

ORCUTT UNION SCHOOL DISTRICT

Regular Meeting of the Board of Trustees

Wednesday, February 8, 2023

District Office Board Room

500 Dyer St., Orcutt, CA 93455

Open Session at 6:00 p.m. (for purposes of opening meeting only)

Closed Session at 6:05 p.m.

Reconvene in Open Session at 6:30 p.m.

I. OPEN SESSION 6:00 PM

A. Call Meeting to Order

B. Pledge of Allegiance

C. Adoption of the February 8, 2023 Agenda

Moved _____ Second _____ Vote _____

D. Identify Closed Session Topics: the Board will adjourn to Closed Session to address the items listed under III. A-G below.

II. PUBLIC COMMENT REGARDING CLOSED SESSION ITEMS

General public comment on any closed session item will be heard. Speakers are allowed a maximum of three (3) minutes to address the Board on any closed session items in accordance with the Brown Act. The Board will limit any response to public comments to brief statements, referral to staff, or referral to a future board meeting. The Board may limit comments to no more than 30 minutes pursuant to Board Policy.

A. Motion to Adjourn to Closed Session

Moved _____ Second _____ Vote _____

III. ADJOURN TO CLOSED SESSION

A. Conference with Legal Counsel Regarding Existing Litigation pursuant to California Government Code section 54956.9(d)(1): 7 Cases

B. Conference with Legal Counsel Regarding Anticipated Litigation.

1. Significant exposure to litigation pursuant to California Government Code, section 54956.9(2) or (3)

C. Conference with Labor Negotiator. Agency representative, Susan Salucci, Assistant Superintendent of Human Resources. Employee Organization: Orcutt Educators Association; California School Employees Association.

D. Conference with Labor Negotiator. Agency representative: Dr. Holly Edds, Superintendent. Employee Organization: Unrepresented employees

E. Public Employee Discipline/Dismissal/Release/Complaint

F. Public Employee Evaluation of Performance

G. Student Discipline or Other Confidential Student Matters

IV. RECONVENE TO PUBLIC SESSION 6:30 PM

- A. Motion to Reconvene to Public Session
Moved _____ Second _____ Vote _____
- B. Report of Action Taken in Closed Session

V. COMMUNICATIONS/DISCUSSION/INFORMATION

- A. Reports and Presentations
 - 1. OAHS ASB Update
 - 2. Campus Connection Presentation
 - 3. Orcutt Academy High School Athletics Presentation
 - 4. Orcutt Academy High School E-Sports Presentation
- B. Items from the Board
- C. Written Communication: review and discuss communication from individuals and/or organizations regarding the District's programs and services.

VI. PUBLIC COMMENT PERIOD

The Board of Trustees welcomes comments about items appearing on tonight's agenda. The audience members wishing to address the Board during the Public Comment segment of the agenda are reminded to fill out a *Public Comment Form*, which can be obtained from Julie Payne and submitted prior to the time the presiding officer calls for Public Comment. Requests to speak can also be emailed to Julie Payne at jpayne@orcutt-schools.net and state that you want to make a public comment and indicate what agenda item you would like to speak about.

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

VII. CONSENT AGENDA

Items listed under the Consent Agenda are considered to be routine and are acted on by the Board of Trustees in one motion. There is no discussion of these items before the Board vote unless requested because the Board receives Board agenda backup information ahead of scheduled meetings. It is understood that the Administration recommends approval on all Consent Items. Each item on the Consent Calendar approved by the Board of Trustees shall be deemed to have been considered in full and adopted as recommended.

- A. Classified Personnel Action Report
- B. Hiring of Additional District and Charter Coaches for the 2022-2023 School Year
- C. Certificated Personnel Action Report
- D. Approval of January 11, 2023 Regular Board Meeting Minutes
- E. Approval of Warrants
- F. Board Bylaw 9220 Governing Board Elections, for the second reading
- G. Board Bylaw 9223 Filling Vacancies, for the second reading
- H. Board Bylaw 9323 Meeting Conduct, for the second reading

- I. Board Bylaw 9250 Remuneration, Reimbursement, and Other Benefits, for the second reading
- J. OAHS Robotics Overnight Trip to FIRST Aerospace Valley Regional Competition in Lancaster, March 2023
- K. OAHS Robotics Overnight Trip to FIRST Robotics Regional Competition in Ventura, March 2023
- L. OAHS Band Overnight Tip to Music in the Parks Band Competition in Buena Park, March 2023
- M. OAHS Choir Overnight Trip to a Disneyland Soundtrack Workshop in Anaheim, April 2023

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

Moved _____ Second _____ Vote _____

VIII. ITEMS SCHEDULED FOR ACTION

A. GENERAL

- 1. Acceptance of Gift: SESLOC Federal Credit Union
 It is recommended that the Board of Trustees accept the \$500 donation from SESLOC Federal Credit Union to help cover the cost of the North County Mathematics Superbowl, as submitted.
 Moved _____ Second _____ Vote _____

- 2. Acceptance of Gift: Community Bank of Santa Maria
 It is recommended that the Board of Trustees accept the \$500 donation from Community Bank of Santa Maria to help cover the cost of the North County Mathematics Superbowl, as submitted.
 Moved _____ Second _____ Vote _____

- 3. California School Boards Association (CSBA) Delegate Assembly Ballot
 It is recommended that the Board of Trustees vote for one (1) candidate from subregion 11-A for CSBA’s Delegate Assembly, as submitted.
 Moved _____ Second _____ Vote _____

B. BUSINESS SERVICES

- 1. 2021-2022 Audit Report for Orcutt Union School District
 It is recommended that the Board of Trustees approve the 2021-2022 Audit Report for the Orcutt Union School District, as submitted.
 Moved _____ Second _____ Vote _____

- 2. 2021-2022 Audit Report for Measure G Bond
 It is recommended that the Board of Trustees approve the 2021-2022 Audit Report of the Measure G Bond, as submitted.
 Moved _____ Second _____ Vote _____

3. Youth League Agreement: Field One with Orcutt National Little League
 It is recommended that the Board of Trustees approve the Youth League Agreement for field one with Orcutt National Little League, as submitted.
 Moved _____ Second _____ Vote _____

4. Youth League Agreement: Field Two- Four with Orcutt National Little League
 It is recommended that the Board of Trustees approve the Youth League Agreement for field two-four with Orcutt National Little League, as submitted.
 Moved _____ Second _____ Vote _____

5. Award of CUPPCCA Bid for Pine Grove Parking Lot Trench Drain Installation Project
 It is recommended that the Board of Trustees award the CUPPCCA bid to RDZ Contractors, Inc. for \$44,238, as they were the lowest, responsive, and responsible bidder.
 Moved _____ Second _____ Vote _____

6. Board Policy 3250 Transportation Fees
 It is recommended that the Board of Trustees approve the new Board Policy 3250 Transportation Fees the for the first reading and that it be placed on the next Consent Agenda for the second reading.
 Moved _____ Second _____ Vote _____

7. Board Policy 3460 Financial Reports and Accountability
 It is recommended that the Board of Trustees approve the new Board Policy 3460 Financial Reports and Accountability the for the first reading and that it be placed on the next Consent Agenda for the second reading.
 Moved _____ Second _____ Vote _____

8. Board Policy 3515 Campus Security
 It is recommended that the Board of Trustees approve the revised Board Policy 3515 Campus Security the for the first reading and that it be placed on the next Consent Agenda for the second reading.
 Moved _____ Second _____ Vote _____

9. Board Policy 3540 Transportation
 It is recommended that the Board of Trustees approve the revised Board Policy 3540 Transportation the for the first reading and that it be placed on the next Consent Agenda for the second reading.
 Moved _____ Second _____ Vote _____

10. Board Policy 3260 Fees and Charges
 It is recommended that the Board of Trustees approve the revised Board Policy 3260 Fees and Charges for the first reading and that it be placed on the next Consent Agenda for the second reading.
 Moved _____ Second _____ Vote _____
- C. EDUCATIONAL SERVICES**
1. Safe Schools Plans for all Orcutt Union School District School Sites
 It is recommended that the Board of Trustees approve the Safe Schools Plan for Alice Shaw, Joe Nightingale, Patterson Rd., Pine Grove, Ralph Dunlap, Lakeview JHS, Orcutt JHS, Olga Reed, Orcutt Academy K-8, Orcutt School for Independent Study, and Orcutt Academy High School, as submitted.
 Moved _____ Second _____ Vote _____
2. Board Policy 0430 Comprehensive Local Plan for Special Education
 It is recommended that the Board of Trustees approve the revised Board Policy 0430 Comprehensive Local Plan for Special Education the for the first reading and that it be placed on the next Consent Agenda for the second reading.
 Moved _____ Second _____ Vote _____
3. Board Policy 0450 Comprehensive Safety Plan
 It is recommended that the Board of Trustees approve the revised Board Policy 0450 Comprehensive Safety Plan, for the first reading and that it be placed on the next Consent Agenda for the second reading.
 Moved _____ Second _____ Vote _____
4. Board Policy 0460 Local Control and Accountability Plan
 It is recommended that the Board of Trustees approve the revised Board Policy 0460 Local Control and Accountability Plan, for the first reading and that it be placed on the next Consent Agenda for the second reading.
 Moved _____ Second _____ Vote _____
5. Board Policy 5131.7 Weapons and Dangerous Instruments
 It is recommended that the Board of Trustees approve the revised Board Policy 5131.7 Weapons and Dangerous Instruments, for the first reading and that it be placed on the next Consent Agenda for the second reading.
 Moved _____ Second _____ Vote _____
6. Board Policy 5142 Safety
 It is recommended that the Board of Trustees approve the new Board Policy 5142 Safety, for the first reading and that it be placed on the next Consent Agenda for the second reading.
 Moved _____ Second _____ Vote _____

7. Board Policy 5148.2 Before/After School Programs
 It is recommended that the Board of Trustees approve the revised Board Policy 5148.2 Before/After School Programs, for the first reading and that it be placed on the next Consent Agenda for the second reading.
 Moved _____ Second _____ Vote _____
8. Board Policy 5148.3 Preschool/Early Childhood Education
 It is recommended that the Board of Trustees approve the revised Board Policy 5148.3 Preschool/Early Childhood Education, for the first reading and that it be placed on the next Consent Agenda for the second reading.
 Moved _____ Second _____ Vote _____

IX. GENERAL ANNOUNCEMENTS

- A. Unless otherwise noticed, the next regular Board meeting is scheduled for March 8, 2023 beginning with Closed Session at 6:05 p.m., Open Session at 6:30 p.m. and a Special Curriculum Meeting scheduled for March 1, 2023 beginning with Open Session at 6:00 p.m. in the District Office Board Room, 500 Dyer St., Orcutt, CA 93455.

X. ADJOURN TO CLOSED SESSION (If Needed)

- A. Motion to Adjourn to Closed Session
 Moved _____ Second _____ Vote _____
- B. Closed Session items described in Item III. Above

XI. RECONVENE TO OPEN SESSION (If Needed)

- A. Motion to Reconvene to Open Session
 Moved _____ Second _____ Vote _____
- B. Report of Action Taken in Closed Session

XII. ADJOURN

- A. Motion to Adjourn the Meeting
 Moved _____ Second _____ Vote _____

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, including language interpretation services 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

February 8, 2023

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
Ballard, Sue	Dunlap	Child Nutrition Worker	8/6	3.25	\$20.66 per hr.	01/17/2023	Increase in hours
Christopher, Iliana	Alice Shaw	Instructional Assistant, 1	12/3	3.5	\$19.70 per hr.	01/17/2023	New hire
De Leon, Alfredo	Maintenance	Senior Maintenance Worker	21/3	8.0	\$4,281 per mo.	01/16/2023	Promotion
Eich, Myah	Alice Shaw	Instructional Assistant, 1	12/1	6.0	\$17.87 per hr. + 2.5%	01/10/2023	New hire, plus Special Needs Stipend
Garcia, Ruben	Operations	Grounds Maintenance Worker, 2	22/6	8.0	\$5,078 per mo.	01/13/2023	Promotion
Gonzalez-Calderon, Cristina	Educational Services	Community Liaison	14/3	6.00	\$1,000 per yr. (prorated)	12/01/2022	Educational Stipend – Bachelor's
Howard, Tara	Olga Reed & Orcutt Academy K-8	Instructional Assistant (Garden)	8/3	12.0 per wk.	\$17.84 per hr.	01/11/2023	Temporary position 01/11/2023 – 06/07/2023
Ikola, Kaylee	Pupil Services	Behavior Intervention Specialist	1/IV	8.0	\$97,583.00 per yr.	01/31/2023	Resignation
Jerabek, Lucy	Olga Reed	Instructional Assistant, 1	12/4	6.0	\$20.68 per hr.	01/27/2023	Resignation
Llamas, Erika	Transportation	Bus Driver	19/4	5.37	\$24.59 per hr.	01/19/2023	Resignation
Lopez, Kim	Nightingale & Dunlap	Instructional Assistant, 1	12/5	3.5	\$21.72 per hr.	01/17/2023	New hire
Magallon, Jose	Transportation	Vehicle & Equipment Mechanic	28/3	8.0	\$5,088.00 per mo.	01/05/2023	New hire
Malicdem, Vivian	Dunlap	Child Nutrition Cook	10/6	4.75	\$21.70 per hr.	01/17/2023	Increase in hours
Pico, Monique	Child Nutrition	Child Nutrition Worker, Substitute	8		\$16.50 per hr.	01/11/2023	New hire, Substitute
Pulling, Donna	Child Nutrition	Child Nutrition Worker, Substitute	8		\$16.50 per hr.	01/17/2023	New hire, Substitute



Orcutt Union School District

Classified Personnel Action Report

February 8, 2023

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
Reynolds, Janelle	Campus Connection/Alice Shaw	Child Care Assistant	8/3	2.25	\$17.84 per hr.	01/23/2023	New hire
Shelton, Zoi	Pine Grove	Instructional Assistant, 1	12/2	6.0	\$18.76 per hr.	01/09/2023	New hire
Silva, Corey	Operations	Custodian, Night	17/1	8.0	\$3,517.00 per mo.	01/20/2023	Resignation
Wink, Cheri	Patterson	Child Nutrition Worker & Cook	8/6 & 10/6	5.25	\$20.66 & \$21.70 per hr.	01/17/2023	Increase in hours

ORCUTT UNION SCHOOL DISTRICT

TO: Dr. Holly Edds
District Superintendent

FROM: Susan Salucci
Assistant Superintendent of Human Resources

DATE: February 8, 2023

RE: ***NOTIFICATION TO BOARD – HIRING OF ORCUTT UNION SCHOOL
COACHES FOR 2022-23 SCHOOL YEAR***

Orcutt JH:

Basketball, Girl's 8th gr.

Salinas, Ernie

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

ORCUTT ACADEMY CHARTER SCHOOL

ORCUTT UNION SCHOOL DISTRICT

TO: Dr. Holly Edds
District Superintendent

FROM: Susan Salucci
Assistant Superintendent of Human Resources

DATE: February 8, 2023

***RE: NOTIFICATION TO BOARD – HIRING OF CHARTER SCHOOL COACHES
FOR 2022-23 SCHOOL YEAR***

Orcutt Academy Charter HS:

Varsity Softball Asst.

Valencia, Jon

Volunteers:

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



Orcutt Union School District

Certificated Personnel Action Report

February 8, 2023

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
Bertoldi, Janet	District	Daily	\$500	12/1-12/2/22	Administrative Coverage, Supt.
Brickey, April	District	Hourly	\$28	12/1-12/13/22	Assessment Proctor, 45.5 hrs
Carlotti, Analise	District	Extra Duty	\$45/hr	12/1-12/16/22	Campus Connection/After School Teacher, 12.5 hrs
Cornwell, Karen	District	Hourly	\$28	12/2-12/13/22	Assessment Proctor, 24 hrs
Doerksen, Allie	District	Extra Duty	\$45/hr	12/1-12/16/22	Campus Connection/After School Teacher, 16 hrs
Hough, Roberta	District	Hourly Stipend	\$50 \$2600	12/1-12/15/22 2022-23	New Teacher Support, 33 hrs District Induction Coordinator
Musick, Christin	District	Extra Duty	\$45/hr	12/1-12/16/22	Campus Connection/After School Teacher, 14.25 hrs
Pankratz, Ellen	Orcutt Academy HS	Hourly	\$28	12/1-12/15/22	Piano Accompanist, 6 hrs
Riezebos, Devin	District	Extra Duty	\$45/hr	12/1-12/16/22	Campus Connection/After School Teacher, 18.5 hrs
Salinas, Ernest	Orcutt JHS	Stipend	\$1,792	2022-23	8 th Grade Girls Basketball Coach
Shuffield, Jamie	District	Extra Duty	\$45/hr	12/1-12/16/22	Campus Connection/After School Teacher, 12.5 hrs
Valencia, Jon	Orcutt Academy HS	Stipend	\$1,174	2022-23	Girls Softball Assistant
Wagonseller, Jeff	District	Daily	\$300	12/6/22	Administrative Coverage, Principal
Wogahn, Alyssa	District	Extra Duty	\$45/hr	12/1-12/16/22	Campus Connection/After School Teacher, 10.75 hrs
Zimmerman, Lauren	District	Hourly	\$45/hr	11/28-12/28/22	Home & Hospital, 26 hrs

*To be prorated

**Orcutt Union School District
Board of Trustees
Regular Meeting Minutes
January 11, 2023**

CALL TO ORDER

A regular meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, January 11, 2023, in the District Board Room, beginning with Shaun Henderson calling Public Session to order at 6:01 p.m. The Pledge of Allegiance was led by Liz Phillips. It was moved by Liz Phillips seconded by Mark Steller to adopt the January 11, 2023 agenda. Members Present: Henderson, Phillips, Waffle and Steller. Administrators Present: Edds, Salucci, Dana and Knight. Board Member Morinini joined the meeting prior to the Communication/Discussion/Information portion of the meeting.

CLOSED SESSION PUBLIC COMMENTS

None

ADJOURN TO CLOSED SESSION

It was moved by Melanie Waffle seconded by Mark Steller and carried to adjourn to Closed Session at 6:02 p.m. Ayes: Henderson, Phillips, Waffle and Steller.

RECONVENE TO PUBLIC SESSION

It was moved by Melanie Waffle seconded by Liz Phillips and carried reconvene to Public Session at 6:29 p.m. Shaun Henderson reported that no action was taken during Closed Session.

SUPERINTENDENT'S REPORT

First, OAHS ASB updated the Board on Orcutt Academy's informational visits to Lakeview and Orcutt Jr. High and the Academy's 2023 Winterfest. Second, Kelly Osborne and Selina Hernandez, Principal and Counselor at Lakeview Jr. High presented on lunchtime activities, the wellness center, and community partnerships and how some small changes they are making are leading to big impacts at their school site. And finally, Dr. Edds presented the #WeAreOrcutt Employee Recognition Program to the Board.

ITEMS FROM THE BOARD

Mark Steller thanked teachers, bus drivers, campus connection, and other staff members for getting students home safely during our weather emergency on January 9, 2023. Melanie Waffle piggybacked on that sentiment and express that the success of an operation is determined by how well you are prepared for the moment and she was impressed that staff was prepared and willing to do what was needed during this time period. Liz Phillips thanked administration and classified staff for stepping up and doing what was necessary to mitigate damages during the storm. Lisa Morinini thanked Lakeview Jr. High for taking steps to make unstructured time more engaging and fun and is looking forward to seeing and hearing about the positive impacts. Shaun Henderson wished everyone a Happy New Year and thank staff for their commitment and help during the weather emergency and for making OUSD the shining star that it is.

PUBLIC COMMENT

Monique Segura, OEA President, updated the Board on OEA happenings including the "New Teach Conference" in March and OEA student scholarships. Shirley Juarez, CSEA President, thanked OUSD and the Board for the proposed salary increase and for acknowledging and supporting classified employees. On behalf of the Administration and Management Team, Jared Banks, thanked OUSD and the Board for the proposed salary increase.

CONSENT AGENDA ITEMS

- A. Classified Personnel Action Report
- B. Certificated Personnel Action Report
- C. Hiring of Additional Charter School Coaches for the 2022-2023 School Year
- D. Approval of December 14, 2022 Regular Board Meeting Minutes
- E. Approval of Warrants

- F. OAHS Cheer Team Overnight Trip in February 2023
- G. Approval of Potential CIF Central Section and California State Championship Playoff Games/Overnight Trips for the remainder of the 2022-2023 School Year
- H. Williams/Valenzuela Uniform Complaints Quarterly Report

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

ACTION ITEMS

Acceptance of Gift: Exxon Mobile Corporation

It was moved by Melanie Waffle seconded by Lisa Morinini to accept the \$350 donation from the Exxon Mobil Corporation, to Orcutt Academy High School Softball Program, as submitted.

Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

Board Bylaw 9220 Governing Board Elections

It was moved by Liz Phillips seconded by Melanie Waffle and carried to approve the revised Board Bylaw 9220 Governing Board Elections, for the first reading and that it be placed on the next Consent Agenda for the second reading. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

Board Bylaw 9223 Filling Vacancies

It was moved by Lisa Morinini seconded by Liz Phillips and carried to approve the revised Board Bylaw 9223 Filling Vacancies, for the first reading and that it be placed on the next Consent Agenda for the second reading. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

Board Bylaw 9323 Meeting Conduct

It was moved by Mark Steller seconded by Melanie Waffle and carried to approve the revised Board Bylaw 9323 Meeting Conduct, for the first reading and that it be placed on the next Consent Agenda for the second reading. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

Board Bylaw 9250 Remuneration, Reimbursement, and Other Benefits

It was moved by Lisa Morinini seconded by Mark Steller and carried to approve the revised Board Bylaw 9250 Remuneration, Reimbursement, and Other Benefits, for the first reading and that it be placed on the next Consent Agenda for the second reading. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

AB1200 Public Disclosure of Proposed Collective Bargaining Agreement-California School Employee Association Orcutt Chapter #255, Confidential Employees, Classified/Certificated Management, as well as Contracted Management Positions

It was moved by Melanie Waffle seconded by Lisa Morinini and carried to approve the AB 1200 Public Disclosure of Proposed Collective Bargaining Agreement, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle, and Steller.

Approval of a Tentative Agreement with the California Schools Employee Association Orcutt Chapter #255

It was moved by Mark Steller seconded by Lisa Morinini and carried to approve the negotiated agreement with the California Schools Employee Association Orcutt Chapter #255, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle, and Steller.

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

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

Approval of Compensation Increase for Contracted Positions

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

Ratification of Addendum Number 4 to the Employment Agreement with Dr. Holly Edds, Superintendent

It was moved by Melanie Waffle seconded by Lisa Morinini and carried to ratify Addendum Number 4 to the Employment Agreement with Dr. Holly Edds, Superintendent, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

GENERAL ANNOUNCEMENTS

Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, February 8, 2023, with Closed Session starting at 6:05 p.m., Public Session at 6:30 p.m. in the District Office Board Room, 500 Dyer St., Orcutt, CA 93455.

ADJOURN

It was moved by Liz Phillips, seconded by Melanie and carried to adjourn the meeting at 7:23 PM.

Holly Edds, Ed.D. Board Secretary

Lisa Morinini, Clerk, Board of Trustees

Warrants

These materials are not included in this copy of the agenda. The warrants are available for review at the District Office, 500 Dyer Street, Orcutt, CA. Monday-Friday from 7:30 am - 4:30 pm.

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

BOARD ELECTIONS

Any person is eligible to be a Board of Trustees member, without further qualifications, if he/she is 18 years of age or older, a citizen of the state, a resident of the school district, a registered voter, and not legally disqualified from holding civil office. Any person who has been convicted of a felony involving the giving, accepting, or offering of a bribe, embezzlement or theft of public funds, extortion, perjury, or conspiracy to commit any such crime, under California law or the law of another state, the United States of America, or another country, is not eligible to be a candidate for office or be a Board member except when he/she has been granted a pardon in accordance with law. (Education Code 35107; Elections Code 20)

A district employee elected to the Board shall resign his/her position before being sworn in or shall have his/her employment automatically terminated upon being sworn into office. (Education Code 35107)

The Board encourages all candidates to become knowledgeable about the role of board members. The Superintendent or designee shall provide all candidates with information that will enable them to understand the responsibilities and expectations of being a Board member, including information regarding available workshops, seminars, and/or training. The Superintendent or designee shall provide all candidates with the county election official's contact information and general information about school programs, district operations, and Board responsibilities.

Recalling a Board Member

A Board member may be recalled as permitted by Elections Code 11000. Proponents of a recall are required to serve, file, and publish or post a notice of intention to circulate the recall petition and to comply with other applicable law and formalities and county elections official directives. The petition, pursuant to Elections Code 11041, is required to be in the format provided by the Secretary of State and to include an estimate of the cost of conducting the special election, as determined by the county elections official, in consultation with the district.

Within 14 days after the meeting at which the Board receives a certificate of sufficiency of signatures on a recall petition from the county elections official, the Board shall order an election to be held to determine whether the Board member named in the petition shall be recalled. The election shall be held not less than 88, nor more than 125, days after the date that the Board orders the election. However, the election may be conducted within 180 days after the issuance of the Board's order to consolidate the election with a regularly scheduled election.

Recall elections shall be conducted in accordance with Elections Code 11381-11386.

Consolidation of Elections

To reduce costs associated with conduction elections, the Board may consolidate Board elections with the local municipal or statewide primary or general election. accordance with state and federal law.

In addition, if a regularly scheduled Board election held other than on a statewide election date results in a decrease in local voter turnout of 25 percent or more compared to the average local turnout for the previous four statewide general elections, the Board shall take action to

BOARD ELECTIONS

consolidate Board elections with statewide elections. The district shall move its election to the next state statewide election date, unless the Board has adopted a plan by January 1, 2018 to consolidate Board elections not later than the November 8, 2022 statewide general election. (Elections Code 14051, 14052)

In order to consolidate elections based on either circumstance described above, the Board shall adopt a resolution and submit it to the County Board of Supervisors for approval not later than 240 days prior to the date of the currently scheduled district election. (Elections Code 10404.5)

Whenever a regularly scheduled Board election is changed due to consolidation of elections, the terms of office of incumbent Board members shall be extended to align with the next applicable election. (Elections Code 10404.5)

Election Process and Procedures

The district is divided into trustee areas and each trustee area shall be represented by a Board member who resides in and is elected by voters residing within that trustee area. Trustee areas shall be balanced by population as required by state and federal law.

Prior to March 1 following the year in which the results of each decennial federal census are released, the Board shall adjust the boundaries of the district's trustee areas based on population figures as validated by the Population Research Unit of the Department of Finance. (Education Code 5019.5)

To ensure ongoing compliance with the California Voting Rights Acts, the Board may review the district's Board election method to determine whether any modification is necessary due to changes in the district's population or any of its racial, color, or language minority group composition. The review shall be based on the Superintendent or designee's report to the Board after the release of each decennial federal census.

If the Board determines that a change is necessary, it shall hold public hearings in accordance with Elections Code 10100 before adopting a resolution at an open meeting specifying the change(s), and shall, in accordance with Education Code 5019, obtain approval from the county committee on school district organization having jurisdiction over the district.

Campaign Conduct

All candidates, including current Board members running as incumbents, shall abide by local, county, state, and federal requirements regarding campaign donations, funding, and expenditures.

A Board member shall not expend, and a candidate shall not accept, any public money for the purpose of seeking elective office. However, the district may establish a dedicated fund for those seeking election to the Board, provided that the funds are available to all candidates who are qualified pursuant to Education Code 35107 without regard to incumbency or political preference. (Government Code 85300)

BOARD ELECTIONS

In order to help protect the public's trust in the electoral process as well as the public's confidence in the Board and district, the Board encourages all candidates to sign and adhere to the principals in the Code of Fair Campaign Practices pursuant to Elections Code 20440.

Statement of Qualifications

On the 125th day prior to the day fixed for the general district election, the Board secretary or his/her designee shall deliver a notice, bearing the secretary's signature and district seal, to the county elections official describing both of the following: (Elections Code 10509)

1. The elective offices of the district to be filled at the general election and which offices, if any, are for the balance of an unexpired term
2. Whether the district or the candidate is to pay for the publication of a statement of qualifications pursuant to Elections Code 13307

Candidates for the Board may submit a candidate statement to the elections official for inclusion in the voter's pamphlet. Candidate statements shall be limited to no more than 200 words. (Elections Code 13307)

When the elections official allows for the electronic distribution of candidate statements, a candidate for the Board may, in addition to or instead of submitting a candidate statement for inclusion in the mailed voter's pamphlet, prepare and submit a candidate statement for electronic distribution.

The district shall assume no part of the cost of printing, handling, translating, or mailing of candidate statements filed pursuant to Elections Code 13307. As a condition of having candidate statements included in the hard copy and/or electronic voter's pamphlet, the district may require candidates to pay their estimated pro rata share of these costs to the district in advance pursuant to Elections Code 13307.

Tie Votes in Board Member Elections

Before each election, the Board shall decide whether to resolve a potential tie by lot or by a runoff election. If the Board has decided to resolve a tie by lot, the Board shall, immediately after the election, notify the candidates who received the tie votes of the time and place where the candidates or their representatives should appear before the Board. The Board at that time shall determine the winner by lot. If the Board has decided to resolve a tie with a runoff election, the Board shall schedule the runoff election in accordance with law. (Education Code 5016)

State

CA Constitution Article 2, Section 2: Voters, qualifications

CA Constitution Article 7, Section 7: Conflicting offices

CA Constitution Article 7, Section 8: Disqualification from office

Ed. Code 1006: Prohibition against school district employees serving on county board of education

BOARD ELECTIONS

Ed. Code 35107: School district employees
Ed. Code 35177: Campaign expenditures or contributions
Ed. Code 35239: Compensation of governing board member of districts with less than 70 ADA
Ed. Code 5000-5033: Election of school district board members
Ed. Code 5091: Vacancies; petition for special election
Ed. Code 5220-5231: Elections
Ed. Code 5300-5304: General provisions (conduct of elections)
Ed. Code 5320-5329: Order and call of elections
Ed. Code 5340-5345: Consolidation of elections
Ed. Code 5360-5363: Election notice
Ed. Code 5380: Compensation (of election officer)
Ed. Code 5390: Qualifications of voters
Ed. Code 5420-5426: Cost of elections
Ed. Code 5440-5442: Miscellaneous provisions
Ed. Code 7054: Use of district property, campaign purposes
Elec. Code 10010: District boundaries
Elec. Code 10400-10418: Consolidation of elections
Elec. Code 10509: Notice of election by secretary
Elec. Code 10600-10604: School district elections
Elec. Code 11000: Recall of officers
Elec. Code 1302: Local elections, school district election
Elec. Code 13307: Candidate's statement
Elec. Code 13308: Candidate's statement contents
Elec. Code 13309: Candidate's statement, indigence
Elec. Code 14025-14032: California Voting Rights Act
Elec. Code 14050-14057: California Voter Participation Rights Act
Elec. Code 20: Public office eligibility
Elec. Code 20440: Code of Fair Campaign Practices
Elec. Code 2201: Grounds for cancellation
Elec. Code 4000-4008: Elections conducted wholly by mail
Gov. Code 1021: Conviction of crime
Gov. Code 1097: Illegal participation in public contract
Gov. Code 12940: Unlawful discriminatory employment practices
Gov. Code 81000-91014: Political Reform Act of 1974
Pen. Code 424: Embezzlement and falsification of accounts by public officers
Pen. Code 661: Removal for neglect or violation of official duty
Pen. Code 68: Bribes
Pen. Code 74: Acceptance of gratuity
Federal
52 USC 10301-10508: Voting Rights Act
Management Resources
Attorney General Opinion: 105 Ops.Cal.Atty.Gen. 182 (2022)
Attorney General Opinion: 69 Ops.Cal.Atty.Gen. 290 (1986)
Attorney General Opinion: 81 Ops.Cal.Atty.Gen. 98 (1998)
Attorney General Opinion: 83 Ops.Cal.Atty.Gen. 181 (2000)
Attorney General Opinion: 85 Ops.Cal.Atty.Gen. 49 (2002)
Court Decision: Dusch v. Davis, (1967) 387 U.S. 112

BOARD ELECTIONS

Court Decision: Randall v. Sorrell, (2006) 126 S.Ct. 2479

Court Decision: Rey v. Madera Unified School District, (2012) 203 Cal. App. 4th 1223

Court Decision: Sanchez v. City of Modesto, (2006) 145 Cal. App. 4th 660

CSBA Publication: Legal Alert on the Impact of Senate Bill No. 415 on School Board Elections, January 2017

Website: CSBA District and County Office of Education Legal Services

Website: Institute for Local Government

Website: Fair Political Practices Commission

Website: California Secretary of State's Office

Website: CSBA

Bylaw Adopted: 02-8-23

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

FILLING VACANCIES

Events Causing a Vacancy

A vacancy on the Board of Trustees may occur for any of the following events:

1. The death of an incumbent (Government Code 1770)
2. The adjudication pursuant to a quo warranto proceeding declaring that an incumbent is physically or mentally incapacitated due to disease, illness, or accident and that there is reasonable cause to believe that the incumbent will not be able to perform the duties of the office for the remainder of the ~~his/her~~ term (Government Code 1770)
3. A Board member's resignation (Government Code 1770)

A vacancy resulting from resignation occurs when the written resignation is filed with the County Superintendent of Schools having jurisdiction over the district, except where a deferred effective date is specified in the resignation so filed, in which case the resignation shall become operative on that date. A Board member may not defer the effective date of resignation for more than 60 days after the date the resignation is filed with the County Superintendent. Upon being filed with the County Superintendent, a written resignation, whether specifying a deferred effective date or otherwise, shall be irrevocable. (Education Code 5090)

4. A Board member's removal from office, including recall (Elections Code 11000; Government Code 1770)
5. A Board member's ceasing to be a resident of the district (Government Code 1770)
6. A Board member ceases to inhabit the trustee area represented on the Board. (58 Ops.Cal.Atty.Gen. 888 (1975))
7. A Board member's absence from the state for more than 60 days, except in any of the following situations: (Government Code 1064, 1770)
 - a. Upon district business with the approval of the Board
 - b. With the consent of the Board for an additional period not to exceed a total absence of 90 days
 - c. In the case of illness or other urgent necessity, and upon a proper showing thereof, the time limited for absence from the state may be extended by the Board
 - d. For federal military deployment not to exceed six months as a member of the armed forces of the United States or the California National Guard

FILLING VACANCIES

If the absence of the Board member for this purpose exceeds six months, the Board may approve an additional six-month absence upon a showing that there is a reasonable expectation that the member will return within the second six-month period, and the Board may appoint an interim member to serve ~~in his/her~~ during the absence. If two or more members of the Board are absent by reason of these circumstances, and those absences result in the inability to establish a quorum at a regular meeting, the Board may immediately appoint one or more interim members as necessary to enable the Board to conduct business and discharge its responsibilities. The term of an interim member appointed in these circumstances shall not extend beyond the return of the absent Board member or beyond the next regularly scheduled election for that office, whichever occurs first.

8. A Board member's ceasing to discharge the duties of the office for the period of three consecutive months, except when prevented by illness or when absent from the state with the permission required by law (Government Code 1770)
9. A Board member's conviction of a felony or any offense involving a violation of official duties or conviction of a designated crime resulting in a forfeiture of office (Government Code 1770 and 3000-3003)
10. A Board member's refusal or neglect to file ~~his/her~~ required oath or bond within the time prescribed (Government Code 1770)
11. The decision of a competent tribunal declaring void a Board member's election or appointment (Government Code 1770)
12. A Board member's commitment to a hospital or sanitarium as a drug addict, dipsomaniac, inebriate, or stimulant addict by a court of competent jurisdiction, in which case the office shall not be deemed vacant until the order of commitment has become final (Government Code 1770)
13. A failure to elect when either no candidate or an insufficient number of candidates have filed to run for a Board seat(s) (Education Code 5090, 5326, 5328)

Timelines for Filling a Vacancy

When a vacancy occurs, the Board shall take the following action, as appropriate:

1. When a vacancy occurs within four months before the end of a Board member's term, the Board shall take no action. (Education Code 5093)
2. When a vacancy occurs from six months to 130 days before a regularly scheduled

FILLING VACANCIES

Board election at which the position is not scheduled to be filled, a special election to fill the position shall be consolidated with the regular election. The person so elected shall take office at the first regularly scheduled Board meeting following the certification of the election and shall serve only until the end of the term of the position which the person was elected to fill. (Education Code 5093)

3. When a vacancy occurs outside of the statutory time windows identified in Items #1 and #2 above, the Board shall, within 60 days of the date of the vacancy or the filing of the member's deferred resignation, either order an election or make a provisional appointment. (Education Code 5091, 5093)

Eligibility

In order to be appointed or elected to fill a vacancy on the Board, a person must meet the eligibility requirements specified in Education Code 35107, as described in BB 9220 - Governing Board Elections.

Provisional Appointments

When authorized by law to make a provisional appointment to fill a vacancy on the Board, the Board shall advertise in the local media to solicit candidate applications or nominations. A committee consisting of less than a quorum of the Board shall ensure that applicants are eligible for Board membership and announce the names of the eligible candidates. The Board shall interview the candidates at a public meeting, accept oral or written public input, and select the provisional appointee by a majority vote.

Within 10 days after the appointment is made, the Board shall post notices of the actual vacancy, or the filing of a deferred resignation, and the provisional appointment. The notice shall be published in the local newspaper pursuant to Government Code 6061 and posted in at least three public places within the district. (Education Code 5092)

The notice shall contain: (Education Code 5092)

1. The date of the occurrence of the vacancy or the date of the filing of, and the effective date of, the resignation
2. The full name of the appointee
3. The date of appointment
4. A statement notifying the voters that unless a petition calling for a special election pursuant to Education Code 5091 is filed in the office of the County Superintendent within 30 days of the provisional appointment, it shall become an

FILLING VACANCIES

effective appointment

The person appointed shall hold office until the next regularly scheduled election for district Board members and shall be afforded all the powers and duties of a Board member upon appointment. (Education Code 5091)

Appointment Due to Failure to Elect

When a vacancy occurs because no candidate or an insufficient number of candidates have been nominated (i.e., a failure to elect), and a district election will not be held, the Board shall appoint a qualified person to the office. This appointment shall be made at a meeting prior to the day fixed for the election and the appointee shall be seated at the organizational meeting as if elected at the district election. (Education Code 5328)

When an appointment is being made because of a failure to elect, the district shall publish a notice once in a newspaper of general circulation published in the district, or if no such newspaper exists, in a newspaper having general circulation within the district. This notice shall state that the Board intends to make an appointment and shall inform persons of the procedure available for applying for the appointment. (Education Code 5328.5)

The procedure for selecting and interviewing candidates shall be the same as the procedures for "Provisional Appointments," as specified above.

