community.

	<ul style="list-style-type: none"> Following the board meeting, the board president with the superintendent will ensure there is appropriate follow-up and clarification of possible options for the board. The board president serves as the primary spokesperson for the board. The board president position will be determined annually through a rotation process.
Visiting Schools and School Events	
Rationale	<ul style="list-style-type: none"> The board wants to be informed about instructional practices, and the needs of the students and staff with regard to school programs. Visiting schools provides the opportunity to show appreciation and recognize staff for their work. Site visits are not meant to be evaluative in nature or disruptive to classroom instruction.
Protocol	<ul style="list-style-type: none"> Board members will have access to the school calendars and are encouraged to visit schools and attend school events. Site visits will be arranged through the Superintendent, who will accompany Board Members on their visits. The principal or assistant principal will accompany trustees on classroom visits. The superintendent will ensure that staff is aware of the process and protocols for trustees visiting the classrooms. It is understood that Board members share with the Superintendent, any concerns or issues brought up during a “Board Walk”. Zoom classroom session visitations by Board members will be arranged by the site principal

Dealing with press/media	
Rationale	<ul style="list-style-type: none"> The board wants to communicate a consistent message to the community
Protocol	<ul style="list-style-type: none"> When contacted by the media, board members will refer the media to the board president, and/or the superintendent. The Superintendent is the spokesperson for the district and the Board President is the spokesperson for the board. If the press contacts the district office or superintendent, the board will be notified, as necessary.

Welcoming/Orienting New Board Members	
Rationale	<p><u>We believe:</u></p> <ul style="list-style-type: none"> New board members should feel welcomed and have opportunities to get to know other members of the governance team.

Welcoming/Orienting New Board Members	
Protocol	<ul style="list-style-type: none"> • It is important to have opportunities to” heal any wounds” from the election process. • New board members need educational support and training from the governance team and outside sources (i.e., CSBA Institute for New and First Term Board Members). • New board members need to learn about the district and understand the district’s vision, purpose and culture. • New board members need to feel that they are part of our team and should participate in developing agreements about how we will work together. <p><u>We Agree that:</u></p> <ul style="list-style-type: none"> • Prior to the election an orientation will be held for all School Board Candidates. At this meeting the following information/items will be shared with potential new Board Members: <ul style="list-style-type: none"> ○ Information about the district ○ School governance and the role of the Board ○ The Orcutt Union SD Governance Handbook ○ CSBA Professional Governance Standards ○ The history and traditions of Orcutt Union SD • Board candidates will be informed about the dates of the CSBA Annual Conference – and hotel reservations and registration for the New Board Member Orientation and the Annual Conference will be arranged for all new board members. • A veteran board member (s) and/or the Superintendent will attend the New Board Member Orientation with new board members. • The board will select a “board mentor” to provide support for the new board member as s/he becomes familiar with governance team operations and the governance role and responsibilities. Mentors may be current or former board members. • The superintendent will meet with each new board member individually to answer any questions and familiarize him/her with district operations. • Each seated board member will arrange a time to have an informal meeting with each new board member as soon as possible after the election (i.e., coffee or lunch, etc.). • The whole governance team will participate in a District New Board Member Orientation and a CSBA “Good Beginnings” workshop following the installation of new members. The orientation will include but not be limited to discussions of: <ul style="list-style-type: none"> ○ District Vision, Mission and Goals ○ Key District Personnel ○ District Operations ○ Special District Projects or Programs ○ Current Issues Facing the District

Welcoming/Orienting New Board Members	
	<ul style="list-style-type: none"> ○ Governance Team Operations <ul style="list-style-type: none"> ▪ Board Bylaws (9000 Series of the Policy Manual) ▪ Governance Handbook • New board members will be encouraged to attend the CSBA Brown Act Workshop, the Institute for New and First Term Board Members and/or the Masters in Governance program. The Board President and/or Superintendent will accompany new Board Members to various workshops.

We have reviewed and agree to follow the aforementioned governance team norms and protocols in order to support a positive and productive working relationship among the Orcutt Union School District Board of Education, Superintendent, staff, students and the community. We shall renew this document annually.

Affirmed on this _____ day of _____, 2020

Liz Phillips, Board President

Melanie Waffle, Clerk

Mark Steller, Trustee

Shaun Henderson, Trustee

Lisa Morinini, Trustee

Dr. Holly Edds, Superintendent



BUSINESS SERVICES MEMORANDUM

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

FROM: Bill Young
Assistant Superintendent, Business Services

BOARD MEETING DATE: September 9, 2020

BOARD AGENDA ITEM: Approval of First Amendment of Construction Management Services Agreement with TELACU

BACKGROUND: On April 8, 2020, the Board of Trustees approved a Construction Management Services Agreement with TELACU Construction Management for Measure G Projects and non-bond projects such as the Full Day Kindergarten facilities for an amount not to exceed \$1 million. The proposal included a Project Director, a Project Manager, a Project Engineer, and an onsite Superintendent to manage the construction of the Full Day Kindergarten Projects and Measure G, Series A projects with a contract period of April 20 – May 2021.

To incorporate the planned Series B projects, and continue with the services provided by TELACU for those added projects, a contract amendment in the amount of \$219,340 is recommended. The TELACU proposed amendment extends the contract by 5 months through October 2021, reduces TELACU staffing during the Series B design and bid phases, includes non-bond projects, adds a project administrator at a lower hourly rate, and continues the continuity of this service.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the First Amendment of Professional Service Agreement with TELACU

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

**FIRST AMENDMENT TO
AGREEMENT FOR CONSTRUCTION MANAGEMENT SERVICES BY AND
BETWEEN ORCUTT UNION SCHOOL DISTRICT AND TELACU CONSTRUCTION
MANAGEMENT, INC.**

THIS FIRST AMENDMENT to Agreement for Construction Management Services (“First Amendment”) is made as of September ___ 2020 (“Effective Date”), by and between **Orcutt Union School District** (“District”), and **TELACU Construction Management, Inc.** (“Consultant”). District and Consultant may be referred to herein individually as a “Party” and collectively as the “Parties.”

RECITALS

WHEREAS, District and Consultant entered into that certain Agreement for Construction Management Services dated April 8, 2020 (“Agreement”), for the construction management and administration of Measure G, Series A Bond Projects and certain identified non-bond projects; and

WHEREAS, the District and Consultant desire to amend the Agreement to include Consultant’s performance of construction management services for Measure G, Series B Bond Projects; and

WHEREAS, the Parties desire to amend the Agreement to revise the scope of the “Project” as that term is defined in the Agreement, increase Consultant’s Fee and such other terms and conditions as otherwise set forth in this First Amendment;

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

AGREEMENT

1. Defined Terms. All capitalized terms not defined herein will have the definition meaning given those terms in the Agreement.
2. Project. All references to “Project” and “Services” in the Agreement shall mean and include both the Measure G, Series A and B Bond Program Projects and District’s other facility projects as assigned by the District and mutually approved by the Parties.
3. Fee and Method of Payment. Section 6.1 of the Agreement is hereby deleted and replace in its entirety with the following:

6.1. District shall pay Consultant:

A not-to-exceed amount up to **One Million Two Hundred Nineteen Thousand Three Hundred and Forty Dollars** (\$1,219,340) for all services contracted for under this Agreement and based on the hourly Fee Schedule attached hereto as **Exhibit “D.”**

4. Fee Schedule -Exhibit “D”. Section 1.3 of Exhibit “D” to the Agreement is hereby deleted and replace in its entirety with the following:

For Services performed for the time period from October 1, 2020 through and including October 31, 2021, Consultant's Fee shall not exceed the 1 Year Staffing Plan for Series "A" and "B" Projects set forth in Consultant's Updated Staffing Plan attached hereto as **Attachment "1"** and incorporated herein and made a part hereof by this reference.

5. Miscellaneous. This First Amendment may be executed in any number of counterparts all of which when taken together shall constitute one and the same document. Except as expressly modified by this First Amendment, all other terms and provisions of the Agreement are and remain in full force and effect. This First Amendment shall be governed by and construed in accordance with the laws of the State of California.

IN WITNESS WHEREOF, this First Amendment has been executed as of the date indicated below:

Dated: _____, 2020

Dated: _____, 2020

Orcutt Union School District,
a California public school district

Telacu Construction Management, Inc.

By: _____

By: _____

Name: _____

Name: _____

Title: _____

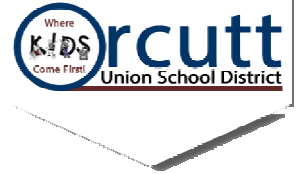
Title: _____

Attachment 1
Consultant's Updated Staffing Plan
Series "A" and "B" Projects
October 2020- October 2021



UPDATED STAFFING PLAN

ORCUTT UNION SCHOOL DISTRICT
PROGRAM/CONSTRUCTION MANAGEMENT SUPPORT SERVICES
SERIES 'A' AND 'B' PROJECTS



ORIGINAL 1 YEAR STAFFING PLAN (APRIL 2020 TO MAY 2021) - SERIES A PROJECTS ONLY																	
PROPOSED STAFFING AND PROJECT MANAGEMENT FEE		1 YEAR STAFFING PLAN FOR SERIES 'A' PROJECTS														Sub-Total Hours	Sub-Total Fee
		Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21		
Position	HR RATE																
Project Executive	\$ 220																
Project Director	\$ 185	64	48	48	48	48	48	48	48	48	48	48	48	48	48	688	\$ 127,280
Project Manager	\$ 155	40	160	160	160	160	160	160	160	160	160	160	160	160	160	2120	\$ 328,600
Project Engineer	\$ 110		160	160	160	160	160	160	160	160	160	160	160	160	160	2080	\$ 228,800
Superintendent	\$ 160		160	160	160	160	160	160	160	160	160	160	160	160	160	800	\$ 128,000
Estimator	\$ 130																
Project Administrat	\$ 70																
General Conditions			\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000		\$ 13,000
<i>Monthly Subtotal</i>		\$ 18,040	\$ 76,880	\$ 76,880	\$ 76,880	\$ 76,880	\$ 76,880	\$ 76,880	\$ 51,280	\$ 51,280	\$ 51,280	\$ 51,280	\$ 51,280	\$ 51,280	\$ 51,280		
ORIGINAL SERIES A STAFFING TOTAL																5688	\$ 825,680
PROJECTED BILLING THROUGH SEPTEMBER '20																	\$ 405,000.00
AVAILABLE BALANCE AS OF OCT. '20																	\$ 420,680.00

UPDATED STAFFING PLAN - 5 MONTH EXTENSION (OCT. 20 TO OCT. 21) - SERIES 'A' AND SERIES 'B' PROJECTS																	
PROPOSED STAFFING AND PROJECT MANAGEMENT FEE		1 YEAR STAFFING PLAN FOR SERIES 'A' AND 'B' PROJECTS														Sub-Total Hours	Sub-Total Fee
		Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21			
Position	HR RATE																
Project Executive	\$ 220																
Project Director	\$ 185	48	48	48	48	48	48	48	48	48	48	48	48	48	48	624	\$ 115,440
Project Manager	\$ 155	160	160	160	160	160	160	160	160	160	160	160	160	160	160	2080	\$ 322,400
Project Engineer	\$ 110	160	160	160	160	160	160	160	320	320	320	320	160	160		2720	\$ 299,200
Superintendent	\$ 160																
Estimator	\$ 130																
Project Administrat	\$ 70				80	80	80	80	80	80	80	80				640	\$ 44,800
General Conditions		\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500			\$ 32,500
<i>Monthly Subtotal</i>		\$ 53,780	\$ 53,780	\$ 53,780	\$ 59,380	\$ 59,380	\$ 59,380	\$ 59,380	\$ 76,980	\$ 76,980	\$ 76,980	\$ 76,980	\$ 53,780	\$ 53,780			
UPDATED 1 YEAR STAFFING TOTAL																6064	\$ 814,340
CREDIT AVAILABLE CONTRACT BALANCE																	\$ 420,680
STAFFING PLAN ADJUSTMENT																	\$ 393,660
AMENDMENT NO. 1																	
TOTAL PROPOSED CONTRACT (ORIGINAL PLUS ADJUSTMENT)																	\$ 1,219,340
EXISTING CONTRACT AMOUNT																	\$ 1,000,000
TOTAL PROPOSED AMENDMENT NO. 1																	\$ 219,340



BUSINESS SERVICES MEMORANDUM

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

FROM: Bill Young
Assistant Superintendent, Business Services

BOARD MEETING DATE: September 9, 2020

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

BACKGROUND: On December 11, 2019, the Board of Trustees approved a Professional Services Agreement with PMSM/19six Architects with a project outlined specifically for, “Full Day Kindergarten Program Classroom Additions/Renovations, located at all Elementary School sites.

On May 13, 2020 the Board of Trustees approved the Second Amendment of Professional Services Agreement with PMSM/19six Architect which adjust it contract to include the remainder of the Site Safety and Security projects at Joe Nightingale and the Bond Series B Science Classrooms.

The third amendment will adjust the project scope to assume architectural responsibilities for:

- The Innovation Center – assume AOR designation and responsibilities to completion
- Orcutt Jr. High School Site Safety and Security and the Administration Building – assume AOR designation and responsibilities to completion
- Olga Reed School / Orcutt Academy K-8 – assume AOR designation and responsibilities to completion

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

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

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

THIS THIRD AMENDMENT to Agreement for Architectural Services (“Third Amendment”) is made this 9th day of September 2020, by and between **Orcutt Union School District**, a California public school district (“District”), and **PMSM/19SIX Architects** (“Architect”). District and Architect may be individually referred to herein as “Party” or collectively referred to herein as “Parties.”

RECITALS

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

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

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

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

AMENDMENT

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

ACCEPTED AND AGREED on the date indicated below:

Dated: _____, 2020

Orcutt Union School District

By: _____

Print Name: Bill Young

Print Title: Assistant Superintendent,
Business Services

Dated: _____, 2020

PMSM/19SIX

By: _____

Print Name: Alan Kroeker

Print Title: President

**ATTACHMENT 1
ADDED SERVICES**

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

ADDED SERVICES:

School Sites:

Orcutt Jr. High School, Innovation Center, Olga Reed School/Orcutt Academy K-8

The projects include assuming architectural firm responsibilities for:

- The Innovation Center – assume AOR designation and responsibilities to completion
- Orcutt Jr. High School Site Safety and Security and the Administration Building – assume AOR designation and responsibilities to completion
- Olga Reed School/Orcutt Academy K-8 – assume AOR designation and design responsibility for modernization projects



BUSINESS SERVICES MEMORANDUM

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

FROM: Bill Young
Assistant Superintendent, Business Services

BOARD MEETING DATE: September 9, 2020

BOARD AGENDA ITEM: Resolution No. 5 GANN Limit

BACKGROUND: E.C. 42132 “On or before September 15th of each year, the governing board shall adopt a resolution to identify, pursuant to Division 9 (commencing with Section 7900) of title 1 of the Government Code, the estimated appropriations limit for the district for the current fiscal year and the actual appropriations limit for the district for preceding fiscal year.

In simple terms the Gann Spending Limit is a ceiling, or limit, on each year's appropriations of tax dollars by the state, cities, counties, school districts, and special districts. Proposition 4, an initiative passed in November 1979, added controls on appropriations in Article XIII B of the California Constitution. Using 1978-79 as a base year, subsequent years' limits have been adjusted for: (1) an inflation increase equal to the change in the Consumer Price Index or per capita personal income, whichever is smaller; and, (2) the change in population, which for school agencies is the change in ADA. Proposition 111, adopted in June 1990, amended the Gann limit inflation factor to be based only on the change in per capita personal income.

RECOMMENDATION: Staff recommends that the Board of Trustees adopt 2020/2021 Resolution No. 5 GANN Limit Adoption.

FUNDING: This action does not require a funding source.

RESOLUTION NO. 5

2020/2021

Resolution of the Governing Board of the
Orcutt Union School District

GANN LIMIT ADOPTION

Whereas, in November 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII-B to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriation limits, commonly called "Gann Limits," for public agencies, including school districts; and,

WHEREAS, the District must establish a revised Gann Limit for the 2019/2020 fiscal year and a projected Gann Limit for the 2020/2021 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law;

NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice that the attached calculations and documentation of the Gann Limits for the 2019/2020 and 2020/2021 fiscal years are made in accord with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the Budget for the 2019/2020 and 2020/2021 fiscal years do not exceed the limitations imposed by Proposition 4;

AND BE IT FURTHER RESOLVED that the Superintendent provide copies of this resolution along with appropriate attachments to interested citizens of this District;

Passed and adopted by the Board of Trustees of the Orcutt Union School District this 9th day of September, 2020 by the following vote:

AYES: NOES: ABSENT:

(Signed) _____
Board President



BUSINESS SERVICES MEMORANDUM

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

FROM: Bill Young
Assistant Superintendent, Business Services

BOARD MEETING DATE: September 9, 2020

BOARD AGENDA ITEM: District and Charter Fund Certification of 2019-20 Unaudited Actuals

BACKGROUND: Educational Code Section 42100 states that “on or before September 15, the governing board of each school district shall approve on a form prescribed by the Superintendent of Public Instruction, an annual statement of all receipts and expenditures of the district for the preceding fiscal year and shall file the statement with the County Superintendent of Schools.”

In keeping with that provision, the Orcutt Union School District is providing the final unaudited actual revenues and expenditures for the 2019-20 year for all funds of the district.

Carryover balances and their respective designations, as well as other budgetary changes, will not be in the budget until the First Interim Report presented later in the year.

With the exception of the beginning balance and reserves, the 2020-21 budget remains unchanged from that adopted on June 10, 2020. Changes in the estimated fund balances due to the 2019-20 actuals are incorporated into the beginning balances for 2020-21 for all funds.

RECOMMENDATION: Staff recommends that the Board of Trustees approve and certify the Unaudited Actuals Finance Report as submitted.

FUND: All Funds as presented herein.

2019-20 Unaudited Actuals

This budget is not included on the agenda, but can be viewed on the website at www.orcuttschools.net. Click on Departments, then go to Business Services, then Financials.

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



BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees
Holly Edds, Superintendent

FROM: Bill Young
Assistant Superintendent, Business Services

BOARD MEETING DATE: September 9, 2020

BOARD AGENDA ITEM: Resolution No. 08, to Commit the General Fund Balance

BACKGROUND: Board Policy 3100 allows the Board of Trustees to classify funds balances within five categories: 1.) Nonspendable, 2.) Restricted, 3.) Committed, 4.) Assigned, and 5.) Unassigned. The committed fund balance classification includes amounts that can be used only for the specific purposes determined by the Board of Trustees. The committed fund balance cannot be used for any other purpose unless the Board of Trustees removes or changes the specified use by taking the same type of action (for example, resolution) it employed to previously commit those amounts. The attached Resolution recommends \$ 10,759,729.47 be designated as committed funds in the 2020-2021 school year for Cashflow/COVID Crisis purposes, technology refresh purposes, and textbook adoption purposes. These designations and amounts are subject to change through a similar Board adopted resolution.

RECOMMENDATION: Staff recommends that the Board of Trustees approves Resolution No. 08, to Commit the General Fund Balance as presented.

FUNDING: N/A

ORCUTT UNION SCHOOL DISTRICT

Resolution No. 08

IN THE MATTER OF: COMMIT GENERAL FUND BALANCE, 2020-21 ADOPTED BUDGET

The following RESOLUTION was duly passed by the Board of Trustees of the Orcutt Union School District, at a regular meeting held on the 9th of September 2020, by the following roll call vote:

Shaun Henderson	_____
Lisa Morinini	_____
Liz Phillips	_____
Mark Stellar	_____
Melanie Waffle	_____

Signed and approved by me after its passage:

Liz Phillips, President

Attest:

Melanie Waffle, Clerk

WHEREAS, school district governing boards are responsible for maintaining the fiscal solvency of the schools they govern;

WHEREAS, the Governing Board of the Orcutt Union School District has adopted budget criteria and standards as outlined in Board Policy 3100;

WHEREAS, the Governing Board of the Orcutt Union School District wishes to establish a committed fund balance in the general fund in conformance with the standards and criteria established by the state board of education pursuant to Education Code section 33127;

WHEREAS, the California Department of Education urges school districts to commit to maintaining a prudent level of financial resources to protect against the need to reduce services because of temporary revenue shortfalls or unpredicted expenditures;

WHEREAS, the California Department of Education and the Government Finance Officers Association recommend that school districts maintain committed, assigned, and unassigned reserves of at least two months of operating expenditures or approximately 17 percent reserve to mitigate revenue shortfalls and unanticipated expenditures;

WHEREAS, the Governing Board of the Orcutt Union School District wishes to commit funds in the general fund for emergency facility repairs, major textbook adoptions, unexpected costs, management of cash flow, mitigation of volatility in funding or expenditures, unexpected costs for special education students with highly specialized needs, a natural disaster that reduces student attendance and associated state funding, deferred maintenance, or a lawsuit that results in a costly judgment or settlement against the district;

WHEREAS, maintaining positive cash flow will diminish the need for borrowing and its associated costs;

WHEREAS, California's tax system relies heavily on income taxes paid by individuals and businesses, which are volatile revenue sources;

WHEREAS, certain district expenditures such as pension costs can be difficult to predict precisely and are anticipated to increase in costs;

WHEREAS, healthy reserves can address these cost increases rather than immediately reducing spending, staffing, and other areas of the budget;

WHEREAS, the district can experience unexpected costs for special education students with highly specialized needs, emergency facility repairs, natural disasters that reduce school attendance, and associated school funding for lawsuits that result in costly settlements or judgments against the district;

WHEREAS, the district is in need of replacing textbooks and related curriculum, computers, school buses and equipment and facility components that have reached the end of their useful lives such as flooring, or heating and cooling systems;

WHEREAS, the district may need to finance the construction of school buildings and other capital projects and cannot rely completely on bond measures or state funding;

WHEREAS, in the event that the school district needs to borrow money, healthy reserves will provide the district with a higher rating from the credit rating agencies and lower interest rates;

NOW, THEREFORE, IT IS HEREBY RESOLVED AS FOLLOWS:

- 1) It is hereby determined that the amount of \$ 10,759,729.47 is hereby committed from the 2020-2021 General Fund ending balance for the following purposes:
 - a) Other Commitments: \$ 10,759,729.47
 - i) Technology Update - \$1,000,000
 - ii) Textbook Adoption - \$1,000,000
 - iii) Cash Flow / COVID Crisis - \$ 8,759,729.47
- 2) The governing board of the school district, reserves the right to modify these committed funds in the future as the need arises through a similar resolution.



BUSINESS SERVICES MEMORANDUM

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

FROM: Bill Young
Assistant Superintendent, Business Services

BOARD MEETING DATE: September 9, 2020

BOARD AGENDA ITEM: Resolution No. 6 Approving Temporary Borrowing Between Funds

BACKGROUND: The State's budget and appropriation deferral may result in cash flow management problem for school districts. In order to maintain positive cash balances, a temporary loan may be necessary.

Education Code Section 42603 provides that, *"The governing board of any school district may direct that moneys held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations. The transfer will be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account. Amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year. Borrowing shall only occur when the fund or account receiving the money will earn sufficient income, during the current fiscal year, to repay the amount transferred. No more than 75 percent {75%} of the maximum of moneys held in any fund or account during a current fiscal year may be transferred."*

The 2020-2021 State Budget deal adds Section 42603.1 to the Education Code which provides additional flexibility related to interfund borrowing, but it comes with additional requirements. For the current year and in 2021-2022; if there are cash deferrals, the following provision will be in effect: Up to 85% of the money in any fund can be temporarily transferred to another fund for cash flow purposes, this in an increase from the normal 75% limitation.

RECCOMENDATION: Staff recommends that the Board of Trustees approve Resolution No. 6 Approving Temporary Borrowing Between Funds authorizing staff to make temporary cash loans as stated in Education Code 42603.

FUNDS: Funds as allowed by law

SEPTEMBER 9, 2020

**RESOLUTION OF THE BOARD OF TRUSTEES
TO THE ORCUTT UNION SCHOOL DISTRICT
APPROVING TEMPORARY BORROWING BETWEEN FUNDS**

RESOLUTION No. 6

WHEREAS, the State's budget and appropriation deferrals may result in cash flow management problems;

WHEREAS, Education Code Section 42603 provides that, "The governing board of any school district may direct that moneys held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations. The transfer will be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account. Amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year. Borrowing shall only occur when the fund or account receiving the money will earn sufficient income, during the current fiscal year, to repay the amount transferred. No more than 75 percent (75%) of the maximum of moneys held in any fund or account during a current fiscal year may be transferred."

WHEREAS, acknowledging the addition of Senate Bill No. 98, approved by the Governor and filed with the Secretary of State on June 29, 2020, SEC 33 Education Code Section 42603.1 to read:

(a) "For the 2020-21 and 2021-22 fiscal years, if the state defers any payments owed to school districts, the governing board of a school district may authorize, by resolution, moneys held in any fund or account to be temporarily transferred to another fund or account of the school district for payment of obligations. The transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account. Amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year. Borrowing shall occur only if the fund or account receiving the money will earn sufficient income, during the current fiscal year, to repay the amount transferred. No more than 85 percent of the maximum of moneys held in any fund or account during a current fiscal year may be transferred."

(b) "If a school district elects to exercise the authority described in subdivision (a), the governing board of the school district shall hold a public hearing to take testimony from the public before adopting the required resolution."

(c) "This section shall become inoperative on July 1, 2023, and, as of January 1, 2024, is repealed."

WHEREAS, A public hearing was held at a regular meeting of the Governing Board of Orcutt Union School District on September 9, 2020, to comply with the new provisions of Education Code Section 42603.1.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Orcutt Union School District, in accordance with the provision of EC 42603.1 adopts this authorization for fiscal year 2020-21 to temporarily transfer monies between any and all of the district's funds up to 85% of the lending fund's balance, as needed for temporary cash flow borrowing purposes, provided that all transfers are approved by the Superintendent or the Superintendent's designee and reported to the board at the next possible board meeting.

ON MOTION OF BOARD MEMBER _____ seconded by board member _____, this Resolution No. 6 is PASSED and ADOPTED by the Board of Trustees of the Orcutt Union School District on **September 9, 2020**, and by the following roll call vote:

AYES:

NOES:

ABSENT:

I HEREBY CERTIFY that the foregoing Resolution was duly introduced, passed and adopted at a regularly called and conducted meeting held on said date.

**President / Board of Trustees of the
Orcutt Union School District**

CERTIFIED TO BE A TRUE AND CORRECT COPY:

**Secretary / Board of Trustees of the
Orcutt Union School District**



BUSINESS SERVICES MEMORANDUM

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

FROM: Bill Young
Assistant Superintendent, Business Services

BOARD MEETING DATE: September 9, 2020

BOARD AGENDA ITEM: Ratification of Agreement with PolyChrome Construction, Inc., for painting project at Orcutt JHS

BACKGROUND: Orcutt Union School District facilities play a vital role in our community. The general upkeep and maintenance of our buildings is important to keep us aligned with our Mission, Vision, Goals and Strategic Targets. Establishing a site-wide painting schedule for our school sites is a priority and Orcutt JHS is first on the list. On June 16, 2020, the district went out for an informal bid using the California Uniform Public Construction Cost Accounting Act (CUPCCAA) in accordance with Public Contract Code 22000. The District received seven base bids and gym roof bid additives as follows:

Company	Location	Base Bid	Roof Bid
Polychrome Construction, Inc.	Santa Maria	\$79,000.00	\$15,000.00
D & J Painting	Simi Valley	\$95,700.00	\$15,915.00
Color New Co.	Woodland Hills	\$106,000.00	\$25,000.00
State Pro Painting, Inc.	Santa Barbara	\$106,940.00	No bid included
New Generation Painting, Inc.	Santa Maria	\$119,000.00	\$17,000.00
Economos Painting	Burbank	\$127,700.00	\$22,700.00
Pacific Contractor's Group, Inc.	Northridge	\$162,000.00	\$38,000.00

RECOMMENDATION: Staff recommends the Board of Trustees ratify the agreement with Polychrome, Construction, Inc. in the amount of \$94,000, as submitted.

FUNDING: Fund 14 – Deferred Maintenance



BUSINESS SERVICES MEMORANDUM

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

FROM: Bill Young
Assistant Superintendent, Business Services

BOARD MEETING DATE: September 9, 2020

BOARD AGENDA ITEM: Notice of Completion – Orcutt Jr. High School Painting Project

BACKGROUND: On July 16, 2020 PolyChrome Construction, Inc. was awarded the painting project at Orcutt Jr. High School. The work commenced on August 1, 2020 and was completed and signed off by TELACU, OUSD construction management team, August 18, 2020.

RECOMMENDATION: I recommend that the Board of Trustees approves the Orcutt Jr. High School Painting Project as complete.

FUNDING: N/A

Recording requested by
And when recorded mail to:

Orcutt Union School District
William Young
500 Dyer St.
Orcutt, CA 93455

SPOCEABOVm:s LINE FOR RECORDER'S USE

NOTICE OF COMPLETION

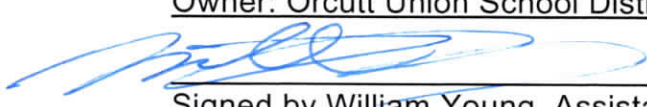
Notice pursuant to Civil Code Section 3093, must be filed within 10 days after completion.

Notice is hereby given:

1. The undersigned is owner or corporate office of the owner of the interest or estate stated below in the property hereinafter described: In fee
2. The full name of the owner is Orcutt Union School District
3. The full address of the owner is 500 Dyer St., Santa Maria, CA 93455
4. The work Orcutt Jr. High School Painting Project on the said property described below was completed on August 18, 2020.
5. The name of the contractor, if any, for such work of improvement was Polychrome Construction, Inc.
6. The property on which said work of improvement was completed is in the Town of Orcutt, County of Santa Barbara, State of California, and described as follows:
7. The street address of said properties are Orcutt Jr. High School, 608 Pinal Avenue, Orcutt, CA 93455 APN #105-330-010.

8/26/20
Date

Owner: Orcutt Union School District

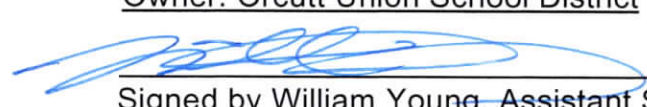

Signed by William Young, Assistant Superintendent
Business Services

VERIFICATION

I, the undersigned, say: I am the Assistant Superintendent, Business Services, the declarant of the foregoing notice of completion; I have read said notice of completion and know the contents thereof; the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on Monday, August 31, 2020

Owner: Orcutt Union School District


Signed by William Young, Assistant Superintendent
Business Services

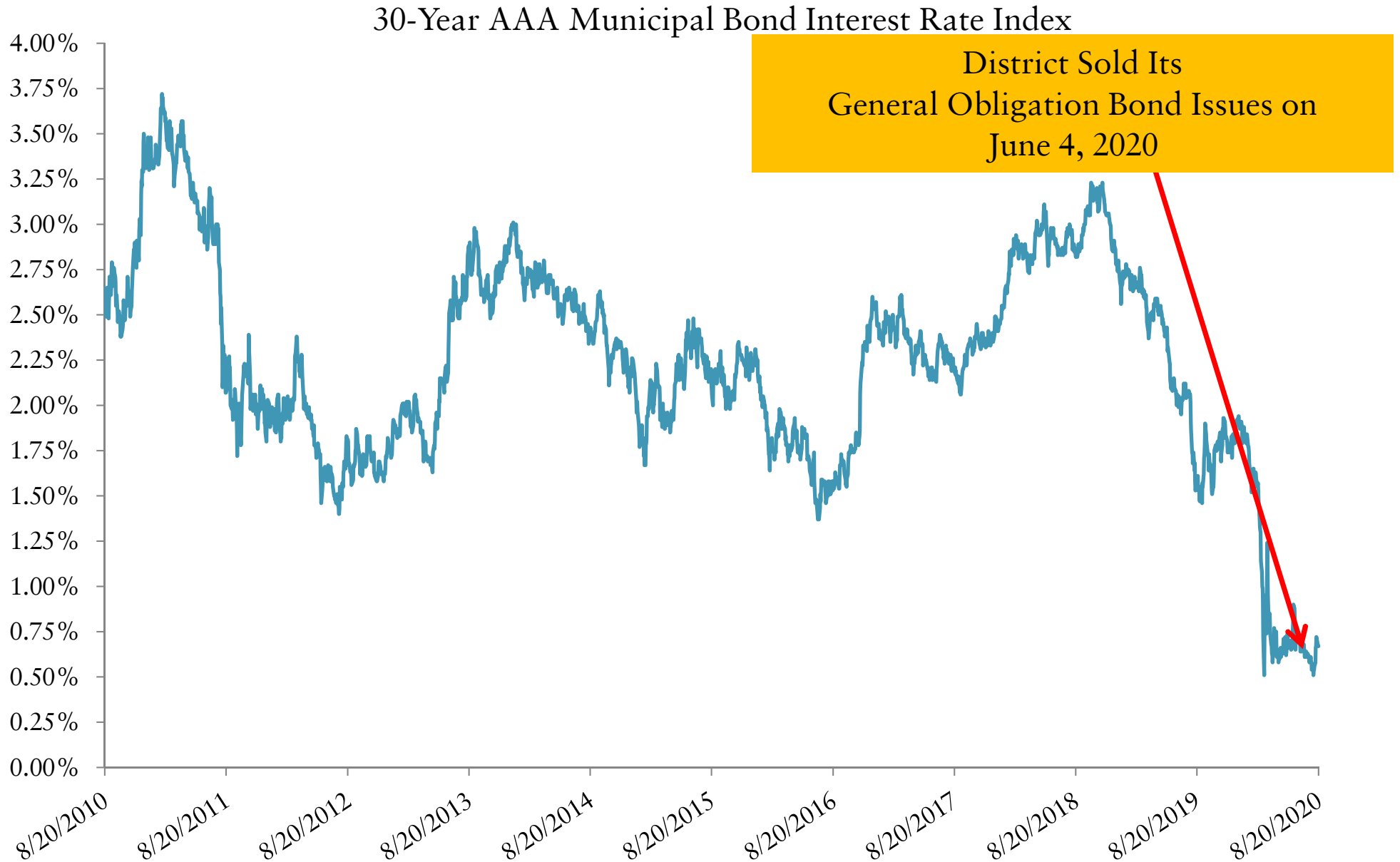


Report of Final Sales

\$20,500,000
Election of 2016
General Obligation Bonds, Series B
Measure G

\$2,420,000
2020 General Obligation
Refinancing Bonds
Measure P

The District Sold Its Bonds During a Historically Low Interest Rate Environment



The District Received a Credit Rating of a “AA-” from Standard & Poor’s

The Rating Process

1. District’s Team Decides to Obtain a Credit Rating from Standard & Poor’s.
2. District’s Team Submits a Set of Legal and Financial Documents to Standard & Poor’s.
3. District’s Team Hosts a Zoom Video Meeting with Standard & Poor’s.
4. District is Assigned a Credit Rating of “AA-”.

Highlights from the Standard & Poor’s Report

- ✓ Strong Community Income Indicators.
- ✓ Strong Community Wealth Indicators.
- ✓ Trend of Very Strong Available District Reserves.
- ✓ Low to Moderate District Debt Profile.

Election of 2016 General Obligation Bonds, Series B

Overview of the Bonds

1. Raised \$20,252,788 in Net Proceeds to Finance New Projects While Maintaining a Level \$30.00/\$100,000 Projected Tax Rate Over the Course of the Measure G Bond Program.
 - a) \$20,500,000 were Issued as Traditional Current Interest Bonds with a Repayment Ratio of 1.58 to 1.
2. The True Interest Cost is: 2.51%.
3. **NO Capital Appreciation Bonds were Issued.**

Bond Repayment Schedule

Period Ending	Principal and Interest Repayment
8/1/2021	\$1,362,489
8/1/2022	\$924,263
8/1/2023	\$560,263
8/1/2024	\$630,263
8/1/2025	\$652,463
8/1/2026	\$678,663
8/1/2027	\$708,663
8/1/2028	\$737,263
8/1/2029	\$764,463
8/1/2030	\$795,263
8/1/2031	\$824,463
8/1/2032	\$862,063
8/1/2033	\$892,663
8/1/2034	\$931,463
8/1/2035	\$968,063
8/1/2036	\$1,007,463
8/1/2037	\$1,049,463
8/1/2038	\$1,088,863
8/1/2039	\$1,129,763
8/1/2040	\$1,178,613
8/1/2041	\$1,226,081
8/1/2042	\$1,276,056
8/1/2043	\$1,324,456
8/1/2044	\$1,374,994
8/1/2045	\$1,433,750
8/1/2046	\$1,494,000
8/1/2047	\$1,552,000
8/1/2048	\$2,522,750
8/1/2049	\$2,626,500
Total	\$32,577,514

2020 General Obligation Refinancing Bonds

Overview of the Bonds

1. The Objective was to Prepay \$2,205,000 of Election of 1999 Measure P General Obligation Bonds to Pass Along Savings to District Taxpayers.
2. The Refinancing **Saved District Taxpayers \$151,742** Over the Next 11 Years Without Extending the Term of the Bonds.
3. The True Interest Cost of the Refinancing Bonds is: 1.60%.