State

- Ed. Code 35107: School district employees
- Ed. Code 35178: Resignation with deferred effective date
- Ed. Code 5000-5033: Election of school district board members
- Ed. Code 5090-5095: Vacancies on the board
- Ed. Code 5200-5208: Districts governed by boards of education
- Ed. Code 5300-5304: General provisions; conduct of elections
- Ed. Code 5320-5329: Order and call of elections
- Ed. Code 5340-5345: Consolidation of elections
- Ed. Code 5360-5363: Election notice
- Ed. Code 5420-5426: Cost of elections
- Ed. Code 5440-5442: Miscellaneous provisions
- Elec. Code 10600-10604: School district elections
- Elec. Code 11000-11386: Candidates for recall
- Gov. Code 1064: Absence from state
- Gov. Code 1770: Vacancy of office
- Gov. Code 3000-3003: Forfeiture of office
- Gov. Code 3060-3075: Removal other than by impeachment
- Gov. Code 54950-54963: The Ralph M. Brown Act

Board Bylaws

BB 9223 (e)

FILLING VACANCIES

Gov. Code 6061: Manner of notice as prescribed in designated section

Pen. Code 89: Bribery; forfeiture from office

Federal

18 USC 704 Military medals or decorations

Management Resources

Attorney General Opinion: 105 Ops.Cal.Atty.Gen. 182 (2022)

Attorney General Opinion: 58 Ops.Cal.Atty.Gen. 888 (1975)

CSBA Publication: Filling a Board Vacancy, rev. 2022

Website: CSBA District and County Office of Education Legal Services

Website: California State Attorney General's Office, Quo Warranto Applications

Website: CSBA

Bylaw Adopted: 02/08/22

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

Board Bylaws

MEETING CONDUCT

BB 9323 (a)

Meeting Procedures

All Governing Board meetings shall begin on time and shall be guided by an agenda prepared in accordance with Board bylaws and posted and distributed in accordance the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

The Board president shall conduct Board meetings in accordance with Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board meetings shall be adjourned by 10:30 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and subsequently may be adjourned to a later date.

Quorum and Abstentions

The Board shall act by majority vote of all of the membership constituting the Board. (Education Code 35164)

The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, the abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

Provided the Board typically has seven members and there are no more than two vacancies on the Board, the vacant position(s) shall not be counted for purposes of determining how many members of the Board constitute a majority. In addition, whenever any provisions of the Education Code require unanimous action of all or a specific number of the members, the vacant position(s) shall not be counted for purposes of determining the total membership constituting the Board. (Education Code 35165)

Public Participation

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be requested to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting, except that if the meeting is conducted using remote public participation or with a Board member attending remotely pursuant to Government Code 54953, a member of the public desiring to provide comment through the use of a third party internet website or online platform may be required to register as required by the third party provider.

Board Bylaws

MEETING CONDUCT

BB 9323 (b)

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. The Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of the item. (Education Code 35145.5, Government Code 54954.3)
2. At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Education Code 35145.5, Government Code 54954.2)
3. Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, a Board members or staff members may ask a question for clarification, make a brief announcement, or make a brief report on their own activities. (Government Code 54954.2)

Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code 54954.2)

4. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard the item, the Board shall provide an opportunity for the public to speak.
5. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits.

In general, individual speakers shall be allowed three minutes to address the Board on each agenda or nonagenda item. The Board shall limit the total time for public input to 20 minutes. However, in exceptional circumstances when necessary to ensure full opportunity for public input, the Board President with Board consent, adjust the amount of time allowed for public input and/or time allotted for each speaker. Any such adjustment shall be done equitably so as to allow a diversity of viewpoints. The president may also ask members of the public with the same viewpoint to select a few individuals to address the Board on behalf of that viewpoint.

Board Bylaws

MEETING CONDUCT

BB 9323 (c)

In order to ensure that non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. (Government Code 54954.3)

6. The Board president may rule on the appropriateness of a topic, subject to the following conditions:
 - a. If the topic would be more suitably addressed at a later time, the Board president may indicate the time and place when it should be presented.
 - b. The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts, or omissions. (Government Code 54954.3)
 - c. The Board may not prohibit public criticism of district employees. However, whenever a member of the public initiates specific complaints or charges against an individual employee, the Board president shall inform the complainant of the appropriate complaint procedure.

7. The Board president shall not permit actual disruption of Board meetings. Actual disruption by an individual or group or any conduct or statements that threaten the safety of any person(s) at the meeting shall be grounds for the president to terminate the privilege of addressing the Board and remove the individual from the meeting.

The Board President or designee may remove an individual for actually disrupting the meeting. Prior to removal, the individual shall be warned that their behavior is disrupting the meeting and that failure to cease the disruptive behavior may result in removal. If, after being warned, the individual does not promptly cease the disruptive behavior, the Board president, or designee, may then remove the individual from the meeting. (Government Code 54957.95)

When an individual's behavior constitutes the use of force or a true threat of force, the individual shall be removed from a Board meeting without a warning. (Government Code 54957.95)

Disrupting means engaging in behavior during a Board meeting that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting and includes, but is not limited to, a failure to comply with reasonable and lawful regulations adopted by a legislative body pursuant to Section 54954.3 or any other law, or engaging in behavior that constitutes use of force or a true threat of force. (Government Code 54957.95)

True threat of force means a threat that has sufficient indicia of intent and seriousness, that a reasonable observer would perceive it to be an actual threat to use force by the person making the threat. (Government Code 54957.95)

Board Bylaws

MEETING CONDUCT

BB 9323 (d)

Additionally, the Board may order the room cleared if necessary. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

When disruptive conduct occurs, the Board may decide to recess the meeting to help restore order, or if removing the disruptive individual(s) or clearing the room is infeasible, move the meeting to another location. The Board may direct the Superintendent or designee to contact local law enforcement as necessary.

Recording by the Public

Members of the public may record an open Board meeting using an audio or video recorder, still or motion picture camera, cell phone, or other device, provided that the noise, illumination, or obstruction of view does not persistently disrupt the meeting. The Superintendent or designee shall designate locations from which members of the public may make such recordings without causing a distraction.

If the Board finds that noise, illumination, or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

State

CCP. 527.8: Workplace violence safety

Ed. Code 32210: Willful disturbance of public school or meeting

Ed. Code 35010: Control of district; prescription and enforcement of rules

Ed. Code 35145.5: Agenda; public participation and regulations

Ed. Code 35163: Official actions, minutes and journal

Ed. Code 35164: Actions by majority vote

Ed. Code 35165: Effect of vacancies upon majority and unanimous votes by seven member board

Ed. Code 5095: Powers of remaining board members and new appointees

Elec. Code 18430: Prevention or hinderance of electors assembling in public meeting

Gov. Code 54953.3: Meetings to be open and public; remote attendance

Gov. Code 54953.5: Audio or video recording of proceedings

Gov. Code 54953.6: Broadcasting of proceedings

Gov. Code 54954.2: Agenda posting requirements; board actions

Gov. Code 54954.3: Opportunity for public to address legislative body

Gov. Code 54957: Closed session personnel matters

Gov. Code 54957.9: Disorderly conduct of general public during meeting; clearing of room

Board Bylaws

MEETING CONDUCT

BB 9323 (e)

Gov. Code 54957.95: Opening meetings; orderly conduct

Pen. Code 403: Disruption of assembly or meeting

Management Resources

Attorney General Opinion: 55 Ops.Cal.Atty.Gen. 26 (1972)

Attorney General Opinion: 61 Ops.Cal.Atty.Gen. 243, 253 (1978)

Attorney General Opinion: 63 Ops.Cal.Atty.Gen. 215 (1980)

Attorney General Opinion: 66 Ops.Cal.Atty.Gen. 336 (1983)

Attorney General Opinion: 76 Ops.Cal.Atty.Gen. 281 (1993)

Attorney General Opinion: 90 Ops.Cal.Atty.Gen. 47 (2007)

Attorney General Opinion: 59 Ops.Cal.Atty.Gen. 532 (1976)

Attorney General Publication: The Brown Act: Open Meetings for Legislative Bodies, rev. 2003

Court Decision: Baca v. Moreno Valley Unified School District, (1996) 936 F. Supp. 719

Court Decision: City of San Jose v. William Garbett, (2010) 190 Cal. App. 4th 526

Court Decision: McMahon v. Albany Unified School District, (2002) 104 Cal.App.4th 1275

Court Decision: Norse v. City of Santa Cruz, (9th Cir. 2010) 629 F3d 966

Court Decision: Rubin v. City of Burbank, (2002) 101 Cal.App.4th 1194

CSBA Publication: The Brown Act: School Boards and Open Meeting Laws, rev. 2019

CSBA Publication: Call to Order: A Blueprint for Great Board Meetings, 2018

Website: CSBA District and County Office of Education Legal Services

Website: California Attorney General's Office

Website: CSBA

Bylaw Approved: 02/08/23

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

REMUNERATION, REIMBURSEMENT AND OTHER BENEFITS

Compensation

Each member of the Board of Trustees may receive the monthly compensation of \$252 per month. (Education Code 35120)

On an annual basis, the Board may increase the compensation of Board Members beyond the limit delineated in Education Code 35120 in an amount not to exceed five-percent based on the present monthly rate of compensation. (Education Code 35120)

Board members are not required to accept payment for meetings attended.

Any member who does not attend all Board meetings during the month is eligible to receive only a percentage of the monthly compensation equal to the percentage of meetings he/she attended, unless otherwise authorized by the Board in accordance with law. (Education Code 35120)

A member may be compensated for meetings he/she missed when the Board, by resolution, finds that he/she was performing designated services for the district at the time of the meeting or that he/she was absent because of illness, jury duty or a hardship deemed acceptable by the Board. (Education Code 35120)

Reimbursement of Expenses

Board members shall be reimbursed for actual and necessary expenses incurred when performing authorized services for the district. Expenses for travel, telephone, business meals, or other authorized purposes shall be in accordance with policies established for district personnel and at the same rate of reimbursement.

- (cf. 1160 - Political Processes)
- (cf. 3100 - Budget)
- (cf. 3350 - Travel Expenses)
- (cf. 3513.1 - Cellular Phone Reimbursement)

(cf. 9240 - Board Training)

Board members may use district-issued credit cards while on official district business and consistent with the limits established for district personnel. Personal expenses shall not be charged on a district-issued credit card, even if the Board member intends to subsequently reimburse the district for the personal charges.

Health and Welfare Benefits for Current Board Members

Board members may participate in the health and welfare benefits program provided for district employees.

(cf. 4154/4254/4354 - Health and Welfare Benefits)

REMUNERATION, REIMBURSEMENT AND OTHER BENEFITS

Health and welfare benefits for Board members shall be no greater than that received by district's nonsafety employees with the most generous schedule of benefits. (Government Code 53208.5)

The district shall pay the cost of all premiums required for Board members electing to participate in the district health and welfare benefits program to the same extent that the district pays premiums for district employees.

Health and welfare benefits provided to Board members shall be extended at the same level to their spouse/registered domestic partner and to their eligibles, dependent children as specified in law and the health plan.

Legal Reference:

EDUCATION CODE

33050-33053 General waiver authority

33362-33363 Reimbursement of expenses for attendance at workshops)

35012 Board members; number, election and term

35044 Payment of traveling expenses of representatives of board

35120 Compensation for services as member of governing board

35172 Promotional activities

44038 Cash deposits for transportation purchased on credit

FAMILY CODE

297-297.5 Rights, protections and benefits under law; registered domestic partners

GOVERNMENT CODE

8314 Use of public resources

20322 Elective officers; election to become member

53200-53209 Group insurance

HEALTH AND SAFETY CODE

1373 Health services plan, coverage for dependent children

INSURANCE CODE

10277-10278 Group and individual health insurance, coverage for dependent children

UNITED STATES CODE, TITLE 26

403(b) Tax-sheltered annuities

UNITED STATES CODE, TITLE 42

18011 Right to maintain existing health coverage

CODE OF FEDERAL REGULATIONS, TITLE 26

1.403(b)-2 Tax-sheltered annuities, definition of employee

COURT DECISIONS

Thorning v. Hollister School District, (1992) 11 Cal.App.4th 1598

Board of Education of the Palo Alto Unified School District v. Superior Court of Santa Clara County, (1979) 93 Cal.App.3d 578

ATTORNEY GENERAL OPINIONS

91 Ops.Cal.Atty.Gen. 37 (2008)

83 Ops.Cal.Atty.Gen. 124 (2000)

Management Resources:

REMUNERATION, REIMBURSEMENT AND OTHER BENEFITS

INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS

Sample Expense and Use of Public Resources Policy Statement, January 2006

INTERNAL REVENUE SERVICE PUBLICATIONS

Tax-Sheltered Annuity Plans (403(b) Plans) for Employees of Public Schools and Certain Tax-Exempt Organizations, Publication 571, rev. February 2013

WEB SITES

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

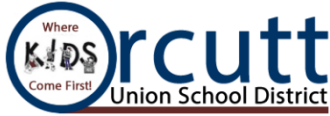
Institute for Local Government: <http://www.ca-ilg.org>

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

Public Employees' Retirement System: <http://www.calpers.ca.gov>

Bylaw Adopted: 02/08/22

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



Orcutt Academy High School
Administration Office

TO: Dr. Holly Edds, Superintendent

FROM: Mr. Rhett Carter, OAHS Principal

BOARD MEETING DATE: February 8, 2023

BOARD AGENDA ITEM: FIRST Aerospace Valley Regional in Lancaster, CA

BACKGROUND: On March 29, 2023, five Orcutt Academy High School Robotic students, along with Team Mentor Scott Rowe will be attending the FIRST Aerospace Valley Regional in Lancaster, CA. These five students will be setting up and having a practice day before the remaining team arrives. The first group of students will depart from OAHS on Wednesday, March 29, 2023. On March 30, 2023 twenty-four more Robotic students and five coaches will be traveling to Lancaster to compete in the qualification and finals day. This group will depart from OAHS on Thursday, March 30, 2023 and return on Saturday, April 1, 2023 with the entire team.

Parents will provide transportation to this event. All proceeds for this trip are being raised through fundraisers by the Robotics Team.

RECOMMENDATION: Staff recommends this overnight trip be approved as submitted.

FUNDING: No Impact on General Fund

Orcutt Union School District Field Trip Information Form



PLEASE RESERVE FIELD TRIPS AT LEAST ONE MONTH IN ADVANCE

1. Date of Trip : March 29th - April 1st 2023

2. Destination : Lancaster CA, Eastside Highschool

Telephone # : Scott Rowe - (805) 868-3164 Fax # : N/A

3. Requested Donation per Student (if any): N/A

TRANSPORTATION

1. Time of Departure : Early Crew : March 29th (Time TBD) / Full Team : March 30th
Return Time: April 1st (Return time TBD)

2. Employees Going on the Trip: (Team Mentors) Scott Rowe (Coach), Gil Paszek, Louis Lauriello, Nick Kremer, Nathan Wonderlich, Fiona McGinnis

3. # Students: 29 #Chaperones ON THE BUS: N/A Student/Staff Ratio on Trip : Approximately 5:1

4. OUSD Bus N/A Walking N/A Private Car(s): Between 5-8 Private Cars Other Bus Source : Bus not needed

5. Other Stops Requested N/A

6. Purpose of Trip - FIRST 3512 Spartatroniks Competition (Aerospace Valley)

7. Curriculum Connection (list standards if possible): N/A

8. Pick up Location : Orcutt Academy High School

9. Sack Lunches or Supplies/Additional Clothing Needed? : N/A

10. Account to be Charged _____ Any necessary purchase orders will be generated upon receipt of this completed form. Be sure to make your field trip arrangements as far ahead of time as possible. If you are collecting money from students to help offset the cost of the field trip and/or transportation, you need to use a class roster to record any monies received. Please attach the roster to this form.

Once you turn in this completed form, your bus reservation will be submitted. You may call transportation (8978) to check on availability, but your bus will not be reserved until you turn in this form and your trip request is submitted online.

 S Letter to notify parents of this field trip is attached. (Parents need to be notified in writing anytime students leave campus. Sign off is not needed.)

 S I have read, understand and will abide by the rules and regulations set forth in AR 6153(c-d) regarding recreational water activities if applicable. (Please initial) See other side.

Requesting Teacher: Scott Rowe Date January 19th 2023

[← Back To Search](#)

Aerospace Valley Regional (Regional)

MAR 29 - APR 1 2023

Program: FIRST Robotics Competition

[Match Results](#)[Standings](#)[Awards](#)

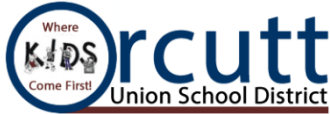
Address

Eastside High School
3200 E Ave J 8
Lancaster, CA 93535 USA

Event Info: <https://cafirst.org/>

36 Registered Teams [Print/View Full Team List - Includes full team name, schools, and sponsors](#)

Team Number	Team Name	City
399	Eagle Robotics	Lancaster
691	Project 691 Robotics	Stevenson Ranch
980	ThunderBots	Burbank
981	Snobotics	Lebec
1197	TorBots	Torrance
2073	EagleForce	Elk Grove
2375	Dragon Robotics	Phoenix
2404	Team NEY Techs (TNT)	Altadena
2659	RoboWarriors	Mission Hills
3476	Code Orange	Irvine
3512	Spartatroniks	Orcutt



Orcutt Academy High School
Administration Office

TO: Dr. Holly Edds, Superintendent

FROM: Mr. Rhett Carter, OAHS Principal

BOARD MEETING DATE: February 8, 2023

BOARD AGENDA ITEM: FIRST Robotics Regional Competition in Ventura, CA

BACKGROUND: On March 9, 2023, five Orcutt Academy High School Robotic students, along with team mentor Scott Rowe will be attending the FIRST Regional Competition in Ventura, CA. These five students will be setting up and having a practice day before the remaining team arrives. This first group of students will depart from OAHS on Thursday, March 9, 2023. On March 11, 2023, twenty-four more Robotic students and five coaches will be traveling to Ventura to compete in the qualification and finals day. This group will depart from OAHS on Saturday, March 11, 2023 and return on Sunday, March 12, 2023 with the entire team.

Transportation will be provided by parents. All proceeds for this trip are being raised through fundraisers by the Robotics Team.

RECOMMENDATION: Staff recommends this overnight trip be approved as submitted.

FUNDING: No Impact on General Fund

Orcutt Union School District Field Trip Information Form



PLEASE RESERVE FIELD TRIPS AT LEAST ONE MONTH IN ADVANCE

1. Date of Trip : March 9th - March 12th 2023

2. Destination : Port Hueneme CA (Address of competition TBD)

Telephone # : Scott Rowe - (805) 868-3164 Fax # : N/A

3. Requested Donation per Student (if any): N/A

TRANSPORTATION

1. Time of Departure : Early Crew : March 9th (Time TBD) / Full Team : March 11th
Return Time: March 12 (Return time TBD)

2. Employees Going on the Trip: (Team Mentors) Scott Rowe (Coach), Gil Paszek, Louis Lauriello, Nick Kremer, Nathan Wonderlich, Fiona McGinnis

3. # Students: 29 #Chaperones ON THE BUS: N/A Student/Staff Ratio on Trip : Approximately 5:1

4. OUSD Bus N/A Walking N/A Private Car(s): Between 5-8 Private Cars Other Bus Source : Bus not needed

5. Other Stops Requested N/A

6. Purpose of Trip - FIRST 3512 Spartatroniks Competition (Ventura Regional)

7. Curriculum Connection (list standards if possible): N/A

8. Pick up Location : Orcutt Academy High School

9. Sack Lunches or Supplies/Additional Clothing Needed? : N/A

10. Account to be Charged _____ Any necessary purchase orders will be generated upon receipt of this completed form. Be sure to make your field trip arrangements as far ahead of time as possible. If you are collecting money from students to help offset the cost of the field trip and/or transportation, you need to use a class roster to record any monies received. Please attach the roster to this form.

Once you turn in this completed form, your bus reservation will be submitted. You may call transportation (8978) to check on availability, but your bus will not be reserved until you turn in this form and your trip request is submitted online.

 S Letter to notify parents of this field trip is attached. (Parents need to be notified in writing anytime students leave campus. Sign off is not needed.)

 S I have read, understand and will abide by the rules and regulations set forth in AR 6153(c-d) regarding recreational water activities if applicable. (Please initial) See other side.

Requesting Teacher: Scott Rowe Date January 19th 2023

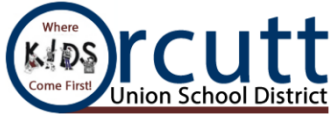
Watch the Fun!

The **Ventura County Regional** is a high-energy, high-tech spectator sporting event where teams, professionals and young people together solve an engineering design problem in an intense and competitive way. The program is life-changing, career-molding and a lot of fun.

In a pre-pandemic world, we invite you to experience the excitement of this exciting competition, tour the "pits" to visit with teams and robots, and cheer on your favorite team. In the 2022 season, we invite you to checkout the fun online via our live broadcast on March 11th & March 12th. *Link to the livestream is coming soon!*

[WATCH THE LIVESTREAM - MARCH 11-12, 2022](#)





Orcutt Academy High School
Administration Office

TO: Dr. Holly Edds, Superintendent

FROM: Mr. Rhett Carter, OAHS Principal

BOARD MEETING DATE: February 8, 2023

BOARD AGENDA ITEM: OAHS Band – Music in the Parks

BACKGROUND: Orcutt Academy High School Band will be participating in Music in the Parks Festival in Southern; CA. Josie Coburn our District Band Director and four additional chaperones will be traveling with fifty-six band students to this event. This Music Festival is an incredible experience where music students have a chance to perform for judges who give ratings and encouragement to participating bands.

This trip will be an overnight trip and the OAHS band will depart from OAHS on the morning of Friday, March 17, 2023 and return on the evening of Sunday, March 19, 2023.

Transportation is provided by a charter bus.

It is anticipated that the total amount will be paid out of funds raised by the students or paid by the parents. No participant will be denied participation due to cost.

RECOMMENDATION: Staff recommends that this overnight trip be approved as submitted.

FUNDING: No Impact on General Fund

Orcutt Union School District Field Trip Information Form



PLEASE RESERVE FIELD TRIPS AT LEAST ONE MONTH IN ADVANCE

1. Date of Trip 3/17/23 - 3/19/23
2. Destination Days Inn, Fullerton, CA
Telephone # (714) 447-9200 Fax # (714) 773-0685
3. Requested Donation per Student (if any) \$75 - Knott's Ticket & Festival Fee

TRANSPORTATION

1. Time of Departure 9:00AM Fri, 3/17/23 Return Time 1:00PM Sun, 3/19/23
2. Employees Going on the Trip Josie Coburn
3. # Students 56 #Chaperones ON THE BUS 4 Student/Staff Ratio on Trip 6:1
4. OUSD Bus Walking Private Car(s) Other Bus Source Charter Bus
5. Other Stops Requested Valencia HS - Placentia, CA; Knott's Berry Farm - Buena Park, CA
6. Purpose of Trip Music in the Parks Band Competition
7. Curriculum Connection (list standards if possible) PERFORMING—Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
8. Pick up Location Orcutt Academy High School
9. Sack Lunches or Supplies/Additional Clothing Needed? Money for meals; concert uniform, comfortable clothes
10. Account to be Charged OAHS Band

Any necessary purchase orders will be generated upon receipt of this completed form. Be sure to make your field trip arrangements as far ahead of time as possible. If you are collecting money from students to help offset the cost of the field trip and/or transportation, you need to use a class roster to record any monies received. Please attach the roster to this form.

Once you turn in this completed form, your bus reservation will be submitted. You may call transportation (8978) to check on availability, but your bus will not be reserved until you turn in this form and your trip request is submitted online.

Letter to notify parents of this field trip is attached. (Parents need to be notified in writing anytime students leave campus. Sign off is not needed.)

Jue I have read, understand and will abide by the rules and regulations set forth in AR 6153(c-d) regarding recreational water activities if applicable. (Please initial) See other side.

Requesting Teacher

Date

1-11-23


Principal Approval

Date

1/12/23

Copy sent to: Health Services _____ Child Nutrition _____

Festival Dates

 Buena Park, CA		✓ Space Available ⚠ Space Limited ⏳ Waitlist Available ✗ Not Available			
Date	Instrumental	Choral	Marching		
March 17-18, 2023 • Evening performance on Friday 📍 Celebrate in park on Saturday	✓	✓	✓	Details >	Save Space
March 18, 2023 • Perform on Saturday 📍 Celebrate in park on Saturday following performance	✓	✓	✓	Details >	Save Space



10:41



Reservation #72902



Friday, March 17, 2023

Orcutt Academy High School

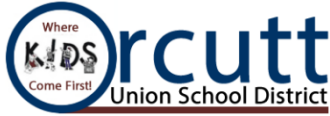
Open Reservation >>



AA

festivalsedge.com





Orcutt Academy High School
Administration Office

TO: Dr. Holly Edds, Superintendent

FROM: Mr. Rhett Carter, OAHS Principal

BOARD MEETING DATE: February 8, 2023

BOARD AGENDA ITEM: OAHS Choir – Disneyland

BACKGROUND: Orcutt Academy High School Choir will be participating in a soundtrack workshop at Disneyland, CA. Sarah Slezak our choir teacher along with five chaperones will be traveling with thirty-five choir students to the event.

Students will be departing OAHS at 3:00 a.m. on Saturday, April 29, 2023 and be returning at 12:00 a.m. on Sunday April 30, 2023.

The cost is 160.00 which will be paid by the parent/guardian. This will cover the cost of transportation and ticket to get into Disneyland. No participant will be denied participation due to cost.

RECOMMENDATION: Staff recommends that this trip be approved as submitted.

FUNDING: No Impact on General Fund

Orcutt Union School District Field Trip Information Form



PLEASE RESERVE FIELD TRIPS AT LEAST ONE MONTH IN ADVANCE

1. Date of Trip 4/29/23

2. Destination Disneyland

Telephone # _____ Fax # _____

3. Requested Donation per Student (if any) \$160

Schools participating: OAHS, Lakeview, OJH Choir classes

TRANSPORTATION

1. Time of Departure 3:00am Return Time 12:00am

2. Employees Going on the Trip Sarah Slezak

3. # Students 35 #Chaperones ON THE BUS 5 Student/Staff Ratio on Trip 35 to 5

4. OUSD Bus _____ Walking _____ Private Car(s) _____ Other Bus Source Charter Bus

5. Other Stops Requested _____

6. Purpose of Trip Participating in Disneyland Workshop

7. Curriculum Connection (list standards if possible) Performing

8. Pick up Location OAHS Music Room

9. Sack Lunches or Supplies/Additional Clothing Needed? Choir Shirts, money for meals

10. Account to be Charged Choir

Any necessary purchase orders will be generated upon receipt of this completed form. Be sure to make your field trip arrangements as far ahead of time as possible. If you are collecting money from students to help offset the cost of the field trip and/or transportation, you need to use a class roster to record any monies received. Please attach the roster to this form.

Once you turn in this completed form, your bus reservation will be submitted. You may call transportation (8978) to check on availability, but your bus will not be reserved until you turn in this form and your trip request is submitted online.

Letter to notify parents of this field trip is attached. (Parents need to be notified in writing anytime students leave campus. Sign off is not needed.)

I have read, understand and will abide by the rules and regulations set forth in AR 6153(c-d) regarding recreational water activities if applicable. (Please initial) See other side.

Requesting Teacher [Signature] Date 12/13/22

Principal Approval [Signature] Date 12/8/22

Copy sent to: Health Services _____ Child Nutrition 12/13/22



Choir 2023 Disney Trip Update

December 8, 2022

The planning and fundraising for our choir trip to Disneyland to participate in a soundtrack workshop is coming along. The students have shown so much dedication to the class so far this year and I cannot wait to see them participate in this opportunity. In this letter you will find updates about the trip date and schedule, fundraising, additional costs, and chaperoning.

Date and Possible Schedule

Our trip will take place on Saturday, April 29, 2023. Even though it is just one day, it will be a long day involving leaving early in the morning and returning late that night. An exact schedule will be given after winter break.

The workshop that we are participating in is called a soundtrack session and lasts a couple hours. It involves working with a professional vocal coach to learn a Disney song, then recording it in a professional recording studio. Their recording is then paired with the scene from the movie that it is from and the students get to watch the final product.

In addition to the soundtrack session workshop, the students will have many hours to play in the park!

Fundraising Update

With our popcorn fundraiser and fundraiser money from previous years, we have enough to cover the cost of the bus and a portion of each student's workshop fee. Exact figures will be shown in the next section.

We will be doing one more fundraiser to hopefully raise enough money to offer scholarships to attend the trip and to make the chaperone tickets less expensive.

Out of Pocket Costs

The cost per student for the ticket to Disneyland and the fee to participate in the workshop is about \$180. As mentioned above, the group has raised enough money to reduce the cost per student a bit. We need each family to donate \$160 for their child to attend the trip. This donation goes directly to that student and not the entire group.

If a family is unable to pay due to financial reasons, please email me and I will see if there are enough scholarship funds to cover that student's cost. If a family is able to donate the entire \$180 or more, that would be incredibly helpful and those funds would go to students in need of scholarship assistance.

This donation of \$160 is due January 20, 2023. If you need more time please contact me.

Parent Chaperones

We will need about 4 parents to chaperone the trip. As of now the cost per chaperone is \$140 for the Disneyland ticket. Hopefully we will raise enough money in our next fundraiser to reduce that price. If you have a Disneyland season pass you can use that to cover the ticket cost. There will be a chaperone sign-up sheet in the packet I will send home after winter break.

Info at a Glance

Trip Date: April 29, 2023

Donation fee per student: \$160

Payment Due Date: January 20, 2023

Checks Payable To: OUSD Choir

Let me know if you have any questions!

Sarah Slezak

Choir Director

sslezak@orcutt-schools.net



Apply Now (<https://planears.disney.com/portal/account/login/WDW>)

Disney Imagination Campus: Performing Arts Workshops | Soundtrack Sessions: Vocal

Overview (<https://www.disneycampus.com/programs/performing-arts/soundtrack-sess>)

Experience the excitement, focus and fast-paced energy of a professional recording studio environment. During this workshop participants will sight-read and work directly with industry professionals to create a truly magical ensemble piece. The experience culminates with a screening of their recorded work set to Disney film footage.

Overview

Throughout the workshop, participants will not only hone fundamental skills like breath control and diction, but they'll also learn how phrasing and dynamics can add emotion to any piece of music. Beyond recording, Disney music professionals will share the high expectations of being a professional vocalist and how to succeed in the field. Endorsed by the National Association for Music Education, this workshop is sure to hit all the right notes for your ensemble.

Key Learning Objectives

After completing this workshop, participants will be able to:

- Sight-read and record a varied repertoire of Disney music
- Sight-read, listen to, analyze and describe music

- Learn vocal techniques to improve diction and produce unified vowel sounds using 3- and 4-part music
- Develop and reinforce the fundamentals of musical performance
- Develop better breath control through good posture
- Learn what it's like to work in the music industry as a professional
- Examine varied musical styles and how different vocal production techniques are required in the music industry
- Discover audition tips to increase your chances of success
- Learn how to be flexible in your approach to songs and voiceovers
- Discuss the requirements of a studio recording environment and what is expected of performers
- Evaluate music and musical performances

The Disney Difference

Disney Imagination Campus Performing Arts Workshops set the standard by which all other workshop opportunities are measured. Discover the Disney Difference when:

- Your students work directly with Disney Teaching Artists, all of whom are professional musicians working in the industry
- Vocalists work on scores and arrangements from iconic Disney films exclusively available in this experience
- Participants are treated as professional musicians in a studio environment
- Students have the opportunity to gain insight into careers in the recording and film industry through Q&A with their Teaching Artist
- Your group partakes in the magic of our parks with specially priced tickets

Additional Information

- Your Disney Teaching Artist will select music appropriate for your group's ability level that will challenge the group, but still provide a strong final recording
- Available for Middle School, High School and College students
- Minimum of 20 performers required per organized group to participate in this experience

Pricing Information

- For Walt Disney World Resort pricing information, click here (<https://mydisneygroup.com/disneycampuswdwpricing/>)
- For Disneyland Resort pricing information, click here (<https://mydisneygroup.com/disneycampusdlrpricing/>)

▶ **SHOW MORE LINKS**

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Interest-Based Ads (<http://preferences-mgr.truste.com/?type=disneycolor&affiliateId=115>)

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ORCUTT UNION SCHOOL DISTRICT
REQUEST FOR ACCEPTANCE OF GIFT

SCHOOL: Elementary Schools Date: 1/23/2023

DONOR: Name: Sesloc Federal Credit Union
Address: P.O. Box 5360, San Luis Obispo, CA. 93403-5360
Phone No. 805-543-1816

GIFT: Item Donated or Cash Donation \$ 500.00
Designated for: North County Mathematics Superbowl
General Description: Donation for event expenses
Model No.: Condition: [X] New [X] Used
Value (estimated):
Purpose of Gift: Donation is to help cover cost of facility rental, awards and supplies
Will gift be purchased through Business Services Office? [] Yes [X] No
Donor Conditions of Acceptance: N/A

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

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

Acceptance Requested By (OUSD Staff Member): Lorien K. Bourget
Acceptance Approved By (Administrator): Josh Dana
RECOMMENDATIONS: Principal or District Representative accept.

BOARD ACTION: Date Accepted: Date Denied:

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



ORCUTT UNION SCHOOL DISTRICT

REQUEST FOR ACCEPTANCE OF GIFT

SCHOOL: Elementary Schools Date: 11/23/2023

DONOR: Name: Your Community Bank of Santa Maria
Address: 2739 Santa Maria Way, Santa Maria, CA. 93455
Phone No. 805-922-2900

GIFT: Item Donated _____ or Cash Donation \$ 500
(Fill in if money is donated)
Designated for: North County Mathematics Superbowl
General Description: Cash donation for event expenses
Model No.: _____ Condition: New Used
Value (estimated): _____
Purpose of Gift: Donation is to help cover cost of facility rental, awards and supplies
Will gift be purchased through Business Services Office? Yes No
Donor Conditions of Acceptance: N/A

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

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

Acceptance Requested By (OUSD Staff Member): Lorie K. Baugert
Acceptance Approved By (Administrator): Joselina
RECOMMENDATIONS: Principal or District Representative accept.

BOARD ACTION: Date Accepted: _____ Date Denied: _____

Please submit request to the Superintendent's Office.

(If denied, explanation is on reverse side of this form.)



SUPERINTENDENT'S MEMORANDUM

TO: Board of Trustees

FROM: Holly Edds, Ed.D
Superintendent

BOARD MEETING DATE: February 23, 2022

BOARD AGENDA ITEM: California School Boards Association (CSBA) Delegate Assembly Ballot

BACKGROUND: CSBA's Delegate Assembly is a vital link in the association's governance structure. Working with local districts, county offices, the Board of Directors and Executive Committee, Delegates ensure that the association reflects the interest of the school districts and county offices of education throughout the state. Delegates are elected by CSBA member boards. At this time the Orcutt Union School District Board of Trustees may vote for one (1) candidate from subregion 11-A for CSBA's Delegate Assembly.

RECOMMENDATION: Staff recommends that the Board of Trustees vote for one (1) candidate from subregion 11-A for CSBA's Delegate Assembly

FUNDING: N/A

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **WEDNESDAY, MARCH 15, 2023**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2023 DELEGATE ASSEMBLY BALLOT
SUBREGION 11-A
(Santa Barbara County)

Number of seats: 2 (Vote for no more than 2 candidates)

Delegates will serve two-year terms beginning April 1, 2023 - March 31, 2025

**denotes incumbent*

William "Franky" Caldeira (Lompoc USD)

Wendy Sims Moten (Santa Barbara USD)*

Melanie Waffle (Orcutt Union SD)

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REGION 11 – 9 Delegates (9 elected)

Director: Sabrena Rodriguez (Ventura USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 11-A (Santa Barbara)

Wendy Sims-Moten (Santa Barbara USD), term expires 2023

Peter Wright (College ESD), term expires 2024

Vacant, term expires 2023

Subregion 11-B (Ventura)

Darlene Bruno (Hueneme SD), term expires 2024

Lauren Gill (Conejo Valley USD), term expires 2024

Shelly Griffen (Ojai USD), term expires 2024

Daniel Sandoval (Santa Paula USD), term expires 2024

Vacant, term expires 2023

County Delegate:

Rachel Ulrich (Ventura COE), term expires 2023

Counties

Santa Barbara (Subregion A)

Ventura (Subregion B)



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: February 8, 2023

BOARD AGENDA ITEM: 2021/22 Audit Report

BACKGROUND: Education Code 41020 requires public school districts to annually conduct an audit of the district's financial records and internal operating procedures. This is accomplished through a qualified independent auditor who is responsible for completing and submitting this report to the District and the County Superintendent of Schools each year.

Notes from the Independent Auditors' Report are as follows: "In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Orcutt Union School District, as of June 30, 2022." Additionally, there were no findings or audit adjustments.

RECOMMENDATION: Staff recommends that the Board of Trustees accept the audit report ending June 30, 2022.

FUNDING: N/A



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June 30, 2022

Orcutt Union School District



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Independent Auditor's Report

To the Governing Board
Orcutt Union School District
Orcutt, California

Report on the Audit of the Financial Statements

Opinions

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Orcutt Union School District (the District) as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the District, as of June 30, 2022, and the respective changes in financial position, and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards*). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the District, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information, schedule of changes in the District's net OPEB liability and related ratios, schedule of the District's proportionate share of the net OPEB liability – MPP program, schedule of the District's proportionate share of the net pension liability, and schedule of the District's contributions be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and

comparing the information for consistency with management’s responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District’s basic financial statements. The schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, combining non-major governmental fund financial statements, and other supplementary information listed in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards, combining non-major governmental fund financial statements, and other supplementary information listed in the table of contents are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated January 30, 2023 on our consideration of the District’s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District’s internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District’s internal control over financial reporting and compliance.



Rancho Cucamonga, California
January 30, 2023



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
JOE DANA
Assistant Superintendent
SUSAN SALUCCI
Assistant Superintendent
SANDY KNIGHT
Assistant Superintendent

This section of Orcutt Union School District's (the District) annual financial report presents our discussion and analysis of the District's financial performance during the fiscal year that ended on June 30, 2022, with comparative information for the year ended June 30, 2021. Please read it in conjunction with the District's financial statements, which immediately follow this section.

OVERVIEW OF THE FINANCIAL STATEMENTS

The Financial Statements

The financial statements presented herein include all of the activities of the District and its component units using the integrated approach as prescribed by Governmental Accounting Standards Board (GASB) Statement No. 34.

The Government-Wide Financial Statements present the financial picture of the District from the economic resources measurement focus using the accrual basis of accounting. They present governmental activities and proprietary activities separately. These statements include all assets of the District (including capital assets), deferred outflows of resources, as well as all liabilities (including long-term liabilities) and deferred inflows of resources. Additionally, certain eliminations have occurred as prescribed by the statement in regards to interfund activity, payables, and receivables.

The *Fund Financial Statements* include statements for each of the two categories of activities: governmental and proprietary.

- The *Governmental Funds* are prepared using the current financial resources measurement focus and modified accrual basis of accounting.
- The *Proprietary Funds* are prepared using the economic resources measurement focus and the accrual basis of accounting.

Reconciliation of the Fund Financial Statements to the Government-Wide Financial Statements is provided to explain the differences created by the integrated approach.

The Primary unit of the government is the Orcutt Union School District.

REPORTING THE DISTRICT AS A WHOLE

The Statement of Net Position and the Statement of Activities

The *Statement of Net Position* and the *Statement of Activities* report information about the District as a whole and about its activities. These statements include all assets, deferred outflows of resources, liabilities, and deferred inflows of resources of the District using the accrual basis of accounting, which is similar to the accounting used by most private-sector companies. All of the current year's revenues and expenses are taken into account regardless of when cash is received or paid.

These two statements report the District's net position and changes in them. Net position is the difference between assets and liabilities, which is one way to measure the District's financial health, or financial position. Over time, increases or decreases in the District's net position are one indicator of whether its financial health is improving or deteriorating. Other factors to consider are changes in the District's property tax base and the condition of the District's facilities.

The relationship between revenues and expenses is the District's operating results. Since the governing board's responsibility is to provide services to our students and not to generate profit as commercial entities do, one must consider other factors when evaluating the overall health of the District. The quality of the education and the safety of our schools will likely be an important component in this evaluation.

In the *Statement of Net Position* and the *Statement of Activities*, we separate the District activities as follows:

Governmental Activities – The District reports all of its services in this category. This includes the education of kindergarten through grade twelve students, adult education students, the operation of child development activities, and the on-going effort to improve and maintain buildings and sites. Property taxes, State income taxes, user fees, interest income, Federal, State, and local grants, as well as general obligation bonds, finance these activities.

REPORTING THE DISTRICT'S MOST SIGNIFICANT FUNDS

Fund Financial Statements

The fund financial statements provide detailed information about the most significant funds - not the District as a whole. Some funds are required to be established by State law and by bond covenants. However, management establishes many other funds to help it control and manage money for particular purposes or to show that it is meeting legal responsibilities for using certain taxes, grants, and other money that it receives from the U.S. Department of Education.

Governmental Funds - Most of the District's basic services are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year end that are available for spending. These funds are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the District's general government operations and the basic services it provides. Governmental fund information helps determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs. The differences of results in the governmental fund financial statements to those in the government-wide financial statements are explained in a reconciliation following the governmental fund financial statements.

Proprietary Funds - When the District charges users for the services it provides, whether to outside customers or to other departments within the District, these services are generally reported in proprietary funds. Proprietary funds are reported in the same way that all activities are reported in the Statement of Net Position and the Statement of Revenues, Expenses, and Changes in Fund Net Position. In fact, the District's enterprise funds are the same as the business-type activities we report in the government-wide statements, but provide more detail and additional information, such as cash flows, for proprietary funds. We use internal service funds (the other component of proprietary funds) to report activities that provide supplies and services for the District's other programs and activities, such as the District's Self-Insurance Fund. The internal service funds are reported with governmental activities in the government-wide financial statements.

THE DISTRICT AS A WHOLE

Net Position

The District's net position was \$8,069,292 for the fiscal year ended June 30, 2022. Of this amount, \$(25,863,778) was the unrestricted deficit. Restricted net position is reported separately to show legal constraints from debt covenants and enabling legislation that limit the governing board's ability to use the net position for day-to-day operations. Our analysis below, in summary form, focuses on the net position (Table 1) and change in net position (Table 2) of the District's governmental activities.

Table 1

	Governmental Activities	
	2022	2021
Assets		
Current and other assets	\$ 55,045,902	\$ 54,497,044
Capital assets	56,143,487	52,859,673
Total assets	111,189,389	107,356,717
Deferred outflows of resources	10,031,569	11,592,911
Liabilities		
Current liabilities	7,997,315	5,499,641
Long-term liabilities	81,460,846	108,800,356
Total liabilities	89,458,161	114,299,997
Deferred inflows of resources	23,693,505	4,615,458
Net Position		
Net investment in capital assets	20,313,387	20,801,795
Restricted	13,619,683	8,186,040
Unrestricted	(25,863,778)	(28,953,662)
Total net position	\$ 8,069,292	\$ 34,173

The \$(25,863,778) in unrestricted net deficit position of governmental activities represents the accumulated results of all past years' operations.

Changes in Net Position

The results of this year's operations for the District as a whole are reported in the Statement of Activities on page 14. Table 2 takes the information from the Statement, rounds off the numbers, and rearranges them slightly so you can see our total revenues for the year.

Table 2

	Governmental Activities	
	2022	2021
Revenues		
Program revenues		
Charges for services	\$ 434,335	\$ 808,017
Operating grants and contributions	13,900,205	14,172,691
General revenues		
Federal and State aid not restricted	30,864,518	29,903,594
Property taxes	21,233,693	19,491,591
Other general revenues	1,235,861	2,417,073
Total revenues	67,668,612	66,792,966
Expenses		
Instruction-related	38,775,344	44,067,206
Pupil services	6,750,739	5,959,274
Administration	2,745,981	2,781,704
Plant services	7,436,117	5,418,857
All other services	3,925,312	5,223,782
Total expenses	59,633,493	63,450,823
Change in net position	\$ 8,035,119	\$ 3,342,143

Governmental Activities

As reported in the *Statement of Activities* on page 14, the cost of all of our governmental activities this year was \$59,633,493. However, the amount that our taxpayers ultimately financed for these activities through local taxes was only \$21,233,693 because the cost was paid by those who benefited from the programs (\$434,335) or by other governments and organizations who subsidized certain programs with grants and contributions (\$13,900,205). We paid for the remaining “public benefit” portion of our governmental activities with \$30,864,518 in State funds and with \$1,235,861 other revenues, like interest and general entitlements.

In Table 3, we have presented the cost and net cost of each of the District’s largest functions: instruction including instruction-related activities, pupil services, administration, plant services, and all other services. As discussed above, net cost shows the financial burden that was placed on the District’s taxpayers by each of these functions. Providing this information allows our citizens to consider the cost of each function in comparison to the benefits they believe are provided by that function.

Table 3

	Total Cost of Services		Net Cost of Services	
	2022	2021	2022	2021
Instruction-related	\$ 38,775,344	\$ 44,067,206	\$ (29,541,474)	\$ (34,187,987)
Pupil services	6,750,739	5,959,274	(2,950,807)	(2,913,500)
Administration	2,745,981	2,781,704	(2,369,091)	(2,652,481)
Plant services	7,436,117	5,418,857	(7,230,710)	(5,233,118)
All other services	3,925,312	5,223,782	(3,206,871)	(3,483,029)
Total	\$ 59,633,493	\$ 63,450,823	\$ (45,298,953)	\$ (48,470,115)

THE DISTRICT'S FUNDS

As the District completed this year, our governmental funds reported a combined fund balance of \$47,658,055, which is a decrease of \$1,938,873 from last year (Table 4).

Table 4

Governmental Fund	Balances and Activity			
	June 30, 2021	Revenues and Other Financing Sources	Expenditures and Other Financing Uses	June 30, 2022
General	\$ 21,035,953	\$ 54,802,261	\$ 52,608,102	\$ 23,230,112
Charter Schools	2,433,680	9,117,692	8,419,683	3,131,689
Building	19,167,940	(436,530)	5,183,184	13,548,226
Non-Major Governmental Funds	6,959,355	6,501,067	5,712,394	7,748,028
Total	\$ 49,596,928	\$ 69,984,490	\$ 71,923,363	\$ 47,658,055

General Fund Budgetary Highlights

Over the course of the year, the District revised the annual operating budget several times. The major budget amendments fall into these categories:

- Revenues- restricted revenues increased due to the Pre-K Planning, Educator Effectiveness, and Kitchen/Training Infrastructure Grants.
- Expenditures increased due to spending down of Covid Relief funds, technology purchases, and safety equipment which included cameras at school sites.

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

At June 30, 2022, the District had \$56,143,487 in a broad range of capital assets (net decrease of depreciation), including land, construction in progress, buildings and improvements, and equipment. This amount represents a net increase (including additions, deductions, and depreciation) of \$3,283,814 or 6.21%, from last year (Table 5).

Table 5

	Governmental Activities	
	2022	2021
Land and construction in progress	\$ 3,790,882	\$ 6,272,001
Buildings and improvements	50,250,652	43,821,923
Equipment	2,101,953	2,765,749
Total	\$ 56,143,487	\$ 52,859,673

This year’s major additions included:

Construction in progress at various school sites for repair and upgrades	\$ 5,126,395
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Long-Term Liabilities

At the end of this year, the District had \$81,460,846 in long-term liabilities outstanding versus \$108,800,356 last year, a decrease of 25.13%. Long-term liabilities consisted of:

Table 6

	Governmental Activities	
	2022	2021
Long-Term Liabilities		
General obligation bonds	\$ 47,220,000	\$ 48,755,000
Unamortized premiums	2,280,735	2,606,828
Compensated absences	176,588	181,433
Net OPEB liability	4,623,009	3,365,018
Aggregate net pension liability	27,160,514	53,892,077
Total	\$ 81,460,846	\$ 108,800,356

FACTORS BEARING ON THE DISTRICT'S FUTURE

The District continues to prepare for declining enrollment but is taking measures to increase its unduplicated pupil count and increase average daily attendance. The rate of attendance is improving with the end of the pandemic.

The District has a multi-year plan to spend the COVID relief funding to address learning loss in our students, retain highly qualified staff, and make continuous improvements to our facilities which will be used by our students in the years to come.

While the economy continues to recover from the COVID pandemic and supply chain shortages, there is still uncertainty. Our district continues to closely monitor staffing ratios in order to ensure appropriate support for enrolled students. We will continue to face challenges in the coming years due to the Local Control Funding Formula, declining enrollment, increasing special education costs, and increasing staffing and pension costs.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, students, and investors and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need any additional financial information, contact Ms. Mary Andrade, Director of Fiscal Services, at Orcutt Union School District, 500 Dyer Street, Orcutt, California, 93455, or e-mail at mandrade@orcutt-schools.net.

Orcutt Union School District
Statement of Net Position
June 30, 2022

	Governmental Activities
Assets	
Deposits and investments	\$ 50,118,471
Receivables	4,848,610
Stores inventories	78,821
Capital assets not depreciated	3,790,882
Capital assets, net of accumulated depreciation	52,352,605
Total assets	111,189,389
Deferred Outflows of Resources	
Deferred charge on refunding	122,409
Deferred outflows of resources related to OPEB	1,282,811
Deferred outflows of resources related to pensions	8,626,349
Total deferred outflows of resources	10,031,569
Liabilities	
Accounts payable	5,627,589
Interest payable	630,814
Unearned revenue	1,738,912
Current loans	-
Long-term liabilities	
Long-term liabilities other than OPEB and pensions due within one year	1,205,000
Long-term liabilities other than OPEB and pensions due in more than one year	48,472,323
Net other postemployment benefits liability (OPEB)	4,623,009
Aggregate net pension liability	27,160,514
Total liabilities	89,458,161

Orcutt Union School District
Statement of Net Position
June 30, 2022

Deferred Inflows of Resources	
Deferred inflows of resources related to OPEB	\$ 736,304
Deferred inflows of resources related to pensions	<u>22,957,201</u>
Total deferred inflows of resources	<u>23,693,505</u>
Net Position	
Net investment in capital assets	20,313,387
Restricted for	
Debt service	2,670,926
Capital projects	1,875,190
Educational programs	6,756,737
Food services	2,316,830
Unrestricted	<u>(25,863,778)</u>
Total net position	<u>\$ 8,069,292</u>

Orcutt Union School District
Statement of Activities
Year Ended June 30, 2022

Functions/Programs	Expenses	Program Revenues		Net (Expenses) Revenues and Changes in Net Position
		Charges for Services and Sales	Operating Grants and Contributions	Governmental Activities
Governmental Activities				
Instruction	\$ 31,832,063	\$ 258,760	\$ 7,431,506	\$ (24,141,797)
Instruction-related activities				
Supervision of instruction	2,162,281	13,571	685,670	(1,463,040)
Instructional library, media, and technology	1,453,298	-	126,950	(1,326,348)
School site administration	3,327,702	807	716,606	(2,610,289)
Pupil services				
Home-to-school transportation	1,200,731	-	210	(1,200,521)
Food services	2,349,569	-	2,870,169	520,600
All other pupil services	3,200,439	56,765	872,788	(2,270,886)
Administration				
All other administration	2,745,981	115	376,775	(2,369,091)
Plant services	7,436,117	-	205,407	(7,230,710)
Ancillary services	402,631	13,550	66,783	(322,298)
Community services	694,905	-	-	(694,905)
Interest on long-term liabilities	991,744	-	-	(991,744)
Other outgo	1,836,032	90,767	547,341	(1,197,924)
Total governmental activities	<u>\$ 59,633,493</u>	<u>\$ 434,335</u>	<u>\$ 13,900,205</u>	<u>(45,298,953)</u>
General Revenues and Subventions				
Property taxes, levied for general purposes				18,598,178
Property taxes, levied for debt service				2,635,515
Federal and State aid not restricted to specific purposes				30,864,518
Interest and investment earnings				(905,184)
Miscellaneous				2,141,045
Subtotal, general revenues and subventions				<u>53,334,072</u>
Change in Net Position				8,035,119
Net Position - Beginning				<u>34,173</u>
Net Position - Ending				<u>\$ 8,069,292</u>

Orcutt Union School District
Balance Sheet – Governmental Funds
June 30, 2022

	General Fund	Charter Schools Fund	Building Fund	Non-Major Governmental Funds	Total Governmental Funds
Assets					
Deposits and investments	\$ 23,475,789	\$ 3,171,672	\$ 14,256,369	\$ 7,315,089	\$ 48,218,919
Receivables	3,778,878	521,973	23,095	522,546	4,846,492
Due from other funds	370,946	283,071	-	10,060	664,077
Stores inventories	15,452	-	-	63,369	78,821
Total assets	\$ 27,641,065	\$ 3,976,716	\$ 14,279,464	\$ 7,911,064	\$ 53,808,309
Liabilities and Fund Balances					
Liabilities					
Accounts payable	\$ 2,775,378	\$ 198,228	\$ 731,238	\$ 42,421	\$ 3,747,265
Due to other funds	293,131	276,123	-	94,823	664,077
Unearned revenue	1,342,444	370,676	-	25,792	1,738,912
Total liabilities	4,410,953	845,027	731,238	163,036	6,150,254
Fund Balances					
Nonspendable	30,952	-	-	63,369	94,321
Restricted	3,581,865	3,131,689	13,548,226	7,515,597	27,777,377
Committed	5,500,000	-	-	-	5,500,000
Assigned	5,849,828	-	-	169,062	6,018,890
Unassigned	8,267,467	-	-	-	8,267,467
Total fund balances	23,230,112	3,131,689	13,548,226	7,748,028	47,658,055
Total liabilities and fund balances	\$ 27,641,065	\$ 3,976,716	\$ 14,279,464	\$ 7,911,064	\$ 53,808,309

Total Fund Balance - Governmental Funds		\$ 47,658,055
Amounts Reported for Governmental Activities in the Statement of Net Position are Different Because		
Capital assets used in governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds.		
The cost of capital assets is	\$ 86,273,773	
Accumulated depreciation is	<u>(30,130,286)</u>	
Net capital assets		56,143,487
In governmental funds, unmatured interest on long-term liabilities is recognized in the period when it is due. On the government-wide financial statements, unmatured interest on long-term liabilities is recognized when it is incurred.		
		(630,814)
An internal service fund is used by management to charge the costs of the workers' compensation insurance program to the individual funds. The assets and liabilities of the internal service fund are included with governmental activities in the statement of net position.		
		21,346
Deferred outflows of resources represent a consumption of net position in a future period and is not reported in the governmental funds. Deferred outflows of resources amounted to and related to		
Debt refundings (deferred charge on refunding)	122,409	
Other postemployment benefits (OPEB)	1,282,811	
Net pension liability	<u>8,626,349</u>	
Total deferred outflows of resources		10,031,569
Deferred inflows of resources represent an acquisition of net position that applies to a future period and is not reported in the governmental funds. Deferred inflows of resources amount to and related to		
Other postemployment benefits (OPEB)	(736,304)	
Net pension liability	<u>(22,957,201)</u>	
Total deferred inflows of resources		(23,693,505)
Expenditures relating to prepaid insurance on bond issuances were recognized on the modified accrual basis, but are amortized over the life of the debt on the accrual basis. The balance to amortize is reported on the Statement of Net Position as prepaid expense.		

Orcutt Union School District
 Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position
 June 30, 2022

Net pension liability is not due and payable in the current period, and is not reported as a liability in the funds.		\$ (27,160,514)
The District's OPEB liability is not due and payable in the current period, and is not reported as a liability in the funds.		(4,623,009)
Long-term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the funds.		
Long-term liabilities at year-end consist of		
General obligation bonds	\$ (47,220,000)	
Unamortized debt premiums	(2,280,735)	
Compensated absences (vacations)	(176,588)	
Total long-term liabilities		(49,677,323)
Total net position - governmental activities		\$ 8,069,292

Orcutt Union School District
Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds
Year Ended June 30, 2022

	General Fund	Charter Schools Fund	Building Fund	Non-Major Governmental Funds	Total Governmental Funds
Revenues					
Local Control Funding Formula	\$ 40,455,315	\$ 7,947,771	\$ -	\$ -	\$ 48,403,086
Federal sources	3,472,048	369	-	2,826,950	6,299,367
Other State sources	7,443,201	947,046	-	439,196	8,829,443
Other local sources	3,431,697	222,506	(436,530)	3,234,921	6,452,594
Total revenues	<u>54,802,261</u>	<u>9,117,692</u>	<u>(436,530)</u>	<u>6,501,067</u>	<u>69,984,490</u>
Expenditures					
Current					
Instruction	32,902,851	4,541,467	-	219,194	37,663,512
Instruction-related activities					
Supervision of instruction	2,173,446	208,646	-	17,745	2,399,837
Instructional library, media, and technology	1,459,304	79,187	-	-	1,538,491
School site administration	2,892,614	633,652	-	26,581	3,552,847
Pupil services					
Home-to-school transportation	1,175,029	99,641	-	-	1,274,670
Food services	10,991	-	-	2,401,613	2,412,604
All other pupil services	3,007,901	338,286	-	-	3,346,187
Administration					
All other administration	1,051,994	1,795,639	-	72,128	2,919,761
Plant services	4,395,750	484,128	-	11,274	4,891,152
Ancillary services	96,685	239,037	-	72,685	408,407
Community services	737,354	-	-	-	737,354
Other outgo	1,836,032	-	-	-	1,836,032
Facility acquisition and construction	868,151	-	5,183,184	-	6,051,335
Debt service					
Principal	-	-	-	1,535,000	1,535,000
Interest and other	-	-	-	1,356,174	1,356,174
Total expenditures	<u>52,608,102</u>	<u>8,419,683</u>	<u>5,183,184</u>	<u>5,712,394</u>	<u>71,923,363</u>
Net Change in Fund Balances	2,194,159	698,009	(5,619,714)	788,673	(1,938,873)
Fund Balance - Beginning	<u>21,035,953</u>	<u>2,433,680</u>	<u>19,167,940</u>	<u>6,959,355</u>	<u>49,596,928</u>
Fund Balance - Ending	<u>\$ 23,230,112</u>	<u>\$ 3,131,689</u>	<u>\$ 13,548,226</u>	<u>\$ 7,748,028</u>	<u>\$ 47,658,055</u>

Orcutt Union School District

Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances of Governmental Funds to the Statement of Activities
Year Ended June 30, 2022

Total Net Change in Fund Balances - Governmental Funds \$ (1,938,873)

Amounts Reported for Governmental Activities in the Statement of Activities are Different Because

Capital outlays to purchase or build capital assets are reported in governmental funds as expenditures; however, for governmental activities, those costs are shown in the Statement of Net Position and allocated over their estimated useful lives as annual depreciation and amortization expenses in the Statement of Activities.

This is the amount by which capital outlays exceed depreciation expense in the period.

Capital outlays	\$ 6,321,437
Depreciation expense	<u>(3,037,623)</u>

Net expense adjustment	3,283,814
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In the Statement of Activities, certain operating expenses, such as compensated absences (vacations) are measured by the amounts earned during the year. In the governmental funds, however, expenditures for these items are measured by the amount of financial resources used (essentially, the amounts actually paid).

This amount is the difference between vacation earned and used. 4,845

In the governmental funds, pension costs are based on employer contributions made to pension plans during the year. However, in the Statement of Activities, pension expense is the net effect of all changes in the deferred outflows, deferred inflows and net pension liability during the year.

4,351,387

In the governmental funds, OPEB costs are based on employer contributions made to OPEB plans during the year. However, in the Statement of Activities, OPEB expense is the net effect of all changes in the deferred outflows, deferred inflows, and net OPEB liability during the year.

496,397

Orcutt Union School District
 Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances of Governmental
 Funds to the Statement of Activities
 Year Ended June 30, 2022

Governmental funds report the effect of premiums, discounts, and the deferred charge on refunding when the debt is first issued, whereas the amounts are deferred and amortized in the Statement of Activities.

Premium amortization	\$ 326,093
Deferred charge on refunding amortization	(13,601)

Payment of principal on long-term liabilities is an expenditure in the governmental funds, but it reduces long-term liabilities in the Statement of Net Position and does not affect the Statement of Activities.

General obligation bonds	1,535,000
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Interest on long-term liabilities is recorded as an expenditure in the funds when it is due; however, in the Statement of Activities, interest expense is recognized as the interest accretes or accrues, regardless of when it is due.

51,938

An internal service fund is used by management to charge the costs of the self insurance program to the individual funds. The net revenue of the Internal Service Fund is reported with governmental activities.

(61,881)

Change in net position of governmental activities

\$ 8,035,119

Orcutt Union School District
Statement of Net Position – Proprietary Funds
June 30, 2022

	<u>Governmental Activities - Internal Service Fund</u>
Assets	
Current assets	
Deposits and investments	\$ 1,899,552
Receivables	<u>2,118</u>
Total current assets	<u>1,901,670</u>
Liabilities	
Current liabilities	
Accounts payable	<u>1,880,324</u>
Net Position	
Restricted	<u><u>\$ 21,346</u></u>

Orcutt Union School District
Statement of Revenues, Expenses, and Changes in Fund Net Position – Proprietary Funds
Year Ended June 30, 2022

	Governmental Activities - Internal Service Fund
Nonoperating Revenues (Expenses)	
Fair market value adjustments	\$ (66,746)
Interest income	4,865
	(61,881)
Change in Net Position	
Total Net Position - Beginning	83,227
Total Net Position - Ending	\$ 21,346

Orcutt Union School District
Statement of Cash Flows – Proprietary Funds
Year Ended June 30, 2022

	Governmental Activities - Internal Service Fund
Operating Activities	
Cash paid for employee benefits	\$ 7,808,261
Cash payments to other suppliers of goods or services	<u>(7,853,736)</u>
Net Cash From (Used for) Operating Activities	<u>(45,475)</u>
Investing Activities	
Interest on investments	<u>4,865</u>
Net Change in Cash and Cash Equivalents	(40,610)
Cash and Cash Equivalents, Beginning	<u>1,940,162</u>
Cash and Cash Equivalents, Ending	<u><u>\$ 1,899,552</u></u>
Reconciliation of Operating Income (Loss) to Net Cash From (Used for) Operating Activities	
Adjustments to reconcile operating income (loss) to net cash from (used for) operating activities	
Receivables	\$ 1,835
Accounts payable	<u>(47,310)</u>
Net Cash From (Used for) Operating Activities	<u><u>\$ (45,475)</u></u>

Note 1 - Summary of Significant Accounting Policies

Financial Reporting Entity

The Orcutt Union School District (the District) was established in 1884 under the laws of the State of California. The District operates under a locally elected five-member Board form of government and provides educational services to grades K -12 as mandated by the State and/or Federal agencies. The District operates eight elementary schools, with grades kindergarten through eight, and one charter school, with grades kindergarten through twelve.

A reporting entity is comprised of the primary government, component units, and other organizations that are included to ensure the financial statements are not misleading. The primary government of the District consists of all funds, departments, boards, and agencies that are not legally separate from the District. For Orcutt Union School District, this includes general operations, food service, and student related activities of the District.

Other Related Entities

Charter School The District has an approved Charter for Orcutt Academy Charter pursuant to *Education Code* Section 47605. The Orcutt Academy Charter is operated by the District, and its financial activities are presented in the Charter School special revenue fund.

Basis of Presentation - Fund Accounting

The accounting system is organized and operated on a fund basis. A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts, which are segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions, or limitations. The District's funds are grouped into two broad fund categories: governmental and proprietary.

Governmental Funds Governmental funds are those through which most governmental functions typically are financed. Governmental fund reporting focuses on the sources, uses, and balances of current financial resources. Expendable assets are assigned to the various governmental funds according to the purposes for which they may or must be used. Current liabilities are assigned to the fund from which they will be paid. The difference between governmental fund assets and liabilities is reported as fund balance. The following are the District's major and non-major governmental funds:

Major Governmental Funds

General Fund The General Fund is the chief operating fund for all districts. It is used to account for the ordinary operations of the District. All transactions except those accounted for in another fund are accounted for in this fund.

Two funds currently defined as special revenue funds in the California State Accounting Manual (CSAM) do not meet the GASB Statement No. 54 special revenue fund definition. Specifically, Fund 14, Deferred Maintenance Fund, and Fund 20, Special Reserve Fund for Postemployment Benefits, is not substantially composed of restricted or committed revenue sources. While these funds are authorized by statute and will remain open for internal reporting purposes, these funds function effectively as extensions of the General Fund, and accordingly have been combined with the General Fund for presentation in these audited financial statements.

As a result, the General Fund reflects an increase in fund balance of \$5,729,418.

Charter School Fund The Charter School Fund may be used by authorizing districts to account separately for the operating activities of district-operated charter schools that would otherwise be reported in the authorizing District's General Fund.

Building Fund The Building Fund exists primarily to account separately for proceeds from the sale of bonds (*Education Code* Section 15146) and may not be used for any purposes other than those for which the bonds were issued.

Non-Major Governmental Funds

Special Revenue Funds The Special Revenue funds are used to account for the proceeds from specific revenue sources (other than trusts, major capital projects, or debt service) that are restricted or committed to the financing of particular activities, that compose a substantial portion of the inflows of the fund, and that are reasonably expected to continue. Additional resources that are restricted, committed, or assigned to the purpose of the fund may also be reported in the fund.

- **Student Activity Fund** The Student Activity Fund is used to account separately for the operating activities of the associated student body accounts that are not fiduciary in nature, including student clubs, general operations, athletics, and other student body activities.
- **Child Development Fund** The Child Development Fund is used to account separately for Federal, State, and local revenues to operate child development programs and is to be used only for expenditures for the operation of child development programs.
- **Cafeteria Fund** The Cafeteria Fund is used to account separately for Federal, State, and local resources to operate the food service program (*Education Code* Sections 38090-38093) and is used only for those expenditures authorized by the governing board as necessary for the operation of the District's food service program (*Education Code* Sections 38091 and 38100).

Capital Project Funds The Capital Project funds are used to account for financial resources to be used for the acquisition or construction of major capital facilities and other capital assets (other than those financed by proprietary funds and trust funds).

- **Capital Facilities Fund** The Capital Facilities Fund is used primarily to account separately for monies received from fees levied on developers or other agencies as a condition of approval (*Education Code* Sections 17620-17626 and *Government Code* Section 65995 et seq.). Expenditures are restricted to the purposes specified in *Government Code* Sections 65970-65981 or to the items specified in agreements with the developer (*Government Code* Section 66006).
- **Special Reserve Fund for Capital Outlay Projects** The Special Reserve Fund for Capital Outlay Projects exists primarily to provide for the accumulation of General Fund monies for capital outlay purposes (*Education Code* Section 42840).

Debt Service Funds The Debt Service funds are used to account for the accumulation of resources for and the payment of principal and interest on general long-term liabilities.

- **Bond Interest and Redemption Fund** The Bond Interest and Redemption Fund is used for the repayment of bonds issued for a district (*Education Code* Sections 15125-15262).

Proprietary Funds Proprietary funds are used to account for activities that are more business-like than government-like in nature. Business-type activities include those for which a fee is charged to external users or to other organizational units of the local education agency, normally on a full cost-recovery basis. Proprietary funds are generally intended to be self-supporting and are classified as enterprise or internal service. The District has no enterprise funds.

- **Internal Service Fund** Internal Service funds may be used to account for goods or services provided to other funds of the District on a cost-reimbursement basis. The District operates an internal service fund that is used to account for the District's risk management activities.

Basis of Accounting - Measurement Focus

Government-Wide Financial Statements The government-wide financial statements are prepared using the economic resources measurement focus and the accrual basis of accounting. This is the same approach used in the preparation of the proprietary fund financial statements but differs from the manner in which governmental fund financial statements are prepared.

The government-wide statement of activities presents a comparison between expenses, both direct and indirect, of the District and for each governmental function, and excludes fiduciary activity. Direct expenses are those that are specifically associated with a service, program, or department and are therefore, clearly identifiable to a particular function. The District does not allocate indirect expenses to functions in the *Statement of Activities*, except for depreciation and amortization of leased assets. Program revenues include charges paid by the recipients of the goods or services offered by the programs and grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues. The comparison of program revenues and expenses identifies the extent to which each program or business segment is self-financing or draws from the general revenues of the District. Eliminations have been made to minimize the double counting of internal activities.

Net position should be reported as restricted when constraints placed on net asset use are either externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments or imposed by law through constitutional provisions or enabling legislation. The net position restricted for other activities result from special revenue funds and the restrictions on their use.

Fund Financial Statements Fund financial statements report detailed information about the District. The focus of governmental and proprietary fund financial statements is on major funds rather than reporting funds by type. Each major fund is presented in a separate column. Non-major governmental funds are aggregated and presented in a single column. The internal service fund is presented in a single column on the face of the proprietary fund statements.

- **Governmental Funds** All governmental funds are accounted for using the flow of current financial resources measurement focus and the modified accrual basis of accounting. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. The statement of revenues, expenditures, and changes in fund balances reports on the sources (revenues and other financing sources) and uses (expenditures and other financing uses) of current financial resources. This approach differs from the manner in which the governmental activities of the government-wide financial statements are prepared. Governmental fund financial statements, therefore, include reconciliations with brief explanations to better identify the relationship between the government-wide financial statements, prepared using the economic resources measurement focus and the accrual basis of accounting, and the governmental fund financial statements, prepared using the flow of current financial resources measurement focus and the modified accrual basis of accounting.
- **Proprietary Funds** Proprietary funds are accounted for using the flow of economic resources measurement focus and the accrual basis of accounting. All assets and all liabilities associated with the operation of this fund are included in the statement of net position. The statement of changes in fund net position presents increases (revenues) and decreases (expenses) in net total assets. The statement of cash flows provides information about how the District finances and meets the cash flow needs of its proprietary fund.

Revenues – Exchange and Non-Exchange Transactions Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded on the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. Available means that the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter, to be used to pay liabilities of the current fiscal year. The District considers revenues to be available if they are collected within one year after year-end, except for property taxes, which are considered available if collected within 60 days. The following revenue sources are considered to be both measurable and available at fiscal year-end: State apportionments, interest, certain grants, and other local sources.

Non-exchange transactions, in which the District receives value without directly giving equal value in return, include property taxes, certain grants, entitlements, and donations. Revenue from property taxes is recognized in the fiscal year in which the taxes are received. Revenue from certain grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include time and purpose restrictions. On a modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

Unearned Revenue Unearned revenues arise when resources are received by the District before it has a legal claim to them, such as when certain grants are received prior to the occurrence of qualifying expenditures. In the subsequent periods, when the District has a legal claim to the resources, the liability for unearned revenue is removed from the balance sheet and the revenue is recognized.

Expenses/Expenditures On the accrual basis of accounting, expenses are recognized at the time they are incurred. The measurement focus of governmental fund accounting is on decreases in net financial resources (expenditures) rather than expenses. Expenditures are generally recognized in the accounting period in which the related fund liability is incurred. Principal and interest on long-term liabilities, which has not matured, are recognized when paid in the governmental funds as expenditures. Allocations of costs, such as depreciation and amortization, are not recognized in the governmental funds but are recognized in the entity-wide statements.

Cash and Cash Equivalents

The District's cash and cash equivalents are considered to be cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition. Cash equivalents also include cash with county treasury balances for purposes of the statement of cash flows.

Investments

Investments with original maturities greater than one year are stated at fair value. Fair value is estimated based on quoted market prices at year end. All investments not required to be reported at fair value are stated at cost or amortized cost. Fair values of investments in county and State investment pools are determined by the program sponsor.

Stores Inventories

Inventories consist of expendable food and supplies held for consumption. Inventories are stated at cost, on the first-in, first-out basis. The costs of inventory items are recorded as expenditures in the governmental funds and expenses in the proprietary funds when consumed rather than when purchased.

Capital Assets and Depreciation

The accounting and reporting treatment applied to the capital assets associated with a fund are determined by its measurement focus. Capital assets are long-lived assets of the District. The District maintains a capitalization threshold of \$5,000. The District does not possess any infrastructure. Improvements are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not capitalized, but are expensed as incurred.

When purchased, such assets are recorded as expenditures in the governmental funds and capitalized in the government-wide statement of net position. The valuation basis for capital assets is historical cost, or where historical cost is not available, estimated historical cost based on replacement cost. Donated capital assets are capitalized at acquisition value on the date donated.

Capital assets in the proprietary funds are capitalized in the fund in which they are utilized. The valuation basis for proprietary fund capital assets is the same as those used for the capital assets of governmental funds.

Depreciation is computed using the straight-line method. Estimated useful lives of the various classes of depreciable capital assets are as follows: buildings, 20 to 50 years; improvements/infrastructure, 5 to 50 years; equipment, 5 to 20 years.

The District records impairments of capital assets when it becomes probable that the carrying value of the assets will not be fully recovered over their estimated useful life. Impairments are recorded to reduce the carrying value of the assets to their net realizable value based on facts and circumstances in existence at the time of the determination. No impairments were recorded during the year ended June 30, 2022.

Interfund Balances

On fund financial statements, receivables and payables resulting from short-term interfund loans are classified as "interfund receivables/payables". These amounts are eliminated in the governmental and business-type activities columns of the statement of net position, except for the net residual amounts due between governmental and business-type activities, which are presented as internal balances.

Compensated Absences

Compensated absences are accrued as a liability as the benefits are earned. The entire compensated absence liability is reported on the government-wide statement of net position. For governmental funds, the current portion of unpaid compensated absences is recognized upon the occurrence of relevant events such as employee resignations and retirements that occur prior to year end that have not yet been paid with expendable available financial resources. These amounts are reported in the fund from which the employees who have accumulated leave are paid.

Sick leave is accumulated without limit for each employee at the rate of one day for each month worked. Leave with pay is provided when employees are absent for health reasons; however, the employees do not gain a vested right to accumulated sick leave. Employees are never paid for any sick leave balance at termination of employment or any other time. Therefore, the value of accumulated sick leave is not recognized as a liability in the District's financial statements. However, credit for unused sick leave is applicable to all classified school members who retire after January 1, 1999. At retirement, each member will receive .004 year of service credit for each day of unused sick leave. Credit for unused sick leave is applicable to all certificated employees and is determined by dividing the number of unused sick days by the number of base service days required to complete the last school year, if employed full-time.

Debt Issuance Costs and Premiums

In the government-wide financial statements and in the proprietary fund type financial statements, long-term liabilities are reported as liabilities in the applicable governmental activities or proprietary fund statement of net position. Debt premiums, as well as issuance costs related to prepaid insurance costs are amortized over the life of the bonds using the straight-line method, which approximates the effective interest method.

In governmental fund financial statements, bond premiums, as well as debt issuance costs are recognized in the period the bonds are issued. The face amount of the debt is reported as other financing sources. Premiums received on debt issuance are also reported as other financing sources. Issuance costs, whether or not withheld from the actual debt proceeds, are reported as debt service expenditures in the period the bonds are issued.

Deferred Outflows/Inflows of Resources

In addition to assets, the Statement of Net Position also reports deferred outflows of resources. This separate financial statement element represents a consumption of net position that applies to a future period and so will not be recognized as an expense or expenditure until then. The District reports deferred outflows of resources for deferred charges on refunding of debt, for pension related items, and for OPEB related items.