Taxpayers Savings Schedule

Period Ending	Old Bond Repayment	New Bond Repayment	Savings to Taxpayers
2/1/2021	\$77,913	\$73,537	\$4,376
2/1/2022	\$77,913	\$75,565	\$2,348
2/1/2023	\$292,913	\$290,273	\$2,640
2/1/2024	\$291,731	\$288,323	\$3,409
2/1/2025	\$295,131	\$290,983	\$4,149
2/1/2026	\$292,656	\$288,333	\$4,324
2/1/2027	\$294,725	\$290,418	\$4,308
2/1/2028	\$291,150	\$286,773	\$4,378
2/1/2029	\$292,400	\$287,588	\$4,813
2/1/2030	\$292,000	\$288,050	\$3,950
2/1/2031	\$291,200	\$178,150	\$113,050
Total	\$2,789,731	\$2,637,990	\$151,742

Summary of Bids Received for District Bonds From Financial Institutions Around the Country

Election of 2016 General Obligation Bonds, Series B

Bidding Underwriter	True Interest Cost of Bid
Fidelity Capital Markets (Winner)	2.509% (Winning Bid)
Morgan Stanley & Co.	2.573%
Mesirow Financial	2.587%
Wells Fargo Bank, NA	2.699%
Fidelity Capital Markets	2.743%
Bank of America Merrill Lynch	2.787%

2020 General Obligation Refinancing Bonds

Bidding Underwriter	True Interest Cost of Bid
BNY Mellon Capital Markets (Winner)	1.603% (Winning Bid)
Robert W. Baird & Co.	1.654%
Fidelity Capital Markets	1.776%
Wells Fargo Bank, NA	1.898%
Bank of America Merrill Lynch	2.118%
Hilltop Securities	2.130%

Election of 2016 General Obligation Bonds, Series B

Sources and Uses of Funds

Election of 2016 General Obligation Bonds, Series B
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Sources:

Par Amount of Bonds Sold	\$20,500,000
Premium Received from Investors for the Benefit of Taxpayers	\$1,095,383
Total	\$21,595,383

Uses:

Measure G Project Fund Deposit	\$20,252,788
Debt Service Fund Deposit for Credit to Taxpayers	\$941,633
Costs of Bond Sale*	\$400,962
Total	\$21,595,383

*Itemized Summary of the Costs of Bond Sale Are on the Following Page

Election of 2016 General Obligation Bonds, Series B Transaction Costs Breakdown

	Issuance Costs and Fees
1) Bond Underwriter – Fidelity Capital Markets	\$153,750
2) Bond and Disclosure Counsel – Stradling Yocca Carlson & Rauth	\$92,125
3) Financial Advisor – Piper Sandler & Co.	\$117,616
4) Rating Agency – Standard & Poor’s.	\$20,348
5) Demographics Dara – Cal Muni	\$2,236
6) Printer – ImageMaster	\$2,236
7) Home Sales Data – DQ Data	\$268
8) Up-Front Continuing Disclosure Fee – DAC	\$2,236
9) Notice – Source Media / Bond Buyer	\$2,147
10) Paying/COI Agent – U.S. Bank	\$1,500
11) CUSIP	\$1,500
12) Contingency	\$5,000
Total Costs and Fees	\$400,962

2020 General Obligation Refinancing Bonds

Sources and Uses of Funds

2020 General Obligation Refinancing Bonds

Sources:

Par Amount of Bonds Sold	\$2,420,000
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Total	\$2,420,000
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Uses:

Deposit to Escrow Fund for Prepayment of Old Bonds	\$2,354,613
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Costs of Bond Sale*	\$65,387
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Total	\$2,420,000
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*Itemized Summary of the Costs of Bond Sale Are on the Following Page

2020 General Obligation Refinancing Bonds Transaction Costs Breakdown

	Issuance Costs and Fees
1) Bond Underwriter – BNY Mellon Capital Markets	\$24,486
2) Bond and Disclosure Counsel – Stradling Yocca Carlson & Rauth	\$10,875
3) Financial Advisor – Piper Sandler & Co.	\$13,884
4) Rating Agency – Standard & Poor’s.	\$2,402
5) Demographics Dara – Cal Muni	\$264
6) Printer – ImageMaster	\$264
7) Home Sales Data – DQ Data	\$32
8) Up-Front Continuing Disclosure Fee – DAC	\$264
9) Notice – Source Media / Bond Buyer	\$253
10) Paying/Escrow/COI Agent – U.S. Bank	\$1,500
11) Verification Agent – Causey Demgen & Moore	\$2,500
12) Newspaper Advertisement – Santa Maria Times	\$116
13) CUSIP	\$1,000
14) Contingency	\$7,547
Total Costs and Fees	\$65,387



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orcutt Union School District	Janet Bertoldi Interim Assistant Superintendent	jbertoldi@orcutt-schools.net 805-938-8931

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The Orcutt Union School District is located in the unincorporated area of Santa Barbara County, just south of the city of Santa Maria, and is a part of the Santa Maria Valley. It is within 15 miles of the Western Space Complex located at Vandenberg Air Force Base. Local industries include aerospace, farming, oil production, service related occupations, and a growing number of small and large commercial businesses. The Orcutt Union School District is comprised of six elementary schools and two junior high schools. On CBEDS day in the 2019-2020 school year, our student population was 4,581 transitional kindergarten through eighth grade students. Orcutt students attend Righetti High School, Delta High School (our local continuation school), St. Joseph High School (a private Catholic Los Angeles Archdiocese high school), or Orcutt Academy High School. The leadership at each Orcutt district school is facilitated by the utilization of site-based management. Students attending the Orcutt Union School District come from a cross-section of socioeconomic levels, cultural backgrounds, and family structures. The ethnic composition of the school district is approximately 39% Anglo, 51.1% Hispanic, 4.4% Asian, 2.1% American Indian/Alaskan, 1.4% African American, with the remaining 2% representing diverse ethnic groups or multiple ethnicities. The dominant language is English, with English language learners representing 13.78% of our student population.

This learning plan is informed by the impacts our LEA and community have experienced from the COVID19 pandemic. When we had to immediately go to a distance learning setting in the spring, we addressed the professional development needs of our teaching staff and the technology needs of our students. During distance learning in the spring, we learned many things that are assisting us to implement distance learning in a more rigorous, robust, and individualized manner this fall. We learned that equity is an area that we need to continue to have as a major focus. While we learned that many of our teachers were able to transition to distance learning, we also learned that many of our teachers need ongoing professional development and support. We learned that our principals would benefit from an understanding of Acceleration of Learning and best practices for distance learning. We learned that some of our families need more support in assisting their

students in the distance learning setting. We learned that targeting mental health and social emotional support for staff and students is crucial. We learned how important the ongoing free/reduced lunch distribution is for our families. And, we learned that the way teachers distribute instruction and assignments can be improved so that all students can be successful.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

The following groups were consulted: teacher representatives from each school, administrators, other school personnel, DELAC, local bargaining units, parents, and representative student groups to review the plan and solicit input.

August 24, 2020: A meeting was held via Zoom with district and school administrators.

August 24, 2020: A meeting was held via Zoom with representatives of the District English Learner Advisory Council.

August 25, 2020: A meeting was held via Zoom with parent representatives from around the district.

August 26, 2020: Two meetings were held via Zoom with groups of student representatives

August 26, 2020: A meeting was held via Zoom with representative members of the California School Employees Association

August 26, 2020: A meeting was held via Zoom with representative members of the Orcutt Educators Association.

August 28, 2020: A meeting was held via Zoom with teacher representatives from around the district.

August 30, 2020: A meeting was held via Zoom with teacher representatives from around the district.

The plan and its elements were shared with group members. Group members were invited to ask questions and make suggestions before the plan was finalized. Group members were invited to participate by email, and/or by telephone if they could not attend in person. Additional sessions were offered if requested. Translation services were available for parents/students who speak a language other than English. The plan was also presented in a public hearing at the School Board Meeting on September 9, 2020. Stakeholder engagement was considered before finalizing the plan by evaluating how the input would support our students in a distance/hybrid teaching model.

[A description of the options provided for remote participation in public meetings and public hearings.]

Remote participation was available for stakeholder information meetings via Zoom, email and/or telephone. Remote participation was available via the live broadcast of School Board Meetings. Individuals who wanted to make a public comment could send an email to the superintendent's assistant and the assistant would coordinate the inclusion of the individual's comment. Translation was available upon

request. Parents who do not have internet access and wanted to make a public comment were assisted in contacting the superintendent's assistant and making a comment.

[A summary of the feedback provided by specific stakeholder groups.]

Administrator Stakeholder Group:

*It would be valuable to analyze the lunch schedules and Child Nutrition staffing. Perhaps noon duty assistants can assist with lunch distribution.

District English Learner Advisory Council Group:

*It would be helpful to let all parents know that students will be able to continue using the technology given by the district when students are in a hybrid setting.

Parent Group:

*It would be valuable to closely analyze recess time. Students need to be in different areas around campus. Would extra support be necessary if more than a couple groups of students are outside together?

*Maybe PE teachers can help design activities for recess when we are in a blended setting. Having music outside and inviting students to dance is one idea.

*It is nice to know that a distance learning setting option will be available through the school year.

*Early conferences have been helpful to get distance learning started.

*It would be nice if child care could be offered again for families if it could be safe for children when we are in a blended setting.

*It would be nice if an after-work hour pick up time could be offered for working families if more materials/supplies need to be given to students.

Orcutt Educators Association Group:

*Teachers are feeling much stress and working long hours to deliver distance learning. Social Emotional support for staff is needed and welcomed.

*Additional curriculum needs to be considered for students with special needs - specifically in the resource program.

*Consistent communication from site administrators would be helpful for teachers.

California School Employees Association Group:

*It would be good to have the teachers doing the evening support call the office to learn the common questions so that they can be ready.

*It would be good to share the school counselors' webpages in school newsletters.

*It would be good to share meal information as well as the Comcast reduced internet cost flier in school newsletters.

Student Group:

*Students greatly appreciate the availability of teachers inside and outside of Zoom lessons for academic support.

*Students are enjoying the "flipped classroom" approach where they watch a video during an asynchronous time and discuss it during a synchronous time.

*Students in leadership classes are going to be working to find ways to build a social school community. Ideas include making videos featuring students in distance learning, creating a digital school newspaper, filming weekly announcements, and posting spirit day activities on social media.

*Posting reminders for students in Google Classroom is helpful.

*Taking notes during teacher Zoom time is helpful.

Teacher Group:

*Professional development offerings have been very helpful.

*The purchase of Simple K12 for on-demand professional development has been very helpful.

*TOSA support has been great! TOSAs are very supportive.

*The purchase of Seesaw for primary grades has been very well-received. The recording feature is quite valuable.

*The purchase of Imagine Learning is very valuable for our English Learners!

*The wifi in Los Alamos is very inconsistent. It would be helpful if that could be stabilized - for students and teachers.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The following sections were influenced by specific stakeholder input:

In Person Instructional Offerings:

The District will continue to explore the ability to offer safe child care during the blended setting. PE teachers will be consulted for activity ideas for recess when in a blended setting.

Distance Learning Program:

If material distribution is planned in the future, an after-work hour will be considered to assist working families. While in distance learning, utilize noon duty assistants to help with lunch distribution. The purchase of additional curriculum to support students with special needs will be discussed by the Executive Director of Special Education and special education teachers as necessary. Teachers will schedule times when students/parents may ask questions within and/or outside synchronous instruction. Our Executive Director of Technology is working with the Santa Barbara County Office of Education to improve Internet access in Los Alamos.

Mental Health and Social and Emotional Well-Being:

Staff mental health and social and emotional well-being is a major focus in distance and hybrid settings. Students in school leadership classes will develop activities to encourage a school community such as weekly messages, fun school spirit videos, and social media posts. School counselors' webpages will be shared in school communications.

Child Nutrition:

Meal pick up information as well as Comcast internet discount offerings will be communicated through school newsletters and/or Child Nutrition communications.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We are currently operating in a distance learning setting because we are on the state “watch list”. When we are off the “watch list” for 14 consecutive days or we have an approved waiver (elementary only), we will be able to operate school in a hybrid (20 students or less in a classroom) setting. We will also pursue the "Small Cohort" opportunity for our students in Special Day Classes presented by the Santa Barbara County Public Health Department. Distance learning is offered to all families throughout the entire school year. A hybrid setting will be offered to all families as the SB Public Health Dept. allows. The district Attestation documents, which list all procedures for students to safely return to school, can be viewed at the Orcutt School District Office (500 Dyer Street, Orcutt, CA) as well as at each school office.

Information on the Attestation Reports include procedures to monitor county and state COVID-19 information, cleaning procedures (including cleaning procedures in the event that students and staff move to and/or from distance/hybrid settings), handwashing (including the purchase of handwashing stations for each school site), face covering requirements, school entry points and paths of travel, capacity limits, communication to parents about drop off/pick up areas, health procedures, and more are contained in these Attestation Reports.

Face coverings were provided to all staff for use when on campus. Face coverings were provided to all students, as well for use when they return in a hybrid setting. Face shields will be provided to instructional staff as needed when students return. Plexiglass barriers are placed in all office areas and supplied as needed. All visitors are required to wear face masks in schools, school areas, district areas and offices. When in a hybrid setting, all school supplies will be personal. There will not be sharing of classroom or office materials. Classroom and staff areas are cleaned daily. Buses will be cleaned between daily routes and at the end of the school day. Use of playground equipment is suspended until further notice. All staff were trained in the related safety actions before the start of school. Parents received information regarding use and care of face masks and proper handwashing procedures. Passive screenings are to be completed by staff and parents/students before coming on campus each day. A Report of Symptoms link for staff/parents/students is on our district webpage (www.orcutt-schools.net). The direct link is <https://bit.ly/2Yomj7M>. Procedures for sending students to the health office will be shared when moving to a hybrid setting. A flowchart of signs and symptoms and procedures for caring for an individual with COVID-19 symptoms will be distributed and is in the health office at each school site.

Information regarding working at home/at school was distributed to staff by the Human Resources Department. Accommodations were made as needed based on specific criteria. No cost childcare is offered to staff members who are working on site.

Students were assigned Cohort A/B groups during distance as well as hybrid settings. Groups will not mix when in the hybrid setting on campus. In the hybrid setting, desks will be placed six feet apart. In the junior high schools, cohorts of students will remain in a classroom (as opposed to moving from classroom to classroom as they did before COVID-19). Teachers will move among rooms. They will use mobile laptop stands to transport their technology and teaching supplies. Cohorts of students will have a dedicated play space on the playground.

District administrators monitor state and local COVID-19 information. Students will return to school as immediately as possible after the 14th day off the Santa Barbara County “watch list” as soon as practicable. When allowed by the state and the county, the district will apply for a waiver to offer classroom-based instruction as much as possible to students with special needs and students who have experienced significant learning loss due to school closure in 2019-2020 and students who are at a greater risk of experiencing learning loss due to future school closures. Again, we will also pursue the "Small Cohort" opportunity for our students in Special Day Classes presented by the Santa Barbara County Public Health Department.

School schedules can be found by at the following site: <https://sites.google.com/orcutt-schools.net/faqs/school-schedules>. Most recent test results/assessments/grades (Winter NWEA, teacher curriculum assessments/observations, and Tri. 2/Qtr. 3 grades), as well as the level of engagement during school closure were analyzed at the beginning of the school year. Screening in reading and math (via Acadience, McGraw Hill Wonders Screening and/or teacher developed screening tools) identify students with learning loss or who are at risk of learning loss. Teachers will meet in Professional Learning Community (PLC) Meeting groups weekly. Individual student performance will be discussed. The PLC will create/identify Common Formative Assessments in core academic areas, analyze student results on the assessment, create/implement a plan of action to target needs of students who did not learn desired skills and create/implement a plan of action for students who did learn desired skills. Multiple measures (i.e., teacher observation, teacher made assessments, curriculum assessment, and analysis of student daily performance) will be utilized to monitor student success.

The District Acceleration Guides for Reading and Math (K-6), and Math, English, Social Studies Guides (7-8) will be consulted regularly to confirm that teachers are planned to deliver the year’s curriculum in a distance/hybrid setting. Science teachers in grades 7-8 are implementing a pilot curriculum and are working together to implement this new curriculum. Guidance from Amplify, the publisher, will help to assure that priority learning targets are taught.

Small group/individual instruction is available to identified students. Students will receive targeted support through remote or on-site interventions provided by the classroom teacher, the grade level team and/or trained hourly certificated teachers. This is through our Tier 1 and 2 MTSS plan. (The OUSD MTSS information can be found here: http://www.orcuttschools.net/departments/educational_services/m_t_s_s_plan.)

School administrators closely monitor the quality of teacher instruction through walk through observations (in distance and hybrid settings), meeting with teachers, and attending Professional Learning Community (PLC) meetings.

Parents may schedule a call for technology support during or after school hours. If parents are not available during the school day for communication to clarify instruction, they can schedule a time with an hourly support teacher to assist them after work hours. Translation services will be available.

Students' social-emotional well-being is of great importance as always and especially now, during distance and hybrid learning. All students will receive at least one social-emotional lesson weekly. Sanford Harmony (<https://online.sanfordharmony.org/>) has lessons for TK-6 and SEE Learning (<https://seelearning.emory.edu/resources-research>) lessons are available TK-8. Teachers will be connecting with students daily and closely monitoring their engagement. Teachers will reach out to students individually if they are not engaging in distance/hybrid activities. School counselors are available for short term individual/group support and parent consultation. Referrals to community agencies for additional support will be made as needed. Counseling Corner websites are linked to the district and school webpages. Here is one example: <https://sites.google.com/orcutt-schools.net/counselorgallegos/home>. These websites include mental health, community, and social emotional resources. Specific resources for parents and teachers are also presented. A Mental Health and Wellness webpage (<https://sites.google.com/orcutt-schools.net/connectinghomeandschool/mental-health>) is also available on our Connecting Home and School webpage.

School/district staff will reach out personally to all foster youth and students experiencing homelessness to see that they have materials, internet access, and anything else that they need. Academic and social-emotional support will be available as needed via the classroom teacher, an intervention teacher, and/or the school counselor. The principal-lead school support team (including counselor, teacher leadership team, support staff) will closely monitor progress of all non-duplicated students. Attendance/engagement (via Student Information System) and student academic progress (via teacher gradebooks) will be monitored by this team as needed for specific students. Principals will be in close communication with teachers about the attendance/performance of all students.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Hourly Support Teachers available after parent work hours to provide support for parents/students in understanding assignments and participating in instruction - Parents of foster youth, students experiencing homelessness, English Learners, and low-income students will be contacted via Parent Square to be sure that they know that these services are available. Any family who is not connected to Parent Square will be contacted personally.	65000	Yes
A district technician from the district technology department will be available during and after school hours to assist in technology needs. - Parents of foster youth and students experiencing homelessness will be contacted personally to be sure that they know that this service is available.	20000	Yes

Description	Total Funds	Contributing
Hourly Support Teachers to provide reading intervention during the school day. Students who are foster youth, homeless, or low income will be monitored closely to make sure that they are successful in the district/hybrid setting.	410000	Yes
Translation services will be available to families if they need to communicate with a technician and/or an Hourly Support Teacher after school hours.	5000	Yes
Teachers on Special Assignment are continuing to identify and provide training in effective, research-based interventions for all students, including at-risk youth in both English Language Arts and Math, including interventions utilizing technology. An emphasis will be placed on reading and math instruction.	400000	Yes
Consultants in Reading and Math will be providing professional development and support to elementary school teachers, TOSAs and principals to share strategies for delivering a robust and rigorous core curriculum to all students, including at-risk youth in both English Language Arts and Math in distance and blended learning settings.	75000	Yes
Personal Protective Equipment (PPE) for students and staff	35000	Yes
Additional hourly support teachers (beyond what is provided during a regular school year) were hired to support students with/with potential learning loss.	150000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Teachers were surveyed in the spring to learn which curriculums, programs, and support options were successful/unsuccessful during spring school closure. Teachers on Special Assignment (TOSAs) analyzed this input as they created support opportunities in the fall. This summer, teacher grade level representatives and TOSAs analyzed ELA and math curriculum (as well as social studies for grades 7 & 8) and created Accelerated Learning Guides with priority standards and suggestions for reaching these standards in a year in a distance and/or blended setting. These are posted on our website:

http://www.orcuttschools.net/departments/educational_services/curriculum_and_instruction/academics (then choose English/Language Arts, Mathematics, or History/Social Studies. We had a Professional Development (PD) Day August 11th, where these guides were shared with all teachers. The PD Day also included training in PE, Music, SEL, supplementary programs, technology programs, and digital citizenship assistive technology, IEP development and process, curriculum essentials for students with special needs, and more. Over 30 sessions were presented for teachers. A website was created, <https://bit.ly/2ECvKsY>, which shares resources for distance learning for parents, students, and teachers.

State/District adopted curriculum will be presented in distance as well as blended settings. This will ensure access to a full curriculum of substantially similar quality regardless of the distance or in-person setting. TK-5 uses McGraw Hill/Wonders for Reading, Houghton Mifflin/Expressions for Math and Studies Weekly for Science and Social Studies. Grades 6-8 use Houghton Mifflin/Collections for Reading, and CPM for Math. Grades 7-8 will use Amplify for science. Grade 6 will use Studies Weekly for Social Studies and Science. PE, Music, Art (and Electives in Grades 7-8) instruction will be delivered virtually whether we are in a blended or hybrid setting. Intervention will be offered for reading in the elementary schools via classroom teachers and/or hourly certificated teachers. Teachers will utilize Zearn (Grades K-5) and IXL (Grades 6-8) online programs to provide intervention as well as extra practice for students. Teachers in grades 7-8 will use a portion of their instructional time for targeted intervention in reading. Music First will be utilized by music teachers. Designated as well as Integrated Supports will be provided for all English Learners (ELs). Face-to-face instruction as well as participation in Imagine Learning will be provided as designated support. Teachers will utilize McGraw Hill Wonders (K-5) and Houghton Mifflin Collections (6-8) English Learner resources for designated and integrated support. We have a TOSA who focuses on English Learners. She assures that teachers have materials and training for delivering designated and integrated supports to students. She works with teachers to monitor student progress in Imagine Learning and provides support for teachers as needed for EL support.

All curriculum has online components. All students were given iPads (TK-2) or Chromebooks (3-12) devices at the beginning of the school year. If students do not have access to the internet, hotspots will be provided. Additional support for accessing online activities will be provided by technicians in our technology department during and after school hours. Translation will be provided as necessary.

Schedules will remain the same for distance and hybrid settings. Days/times when students are scheduled to be available to their teachers to have face-to-face instruction during distance learning will remain the same for hybrid instruction. Students will report to school during these

same Cohort times. For example, if in first grade, students are to be available for synchronous and asynchronous instruction from 8:00 – 12:30, this is the time they will be at school when we are in a hybrid setting.

Teachers will schedule times when students/parents may ask questions within and/or outside synchronous instruction.

All textbooks and workbooks, internet devices as well as school supplies were distributed to students at the beginning of the school year. Since books from our school libraries are not accessible during COVID, a partnership was created with our local and state libraries to access SORA and Hoopla, library media streaming platforms for e-books, audio books, comics, movies, and music. Additional resources such as recorded interviews with authors and vocabulary supports for books are available to teachers to supplement their instruction. Our media specialists are training teachers in how to utilize these resources so that they can give their students access.

If distribution of materials or supplies is needed in the future, an after-work hour will be considered to assist working parents.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

All students received a technology device (iPad for grades TK - 2 and Chromebook for grades 3-8) for their own personal use. Every family in the district was surveyed about availability of wifi within our data confirmation process at the beginning of the school year. If families are in need of wifi access, hotspots will be disseminated. In addition, families are provided information about how to obtain low cost internet access if they needed it. Families residing in rural areas without reliable internet were provided with hotspots or access to a community hotspot. Technology support is available to all families through our technology department during and after school. Translation is provided to families as needed - this includes students with disabilities, foster youth, students experiencing homelessness, and students learning English.

During the school closure in the 2019-2020 school year, devices were disseminated to students who needed them. If wifi access was not available, hotspots were given to families. Devices and hotspots were disseminated to teachers and instructional staff who needed them as well. Training in utilizing technology tools as well as online curriculum was made available to teachers and staff beginning in March of 2020 as the school closure occurred. Training is continuing through the 2020-2021 school year.

A webpage of support sites and documents (accessing curriculum sites, troubleshooting, etc.) was developed for parents in March of 2020. It can be accessed here: <https://sites.google.com/orcutt-schools.net/connectinghomeandschool/home>. Information is offered in English and Spanish. Items are continually added to this website.

Our Executive Director of Technology is working with the Santa Barbara County Office of Education to improve Internet access in Los Alamos. In the meantime, the technology staff is disseminating hotspots as needed for wifi access.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

A daily schedule of participation expected of students will be shared with parents weekly. This schedule will include the times and amount of time students are expected to be engaged in synchronous learning for instruction as well as a list of assignments for asynchronous activities for the week. The amount of time the teacher expects each assignment to take the student will also be on this document. This document will be produced during distance as well as hybrid learning settings. Participation (synchronous + asynchronous) will total at least 180 minutes per day for students in grades TK/K, 230 minutes per day for students in grades 1-3 and 240 minutes per day for students in grades 4-8. These documents will be on file in the school office as well.

Instructions for asynchronous activities will be available within the teachers' Learning Management System (Seesaw or Google Classroom). Each teacher will keep an up-to-date gradebook. Teachers in grades 4-8 will post grades in our Student Information System (Aeries) for parents to access. Teachers in grades TK-3 who do not post grades in Aeries will keep a paper gradebook and give parents an update regarding student performance every two weeks. As always, teachers are available to discuss student performance with parents by appointment.

Teachers will document synchronous and asynchronous participation in Aeries for each day. The students will need to participate in synchronous and asynchronous activities daily. If a student does not participate in synchronous/ asynchronous activities as assigned, the parent will be contacted and a plan will be created to successfully engage the student. If the teacher experiences three unsuccessful attempts to contact the parent (in at least two ways – phone/email/Parent Square), or the teacher and parent are not able to create a plan for success, the student will be referred to the principal. The principal-lead team (administrator, counselor, staff) will reach out to the parent and work to engage the student. If this is unsuccessful, the student will be referred to the District Attendance Officer who will again work to create a plan to engage the student. If these efforts are unsuccessful, truancy procedures will be implemented.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

In March of 2020, Teachers on Special Assignment (TOSAs), teacher curriculum leaders and administrators created and delivered over 40 Zoom sessions of professional development. Sessions included how to use core curriculum resources, including ELD resources, online and how to use technology tools. All sessions were recorded and posted on our website:<https://bit.ly/2XjQfkN>. We added (and will continue to add) to this site as more sessions are offered this fall. A website we developed of online resources can be found here: <https://sites.google.com/orcutt-schools.net/connectinghomeandschool/home>. See buttons for elementary, junior high, and specific curricular areas.

We moved a later scheduled Professional Development Day to August 11, 2020 so that teachers could learn/review/share best practices in distance learning at the very beginning of the school year. Presentations were also available for PE, Music, Social Emotional Learning, supplementary programs, technology programs, and digital citizenship assistive technology, IEP development and process, curriculum

essentials for students with special needs, and more. Over 30 sessions were presented for teachers. August 12, 2020 was a scheduled Teacher (independent) Work Day. TOSAs offered sessions for consultation around online curriculum platforms as well as open Q & A time.

The online Professional Development Platform, Simple K12, was purchased so that all teachers can have access to professional development at any time on demand. Examples of Modules teachers completed in Simple K12 are 10 Things You Didn't Know You Could Do with Google Classroom, Using Zoom Video Conferencing Tools for Student Engagement, 5 Steps to Keeping Students Safe on Zoom Video Conferencing, Creating Choice Boards with Google Slides, Using Screencasting to Facilitate Learning from Home, Supporting Students with Autism During Remote Learning, and It Takes a Village - Working with Parents During Remote Learning.

Universal Design for Learning is an important topic for Professional Development. Professional Development sessions (including the following Simple K12 webinars: Reading and Writing Supports for All Learners using UDL and Google Tools, Enhance Reading Instruction for All Students with Universal Design for Learning, Empower and Engage Your Students in Math and Science through UDL, and Remove Barriers and Help All Students Learn with Universal Design for Learning) are available to teachers.

TOSAs are assigned schools and curricular areas for support. They attend Professional Learning Community meetings, and are available to teachers by appointment for support. TOSAs also plan and offer professional development. Every Monday, one hour is designated as professional development time for all staff. Also, each week, TOSAs share a "TOSA Tips" page that gives a few new pieces of information to help teachers. TOSAs also meet weekly to collaborate and share strategies and ideas so that all teachers in the district are supported.

One hour of professional development is built into teachers' Monday schedules. Professional development topics will be offered. Teachers may also review recordings of previous professional development sessions, watch a Simple K12 module, or research a topic on their own. Principals may also suggest professional development topics to teachers.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

There have been changes to staff roles during COVID-19. Additional support was needed for dissemination of lunches in the spring. The following are examples:

* The director of charter programs has been asked to assist with district students services such as attendance, support for foster youth and students experiencing homelessness, and the English Learner Program.

- Office managers, media specialists, community liaison staff, school and district administrators, and more worked at lunch dissemination centers.
- District custodians, grounds, and maintenance staff members set up and took down canopies and tables each day.
- Teachers, custodians, staff members assisted in returning materials from the classroom to students at the end of the school year and disseminated supplies, textbooks and technology at the beginning of the 2020-2021 school year.

- Technology staff members have moved from supporting staff with classroom devices to supporting staff remotely. They also directly support parents and students with their district technology. Staff schedules have shifted so that working parents can receive support in the evening. Teachers on Special Assignment (TOSAs) also now assist parents in curriculum access and technology.
- While in distance learning, noon duty supervisors assist with lunch dissemination.
- District office personnel assisted with device dissemination and collection.
- Office staff and school counselors work with the principal in contacting and assisting students to be engaged in distance learning.
- Former art teachers as well as other hourly support teachers provide support for working parents after work hours.
- ASES child care staff work to support students in distance learning in the afternoons instead of supervising students on campus.
- Community liaisons are working to assist teachers, students, and parents to provide curriculum and technology support in Spanish.
- Our bilingual secretary translates many IEP documents, many more than she would in a regular school year.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Students with unique needs, including English learners, pupils with exceptional needs, students in foster care, and students who are experiencing homelessness are a major focus in distance/hybrid settings. Students who are in foster care and who are experiencing homelessness will be contacted individually to assure that they have access to the curriculum, are able to participate, and are successful. Teachers will be in direct contact with community liaisons to assist in translation and provide support.

A Teacher on Special Assignment (TOSA) will be monitoring English Learner time and performance in the Imagine Learning program. She will be consulting with teachers to make sure that they know how to progress in Imagine Learning. She will assist teachers in delivering rich designated and integrated support to students learning English. She will also communicate ELPAC information to teachers.

Instruction in the use of Universal Design for Learning (UDL) strategies will be provided to teachers. UDL strategies will assist all learners the option of providing evidence that they are able/unable to meet standards. UDL strategies are references on our district MTSS webpage: http://www.orcuttschools.net/departments/educational_services/m_t_s_s_plan.

At this time, school districts in Santa Barbara County are not allowed to apply for a waiver that would allow students with unique needs to attend school or to be in school more often when a hybrid setting is implemented. If/when districts in our county are able to apply for a waiver, the Orcutt School District will apply. We will also pursue the "Small Cohort" opportunity for our students in Special Day Classes presented by the Santa Barbara County Public Health Department. Distance learning is offered to all families throughout the entire school year. It would be beneficial for students with special needs to have as much "in person" instruction as possible.

Assistive technology will be available to students with special needs based on their IEPs. Examples include closed captioning and/or transcription services for students with hearing impairments and/or significant auditory processing deficits to assist during distance learning. Other examples are speech to text, text to speech, and FM systems (when in the hybrid setting).

Many of our students with significant special needs utilize the Attainment curriculum when in school. The "School to Home" companion to Attainment was purchased for use by students who have difficulty attending and participating in synchronous instruction (Zoom sessions). The purchase of additional curriculum to support students with special need will be discussed by the Executive Director of Special Education and special education teachers as necessary.

A "Distance Learning Plan" is being included in students' IEPs that provide specific supports for distance learning.

When in a hybrid setting, bussing, according to the students' IEPs will resume. Extra sanitation will be provided between routes.

Face-to-face assessments are available for students. Protocols for sanitizing all areas and materials in use were distributed to staff members who assess students.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Purchase of Simple K12 online professional development to provide a professional development resource at any time.	3500	Yes
Purchase of Seesaw - Learning Management System for elementary teachers/students. This organizes teachers' asynchronous teaching assignments and student responses for teachers and students.	17000	Yes
Purchase of chromebooks for home/school use for 1-1 access for students in grades 3-8 to assure equity and access for all students with particular attention to English learners, Students with Disabilities, students experiencing homelessness, and foster youth. Cases/sleeves were also purchased.	495400	Yes
Purchase of hotspots for wifi access for families/staff who do not have wifi access to assure equity and access for all students.	39565	Yes
Teachers/TOSAs were paid for summer work to align Priority Standards and to pace the curriculum so that we can be assured a year's curriculum is delivered in distance/hybrid settings as similarly as possible to a regular school setting to assure equity and access for all	10000	Yes

Description	Total Funds	Contributing
students with particular attention to English learners, students with disabilities, students experiencing homelessness, and foster youth.		
District licenses for Zoom and Screencastify were purchased to enable teachers to have additional tools for online instruction (i.e. breakout rooms in Zoom and screen sharing video production with Screencastify).	32109	Yes
Purchase of Attainment "School to Home" Companion for students with significant special needs who cannot attend/participate in distance learning.	10000	Yes
Wise Music Licenses were purchased for music teachers to more effectively deliver music instruction in a distance setting.	2336	Yes
Imagine Learning licenses were purchased for all English Learners to provide additional Designated Support instruction.	46078	Yes
Studies Weekly Social Studies was purchased for Grade 6 students because of the ease of delivery in an online platform. Studies Weekly Science was purchased K-6 because we were not able to adopt a science curriculum in the 2019-2020 school year.	21564	Yes
Additional accommodations for students with special needs (i.e., transcription services for students with significant hearing/auditory processing challenges during distance learning)	53000	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

NWEA results from March 2020, Quarter 3 and Trimester 3 grades as well as curriculum assessments and grade level formative assessment results data from March and from the end of the 2019-2020 school year was analyzed. Teachers took notes regarding student performance and engagement. Teachers were also asked to rate student engagement for spring of 2020. Principals shared this information with 2020-2021 teachers. Universal Screeners - the McGraw Hill Wonders Screening, the Beginning Inventory Assessment from Math Expressions and a pre-assessment from CPM Math will be used. Grade level teachers also administer formative assessments regularly to determine student performance and to note any learning loss. Transitional kindergarten and kindergarten teachers did a (social distancing) face-to-face meeting to screen students in letter names and sounds, number recognition, and fine motor skills.

After analysis of this performance data, teachers differentiate the instructional plan according to student skill levels while maintaining rigor and exposure to grade level content. For students who are identified as experiencing learning loss or being at risk for not meeting academic goals, scaffolds will be built into the instructional plan. Teachers will also implement small group and/or individual instruction to guide these students through the essential learning concepts being presented.

Students will be assessed regularly on the priority standards through a common formative assessment established by the grade level teachers. In addition to small group instruction with the teacher, students identified as being at risk for meeting academic goals will also be provided an additional 30 minutes of Strategic Reading Intervention, four times a week with a trained Intervention teacher (utilizing the SIPPS program). This small group instruction is designed to target each student's individual needs. At-risk students will also be monitored every two weeks on the skill areas in which they are receiving instruction to ensure they are making adequate progress. Our online Compass Learning/Odyssey program will also be used to remedy and/or prevent learning loss in reading.

After analyzing student math results, any students who are in need of small group and/or individual assistance will receive it from their teacher. Teachers will also utilize Zearn, IXL, and/or Compass Learning Odyssey to provide intervention for math.

One of our TOSA's focus is reading intervention. She will be working closely with principals, teachers, and intervention teachers to monitor students' performance in intervention so that any learning loss is remedied and no further learning loss takes place.

During the summer, after studying the TNTP Learning Acceleration Guide, a task force teams of teachers and TOSAs created a vigorous scope and sequence document using grade level content to ensure all standards and essential learnings will be covered in the year for all students. Within this plan, they provided time to scaffold concepts due to lost learning to the existing curriculum. Prior to the start of the school year, these teachers presented their document to all teachers at their grade level.

One of our TOSA's focus is English Learners. She is in personal contact with teachers, making sure that teachers know students' most recent ELPAC scores and have the materials they need to provide integrated as well as designated supports. These supports include McGraw Hill and Houghton Mifflin ELD components as well as Imagine Learning. She supports teachers by making sure that they can

monitor students' progress in Imagine Learning. She offers support for teachers in delivering integrated supports as well. She works closely with principals to be sure that they know what effective designated and integrated support look like when they are doing classroom observations (whether in distance or hybrid settings).

As students are being taught the grade-level materials, teachers will be continually assessing for any learning loss that may have resulted by administering frequent formative assessments.

School administrators closely monitor the quality of teacher instruction through walk through observations (in distance and hybrid settings), meeting with teachers, and attending Professional Learning Community (PLC) meetings.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Performance of students with special exceptional needs will be monitored according to their IEPs, specifically according to the Distance Learning Plan that is part of the IEP. Performance of English Learners, low-income students, students experiencing homelessness, and foster youth will be monitored by teacher analysis of formative assessment results. The TOSA responsible for overseeing intervention will also monitor performance of these students.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Regular progress monitoring results will be analyzed for students. Grade level teams will analyze results of formative assessments. Acceleration plans will be developed to scaffold instruction to students experiencing learning loss. Analysis of progress within online academic support platforms (i.e., IXL, Zearn, Compass Learning, Imagine Learning) will be analyzed.

School administrators will monitor the quality of teacher instruction through "walk through" observations (in distance and hybrid settings), meeting with teachers, and attending Professional Learning Community meetings.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Purchase of Zearn and IXL to assess, accelerate, individualize and supplement math instruction	33580	Yes

Description	Total Funds	Contributing
Ongoing purchase of Odyssey/Compass Learning to accelerate, individualize and supplement reading and math instruction	29600	Yes
TOSAs provide instructional support and assist with identification of students needing support. TOSAs have focus areas- Reading, Math, ELD.	400000	Yes
TOSAs and teacher teams met in the summer to make plans at each grade level to accelerate learning and make sure priority standards are being taught. Teachers shared information on Professional Development Day so that all teachers are delivering the full curriculum in a year whether in a distance or hybrid setting.	10000	Yes
The Online Formative Program was purchased and is utilized by several 6th, 7th, and 8th grade teachers to be able to create online assessments which give students immediate feedback.	2935	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The social emotional well-being of staff and students is of utmost priority. When our schools closed in March of 2020, staff site staff was given two weeks to receive Professional Development, collaborate and organize for distance learning. Principals and counselors checked in with teachers and offered emotional support. Professional development consisted of over 40 Zoom sessions around online curriculum tools, technology tools, and best practices for distance learning. In addition, Teachers on Special Assignment (TOSAs) worked with teachers in groups and individually to fortify their distance learning skills and practices.

During the summer, principals received training from Jimmy Casas which targeted building of a positive school culture, especially in a difficult time.

At the first management meeting, before school started, Dr. Holly Edds, Superintendent, asked the team to focus on taking care of themselves in these challenging times. Roni Habib, of EQSchools, an organization that empowers schools through Emotional Intelligence Training, presented information about focusing on and monitoring our own social and emotional well-being. At our convocation/welcome back meeting to all staff, Dr. Edds again asked all staff to focus on taking emotional and social care of themselves in these challenging times. She included a video from Roni Habib that focused on emotional care. Our teachers' union president also reminded everyone to take time to do what they enjoy.

School administrators check in with teachers to see how they are feeling emotionally. School counselors and school psychologists are available for support. Principals will refer staff to school counselors for personal social emotional resources as needed. Our Employee Assistance Program which is available through the district's health benefits package allows free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related issues. Mental health benefits, also associated with the district's health benefits package allows employees to speak with a counselor for the cost of a co-pay. All staff was informed that Allan Hancock College is offering a Stress Management Class (focusing on Stress due to COVID-19). Staff mental health and social and emotional well-being is a major focus during distance and blended settings.

School counselors have developed webpages listing resources. These are available on the district and school webpages. Here is an example: <https://sites.google.com/orcutt-schools.net/counselorgallegos/home>. School counselors' webpages will be shared in school communications. Elementary teachers are starting the year with Back-to-School Night videos and individual parent conferences. A major component of video and individual sessions will be the social emotional well-being of students. Teachers will share signs of stress to watch for with parents which include behavior changes, sleeplessness and sadness/despair. Parents will be invited to share any signs with teachers so that teachers and parents can work together to help the child feel successful. Parents will be made aware of their school counselor's resource page (for example: <https://sites.google.com/orcutt-schools.net/counselorgallegos/home>). Referral to the school counselor can be made for short term support. Referrals to community agencies for additional support will be made as needed.