In addition to liabilities, the Statement of Net Position reports a separate section for deferred inflows of resources. This separate financial statement element represents an acquisition of net position that applies to a future period and so will not be recognized as revenue until then. The District reports deferred inflows of resources for pension related items and for OPEB related items.

Pensions

For purposes of measuring the net pension liability and deferred outflows/inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the California State Teachers Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS) plan for schools (Plans) and additions to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by CalSTRS and CalPERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Member contributions are recognized in the period in which they are earned. Investments are reported at fair value. The net pension liability attributable to the governmental activities will be paid by the fund in which the employee worked.

Postemployment Benefits Other Than Pensions (OPEB)

For purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the District Plan and the CalSTRS Medicare Premium Payment (MPP) Program and additions to/deductions from the District Plan and the MPP's fiduciary net position have been determined on the same basis as they are reported by the District Plan and the MPP. For this purpose, the District Plan and the MPP recognizes benefit payments when due and payable in accordance with the benefit terms. Investments are reported at fair value, except for money market investments and participating interest-earning investment contracts that have a maturity at the time of purchase of one year or less, which are reported at cost. The total OPEB liability attributable to the governmental activities will be paid primarily by the General Fund.

Fund Balances - Governmental Funds

As of June 30, 2022, fund balances of the governmental funds are classified as follows:

Nonspendable - amounts that cannot be spent either because they are in nonspendable form or because they are legally or contractually required to be maintained intact.

Restricted - amounts that can be spent only for specific purposes because of constitutional provisions or enabling legislation or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

Committed - amounts that can be used only for specific purposes determined by a formal action of the governing board. The governing board is the highest level of decision-making authority for the District. Commitments may be established, modified, or rescinded only through resolutions or other action as approved by the governing board.

Assigned - amounts that do not meet the criteria to be classified as restricted or committed but that are intended to be used for specific purposes. Under the District's adopted policy, only the governing board or chief business officer/assistant superintendent of business services may assign amounts for specific purposes.

Unassigned - all other spendable amounts.

Spending Order Policy

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the District considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the District considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the governing board has provided otherwise in its commitment or assignment actions.

Minimum Fund Balance Policy

The governing board adopted a minimum fund balance policy for the General Fund in order to protect the district against revenue shortfalls or unpredicted on-time expenditures. The policy requires a Reserve for Economic Uncertainties consisting of unassigned amounts equal to no less than three percent of General Fund expenditures and other financing uses.

Net Position

Net position represents the difference between assets and deferred outflows of resources, and liabilities and deferred inflows of resources. Net position net of investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction, or improvement of those assets. Net position is reported as restricted when there are limitations imposed on their use either through the enabling legislation adopted by the District or through external restrictions imposed by creditors, grantors, or laws or regulations of other governments. The District first applies restricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position is available. The government-wide financial statements report \$13,619,683 of net position restricted by enabling legislation.

Operating Revenues and Expenses

Operating revenues are those revenues that are generated directly from the primary activity of the proprietary funds. For the District, these revenues are cost of reimbursement from employees. Operating expenses are necessary costs incurred to provide the good or service that is the primary activity of the fund. All revenues and expenses not meeting this definition are reported as nonoperating revenues and expenses.

Interfund Activity

Exchange transactions between funds are reported as revenues in the seller funds and as expenditures/expenses in the purchaser funds. Flows of cash or goods from one fund to another without a requirement for repayment are reported as interfund transfers. Interfund transfers are reported as other financing sources/uses in governmental funds and after non-operating revenues/expenses in proprietary funds. Repayments from funds responsible for particular expenditures/expenses to the funds that initially paid for them are not presented in the financial statements.

Estimates

The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

Property Tax

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are payable in two installments on November 1 and February 1 and become delinquent on December 10 and April 10, respectively.

Unsecured property taxes are payable in one installment on or before August 31. The County of Santa Barbara bills and collects the taxes on behalf of the District. Local property tax revenues are recorded when received.

Change in Accounting Principles

Implementation of GASB Statement No. 87

As of July 1, 2021, the District adopted GASB Statement No. 87, *Leases*. The implementation of this standard establishes a single model for lease accounting based on the foundational principle that leases are financings of the right-to-use an underlying asset. The standard requires recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract.

The provisions of this Statement have been implemented as of June 30, 2022 and did not have a significant impact on the financial statements.

Implementation of GASB Statement No. 92

In January 2020, the GASB issued Statement No. 92, *Omnibus 2020*. The objectives of this statement are to enhance comparability in accounting and financial reporting and to improve the consistency of authoritative literature by addressing practice issues that have been identified during implementation and application of certain GASB Statements. This Statement addresses a variety of topics and includes specific provisions about the following:

- The effective date of Statement No. 87, *Leases*, and Implementation Guide No. 2019-3, *Leases*, for interim financial reporting
- Reporting of intra-entity transfers of assets between a primary government employer and a component unit defined benefit pension plan or defined benefit other postemployment benefit (OPEB) plan
- The applicability of Statement No. 73, *Accounting and Financial Reporting for Pensions and Related Assets That Are Not within the Scope of GASB Statement No. 68*, and Amendments to Certain Provisions of GASB Statements 67 and 68, as amended, and No. 74, *Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans*, as amended, to reporting assets accumulated for postemployment benefits
- The applicability of certain requirements of Statement No. 84, *Fiduciary Activities*, to postemployment benefit arrangements
- Measurement of liabilities (and assets, if any) related to asset retirement obligations (AROs) in a government acquisition
- Reporting by public entity risk pools for amounts that are recoverable from reinsurers or excess insurers
- Reference to nonrecurring fair value measurements of assets or liabilities in authoritative literature
- Terminology used to refer to derivative instruments

The requirements of this Statement are effective as follows:

- The requirements related to the effective date of Statement 87 and Implementation Guide 2019-3, reinsurance recoveries, and terminology used to refer to derivative instruments are effective upon issuance.

- The requirements related to intra-entity transfers of assets and those related to the applicability of Statements 73 and 74 are effective for fiscal years beginning after June 15, 2021.
- The requirements related to application of Statement 84 to postemployment benefit arrangements and those related to nonrecurring fair value measurements of assets or liabilities are effective for reporting periods beginning after June 15, 2021.
- The requirements related to the measurement of liabilities (and assets, if any) associated with AROs in a government acquisition are effective for government acquisitions occurring in reporting periods beginning after June 15, 2021.

The provisions of this Statement have been implemented as of June 30, 2022 and did not have a significant impact on the financial statements.

Implementation of GASB Statement No. 93

In March 2020, the GASB issued Statement No. 93, Replacement of Interbank Offered Rates. The objective of this Statement is to address those and other accounting and financial reporting implications that result from the replacement of an IBOR (Interbank Offered Rate). This Statement achieves that objective by:

- Providing exceptions for certain hedging derivative instruments to the hedge accounting termination provisions when an IBOR is replaced as the reference rate of the hedging derivative instrument's variable payment
- Clarifying the hedge accounting termination provisions when a hedged item is amended to replace the reference rate
- Clarifying that the uncertainty related to the continued availability of IBORs does not, by itself, affect the assessment of whether the occurrence of a hedged expected transaction is probable
- Removing LIBOR as an appropriate benchmark interest rate for the qualitative evaluation of the effectiveness of an interest rate swap
- Identifying a Secured Overnight Financing Rate and the Effective Federal Funds Rate as appropriate benchmark interest rates for the qualitative evaluation of the effectiveness of an interest rate swap
- Clarifying the definition of reference rate, as it is used in Statement 53, as amended
- Providing an exception to the lease modifications guidance in Statement 87, as amended, for certain lease contracts that are amended solely to replace an IBOR as the rate upon which variable payments depend.

The provisions of this Statement have been implemented as of June 30, 2022 and did not have a significant impact on the financial statements.

Note 2 - Deposits and Investments

Summary of Deposits and Investments

Deposits and investments as of June 30, 2022, are classified in the accompanying financial statements as follows:

Governmental funds	\$ 48,218,919
Proprietary funds	<u>1,899,552</u>
Total deposits and investments	<u><u>\$ 50,118,471</u></u>

Deposits and investments as of June 30, 2022, consist of the following:

Cash on hand and in banks	\$ 43,706
Cash in revolving	15,500
Investments	<u>50,059,265</u>
Total deposits and investments	<u><u>\$ 50,118,471</u></u>

Policies and Practices

The District is authorized under California *Government Code* to make direct investments in local agency bonds, notes, or warrants within the State; U.S. Treasury instruments; registered State warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security; and collateralized mortgage obligations.

Investment in County Treasury - The District is considered to be an involuntary participant in an external investment pool as the District is required to deposit all receipts and collections of monies with their County Treasurer (*Education Code* Section 41001). The fair value of the District's investment in the pool is reported in the accounting financial statements at amounts based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

General Authorizations

Limitations as they relate to interest rate risk, credit risk, and concentration of credit risk are indicated in the schedules below:

Authorized Investment Type	Maximum Remaining Maturity	Maximum Percentage of Portfolio	Maximum Investment in One Issuer
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U.S. Treasury Obligations	5 years	None	None
U.S. Agency Securities	5 years	None	None
Banker's Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. The District manages its exposure to interest rate risk by investing in the County Pool.

Weighted Average Maturity

The District monitors the interest rate risk inherent in its portfolio by measuring the weighted average maturity of its portfolio. Information about the weighted average maturity of the District's portfolio is presented in the following schedule:

Investment Type	Reported Amount	Weighted Average Maturity in Days
Santa Barbara County Investment Pool	\$ 50,059,265	664

Credit Risk

Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The District's investments in the Santa Barbara County Investment Pool is not required to be rated, nor has it been rated as of June 30, 2022.

Custodial Credit Risk - Deposits

This is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does not have a policy for custodial credit risk for deposits. However, the California *Government Code* requires that a financial institution secure deposits made by State or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under State law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110% of the total amount deposited by the public agency. California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150% of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105% of the secured deposits. As of June 30, 2022, the District's bank balance was not exposed to custodial credit risk.

Note 3 - Fair Value Measurements

The District categorizes the fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles. The fair value hierarchy, which has three levels, is based on the valuation inputs used to measure an asset's fair value. The following provides a summary of the hierarchy used to measure fair value:

- Level 1 - Quoted prices in active markets for identical assets that the District has the ability to access at the measurement date. Level 1 assets may include debt and equity securities that are traded in an active exchange market and that are highly liquid and are actively traded in over-the-counter markets.
- Level 2 - Observable inputs other than Level 1 prices such as quoted prices for similar assets in active markets, quoted prices for identical or similar assets in markets that are not active, or other inputs that are observable, such as interest rates and curves observable at commonly quoted intervals, implied volatilities, and credit spreads. For financial reporting purposes, if an asset has a specified term, a Level 2 input is required to be observable for substantially the full term of the asset.
- Level 3 - Unobservable inputs should be developed using the best information available under the circumstances, which might include the District's own data. The District should adjust that data if reasonably available information indicates that other market participants would use different data or certain circumstances specific to the District are not available to other market participants.

As of June 30, 2022, the District's investments of \$50,059,265 in the Santa Barbara County Treasury Investment Pool are uncategorized.

Note 4 - Receivables

Receivables at June 30, 2022, consisted of intergovernmental grants, entitlements, interest, and other local sources. All receivables are considered collectible in full.

	General Fund	Charter School Fund	Building Fund	Non-Major Governmental Funds	Proprietary Funds	Total
Federal Government						
Categorical aid	\$ 2,175,408	\$ 31,809	\$ -	\$ 434,412	\$ -	\$ 2,641,629
State Government						
LCFF apportionment	306,445	416,464	-	-	-	722,909
Categorical aid	720,744	4,500	-	51,652	-	776,896
Lottery	244,699	45,788	-	-	-	290,487
Local Government						
Interest	8,341	4,472	23,095	11,039	2,118	49,065
Other local sources	323,241	18,940	-	25,443	-	367,624
Total	\$ 3,778,878	\$ 521,973	\$ 23,095	\$ 522,546	\$ 2,118	\$ 4,848,610

Note 5 - Capital Assets

Capital asset activity for the fiscal year ended June 30, 2022, was as follows:

	Balance July 1, 2021	Additions	Deductions	Balance June 30, 2022
Governmental Activities				
Capital assets not being depreciated				
Land	\$ 1,878,255	\$ -	\$ -	\$ 1,878,255
Construction in progress	4,393,746	5,126,395	(7,607,514)	1,912,627
Total capital assets not being depreciated	6,272,001	5,126,395	(7,607,514)	3,790,882
Capital assets being depreciated				
Buildings and improvements	65,721,535	8,584,358	-	74,305,893
Furniture and equipment	7,662,598	218,198	-	7,880,796
Total capital assets being depreciated	73,384,133	8,802,556	-	82,186,689
Total capital assets	79,656,134	13,928,951	(7,607,514)	85,977,571
Accumulated depreciation				
Buildings and improvements	(21,899,612)	(2,155,629)	-	(24,055,241)
Furniture and equipment	(4,896,849)	(881,994)	-	(5,778,843)
Total accumulated depreciation	(26,796,461)	(3,037,623)	-	(29,834,084)
Governmental activities capital assets, net	\$ 52,859,673	\$ 10,891,328	\$ (7,607,514)	\$ 56,143,487

Depreciation and amortization expenses were charged as a direct expense to governmental functions as follows:

Governmental Activities	
Plant services	<u><u>\$ 3,037,623</u></u>

Note 6 - Interfund Transactions

Interfund Receivables/Payables (Due To/Due From)

Interfund receivable and payable balances arise from interfund transactions and are recorded by all funds affected in the period in which transactions are executed. Interfund receivable and payable balances at June 30, 2022, between major and non-major governmental funds are as follows:

Due To	Due From			Total
	General Fund	Charter Schools Fund	Non-Major Governmental Funds	
General Fund	\$ -	\$ 276,123	\$ 94,823	\$ 370,946
Charter School Fund	283,071	-	-	283,071
Non-Major Governmental Funds	10,060	-	-	10,060
Total	\$ 293,131	\$ 276,123	\$ 94,823	\$ 664,077

The balance of \$283,071 is due to the Charter Schools Fund from the General Fund for charter in lieu of property taxes.

The balance of \$276,123 is due to the General Fund from the Charter Schools Fund for charter school fees.

A balance of \$59,311 is due to the General Fund from the Cafeteria Non-major Governmental Fund for indirect and fuel costs.

A balance of \$35,512 is due to the General Fund from the Child Development Non-Major Governmental Fund for indirect and salary costs.

All remaining balances resulted from the time lag between the date that (1) interfund goods and services are provided or reimbursable expenditures occur, (2) transaction are recorded in the accounting system, and (3) payments between funds are made.

Note 7 - Accounts Payable

Accounts payable at June 30, 2022, consisted of the following:

	General Fund	Charter Schools Fund	Building Fund	Non-Major Governmental Funds	Proprietary Funds	Total
Vendor payables	\$ 853,221	\$ 8,799	\$ -	\$ 39,041	\$ 1,880,324	\$ 2,781,385
LCFF apportionment	1,915,955	175,614	-	-	-	2,091,569
Salaries and benefits	6,202	13,815	-	3,380	-	23,397
Construction	-	-	731,238	-	-	731,238
Total	\$ 2,775,378	\$ 198,228	\$ 731,238	\$ 42,421	\$ 1,880,324	\$ 5,627,589

Note 8 - Unearned Revenue

Unearned revenue at June 30, 2022, consisted of the following:

	General Fund	Charter Schools Fund	Non-Major Governmental Funds	Total
Federal financial assistance	\$ 742,350	\$ -	\$ -	\$ 742,350
State categorical aid	600,094	370,676	25,792	996,562
Total	\$ 1,342,444	\$ 370,676	\$ 25,792	\$ 1,738,912

Note 9 - Long-Term Liabilities Other than OPEB and Pensions

Summary

The changes in the District's long-term liabilities other than OPEB and pensions during the year consisted of the following:

	Balance July 1, 2021	Additions	Deductions	Balance June 30, 2022	Due in One Year
Long-Term Liabilities					
General obligation bonds	\$ 48,755,000	\$ -	\$ (1,535,000)	\$ 47,220,000	\$ 1,205,000
Unamortized debt premiums	2,606,828	-	(326,093)	2,280,735	-
Compensated absences	181,433	-	(4,845)	176,588	-
Total	\$ 51,543,261	\$ -	\$ (1,865,938)	\$ 49,677,323	\$ 1,205,000

Payments on the General Obligation Bonds are made from the Bond Interest and Redemption Fund. Payments for compensated absences are typically liquidated in the fund in which the employee worked.

Additions and deductions from compensated absences are reported to its net cumulative change in the current year.

General Obligation Bonds

The outstanding general obligation bonded debt is as follows:

Issuance Date	Final Maturity Date	Interest Rate	Original Issue	Bonds Outstanding July 1, 2021	Issued	Redeemed	Bonds Outstanding June 30, 2022
03/01/2012	02/01/2031	2.00%-4.00%	\$ 4,150,000	\$ 215,000	\$ -	\$ (215,000)	\$ -
03/01/2012	08/01/2028	2.00%-3.50%	1,525,000	835,000	-	(100,000)	735,000
07/15/2015	08/01/2030	3.25%	7,415,000	4,945,000	-	(475,000)	4,470,000
06/28/2018	08/01/2048	3.25%-5.00%	15,210,000	13,410,000	-	-	13,410,000
06/25/2020	08/01/2049	2.00%-4.00%	20,500,000	20,500,000	-	(700,000)	19,800,000
06/25/2020	02/01/2031	.60%-1.80%	2,420,000	2,365,000	-	(45,000)	2,320,000
03/16/2021	10/01/2023	5.00%	6,485,000	6,485,000	-	-	6,485,000
				\$ 48,755,000	\$ -	\$ (1,535,000)	\$ 47,220,000

Debt Service Requirements to Maturity

The bonds mature as follows:

Fiscal Year	Principal	Interest to Maturity	Total
2023	\$ 1,205,000	\$ 1,631,299	\$ 2,836,299
2024	7,375,000	1,440,912	8,815,912
2025	1,000,000	1,254,003	2,254,003
2026	1,075,000	1,225,084	2,300,084
2027	1,155,000	1,192,629	2,347,629
2028-2032	5,115,000	5,382,562	10,497,562
2033-2037	4,325,000	4,540,044	8,865,044
2038-2042	7,320,000	3,450,653	10,770,653
2043-2047	10,985,000	2,098,778	13,083,778
2048-2050	7,665,000	342,650	8,007,650
Total	<u>\$ 47,220,000</u>	<u>\$ 22,558,614</u>	<u>\$ 69,778,614</u>

Compensated Absences

Compensated absences (unpaid employee vacation) for the District at June 30, 2022, amounted to \$176,588.

Note 10 - Net Other Postemployment Benefits (OPEB) Liability

For the fiscal year ended June 30, 2022, the District reported net OPEB liability, deferred outflows of resources, deferred inflows of resources, and OPEB expense for the following plans:

OPEB Plan	Net OPEB Liability	Deferred Outflows of Resources	Deferred Inflows of Resources	OPEB Expense
District Plan	\$ 4,383,729	\$ 1,282,811	\$ 736,304	\$ (433,124)
Medicare Premium Payment (MPP) Program	239,280	-	-	(63,273)
Total	<u>\$ 4,623,009</u>	<u>\$ 1,282,811</u>	<u>\$ 736,304</u>	<u>\$ (496,397)</u>

The details of each plan are as follows:

District Plan

Plan Administration

The California Public Employees’ Retirement System (CalPERS) administers the District’s Postemployment Benefits Plan (the Plan) by maintaining the assets provided and payment at the direction of the District. The Plan is a single-employer defined benefit plan that is used to provide postemployment benefits other than pensions (OPEB) for eligible retirees and their spouses. The Public Agency Retirement Services (PARS) administers the District’s Postemployment Benefits Plan (the Plan). The Plan is a single employer defined benefit plan that is used to provide postemployment benefits other than pensions (OPEB) for eligible retirees and their spouses.

Financial information for PARS can be found on the PARS website at: <http://www.pars.org>.

Plan Membership

At June 30, 2022, the valuation date, the Plan membership consisted of the following:

Inactive employees or beneficiaries currently receiving benefits payments	62
Active employees	161
	223
Total	223

Benefits Provided

The Plan provides medical, dental, and vision insurance benefits to eligible retirees and their spouses. Benefits are provided through a third-party insurer, and the full cost of benefits is covered by the Plan. The District’s governing board has the authority to establish and amend the benefit terms as contained within the negotiated labor agreements.

Contributions

The contribution requirements of the Plan members and the District are established and may be amended by the District, Orcutt Educators Association, the local California Service Employees Association (CSEA), and unrepresented groups. Voluntary contributions based on projected pay-as-you-go financing requirements and any additional mounts to prefund benefits with the District, Orcutt Educators Association, CSEA, and the unrepresented groups are based on availability of funds. For the measurement period of June 30, 2022, the District contributed \$932,081 to the Plan, all of which was used for current premiums.

Investment

Investment Policy

The Plan's policy in regard to the allocation of invested assets is established and may be amended by the governing board by a majority vote of its members. It is the policy of the District to pursue an investment strategy that reduces risks through the prudent diversification for the portfolio across a broad selection of distinct asset classes. The Plan's investment policy discourages the use of cash equivalents, except for liquidity purposes, and aims to refrain from dramatically shifting asset class allocation over short time spans. The following was the governing board's adopted asset allocation policy as of June 30, 2022.

Asset Class	Target Allocation
US Large Cap	15%
US Small Cap	15%
Long-Term Corporate Bonds	80%
Long-Term Government Bonds	80%
Short-Term Government Fixed	5%

Net OPEB Liability of the District

The District's net OPEB liability of \$4,383,729 was measured as of June 30, 2022, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of June 30, 2022. The components of the net OPEB liability of the District as of June 30, 2022, was as follows:

Total OPEB liability	\$ 10,801,251
Plan fiduciary net position	<u>(6,417,522)</u>
 Net OPEB liability	 <u><u>\$ 4,383,729</u></u>
 Plan fiduciary net position as a percentage of the total OPEB liability	 <u><u>59.41%</u></u>

Actuarial Assumptions

The total OPEB liability in the June 30, 2022 actuarial valuation was determined using the following assumptions, applied to all periods included in the measurement, unless otherwise specified:

Inflation	2.50	percent
Salary increases	2.75	percent, average, including inflation
Investment rate of return	4.75	percent, net of OPEB plan investment expense, including inflation
Healthcare cost trend rates	4.00	percent

Mortality rates were based on the 2020 CalSTRS Mortality Table for certificated employees and the 2017 CalPERS Mortality for Miscellaneous Employees Table for classified employees. Mortality rates vary by age and sex. (Unisex mortality rates are not often used as individual OPEB benefits do not depend on the mortality table used.) If employees die prior to retirement, past contributions are available to fund benefits for employees who live to retirement. After retirement, death results in benefit termination or reduction. Although higher mortality rates reduce service costs, the mortality assumption is not likely to vary from employer to employer.

The actuarial assumptions used in the June 30, 2022, valuation were based on the results of an actuarial experience study for the period of July 1, 2021 to June 30, 2022.

The long-term expected rate of return on OPEB plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. Best estimates of arithmetic real rates of return for each major asset class included in the target asset allocation as of June 30, 2022, (see the discussion of the Plan's investment policy) are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return
US Large Cap	7.5%
US Small Cap	7.5%
Long-Term Corporate Bonds	4.3%
Long-Term Government Bonds	4.3%
Short-Term Government Fixed	3.0%

Discount Rate

The discount rate used to measure the total OPEB liability was 4.75%. The projection of cash flows used to determine the discount rate assumed that the District contributions will be made at rates equal to the actuarially determined contribution rates. Based on those assumptions, the OPEB plan's fiduciary net position was projected to be available to make all projected OPEB payments for current active and inactive employees. Therefore, the long-term expected rate of return on OPEB plan investments was applied to all periods of projected benefit payments to determine the total OPEB liability.

Changes in the Net OPEB Liability

	Increase (Decrease)		
	Total OPEB Liability (a)	Plan Fiduciary Net Position (b)	Net OPEB Liability (a) - (b)
Balance, June 30, 2021	\$ 10,422,833	\$ 7,360,368	\$ 3,062,465
Service cost	338,102	-	338,102
Interest	506,292	(921,679)	1,427,971
Employer Contributions	-	932,081	(932,081)
Changes of assumptions	127,132	-	127,132
Experience (Gains)/Losses	338,973	-	338,973
Benefit payments	(932,081)	(932,081)	-
Administrative expense	-	(21,167)	21,167
Net change in total OPEB liability	378,418	(942,846)	1,321,264
Balance, June 30, 2022	<u>\$ 10,801,251</u>	<u>\$ 6,417,522</u>	<u>\$ 4,383,729</u>

There were no changes to benefit terms noted from the prior evaluation.

Changes of assumptions and other inputs reflect a change in the inflation rate from 2.75% in 2021 to 2.50% in 2022 and investment rate of return from 5.00% in 2021 to 4.75% in 2022.

Sensitivity of the Net OPEB Liability to Changes in the Discount Rate

The following presents the net OPEB liability of the District, as well as what the District's net OPEB liability would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

Discount Rate	Net OPEB Liability
1% decrease (3.75%)	\$ 4,906,845
Current discount rate (4.75%)	4,383,729
1% increase (5.75%)	3,884,553

Sensitivity of the Net OPEB Liability to Changes in the Healthcare Cost Trend Rates

The following presents the net OPEB liability of the District, as well as what the District's net OPEB liability would be if it were calculated using healthcare cost trend rates that are one percent lower or higher than the current healthcare costs trend rates:

Healthcare Cost Trend Rate	Net OPEB Liability
1% decrease (3.0%)	\$ 3,679,109
Current healthcare cost trend rate (4.0%)	4,383,729
1% increase (5.0%)	5,176,727

OPEB Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2022, the District recognized OPEB expense of \$(496,397). At June 30, 2022, the District reported deferred outflows of resources and deferred inflow of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 404,347	\$ 175,601
Changes of assumptions	107,136	560,703
Net difference between projected and actual earnings on OPEB plan investments	771,328	-
Total	\$ 1,282,811	\$ 736,304

Deferred outflows of resources for OPEB contributions subsequent to measurement date will be recognized as a reduction in the net OPEB liability in the subsequent fiscal year. The remaining deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2023	\$ 879
2024	(14,068)
2025	115,661
2026	332,376
2027	74,547
Thereafter	37,112
Total	\$ 546,507

Medicare Premium Payment (MPP) Program

Plan Description

The Medicare Premium Payment (MPP) Program is administered by the California State Teachers' Retirement System (CalSTRS). The MPP Program is a cost-sharing multiple-employer other postemployment benefit plan (OPEB) established pursuant to Chapter 1032, Statutes 2000 (SB 1435). CalSTRS administers the MPP Program through the Teachers' Health Benefits Fund (THBF).

A full description of the MPP Program regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2020 annual actuarial valuation report, Medicare Premium Payment Program Actuarial Valuation. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/member-publications>.

Benefits Provided

The MPP Program pays Medicare Part A premiums and Medicare Parts A and B late enrollment surcharges for eligible members of the State Teachers Retirement Plan (STRP) Defined Benefit (DB) Program who were retired or began receiving a disability allowance prior to July 1, 2012 and were not eligible for premium free Medicare Part A. The payments are made directly to the Centers for Medicare and Medicaid Services (CMS) on a monthly basis.

The MPP Program is closed to new entrants as members who retire after July 1, 2012, are not eligible for coverage under the MPP Program.

The MPP Program is funded on a pay-as-you go basis from a portion of monthly District benefit payments. In accordance with California *Education Code* Section 25930, contributions that would otherwise be credited to the DB Program each month are instead credited to the MPP Program to fund monthly program and administrative costs. Total redirections to the MPP Program are monitored to ensure that total incurred costs do not exceed the amount initially identified as the cost of the program.

Net OPEB Liability and OPEB Expense

At June 30, 2022, the District reported a liability of \$239,280 for its proportionate share of the net OPEB liability for the MPP Program. The net OPEB liability was measured as of June 30, 2021, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of June 30, 2020. The District's proportion of the net OPEB liability was based on a projection of the District's long-term share of contributions to the OPEB Plan relative to the projected contributions of all participating school districts, actuarially determined. The District's proportionate share for the measurement period June 30, 2021 and June 30, 2020 was 0.0600% and 0.0714%, respectively, resulting in a(n) net decrease in the proportionate share of 0.0114%.

For the year ended June 30, 2022, the District recognized OPEB expense of \$(63,273).

Actuarial Methods and Assumptions

The June 30, 2021 total OPEB liability was determined by applying update procedures to the financial reporting actuarial valuation as of June 30, 2020, and rolling forward the total OPEB liability to June 30, 2021, using the assumptions listed in the following table:

Measurement Date	June 30, 2021	June 30, 2020
Valuation Date	June 30, 2020	June 30, 2019
Experience Study	July 1, 2015 through June 30, 2018	June 30, 2014 through June 30, 2018
Actuarial Cost Method	Entry age normal	Entry age normal
Investment Rate of Return	2.16%	2.21%
Medicare Part A Premium Cost Trend Rate	4.50%	4.50%
Medicare Part B Premium Cost Trend Rate	5.40%	5.40%

For the valuation as of June 30, 2020, CalSTRS uses a generational mortality assumption, which involves the use of a base mortality table and projection scales to reflect expected annual reductions in mortality rates at each age, resulting in increases in life expectancies each year into the future. The base mortality tables are CalSTRS custom tables derived to best fit the patterns of mortality among our members. The projection scale was set equal to 110% of the ultimate improvement factor from the Mortality Improvement Scale (MP-2019) table, issued by the Society of Actuaries.

Assumptions were made about future participation (enrollment) into the MPP Program because CalSTRS is unable to determine which members not currently participating meet all eligibility criteria for enrollment in the future. Assumed enrollment rates were derived based on past experience and are stratified by age with the probability of enrollment diminishing as the members' age increases. This estimated enrollment rate was then applied to the population of members who may meet criteria necessary for eligibility and are not currently enrolled in the MPP Program. Based on this, the estimated number of future enrollments used in the financial reporting valuation was 245 or an average of 0.16% of the potentially eligible population (152,062).

The MPP Program is funded on a pay-as-you-go basis with contributions generally being made at the same time and in the same amount as benefit payments and expenses coming due. Any funds within the MPP Program as of June 30, 2021, were to manage differences between estimated and actual amounts to be paid and were invested in the Surplus Money Investment Fund, which is a pooled investment program administered by the State Treasurer.

Discount Rate

The discount rate used to measure the total OPEB liability as of June 30, 2021, is 2.16%. As the MPP Program is funded on a pay-as-you-go basis as previously noted, the OPEB Plan's fiduciary net position was not projected to be sufficient to make projected future benefit payments. Therefore, a discount rate of 2.16%, which is the Bond Buyer 20-Bond GO Index from Bondbuyer.com as of June 30, 2021, was applied to all periods of projected benefit payments to measure the total OPEB liability. The discount rate decreased 0.05% from 2.21% as of June 30, 2020.

Sensitivity of the District’s Proportionate Share of the Net OPEB Liability to Changes in the Discount Rate

The following presents the District’s proportionate share of the net OPEB liability calculated using the current discount rate, as well as what the net OPEB liability would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

Discount Rate	Net OPEB Liability
1% decrease (1.16%)	\$ 263,752
Current discount rate (2.16%)	239,280
1% increase (3.16%)	218,370

Sensitivity of the District’s Proportionate Share of the Net OPEB Liability to Changes in the Medicare Costs Trend Rates

The following presents the District’s proportionate share of the net OPEB liability calculated using the Medicare costs trend rates, as well as what the net OPEB liability would be if it were calculated using Medicare costs trend rates that are one percent lower or higher than the current rates:

Medicare Costs Trend Rate	Net OPEB Liability
1% decrease (3.50% Part A and 4.40% Part B)	\$ 217,597
Current Medicare costs trend rate (4.50% Part A and 5.40% Part B)	239,280
1% increase (5.50% Part A and 6.40% Part B)	264,138

Note 11 - Fund Balances

Fund balances composed of the following elements:

	General Fund	Charter Schools Fund	Building Fund	Non-Major Governmental Funds	Total
Nonspendable					
Revolving cash	\$ 15,500	\$ -	\$ -	\$ -	\$ 15,500
Stores inventories	15,452	-	-	63,369	78,821
Total nonspendable	<u>30,952</u>	<u>-</u>	<u>-</u>	<u>63,369</u>	<u>94,321</u>
Restricted					
Legally restricted programs	3,581,865	3,131,689	-	2,338,667	9,052,221
Capital projects	-	-	13,548,226	1,875,190	15,423,416
Debt services	-	-	-	3,301,740	3,301,740
Total restricted	<u>3,581,865</u>	<u>3,131,689</u>	<u>13,548,226</u>	<u>7,515,597</u>	<u>27,777,377</u>
Committed					
Technology update	1,000,000	-	-	-	1,000,000
Textbook adoption	1,000,000	-	-	-	1,000,000
TK expansion planning	1,500,000	-	-	-	1,500,000
Strategic planning	2,000,000	-	-	-	2,000,000
Total committed	<u>5,500,000</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>5,500,000</u>
Assigned					
Postemployment benefits	5,588	-	-	-	5,588
Deferred maintenance	5,723,830	-	-	-	5,723,830
Compensated Absences	50,000	-	-	-	50,000
CTE match requirement	70,410	-	-	-	70,410
Capital projects	-	-	-	169,062	169,062
Other	-	-	-	-	-
Total assigned	<u>5,849,828</u>	<u>-</u>	<u>-</u>	<u>169,062</u>	<u>6,018,890</u>
Unassigned					
Reserve for economic uncertainties	8,057,030	-	-	-	8,057,030
Remaining unassigned	210,437	-	-	-	210,437
Total	<u>\$ 23,230,112</u>	<u>\$ 3,131,689</u>	<u>\$ 13,548,226</u>	<u>\$ 7,748,028</u>	<u>\$ 47,658,055</u>

Note 12 - Risk Management

Property and Liability

The District is exposed to various risks of loss related to torts; theft, damage, and destruction of assets; errors and omissions; injuries to employees and natural disasters. During fiscal year ending June 30, 2022, the District contracted with SISC II for property and liability insurance coverage. Settled claims have not exceeded this commercial coverage in any of the past three years. There has not been a significant reduction in coverage from the prior year.

Workers' Compensation

For fiscal year 2022, the District participated in the SIPE, an insurance purchasing pool. The intent of the SIPE is to achieve the benefit of a reduced premium for the District by virtue of its grouping and representation with other participants in the SIPE. The workers' compensation experience of the participating districts is calculated as one experience and a common premium rate is applied to all districts in the name of SIPE. Each participant pays its workers' compensation premium based on its individual rate.

Employee Medical Benefits

The District has contracted with the SISC III to provide employee health benefits. Rates are set through an annual calculation process. The District pays a monthly contribution, which is placed in a common fund from which claim payments are made for all participating districts. Claims are paid for all participants regardless of claims flow. The Board of Directors has a right to return monies to a district subsequent to the settlement of all expenses and claims if a district withdraws from the pool.

Note 13 - Employee Retirement Systems

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

For the fiscal year ended June 30, 2022, the District reported its proportionate share of net pension liabilities, deferred outflows of resources, deferred inflows of resources, and pension expense for each of the above plans as follows:

Pension Plan	Net Pension Liability	Deferred Outflows of Resources	Deferred Inflows of Resources	Pension Expense
CalSTRS	\$ 18,161,961	\$ 6,677,244	\$ 18,855,491	\$ 502,346
CalPERS	8,998,553	1,949,105	4,101,710	748,030
Total	<u>\$ 27,160,514</u>	<u>\$ 8,626,349</u>	<u>\$ 22,957,201</u>	<u>\$ 1,250,376</u>

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

The District contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2020, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/member-publications>.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age, and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0% of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program, and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

The District contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

The STRP provisions and benefits in effect at June 30, 2022, are summarized as follows:

	STRP Defined Benefit Program	
	On or before December 31, 2012	On or after January 1, 2013
Hire date	2% at 60	2% at 62
Benefit formula	5 years of service	5 years of service
Benefit vesting schedule	Monthly for life	Monthly for life
Benefit payments	60	62
Retirement age	2.0% - 2.4%	2.0% - 2.4%
Monthly benefits as a percentage of eligible compensation	10.25%	10.205%
Required employee contribution rate	16.92%	16.92%
Required employer contribution rate	10.828%	10.828%
Required state contribution rate		

Contributions

Required member, District, and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1% of applicable member earnings phased over a seven-year period. The contribution rates for each plan for the year ended June 30, 2022, are presented above and the District's total contributions were \$3,958,205.

Pension Liabilities, Pension Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to Pensions

At June 30, 2022, the District reported a liability for its proportionate share of the net pension liability that reflected a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related State support and the total portion of the net pension liability that was associated with the District were as follows:

Total net pension liability, including State share	
Proportionate share of net pension liability	\$ 18,161,961
State's proportionate share of the net pension liability	9,138,394
Total	\$ 27,300,355

The net pension liability was measured as of June 30, 2021. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts and the State, actuarially determined. The District's proportionate share for the measurement period June 30, 2021 and June 30, 2020, was 0.0399% and 0.0410%, respectively, resulting in a net decrease in the proportionate share of 0.0011%.

For the year ended June 30, 2022, the District recognized pension expense of \$502,346. In addition, the District recognized pension expense and revenue of \$312,659 for support provided by the State. At June 30, 2022, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Pension contributions subsequent to measurement date	\$ 3,958,205	\$ -
Change in proportion and differences between contributions made and District's proportionate share of contributions	100,185	2,556,102
Differences between projected and actual earnings on pension plan investments	-	14,366,578
Differences between expected and actual experience in the measurement of the total pension liability	45,497	1,932,811
Changes of assumptions	2,573,357	-
Total	\$ 6,677,244	\$ 18,855,491

The deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the subsequent fiscal year.

The deferred outflows/(inflows) of resources related to the difference between projected and actual earnings on pension plan investments will be amortized over a closed five-year period and will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2023	\$ (3,648,250)
2024	(3,336,957)
2025	(3,419,768)
2026	(3,961,603)
Total	\$ (14,366,578)

The deferred outflows/(inflows) of resources related to the change in proportion and differences between contributions made and District's proportionate share of contributions, differences between expected and actual experience in the measurement of the total pension liability, and changes of assumptions will be amortized over the Expected Average Remaining Service Life (EARSL) of all members that are provided benefits (active, inactive, and retirees) as of the beginning of the measurement period. The EARSL for the measurement period is seven years and will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2023	\$ 98,523
2024	260,456
2025	(616,794)
2026	(644,603)
2027	(466,637)
Thereafter	(400,819)
Total	\$ (1,769,874)

Actuarial Methods and Assumptions

Total pension liability for STRP was determined by applying update procedures to the financial reporting actuarial valuation as of June 30, 2020, and rolling forward the total pension liability to June 30, 2021. The financial reporting actuarial valuation as of June 30, 2020, used the following methods and assumptions, applied to all prior periods included in the measurement:

Valuation date	June 30, 2020
Measurement date	June 30, 2021
Experience study	July 1, 2015 through June 30, 2018
Actuarial cost method	Entry age normal
Discount rate	7.10%
Investment rate of return	7.10%
Consumer price inflation	2.75%
Wage growth	3.50%

CalSTRS uses a generational mortality assumption, which involves the use of a base mortality table and projection scales to reflect expected annual reductions in mortality rates at each age, resulting in increases in life expectancies each year into the future. The base mortality tables are CalSTRS custom tables derived to best fit the patterns of mortality among its members. The projection scale was set equal to 110% of the ultimate improvement factor from the Mortality Improvement Scale (MP-2019) table, issued by the Society of Actuaries.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The best estimate ranges were developed using capital market assumptions from CalSTRS general investment consultant as an input to the process. The actuarial investment rate of return assumption was adopted by the board in January 2020 in conjunction with the most recent experience study. For each current and future valuation, CalSTRS' independent consulting actuary (Milliman) reviews the return assumption for reasonableness based on the most current capital market assumptions. Best estimates of 20-year geometrically-linked real rates of return and the assumed asset allocation for each major asset class for the year ended June 30, 2021, are summarized in the following table:

Asset Class	Assumed Asset Allocation	Long-Term Expected Real Rate of Return
Public equity	42%	4.8%
Fixed income	12%	1.3%
Real estate	15%	3.6%
Private equity	13%	6.3%
Risk mitigating strategies	10%	1.8%
Inflation sensitive	6%	3.3%
Cash/liquidity	2%	-0.4%

Discount Rate

The discount rate used to measure the total pension liability was 7.10%. The projection of cash flows used to determine the discount rate assumed the contributions from plan members and employers will be made at statutory contribution rates. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return of 7.10% and assume that contributions, benefit payments and administrative expense occurred midyear. Based on these assumptions, the STRP's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine total pension liability.

The following presents the District's proportionate share of the net pension liability calculated using the current discount rate as well as what the net pension liability would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

Discount Rate	Net Pension Liability
1% decrease (6.10%)	\$ 36,971,251
Current discount rate (7.10%)	18,161,961
1% increase (8.10%)	2,550,608

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2020 annual actuarial valuation report, Schools Pool Actuarial Valuation. This report and CalPERS audited financial information are publicly available reports that can be found on the CalPERS website under Forms and Publications at: <https://www.calpers.ca.gov/page/forms-publications>.

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments, and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor, and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2022, are summarized as follows:

	School Employer Pool (CalPERS)	
	On or before December 31, 2012	On or after January 1, 2013
Hire date	On or before December 31, 2012	On or after January 1, 2013
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.00%	7.00%
Required employer contribution rate	22.91%	22.91%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The District is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2022, are presented above and the total District contributions were \$1,643,558.

Pension Liabilities, Pension Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to Pensions

As of June 30, 2022, the District reported net pension liabilities for its proportionate share of the CalPERS net pension liability totaling \$8,998,553. The net pension liability was measured as of June 30, 2021. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts, actuarially determined. The District's proportionate share for the measurement period June 30, 2021 and June 30, 2020, was 0.0443% and 0.0462%, respectively, resulting in net decrease in the proportionate share of 0.0019%.

For the year ended June 30, 2022, the District recognized pension expense of \$748,030. At June 30, 2022, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
	<u> </u>	<u> </u>
Pension contributions subsequent to measurement date	\$ 1,643,558	\$ -
Change in proportion and differences between contributions made and District's proportionate share of contributions	36,917	627,121
Differences between projected and actual earnings on pension plan investments	-	3,453,376
Differences between expected and actual experience in the measurement of the total pension liability	268,630	21,213
	<u> </u>	<u> </u>
Total	<u><u>\$ 1,949,105</u></u>	<u><u>\$ 4,101,710</u></u>

The deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the subsequent fiscal year.

The deferred outflows/(inflows) of resources related to the difference between projected and actual earnings on pension plan investments will be amortized over a closed five-year period and will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2023	\$ (866,103)
2024	(796,460)
2025	(830,362)
2026	(960,451)
Total	\$ (3,453,376)

The deferred outflows/(inflows) of resources related to the change in proportion and differences between contributions made and District's proportionate share of contributions, differences between expected and actual experience in the measurement of the total pension liability, and changes of assumptions will be amortized over the Expected Average Remaining Service Life (EARSL) of all members that are provided benefits (active, inactive, and retirees) as of the beginning of the measurement period. The EARSL for the measurement period is 4.1 years and will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2023	\$ (7,281)
2024	(173,365)
2025	(147,844)
2026	(14,297)
Total	\$ (342,787)

Actuarial Methods and Assumptions

Total pension liability for the SEP was determined by applying update procedures to the financial reporting actuarial valuation as of June 30, 2020, and rolling forward the total pension liability to June 30, 2021. The financial reporting actuarial valuation as of June 30, 2020, used the following methods and assumptions, applied to all prior periods included in the measurement:

Valuation date	June 30, 2020
Measurement date	June 30, 2021
Experience study	July 1, 1997 through June 30, 2015
Actuarial cost method	Entry age normal
Discount rate	7.15%
Investment rate of return	7.15%
Consumer price inflation	2.50%
Wage growth	Varies by entry age and service

The mortality table used was developed based on CalPERS-specific data. The table includes 15 years of mortality improvements using Society of Actuaries 90% of scale MP-2016.

In determining the long-term expected rate of return, CalPERS took into account both short-term and long-term market return expectations as well as the expected pension fund cash flows. Using historical returns of all the funds' asset classes, expected compound returns were calculated over the short-term (first ten years) and the long-term (11+ years) using a building-block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for each fund. The expected rate of return was set by calculating the rounded single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equal to the single equivalent rate calculated above and adjusted to account for assumed administrative expenses. The target asset allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

Asset Class	Assumed Asset Allocation	Long-Term Expected Real Rate of Return
Global equity	50%	5.98%
Fixed income	28%	2.62%
Inflation assets	0%	1.81%
Private equity	8%	7.23%
Real assets	13%	4.93%
Liquidity	1%	-0.92%

Discount Rate

The discount rate used to measure the total pension liability was 7.15%. The projection of cash flows used to determine the discount rate assumed the contributions from plan members and employers will be made at statutory contribution rates. Based on these assumptions, the School Employer Pool fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine total pension liability.

The following presents the District’s proportionate share of the net pension liability calculated using the current discount rate as well as what the net pension liability would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

Discount Rate	Net Pension Liability
1% decrease (6.15%)	\$ 15,172,823
Current discount rate (7.15%)	8,998,553
1% increase (8.15%)	3,872,583

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the District. These payments consist of State General Fund contributions to CalSTRS in the amount of \$2,566,656 (10.828% of annual payroll). Contributions are no longer appropriated in the annual Budget Act for the legislatively mandated benefits to CalPERS. Therefore, there is no on behalf contribution rate for CalPERS. Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements.

Note 14 - Commitments and Contingencies

Grants

The District received financial assistance from Federal and State agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the General Fund or other applicable funds. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the District at June 30, 2022.

Litigation

The District is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect of the overall financial position of the District at June 30, 2022.

Construction Commitments

As of June 30, 2022, the District had the following commitments with respect to the unfinished capital projects:

Capital Project	Remaining Construction Commitment	Expected Date of Completion
Orcutt Academy HS Multi-Use Room Building	\$ 9,449,045	September 2023
Joe Nightingale Ext. Painting	57,000	January 2023
Total	\$ 9,506,045	

Note 15 - Participation in Joint Powers Authorities

The Orcutt Union School District participates in three joint ventures under joint powers agreements (JPAs): the Self-Insurance Program for Employees, the Self-Insured Schools of California II, and the Self-Insured Schools of California III. The relationships between the Orcutt Union School District and the JPAs are such that none of the JPAs are a component unit of the Orcutt Union School District for financial reporting purposes.

The JPAs are independently accountable for their fiscal matters. The insurance groups maintain their own accounting records. Budgets are not subject to any approval other than of the respective governing boards. Member districts share surpluses and deficits proportionately to their participation in the JPA.

Self-Insurance Program for Employees (SIPE)

SIPE was established to provide the services and other items necessary and appropriate for the development, operation, and maintenance of a self-insurance system for workers' compensation claims against the public educational agencies who are members thereof. The participants consist of the Office of the County Superintendent of Schools, school districts, and a community college. Each participant may appoint one representative to the governing board, the governing board is responsible for establishing premium rates and making budgeting decisions.

Self-Insured School of California II (SISC II)

SISC II arranges for and provides property and liability insurance for its member school districts. The Orcutt Union School District pays a premium commensurate with the level of coverage requested.

Self-Insured School of California III (SISC III)

SIPE III arranges for and provides health and welfare insurance for its member school districts. The Orcutt Union School District pays a premium commensurate with the level of health and welfare insurance provided.

The District made payments of \$341,284, \$482,592, and \$4,549,951 to SIPE, SISC II, and SISC III, respectively.



Required Supplementary Information
June 30, 2022

Orcutt Union School District

Orcutt Union School District
 Budgetary Comparison Schedule – General Fund
 Year Ended June 30, 2022

	Budgeted Amounts		Actual	Variances -
	Original	Final		Positive (Negative) Final to Actual
Revenues				
Local Control Funding Formula	\$ 38,738,909	\$ 40,455,315	\$ 40,455,315	\$ -
Federal sources	4,092,719	2,629,987	3,472,048	842,061
Other State sources	5,157,024	7,443,201	7,443,201	-
Other local sources	2,752,361	4,435,628	3,431,697	(1,003,931)
Total revenues ¹	<u>50,741,013</u>	<u>54,964,131</u>	<u>54,802,261</u>	<u>(161,870)</u>
Expenditures				
Current				
Certificated salaries	19,284,293	21,506,409	21,506,409	-
Classified salaries	6,899,251	8,153,089	8,153,090	(1)
Employee benefits	11,677,079	13,329,739	13,329,740	(1)
Books and supplies	3,833,578	3,045,588	3,045,587	1
Services and operating expenditures	3,016,579	3,610,819	3,610,818	1
Other outgo	2,002,078	1,764,066	2,720,368	(956,302)
Capital outlay	55,636	242,090	242,090	-
Total expenditures ¹	<u>46,768,494</u>	<u>51,651,800</u>	<u>52,608,102</u>	<u>(956,302)</u>
Excess of Revenues				
Over Expenditures	<u>3,972,519</u>	<u>3,312,331</u>	<u>2,194,159</u>	<u>(1,118,172)</u>
Other Financing Sources (Uses)				
Transfers out	<u>(3,604,185)</u>	<u>(1,546,373)</u>	<u>-</u>	<u>1,546,373</u>
Net Change in Fund Balances	368,334	1,765,958	2,194,159	428,201
Fund Balance - Beginning	<u>21,035,953</u>	<u>21,035,953</u>	<u>21,035,953</u>	<u>-</u>
Fund Balance - Ending	<u>\$ 21,404,287</u>	<u>\$ 22,801,911</u>	<u>\$ 23,230,112</u>	<u>\$ 428,201</u>

¹ Due to the consolidation of Fund 14, Deferred Maintenance Fund and Fund 20, Special Reserve Fund for Postemployment Benefits for reporting purposes into the General Fund, additional revenues and expenditures pertaining to these other funds are included in the Actual (GAAP Basis) revenues and expenditures, however are not included in the original and final General Fund budgets.

Orcutt Union School District
 Budgetary Comparison Schedule – Charter Schools Special Revenue Fund
 Year Ended June 30, 2022

	Budgeted Amounts		Actual	Variances -
	Original	Final		Positive (Negative) Final to Actual
Revenues				
Local Control Funding Formula	\$ 8,325,494	\$ 7,947,771	\$ 7,947,771	\$ -
Federal sources	32,201	369	369	-
Other State sources	1,015,053	947,046	947,046	-
Other local sources	171,501	222,506	222,506	-
Total revenues	<u>9,544,249</u>	<u>9,117,692</u>	<u>9,117,692</u>	<u>-</u>
Expenditures				
Current				
Certificated salaries	3,676,145	3,484,362	3,484,362	-
Classified salaries	599,855	572,760	572,761	1
Employee benefits	1,844,940	1,756,901	1,756,899	(2)
Books and supplies	598,083	245,710	245,710	-
Services and operating expenditures	2,472,166	2,359,951	2,359,951	-
Total expenditures	<u>9,191,189</u>	<u>8,419,684</u>	<u>8,419,683</u>	<u>(1)</u>
Net Change in Fund Balances	353,060	698,008	698,009	1
Fund Balance - Beginning	<u>2,433,680</u>	<u>2,433,680</u>	<u>2,433,680</u>	<u>-</u>
Fund Balance - Ending	<u>\$ 2,786,740</u>	<u>\$ 3,131,688</u>	<u>\$ 3,131,689</u>	<u>\$ 1</u>

Orcutt Union School District
Schedule of Changes in the District's Net OPEB Liability and Related Ratios
Year Ended June 30, 2022

	2022	2021	2020	2019	2018
Total OPEB Liability					
Service cost	\$ 338,102	\$ 329,053	\$ 530,760	\$ 641,330	\$ 624,166
Interest	506,292	511,448	540,240	557,439	408,468
Difference between expected and actual experience	-	-	(253,337)	-	-
Changes of assumptions	127,132	-	(442,521)	(787,928)	-
Experience (Gains)/Losses	338,973	-	-	-	-
Benefit payments	(932,081)	(964,186)	(736,117)	(662,926)	(637,429)
Net change in total OPEB liability	378,418	(123,685)	(360,975)	(252,085)	395,205
Total OPEB Liability - Beginning	10,422,833	10,546,518	10,907,493	11,159,578	10,764,373
Total OPEB Liability - Ending (a)	<u>\$ 10,801,251</u>	<u>\$ 10,422,833</u>	<u>\$ 10,546,518</u>	<u>\$ 10,907,493</u>	<u>\$ 11,159,578</u>
Plan Fiduciary Net Position					
Employer Contributions	\$ 932,081	\$ 3,134,186	\$ 1,586,117	\$ 4,077,328	\$ 637,429
Actual Investment Income	(921,679)	715,785	192,259	85,360	-
Investment Gains/(Losses)	-	-	31,230	(74,788)	-
Benefit payments	(932,081)	(964,186)	(736,117)	(662,926)	(637,429)
Administrative expense	(21,167)	(14,282)	(9,598)	-	-
Net change in plan fiduciary net position	(942,846)	2,871,503	1,063,891	3,424,974	-
Plan Fiduciary Net Position - Beginning	7,360,368	4,488,865	3,424,974	-	-
Plan Fiduciary Net Position - Ending (b)	<u>\$ 6,417,522</u>	<u>\$ 7,360,368</u>	<u>\$ 4,488,865</u>	<u>\$ 3,424,974</u>	<u>\$ -</u>
Net OPEB Liability - Ending (a) - (b)	<u>\$ 4,383,729</u>	<u>\$ 3,062,465</u>	<u>\$ 6,057,653</u>	<u>\$ 7,482,519</u>	<u>\$ 11,159,578</u>
Plan Fiduciary Net Position as a Percentage of the Total OPEB Liability	59.41%	70.62%	42.56%	31.40%	0.00%
Covered Payroll	N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹
Net OPEB Liability as a Percentage of Covered Payroll	N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹
Measurement Date	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018

¹ The District's OPEB Plan is administered through a trust, however, contributions are not made based on a measure of pay. Therefore, no measure of payroll is presented.

Note: In the future, as data becomes available, ten years of information will be presented.

See Notes to Required Supplementary Information

Orcutt Union School District
Schedule of the District's Proportionate Share of the Net OPEB Liability – MPP Program
Year Ended June 30, 2022

Year ended June 30,	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>
Proportion of the net OPEB liability	<u>0.0600%</u>	<u>0.0714%</u>	<u>0.0730%</u>	<u>0.0753%</u>	<u>0.0754%</u>
Proportionate share of the net OPEB liability	<u>\$ 239,280</u>	<u>\$ 302,553</u>	<u>\$ 271,953</u>	<u>\$ 288,222</u>	<u>\$ 317,280</u>
Covered payroll	<u>N/A¹</u>	<u>N/A¹</u>	<u>N/A¹</u>	<u>N/A¹</u>	<u>N/A¹</u>
Proportionate share of the net OPEB liability as a percentage of it's covered payroll	<u>N/A¹</u>	<u>N/A¹</u>	<u>N/A¹</u>	<u>N/A¹</u>	<u>N/A¹</u>
Plan fiduciary net position as a percentage of the total OPEB liability	<u>-0.80%</u>	<u>-0.71%</u>	<u>-0.81%</u>	<u>-0.40%</u>	<u>0.01%</u>
Measurement Date	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017

¹ As of June 30, 2012, active members are no longer eligible for future enrollment in the MPP Program; therefore, the covered payroll disclosure is not applicable.

Note : In the future, as data becomes available, ten years of information will be presented.

Orcutt Union School District
Schedule of the District's Proportionate Share of the Net Pension Liability
Year Ended June 30, 2022

	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>
CalSTRS					
Proportion of the net pension liability	0.0399%	0.0410%	0.0413%	0.0420%	0.0417%
Proportionate share of the net pension liability	\$ 18,161,961	\$ 39,706,122	\$ 37,283,867	\$ 38,556,718	\$ 38,523,730
State's proportionate share of the net pension liability	9,138,394	20,468,511	20,340,839	22,075,524	22,790,313
Total	<u>\$ 27,300,355</u>	<u>\$ 60,174,633</u>	<u>\$ 57,624,706</u>	<u>\$ 60,632,242</u>	<u>\$ 61,314,043</u>
Covered payroll	<u>\$ 22,078,693</u>	<u>\$ 22,134,784</u>	<u>\$ 22,448,262</u>	<u>\$ 22,311,247</u>	<u>\$ 23,242,234</u>
Proportionate share of the net pension liability as a percentage of its covered payroll	<u>82.26%</u>	<u>179.38%</u>	<u>166.09%</u>	<u>172.81%</u>	<u>165.75%</u>
Plan fiduciary net position as a percentage of the total pension liability	<u>87%</u>	<u>72%</u>	<u>73%</u>	<u>71%</u>	<u>69%</u>
Measurement Date	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017
CalPERS					
Proportion of the net pension liability	0.0443%	0.0462%	0.0462%	0.0456%	0.0455%
Proportionate share of the net pension liability	\$ 8,998,553	\$ 14,185,955	\$ 13,456,107	\$ 12,145,090	\$ 10,865,013
Covered payroll	\$ 6,371,783	\$ 6,665,068	\$ 6,399,828	\$ 6,075,848	\$ 9,790,855
Proportionate share of the net pension liability as a percentage of its covered payroll	<u>141.23%</u>	<u>212.84%</u>	<u>210.26%</u>	<u>199.89%</u>	<u>110.97%</u>
Plan fiduciary net position as a percentage of the total pension liability	<u>81%</u>	<u>70%</u>	<u>70%</u>	<u>71%</u>	<u>72%</u>
Measurement Date	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017

Note : In the future, as data becomes available, ten years of information will be presented.

Orcutt Union School District
Schedule of the District's Proportionate Share of the Net Pension Liability
Year Ended June 30, 2022

	2017	2016	2015
CaSTRS			
Proportion of the net pension liability	0.0443%	0.0452%	0.0426%
Proportionate share of the net pension liability	\$ 35,807,180	\$ 30,402,486	\$ 24,868,700
State's proportionate share of the net pension liability	20,384,389	16,079,564	15,016,795
Total	\$ 56,191,569	\$ 46,482,050	\$ 39,885,495
Covered payroll	\$ 20,829,795	\$ 20,005,788	23,953,830
Proportionate share of the net pension liability as a percentage of its covered payroll	171.90%	151.97%	103.82%
Plan fiduciary net position as a percentage of the total pension liability	70%	74%	77%
Measurement Date	June 30, 2016	June 30, 2015	June 30, 2014
CaPERS			
Proportion of the net pension liability	0.0477%	0.0473%	0.0463%
Proportionate share of the net pension liability	\$ 9,420,506	\$ 6,971,325	\$ 5,260,178
Covered payroll	\$ 5,610,720	\$ 5,023,048	5,942,471
Proportionate share of the net pension liability as a percentage of its covered payroll	167.90%	138.79%	88.52%
Plan fiduciary net position as a percentage of the total pension liability	74%	79%	83%
Measurement Date	June 30, 2016	June 30, 2015	June 30, 2014

Note : In the future, as data becomes available, ten years of information will be presented.

Orcutt Union School District
Schedule of the District's Contributions
Year Ended June 30, 2022

	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>
CaSTRS					
Contractually required contribution	\$ 3,958,205	\$ 3,565,709	\$ 3,785,048	\$ 3,654,577	\$ 3,219,513
Less contributions in relation to the contractually required contribution	<u>3,958,205</u>	<u>3,565,709</u>	<u>3,785,048</u>	<u>3,654,577</u>	<u>3,219,513</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Covered payroll	<u>\$ 23,393,647</u>	<u>\$ 22,078,693</u>	<u>\$ 22,134,784</u>	<u>\$ 22,448,262</u>	<u>\$ 22,311,247</u>
Contributions as a percentage of covered payroll	<u>16.92%</u>	<u>16.15%</u>	<u>17.10%</u>	<u>16.28%</u>	<u>14.43%</u>
CaIPERS					
Contractually required contribution	\$ 1,643,558	\$ 1,318,959	\$ 1,314,418	\$ 1,155,937	\$ 943,640
Less contributions in relation to the contractually required contribution	<u>1,643,558</u>	<u>1,318,959</u>	<u>1,314,418</u>	<u>1,155,937</u>	<u>943,640</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Covered payroll	<u>\$ 7,173,976</u>	<u>\$ 6,371,783</u>	<u>\$ 6,665,068</u>	<u>\$ 6,399,828</u>	<u>\$ 6,075,848</u>
Contributions as a percentage of covered payroll	<u>22.910%</u>	<u>20.700%</u>	<u>19.721%</u>	<u>18.062%</u>	<u>15.531%</u>

Note : In the future, as data becomes available, ten years of information will be presented.

Orcutt Union School District
Schedule of the District's Contributions
Year Ended June 30, 2022

	<u>2017</u>	<u>2016</u>	<u>2015</u>
CaSTRS			
Contractually required contribution	\$ 2,923,873	\$ 2,235,037	\$ 1,776,514
Less contributions in relation to the contractually required contribution	<u>2,923,873</u>	<u>2,235,037</u>	<u>1,776,514</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Covered payroll	<u>\$ 23,242,234</u>	<u>\$ 20,829,795</u>	<u>\$ 20,005,788</u>
Contributions as a percentage of covered payroll	<u>12.58%</u>	<u>10.73%</u>	<u>8.88%</u>
CaIPERS			
Contractually required contribution	\$ 1,359,754	\$ 664,702	\$ 591,263
Less contributions in relation to the contractually required contribution	<u>1,359,754</u>	<u>664,702</u>	<u>591,263</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Covered payroll	<u>\$ 9,790,855</u>	<u>\$ 5,610,720</u>	<u>\$ 5,023,048</u>
Contributions as a percentage of covered payroll	<u>13.888%</u>	<u>11.847%</u>	<u>11.771%</u>

Note : In the future, as data becomes available, ten years of information will be presented.

Note 1 - Purpose of Schedules

Budgetary Comparison Schedules

The District employs budget control by object codes and by individual appropriation accounts. Budgets are prepared on the modified accrual basis of accounting in accordance with accounting principles generally accepted in the United State of America as prescribed by the Governmental Accounting Standards Board and provisions of the California *Education Code*. The governing board is required to hold a public hearing and adopt an operating budget no later than July 1 of each year. The adopted budget is subject to amendment throughout the year to give consideration to unanticipated revenue and expenditures primarily resulting from events unknown at the time of budget adoption with the legal restriction that expenditures cannot exceed appropriations by major object account.

The amounts reported as the original budgeted amounts in the budgetary statements reflect the amounts when the original appropriations were adopted. The amounts reported as the final budgeted amounts in the budgetary statements reflect the amounts after all budget amendments have been accounted for.

These schedules present information for the original and final budgets and actual results of operations, as well as the variances from the final budget to actual results of operations.

Schedule of Changes in the District's Net OPEB Liability and Related Ratios

This schedule presents information on the District's changes in the net OPEB liability, including beginning and ending balances, the plan's fiduciary net position, and the net OPEB liability. In the future, as data becomes available, ten years of information will be presented.

- *Changes in Benefit Terms* – There were no changes in benefit terms since the previous valuation.
- *Changes of Assumptions* – There were no changes in changes of assumptions since the previous valuation.

Schedule of the District's Proportionate Share of the Net OPEB Liability - MPP Program

This schedule presents information on the District's proportionate share of the net OPEB Liability – MPP Program and the plans' fiduciary net position. In the future, as data becomes available, ten years of information will be presented.

- *Changes in Benefit Terms* – There were no changes in benefit terms since the previous valuation.
- *Changes of Assumptions* – The plan rate of investment return assumption was changed from 2.21% to 2.16% since the previous valuation.

Schedule of the District's Proportionate Share of the Net Pension Liability

This schedule presents information on the District's proportionate share of the net pension liability (NPL), the plans' fiduciary net position and, when applicable, the State's proportionate share of the NPL associated with the District. In the future, as data becomes available, ten years of information will be presented.

- *Changes in Benefit Terms* – There were no changes in benefit terms since the previous valuations for both CalSTRS and CalPERS.
- *Changes of Assumptions* – There were no changes in economic assumptions for either the CalSTRS or CalPERS plans from the previous valuations.

Schedule of the District's Contributions

This schedule presents information on the District's required contribution, the amounts actually contributed, and any excess or deficiency related to the required contribution. In the future, as data becomes available, ten years of information will be presented.



Supplementary Information
June 30, 2022

Orcutt Union School District

Orcutt Union School District
Schedule of Expenditures of Federal Awards
Year Ended June 30, 2022

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Assistance Listing Number	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. Department of Education			
Passed Through Santa Barbara County Special Education Local Plan Area			
Special Education Cluster			
Special Education Grants to States - Basic Local Assistance	84.027	13379	\$ 981,796
Special Education Preschool Grants	84.173A	13430	38,676
COVID-19 Special Education ARP Part B, Sec. 611, Local Assistance Entitlement	84.027	15638	96,213
Total Special Education Cluster			<u>1,116,685</u>
Title II, Part A, Supporting Effective Instruction	84.367	14341	236,708
Supporting Effective Instruction State Grants - Teacher Quality	84.010	14329	544,597
English Language Acquisition State Grants - LEP	84.365	14346	72,132
Student Support and Academic Enrichment Program	84.424	15396	<u>30,808</u>
COVID-19 Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D	15536	26,796
COVID-19 Elementary and Secondary School Emergency Relief II (ESSER II) Fund	84.425D	15547	103,966
COVID-19 Expanded Learning Opportunities (ELO) Grant: ESSER II State Reserve	84.425D	15618	257,481
COVID-19 Elementary and Secondary School Emergency Relief III (ESSER III) Fund	84.425U	15559	56,405
COVID-19 Governor's Emergency Education Relief (GEER) Fund	84.425C	15517	<u>184,778</u>
Subtotal			<u>629,426</u>
Total U.S. Department of Education			<u>2,630,356</u>
U.S. Federal Communications Commission			
Passed through Universal Service Administration Company			
COVID-19 Emergency Connectivity Fund Program	32.009	[1]	<u>842,061</u>
U.S. Department of Health and Human Services Human Services			
Passed through California Department of Education			
Child Care and Development Block Grant Cluster			
COVID-19 Child Development Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act One-time Stipend	93.575	15555	<u>13,230</u>
Total Child Care and Development Block Grant Cluster			<u>13,230</u>
U.S. Department of Agriculture			
Passed Through California Department of Education			
Child Nutrition Cluster			
National School Lunch Program	10.555	13391	1,938,023
COVID-19 Emergency Operational Costs Reimbursement (ECR)	10.555	15637	35,678
National School Lunch Program - Commodity Supplemental Food	10.555	13391	<u>239,577</u>
Subtotal			<u>2,213,278</u>
School Breakfast Program - Especially Needy Breakfast	10.553	13526	<u>376,260</u>
Total Child Nutrition Cluster			<u>2,589,538</u>
COVID-19 Pandemic EBT Local Administrative Grant	10.649	15644	<u>3,063</u>
Passed Through California Department of Social Services			
Child and Adult Care Food Program	10.558	13393	<u>220,462</u>
Total U.S. Department of Agriculture			<u>2,813,063</u>
Total Federal Financial Assistance			<u>\$ 6,298,710</u>

[1] Federal Financial Assistance Listing/Federal CFDA Number not available

ORGANIZATION

The Orcutt Union School District was established in 1884 and consists of an area comprising approximately 69.69 square miles. The District operates eight elementary schools, with grades kindergarten through eight, and one charter school, with grades kindergarten through twelve. There were no boundary changes during the current year.

GOVERNING BOARD

MEMBER	OFFICE	TERM EXPIRES
Mark Steller	President	2022
Shaun Henderson	Clerk	2022
Melanie Waffle	Member	2022
Lisa Morinini	Member	2024
Liz Phillips	Member	2024

ADMINISTRATION

NAME	TITLE
Dr. Holly Edds, Ed.D.	Superintendent
Ms. Susan Salucci	Assistant Superintendent, Human Resources
Mr. Joseph Dana	Assistant Superintendent, Educational Services
Sandy Knight	Assistant Superintendent, Business Services

Orcutt Union School District
 Schedule of Average Daily Attendance
 Year Ended June 30, 2022

	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Transitional kindergarten through third	1,465.84	1,464.02
Fourth through sixth	1,192.43	1,196.50
Seventh and eighth	926.94	920.94
Total Regular ADA	3,585.21	3,581.46
Extended Year Special Education		
Transitional kindergarten through third	2.53	2.53
Fourth through sixth	1.25	1.25
Seventh and eighth	0.91	0.91
Total Extended Year Special Education	4.69	4.69
Total ADA	3,589.90	3,586.15
Orcutt Academy Charter		
Regular ADA		
Transitional kindergarten through third	55.11	50.33
Fourth through sixth	42.26	42.36
Seventh and eighth	29.38	29.38
Ninth through twelfth	563.03	566.98
Total Regular ADA	689.78	689.05
Classroom Based ADA		
Transitional kindergarten through third	55.11	50.33
Fourth through sixth	42.26	42.36
Seventh and eighth	29.38	29.38
Ninth through twelfth	563.03	566.98
Total Classroom Based ADA	689.78	689.05

Orcutt Union School District
 Schedule of Instructional Time
 Year Ended June 30, 2022

Grade Level	1986-1987 Minutes Requirement	2021-2022 Actual Minutes	Number of Minutes Credited Form J-13A	Total Minutes Offered	Traditional Calendar			Multitrack Calendar			Status
					Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	
Kindergarten	36,000	46,395	-	46,395	180	-	180	-	-	-	Complied
Grades 1 - 3	50,400										
Grade 1		51,865	-	51,865	180	-	180	-	-	-	Complied
Grade 2		51,865	-	51,865	180	-	180	-	-	-	Complied
Grade 3		51,865	-	51,865	180	-	180	-	-	-	Complied
Grades 4 - 8	54,000										
Grade 4		54,017	-	54,017	180	-	180	-	-	-	Complied
Grade 5		54,030	-	54,030	180	-	180	-	-	-	Complied
Grade 6		54,030	-	54,030	180	-	180	-	-	-	Complied
Grade 7		54,050	-	54,050	180	-	180	-	-	-	Complied
Grade 8		54,050	-	54,050	180	-	180	-	-	-	Complied

Orcutt Union School District
 Schedule of Instructional Time
 Year Ended June 30, 2022

Orcutt Academy Charter

Grade Level	1986-1987 Minutes Requirement	2021-2022 Actual Minutes	Number of Minutes Credited Form J-13A	Total Minutes Offered	Traditional Calendar			Multitrack Calendar			Status
					Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	
Kindergarten	36,000	55,520	-	55,520	180	-	180	-	-	-	Complied
Grades 1 - 3	50,400										
Grade 1		55,520	-	55,520	180	-	180	-	-	-	Complied
Grade 2		55,520	-	55,520	180	-	180	-	-	-	Complied
Grade 3		55,520	-	55,520	180	-	180	-	-	-	Complied
Grades 4 - 8	54,000										
Grade 4		55,520	-	55,520	180	-	180	-	-	-	Complied
Grade 5		55,520	-	55,520	180	-	180	-	-	-	Complied
Grade 6		55,520	-	55,520	180	-	180	-	-	-	Complied
Grade 7		54,804	-	54,804	180	-	180	-	-	-	Complied
Grade 8		54,804	-	54,804	180	-	180	-	-	-	Complied
Grades 9 - 12	64,800										
Grade 9		64,800	-	64,800	180	-	180	-	-	-	Complied
Grade 10		64,800	-	64,800	180	-	180	-	-	-	Complied
Grade 11		64,800	-	64,800	180	-	180	-	-	-	Complied
Grade 12		64,800	-	64,800	180	-	180	-	-	-	Complied

Orcutt Union School District
Reconciliation of Annual Financial and Budget Report with Audited Financial Statements
Year Ended June 30, 2022

There were no adjustments to the Unaudited Actual Financial Report, which required reconciliation to the audited financial statements at June 30, 2022.

Orcutt Union School District
Schedule of Financial Trends and Analysis
Year Ended June 30, 2022

	(Budget) 2023 ¹	2022	2021 ¹	2020 ¹
General Fund ³				
Revenues	\$ 56,155,886	\$ 54,964,132	\$ 50,958,752	\$ 49,846,953
Other sources	-	-	-	-
Total Revenues and Other Sources	<u>56,155,886</u>	<u>54,964,132</u>	<u>50,958,752</u>	<u>49,846,953</u>
Expenditures	54,650,556	49,815,769	46,331,388	44,119,920
Other uses and transfers out	1,647,321	3,382,405	3,777,749	2,853,575
Total Expenditures and Other Uses	<u>56,297,877</u>	<u>53,198,174</u>	<u>50,109,137</u>	<u>46,973,495</u>
Increase/(Decrease) in Fund Balance	<u>(141,991)</u>	<u>1,765,958</u>	<u>849,615</u>	<u>2,873,458</u>
Ending Fund Balance	<u>\$ 17,358,703</u>	<u>\$ 17,500,694</u>	<u>\$ 15,734,736</u>	<u>\$ 14,885,121</u>
Available Reserves ²	<u>\$ 8,918,229</u>	<u>\$ 8,267,467</u>	<u>\$ 1,523,918</u>	<u>\$ 1,409,204</u>
Available Reserves as a Percentage of Total Outgo	<u>15.84%</u>	<u>15.54%</u>	<u>3.04%</u>	<u>3.00%</u>
Long-Term Liabilities	<u>N/A</u>	<u>\$ 81,460,846</u>	<u>\$ 8,800,356</u>	<u>\$ 102,987,935</u>
K-12 Average Daily Attendance at P-2 ⁴	<u>3,593</u>	<u>3,590</u>	<u>4,105</u>	<u>4,105</u>

The General Fund balance has increased by \$2,615,573 over the past two years. The fiscal year 2022-2023 budget a decrease of \$141,991 (0.81%). For a district this size, the State recommends available reserves of at least 3% of total General Fund expenditures, transfers out, and other uses (total outgo).

The District has incurred operating surpluses in all of the past three years and anticipates incurring an operating deficit during the 2022-2023 fiscal year. Total long-term liabilities have decreased by \$21,527,089 over the past two years.

Average daily attendance has decreased by 515 over the past two years. Growth of 3 ADA is anticipated during fiscal year 2022-2023.

¹ Financial information for 2023, 2021, and 2020 are included for analytical purposes only and has not been subjected to audit.

² Available reserves consist of all unassigned fund balances including all amounts reserved for economic uncertainties contained with the General Fund.

³ General Fund amounts do not include activity related to the consolidation of the Deferred Maintenance Fund and Special Reserve Fund for Postemployment Benefits as required by GASB Statement No. 54.

⁴ Does not include Charter School.