All students will receive at least one social-emotional lesson weekly. Sanford Harmony (<https://online.sanfordharmony.org/>) presents lessons for pre-6th grade students. SEE Learning (<https://seelearning.emory.edu/resources-research>) lessons are available for TK-8 students. Teachers will be connecting with students daily and closely monitoring their engagement. Teachers will reach out to students individually if they are not engaging in distance/hybrid activities. Teachers will also send out general surveys about how students are feeling to monitor social emotional health. For example, a Google Form could be created to just ask how students are feeling about math class, their own personal emotional health, etc. Teachers would reach out to students who indicate that they are having difficulty. Referrals to the school counselor and/or community resources would be made as necessary.

School Climate and Culture resources are available on our MTSS webpage:
http://www.orcuttschools.net/departments/educational_services/m_t_s_s_plan.

A goal of developing a sense of school and classroom community is set at each of our schools. Adding pictures to a school wide Padlet for Wear School Colors Day, Student Council Message Videos, Zoom rallies, and Book Talks with Media Specialists are examples of ways schools will be working to connect students as a community. Students in school leadership classes will develop activities to encourage a school community such as weekly messages, fun school spirit videos, and social media posts. These and other activities will be initiated in distance learning and continue through the hybrid setting.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

A tiered system of analysis of student engagement and outreach is in place. Teachers document synchronous as well as asynchronous participation in Aeries for each day. The goal is for each student to participate in synchronous and asynchronous activities daily. If a student does not participate in regular synchronous and/or asynchronous activities, the parent will be contacted and a plan will be created to successfully engage the student. Examples of an intervention could be to provide a video lesson of instruction for viewing at a more convenient time, to give additional 1-1 teacher time to help the student organize his/her day, refer to the school counselor for emotional support, assign a “study buddy” as a role model, and/or to provide hourly teacher support in the evening.

If the teacher experiences three unsuccessful attempts to contact the parent (in at least two ways – phone/email/Parent Square) over two days, or the teacher and parent are not able to create a plan for success, the student will be referred to the principal. The principal-lead team (administrator, counselor, staff) will reach out to the parent and work to engage the student. If this is unsuccessful, the student will be referred to the District Attendance Officer who will again work to create a plan to engage the student. If these efforts are unsuccessful, truancy procedures will be implemented.

Language translation will be provided as needed. If students/parents are not able to participate in synchronous activities during the day, an hourly support teacher will assist the family in the evenings as needed.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

As soon as the closure went into effect on Monday March 16, 2020, the Child Nutrition Department provided opportunities for all families to pick up, at no cost, breakfast and lunch meals in a walk-up or drive-thru pick up service at four strategic school locations for children 18 and under, regardless of what school they attend or if they are on the meal program. The meal service, serving on average 1,600 meals a day, was offered Monday through Friday and included Spring Break. Information about meal distribution was communicated in English and Spanish through multiple avenues including email, social media, Parent Square, and by telephone if needed. Social distancing protocols and county health department food service protocols were immediately implemented. This support continued through Friday June 5, 2020, after which, the Santa Barbara County Food Bank continued to provide similar meal services to the community during the summer months.

Beginning the first day of school, Fall 2020 in our distance learning setting, meals are available at all school sites in a walk-up or drive-thru pick up for all OUSD families. Our regular prices are in place for meals. In addition, free/reduced prices are in place for qualifying families. If the state authorizes free meals to all students (as they did in the spring), we will offer free meals to all of our students.

During the hybrid setting when students are on campus, meals will be available for Transitional Kindergarten and Kindergarten students before or after their in-school time based on their Cohort Schedule (AM or PM kindergarten). Students in grades 1-6 will be offered a meal to go after their in-class instruction. Students in grades 7/8 will be offered lunch during their school day. Families whose students are in the distance learning cohort or who choose to remain in distance learning may walk-up drive-through to pick up meals at their school site.

Meal pick up times coordinate with school schedules. If students are needing to go to the school site during distance learning to pick up a meal, they will not miss instruction time.

Meal pick up information as well as Comcast internet discount offerings will be communicated through school newsletters and/or Child Nutrition communications.

Bethany Markee, our Director of Child Nutrition, coordinates the Food Service Department. She insures health/hygiene, cleaning and sanitization, safe service and COVID-19 procedures (i.e., social distancing, glove wearing, mask wearing, etc.) are being followed at all sites.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
School Nutrition	20 canopies were purchased for meal distribution and were utilized for technology, textbook, and supply distribution as well.	3382	Yes
In-Person Instructional Offerings	Water stations, six foot pipe markers, gloves, hand sanitizer, cleaning solution, masking tape for marking areas, signs and other COVID-19 safety related items.	45000	Yes
In-Person Instructional Offerings	Child care services for staff	175000	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.38%	2,894,423

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

School administrators, 2019-2020 teachers, teacher leadership teams and Teachers on Special Assignment analyzed performance (achievement and participation in distance learning) of unduplicated students from the fall. Administrators are collaborating with 2020-2021 assigned teachers, grade level groups and school leadership teams to make sure unduplicated students' participation and performance is monitored closely. School administrators will make sure these families have access to meals, technology, and academic supports including additional assistance from the classroom teacher and/or intervention. Effectiveness of actions will be measured by performance on curriculum assessments as well as analysis of grade level formative assessment results. Participation in synchronous activities will also be analyzed.

Participation in online acceleration programs such as Compass Learning/Odyssey, Zearn, and IXL as needed. Effectiveness of participation in these supplemental programs will be measured by performance on curriculum assessments, grade level formative assessments as well as results within the specific online program.

All English Learners will have access to designated and integrated supports provided by their teacher. All English Learners will be enrolled in the online Imagine Learning program. Classroom teachers and our English Learner TOSA will monitor student performance within Imagine Learning. Classroom teachers will also measure student performance through performance on curriculum assessments and grade level formative assessments.

The EL TOSA will see that all teachers have and understand individual student ELPAC levels. Designated support will be given to students based on their ELPAC level. Resources will include Wonders ELD (grades K-5) and Collections ELD (grades 7-8) supports. Student performance will be measured and monitored by analysis of performance in above programs as well as online curriculum assessments and grade level formative assessment results.

District/school administrators will reach out personally to foster youth and students experiencing homelessness to make sure that they are able to be successful. A checklist of questions will be asked including: Did they receive their technology device? Is the device receiving wifi? Does the student need headphones in their learning environment? Does the student have all the supplies that they need? Is the student able to Zoom when their teacher requests? Can the student access their teacher's Learning Management System (Sessaw or Google Classroom)? Does the student/parent understand how to navigate the Learning Management System?

The administrator/staff/student will brainstorm any other resources needed. All efforts will be made to provide the students supports they need to be successful. Success will be measured by student attendance in synchronous activities and performance in asynchronous activities. Student performance will also be measured by analysis of results on curriculum assessments and grade level formative assessments.

Community Liaisons are available for translation services for teachers, parents and students as needed. Success will be measured by student attendance in synchronous activities and performance in asynchronous activities. Student performance will also be measured by analysis of results on curriculum assessments and grade level formative assessments.

Foster youth can access up to six hours of tutoring over the course of a year. The administrator, teacher, student, and family can brainstorm any other resources needed. Student performance will also be measured by analysis of results on curriculum assessments and grade level formative assessments.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The district is offering a variety of programs and supports specifically for foster youth, low income students, and English learners. These include Teachers on Special Assignment (TOSAs), who will focus on content instruction, including English language development. Additional support for English learners includes bilingual community liaisons/support staff. Other programs and supports include technology (1-1 devices/hotspots as needed), counseling, intervention, close monitoring of student engagement, and the free/reduced lunch program. A focus on professional development in the area of Universal Design for Learning (UDL) will focus on support for our unduplicated pupils. There is dedicated collaboration time for teachers each Monday. During this time, teachers will focus on the needs of all students, specifically including the needs of unduplicated pupils.

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orcutt Academy Charter School	Joseph Dana Director of Charter Programs	jdana@orcutt-schools.net 805-938-8934

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The Orcutt Academy is a public charter school that is chartered and operated by the Board of Trustees of the Orcutt Union School District, which is located in an unincorporated area of Santa Barbara County, just south of the city of Santa Maria. The Orcutt Academy operates under its own distinct County/District/School (CDS) number and designated charter number (#967). Students take the same statewide assessments and the school is subject to the same accountability measures as other public schools and districts, and the Orcutt Academy functions very much as an Orcutt Union School District school.

The Orcutt Academy includes classroom-based learning on two separate campuses, Orcutt Academy High School (OAHS) (grades 9-12) in Old Orcutt and the Orcutt Academy TK-8 campus (OAK-8) in Los Alamos, and an independent study program (non-classroom-based) in a third location, Orcutt Academy Independent Study (OAIS) in Casmalia. The school currently has 641 students enrolled at OAHS, 140 at OAK-8, and 118 at OAIS for a total of 899 students overall. In 2019-2020, the school's ethnic make-up was as follows: 49.6% White, 38.5% Hispanic, 3.7% Filipino, 1.3% American Indian or Alaskan Native, 1.1% Black or African American, 4.7% other groups, and 1.1% declined to state.

The learning plan articulated here is informed by the impacts our school, school district, and community have experienced from the COVID-19 pandemic and by our takeaways from a first run at distance learning this past spring. Key lessons from the spring include the following:

- Professional development for teachers, administrators, and support staff is integral for quality distance learning
- Equity needs to be addressed through equal access to technology, the internet, and school materials (virtual and tangible)
- Family situations during COVID-19 vary dramatically, and parents/guardians and families need a range of options within distance learning
- The focus for instruction from August 2020 on needs to be on acceleration, not remediation
- Screen time during distance learning needs to be monitored and students need to participate in a balance of online and textbook/print activities

- Parents/guardians need not just abundant communication from their children's school and teacher(s), but training in how to support their children in distance learning

With the experiences and insights gained from the spring, educators at the Orcutt Academy and the Orcutt Union School District are well positioned to present an improved, more engaging program of distance learning in 2020-2021.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

The following stakeholder engagement activities were accomplished in association with the development of this plan:

August 24, 2020: A meeting was held via Zoom with representatives of the District English Learner Advisory Council.

August 26, 2020: A meeting was held via Zoom with representative members of the California School Employees Association

August 26, 2020: A meeting was held via Zoom with representative members of the Orcutt Educators Association. August 26, 2020: A special Orcutt Academy School Advisory Council (SAC) meeting was conducted via Zoom to review the plan and solicit input. The group includes administrators, teachers, Classified employees, parents/guardians, and high school students. An open invitation to the meeting was issued, and 28 people participated, including teachers, administrators, parents/guardians, and OAHS students.

August 26, 2020: A draft of the plan was shared with leaders of the Orcutt Educators Association and discussed at a Zoom meeting.

August 26, 2020: A draft of the plan and accompanying overview was distributed to all staff at all three campuses by email. Staff were invited to contribute input.

The following groups were consulted: teachers, administrators, Classified employees, parent/guardians, and students. Translation services were available for parents/students who speak a language other than English.

The plan was presented in a public hearing at the School Board Meeting on September 9, 2020. Stakeholder engagement was considered before finalizing the plan by evaluating how the input would support our students in a distance/hybrid teaching model.

[A description of the options provided for remote participation in public meetings and public hearings.]

Information about the Orcutt Academy School Advisory Council meeting was disseminated via Parent Square email post in English and Spanish. Details for attending the Zoom meeting were included. All attendees, including non-SAC members, were invited to ask questions and solicit input. Attendees also were invited to submit input by email

Concerns and input from stakeholders included the following:

District English Learner Advisory Council:

- Some parents/guardians said they hope students would be able to continue using the technology devices provided by the district when students return to a hybrid model.

California School Employees Association:

- Teachers who provide evening support should learn common questions so they can be ready.
- School counselors' web pages should be included in school newsletter.
- Meal information as well as information on local offerings for reduced-price internet access should be included in school newsletters.

Orcutt Educators Association:

- Teachers are feeling considerable stress and working long hours to deliver distance learning. Social/emotional support for staff is needed.
- Additional curriculum needs to be considered for students, especially students in the Resource Program, with special needs.
- Consistent communication from site administrators would be helpful for teachers.

Orcutt Academy School Advisory Council:

- Some parents/guardians were vocal in seeking a return to in-person instruction as soon as possible and to the fullest extent possible. Many parents/guardians are struggling with the demands of supporting their children in distance learning.
- Stakeholders felt that teachers and school staff need support as much as student and families need support during this challenging time.
- Some parents/guardians were interested in how academic intervention could/would be done in a virtual setting.
- One parent voiced a concern about student data being kept private and confidential on online systems and platforms such as Aeries and Google Classroom.
- Some parents/guardians stated that WiFi access was not consistent across areas served by the Orcutt Academy. They asked that the school and district provide support to ensure families have quality WiFi access.
- Parents/guardians largely were complimentary of OA teachers' efforts with distance learning to this point. They also complimented the school-home communication they have been receiving.
- OAHS students and some parents/guardians asked that students be given alternate forms of community service so as to meet the graduation requirement while complying with health guidelines.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

During- and after-school technology support and after-hours academic support have been planned to help families with distance learning. Parents/guardians who work during the day will be able to confer after hours with a teacher, and that teacher also can directly support students.

District and school administrators are emphasizing self-care and stress management in discussions and interactions with staff.

Students will be able to use the technology devices distributed by the district throughout the school year. Additionally, the district is working to make sure WiFi hot spots and Kajeet Smart Spots are available to help families with WiFi access and speed as needed.

Meal information, school counselors' web pages, and much more information pertinent to families is being included in school newsletters and communicated via Parent Square.

OAHs staff, including the ASB, will develop alternate forms of community service that can be available to students.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The Orcutt Academy and Orcutt Union School District are currently operating in a distance learning setting because Santa Barbara County is on the state's monitoring list. When the county is off the monitoring list for 14 consecutive days, school operations can transition to a hybrid (20 students or less in a classroom) setting that is comprised of both in-person and distance learning. Distance learning is offered to all families throughout the entire school year. A hybrid setting will be implemented in accordance with guidelines from the Santa Barbara County Public Health Department (PHD).

District attestation documents filed with the PHD list all procedures for students to safely return to school. These documents can be viewed at each Orcutt Academy site as well as at the Orcutt Union School District Office (500 Dyer Street, Old Orcutt). The attestation documents for PHD include procedures for monitoring of county and state COVID-19 information, cleaning and sanitizing of school buildings and high-touch surfaces (including cleaning in the event that students and staff move to and/or from distance/hybrid settings), hand washing (including the purchase of hand washing stations for each school site), face covering, school entry points and paths of travel, capacity limits, communication to parents about drop off/pick up areas, handling student or staff illness, and more.

Face coverings have been provided to all staff and students, with face shields provided to instructional staff as needed. Plexiglass barriers are placed in all office areas and supplied as needed. All visitors are required to wear face masks in schools, school areas, district areas, and offices. In a hybrid setting, all school supplies will be personal and will not be shared. Classroom and staff areas are cleaned daily, with high-touch surfaces cleaned and sanitized multiple times daily. Buses will be cleaned between daily routes and at the end of the school day. Use of playground equipment is suspended until further notice. All staff were trained in COVID-19 safety guidelines before the start of school. Parents received information regarding use and care of face masks and proper hand washing procedures. Passive screenings are to be completed by staff and parents/students before coming on campus each day. A Report of Symptoms link for staff/parents/students has been posted on the district webpage (www.orcutt-schools.net). Procedures for sending students to the health office will be shared when schools move to a hybrid setting. A flowchart of signs and symptoms and procedures for caring for an individual with COVID-19 symptoms has been distributed and is posted in the health office at each school site.

Information regarding working at home/at school was distributed to staff by the OUSD Human Resources Department. Accommodations were made as needed on an individual basis. Free childcare is offered to staff members.

District administrators monitor state and local COVID-19 information. Once the county is off the monitoring list for three days, schools will begin to make preparations for students to come to school in a hybrid model. Students will return to school as immediately as possible after the 14th day off the list. When allowed by the state and the county, the district will apply for a waiver to offer classroom-based instruction as much as possible to students with special needs, students who have experienced significant learning loss due to school closure in 2019-2020, and students who are at a greater risk of experiencing learning loss due to future school closures.

School schedules at the Orcutt Academy's classroom-based campuses (OAHS and OAK-8) are based on two cohorts, Cohort A and Cohort B, during distance as well as hybrid settings. In the hybrid setting, cohorts will not mix, desks in classrooms will be placed six feet apart, and each cohort will be assigned its own dedicated play space on the playground. Aside from the cohorts, OAK-8 and OAHS schedules will vary as follows:

OAK-8: Mondays will be utilized for a whole-class virtual (Zoom) meeting for an overview of the week and a social/emotional lesson, a lesson in designated English Language Development (ELD) for English Learners, teacher meetings in Professional Learning Communities (PLCs), and professional development. Tuesdays and Thursdays, Cohort A participates in live instruction with the classroom teacher for the first 3 hours, 45 minutes of the school day while Cohort B participates in live instruction for the final 1 hour, 35 minutes. The schedule is reversed on Wednesdays and Fridays. When not participating in live instruction with the classroom teacher, students will participate in physical education, music (grades TK-6), and visual arts (grades TK-6).

OAHS: Mondays will be utilized for live Spartan Seminar virtual (Zoom) meetings, Specialized Instruction (SPIN) meetings, designated ELD for English Learners, PLCs, and professional development. Tuesdays and Thursdays, Cohort A participates in live instruction for three periods a day (Periods 1, 2, and 3 on Tuesdays; Periods 4, 5, and 6 on Thursdays) for 1 hour, 30 minutes a period, and teachers connect virtually with Cohort B at the beginning and/or end of the school day. Wednesdays and Thursdays, the schedule is reversed, with Cohort B participating in live instruction for three periods a day and Cohort A participating in virtual meeting at the start or end of the day.

For the 2020-2021 school year, several OAHS families have requested an iteration of distance learning that provides more flexibility for students and parents/guardians. In response to this demand, OAHS has developed a program that includes a daily touch-base meeting with a teacher and other students and a course of study that is entirely asynchronous and provided by Apex Learning.

OAIS: This non-classroom-based program has gone to an all-home study mode during COVID-19. In accordance with state independent study guidelines, students are assigned a teacher and students and parents/guardians given curriculum and assignments for home study. Parents/guardians meet with teachers every two weeks, and teachers are available in the interim to field questions and offer support. The program has grown considerably in 2020-2021, as many parents have sought the format of independent study over classroom-based learning as long as their neighborhood schools are in distance learning or hybrid mode. It is expected that when schools return to 100% in-person learning, many OAIS students will return to neighborhood schools.

School schedules can be found by at the following site: <https://sites.google.com/orcutt-schools.net/faqs/school-schedules>.

Most recent test results/assessments/grades (Winter NWEA, Fall 2019 PSAT, teacher curriculum assessments/observations, and Tri. 2/Qtr. 3 grades), as well as the level of engagement during school closure were analyzed at the beginning of the school year. Screening in reading and math (via Acadience, McGraw Hill Wonders Screening, and/or teacher developed screening tools) identify students with learning loss or who are at risk of learning loss. Teachers will meet in PLCs weekly to discuss individual students' performance. PLC teams will create/identify Common Formative Assessments in core academic areas, analyze student results on the assessment, create/implement a plan of action to target needs of students who did not learn desired skills and create/implement a plan of action for students who did learn desired skills. Multiple measures (i.e., teacher observation, teacher made assessments, curriculum assessment, and analysis of student daily performance) will be utilized to monitor student success.