Orcutt Union School District
Schedule of Charter Schools
Year Ended June 30, 2022

<u>Name of Charter School</u>	<u>Charter Number</u>	<u>Included in Audit Report</u>
Orcutt Academy Charter	0967	Yes

Orcutt Union School District
Combining Balance Sheet – Non-Major Governmental Funds
June 30, 2022

	Student Activity Fund	Child Development Fund	Cafeteria Fund	Capital Facilities Fund	Special Reserve Fund for Capital Outlay Projects	Bond Interest and Redemption Fund	Total Non-Major Governmental Funds
Assets							
Deposits and investments	\$ 21,435	\$ 14,177	\$ 1,967,553	\$ 1,846,910	\$ 168,033	\$ 3,296,981	\$ 7,315,089
Receivables	-	45,866	443,374	28,280	267	4,759	522,546
Due from other funds	-	9,298	-	-	762	-	10,060
Stores inventories	-	-	63,369	-	-	-	63,369
Total assets	\$ 21,435	\$ 69,341	\$ 2,474,296	\$ 1,875,190	\$ 169,062	\$ 3,301,740	\$ 7,911,064
Liabilities and Fund Balances							
Liabilities							
Accounts payable	\$ -	\$ 7,635	\$ 34,786	\$ -	\$ -	\$ -	\$ 42,421
Due to other funds	-	35,512	59,311	-	-	-	94,823
Unearned revenue	-	25,792	-	-	-	-	25,792
Total liabilities	-	68,939	94,097	-	-	-	163,036
Fund Balances							
Nonspendable	-	-	63,369	-	-	-	63,369
Restricted	21,435	402	2,316,830	1,875,190	-	3,301,740	7,515,597
Assigned	-	-	-	-	169,062	-	169,062
Total fund balances	21,435	402	2,380,199	1,875,190	169,062	3,301,740	7,748,028
Total liabilities and fund balances	\$ 21,435	\$ 69,341	\$ 2,474,296	\$ 1,875,190	\$ 169,062	\$ 3,301,740	\$ 7,911,064

Orcutt Union School District

Combining Statement of Revenues, Expenditures, and Changes in Fund Balances – Non-Major Governmental Funds
Year Ended June 30, 2022

	Student Activity Fund	Child Development Fund	Cafeteria Fund	Capital Facilities Fund	Special Reserve Fund for Capital Outlay Projects	Bond Interest and Redemption Fund	Total Non-Major Governmental Funds
Revenues							
Federal sources	\$ -	\$ -	\$ 2,826,950	\$ -	\$ -	\$ -	\$ 2,826,950
Other State sources	-	272,052	145,112	-	-	22,032	439,196
Other local sources	70,669	101	(35,629)	689,489	(5,201)	2,515,492	3,234,921
Total revenues	70,669	272,153	2,936,433	689,489	(5,201)	2,537,524	6,501,067
Expenditures							
Current							
Instruction	-	219,194	-	-	-	-	219,194
Instruction-related activities							
Supervision of instruction	-	17,745	-	-	-	-	17,745
School site administration	-	26,581	-	-	-	-	26,581
Pupil services							
Food services	-	-	2,401,613	-	-	-	2,401,613
Administration							
All other administration	-	14,190	57,776	162	-	-	72,128
Plant services	-	7,572	3,702	-	-	-	11,274
Ancillary services	72,685	-	-	-	-	-	72,685
Debt service							
Principal	-	-	-	-	-	1,535,000	1,535,000
Interest and other	-	-	-	-	-	1,356,174	1,356,174
Total expenditures	72,685	285,282	2,463,091	162	-	2,891,174	5,712,394
Net Change in Fund Balances	(2,016)	(13,129)	473,342	689,327	(5,201)	(353,650)	788,673
Fund Balance - Beginning	23,451	13,531	1,906,857	1,185,863	174,263	3,655,390	6,959,355
Fund Balance - Ending	\$ 21,435	\$ 402	\$ 2,380,199	\$ 1,875,190	\$ 169,062	\$ 3,301,740	\$ 7,748,028

Note 1 - Purpose of Schedules

Schedule of Expenditures of Federal Awards (SEFA)

Basis of Presentation

The accompanying schedule of expenditures of federal awards (the schedule) includes the federal award activity of the District under programs of the federal government for the year ended June 30, 2022. The information is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the schedule presents only a selected portion of the operations of the District, it is not intended to and does not present the financial position, or changes in net position or fund balance.

Summary of Significant Accounting Policies

Expenditures reported in the schedule are reported on the modified accrual basis of accounting. When applicable, such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. No federal financial assistance has been provided to a subrecipient.

Indirect Cost Rate

The District has not elected to use the ten percent de minimis cost rate.

Food Donation

Nonmonetary assistance is reported in this schedule at the fair market value of the commodities received and disbursed. At June 30, 2022, the District had no food commodities in inventory.

SEFA Reconciliation

The following schedule provides reconciliation between revenues reported on the Statement of Revenues, Expenditures, and Changes in Fund Balances and the related expenditures reported on the Schedule of Expenditures of Federal Awards. The reconciling amounts consist primarily of COVID-19 Child Development Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act One-time Stipend funds that in the previous period were recorded as revenues but were unspent. These unspent balances have been expended in the current period. In addition, Child and Adult Care Food Program (CACFP) funds have been recorded in the current period as revenues that have not been expended as of June 30, 2022. These unspent balances are reported as legally restricted ending balances within the General Fund and Cafeteria Fund.

	Assistance Listing Number	Amount
Description		
Total Federal Revenues reported on the financial statements		\$ 6,299,367
Child and Adult Care Food Program (CACFP)	10.558	(13,887)
COVID-19 Child Development Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act One-time Stipend	93.575	13,230
Total federal financial assistance		\$ 6,298,710

Local Education Agency Organization Structure

This schedule provides information about the District's boundaries and schools operated, members of the governing board, and members of the administration.

Schedule of Average Daily Attendance (ADA)

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to school districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

Schedule of Instructional Time

The District has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. The District has met its target funding. This schedule presents information on the amount of instructional time offered by the District and whether the District complied with the provisions of *Education Code* Sections 46200 through 46207.

Districts must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 46201.

Reconciliation of Annual Financial and Budget Report With Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

Schedule of Financial Trends and Analysis

This schedule discloses the District's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the District's ability to continue as a going concern for a reasonable period of time.

Schedule of Charter Schools

This schedule lists all Charter Schools chartered by the District, and displays information for each Charter School on whether or not the Charter School is included in the School District audit.

Non-Major Governmental Funds - Balance Sheet and Statement of Revenues, Expenditures, and Changes in Fund Balances

These schedules are included to provide information regarding the individual funds that have been included in the Non-Major Governmental Funds column on the Governmental Funds Balance Sheet and Statement of Revenues, Expenditures, and Changes in Fund Balances.



Independent Auditor's Reports
June 30, 2022

Orcutt Union School District



Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

To the Governing Board
Orcutt Union School District
Orcutt, California

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Orcutt Union School District (the District), as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the District's basic financial statements and have issued our report thereon dated January 30, 2023.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in cursive script that reads "Eide Sully LLP".

Rancho Cucamonga, California
January 30, 2023



Independent Auditor’s Report on Compliance for Each Major Federal Program; Report on Internal Control Over Compliance Required by the Uniform Guidance

To the Governing Board
Orcutt Union School District
Orcutt, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Orcutt Union School District’s (the District) compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of the District’s major federal programs for the year ended June 30, 2022. The District’s major federal programs are identified in the summary of auditor’s results section of the accompanying schedule of findings and questioned costs.

In our opinion, the District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor’s Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Orcutt Union School District’s compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the District’s federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the District's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the District's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Eide Bailly LLP

Rancho Cucamonga, California
January 30, 2023



Independent Auditor's Report on State Compliance

To the Governing Board
Orcutt Union School District
Orcutt, California

Report on Compliance

Opinion on State Compliance

We have audited Orcutt Union School District's (the District) compliance with the requirements specified in the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, applicable to the District's state program requirements identified below for the year ended June 30, 2022.

In our opinion, the District complied, in all material respects, with the compliance requirements referred to above that are applicable to the laws and regulations of the state programs noted in the table below for the year ended June 30, 2022.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards and the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on state compliance with the compliance requirements subject to audit in the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our audit does not provide a legal determination of the District's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the District's compliance with the requirements listed in the table below.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements listed in the table below has occurred, whether due to fraud or error, and express an opinion on the District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the District's compliance with the requirements listed in the table below.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the District's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a state program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such

that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a state program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with compliance requirements as identified in the table below that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor’s Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the District’s compliance with laws and regulations applicable to the following items:

	<u>Procedures Performed</u>
LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS	
Attendance	Yes
Teacher Certification and Misassignments	Yes
Kindergarten Continuance	Yes
Independent Study	Yes
Continuation Education	Yes
Instructional Time	Yes
Instructional Materials	Yes
Ratios of Administrative Employees to Teachers	Yes
Classroom Teacher Salaries	Yes
Early Retirement Incentive	No, see below
Gann Limit Calculation	Yes
School Accountability Report Card	Yes
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	Yes
Transportation Maintenance of Effort	Yes
Apprenticeship: Related and Supplemental Instruction	No, see below
Comprehensive School Safety Plan	Yes
District of Choice	No, see below
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS	
California Clean Energy Jobs Act	No, see below
After/Before School Education and Safety Program	Yes

	Procedures Performed
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study - Course Based	No, see below
Immunizations	No, see below
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant	No, see below
In Person Instruction Grant	Yes
CHARTER SCHOOLS	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	No, see below
Annual Instructional Minutes - Classroom Based	Yes
Charter School Facility Grant Program	No, see below

The District did not offer an Early Retirement Incentive Program during the current year; therefore, we did not perform procedures related to the Early Retirement Incentive Program.

The District does not have any Juvenile Court Schools; therefore, we did not perform any procedures related to Juvenile Court Schools.

The District does not have any Middle or Early College High Schools; therefore, we did not perform any procedures related to Middle or Early College High Schools.

We did not perform Apprenticeship: Related and Supplemental Instruction procedures because the program is not offered by the District.

We did not perform District of Choice procedures because the program is not offered by the District.

We did not perform California Clean Energy Jobs Act procedures because the related procedures were performed in a previous year.

For the 2021-2022 school year, Independent Study – Course Based does not apply to School Districts as a result of distance learning, therefore, we did not perform any procedures related to the Independent Study – Course Based Program.

The District was not listed on the immunization assessment reports; therefore, we did not perform any related procedures.

We did not perform Career Technical Education Incentive Grant procedures because the District did not receive funding for this grant.

We did not perform procedures for the Nonclassroom-Based Instruction/Independent Study for Charter Schools because the ADA was under the level that requires testing

Additionally, we did not perform procedures for the Charter School Facility Grant Program because the District did not receive funding for this program.

The purpose of this report on internal control over state compliance is solely to describe the scope of our testing of internal control over state compliance and the results of that testing based on the requirements of the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

The image shows a handwritten signature in cursive script that reads "Eide Bailly LLP". The signature is written in black ink and is positioned above the typed name and date.

Rancho Cucamonga, California
January 30, 2023



Schedule of Findings and Questioned Costs
June 30, 2022

Orcutt Union School District

Financial Statements

Type of auditor's report issued	Unmodified
Internal control over financial reporting	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Noncompliance material to financial statements noted?	No

Federal Awards

Internal control over major program	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Type of auditor's report issued on compliance for major programs	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516(a)	No

Identification of major programs

<u>Name of Federal Program or Cluster</u>	<u>Assistance Listing Number</u>
COVID-19 Education Stabilization Fund Child Nutrition Cluster	84.425C, 84.425D, 84.425U 10.553, 10.555
Dollar threshold used to distinguish between type A and type B programs	\$750,000
Auditee qualified as low-risk auditee?	Yes

State Compliance

Internal control over state compliance programs	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Type of auditor's report issued on compliance for programs	Unmodified

None reported.

None reported.

None reported.

There were no audit findings reported in the prior year's Schedule of Findings and Questioned Costs.



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: February 8, 2023

BOARD AGENDA ITEM: 2021/22 Measure G Audit Report

BACKGROUND: Proposition 39 requires public school districts to annually conduct an audit of the district's financial records and internal operating procedures. This is accomplished through a qualified independent auditor who is responsible for completing and submitting this report to the District and the County Superintendent of Schools each year.

Notes from the Independent Auditors' Report are as follows: "In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Orcutt Union School District, as of June 30, 2022." Additionally, there were no audit findings reported in the Schedule of Findings and Questions Costs.

RECOMMENDATION: Staff recommends that the Board of Trustees accept the Measure G Audit Report ending June 30, 2022.

FUNDING: N/A



Financial and Performance Audits
Building Fund (Measure G)
June 30, 2022

Orcutt Union School District

FINANCIAL AUDIT

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Independent Auditor’s Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*11

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Financial Audit
Building Fund (Measure G)
June 30, 2022

Orcutt Union School District



Independent Auditor's Report

Governing Board and
Citizens Oversight Committee
Orcutt Union School District
Orcutt, California

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of the Building Fund (Measure G) of the Orcutt Union School District (the District), as of and for the year ended June 30, 2022, and the related notes to the financial statements, as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the financial position of the Building Fund (Measure G) of the District, as of June 30, 2022, and the changes in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards*). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the District, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Emphasis of Matter

As discussed in Note 1, the financial statements present only Building Fund (Measure G), and do not purport to, and do not, present fairly the financial position of the District as of June 30, 2022, the changes in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 30, 2023 on our consideration of the Building Fund (Measure G) of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Building Fund (Measure G) of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Building Fund (Measure G) of the District's internal control over financial reporting and compliance.

The image shows a handwritten signature in black ink that reads "Eide Sully LLP". The signature is written in a cursive, flowing style.

Rancho Cucamonga, California
January 30, 2023

Orcutt Union School District
Building Fund (Measure G)
Balance Sheet
June 30, 2022

Assets	
Deposits and investments	\$ 8,105,514
Receivables	<u>23,095</u>
Total assets	<u>\$ 8,128,609</u>
Liabilities and Fund Balance	
Liabilities	
Accounts payable	<u>\$ 731,238</u>
Fund Balance	
Restricted for capital projects	<u>7,397,371</u>
Total liabilities and fund balance	<u>\$ 8,128,609</u>

Orcutt Union School District
Building Fund (Measure G)
Statement of Revenues, Expenditures, and Changes in Fund Balance
June 30, 2022

Revenues	
Interest income	\$ 40,296
Fair market value adjustments	<u>(292,081)</u>
Total revenues	<u>(251,785)</u>
Expenditures	
Current	
Capital outlay	<u>5,183,184</u>
Deficiency of Revenues over Expenditures	<u>(5,434,969)</u>
Net Change in Fund Balance	(5,434,969)
Fund Balance - Beginning	<u>12,832,340</u>
Fund Balance - Ending	<u><u>\$ 7,397,371</u></u>

Note 1 - Summary of Significant Accounting Policies

The accounting policies of the Orcutt Union School District's (the District) Building Fund (Measure G) conform to accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA). The Orcutt Union School District Building Fund accounts for financial transactions in accordance with the policies and procedures of the California School Accounting Manual.

Financial Reporting Entity

The financial statements include only the Building Fund of the Orcutt Union School District used to account for Measure G projects. This Fund was established to account for the expenditures of general obligation bonds issued under Measure G. These financial statements are not intended to present fairly the financial position and results of operations of the Orcutt Union School District in compliance with accounting principles generally accepted in the United States of America.

Fund Accounting

The operations of the Building Fund are accounted for in a separate set of self-balancing accounts that comprise its assets, liabilities, fund balance, revenues, and expenditures. Resources are allocated to and accounted for in the fund based upon the purpose for which they are to be spent and the means by which spending activities are controlled.

Basis of Accounting

The Building Fund is accounted for using a flow of current financial resources measurement focus and the modified accrual basis of accounting. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. The statement of revenues, expenditures, and changes in fund balance reports on the sources (revenues and other financing sources) and uses (expenditures and other financing uses) of current financial resources.

Budgets and Budgetary Accounting

Annual budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America for all governmental funds. The District's governing board adopts an operating budget no later than July 1 in accordance with State law. A public hearing must be conducted to receive comments prior to adoption. The District's governing board satisfied these requirements. The Board revises this budget during the year to give consideration to unanticipated revenue and expenditures primarily resulting from events unknown at the time of budget adoption. The District employs budget control by minor object and by individual appropriation accounts. Expenditures cannot legally exceed appropriations by major object account.

Encumbrances

The District utilizes an encumbrance accounting system under which purchase orders, contracts and other commitments for the expenditure of monies are recorded in order to reserve that portion of the applicable appropriation. Encumbrances are liquidated when the commitments are paid, and all outstanding encumbrances lapse at June 30.

Fund Balance - Building Fund (Measure G)

As of June 30, 2022, the fund balance is classified as follows:

Restricted - amounts that can be spent only for specific purposes because of constitutional provisions or enabling legislation or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

Spending Order Policy

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the District considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the District considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the governing board has provided otherwise in its commitment or assignment actions.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures/expenses during the reporting period. Actual results could differ from those estimates.

Note 2 - Investments

Policies and Practices

The District is authorized under California Government Code to make direct investments in local agency bonds, notes, or warrants within the State: U.S. Treasury instrument; registered State warrants or treasury notes: securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreement; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security, and collateralized mortgage obligations.

Investment in County Treasury

The District is considered to be an involuntary participant in an external investment pool as the District is required to deposit all receipts and collections of monies with their County Treasurer (*Education Code* Section 41001). The fair value of the District's investment in the pool is reported in the accounting financial statement at amounts based upon the District's pro-rata share of the fairly value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

General Authorizations

Limitations as they relate to interest rate risk, credit risk, and concentration of credit risk are indicated in the schedules below:

Authorized Investment Type	Maximum Remaining Maturity	Maximum Percentage of Portfolio	Maximum Investment in One Issuer
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U.S. Treasury Obligations	5 years	None	None
U.S. Agency Securities	5 years	None	None
Banker's Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value is to changes in market interest rates. The District does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. The District manages its exposure to interest rate risk by investing in the Santa Barbara County Treasury Investment Pool. The District maintains a Building Fund (Measure G) investment of \$8,105,514 with the Santa Barbara County Treasury Investment Pool, with an average maturity of 664 days.

Credit Risk

Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The District's investments in the Santa Barbara County Treasury Investment Pool is not rated.

Note 3 - Fair Value Measurements

The District categorizes the fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles. The fair value hierarchy, which has three levels, is based on the valuation inputs used to measure an asset's fair value. The following provides a summary of the hierarchy used to measure fair value:

Level 1 - Quoted prices in active markets for identical assets that the District has the ability to access at the measurement date. Level 1 assets may include debt and equity securities that are traded in an active exchange market and that are highly liquid and are actively traded in over-the-counter markets.

Level 2 - Observable inputs other than Level 1 prices such as quoted prices for similar assets in active markets, quoted prices for identical or similar assets in markets that are not active, or other inputs that are observable, such as interest rates and curves observable at commonly quoted intervals, implied volatilities, and credit spreads. For financial reporting purposes, if an asset has a specified term, a Level 2 input is required to be observable for substantially the full term of the asset.

Level 3 - Unobservable inputs should be developed using the best information available under the circumstances, which might include the District's own data. The District should adjust that data if reasonably available information indicates that other market participants would use different data or certain circumstances specific to the District are not available to other market participants.

As of June 30, 2022, the District's investments of \$8,105,514 in the Santa Barbara County Treasury Investment Pool are uncategorized.

Note 4 - Receivables

Receivables at June 30, 2022, consisted of the following:

Interest	<u>\$ 23,095</u>
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Note 5 - Accounts Payable

Accounts payable at June 30, 2022, consisted of the following:

Construction	<u>\$ 731,238</u>
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Note 6 - Commitments and Contingencies

As of June 30, 2022, the Building Fund (Measure G) had the following commitments with respect to unfinished projects:

Capital Project	Remaining Construction Commitment	Expected Date of Completion
Orcutt Academy HS Multi-Use Room Building	\$ 9,449,045	September 2023
Joe Nightingale Ext. Painting	<u>57,000</u>	January 2023
Total	<u>\$ 9,506,045</u>	

Litigation

The District is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial position of the District at June 30, 2022.



Independent Auditor's Report
June 30, 2022

Orcutt Union School District



**Independent Auditor’s Report on Internal Control over Financial Reporting and
on Compliance and Other Matters Based on an Audit of Financial Statements Performed
in Accordance with *Government Auditing Standards***

Governing Board and
Citizens Oversight Committee
Orcutt Union School District
Orcutt, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the Building Fund (Measure G) of the Orcutt Union School District (the District) as of and for the year ended June 30, 2022, and the related notes of the financial statements, and have issued our report thereon dated January 30, 2023.

Emphasis of Matter

As discussed in Note 1, the financial statements of the Building Fund specific to Measure G are intended to present the financial position and the changes in financial position attributable to the transactions of that Fund. They do not purport to, and do not, present fairly the financial position of the District as of June 30, 2022, and the changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District’s internal control over financial reporting (internal control) as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District’s internal control. Accordingly, we do not express an opinion on the effectiveness of the District’s internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the District’s Building Fund (Measure G) financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Building Fund (Measure G) of the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

The image shows a handwritten signature in black ink that reads "Eide Bailly LLP". The signature is written in a cursive, professional style.

Rancho Cucamonga, California
January 30, 2023

None reported.

Orcutt Union School District
Building Fund (Measure G)
Summary Schedule of Prior Audit Findings
June 30, 2022

There were no audit findings reported in the prior year's Schedule of Findings and Questioned Costs.



Performance Audit
Building Fund (Measure G)
June 30, 2022

Orcutt Union School District



Independent Auditor's Report on Performance

Governing Board and
Citizens Oversight Committee
Orcutt Union School District
Orcutt, California

We were engaged to conduct a performance audit of the Building Fund (Measure G) of the Orcutt Union School District (the District) for the year ended June 30, 2022.

We conducted this performance audit in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

Our audit was limited to the objectives listed within the report which includes determining the District's compliance with the performance requirements as referred to in Proposition 39 and outlined in Article XIII A, Section 1(b)(3)(C) of the California Constitution and Appendix A contained in the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* issued by the California Education Audit Appeals Panel. Management is responsible for the District's compliance with those requirements.

In planning and performing our performance audit, we obtained an understanding of the District's internal control in order to determine if the internal controls were adequate to help ensure the District's compliance with the requirements of Proposition 39 and outlined in Article XIII A, Section 1(b)(3)(C) of the California Constitution, but not for the purpose of expressing an opinion of the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

The results of our tests indicated that the District expended Building Fund (Measure G) funds only for the specific projects approved by the voters, in accordance with Proposition 39 and outlined in Article XIII A, Section 1(b)(3)(C) of the California Constitution.

This report is intended solely for the information and use of the District, Governing Board, and Citizens Oversight Committee, and is not intended to be and should not be used by anyone other than these specified parties.

A handwritten signature in black ink that reads "Eide Bailly LLP".

Rancho Cucamonga, California
January 30, 2023

Authority for Issuance

The general obligation bonds associated with Measure G were issued pursuant to the Constitution and laws of the State of California (the State), including the provisions of Chapters 1 and 1.5 of Part 10 of the California *Education Code*, and other applicable provisions of law. The bonds are authorized to be issued by a resolution adopted by the Board of Supervisors of the County on August 9, 2017 (the Resolution), pursuant to a request of the District made by a resolution adopted by the Board of Education of the District March 14, 2018.

The District received authorization from an election held on November 8, 2016, to issue bonds of the District in an aggregate principal amount not to exceed \$60,000,000 to finance specific construction and renovation projects approved by eligible voters within the District. The proposition required approval by at least 55% of the votes cast by eligible voters within the District.

Purpose of Issuance

To repair/upgrade Orcutt, Los Alamos Elementary, secondary schools, including deteriorated roofs, plumbing, and electrical systems, improve student safety, security and disabled access, keep schools well-maintained, acquire, renovate, construct classrooms/facilities/equipment and technology infrastructure to support programs in science, math, reading and arts, and replace aging portables with modern classrooms.

Authority for the Audit

On November 7, 2000, California voters approved Proposition 39, the Smaller Classes, Safer Schools and Financial Accountability Act. Proposition 39 amended portions of the California Constitution to provide for the issuance of general obligation bonds by school districts, community college districts, or county offices of education, “for the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of rental property for school facilities”, upon approval by 55% of the electorate. In addition to reducing the approval threshold from two-thirds to 55%, Proposition 39 and the enacting legislation (AB 1908 and AB 2659) requires the following accountability measures as codified in *Education Code* sections 15278-15282:

1. Requires that the proceeds from the sale of the bonds be used only for the purposes specified in Article XIII A, Section 1(b)(3)(C) of the California Constitution, and not for any other purpose, including teacher and administrator salaries and other school operating expenses.
2. The school district must list the specific school facilities projects to be funded in the ballot measure and must certify that the governing board has evaluated safety, class size reduction and information technology needs in developing the project list.
3. Requires the school district to appoint a citizen’s oversight committee.

4. Requires the school district to conduct an annual independent financial audit and performance audit in accordance with the Government Auditing Standards issued by the Comptroller General of the United States of the bond proceeds until all of the proceeds have been expended.
5. Requires the school district to conduct an annual independent performance audit to ensure that the funds have been expended only on the specific projects listed.

Objectives of the Audit

1. Determine whether expenditures charged to the Building Fund have been made in accordance with the bond project list approved by the voters through the approval of Measure G.
2. Determine whether salary transactions, charged to the Building Fund were in support of Measure G and not for District general administration or operations.

Scope of the Audit

The scope of our performance audit covered the period of July 1, 2021 to June 30, 2022. The population of expenditures tested included all object and project codes associated with the bond projects. The propriety of expenditures for capital projects and maintenance projects funded through other State or local funding sources, other than proceeds of the bonds, were not included within the scope of the audit. Expenditures incurred subsequent to June 30, 2022, were not reviewed or included within the scope of our audit or in this report.

Methodology

We obtained the general ledger and the project expenditure reports prepared by the District for the fiscal year ended June 30, 2022, for the Building Fund (Measure G). Within the fiscal year audited, we obtained the actual invoices, purchase orders, and other supporting documentation for a sample of expenditures to ensure compliance with the requirements of Article XIII A, Section 1(b)(3)(C) of the California Constitution and Measure G as to the approved bond projects list. We performed the following procedures:

1. We identified expenditures and projects charged to the general obligation bond proceeds by obtaining the general ledger and project listing.
2. We selected a sample of expenditures using the following criteria:
 - a. We considered all expenditures recorded in all object codes.
 - b. We considered all expenditures recorded in all projects that were funded from July 1, 2021 through June 30, 2022 from Measure G bond proceeds.
 - c. We selected all expenditures that were individually significant expenditures. Individually significant expenditures were identified based on our assessment of materiality.

- d. For all items below the individually significant threshold identified in item 2c, judgmentally selected expenditures based on risk assessment and consideration of coverage of all object codes, including transfers out, and projects for period starting July 1, 2021 and ending June 30, 2022.
3. Our sample included transactions totaling \$3,997,563. This represents 77% of the total expenditures of \$5,183,184.
4. We reviewed the actual invoices and other supporting documentation to determine that:
 - a. Expenditures were supported by invoices with evidence of proper approval and documentation of receipting goods or services.
 - b. Expenditures were supported by proper bid documentation, as applicable.
 - c. Expenditures were expended in accordance with voter-approved bond project list.
 - d. Bond proceeds were not used for salaries of school administrators or other operating expenses of the District.
5. We determined that the District has met the compliance requirement of Measure G if the following conditions were met:
 - a. Supporting documents for expenditures were aligned with the voter-approved bond project list.
 - b. Supporting documents for expenditures were not used for salaries of school administrators or other operating expenses of the Districts.

Conclusion

The results of our tests indicated that, in all significant respects, Orcutt Union School District has properly accounted for the expenditures held in the Building Fund (Measure G) and that such expenditures were made for authorized Bond projects.

Orcutt Union School District
Building Fund (Measure G)
Schedule of Findings and Questioned Costs
June 30, 2022

None reported.

Orcutt Union School District
Building Fund (Measure G)
Summary Schedule of Prior Audit Findings
June 30, 2022

There were no audit findings reported in the prior year's Schedule of Findings and Questioned Costs.



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: February 8, 2023

BOARD AGENDA ITEM: Youth League Agreement: Field One

BACKGROUND: The Youth League Agreement for field one between Orcutt Union School District and Orcutt National Little League is valid through October 1, 2023 and is included for your review and approval.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the Youth League Agreement for field one with the Orcutt National Little League as submitted.

FUNDING: N/A

LICENSE AGREEMENT

THIS LICENSE AGREEMENT (“Agreement”) is made and entered into as of February 1, 2023 (“Effective Date”) by and between the Orcutt Union School District, a public school district of the State of California (“Licensor”), and Orcutt National Little League, a California Non-Profit organization (“Licensee”) (collectively the “Parties”).

RECITALS

WHEREAS, pursuant to Education Code, section 38130 *et seq.* (“Civic Center Act”), Licensor, upon the terms and conditions it deems proper, may grant the use of school facilities or grounds for, among other things, supervised sports league activities for youth; and

WHEREAS, Licensor is the owner of certain real property located at 610 Pinal Avenue, Orcutt, CA 93455, (“School Site”);

WHEREAS, Licensor is the owner of a baseball field located on the School Site (“Baseball Field”), as depicted on Exhibit A;

WHEREAS, Licensee provides youth league activities (“Services”) to Licensor’s students, other youth in Licensor’s community, and their families (“Participants”);

WHEREAS, Licensee desires use of the Baseball Field to provide Services to the community;

WHEREAS, Licensee will need a right of entry onto the School Site to access the Baseball Field and carry out the Services; and

WHEREAS, Licensee, and the youth who participate in Licensee’s programs, will benefit from gaining access to Licensor’s Baseball Field; and

WHEREAS, Licensor’s students who participate in youth league activities, and the community that Licensor serves, will also benefit from having access to Licensee’s Services and the use of Licensor’s Baseball Field; and

WHEREAS, the terms of this Agreement will help ensure that the Licensor is able to protect its school grounds while complying with the mandates of the Civic Center Act.

NOW, THEREFORE, IN CONSIDERATION OF THE MUTUAL BENEFITS SET FORTH ABOVE AND THE PROMISES SET FORTH BELOW, LICENSOR AND LICENSEE HEREBY MUTUALLY AGREE AS FOLLOWS:

ARTICLE I

License

1.1 Grant of License. Licensor agrees to grant Licensee a revocable non-exclusive license (“License”) to enter the particular School Site named in the above incorporated Recitals for the sole purpose of accessing the Baseball Field as outlined in Exhibit A (attached) and providing the Services. The rights granted to, and the obligations imposed on, Licensee herein shall extend to Licensee’s officers, agents, employees, volunteers, independent contractors, and the Participants. The License shall automatically terminate and be of no further force and effect upon the expiration or earlier termination of this Agreement.

1.2 Physical Extent of Right to Enter. Subject at all times to the terms of this Agreement during Licensee’s regular athletic season of February 1st-August 1st and September 1st-December 1st (“Regular Athletic Season”), Licensee shall have non-exclusive access to the Baseball Field for carrying out its Services during “Non-School Hours” only. For the purposes hereof, “Non-School Hours” are defined as the hours between 4 p.m. and dusk on weekdays, excluding school holidays, and from 8 a.m. to dusk on weekends, school holidays, and on weekdays occurring during Licensor’s summer recess. All hours outside of “Non-School Hours” are deemed school hours. Any public address or other voice-amplification system operated by Licensee during its use of the Baseball Fields shall be operated at reasonable sound levels, and no such voice-amplification system shall be operated after 9:30 p.m. Licensee shall not have the right to enter or use the Baseball Field during school hours. Licensor reserves the right to change the Non-School Hours to correspond with any changes in school hours or in the school year implemented by Licensor, or to address any legitimate concerns or issues regarding such hours of entry which are identified by Licensor or brought to Licensor’s attention. Licensor shall have priority use of the Baseball Field for all activities related to Licensor’s school programs, including but not limited to, use by the Licensor’s high school baseball teams for any league or non-league matches or tournaments. Licensor’s priority use shall include the hours of Licensee’s authorized use pursuant to this section. Licensor shall provide Licensee with reasonable advance notice of said activities. Should Licensee require access to the Baseball Field outside of its Regular Athletic Season, Licensee shall request a permit allowing such access through Licensor’s online permit reservation system, Facilitron. Upon a forecast of rain or other adverse weather, or in the event of rain or other adverse weather, Licensor reserves the right to deny access to the Baseball Field. Prior to renewal of the License pursuant to Section 1.5(a) of this Agreement, Licensor and Licensee shall meet to review the hours of entry under the License during the prior License period. Following such a meeting (or if Licensee fails to meet with Licensor), Licensor reserves the right to alter the hours of entry under this Section 1.2 to address any issues regarding hours of entry during the prior License period that are identified by Licensor.

1.3 Permitted Use; Licensee’s Responsibilities. Licensee shall use Baseball Field solely for the purpose of providing the Services and shall be solely responsible for all costs (Licensee’s and Licensor’s) relating to the Services, including but not limited to emptying of trash bins and regular clean-up of Baseball Field. Licensee shall also be responsible for providing all equipment and furnishings for Services at its sole cost.

1.4 Ownership. Nothing in this License shall be construed to transfer legal ownership of any part of the School Site, including the Baseball Field, to the Licensee and Licensee shall have no possessory interest in the School Site.

1.5 Terms, Termination and Revocation of the License.

(a) The License shall commence on February 1, 2023, and continue in effect until October 1, 2023 (“Term”), subject to its earlier termination as provided herein. The License may be extended or renewed upon written agreement by both parties.

(b) This Agreement may be terminated, either wholly or in part as to the School Site, by Licensor at any time for convenience. Any such termination shall become effective on the ninetieth (90th) calendar day following the date Licensor gives written notice to Licensee of the termination.

(c) This Agreement may be terminated by either party at any time for cause. “Cause” shall consist of a material breach of any provision of this Agreement and the failure of the breaching party to cure the breach within twenty (20) days of being notified in writing of the breach (unless a different cure period is specifically required by the terms of this Agreement). Such a termination shall become effective immediately upon the giving of written notice of the termination. Following termination for cause, the Parties may pursue all remedies at law or in equity, expressly including the remedy of specific performance of this License.

(d) Should Licensor in its sole discretion determine that the Baseball Field is needed by Licensor for a period of 60 days or less during Licensee’s Regular Athletic Season, for any type of expansion, modification or improvement of the Licensor’s facilities located at the School Site, Licensor shall provide Licensee with sixty (60) days advance written notice of its intent to occupy any or all of the Baseball Field. Should Licensor in its sole discretion determine that the Baseball Field is needed by Licensor for more than a period of 60 days during Licensee’s Regular Athletic Season, for any type of expansion, modification or improvement of the Licensor’s facilities located at the School Site, Licensor shall provide Licensee with notice pursuant to Section 1.5(b) above.

(e) Upon the expiration or earlier termination of this Agreement under any provision of this Agreement, Licensee and Licensee’s agents, officers, employees, volunteers, independent contractors, and Participants shall immediately vacate the School Site and remove any and all equipment or other property of Licensee. Upon termination, Licensee shall be responsible for the cost to Licensor for repairs to the Baseball Field and School Site caused by Licensee or by any other cause not the fault of Licensor, but Licensor shall direct and make all repairs at its sole discretion. Licensee shall make payment to Licensor within thirty (30) days of receipt of an invoice for the costs Licensor incurred.

(f) The remedies given to Licensor in this Article shall not be exclusive, but shall be cumulative and in addition to all remedies now or hereafter available at law or in equity and elsewhere provided in this Agreement.

ARTICLE II

Restrictions and Conditions

2.1 Baseball Field.

(a) Licensor makes no representations of any kind as to the conditions of, on, or under the Baseball Field or School Site. Licensee has inspected the Baseball Field and the School Site and accepts the license for the Baseball Field in its “as is” condition. Licensor has no responsibility to make any modifications, repairs, or maintenance to the Baseball Field or School Site that may be required to prepare the Baseball Field or School Site for Licensee to carry out the Licensee’s Services including but not limited to improvements to the field conditions. Furthermore, Licensor makes no representations or warranties regarding the fitness or suitability of the Baseball Field for Licensee’s intended use.

(b) Licensee shall act in a civil, sportsmanlike, and reasonable manner while using the Baseball Field, and shall not do or permit anything to be done on the School Site which would obstruct, injure, annoy, or interfere with the rights of anyone lawfully on the School Site. Licensor shall not permit any nuisance or waste on the School Site. Within twenty (20) days after notice of any nuisance or waste on the School Site caused by Licensee’s use of the Baseball Field, Licensee shall remove such nuisance or waste at its sole expense. If after twenty (20) days following notice of any nuisance or waste on the School Site caused by Licensee, such nuisance or waste has not been removed, Licensee shall pay to Licensor the higher of (a) full reimbursement to Licensor for any costs related to removal of the nuisance or waste; or (b) five-hundred dollar (\$500) deposit.

(c) Licensee shall not obstruct anyone’s access to, or passage across, the School Site.

(d) Licensee, its agents, employees, invitees, volunteers and independent contractors shall observe and comply fully and faithfully with all reasonable and nondiscriminatory rules and regulations (including all policies of the Licensor’s Board) adopted by Licensor (the “Rules”) for the care, protection, cleanliness and operation and use of the Baseball Field and/or School Site, including any modification or addition to such Rules adopted by Licensor, provided Licensor shall give written notice thereof to Licensee.

2.2 Improvements. Any improvements by Licensee to the Baseball Field shall be done with Licensor’s prior written approval at Licensee’s sole expense. Licensor shall have no obligation to purchase or provide any improvements to the Baseball Field. Licensee may not, without Licensor’s prior written approval, demolish, remove, replace, alter, relocate, reconstruct, or add to any existing improvements in whole or in part, or modify or change the contour or grade of the School Site or the Baseball Field.

2.3 Permits, Licenses and Compliance With Laws. Licensee shall, at Licensee's sole cost and expense, comply with all applicable statutes, ordinances, regulations and requirements of all governmental entities, including federal, state, county and municipal agencies, whether those statutes, ordinances, regulations, and requirements are now in force or are subsequently enacted. If any license, permit, or other governmental authorization is required for the lawful use or occupancy of the Baseball Field, or any portion of the School Site, the Licensee shall procure and maintain the authorization throughout the term of this Agreement. Licensee shall provide Licensor with copies of all approvals and permits upon request. Without limiting Licensee's other indemnification obligations herein, Licensee shall defend, indemnify, and hold Licensor and the School Site, Licensor's board members, officers, employees, agents and volunteers free and harmless from any and all liability, loss, damages, fines, penalties, claims, and actions resulting from Licensee's failure to comply with and perform the requirements of this Section. The foregoing indemnification obligation shall survive the expiration or earlier termination of this Agreement.

2.4 Prohibited Uses. Licensee shall not use or permit the Baseball Field, or any portion of the School Site, to be improved, used or occupied under this Agreement in any manner or for any purpose that is in any way in violation of any of Orcutt Union School District's Board Policies or Administrative Regulations or any applicable law, ordinance or regulation of any federal, state, county, or local government agency, body or entity with jurisdiction. There shall be no tobacco product nor alcohol consumption by Licensee or its officers, employees, agents, volunteers, independent contractors, and Participants, in or on the Baseball Field or School Site during Licensee's use of the Baseball Field. Licensee shall not permit anything to be done in or about the Baseball Field or School Site which would increase the existing rate of insurance upon the Baseball Field or School Site, or cause the cancellation of any insurance policy covering the Baseball Field or School Site, and Licensee shall be solely responsible for the cost of any increase in insurance caused thereby.

2.5 Assessments, Fees, and Charges. During the term of this Agreement, Licensee shall pay or cause to be paid any and all assessments, fees and charges incurred due to Licensee's use of the Baseball Field. Licensee shall hold Licensor free and harmless from any and all assessments, fees, and charges. Licensee shall be responsible for the removal of all garbage and rubbish from the Baseball Field after each use of the Baseball Field by Licensee. Within two (2) days after notice of any remaining garbage or rubbish on the Baseball Field after Licensee's use of the Baseball Field, Licensee shall remove such garbage or rubbish at its sole expense. If after two (2) days following notice of any remaining garbage or rubbish on the Baseball Field after Licensee's use of the Baseball Field, such garbage or rubbish has not been removed, Licensee shall pay to Licensor the higher of (a) full reimbursement to Licensor for any costs related to removal of the garbage or rubbish; or (b) five-hundred dollar (\$500) deposit.

2.6 Maintenance; Repairs. Licensee shall be responsible for the repair cost of repairing any damage caused to the School Site, including the Baseball Field, resulting from, or in connection with, Licensee's use of the Baseball Field. Licensor shall be responsible for the maintenance and cost of maintenance of the Baseball Field. Licensee shall make payment to Licensor within thirty (30) days receipt of an invoice for any repair or maintenance costs incurred by Licensor.

2.7 Utilities. Licensor shall pay all charges for gas, electricity, telephone and internet service, garbage disposal costs, sewage, water or any other utility used or consumed on the Baseball Field. Licensor reserves the right to invoice Licensee for any additional utility charges related to Licensee's use of the Baseball Field. Licensee shall reimburse the Licensor for all such utility charges within thirty (30) days after Licensee's receipt of an invoice.

2.8 Payments by Licensor. Should Licensee fail to pay any assessment, tax, fee or other charge required to be paid by Licensee in connection with its use of the Baseball Field, Licensor may, without notice to or demand on Licensee, pay, discharge, or adjust any assessment, tax, bill, or other charge for the benefit of Licensee. In that event, Licensee shall promptly, on written demand of Licensor, reimburse Licensor for the full amount paid by Licensor in paying, discharging, or adjusting any assessment, tax, bill or other charge, together with interest thereon at the rate of ten percent (10%) per annum from the date of payment by Licensor until the date of repayment by Licensee.

2.9 Insurance.

(a) Coverage Required. Before the execution of this Agreement, and during the Terms thereof, Licensee shall obtain and maintain, at its sole cost and expense, the following insurance policies covering the Baseball Field provided by an insurance company acceptable to Licensor:

(1) Commercial general liability insurance for bodily injury, personal injury and property damage, including products and completed operation and non-owned and hired automobile coverage, with liability limits of not less than three million Dollars (\$3,000,000.00), combined single limit. Coverage for bodily injury shall not be less than two million Dollars (\$2,000,000.00), combined single limit of two million Dollars (\$2,000,000.00) per person and per accident. The policy shall provide coverage for broad form property damage not less than one million Dollars (\$1,000,000.00) per loss. If the policy contains a General Aggregate, then the liability limit must be not less than five million Dollars (\$5,000,000.00).

(2) Automobile liability insurance for bodily injury, personal injury and property damage for vehicles owned, non-owned, or hired, with policy limits of not less than one million Dollars (\$1,000,000.00) combined single limit covering all officers, agents, employees and contractors of Licensee involved in providing Licensee's Services at the School Site and Baseball Field.

(b) Insurance Provisions.

(1) The policies described in Subsection (a) above shall: (i) name Licensor as an additional insured and be provided on a per occurrence basis; (ii) state that such policy is primary, excess, and non-contributing with any other insurance carried by Licensor; (iii) state that the naming of an additional insured shall not negate any right the additional insured would have had as claimant under the policy if not so named; and (iv) state that not less than thirty (30) days written notice shall be given to Licensor before the cancellation or reduction of coverage or amount of such policy.

(2) A certificate issued by the carrier of the policies described in Subsection (a) above shall be delivered to Licensor prior to first entry onto the School Site by Licensee, or any of its employees, volunteers, agents, and independent contractors. Each such certificate shall set forth the limits, coverage, and other provisions required under this Section. A renewal certificate for each of the policies described above shall be delivered to Licensor not less than thirty (30) days before the expiration of the term of such policy. Insurance coverage shall be subject to Licensor's approval. The insurance company shall carry a rating of A:X or better and shall be admitted and licensed in the State of California to transact insurance coverage and issue policies.

(3) The policy described in Subsection (a) above may be made part of a blanket policy of insurance, so long as such blanket policy contains all of the provisions required in this Section and does not reduce the coverage, impair Licensor's rights under this License, or negate Licensee's obligations under this Agreement.

(4) Upon Licensor's request, a copy of the insurance policies described above shall be provided to Licensor.

2.10 No Property Interest Created; Non-assignable. This License and Agreement shall not create any interest for Licensee in the Baseball Field or School Site nor any other property owned or maintained by Licensor, and is not coupled with any property interest or other interest. The License is personal to Licensee and is not assignable. The License does not inure to the benefit of any assignees, heirs or successors of Licensee.

2.11 Safety. Licensee shall be solely and completely responsible for the safety of all persons and property related to Licensee's use of the Baseball Field. Licensee, its agents, employees, volunteers and independent contractors shall fully comply with all state, federal and other laws, rules, regulations, and orders relating to safety. Licensee, its agents, employees, volunteers, and participants shall be required to use the appropriate protective equipment when using the Baseball Field, including, but not limited to batting helmets and catcher's equipment.

2.12 Indemnity By Licensee. Licensee shall fully defend (with counsel reasonably acceptable to Licensor), indemnify and hold Licensor, its officers, agents, employees, members of its Board of Trustees and the property of Licensor, including the School Site and improvements now or hereafter on the Baseball Field, free and harmless from any and all liability, claims, loss, damages, or expenses resulting from Licensee's occupation and use of the Baseball Fields or any occupation or use of the Baseball Field by its assigns, specifically including, without limitation, any liability, claim, loss, damage, or expense (collectively, "Claims") arising by reason of any of the following:

(a) The death or injury of any person, including any person who is an employee, guest, invitee, participant or agent of Licensee, or by reason of any damage to or destruction of any property, including property owned by Licensee or by any person who is an employee or agent of Licensee, from any cause whatsoever as a direct result of using the Baseball Field while that person or property is in, on, or about the Baseball Field or School Site, or in any way connected with the Baseball Field or School Site, or with any of the improvements or personal property on the Baseball Field or School Site;

(b) The death or injury of any person, including Licensee or any person who is an employee or agent of Licensee or Sub-licensee, or by reason of any damage to or destruction of any property, including property owned by Licensee or any person who is an employee or agent of Licensee, caused or allegedly caused by any of the following: (1) the condition of the Baseball Field and/or improvements located on or about the Baseball Field, or (2) some act or omission occurring on or about the Baseball Field with the permission and consent of Licensee or Sub-licensee; and

(c) Licensee's failure to perform any provision of this Agreement or to comply with any requirement of law or any requirement imposed on Licensee by any duly authorized agency or political subdivision.

(d) The foregoing indemnification obligations shall survive the expiration or earlier termination of this Agreement.

2.13 Entry by Licensor. Licensor may enter the Baseball Field at any time, including to determine whether Licensor is complying with this Agreement, to post notices of non-responsibility, and to inspect, maintain or repair the Baseball Field, in each case consistent with the terms of this Agreement. Licensee waives any claim for damages for injury, inconvenience or interference with Licensee's activities, or any loss of occupancy or quiet enjoyment, caused by such entry. Licensor shall be provided keys to unlock any locks to be located on or about the Baseball Field, and any such use of locks by Licensee shall be upon the prior written consent, and notice to, the Licensor.

2.14 Vehicle Access. Parking of cars by Licensee's employees, agents, licensees and invitees shall be confined to street parking spaces. Licensee shall assume full responsibility for vehicle control and parking during its hours of use of the Baseball Fields. Licensee shall not access the Baseball Field with vehicles of any sort without prior written notice to, and written consent of, the Licensor for such vehicular access. Licensee shall ensure that any vehicle allowed by Licensor to access the Baseball Field shall be subject to the insurance terms set forth in Section 2.9 of this Agreement. In the event that Licensee's vehicles cause any damage to the Baseball Field and/or School Site, Licensee shall promptly repair such damage and restore the Baseball Field and/or School Site to its prior condition at Licensee's sole cost and expense, to Licensor's reasonable satisfaction.

2.15 Limitation of Liability. No board member, officer, employee, representative, agent or independent contractor of Licensor shall be personally liable in any manner or to any extent under or in connection with this Agreement, and Licensee, its successors, or assigns hereby waives any and all claims to such personal liability.

2.16 Waiver of Claim under the Civic Center Act. Licensee agrees to waive all claims and causes of action against Licensor under the Civic Center Act related to its use of the Baseball Field.

ARTICLE III

General Terms and Provisions

3.1 Entire Agreement. This Agreement constitutes the sole and entire agreement between the Parties with respect to the subject matter dealt with in this Agreement and all understandings, oral or written, with respect to the subject matter of this Agreement are hereby superseded.

3.2 Future Assurances. Each Party hereto shall cooperate and take such actions as may reasonably be required by the other Party hereto in order to carry out the provisions of this Agreement and the transactions contemplated by this Agreement.

3.3 Amendment of Agreement. No modification of, deletion from, or addition to this Agreement shall be effective unless made in writing and executed by both Licensor and Licensee.

3.4 Waiver. The failure by either Party to enforce any term or provision of this Agreement shall not constitute a waiver of that term or provision, or any other term or provision. No waiver by either Party of any term or provision of this Agreement shall be deemed or shall constitute a waiver of any other provision of this Agreement, nor shall any waiver constitute a continuing waiver unless otherwise expressly provided in writing.

3.5 Severability. In the event any clause, sentence, term or provision of this Agreement shall be held by any court of competent jurisdiction to be illegal, invalid, or unenforceable for any reason, the remaining portions of this Agreement shall nonetheless remain in full force and effect.

3.6 Construction of Agreement. The terms and provisions of this Agreement shall be liberally constructed to effectuate the purpose of this Agreement. In determining the meaning of, or resolving any ambiguity with respect to, any word, phrase or provision of this Agreement, no uncertainty or ambiguity shall be construed or resolved against either Party under any rule of construction, including the Party primarily responsible for the drafting and preparation of this Agreement.

3.7 Gender and Number. Wherever the context of this Agreement may so require, the gender shall include the masculine, feminine and neuter, and the singular shall include the plural.

3.8 Governing Law and Venue. In the event of litigation, this Agreement shall be governed by and construed in accordance with the laws of the State of California, unless there is a conflict with a federal law or regulation which federal law or regulation shall then prevail. Venue shall be with the appropriate state or federal court located in Santa Barbara County.

3.9 Licensee's Rights to Assignment. Licensee shall not have the right to assign this Agreement or the License or any interest in this Agreement, without Licensor's prior written consent. Any assignment or sublicense made without such prior written consent shall be void, and at the option of Licensor, shall terminate this Agreement.

3.10 Licensees Right to Sublicense or Provide Use to Third Parties. Licensee shall not have the right to sublicense or permit third parties to use all or any portion of the Baseball Field.

3.11 Independent Contractor. This Agreement is not intended to and shall not be construed to create the relationship of principal-agent, master-servant, employer-employee, partnership, joint venture, or association between Licensee and the Licensor; neither party is an officer of the other. Each of the parties, their agents, officers, employees, and volunteers, in their performance under this Agreement, shall act in an independent capacity from each other.

3.12 Notices. Any notice required or desired to be given pursuant to this Agreement shall be in writing, addressed to the Parties below. By written notice in conformance herewith, either party may change the address to which notices to said party must be delivered. Any notice deposited with the United States Postal Service shall be deemed to have been duly given when so deposited certified or registered, postage prepaid, addressed as set forth below or as changed as set forth herein. Notice sent by any other manner shall be effective only upon actual receipt thereof.

Licensor:
Orcutt Union School District
Attn: Business Services
Orcutt, CA 93455

Telephone:805-938-8915
E-mail: sknight@orcutt-schools.net

Licensee:
Travis Gomez
1205 Royal Oak Road
Orcutt, CA 93455

Telephone: 831-206-1643
president@onll.org

3.13 Time is of the Essence. Time is of the essence with respect to the obligations of each party under this Agreement.

3.14 Headings and References. The headings of this Agreement are for purposes of reference only and shall not limit or define the meaning of the provisions of this Agreement. All uses of the words “Article(s)” and “Section(s)” in this Agreement are references for articles and sections of this Agreement, unless otherwise specified.

3.15 Ratification by Governing Board. The terms of this Agreement do not become effective until ratified by the Licensor’s Governing Board at a publicly noticed meeting.

3.16 Warranty of Authority. Each of the persons signing this Agreement represents and warrants that such person has been duly authorized to sign this Agreement on behalf of the party indicated, and each of the parties by signing this Agreement warrants and represents that such party is legally authorized and entitled to enter into this Agreement.

3.17 Execution in Counterparts. This Agreement may be executed in counterpart such that signatures may appear on separate signature pages, which when appended together, will constitute one fully executed original.

3.18 Attorneys’ Fees. If a Party to this License commences a legal action against the

other Party to enforce a provision of this License or seek damages related to this License, the prevailing Party in the legal action will be entitled to recover from the other party all of its reasonable litigation expense, costs, and fees actually incurred, including reasonable attorneys' and experts' fees.

3.19 Licensee Board Membership. Licensee agrees that it shall promptly provide a governing board roster to Licensor upon election of a new Licensee governing board or a change in membership of the Licensee governing board.

IN WITNESS WHEREOF, the parties have executed this Agreement the date and year first above written.

LICENSOR:

LICENSEE:

ORCUTT UNION SCHOOL DISTRICT
LEAGUE

ORCUTT NATIONAL LITTLE

By: _____

By: _____



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: February 8, 2023

BOARD AGENDA ITEM: Youth League Agreement: Field Two-Four

BACKGROUND: The Youth League Agreement for field two-four between Orcutt Union School District and Orcutt National Little League is valid through October 1, 2023 and is included for your review and approval.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the Youth League Agreement for field two-four with the Orcutt National Little League as submitted.

FUNDING: N/A

LICENSE AGREEMENT

THIS LICENSE AGREEMENT (“Agreement”) is made and entered into as of February 1, 2023 (“Effective Date”) by and between the Orcutt Union School District, a public school district of the State of California (“Licensor”), and Orcutt National Little League, a California Non-Profit organization (“Licensee”) (collectively the “Parties”).

RECITALS

WHEREAS, pursuant to Education Code, section 38130 *et seq.* (“Civic Center Act”), Licensor, upon the terms and conditions it deems proper, may grant the use of school facilities or grounds for, among other things, supervised sports league activities for youth; and

WHEREAS, Licensor is the owner of certain real property located at 610 Pinal Avenue, Orcutt, CA 93455, (“School Site”);

WHEREAS, Licensor is the owner of three baseball fields and an open area with a snack shack and BBQ pit, located on the School Site (“Baseball Fields”), as depicted on Exhibits A-C;

WHEREAS, Licensee provides youth league activities (“Services”) to Licensor’s students, other youth in Licensor’s community, and their families (“Participants”);

WHEREAS, Licensee desires use of the Baseball Fields to provide Services to the community;

WHEREAS, Licensee will need a right of entry onto the School Site to access the Baseball Fields and carry out the Services; and

WHEREAS, Licensee, and the youth who participate in Licensee’s programs, will benefit from gaining access to Licensor’s Baseball Fields; and

WHEREAS, Licensor’s students who participate in youth league activities, and the community that Licensor serves, will also benefit from having access to Licensee’s Services and the use of Licensor’s Baseball Fields; and

WHEREAS, the terms of this Agreement will help ensure that the Licensor is able to protect its school grounds while complying with the mandates of the Civic Center Act.

NOW, THEREFORE, IN CONSIDERATION OF THE MUTUAL BENEFITS SET FORTH ABOVE AND THE PROMISES SET FORTH BELOW, LICENSOR AND LICENSEE HEREBY MUTUALLY AGREE AS FOLLOWS:

ARTICLE I

License

1.1 Grant of License. To the extent allowed by law, Licensor agrees to grant Licensee a revocable, exclusive license (“License”) to enter the particular School Site named in the above incorporated Recitals for the sole purpose of accessing the Baseball Fields as outlined in Exhibits A-C (attached) and providing the Services. The rights granted to, and the obligations imposed on, Licensee herein shall extend to Licensee’s officers, agents, employees, volunteers, independent contractors, and the Participants. The License shall automatically terminate and be of no further force and effect upon the expiration or earlier termination of this Agreement.

1.2 Physical Extent of Right to Enter. Subject at all times to the terms of this Agreement and to the extent allowed by law, during Licensee’s regular athletic season of February 1st-August 1st and September 1st-December 1st (“Regular Athletic Season”), Licensee shall have sole access to the Baseball Fields for carrying out its Services during “Non-School Hours” only. For the purposes hereof, “Non-School Hours” are defined as the hours between 4 p.m. and dusk on weekdays, excluding school holidays, and from 8 a.m. to dusk on weekends, school holidays, and on weekdays occurring during Licensor’s summer recess. All hours outside of “Non-School Hours” are deemed school hours. Any public address or other voice-amplification system operated by Licensee during its use of the Baseball Fields shall be operated at reasonable sound levels, and no such voice-amplification system shall be operated after 9:30 p.m. Licensee shall not have the right to enter or use the Baseball Fields during school hours. Licensor reserves the right to change the Non-School Hours to correspond with any changes in school hours or in the school year implemented by Licensor, or to address any legitimate concerns or issues regarding such hours of entry which are identified by Licensor or brought to Licensor’s attention. Should Licensee require access to the Baseball Fields outside of its Regular Athletic Season, Licensee shall request a permit allowing such access through Licensor’s online permit reservation system, Facilitron. Upon a forecast of rain or other adverse weather, or in the event of rain or other adverse weather, Licensor reserves the right to deny access to the Baseball Fields. Prior to renewal of the License pursuant to Section 1.6(a) of this Agreement, Licensor and Licensee shall meet to review the hours of entry under the License during the prior License period. Following such a meeting (or if Licensee fails to meet with Licensor), Licensor reserves the right to alter the hours of entry under this Section 1.2 to address any issues regarding hours of entry during the prior License period that are identified by Licensor.

1.3 Permitted Use; Licensee’s Responsibilities. Licensee shall use Baseball Fields solely for the purpose of providing the Services and shall be solely responsible for all costs (Licensee’s and Licensor’s) relating to the Services, including but not limited to emptying of trash bins, use of a custodian, and regular clean-up of Baseball Fields. Licensee shall also be responsible for providing all equipment and furnishings for Services at its sole cost.

1.4 Ownership. Nothing in this License shall be construed to transfer legal ownership of any part of the School Site, including the Baseball Fields, to the Licensee and Licensee shall have no possessory interest in the School Site.

1.5 Volunteer Work. Licensee shall take on all costs of maintenance of Baseball Fields annually, for each year this Agreement is in effect, in exchange for use of the Baseball Fields. On October 1, the Parties shall meet to discuss any needed maintenance and/or repairs to the Baseball Fields and create an initial maintenance and repairs schedule. This initial maintenance and repairs schedule shall be reevaluated and updated annually on **January 15th** of each year this Agreement is in effect.

1.6 Terms, Termination and Revocation of the License.

(a) The License shall commence on February 1, 2023, and continue in effect until October 1, 2023 (“Term”), subject to its earlier termination as provided herein. The License may be extended or renewed upon written agreement by both parties.

(b) This Agreement may be terminated, either wholly or in part as to the School Site, by Licensor at any time for convenience. Any such termination shall become effective on the ninetieth (90th) calendar day following the date Licensor gives written notice to Licensee of the termination.

(c) This Agreement may be terminated by either party at any time for cause. “Cause” shall consist of a material breach of any provision of this Agreement and the failure of the breaching party to cure the breach within twenty (20) days of being notified in writing of the breach (unless a different cure period is specifically required by the terms of this Agreement). Such a termination shall become effective immediately upon the giving of written notice of the termination. Following termination for cause, the Parties may pursue all remedies at law or in equity, expressly including the remedy of specific performance of this License.

(d) Should Licensor in its sole discretion determine that the Baseball Fields are needed by Licensor for a period of 60 days or less during Licensee’s Regular Athletic Season, for any type of expansion, modification or improvement of the Licensor’s facilities located at the School Site, Licensor shall provide Licensee with sixty (60) days advance written notice of its intent to occupy any or all of the Baseball Fields. Should Licensor in its sole discretion determine that the Baseball Fields are needed by Licensor for more than a period of 60 days during Licensee’s Regular Athletic Season, for any type of expansion, modification or improvement of the Licensor’s facilities located at the School Site, Licensor shall provide Licensee with notice pursuant to Section 1.6(b) above.

(e) Upon the expiration or earlier termination of this Agreement under any provision of this Agreement, Licensee and Licensee’s agents, officers, employees, volunteers, independent contractors, and Participants shall immediately vacate the School Site and remove any and all equipment or other property of Licensee. Upon termination, Licensee shall be responsible for the cost to Licensor for repairs to the Baseball Fields and School Site caused by Licensee or by any other cause not the fault of Licensor, but Licensor shall direct and make all repairs at its sole discretion. Licensee shall make payment to Licensor within thirty (30) days of receipt of an invoice for the costs Licensor incurred.

(f) The remedies given to Licensor in this Article shall not be exclusive, but shall be cumulative and in addition to all remedies now or hereafter available at law or in equity and elsewhere provided in this Agreement.

ARTICLE II

Restrictions and Conditions

2.1 Baseball Fields.

(a) Licensor makes no representations of any kind as to the conditions of, on, or under the Baseball Fields or School Site. Licensee has inspected the Baseball Fields and the School Site and accepts the license for the Baseball Fields in its “as is” condition. Licensor has no responsibility to make any modifications, repairs, or maintenance to the Baseball Fields or School Site that may be required to prepare the Baseball Fields or School Site for Licensee to carry out the Licensee’s Services including but not limited to improvements to the field conditions. Furthermore, Licensor makes no representations or warranties regarding the fitness or suitability of the Baseball Fields for Licensee’s intended use.

(b) Licensee shall act in a civil, sportsmanlike, and reasonable manner while using the Baseball Fields, and shall not do or permit anything to be done on the School Site which would obstruct, injure, annoy, or interfere with the rights of anyone lawfully on the School Site. Licensor shall not permit any nuisance or waste on the School Site. Within twenty (20) days after notice of any nuisance or waste on the School Site caused by Licensee’s use of the Baseball Fields, Licensee shall remove such nuisance or waste at its sole expense. If after twenty (20) days following notice of any nuisance or waste on the School Site caused by Licensee, such nuisance or waste has not been removed, Licensee shall pay to Licensor the higher of (a) full reimbursement to Licensor for any costs related to removal of the nuisance or waste; or (b) five-hundred dollar (\$500) deposit.

(c) Licensee shall not obstruct anyone’s access to, or passage across, the School Site.

(d) Licensee, its agents, employees, invitees, volunteers and independent contractors shall observe and comply fully and faithfully with all reasonable and nondiscriminatory rules and regulations (including all policies of the Licensor’s Board) adopted by Licensor (the “Rules”) for the care, protection, cleanliness and operation and use of the Baseball Fields and/or School Site, including any modification or addition to such Rules adopted by Licensor, provided Licensor shall give written notice thereof to Licensee.

2.2 Improvements. Any improvements by Licensee to the Baseball Fields shall be done with Licensor’s prior written approval at Licensee’s sole expense. Licensor shall have no obligation to purchase or provide any improvements to the Baseball Fields. Licensee may not, without Licensor’s prior written approval, demolish, remove, replace, alter, relocate, reconstruct, or add to any existing improvements in whole or in part, or modify or change the contour or grade of the School Site or the Baseball Fields.

2.3 Permits, Licenses and Compliance With Laws. Licensee shall, at Licensee's sole cost and expense, comply with all applicable statutes, ordinances, regulations and requirements of all governmental entities, including federal, state, county and municipal agencies, whether those statutes, ordinances, regulations, and requirements are now in force or are subsequently enacted. If any license, permit, or other governmental authorization is required for the lawful use or occupancy of the Baseball Fields, or any portion of the School Site, the Licensee shall procure and maintain the authorization throughout the term of this Agreement. Licensee shall provide Licensor with copies of all approvals and permits upon request. Without limiting Licensee's other indemnification obligations herein, Licensee shall defend, indemnify, and hold Licensor and the School Site, Licensor's board members, officers, employees, agents and volunteers free and harmless from any and all liability, loss, damages, fines, penalties, claims, and actions resulting from Licensee's failure to comply with and perform the requirements of this Section. The foregoing indemnification obligation shall survive the expiration or earlier termination of this Agreement.

2.4 Prohibited Uses. Licensee shall not use or permit the Baseball Fields, or any portion of the School Site, to be improved, used or occupied under this Agreement in any manner or for any purpose that is in any way in violation of any of Orcutt Union School District's Board Policies or Administrative Regulations or any applicable law, ordinance or regulation of any federal, state, county, or local government agency, body or entity with jurisdiction. There shall be no tobacco product nor alcohol consumption by Licensee or its officers, employees, agents, volunteers, independent contractors, and Participants, in or on the Baseball Fields or School Site during Licensee's use of the Baseball Fields. Licensee shall not permit anything to be done in or about the Baseball Fields or School Site which would increase the existing rate of insurance upon the Baseball Fields or School Site, or cause the cancellation of any insurance policy covering the Baseball Fields or School Site, and Licensee shall be solely responsible for the cost of any increase in insurance caused thereby.

2.5 Assessments, Fees, and Charges. During the term of this Agreement, Licensee shall pay or cause to be paid any and all assessments, fees and charges incurred due to Licensee's use of the Baseball Fields. Licensee shall hold Licensor free and harmless from any and all assessments, fees, and charges. Licensee shall be responsible for the removal of all garbage and rubbish from the Baseball Fields after each use of the Baseball Fields by Licensee. Within two (2) days after notice of any remaining garbage or rubbish on the Baseball Fields after Licensee's use of the Baseball Fields, Licensee shall remove such garbage or rubbish at its sole expense. If after two (2) days following notice of any remaining garbage or rubbish on the Baseball Fields after Licensee's use of the Baseball Fields, such garbage or rubbish has not been removed, Licensee shall pay to Licensor the higher of (a) full reimbursement to Licensor for any costs related to removal of the garbage or rubbish; or (b) five-hundred dollar (\$500) deposit.

2.6 Maintenance; Repairs. Licensee shall be responsible for the repair cost of repairing any damage caused to the School Site, including the Baseball Fields, resulting from, or in connection with, Licensee's use of the Baseball Fields. Licensee shall be responsible for the maintenance and cost of maintenance of the Baseball Fields, including but not limited to ordinary wear and tear to the Baseball Fields' conditions, caused by the Services or weather. Licensee shall make payment to Licensor within thirty (30) days receipt of an invoice for any repair or maintenance costs incurred by Licensor.

2.7 Utilities. Licensee shall pay all charges for gas, electricity, telephone and internet service, garbage disposal costs, sewage, water or any other utility used or consumed on the Baseball Fields.

2.8 Payments by Licensor. Should Licensee fail to pay any assessment, tax, fee or other charge required to be paid by Licensee in connection with its use of the Baseball Fields, Licensor may, without notice to or demand on Licensee, pay, discharge, or adjust any assessment, tax, bill, or other charge for the benefit of Licensee. In that event, Licensee shall promptly, on written demand of Licensor, reimburse Licensor for the full amount paid by Licensor in paying, discharging, or adjusting any assessment, tax, bill or other charge, together with interest thereon at the rate of ten percent (10%) per annum from the date of payment by Licensor until the date of repayment by Licensee.

2.9 Insurance.

(a) Coverage Required. Before the execution of this Agreement, and during the Terms thereof, Licensee shall obtain and maintain, at its sole cost and expense, the following insurance policies covering the Baseball Fields provided by an insurance company acceptable to Licensor:

(1) Commercial general liability insurance for bodily injury, personal injury and property damage, including products and completed operation and non-owned and hired automobile coverage, with liability limits of not less than three million Dollars (\$3,000,000.00), combined single limit. Coverage for bodily injury shall not be less than two million Dollars (\$2,000,000.00), combined single limit of two million Dollars (\$2,000,000.00) per person and per accident. The policy shall provide coverage for broad form property damage not less than one million Dollars (\$1,000,000.00) per loss. If the policy contains a General Aggregate, then the liability limit must be not less than five million Dollars (\$5,000,000.00).

(2) Automobile liability insurance for bodily injury, personal injury and property damage for vehicles owned, non-owned, or hired, with policy limits of not less than one million Dollars (\$1,000,000.00) combined single limit covering all officers, agents, employees and contractors of Licensee involved in providing Licensee's Services at the School Site and Baseball Fields.

(b) Insurance Provisions.

(1) The policies described in Subsection (a) above shall: (i) name Licensor as an additional insured and be provided on a per occurrence basis; (ii) state that such policy is primary, excess, and non-contributing with any other insurance carried by Licensor; (iii) state that the naming of an additional insured shall not negate any right the additional insured would have had as claimant under the policy if not so named; and (iv) state that not less than thirty (30) days written notice shall be given to Licensor before the cancellation or reduction of coverage or amount of such policy.

(2) A certificate issued by the carrier of the policies described in

Subsection (a) above shall be delivered to Licensor prior to first entry onto the School Site by Licensee, or any of its employees, volunteers, agents, and independent contractors. Each such certificate shall set forth the limits, coverage, and other provisions required under this Section. A renewal certificate for each of the policies described above shall be delivered to Licensor not less than thirty (30) days before the expiration of the term of such policy. Insurance coverage shall be subject to Licensor's approval. The insurance company shall carry a rating of A:X or better and shall be admitted and licensed in the State of California to transact insurance coverage and issue policies.

(3) The policy described in Subsection (a) above may be made part of a blanket policy of insurance, so long as such blanket policy contains all of the provisions required in this Section and does not reduce the coverage, impair Licensor's rights under this License, or negate Licensee's obligations under this Agreement.

(4) Upon Licensor's request, a copy of the insurance policies described above shall be provided to Licensor.

2.10 No Property Interest Created; Non-assignable. This License and Agreement shall not create any interest for Licensee in the Baseball Fields or School Site nor any other property owned or maintained by Licensor, and is not coupled with any property interest or other interest. The License is personal to Licensee and is not assignable. The License does not inure to the benefit of any assignees, heirs or successors of Licensee.

2.11 Safety. Licensee shall be solely and completely responsible for the safety of all persons and property related to Licensee's use of the Baseball Fields. Licensee, its agents, employees, volunteers and independent contractors shall fully comply with all state, federal and other laws, rules, regulations, and orders relating to safety. Licensee, its agents, employees, volunteers, and participants shall be required to use the appropriate protective equipment when using the Baseball Fields, including, but not limited to batting helmets and catcher's equipment.

2.12 Indemnity By Licensee. Licensee shall fully defend (with counsel reasonably acceptable to Licensor), indemnify and hold Licensor, its officers, agents, employees, members of its Board of Trustees and the property of Licensor, including the School Site and improvements now or hereafter on the Baseball Fields, free and harmless from any and all liability, claims, loss, damages, or expenses resulting from Licensee's occupation and use of the Baseball Fields or any occupation or use of the Baseball Fields by its assigns, specifically including, without limitation, any liability, claim, loss, damage, or expense (collectively, "Claims") arising by reason of any of the following:

(a) The death or injury of any person, including any person who is an employee, guest, invitee, participant or agent of Licensee, or by reason of any damage to or destruction of any property, including property owned by Licensee or by any person who is an employee or agent of Licensee, from any cause whatsoever as a direct result of using the Baseball Fields while that person or property is in, on, or about the Baseball Fields or School Site, or in any way connected with the Baseball Fields or School Site, or with any of the improvements or personal property on the Baseball Fields or School Site;

(b) The death or injury of any person, including Licensee or any person who is an employee or agent of Licensee or Sub-licensee, or by reason of any damage to or destruction of any property, including property owned by Licensee or any person who is an employee or agent of Licensee, caused or allegedly caused by any of the following: (1) the condition of the Baseball Fields and/or improvements located on or about the Baseball Fields, or (2) some act or omission occurring on or about the Baseball Fields with the permission and consent of Licensee or Sub-licensee; and

(c) Licensee's failure to perform any provision of this Agreement or to comply with any requirement of law or any requirement imposed on Licensee by any duly authorized agency or political subdivision.

(d) The foregoing indemnification obligations shall survive the expiration or earlier termination of this Agreement.

2.13 Entry by Licensor. Licensor may enter the Baseball Fields at any time, including to determine whether Licensor is complying with this Agreement, to post notices of non-responsibility, and to inspect, maintain or repair the Baseball Fields, in each case consistent with the terms of this Agreement. Licensee waives any claim for damages for injury, inconvenience or interference with Licensee's activities, or any loss of occupancy or quiet enjoyment, caused by such entry. Licensor shall be provided keys to unlock any locks to be located on or about the Baseball Fields, and any such use of locks by Licensee shall be upon the prior written consent, and notice to, the Licensor.

2.14 Vehicle Access. Parking of cars by Licensee's employees, agents, licensees and invitees shall be confined to street parking spaces. Licensee shall assume full responsibility for vehicle control and parking during its hours of use of the Baseball Fields. Licensee shall not access the Baseball Fields with vehicles of any sort without prior written notice to, and written consent of, the Licensor for such vehicular access. Licensee shall ensure that any vehicle allowed by Licensor to access the Baseball Fields shall be subject to the insurance terms set forth in Section 2.9 of this Agreement. In the event that Licensee's vehicles cause any damage to the Baseball Fields and/or School Site, Licensee shall promptly repair such damage and restore the Baseball Fields and/or School Site to its prior condition at Licensee's sole cost and expense, to Licensor's reasonable satisfaction.

2.15 Limitation of Liability. No board member, officer, employee, representative, agent or independent contractor of Licensor shall be personally liable in any manner or to any extent under or in connection with this Agreement, and Licensee, its successors, or assigns hereby waives any and all claims to such personal liability.

2.16 Waiver of Claim under the Civic Center Act. Licensee agrees to waive all claims and causes of action against Licensor under the Civic Center Act related to its use of the Baseball Fields.

ARTICLE III

General Terms and Provisions

3.1 Entire Agreement. This Agreement constitutes the sole and entire agreement between the Parties with respect to the subject matter dealt with in this Agreement and all understandings, oral or written, with respect to the subject matter of this Agreement are hereby superseded.

3.2 Future Assurances. Each Party hereto shall cooperate and take such actions as may reasonably be required by the other Party hereto in order to carry out the provisions of this Agreement and the transactions contemplated by this Agreement.

3.3 Amendment of Agreement. No modification of, deletion from, or addition to this Agreement shall be effective unless made in writing and executed by both Licensor and Licensee.

3.4 Waiver. The failure by either Party to enforce any term or provision of this Agreement shall not constitute a waiver of that term or provision, or any other term or provision. No waiver by either Party of any term or provision of this Agreement shall be deemed or shall constitute a waiver of any other provision of this Agreement, nor shall any waiver constitute a continuing waiver unless otherwise expressly provided in writing.

3.5 Severability. In the event any clause, sentence, term or provision of this Agreement shall be held by any court of competent jurisdiction to be illegal, invalid, or unenforceable for any reason, the remaining portions of this Agreement shall nonetheless remain in full force and effect.

3.6 Construction of Agreement. The terms and provisions of this Agreement shall be liberally constructed to effectuate the purpose of this Agreement. In determining the meaning of, or resolving any ambiguity with respect to, any word, phrase or provision of this Agreement, no uncertainty or ambiguity shall be construed or resolved against either Party under any rule of construction, including the Party primarily responsible for the drafting and preparation of this Agreement.

3.7 Gender and Number. Wherever the context of this Agreement may so require, the gender shall include the masculine, feminine and neuter, and the singular shall include the plural.

3.8 Governing Law and Venue. In the event of litigation, this Agreement shall be governed by and construed in accordance with the laws of the State of California, unless there is a conflict with a federal law or regulation which federal law or regulation shall then prevail. Venue shall be with the appropriate state or federal court located in Santa Barbara County.

3.9 Licensee's Rights to Assignment. Licensee shall not have the right to assign this Agreement or the License or any interest in this Agreement, without Licensor's prior written consent. Any assignment or sublicense made without such prior written consent shall be void, and at the option of Licensor, shall terminate this Agreement.

3.10 Licensees Right to Sublicense or Provide Use to Third Parties. Licensee shall not have the right to sublicense or permit third parties to use all or any portion of the Baseball Fields.

3.11 Independent Contractor. This Agreement is not intended to and shall not be construed to create the relationship of principal-agent, master-servant, employer-employee, partnership, joint venture, or association between Licensee and the Licensor; neither party is an officer of the other. Each of the parties, their agents, officers, employees, and volunteers, in their performance under this Agreement, shall act in an independent capacity from each other.

3.12 Notices. Any notice required or desired to be given pursuant to this Agreement shall be in writing, addressed to the Parties below. By written notice in conformance herewith, either party may change the address to which notices to said party must be delivered. Any notice deposited with the United States Postal Service shall be deemed to have been duly given when so deposited certified or registered, postage prepaid, addressed as set forth below or as changed as set forth herein. Notice sent by any other manner shall be effective only upon actual receipt thereof.