For grades K-8, the District Acceleration Guides for Reading and Math (K-6), and Math, English, and Social Studies Guides (7-8) will be consulted regularly to confirm that teachers are focusing on essential skills and following the prescribed pace. Science teachers in grades 7-8 are implementing a pilot curriculum and are working together to implement this new curriculum. Guidance from Amplify, the publisher, will help to assure that priority learning targets are taught. Small group/individual instruction is available to identified students. Students will receive targeted support through remote or on-site interventions provided by the classroom teacher, the grade level team, and/or trained hourly certificated teachers.

For grades 9-12, teachers collaborate in PLCs to identify essential learning and appropriate pacing in their subject areas. For 2020-2021, the OAHS master schedule has no "singleton" teachers in core academic areas in the ninth and 10th grades, so teachers have more opportunities to collaborate and calibrate. Small group/individual instruction is available through the school's SPIN (Specialized Instruction) period on Mondays. Teachers can draft students for SPIN, and students also can self-select for extra help. A peer tutoring program is planned, but how services will be provided in a virtual setting still needs to be worked out.

School administrators closely monitor the quality of teacher instruction through walk through observations (in distance and hybrid settings), meeting with teachers, and attending PLCs.

Parents may schedule a call for technology support during or after school hours. If parents are not available during the school day for communication to clarify instruction, they can schedule a time with an hourly support teacher to assist them after work hours. Translation services will be available.

Students' social-emotional well-being is of great importance as always and especially now, during distance and hybrid learning. TK-8 students will receive at least one social/emotional lesson weekly. Sanford Harmony (<https://online.sanfordharmony.org/>), SEE Learning (<https://seelearning.emory.edu/resources-research>) are available as social/emotional curriculum. OAHS in Monday meetings of Spartan Seminar will focus on building connections between students and fostering a sense of community and care. OAHS also is planning to make time on Mondays for virtual meetings of clubs and organizations, so students can connect with each other socially.

Teachers will be connecting with students daily and closely monitoring their engagement. Teachers will reach out to students individually if they are not engaging in distance/hybrid activities. School counselors are available for short term individual/group support and parent consultation. Referrals to community agencies for additional support will be made as needed. Counseling Corner websites are linked to the district and school webpages. These websites include mental health, community, and social/emotional resources. Specific resources for parents and teachers also are available.

School/district staff will reach out personally to all foster youth and students experiencing homelessness to see that they have materials, internet access, and anything else that they need. Academic and social/emotional support will be available as needed. The principal-led school support team (including counselor, teacher leadership team, support staff) will closely monitor progress of all non-duplicated students. Attendance/engagement (via Aeries student information system) and student academic progress (via teacher gradebooks) will be monitored by this team as needed for specific students. Principals will be in close communication with teachers about the attendance/performance of all students.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Hourly support teachers available after parent work hours to provide support for parents/students in understanding assignments and participating in instruction - Parents of foster youth, homeless, English Learners, or low-income students will be contacted personally to be sure that they know that this service is available.	10,000	Yes
A district technician from the district Technology Department will be available during and after school hours to assist in technology needs. - Parents of foster youth and students experiencing homelessness will be contacted personally to be sure that they know that this service is available.	2,500	Yes

Description	Total Funds	Contributing
Hourly support teachers to provide reading and math intervention during the school day. Students who are foster youth, homeless, or low income will be monitored closely to make sure that they are successful in the district/hybrid setting.	135,000	Yes
Translation services will be available to families if they need to communicate with a technician and/or an hourly support teacher after school hours.	1,000	Yes
Teachers on Special Assignment (TOSAs) are continuing to identify and provide training in effective, research-based interventions for all students, including at-risk youth, in both English/language arts and math, including interventions utilizing technology.	32,000	Yes
Consultants in reading and math will be providing professional development and support to K-8 teachers, TOSAs and principals will share strategies for delivering a robust and rigorous core curriculum in distance and hybrid settings to all students, including at-risk youth, in English/language arts and math.	40,000	Yes
Addition of two hourly support teachers in OA Independent Study Program to meet increased parent/family demand for an independent study option	82,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Orcutt Union School District teachers were surveyed in the spring to learn which curricula, programs, and support options were most successful during spring school closure. Teachers on Special Assignment (TOSAs) analyzed this input as they created support opportunities in the fall. Over the summer, teacher grade level representatives and TOSAs analyzed English/language arts (E/LA) and math curricula for grades K-8 (as well as social studies for grades 7 and 8) and created Accelerated Learning Guides with priority standards and suggestions for reaching these standards in a year in a distance and/or blended setting. These guides are posted on the OUSD website: http://www.orcuttschools.net/departments/educational_services/curriculum_and_instruction/academics (then choose English/Language Arts, Mathematics, or History/Social Studies). At the district's professional development day on August 11, these guides were shared with all K-8 teachers. The PD day also included training in physical education, music, social/emotional learning, supplementary programs, technology programs, digital citizenship, assistive technology, IEP development and process, curriculum essentials for students with special needs, and more. Over 30 sessions were presented for teachers. A website was created, <https://bit.ly/2ECvKsY>, which shares resources for distance learning for parents, students, and teachers.

State/district adopted curriculum will be presented in distance as well as blended settings. In all Orcutt Academy programs, textbooks were distributed to students at the beginning of the year so teachers could base assignments in them. In the case of OA Independent Study, teacher's editions also were distributed so parents could fulfill their role as home teachers in an independent study setting. The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-5) and IXL (grades 6-8) to bolster students' skills in math. Designated as well as integrated ELD will be provided to English Learners. For designated ELD, a teacher-directed lesson on Monday will be followed by Imagine Learning lessons Tuesday through Friday.

To facilitate distance learning, teachers and instructional staff (including instructional assistants) have been given Chromebooks for their use. If staff have no or slow access to the internet, WiFi hot spots have been issued.

Schedules will remain the same for distance and hybrid settings. Days/times when students are scheduled to be available to their teachers to have face-to-face instruction during distance learning will remain the same for hybrid instruction. Students will report to school during these same cohort times. For example, if in first grade, students are to be available for synchronous and asynchronous instruction from 8:40-1:10, this is the time they will be at school when school is in a hybrid setting.

Since books from school libraries are not accessible during COVID-19, a partnership has been established with local and state libraries to access SORA and Hoopla, library media streaming platforms for e-books, audio books, comics, movies, and music. Additional resources such as recorded interviews with authors and vocabulary supports for books are available to teachers to supplement their instruction. District librarian/media specialists are training teachers in how to utilize these resources so that they can give their students access.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

All students at OAK-8 and OAHS were given iPads (TK-2) or Chromebooks (3-12) at the beginning of the school year. (OAH families have the ability to request devices if needed.) If students do not have access to the internet, WiFi hotspots or Kajeet Smart Spots are being provided. Additional support for accessing online activities will be given by technicians from our Technology Department during and after school hours. Translation will be provided as necessary. In addition, families are provided information about how to obtain low-cost internet access if they need it.

During the school closure in the 2019-2020 school year, devices were disseminated to students who needed them. If wifi access was not available, hotspots were given to families. Devices and hotspots were disseminated to teachers and instructional staff who needed them as well. Training in utilizing technology tools as well as online curriculum was made available to teachers and staff beginning in March of 2020 as the school closure occurred.

A webpage of support sites and documents (accessing curriculum sites, troubleshooting, etc.) was developed for parents in March 2020. It can be accessed here: <https://sites.google.com/orcutt-schools.net/connectinghomeandschool/home>. Information is offered in English and Spanish.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

A daily schedule of participation expected of students will be shared with parents weekly. This schedule will include the times and amount of time students are expected to be engaged in synchronous learning for instruction as well as a list of assignments for asynchronous activities for the week. The amount of time the teacher expects each assignment to take the student will also be on this document. This document will be produced during distance as well as hybrid learning settings. Participation (synchronous + asynchronous) will total at least 180 minutes per day for students in grades TK/K, 230 minutes per day for students in grades 1-3 and 240 minutes per day for students in grades 4-8. These documents will be on file in the school office as well.

Instructions for asynchronous activities will be available within the teachers' Learning Management System (Seesaw or Google Classroom).

Each teacher will keep an up-to-date gradebook. Teachers in grades 4-12 post grades in the Aeries student information system for parents (and high school students) to access. Teachers in grades TK-3 who do not post grades in Aeries will keep a paper gradebook and give parents an update regarding student performance every two weeks. As always, teachers are available to discuss student performance with parents by appointment.

At OAK-8 and OAHS, teachers will document on Aeries their students' synchronous and asynchronous participation for each day. Students will be required to participate in synchronous and asynchronous activities daily. If a student does not participate in synchronous and asynchronous activities as assigned, the parent will be contacted and a plan will be created to successfully engage the student. If the teacher experiences three unsuccessful attempts to contact the parent (in at least two ways: phone, email, or Parent Square), or the teacher and

parent are not able to create a plan for success, the student will be referred to the principal. The principal and other site leaders (dean, counselor, or other staff) will reach out to the parent and work to engage the student. If this is unsuccessful, the student will be referred to the district attendance officer, who again will work to create a plan to engage the student. If these efforts are unsuccessful, truancy procedures will be implemented.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Starting on March 23, 2020, and continuing for a week, the district provided professional development to prepare instructional staff to implement distance learning in the wake of school closure the previous week. Teachers on Special Assignment (TOSAs), teacher curriculum leaders, and administrators created and delivered over 40 Zoom sessions of professional development. Sessions included how to use online curriculum resources, how to utilize technology tools, and how to hold virtual meetings with students. All sessions were recorded and posted on the district website: <https://sites.google.com/orcutt-schools.net/connectinghomeandschool/teachers-professional-development/ousd-online-professional-development-links>. The district's Educational Services Department has added (and will continue to add) to this site as more sessions are offered this fall.

On August 11, 2020, a district professional development day focused on enabling instructional staff to learn, review, and share best practices in distance learning at the outset of the school year. Presentations also were available for physical education, music, social/emotional learning, and more. On the following day, August 12, 2020, TOSAs offered voluntary sessions for consultation around online curriculum platforms as well as open Q & A time. These sessions were well attended.

The online Professional Development Platform, Simple K12, has been purchased so all teachers can have access to professional development at any time on demand. Examples of Simple K12 webinars include Game-Based Learning with Google, Create Self-Checking Quizzes with Google Forms and Spreadsheets, and Using Zoom Video Conferencing Tools for Student Engagement.

TOSAs are assigned schools and curricular areas for support. They attend Professional Learning Community meetings and are available to teachers by appointment for support. TOSAs also plan and offer professional development. Every Monday during distance and hybrid learning, one hour is designated as professional development time for all staff.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Several Orcutt Academy staff have experienced changes in their roles and responsibilities as a result of COVID-19. Changes have included the following:

- The director of charter programs has been asked to assist with district student services such as attendance, support for foster youth and homeless students, and the English Learners Program.

- The high school's dean of students has taken on a support role with OA Independent Study in response to heavy family demand for an independent study option.
- The high school has rotated section assignments to free up a teacher to be the point person for Apex Learning.
- Office managers, media specialists, community liaisons, school and district administrators, and other staff have helped with daily meal distribution.
- Custodians, grounds, and maintenance staff members have helped with set-up and take-down of daily meal distribution areas.
- Teachers, custodians, staff members assisted in returning materials from the classroom to students at the end of the school year and disseminated supplies, textbooks and technology at the beginning of the 2020-2021 school year.
- Technology staff members have moved from supporting staff with classroom devices to supporting staff remotely. They also directly support parents and students with their district technology. Staff schedules have shifted so that working parents can receive support in the evening. Teachers on Special Assignment (TOSAs) also now assist parents in curriculum access and technology.
- While in distance learning, noon duty supervisors assist with lunch distribution.
- District office personnel assisted with technology device distribution and collection.
- Office staff and school counselors work with principals in contacting and assisting students to be engaged in distance learning.
- Former art teachers as well as other hourly support teachers provide support for working parents after work hours.
- Community liaisons are working to assist teachers, students, and parents to provide curriculum and technology support in Spanish.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Students with unique needs, including English learners, pupils with exceptional needs, students in foster care, and students who are experiencing homelessness are a major focus in distance/hybrid settings. Students who are in foster care and who are experiencing homelessness will be contacted individually to assure that they have access to the curriculum, are able to participate, and are successful. Teachers will be in direct contact with community liaisons to assist in translation and provide support.

A TOSA will be monitoring English Learner time and performance in the Imagine Learning program. She will be consulting with teachers to make sure that they know how to progress in Imagine Learning. She will assist teachers in delivering rich designated and integrated support to students learning English. She will also communicate English Language Proficiency Assessments for California (ELPAC) results and information to teachers.

Resource Specialists, speech therapists, occupational therapists, and other Special Education personnel have transitioned to virtual platforms for provision of services. Resource Specialists are working with classroom teachers to coordinate scheduling of specialized instruction and support for Resource students. At OAHS, Study Skills classes remain as important venues for students to receive individualized instruction and support from Resource Specialists and instructional assistants. Resource Specialists, psychologists, and others involved in psychoeducational assessments and other assessments of students are prepared to implement in-person testing provided that health guidelines are followed.

Instruction in the use of Universal Design for Learning (UDL) strategies will be provided to teachers. UDL strategies will assist all learners the option of providing evidence that they are able/unable to meet standards. UDL strategies are references on our district MTSS webpage: http://www.orcuttschools.net/departments/educational_services/m_t_s_s_plan.

At this time, school districts in Santa Barbara County are not allowed to apply for a waiver that would allow students with unique needs to attend school or to be in school more often when a hybrid setting is implemented. If/when districts in our county are able to apply for a waiver, the Orcutt Academy and Orcutt Union School District will apply. It would be beneficial for students with special needs to have as much “in person” instruction as possible.

Assistive technology will be available to students with special needs based on their IEPs. Examples include closed captioning, text to speech, text magnification, FM systems, etc.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Purchase of Simple K12 online professional development to provide a professional development resource at any time.	3,190	Yes
Purchase of the Seesaw learning management system for elementary teachers/students. This organizes teachers' asynchronous teaching assignments and student responses for teachers and students.	0	Yes
Purchase of Chromebooks for home/school use by students in grades 3-8 and to ensure equity and access for all students.	183,373	Yes
Purchase of hot spots for WiFi access for families/staff to ensure equity and access for all students and staff.	0	Yes
Teachers/TOSAs were paid for summer work to identify essential/priority standards and to pace the curriculum in order to ensure that a year's curriculum will be delivered in distance/hybrid settings as similarly as possible to a regular school setting.	1,500	Yes

Description	Total Funds	Contributing
Purchase of Apex Learning licenses to provide an additional option for distance learning at OAHS.	4,375	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

In preparation for the 2020-2021 school year, Orcutt Academy administrators and teachers have reviewed an array of data points regarding students' academic progress and learning levels. Data have included Fall 2019 PSAT results (grades 10-12), course completion (grades 10-12), NWEA results from March 2020 (grades 2-9), Quarter 3 and Trimester 3 grades from 2019-2020, Reading Focus Folder status as of school closure (grades 2-8), ELPAC results, results of curriculum assessments and grade-level formative assessments administered in January-March 2020, and ratings by teachers of student engagement during distance learning from March-June 2020. With help from the Educational Services Department, OA campuses will administer some universal screening tools, including the McGraw Hill Wonders Screening (grades TK-5), the Beginning Inventory Assessment from Math Expressions (grades TK-5), and a pre-assessment from CPM Math (grades 6-12). The OAK-8 TK/K teacher conducted in-person meetings to screen students in letter names and sounds, number recognition, and fine motor skills.

During the school year, students will be assessed weekly on the priority standards through a common formative assessment established by grade-level or departmental teaching teams. At-risk students will also be monitored every two weeks on the skill areas in which they are receiving instruction to ensure they are making adequate progress.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

After reviewing and analyzing data cited above, teachers will differentiate the instructional plan according to student skill levels while maintaining rigor and exposure to grade level content. For students who are identified as experiencing learning loss or being at risk for not meeting academic goals, scaffolds will be built into the instructional plan. Teachers will implement small group and/or individual instruction to guide these students through the essential learning concepts being presented. At OAHS, the student can be scheduled into support courses.

OAHS also has a SPIN (Specialized Instruction) Program on Mondays whereby teachers can "draft" students for extra help or students can seek out help themselves.

English/language arts intervention is a priority. In addition to small-group instruction with the teacher, OAK-8 students identified as being at risk for meeting academic goals will also be provided an additional 30 minutes of Strategic Reading Intervention, four times a week, with a trained Intervention teacher implementing the Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS) Program. This instruction is designed to target each student's individual needs. OAIS students identified as being at risk for meeting academic goals will be provided SIPPS by their classroom teacher. OAHS students who are having difficulty in English can seek help, or be selected to receive help, in the school's Monday SPIN Program.

In math, students who are in need of small group and/or individual assistance will receive it from their teacher. OAK-8 teachers will utilize Zearn and IXL to provide intervention for math. OAHS has scheduled support classes in Algebra I and Geometry for students who may need extra scaffolding and support in those courses. SPIN is available as a support, and OAHS will implement a virtual peer tutoring program by October.

Another focus is English Learners. A TOSA specializes in supporting these students, and she works to make sure teachers know students' most recent ELPAC scores and have the materials they need to provide integrated as well as designated ELD supports. These supports include McGraw Hill Wonders and Houghton Mifflin ELD components as well as Imagine Learning. She supports teachers by making sure that they can monitor students' progress in Imagine Learning. She offers support for teachers in delivering integrated supports as well. She works closely with principals to be sure that they know what effective designated and integrated ELD lessons look like, whether in distance or hybrid settings.

Acceleration, not remediation, is the focus for instructional planning. Over the summer, grade-level teams of teachers and TOSAs studied the TNTP Learning Acceleration Guide and identified "must learn" skills and concepts in core areas, and developed a timetable for lesson/unit pacing. The result of their work is a collection of scope and sequence documents that communicate how essential standards and learning can be accomplished by students in a distance or hybrid setting. Within the yearlong timetable the teams allocated time to scaffold concepts due to learning gaps that occurred in the spring. Prior to the start of the school year, these teams presented their documents to all teachers at their grade levels or departments at a district professional development.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As students are being taught the grade-level materials, teachers will be continually assessing for any learning loss that may have resulted by administering frequent formative assessments. For grades 7 and 8, and possibly for some additional grade levels as the school year progresses, the district Educational Services Department has purchased the Go Formative quiz-making program for teachers.

School administrators will monitor the quality of teacher instruction through "walk through" observations (in distance and hybrid settings), meeting with teachers, and attending Professional Learning Community meetings.

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Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Purchase of Zearn and IXL to assess, accelerate, individualize and supplement math instruction	720	Yes
Purchase of Go Formative quiz-making program for teachers to develop formative assessments	363	Yes
TOSAs provide instructional support and assist with identification of students needing support. Each TOSA has a focus area: reading, math, English Language Development (ELD), and academic intervention.	22,000	Yes
TOSAs and teacher teams met in the summer to make plans at each grade level to accelerate learning and make sure essential/priority standards are being taught. Teachers shared information at the August 11, 2020, district professional development day. The goal is for all teachers to deliver the full grade-level or course curriculum in a year whether in a distance or hybrid setting.	1,500	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The social/emotional well-being of students and staff is of utmost priority for the Orcutt Academy and the Orcutt Union School District. Maintaining quality relationships and social/emotional wellness were emphasized by administrators and teachers during the school closure period of March-June 2020, and they again will be emphasized this school year.

The district superintendent, Dr. Holly Edds, has set the stage by inviting an expert to work with staff on social/emotional wellness. At the first management team meeting prior to the start of the school year, Roni Habib of EQSchools, an organization that empowers schools through emotional intelligence training, presented information about how managers can manage stress and guided the team through an assortment of stress reduction activities. At the annual district convocation/welcome back meeting for all staff, Dr. Edds asked all staff to focus on taking emotional and social care of themselves in these challenging times. She included a video from Habib that focused on emotional care. At the Orcutt Academy, school administrators have followed suit by talking to staff about taking care of themselves and coping with stress in productive, positive ways. Throughout the year, administrators will check in with teachers and other staff to make sure they are emotionally healthy. If needed, school counselors and district psychologists are available for support. Staff also have access to mental health benefits such as the Anthem Employee Assistance Program that are associated with the district's health benefits plan.

As for students, teachers at OA have begun the year with the goal of connecting with students and establishing positive rapport. Class activities for the first two days of school have revolved around team building and fostering a sense of community in each classroom. At OAHS, students helped with this, as the Freshman Connect Crew provided a virtual welcome to incoming ninth graders and ASB officers have been reaching out to classmates to catch up and talk about the coming school year.

OA also is working to enlist parents/guardians in its efforts for social/emotional wellness. OAIS started the year with a Zoom meeting attended by over 60 parents/guardians that provided numerous tips for developing a positive, healthy, empowering home study learning environment for children. OAIS teachers have followed up with individual meetings with parents/guardians to discuss their children's current state, learning levels, and preferences. OAK-8 started the year with Back to School Night videos by the principal and teaching team, then individual parent-teacher conferences the following week. In his video, the principal offered home study tips and detailed supports that are available to families. OAHS held a virtual meeting for parents/guardians of incoming ninth graders and also held a Back to School Night with video messages from the principal, dean of students, and individual teachers. After the Back to School Night videos, teachers were available by email to answer questions. In all of these events parents were invited to monitor their children for signs of stress such as behavior changes, sleeplessness, and sadness/despair. Parents have been invited to share any of these signs with teachers so teachers and parents can work together to address social/emotional issues and help the child feel more successful. School counselors have posted their contact information and appropriate resources on Parent Square and on web pages.

All students will receive at least one social/emotional lesson weekly. Sanford Harmony (<https://online.sanfordharmony.org/>) and SEE (Social, Emotional, and Ethical) Learning (<https://seelearning.emory.edu/resources-research>) are available for grades TK-8. OAHS Spartan Seminar meetings on Mondays will focus on social/emotional topics such as stress management and mindfulness. In all classes, teachers will be connecting with students daily and closely monitoring their engagement. Teachers will reach out to students individually if they are not engaging in distance/hybrid activities. Teachers also will send out general surveys about how students are feeling to monitor social/emotional health. For example, a Google Form could be created to ask how students are feeling about math class, their own personal emotional health, etc. Teachers can follow up with students who are having difficulty, and referrals to the school counselor and/or community resources can be made as needed. School Climate and Culture resources are available on the district's MTSS webpage: http://www.orcuttschools.net/departments/educational_services/m_t_s_s_plan.

Through a difficult time, staff and students are working to help our schools have fun and show school spirit. ASBs at OAK-8 and OAHS are planning spirit days that can be observed virtually. Zoom rallies are being planned. OAHS is planning time for clubs and organizations to meet virtually on Mondays. A huge component of social/emotional wellness is being able to laugh and smile! Finally, OAHS staff and the OAHS ASB are working to develop alternate forms of community service that will enable students to meet this graduation requirement while also observing all health guidelines. An early thought is to schedule some drive-through donation drives for people and organizations in need during COVID-19. Other community service opportunities will be designed.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

A tiered system of analysis of student engagement and outreach is in place. Teachers document synchronous as well as asynchronous participation in Aeries for each day. The goal is for each student to participate in synchronous and asynchronous activities daily. If a student does not participate in synchronous and/or asynchronous activities, the parent will be contacted and a plan will be created to successfully engage the student. Examples of an intervention could be to provide synchronous instruction at a more convenient time, to give additional one-on-one teacher support to help the student organize his/her day, to refer the student to the school counselor for emotional support, to assign a “study buddy” as a role model, and/or to provide hourly teacher support in the evening hours.

If the teacher experiences three unsuccessful attempts to contact the parent (in at least two ways from phone, email, and Parent Square) over two days, or the teacher and parent/guardian are not able to create a plan for success, the student will be referred to the principal. The principal and other staff (dean of students, assistant principal, counselor, and/or others) will reach out to the parent/guardian and work to engage the student. If this is unsuccessful, the student will be referred to the District Attendance Officer, who again will work to create a plan to engage the student. If these efforts are unsuccessful, truancy procedures will be implemented.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

During school closure from mid-March through June 2020, the district's Child Nutrition Department provided free grab-and-go breakfast/lunch meals for children to be picked up by families on a drive-through or walk-up basis at four locations in the district, including at the OAK-8 campus. The meal service, serving on average 1,600 meals a day, was offered Monday through Friday and included Spring Break. Information about meal distribution was communicated in English and Spanish through multiple avenues including email, social media, Parent Square, and by telephone if needed. Social distancing protocols and County Public Health Department food service protocols were implemented. This support continued until the summer, during which the Santa Barbara County Food Bank provided similar meal services to families.

Meal service has continued in 2020-2021. Meal distribution is occurring at OAK-8 and OAHS on a drive-through or walk-up basis. The program began with regular prices (free/reduced/standard) applied based on a family's status in the district's meal program, but effective September 3 all meals now are free for youth of ages 18 and under. Meals are grab-and-go and are designed to remain in that format when campuses transition from distance learning to a hybrid model. Meal pick-up times coordinate with school schedules. If students need to go to their school site to pick up a meal, they will not miss instructional time.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.69%	374,098

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

School administrators, 2019-2020 teachers, school/campus leadership teams and Teachers on Special Assignment analyzed performance (achievement and participation in distance learning) of unduplicated students from the past school year, with an emphasis on the period of

March-June affected by school closure. Administrators are collaborating with 2020-2021 assigned teachers, grade-level and departmental Professional Learning Communities, and school/campus leadership teams to make sure unduplicated students' participation and performance is monitored closely this school year. School administrators will make sure these families have access to meals, technology, and academic supports, including additional assistance from the classroom teacher and/or hourly support teachers. The effectiveness of these actions will be measured by these students' performance on curriculum assessments as well as grade-level and departmental formative assessments. Participation in synchronous activities also will be analyzed.

Participation in online acceleration programs such as Zearn and IXL can be assigned by teachers as needed. Effectiveness of participation in these supplemental programs will be measured by performance on curriculum assessments, grade-level and departmental formative assessments, and assessments embedded in each online program.

English Learners will have access to designated and integrated supports provided by their teachers. All English Learners will be enrolled in the online Imagine Learning program. Classroom teachers and the TOSA who focuses on English Learners will monitor student performance within Imagine Learning. Classroom teachers also will measure student performance through performance on curriculum assessments and grade-level and departmental formative assessments. This same TOSA will see that all teachers have and understand individual students' levels on the English Language Proficiency Assessments for California (ELPAC). Designated support will be provided to students based on their ELPAC level. Resources will include Wonders ELD (grades TK-5), Collections ELD (grades 7 and 8), and English 3D (grades 9-12). Student performance will be measured and monitored by analysis of performance in above programs as well as online curriculum assessments and grade level and department formative assessments.

District/school administrators will reach out personally to foster youth and students experiencing homelessness to make sure that they are able to be successful. A checklist of questions will be asked, including whether they have received their technology device, whether they have WiFi access, whether the student needs headphones in their learning environment, whether the student has all the supplies needed, whether the student is able to attend Zoom meetings when the teacher requests, whether the student can access the teacher's learning management system (Seesaw or Google Classroom), and whether the student and parent understand the learning management system. Additionally, families of foster youth and homeless students can access up to six hours of tutoring for their student over the course of the year. The tutoring can be done in six one-hour segments or 12 half-hour segments. The administrator, staff, and student can brainstorm any other resources needed. Success will be measured by student attendance in synchronous activities, student performance in asynchronous activities, and student performance in curriculum assessments and grade-level or departmental formative assessments.

Community liaisons are available for translation services for teachers, parents, and students as needed. Community liaisons also can connect families to community resources. Success will be measured by student attendance in synchronous activities and performance in asynchronous activities. Student performance also will be measured by analysis of results on curriculum assessments and grade-level or departmental formative assessments.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The district is offering a variety of programs and supports specifically for English Learners, foster youth, and low-income students. These include TOSAs who will focus on content instruction, including English Language Development. Additional support for English Learners includes bilingual community liaisons/support staff. Other programs and supports include technology (1:1 devices/hot spots as needed), counseling, intervention, close monitoring of student engagement, and the free/reduced lunch program. Teachers have dedicated time in PLCs each Monday to focus on the needs of all students, including students in the unduplicated category.

Additional services include the closer monitoring of student performance by administrators, TOSAs, and school/campus leadership teams; individual communication with foster youth and students experiencing homelessness; additional personal check-in contact with students/families; the purchase of additional curricular materials such as Zearn, IXL, and Imagine Learning; and additional time for translation.



EDUCATIONAL SERVICES MEMORANDUM

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

FROM: Janet Bertoldi, Interim Assistant Superintendent, Educational Services

BOARD MEETING DATE: September 9, 2020

BOARD AGENDA ITEM: Annual Public Hearing on Sufficiency of Instructional Materials

BACKGROUND: Assembly Bill 831 took effect July 25, 2005. AB31 modified the annual public hearing requirement in Education Code Section 60119. Under that section the governing board of every local education agency that receives state instructional materials funds must hold an annual public hearing before the end of the eighth week from the first day pupils attend school for that year. At this public hearing the board must make a determination as to whether each pupil in each school has sufficient textbooks or instructional materials that are aligned to the content standards and are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education in reading/language arts, mathematics, science and history/social science.

RECOMMENDATION: Staff recommends that the governing board hold this required public hearing at their regular meeting on September 9, 2020.

FUNDING: There is no funding impact if the governing board holds this required public hearing and declares through a resolution that the Orcutt Union School District has met the requirement of sufficiency of instructional materials as defined in the Williams Settlement and AB831.

ORCUTT UNION SCHOOL DISTRICT

2020/2021 RESOLUTION NO. 7

Resolution No. 7 Regarding Sufficiency of Instructional Materials

WHEREAS, the Governing Board of the Orcutt Union School District, in order to comply with the requirements of Education Code 60119, held a public hearing on September 9, 2020, at 6:30 p.m., which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

WHEREAS, the Board provided at least 10-day notice of the public hearing by posting it in at least three public places within the district stating the time, place, and purpose of the hearing, and;

WHEREAS, the Board encouraged participation by parents/guardians, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

WHEREAS, information provided at the public hearing detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the Orcutt Union School District, and;

WHEREAS, the definition of "sufficient textbooks or instructional materials" means that each student, including English learners, has a textbook or instructional materials, or both, to use in class and to take home, and;

WHEREAS, between the 2008-09 through the 2020-21 fiscal years, the definition of "sufficient textbooks or instructional materials" also means that all students who are enrolled in the same course within the Orcutt Union School District, have standards-aligned textbooks or instructional materials from the same adoption cycle, and;

WHEREAS, sufficient textbooks and instructional materials were provided to each student, including English learners that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

- ❖ Mathematics –
 - Kindergarten-Grade 5 – Houghton Mifflin Harcourt *Math Expressions Softcover with Mathboards, 8 yr. print subscription*
 - Grade 6 – CPM, *Core Connections Course 1*
 - Grade 7 – CPM, *Core Connections, Course 2*
 - Grade 8 – CPM, *Core Connections, Course 3*
 - Grade 8 – CPM, *Core Connections, Algebra*

- ❖ Science –
 - Grades K-5 – McGraw-Hill, *California Science*
 - Grades 6-8 – Holt, Rinehart & Winston, *California Science (multiple titles)*

- ❖ History/Social Science - Kindergarten-Grade 5 – Studies Weekly, *California Studies Weekly*
Grades 6-8 – TCI, *History Alive!* (*multiple titles*)
- ❖ English/Language Arts - Grades TK-5 – McGraw Hill, *Wonders California*
Grades 6-8 – Houghton Mifflin Harcourt, *Collections 6-8*

WHEREAS, sufficient textbooks or instructional materials were provided to each student enrolled in foreign language or health classes,

THEREFORE, IT IS RESOLVED that for the 2020/2021 school year, the Orcutt Union School District, has provided each student with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

APPROVED, PASSED AND ADOPTED by the Board of Trustees of the Orcutt Union School District, this 9th day of September 2020, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Signed:

President, Board of Trustees
Orcutt Union School District

Date



EDUCATIONAL SERVICES MEMORANDUM

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

FROM: Janet Bertoldi, Interim Assistant Superintendent, Educational Services

BOARD MEETING DATE: September 9, 2020

BOARD AGENDA ITEM: Disposal of Obsolete Textbooks and Library Books

BACKGROUND: In accordance with BP 3260, Sales and Disposal of Books, Equipment and Supplies, we are requesting permission to dispose of obsolete textbooks and instructional materials.

Instructional materials may be considered obsolete or unusable when they:

1. Contain information rendered inaccurate or incomplete by new discoveries or technologies.
2. Are replaced by more recent versions or editions.
3. Are no longer an adopted textbook.
4. Are damaged beyond use or repair.

Process used in discarding obsolete materials:

- Principals are informed of procedures regarding disposal of obsolete instructional materials.
- Media Specialists are requested to send obsolete instructional materials to the IMC.
- District teachers are notified concerning the availability of discarded and obsolete instructional materials. All district teachers have the opportunity to review and select any materials before discard occurs.
- Private schools and nonprofit organizations are notified of the availability of discarded and obsolete instructional materials. Private schools and nonprofit organizations have the opportunity to take any of the obsolete materials.

After a thorough review of the holdings in each school's library and district instructional materials, it has been determined that the following types of library books and instructional materials are obsolete and should be disposed of according to district policy.

- ✓ Fiction library books which have not been checked out in a number of years.
- ✓ Non-fiction library books which have not been checked out in a number of years and/or which have inaccurate or outdated factual information.
- ✓ Any textbook which has been declared obsolete and still remains in the district's possession.

RECOMMENDATION: Staff recommends that library books and instructional materials which fall into the above categories be approved for immediate disposal in accordance with district policy.

FUNDING: A cost of approximately \$250 will be incurred from the curriculum budget in order to place a public notice in the local newspaper prior to the disposal of obsolete textbooks.



EDUCATIONAL SERVICES MEMORANDUM

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

FROM: Susan Salucci, Assistant Superintendent, Human Resources

BOARD MEETING DATE: September 9, 2020

BOARD AGENDA ITEM: Board Policy 4112.9, 4212.9, 4312.9 – Employee Notifications

BACKGROUND: Policy updated to make change for gender neutrality and to revise legal references to reflect corresponding revisions in the Exhibit.

RECOMMENDATION: It is recommended that the Board of Trustees approve the revisions to BP 4119.9, 4219.9, 4319.9, Employee Notifications, for the first reading and that it be placed on the next Consent Agenda for the second reading.

FUNDING: There are no funding implications.

BP 4112.9(a)
BP 4212.9(a)
BP 4312.9(a)

Personnel

EMPLOYEE NOTIFICATIONS

The **Governing** Board of ~~Trustees~~ believes that providing clear communications to staff is essential to establishing a professional, positive work environment and enhancing their job performance. The Superintendent or designee shall provide district employees all notifications required by law and any other notifications he/she believes will promote staff knowledge of the district's policies, programs, activities, and operations.

When required by law, Board policy, or administrative regulation, district employees shall be asked to sign an acknowledgment indicating receipt of the notification. Such acknowledgments shall be retained in each employee's personnel file.

(cf.3580-District Records)

(cf.4112.6/4212.6/4312.6 – Personnel Files)

Legal Reference:

EDUCATION

CODE

231.5 Sexual harassment policy

17612 Notification of pesticide use

22455.5 STRS information to potential members

22461 Postretirement compensation limitation

35031 Nonreelection of superintendent, assistant superintendent, or manager of classified services

35171 Notice of regulations pertaining to certificated employee evaluations

37616 Notice of public hearing on year-round schedule

44031 Personnel file contents, inspection

44663-44664 Evaluation of certificated employees

44842 Reemployment notices, certificated employees

44896 Transfer of administrator or supervisor to teaching position

44916 Written statement of employment status

44929.21 Reelection or nonreelection of probationary employee after second year

44929.23 Reelection notice, districts with less than 250 ADA

44934 Notice of disciplinary action for cause

44934.1 Suspension or dismissal for egregious misconduct

44936 Notice of suspension or dismissal

44938 Notice of unprofessional conduct and opportunity to correct

44940.5-44941 Notification of suspension and intent to dismiss

44948.3- Dismissal of probationary employees

4948.5 Nonreelection procedures, districts under 250 ADA

44949 Cause, notice and right to hearing

44951 Continuation in position unless notified, administrative or supervisory personnel

44954 Nonreelection of temporary employees

44955 Reduction in number of employees

45113 Notification of charges, classified employees

45117 Notice of layoff, classified employees

45169 Employee salary data, classified employees

45192 Industrial and accident leave

45195 Additional leave

BP 4112.9(b)
BP 4212.9(b)
BP 4312.9(b)

Personnel

EMPLOYEE NOTIFICATIONS

46162 Notice of public hearing on block schedule
49013 Complaints regarding student fees
49079 Notification to teacher; student who has engaged in acts re: grounds suspension or expulsion

49414 Epinephrine auto-injectors
49414.3 Administration of opioid antagonist

GOVERNMENT CODE

1126 Incompatible activities of employees
~~3100-3109 Oath or affirmation of allegiance~~
8355 Certification of drug-free workplace, including notification
12950 Sexual harassment
21029 Retirement credit for period of military service

54957 Complaints against employees; right to open session
54963 Unauthorized disclosure of confidential information

HEALTH AND SAFETY CODE

1797.196 Automated external defibrillators; notification of use and locations
104420 Tobacco-free schools
120875 Information on AIDS, AIDS-related conditions, and hepatitis B
120880 Notification to employees re AIDS, AIDS-related conditions, and hepatitis B
1797.796 Automated external defibrillators; notification of use and locations

LABOR CODE

245-249 Healthy Workplaces, Healthy Families Act of 2014
1034 Lactation accommodation
2800.2 Notification of availability of continuation health coverage
2810.7 Notice to participate in flexible spending account
3550-3553 Notifications re: workers' compensation benefits
5401 Workers' compensation; claim form and notice of potential eligibility

PENAL CODE

11105 Access to criminal history information
11105.2 Subsequent arrest notification
11165.7 Child Abuse and Neglect Reporting Act; notification requirement
11166.5 Employment; statement of knowledge of duty to report child abuse or neglect

UNEMPLOYMENT INSURANCE CODE

2613 Disability insurance; notice of rights and benefits

CODE OF REGULATIONS, TITLE 2

11023 Nondiscrimination in employment
11049 Notice of right to request pregnancy disability leave or transfer
11091 California Family Rights Act, designation notice
11096 Notice of right to request family care leave

~~7288.0 Sexual harassment training, provision of district policy~~

CODE OF REGULATIONS, TITLE 5

4622 Uniform complaint procedures
80303 Reports of change in employment status, alleged misconduct

CODE OF REGULATIONS, TITLE 8

3204 Employees exposed to bloodborne pathogens, access to exposure and medical records

BP 4112.9(c)
BP 4212.9(c)
BP 4312.9(c)

Personnel

EMPLOYEE NOTIFICATIONS

5191 Chemical hygiene plan

5194 Hazard communication program

~~5193 California bloodborne pathogens standard~~

CODE OF REGULATIONS, TITLE 13

1234 Reports regarding school buses and bus drivers

2480 Vehicle idling, limitations

UNITED STATES CODE, TITLE 38

4344 Uniformed Services Employment and Reemployment Rights Act, notice requirement

UNITED STATES CODE, TITLE 41

8101-8106 Drug-Free Workplace Act

CODE OF FEDERAL REGULATIONS, TITLE 29

825.300 Family and Medical Leave Act; notice requirement

CODE OF FEDERAL REGULATIONS, TITLE 34

84.205-84.210 Drug-free workplace statement

104.8 Nondiscrimination

106.9 Dissemination of policy, nondiscrimination on basis of sex

CODE OF FEDERAL REGULATIONS, TITLE 40

763.84 Asbestos inspections, response actions and post-response actions

763.93 Asbestos management plans

CODE OF FEDERAL REGULATIONS, TITLE 49

382.601 Controlled substance and alcohol use and testing notifications

Policy Adopted: ~~11/14/2012~~ 10/14/20

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



EDUCATIONAL SERVICES MEMORANDUM

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

FROM: Susan Salucci, Assistant Superintendent, Human Resources

BOARD MEETING DATE: September 9, 2020

BOARD AGENDA ITEM: Board Policy 4113 – Assignment

BACKGROUND: Policy updated to reflect NEW LAW (AB 1219, 2019) which requires annual monitoring of the assignment of certificated employees at all schools, and requires the Commission on Teacher Credentialing (CTC) to administer a statewide system that produces an annual data file of vacancies and misassignments and provides districts an opportunity to submit additional evidence that an employee is legally authorized for the assignment. Policy also adds legal requirements to report misassignments in the school accountability report card and to use Williams uniform complaint procedures to address any complaint alleging teacher misassignment or vacancy.

RECOMMENDATION: It is recommended that the Board of Trustees approve the revisions to BP 4113, Assignment for the first reading and that it be placed on the next Consent Agenda for the second reading.

FUNDING: There are no funding implications.

Personnel

ASSIGNMENT

In order to serve the best interests of students and the educational program, the Board of Trustees authorizes the Superintendent or designee to assign certificated personnel to positions for which **they are qualified pursuant to** their certification, preparation, **professional** experience, and aptitude **qualify them**.

(cf. 4112.2 - Certification)

(cf. 4112.21 - Interns)

(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)

(cf. 4112.23 - Special Education Staff)

(cf. 4112.8/4212.8/4312.8 - Employment of Relatives)

Teachers may be assigned to any school within the district in accordance with the collective bargaining agreement or board policy.

(cf. 4141/4241- Collective Bargaining Agreement)

Assignment to Courses/Classes

The Superintendent or designee shall assign teachers to courses based on the grade level and subject matter authorized by their credentials.

When there is no credential authorization requirement for teaching an elective course, the Superintendent or designee shall select the credentialed teacher whose knowledge and skills best prepare him/her to provide instruction in that subject.

When specifically authorized by law or regulation, the Superintendent or designee may, with the teacher's consent, assign a teacher to a position outside the teacher's credential authorization in accordance with the local teaching assignment options described in the Commission on Teacher Credentialing's (CTC) Administrator's Assignment Manual. Such assignments shall be annually approved by Board resolution. In such cases, the Superintendent or designee shall reference in district records the statute or regulation under which the assignment is authorized.

(cf. 3580 – District Records)

If at any time a certificated employee is required by the district to accept an assignment which the employee believes is not legally authorized by the employee's credential, the employee shall notify the Superintendent or designee, in writing, of the misassignment. Within 15 working days, the Superintendent or designee shall notify the employee of the legality of the assignment. If no action is taken by the district, the employee shall provide written notification to the County Superintendent of Schools. No adverse action shall be taken against an employee who files a notice of misassignment. (Education Code 44258.9)

Personnel

ASSIGNMENT

Vacancies and Misassignments

Annually, the district shall review potential misassignments and vacant positions throughout the district. Upon receiving notification from CTC of the availability of data regarding potential misassignments and vacant positions in the district, the Superintendent shall review the data within 60 days. When necessary, the Superintendent or designee may respond by submitting additional documentation to the County Superintendent showing that an employee is legally authorized for an assignment and/or that a position identified as vacant was miscoded and a legally authorized employee is assigned to the position. (Education Code 44258.9)

If the district subsequently receives, within 90 days of CTC's initial notification, a notification from the County Superintendent indicating that a certificated employee in the district is assigned to a position for which the employee has no legal authorization, the district shall correct the assignment within 30 calendar days. (Education Code 44258.9)

The district shall serve as the monitoring authority for teacher assignments in any charter school it has authorized, in accordance with Education Code 44258.9-44258.10.

(cf. 0420.41 - Charter School Oversight)

Any complaint alleging teacher misassignment or vacancy shall be filed and addressed through the district's procedures specified in AR 1312.4 - Williams Uniform Complaint Procedures.

~~Teachers who are assigned to teach core academic subjects shall meet the requirements of the No Child Left Behind Act (NCLB) pertaining to qualifications of highly qualified teachers. (20 USD 6319, 7801; 5 CCR 6100 6126)~~

~~(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)~~

~~The Superintendent or designee may assign a teacher, with his/her consent, to a position outside his/her credential authorization when specifically authorized by law or regulation, and in accordance with the local teaching assignment options described in the Commission on Teacher Credentialing Administrator's Assignment Manual. Assignments made pursuant to Education Code 44256, 44258.2, and 44263 shall be annually approved by Board resolution. In such cases the Superintendent or designee shall reference in district records the statute or regulation under which the assignment is authorized. The Superintendent or designee shall, with the assistance of subject matter specialists, develop procedures to verify the subject matter knowledge of the teacher before any such assignment is made. (Education Code 44258.3)~~

~~The Superintendent or designee shall periodically report to the Board on teacher assignments and vacancies, including the number and type of assignments made outside a teacher's credential authorization through a local teaching assignment option. Whenever district misassignments and vacancies are reviewed by the County Superintendent of Schools or Commission on Teacher Credentialing, as applicable, the Superintendent or designee shall report the results to the Board and shall provide recommendations for remedying any identified issues.~~

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Personnel**ASSIGNMENT**

The school accountability report card for each school shall include any assignment of teachers outside their subject areas of competence, misassignments, including misassignments of teachers of English learners, and the number of vacant teacher positions for the most recent three-year period. (Education Code 33126)

(cf. 0510 - School Accountability Report Card)

Equitable Distribution of Qualified and Experienced Teachers

~~In order to ensure that highly qualified and experienced teachers are equitably distributed among district schools, including those with higher than average levels of low-income, minority, and/or academically underperforming students, the Superintendent or designee shall:~~

- ~~1. Verify that all teachers of core academic subjects possess the qualifications of highly qualified teachers as required by NCLB or develop immediate and long-term solutions for ensuring that all core academic classes will be taught by highly qualified teachers.~~
- ~~2. Not assign teachers with provisional internship permits, short-term staffing permits, or credential waivers to schools that have 40 percent or higher poverty or are ranked in deciles 1-3 on the statewide Academic Performance Index.~~
- ~~3. Not place interns in high-poverty, low-performing schools in greater numbers than in schools with low poverty or higher academic achievement.~~
- ~~4. Compare teacher retention rates across district schools and develop strategies to recruit and retain experienced and effective teachers in hard-to-staff schools.~~

Equitable Distribution of Qualified and Experienced Teachers

The Superintendent or designee shall identify and address the equitable distribution of highly qualified and experienced teachers among district schools, including those with higher than average levels of low-income, minority, and/or academically underperforming students. The Superintendent or designee shall annually report to the Board comparisons of teacher qualifications across district schools, including the number of teachers serving under a provisional internship permit, short-term staff permit, intern credential, emergency permit, or credential waiver.

Strategies for ensuring equitable access to experienced teachers may include, but are not limited to, incentives for voluntary transfers, provision of professional development, and/or programs to recruit and retain effective teachers.

Legal Reference:

EDUCATION CODE

33126 School accountability report card

35035 Additional powers and duties of superintendent

Personnel

ASSIGNMENT

35186 Complaint process
37616 Assignment of teachers to year-round schools
44225.6 Commission report to the legislature re: teachers
44250-44277 Credentials and assignments of teachers
44314 Subject matter programs, approved subjects
~~44395-44398 Incentives for assigning NBPTS-certified teachers to high-priority schools~~
44824 Assignment of teachers to weekend classes
44955 Reduction in number of employees

GOVERNMENT CODE

3543.2 Scope of representation
CODE OF REGULATIONS, TITLE 5
~~6100-6126 Teacher qualifications, No Child Left Behind Act~~
80003-80005 Credential authorizations
80020-80020.5 Additional assignment authorizations
80335 Performance of unauthorized professional services
80339-80339.6 Unauthorized certificated employee assignment

UNITED STATES CODE, TITLE 20

6311 State plan
6312 Local educational agency plans
6319 Highly qualified teachers
6601-6651 Teacher and Principal Training and Recruiting Fund
~~7801 Definitions, highly qualified teacher~~
CODE OF FEDERAL REGULATIONS, TITLE 34
~~200.55-200.57 Highly qualified teachers~~

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California State Plan to Ensure Equitable Access to Excellent Educators
Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016
~~Revised State Plan for the No Child Left Behind Act, rev. September 2008~~
COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS
The Administrator's Assignment Manual – Updates and Revisions, May 2014, The
Administrator's Assignment Manual, rev. September 2007

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Transitioning to the Every Student Succeeds Act (ESSA): Frequently Asked Questions,
rev. May 4, 2016

Improving Teacher Quality State Grants: ESEA Title II, Part A, rev. October 5, 2006

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education: <http://www.cde.ca.gov>
Commission on Teacher Credentialing: <http://www.ctc.ca.gov>
~~Santa Clara County Office of Education, Personnel Management Assistance Team:~~
~~<http://www.sccoe.org/depts/pmat>~~
U.S. Department of Education: <http://www.ed.gov>



EDUCATIONAL SERVICES MEMORANDUM

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

FROM: Susan Salucci, Assistant Superintendent, Human Resources

BOARD MEETING DATE: September 9, 2020

BOARD AGENDA ITEM: Board Policy 4119.43, 4219.43, 4319.43 – Universal Precautions

BACKGROUND: Policy updated to include material formerly in the AR on the provision of information to employees regarding acquired immune deficiency syndrome (AIDS), AIDS-related conditions, and hepatitis B and appropriate methods to prevent exposure. Policy also adds optional paragraph regarding the inclusion of related information in employee handbooks.

RECOMMENDATION: It is recommended that the Board of Trustees approve the revisions to BP 4119.43, 4219.43, 4319.4, Universal Precautions, for the first reading and that it be placed on the next Consent Agenda for the second reading.

FUNDING: There are no funding implications.

BP 4119.43(a)
BP 4219.43(a)
BP 4319.43(a)

Personnel

UNIVERSAL PRECAUTIONS

In order to protect employees from contact with potentially infectious blood or other body fluids, the **Governing Board of Trustees** requires that universal precautions be observed throughout the district. Universal precautions are appropriate for preventing the spread of all infectious diseases and shall be used regardless of whether bloodborne pathogens are known to be present.

(cf. 4157/4257/4357 - Employee Safety)
(cf. 5141 - Health Care and Emergencies)
(cf. 5141.22 - Infectious Diseases)
(cf. 5141.24 - Specialized Health Care Services)
(cf. 5141.6 - Student Health and Social Services)
(cf. 6145.2 - Athletic Competition)

The Superintendent or designee shall distribute to employee's information provided by the California Department of Education (CDE) regarding acquired immune deficiency syndrome (AIDS), AIDS-related conditions, and hepatitis B. This information shall include, but not be limited to, any appropriate methods employees may use to prevent exposure to AIDS and hepatitis B, including information concerning the availability of a vaccine to prevent contraction of hepatitis B, and that the cost of this vaccination may be covered by the health plan of the employees. Information shall be distributed annually, or more frequently if there is new information supplied by CDE. (Health and Safety Code 120875, 120880)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Information regarding universal precautions may be included in employee handbooks.

Employees shall immediately report any exposure incident or first aid incident in accordance with the district's exposure control plan or other safety procedures.

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)

Legal Reference:

GOVERNMENT CODE

3543.2 Scope of bargaining

HEALTH AND SAFETY CODE

117600-118360 Handling and disposal of regulated waste

120875 Providing information to school districts on AIDS, AIDS-related conditions and Hepatitis B

120880 Information to employees of school district

BP 4119.43(b)
BP 4219.43(b)
BP 4319.43(b)

Personnel

LABOR CODE

6401.7 Injury and illness prevention program

CODE OF REGULATIONS, TITLE 8

5193 California bloodborne pathogens standard

CODE OF FEDERAL REGULATIONS, TITLE 29

1910.1030 OSHA bloodborne pathogens standards

Management Resources:

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

Hepatitis B Questions and Answers for the Public

CDE PROGRAM ADVISORIES

~~1016.89 Guidelines for Informing School Employees about Preventing the Spread of Infectious Diseases, including Hepatitis B and AIDS/HIV Infections and Policies for Dealing with HIV-Infected Persons in School Settings~~

WEB SITES

American Federation of Teachers: <http://www.aft.org>

California Department of Industrial Relations, Occupational Safety and Health:
http://www.dir.ca.gov/occupational_safety.html

California Department of Public Health: <http://www.cdph.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

U.S. Department of Labor, Occupational Safety and Health Administration:
<http://www.osha.gov>

Policy Adopted: ~~2/8/06~~ 10/14/2020

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



EDUCATIONAL SERVICES MEMORANDUM

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

FROM: Susan Salucci, Assistant Superintendent, Human Resources

BOARD MEETING DATE: September 9, 2020

BOARD AGENDA ITEM: Board Policy 4151 – Employee Compensation

BACKGROUND: Policy updated to delete Labor Code citation that is not applicable to public agencies and instead reflect Education Code provisions related to overtime compensation for classified employees.

RECOMMENDATION: It is recommended that the Board of Trustees approve the revisions to BP 4151, Employee Compensation, for the first reading and that it be placed on the next Consent Agenda for the second reading.

FUNDING: There are no funding implications.

BP 4151 (a)
BP 4251 (a)
BP 4351 (a)

Personnel

EMPLOYEE COMPENSATION

In order to recruit and retain employees committed to the district's goals for student learning, the **Governing** Board ~~of Trustees~~ recognizes the importance of offering a competitive compensation package which includes salaries and health and welfare benefits.

(cf. 3100 - Budget)
(cf. 3400 - Management of Districts Assets/Accounts)
(cf. 4000 - Concepts and Roles)
(cf. 4154/4254/4354 - Health and Welfare Benefits)

The Board shall adopt separate salary schedules for certificated, classified, and supervisory and administrative personnel. These schedules shall comply with law and negotiated agreements and shall be printed and made available for review at the district office. (Education Code **45022**, 45023, **45160**, **45162**, **45268**~~028~~)

(cf. 4121 - Temporary/Substitute Personnel)
(cf. 4141/4241 - Collective Bargaining Agreement)
(cf. 4143/4243 - Negotiations/Consultation)

Each certificated employee, except an employee in an administrative or supervisory position, shall be classified on the salary schedule on the basis of uniform allowance for education level and years of experience, unless the Board and employee organization negotiate and mutually agree to a salary schedule based on different criteria. Certificated employees shall not be placed in different classifications on the schedule, nor paid different salaries, solely on the basis of the grade levels at which they teach. (Education Code 45028)

(cf. 4030 - Nondiscrimination in Employment)

Salary schedules for staff who are not a part of a bargaining unit shall be determined by the Board at the recommendation of the Superintendent or designee.

(cf. 4312.1 - Contracts)

The Superintendent or designee shall ensure that the district's payroll system complies with all applicable laws and bargaining agreements, including, but not limited to, timelines regarding payment of compensation and deductions of dues for employee organizations.

(cf. 4140/4240 - Bargaining Units)
(cf. 4312.1 – Contracts)

BP 4151 (b)
BP 4251 (b)
BP 4351 (b)

Personnel

The Board shall determine the frequency and schedule of salary payments, including whether payments for employees who work less than 12 months per year will be made over the course of the school year or in equal installments over the calendar year. (Education Code 45038, 45039, 45048, 45165)

In extraordinary circumstances or emergency situations, the Board may determine to continue to compensate employees during periods of extended closure or disruption of normal district operations when permitted by law and consistent with collective bargaining agreements and memoranda of understanding.

The Superintendent or designee shall post a notice explaining the Fair Labor Standards Act's wage and hour provisions in a conspicuous place at each work site. (29 CFR 516.4)

Overtime Compensation

District employees shall be paid an overtime rate of not less than one and one-half times their regular rate of pay for any hours worked in excess of eight hours in one day or 40 hours in one work week, or twice their regular rate of pay for any hours worked in excess of 12 hours in one day or eight hours on the seventh consecutive day of work. However, teachers, school administrators, and other employees in positions established by the Board as executive, administrative, or professional shall be exempt from overtime rules. (Education Code 45128, 45130; 29 USC 213; 29 CFR 541.0-541.710, 553.27, 553.32)

(cf. 4300 - Administrative and Supervisory Personnel)

When authorized in a collective bargaining agreement or other agreement between the district and employees, an employee may take compensatory time off in lieu of overtime compensation, provided the employee has not accrued compensatory time in excess of the limits specified in 29 USC 207. An employee who has requested the use of compensatory time shall be allowed to use such time within 12 calendar months after making the request if the use of the compensatory time does not unduly disrupt district operations. (Education Code 45129; 29 USC 207; 29 CFR 553.20-553.25)

For each nonexempt employee, the Superintendent or designee shall maintain records on the employee's wages, hours, and other information specified in 29 CFR 516.5-516.6.

(cf. 3580 - District Records)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

Legal Reference:

EDUCATION CODE

45022-45061.5 Salaries, especially:

45023 Availability of salary schedule

45028 Salary schedule for certificated employees

45127-45133.5 Classified employees; work week; overtime provisions

45160-45169 Salaries for classified employees

45268 Salary schedule for classified service in merit system districts

GOVERNMENT CODE

3540-3549 Meeting and negotiating, especially:

BP 4151 (c)
BP 4251 (c)
BP 4351 (c)

Personnel

3543.2 Scope of representation
3543.7 Duty to meet and negotiate in good faith
LABOR CODE
226 Employee access to payroll records
232 Disclosure of wages
CODE OF REGULATIONS, TITLE 8
11040 Wages and hours; definitions of administrative, executive, and professional employees
UNITED STATES CODE, TITLE 26
409A Deferred compensation plans
UNITED STATES CODE, TITLE 29
201-219 Fair Labor Standards Act, especially:
203 Definitions
207 Overtime
213 Exemptions from minimum wage and overtime requirements
CODE OF FEDERAL REGULATIONS, TITLE 26
1.409A-1 Definitions and covered plans
CODE OF FEDERAL REGULATIONS, TITLE 29
516.4 Notice of minimum wage and overtime provisions
516.5-516.6 Records
541.0-541.710 Exemptions for executive, administrative, and professional employees
553.1-553.51 Fair Labor Standards Act; applicability to public agencies
COURT DECISIONS
Flores v. City of San Gabriel, 9th Cir., June 2, 2016, No. 14-56421

Management Resources:

~~NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS~~
~~NEA and NSBA Joint Guidance on the Tax Consequences of Deferred Compensation—~~
~~Section 409A of the Internal Revenue Code, January 2008~~
OFFICE OF MANAGEMENT AND BUDGET PUBLICATIONS
Administrative Relief for Recipients and Applicants of Federal Financial Assistance Directly
Impacted by the Novel Coronavirus (COVID-19) Due to Loss of Operations, Memorandum
M-20-17, March 19, 2020
WEB SITES
CSBA: <http://www.csba.org>
Internal Revenue Service: <http://www.irs.gov>
School Services of California, Inc.: <http://www.sscal.com>
U.S. Department of Labor, Wage and Hour Division: <http://www.dol.gov/whd>
~~National School Boards Association: <http://www.nsba.org>~~

Policy Adopted: ~~10/15/08-09/09/2020~~

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California