Licensor:
Orcutt Union School District
Attn: Business Services
Orcutt, CA 93455

Telephone:805-938-8915
E-mail: sknight@orcutt-schools.net

Licensee:
Travis Gomez
1205 Royal Oak Road
Orcutt, CA 93455

Telephone: 831-206-1643
president@onll.org

3.13 Time is of the Essence. Time is of the essence with respect to the obligations of each party under this Agreement.

3.14 Headings and References. The headings of this Agreement are for purposes of reference only and shall not limit or define the meaning of the provisions of this Agreement. All uses of the words “Article(s)” and “Section(s)” in this Agreement are references for articles and sections of this Agreement, unless otherwise specified.

3.15 Ratification by Governing Board. The terms of this Agreement do not become effective until ratified by the Licensor’s Governing Board at a publicly noticed meeting.

3.16 Warranty of Authority. Each of the persons signing this Agreement represents and warrants that such person has been duly authorized to sign this Agreement on behalf of the party indicated, and each of the parties by signing this Agreement warrants and represents that such party is legally authorized and entitled to enter into this Agreement.

3.17 Execution in Counterparts. This Agreement may be executed in counterpart such that signatures may appear on separate signature pages, which when appended together, will constitute one fully executed original.

3.18 Attorneys’ Fees. If a Party to this License commences a legal action against the

*License Agreement
Orcutt Union School District*

other Party to enforce a provision of this License or seek damages related to this License, the prevailing Party in the legal action will be entitled to recover from the other party all of its reasonable litigation expense, costs, and fees actually incurred, including reasonable attorneys' and experts' fees.

3.19 Licensee Board Membership. Licensee agrees that it shall promptly provide a governing board roster to Licensor upon election of a new Licensee governing board or a change in membership of the Licensee governing board.

IN WITNESS WHEREOF, the parties have executed this Agreement the date and year first above written.

LICENSOR:

LICENSEE:

ORCUTT UNION SCHOOL DISTRICT

ORCUTT NATIONAL LITTLE LEAGUE

By: _____

By: _____



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: February 8, 2022

BOARD AGENDA ITEM: Award of CUPPCCA Bid for Pine Grove Trench Drain Installation Project

BACKGROUND: The proposed CUPPCCA bid scope includes installation of new Trench Drains at (2) pedestrian gate locations entering into the Pine Grove Elementary School upper parking lot. The contractor will be required to demolish and replace the affected existing hardscape, revise existing storm drainage piping and place a total of 60 lineal feet of new trench drain at the pedestrian gates for the purpose of catching and re-routing the surface water that is sheet flowing from the southern and western areas of the parking lot. The addition of the trench drains will mitigate water runoff that is currently occurring at each of the pedestrian gates and erosion that is occurring at the adjacent stairways during moderate to heavier rain events.

RECOMMENDATION: It is recommended that the Board of Trustees award the CUPPCCA bid to RDZ Contractors, Inc. for \$44,238, as they were the lowest, responsive, and responsible bidder

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



Lic #1004110, Class A, B 8(a) / SDVOSB / DBE / SBE

Date: 01/18/2022

To: Telacu Construction Management

Subj: Pine Grove Parking Lot Repair

David,

Please accept this proposal to complete the trench drains in the Pine Grove Upper Parking Lot :

- Demo and Replace Approximately 60 LF of Concrete Curb and Gutter and Two Landings
- Install 60 LF of Trench Drain and Tie-In to Existing Storm Drain System
- Install Truncated Domes

Cost: \$44,238.00

Respectfully,

Pedro Rodriguez
Owner

****All work is to be completed in a substantial and workmanlike manner per city of Santa Maria standard specifications.**

PO Box 760 Nipomo, CA 93444 (805) 458-5252

rdzcontractors@gmail.com



NOTICE

Contractors are required by law to be licensed and regulated by the Contractors' State License Board. Any questions concerning a contractor may be referred to the registrar of the board whose address is:

**CONTRACTOR'S STATE LICENSE BOARD
1020 N Street, Sacramento, California 95814
SUBCONTRACTOR'S RESPONSIBILITIES**

EXCLUSIONS & CLARIFICATIONS

1. Permits & fees are excluded unless noted above.
2. De-watering and/or installing stabilization measures due to wet saturated soils are excluded.
3. Handling, removal and re-grading of soils generated by other trades are excluded.
4. Handling and removal of unforeseen underground structures, man-made objects, and/or utilities are excluded.
5. Working through rock, hard ground and/or soils containing rock larger than 4" diameter is excluded. If encountered this work will be done as extra work on a time and material basis.
6. Handling and removal of hazardous materials and/or abatement are excluded.
7. Storm Water Pollution Prevention Plan(s) are excluded. Unless provided in proposal.
8. Installation of BMPs and/or erosion control measures are excluded. Unless provided in proposal.
9. Water line and sewer line pipes are to be ended and capped per plans.
10. Importing and exporting surplus soils are excluded unless it is written in the items.
11. Select material and/or non-expansive soils are excluded unless it is written in above items.
12. Removal of existing asphalt in the street is based on 4" thick. A cost will be determined if the asphalt is thicker than 4".
13. Gas line and installation of gas line piping are excluded.
14. Electrical lines and installation of electrical conduits are excluded.
15. Irrigation lines and installation of irrigation lines are excluded.
16. All testing is excluded. Testing such as soils and aggregate testing and/or the use of

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rdzcontractors@gmail.com



video camera for underground utilities are specifically excluded.

17. Rdz Contractors is not responsible for work delays or damage caused by property owners, tenants, managers, acts of nature, weather, people, vehicles, and/or animals before, during and/or after the project.

18. All concrete work is to be field measured at the completion of installation.

19. Rdz Contractors is NOT responsible for exactness of concrete color, color match, texture or pattern, reactive aggregates or slab cracks.

20. Water proofing, installation of back drains for walls, retaining walls and/or footings are excluded.

21. Construction start date will not be scheduled until all and any necessary permits have been obtained and a signed Contract/ Proposal and attachments have been returned to our office.

22. This Proposal will be invalid and/or subject to change if it is not accepted in writing

23. Excavation, over-excavation and backfill of retaining walls and footings are excluded.

24. Over excavation and grading for building pads is NOT included. These can be completed on a Time and Material basis.

25. Does not include Bio-Filtration, River Cobble, boulders or rock mulch

PO Box 760 Nipomo, CA 93444 (805) 458-5252

rdzcontractors@gmail.com



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: February 8, 2023

BOARD AGENDA ITEM: Board Policy 3250 Transportation Fees

BACKGROUND: This is a new policy for the District which exempts a student classified as unduplicated from paying a fee for transportation. The policy is also includes an optional waiver of transportation fees for any group of district students, at the recommendation of the Superintendent.

RECOMMENDATION: It is recommended that the Board of Trustees approve Board Policy 3250 Transportation Fee at this first reading and that is be placed on the next Consent Agenda for the second reading.

FUNDING: N/A

TRANSPORTATION FEES

Whenever the cost of providing student transportation exceeds funding provided by the state, the Governing Board may charge fees for home-to-school student transportation and other transportation services as expressly authorized by law.

The Superintendent or designee shall annually submit proposed transportation fee schedules for Board approval.

The transportation fee shall be waived for any student who is eligible for free or reduced-price meals, who is an English learner, or who is a foster youth. (Education Code 39807.5)

At the recommendation of the Superintendent or designee, the Board may also approve a waiver of a transportation fee for any group of district students.

In addition, no charge shall be made for any transportation of a student with a disability. (Education Code 39807.5)

Students receiving free transportation shall not be identified by the use of special bus passes, tickets, lines, seats, or any other means. They shall in no way be treated differently from other students, nor shall their names be published, posted, or announced in any manner or used for any purpose other than the transportation program.

The Board shall certify to the County Superintendent of Schools that the district has levied fees in accordance with law and that, in the event that excess fees have been charged, the fees have been reduced and excess fee revenue eliminated. (Education Code 39809.5)

State

5 CCR 350: Fees not permitted

Ed. Code 10900-10914.5: Community recreation programs

Ed. Code 10913: Fees for uses of school buses for community recreation purposes

Ed. Code 35330: Field trips and excursions; student fees

Ed. Code 39800-39860: Transportation

Ed. Code 39801.5: Transportation for adults

Ed. Code 39807.5: Payment of transportation costs by parents

Ed. Code 39809.5: Excess fees; adjustments

Ed. Code 39837: Transportation to summer employment program

Ed. Code 41850: Transportation to regional occupational center or program

Ed. Code 42238.02: Local Control Funding Formula

Ed. Code 49014: Public School Fair Debt Collection Act

Ed. Code 49557-49558: Applications for free and reduced-price meals

Ed. Code 56026: Individual with exceptional needs

Management Resources

California Department of Education Publication: Pupil Fees, Deposits, and Other Charges, Fiscal Management Advisory 20-01, July 23, 2020

Court Decision: Hartzell v. Connell, 35 Cal.3d 899 (1984)

Court Decision: Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251

Business and Noninstructional Operations

BP 3250 (b)

TRANSPORTATION FEES

Website: CSBA District and County Office of Education Legal Services

Website: California Department of Education

Website: CSBA

Policy Adopted: 3/8/2023

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: February 8, 2023

BOARD AGENDA ITEM: Board Policy 3460 Financial Reports and Accountability

BACKGROUND: This is a new policy for the District. The policy reflects the predictors of fiscal distress as identified by FCMAT in its 2019 “Indicators of Risk or Potential Insolvency.” The policy also clarifies the law more clearly with respect to studies, reports, evaluations, and audits, that the County Superintendent of Schools is required or authorized to consider when reviewing a district’s budget.

RECOMMENDATION: It is recommended that the Board of Trustees approve Board Policy 3460 Financial Reports and Accountability at this first reading and that is be placed on the next Consent Agenda for the second reading.

FUNDING: N/A

FINANCIAL REPORTS AND ACCOUNTABILITY

The Governing Board is committed to ensuring public accountability and the fiscal health of the district. The Board shall adopt sound fiscal management policies and practices, oversee the district's financial condition, and continually evaluate whether the district's budget and financial operations support the district's goals for student achievement.

The Superintendent or designee shall ensure that district financial reports are prepared in accordance with law and in conformity with generally accepted accounting principles and financial reporting standards stipulated by the Governmental Accounting Standards Board and the California Department of Education (CDE). The Superintendent or designee shall establish a system of ongoing internal controls to ensure the reliability of financial reporting.

When required by law or the Board, the Superintendent or designee shall submit to the Board reports of the district's financial status, including, but not limited to, any report specified in this Board policy or accompanying administrative regulation. When submission of any such report to a local, state, and/or federal agency requires prior Board approval, the Superintendent or designee shall provide the report to the Board in sufficient time to enable the Board to carefully review the report without breaking any applicable submission deadline.

The Board shall regularly assess the district's financial position and communicate the results to the public, and shall use financial reports to determine the actions and budget amendments, if any, that are needed to ensure the district's financial stability. If district conditions predict fiscal distress or indicate that the district might not be able to meet its fiscal obligations, the Board and Superintendent or designee shall take action to resolve these conditions without delay. The Board shall work cooperatively with the County Superintendent of Schools to improve the district's fiscal health and may contract with an external individual or organization to provide the district with needed advice or fiscal management or training.

Unaudited Actual Receipts and Expenditures

On or before September 15, the Board shall approve and file with the County Superintendent a statement of the district's unaudited actual receipts and expenditures for the preceding fiscal year. The Superintendent or designee shall prepare this statement using the state's standardized account code structure (SACS) as prescribed by the Superintendent of Public Instruction (SPI). (Education Code 42100)

Gann Appropriations Limit Resolution

On or before September 15, the Board shall, at a regular or special meeting, adopt a resolution identifying, pursuant to Government Code 7900-7914, the district's estimated appropriations limit for the current fiscal year and the actual appropriations limit for the preceding fiscal year. Documentation used to identify these limits shall be made available to the public on the day of the Board meeting. (Education Code 42132; Government Code 7910)

FINANCIAL REPORTS AND ACCOUNTABILITY

Interim Reports/Certification of Ability to Meet Fiscal Obligations

Each fiscal year, the Superintendent or designee shall submit two interim reports to the Board. The first report shall cover the district's financial and budgetary status for the period ending October 31 and the second report shall cover the period ending January 31. These reports and supporting data shall be made available by the district for public review. (Education Code 42130)

Within 45 days after the close of the period reported, the Board shall approve the interim report and, on the basis of the interim report and any additional financial information known by the Board, shall certify in writing whether the district will be able to meet its fiscal obligations for the remainder of the fiscal year and, based on current forecasts, for the two subsequent fiscal years. The certification shall be classified as one of the following: (Education Code 42130, 42131)

1. "Positive certification" indicating that the district will meet its financial obligations for the current fiscal year and two subsequent fiscal years
2. "Qualified certification" indicating that the district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years
3. "Negative certification" indicating that the district will be unable to meet its financial obligations for the remainder of the fiscal year or the subsequent fiscal year

The Superintendent or designee shall submit a copy of each interim report and certification to the County Superintendent using the state's SACS software, as prescribed by the SPI. (Education Code 42130, 42131)

If the district's certification is subsequently changed by the County Superintendent from a positive to a qualified or negative certification, or from a qualified to a negative certification, the Board may appeal the decision to the SPI within five days of receiving the notice of change. (Education Code 42131)

Whenever the district receives a qualified or negative certification from the Board or the County Superintendent, the Superintendent or designee shall cooperate in the implementation of any remedial actions taken or prescribed by the County Superintendent. (Education Code 42131)

If the second interim report is accompanied by a qualified or negative certification, the Board shall, no later than June 1, provide to the County Superintendent, the State Controller, and the SPI a financial statement as of April 30 ("third interim report") that projects the district's fund and cash balances through June 30. (Education Code 42131)

FINANCIAL REPORTS AND ACCOUNTABILITY

If at any time during the fiscal year, the County Superintendent concludes that the district's budget does not comply with the standards and criteria for financial stability and conducts a comprehensive review of the district's financial and budgetary conditions, the Board shall review any report of the County Superintendent's findings and recommendations at a public Board meeting. Within 15 days of receiving the report, the district shall notify the County Superintendent and the SPI of the Board's proposed actions on the recommendation. (Education Code 42637)

Audit Report

By April 1 of each year, the Board shall provide for an annual audit of the district's books and accounts. (Education Code 41020)

To conduct the audit, the Board shall select a certified public accountant or public accountant licensed by the State Board of Accountancy from among those deemed qualified by the State Controller. (Education Code 41020, 41020.5)

Except when, as determined by the Education Audits Appeal Panel, no otherwise eligible auditor is available, a public accounting firm whose lead or coordinating audit partner having primary responsibility for the audit or whose audit partner responsible for reviewing the audit has performed audit services for the district in each of the six previous fiscal years shall not be selected to perform a district audit. (Education Code 41020)

No later than December 15, the report of the audit for the preceding fiscal year shall be filed with the County Superintendent, the CDE, and the State Controller. (Education Code 41020)

Prior to December 15 whenever possible, but in no case later than January 31, the Board shall review, at an open meeting, the annual district audit for the prior year, any audit exceptions identified in that audit, the recommendations or findings of any management letter issued by the auditor, and any description of correction or plans to correct any exceptions or any issue raised in a management letter. (Education Code 41020.3)

The Board shall have an opportunity at the meeting to ask questions of the auditor and request further information about the audit findings.

Audit Committee

The Board may appoint an audit committee composed of staff knowledgeable about fiscal matters, other staff, and representatives of the community.

The committee shall serve in an advisory capacity and may:

FINANCIAL REPORTS AND ACCOUNTABILITY

1. Make recommendations regarding the selection of the external independent auditor in accordance with Education Code 41020 and 41020.5
2. Review the plan for the audit process with the independent auditor to determine the adequacy of the nature, scope, and timetable of the audit
3. Review the results of the audit and participate with the independent auditor and management in preparing final recommendations and responses
4. Participate with the independent auditor in presenting the audit report to the Board
5. Review Board policies and administrative regulations to recommend any revisions needed to ensure effective financial reporting
6. Provide input on the effectiveness of the independent auditor
7. Periodically report to the Board regarding the status of previous audit recommendations for improving the accounting and internal control systems

State

2 CCR 1859.104: Leroy F. Greene School Facilities Program; reporting requirements
5 CCR 15060: Standardized account code structure
5 CCR 15070: Submission of reports using standardized account code structure
5 CCR 15440-15451: Criteria and standards for school district budgets
5 CCR 15453-15464: Criteria and standards for school district interim reports
5 CCR 19810-19816.1: Audits
Ed. Code 1240: County superintendent of schools; duties
Ed. Code 14500-14508: Financial and compliance audits
Ed. Code 17070.10-17079.30: Leroy F. Greene School Facilities Act
Ed. Code 17150-17150.1: Public disclosure of non-voter-approved debt
Ed. Code 17170-17199.5: California School Finance Authority
Ed. Code 33127: Standards and criteria for local budgets and expenditures
Ed. Code 33128: Standards and criteria; inclusions
Ed. Code 33129: Standards and criteria; use by local agencies
Ed. Code 41010-41024: Accounting system and audits
Ed. Code 41326: Emergency apportionment
Ed. Code 41344: Repayment of apportionment significant audit exceptions
Ed. Code 41344.1: Appeals of audit findings
Ed. Code 41455: Examination of financial problems of local districts
Ed. Code 42100-42105: Requirement to prepare and file annual statement
Ed. Code 42120-42129: Budget requirements
Ed. Code 42130-42134: Financial reports and certifications
Ed. Code 42140-42142: Public disclosure of fiscal obligations
Ed. Code 42637: County superintendent review of district's financial and budgetary conditions
Ed. Code 42652: Revocation or suspension of warrant authority
Ed. Code 48300-48316: Student attendance alternatives; school district of choice program
Ed. Code 52060-52077: Local control and accountability plan
Gov. Code 16429.1: Local agency investment fund

FINANCIAL REPORTS AND ACCOUNTABILITY

Gov. Code 3540.2: Meeting and negotiating in public educational employment

Gov. Code 53646: Treasurer reports and statements of investment policy

Gov. Code 7900-7914: Appropriations limit

Federal

2 CFR 200.0-200.521: Federal uniform grant guidance

31 USC 7501-7507: Single audits of federal program funds

Management Resources

California Department of Education Communication: New Financial Reporting Requirements for Postemployment Benefits Other than Pensions, February 26, 2007

California Department of Education Communication: Audit Resolution Process: Repayment Plans, December 8, 2000

Fiscal Crisis & Management Assistance Team Pub.: Indicators of Risk or Potential Insolvency For K-12 Local Education Agencies

Fiscal Crisis & Management Assistance Team Pub.: Fiscal Oversight Guide for AB 1200, AB 2756, AB 1840 and Related Legislation, September 2021

Governmental Accounting Standards Board Statement: Statement 87, Leases, June 2017

Governmental Accounting Standards Board Statement: Statement 54, Fund Balance Reporting and Governmental Fund Type Definitions, March 2009

Governmental Accounting Standards Board Statement: Statement 75, Accounting and Financial Reporting by Employers for Post-employment Benefits Other Than Pensions, June 2015

Governmental Accounting Standards Board Statement: Statement 34, Basic Financial Statements and Management's Discussion and Analysis - For State and Local Governments, June 1999

Governmental Accounting Standards Board Statement: Statement 75, Accounting and Financial Reporting for Post-employment Benefits Other Than Pensions, June 2015

State Controller Publication: Standards and Procedures for Audits of California K-12 Local Educational Agencies

U.S. Gov. Accountability Office & PCIE Publication: Financial Audit Manual, revised 2008

U.S. Gov. Accountability Office & PCIE Publication: Government Auditing Standards, 2011

Website: CSBA District and County Office of Education Legal Services

Website: Governmental Accounting Standards Board

Website: California State Controller

Website: U.S. Government Accountability Office

Website: California County Superintendents Educational Services Association

Website: California Department of Education, Finance and Grants

Website: Education Audit Appeals Panel

Website: Fiscal Crisis and Management Assistance Team

Website: CSBA

Website: California Association of School Business Officials

Website: Office of Management and Budget

Website: School Services of California, Inc.

Policy Adopted: 3/8/2022

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: February 8, 2023

BOARD AGENDA ITEM: Board Policy 3515 Campus Security

BACKGROUND: Policy updated to include that the district regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure and the monitoring and response to suspicious and/or threatening digital media content. Policy also updated o reflect NEW LAW (SB 906, 2022) which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement. Additionally, the policy is updated to encourage anyone who receives or learns of a health or safety threat related to school or a school activity to report the threat to a school or district administrator, and that school site councils be included with other stakeholders when identifying appropriate locations for the placement of surveillance cameras.

RECOMMENDATION: It is recommended that the Board of Trustees adopt the updated Board Policy 3515 as presented for the first reading and that is be placed on the next Consent Agenda for the second reading.

FUNDING: N/A

Campus Security

The Governing Board is committed to providing a school environment that promotes the safety of students, staff, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

~~(cf. 4158/4258/4358 – Employee Security)
(cf. 5131.5 – Vandalism and Graffiti)
(cf. 5142 – Safety)~~

The Superintendent or designee shall develop campus security procedures, which may be included in the district's comprehensive safety plan and/or site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

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

Additionally, the Superintendent or designee shall regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, and the monitoring and response to suspicious and/or threatening digital media content.

Reporting Threats

Any certificated or classified employee, or other school official, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, shall immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393. (Education Code 49390, 49393)

Threat or perceived threat means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual.

Additionally, anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator.

Surveillance Systems

In consultation with the district's **school site council**, safety planning committee, other relevant stakeholders, and staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or

Campus Security

community members have a reasonable expectation of privacy. Any audio capability on the district's surveillance equipment shall be disabled, with the exception of the districts school busses, so that sounds are not recorded.

~~(cf. 5131.1—Bus Conduct)~~
~~(cf. 5145.12—Search and Seizure)~~

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous and targeted locations around school buildings and grounds. These signs shall state that the facility uses video surveillance equipment for security purposes and that the equipment may or may not be actively monitored at any time. The Superintendent or designee shall also provide prior written notice to students and parents/guardians about the district's surveillance system, including the locations where surveillance may occur and that the recordings may be used in disciplinary proceedings and/or referred to local law enforcement, as appropriate.

~~(cf. 5144—Discipline)~~
~~(cf. 5144.1—Suspension and Expulsion/Due Process)~~

To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreements.

~~(cf. 4112.6/4212.6/4312.6—Personnel Files)~~
~~(cf. 5125—Student Records)~~
~~(cf. 5125.1—Release of Directory Information)~~

Legal Reference:

EDUCATION CODE

~~17070.10-17079.30—Leroy F. Greene School Facilities Act, especially:~~

~~17075.50—Classroom security locks, new construction projects~~

~~17583—Classroom security locks, modernization projects~~

~~32020—Access gates~~

~~32211—Threatened disruption or interference with classes~~

~~32280-32289—School safety plans~~

~~35160—Authority of governing boards~~

~~35160.1—Broad authority of school districts~~

~~38000-38005—Security departments~~

~~49050-49051—Searches by school employees~~

~~49060-49079—Student records~~

PENAL CODE

~~469—Unauthorized making, duplicating or possession of key to public building~~

~~626-626.11—Disruption of schools~~

CALIFORNIA CODE OF REGULATIONS, TITLE 24

~~1010.1.9—Door operations~~

~~1010.1.11—Lockable doors from the inside~~

Campus Security

CALIFORNIA CONSTITUTION

Article 1, Section 28(e) Right to Safe Schools

UNITED STATES CODE, TITLE 20

1232g— Family Educational Rights and Privacy Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.3— Definition of education records

COURT DECISIONS

Brannum v. Overton County School Board (2008) 516 F. 3d 489

New Jersey v. T.L.O. (1985) 469 U.S. 325

ATTORNEY GENERAL OPINIONS

83 Ops.Cal.Atty.Gen. 257 (2000)

75 Ops.Cal.Atty.Gen. 155 (1992)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Safe Schools:— A Planning Guide for Action, 2002

NATIONAL INSTITUTE OF JUSTICE PUBLICATIONS

The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law-Enforcement Agencies, rev. 2005

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

FAQs on Photos and Videos under FERPA

WEB SITES

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

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

National Institute of Justice: <http://www.ojp.usdoj.gov/nij>

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

U.S. Department of Education, Protecting Student Privacy: <http://studentprivacy.ed.gov>

State

24 CCR 1010.2: Door operations

24 CCR 1010.2.8.2: Lockable doors from the inside

CA Constitution Article 1, Section 28: Right to Safe Schools

Ed Code 17070.10-17079.30: Leroy F. Greene School Facilities Act

Ed Code 17075.50: Classroom security locks, new modernization projects

Ed Code 32020: School gates; entrances for emergency vehicles

Ed Code 32211: Threatened disruption or interference with classes

Ed Code 32280-32289: School safety plans

Ed Code 32211: Threatened disruption or interference with classes

Ed Code 35160: Authority of governing boards

Ed Code 35160.1: Broad authority of school districts

Ed Code 35266: Reporting of cyber attacks

Ed Code 38000-38005: Security departments

Ed Code 49050-49051: Searches by school employees

Ed Code 49060-49079: Student records

Ed. Code 49390-49395: Homicide threats

Gov. Code 11549.3: Independent security assessment

Pen. Code 469: Unauthorized making, duplicating or possession of key to public building

Pen. Code 626-626.11: Weapons on school grounds and other school crimes

Federal

20 USC 1232g: Family Educational Rights and Privacy Act (FERPA) of 1974

34 CFR 99.3: Definition of education records

6 USC 665k: Federal Clearinghouse on School Safety Evidence-Based Practices

Management Resources

Attorney General Opinion: 75 Ops.Cal.Atty.Gen. 155 (1992)

Attorney General Opinion: 83 Ops.Cal.Atty.Gen. 257 (2000)

California Department of Education Publication: Safe Schools: A Planning Guide for Action Workbook, 2002

Court Decision: Brannum v. Overton County School Board (2008) 516 F. 3d 489

Court Decision: New Jersey v. T.L.O. (1985) 469 U.S. 325

National Institute of Justice Publication: The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies, 1999

US DOE Publication: FAQs on Photos and Videos under FERPA

Website: California Military Department

Website: U.S. Department of Homeland Security, Fusion Centers

Website: CSBA District and County Office of Education Legal Services

Website: U.S. Department of Education, Protecting Student Privacy

Website: California State Threat Assessment System

Website: National Institute of Justice

Website: National School Safety Center

Website: California Department of Education, Safe Schools

Website: CSBA

Policy Adopted: ~~12/11/19~~ 3/8/2023

Orcutt Union School District
Orcutt, CA



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: February 8, 2023

BOARD AGENDA ITEM: Board Policy 3540 Transportation

BACKGROUND: Policy updated to reflect NEW LAW (AB 181, 2022) which authorizes a district to provide transportation services by way of a joint powers agreement, a cooperative student transportation program, or a consortium, and which requires, as condition of apportionment, a district to adopt a transportation plan that describes the transportation services to be provided to certain student groups, as specified, by April 1, 2023 and update the plan annually by April 1.

RECOMMENDATION: It is recommended that the Board of Trustees adopt the updated Board Policy 3540 as presented for the first reading and that it be placed on the next Consent Agenda for the second reading.

FUNDING: N/A

TRANSPORTATION

The Governing Board desires to provide for the safe and efficient transportation of students to and from school as necessary to ensure student access to the educational program, promote regular attendance and reduce tardiness. In determining the extent to which the district provides for transportation services, the Board shall weigh student and community needs against the cost of providing such services.

- ~~(cf. 3100—Budget)~~
- ~~(cf. 3541—Transportation Routes and Services)~~
- ~~(cf. 3541.1—Transportation for School-Related Trips)~~
- ~~(cf. 3541.2—Transportation for Students with Disabilities)~~
- ~~(cf. 5116.1—Intradistrict Open Enrollment)~~
- ~~(cf. 5117—Interdistrict Agreements)~~
- ~~(cf. 6178.2—Regional Occupational Center/Program)~~

The Superintendent or designee shall recommend to the Board ~~the most~~ economical, environmentally sustainable, and appropriate means of providing transportation services. **The district's transportation services may be provided by means of a joint powers agreement, a cooperative student transportation program, or a consortium, as permitted by law.**

- ~~(cf. 3510—Green School Operations)~~

No student shall be required to be transported for any reason without the written permission of the student's parent/guardian, except in emergency situations involving illness or injury to the student pursuant to Education Code 35350 or the evacuation of students as necessary for their safety.

- ~~(cf. 3516—Emergencies and Disaster Preparedness Plan)~~

~~The Superintendent or designee shall develop procedures to promote safety for students traveling on school buses.~~

- ~~(cf. 3543—Transportation Safety and Emergencies)~~
- ~~(cf. 5131.1—Bus Conduct)~~

~~The district may install a global positioning system (GPS) on school buses, district-owned vehicles, and/or student activity buses in order to enhance student safety and provide real-time location data to district and school administrators and parents/guardians.~~

Transportation Plan

The Superintendent or designee shall develop a transportation plan in consultation with classified staff, teachers, school administrators, regional local transit authorities, local air

TRANSPORTATION

pollution control districts and air quality management districts, parents/guardians, students, and other stakeholders. (Education Code 39800.1)

The transportation plan shall be presented to and adopted by the Board at an open meeting, with the opportunity for in-person and remote public comment, and shall be updated annually by April 1. (Education Code 39800.1)

The transportation plan shall include descriptions of the following: (Education Code 39800.1)

1. The transportation services offered to students
2. How transportation services will be prioritized for low-income students, students in transitional kindergarten, kindergarten, and any of grades 1 to 6, inclusive
3. The transportation services accessible to students with disabilities and homeless children and youth, as defined pursuant to the federal McKinney-Vento Homeless Assistance Act (42 USC 11301)
4. How unduplicated students, as defined in Education Code 42238.02, will be able to access available home-to-school transportation at no cost

Transportation Contracts

The Board may purchase, rent, or lease vehicles; contract with a common carrier or municipally owned transit system; contract with responsible private parties including the parent/guardian of the student being transported; and/or contract with the County Superintendent of Schools. (Education Code 35330, 39800, 39801)

In contracting for transportation services, the district shall comply with all applicable laws related to bids and contracts. (Education Code 39802-39803)

Expenses and Fees

In lieu of providing transportation in whole or in part, the district may pay the student's parents/guardians either their actual and necessary expenses in transporting the student or the cost of the student's food and lodging at a place convenient to the school. In either case, the amount of the payment shall not exceed the cost that would be incurred by the district to provide for the transportation of the student to and from school. (Education Code 39806-39807)

TRANSPORTATION

The Board may charge a transportation fee to parents/guardians of transported students in accordance with Education Code 39807.5 and BP/AR 3250 - Transportation Fees.

Safety and Monitoring

The Superintendent or designee shall develop procedures to promote safety for students traveling on school buses.

The district may install a global positioning system (GPS) on school buses and/or student activity buses in order to enhance student safety and provide real-time location data to district and school administrators, and parents/guardians.

The Superintendent or designee shall ensure the qualifications of bus drivers and related staff employed by the district, provide for the maintenance and operation of district-owned school buses and other equipment, and ensure adequate facilities for equipment storage and maintenance.

(cf. 3542 – School Bus Drivers)

Legal Reference:

~~EDUCATION CODE~~

~~35330 Excursions and field trips~~

~~35350 Authority to transport pupils~~

~~39800-39860 Transportation, especially:~~

~~39800 Powers of governing board to provide transportation for pupils to and from school; definition of "municipally owned transit system"~~

~~39801 Contract with County Superintendent of Schools to provide transportation~~

~~39802-39803 Bids and contracts for transportation services~~

~~39806 Payments to parents in lieu of transportation~~

~~39807 Food and lodging payments in lieu of transportation~~

~~39807.5 Transportation fees~~

~~39808 District transportation of private school students~~

~~41850-41854 Allowances for transportation~~

~~41860-41862 Supplemental allowances for transportation~~

~~45125.1 Criminal background checks for contractors~~

~~52311 Regional occupational centers, transportation~~

~~GOVERNMENT CODE~~

~~3540-3549.3 Educational Employment Relations Act~~

~~PENAL CODE~~

~~637.7 Electronic tracking devices~~

~~CODE OF REGULATIONS, TITLE 5~~

~~14100-14103 Use of school buses and school pupil activity buses~~

~~15240-15343 Allowances for student transportation, especially:~~

TRANSPORTATION

~~15253-15272 District records related to transportation~~

~~VEHICLE CODE~~

~~2807 School bus inspection~~

~~CODE OF REGULATIONS, TITLE 13~~

~~2025 Retrofitting of diesel school buses~~

~~COURT DECISIONS~~

~~Arcadia Unified School District et. al. v. State Department of Education, 2 Cal. 4th 251~~

~~(1992)~~

State

13 CCR2025: Retrofitting of diesel school buses

5 CR 14100-14103: Use of school buses and school pupil activity buses

5 CCR 15240-15343: Allowances for student transportation

5 CCR 15253-15272: District records related to transportation

Ed. Code 35330: Excursions and field trips: student fees

Ed. Code 35350: Authority to transport pupils

Ed. Code 39800: Powers of governing board to provide transportation for pupils to and from school

Ed. Code 39800-39860: Transportation

Ed. Code 39801: Contract with County Superintendent of Schools to provide transportation

Ed. Code 39802-39803: Bids and contracts for transportation services

Ed. Code 39806: Payments to parents in lieu of transportation

Ed. Code 39807: Food and lodging payments in lieu of transportation

Ed. Code 39807.5: Payment of transportation costs by parents

Ed. Code 39808: Transportation for private school students

Ed. Code 41850-41854: Allowances for transportation

Ed. Code 41860-41862: Supplemental allowances for transportation

Ed. Code 42238.02: Local Control Funding Formula

Ed. Code 45125.1: Criminal records summary; employees of contracting entity

Ed. Code 52311: Regional occupational centers, transportation

Gov. Code 3540-3549.3: Educational Employment Relations Act

Pen. Code 637.7: Electronic tracking devices

Veh. Code 2807: School bus inspection

Management Resources

Court Decision: Arcadia Unified School District et. al. v. State Department of Education, 2 Cal. 4th 251

Website: CSBA District and County Office of Education Legal Services

Website: California Air Resources Board

Website: California Energy Commission

Website: CSBA

Policy Adopted: ~~12-11-19~~ 3/8/2023

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: February 8, 2023

BOARD AGENDA ITEM: Board Policy 3260 Fees and Charges

BACKGROUND: Policy updated to include reference to CDE Fiscal Management Advisory 22-01, Summer School, Third Parties, Tuition Fees, and updates the reference to CDE FMA 20-01, Pupil Fees, Deposits, and Other Charges.

RECOMMENDATION: It is recommended that the Board of Trustees adopt the updated Board Policy 3260 as presented for the first reading and that it be placed on the next Consent Agenda for the second reading.

FUNDING: N/A

FEES AND CHARGES

The Governing Board recognizes its responsibility to ensure that books, materials, equipment, supplies, and other resources necessary for students' participation in the district's educational program are made available to them at no cost.

No student shall be required to pay a fee, deposit, or other charge for his/her participation in an educational activity which constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities. (Education Code 49010, 49011; 5 CCR 350)

~~(cf. 3100—Budget)~~

~~(cf. 6145—Extracurricular and Cocurricular Activities)~~

As necessary, the Board may approve fees, deposits, and other charges which are specifically authorized by law. When approving such fees, deposits, or charges, establishing fee schedules, or determining whether waivers or exceptions should be granted, the Board shall consider relevant data, including the socioeconomic conditions of district students' families and their ability to pay.

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

~~(cf. 0415—Equity)~~

~~(cf. 3250—Transportation Fees)~~

~~(cf. 3553—Free and Reduced Price Meals)~~

~~(cf. 5143—Insurance)~~

~~(cf. 9323.2—Actions by the Board)~~

The prohibition against student fees shall not restrict the district from soliciting for donations, conducting fundraising activities, or providing prizes or other recognition for participants in such activities and events. The Superintendent or designee shall emphasize that participation of students, parents/guardians, district employees, volunteers, or educational or civic organizations in such activities and events is voluntary. The district shall not offer or award to a student any course credit or privileges related to educational activities in exchange for voluntary donations or participation in fundraising activities by or on behalf of the student. The district also shall not remove, or threaten to remove, from a student any course credit or privileges related to educational activities, or otherwise discriminate against the student, due to a lack of voluntary donations or participation in fundraising activities by or on behalf of the student.

~~(cf. 1321—Solicitation of Funds from and by Students)~~

~~(cf. 3290—Gifts, Grants and Bequests)~~

The Superintendent or designee may provide information or professional development opportunities to administrators, teachers, and other personnel to learn about permissible fees.

~~(cf. 4131—Staff Development)~~

~~(cf. 4231—Staff Development)~~

~~(cf. 4331—Staff Development)~~

Complaints

A complaint alleging district noncompliance with the prohibition against requiring student fees,

FEES AND CHARGES

deposits, or other charges shall be filed in accordance with the district's procedures in BP/AR 1312.3 - Uniform Complaint Procedures. (Education Code 49013)

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

If, upon investigation, the district finds merit in the complaint, the Superintendent or designee shall recommend and the Board shall adopt an appropriate remedy to be provided to all affected students and parents/guardians in accordance with 5 CCR 4600.

Information related to the prohibition against requiring students to pay fees for participation in an educational activity shall be included in the district's annual notification of uniform complaint procedures to be provided to all students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 49013)

~~(cf. 4112.9/4212.9/4312.9—Employee Notifications)~~

~~(cf. 5145.6—Parental Notifications)~~

Collection of Debt

The Superintendent or designee shall, in accordance with law, recover any debt owed to the district as a result of unpaid permissible student fees approved by the Board. However, the district shall not bill a current or former student for accumulated debt, nor take negative action against a student or former student because of such debt, including, but not limited to, any of the following: (Education Code 49014)

1. Denying full credit for any class assignment
2. Denying full and equal participation in any classroom activity
3. Denying access to the library or other on-campus educational facilities
4. Denying or withholding grades or transcripts
5. Denying or withholding a diploma
6. Limiting or barring participation in an extracurricular activity, club, or sport
7. Limiting or excluding the student from participation in an educational activity, field trip, or school ceremony

Legal Reference:

EDUCATION CODE

~~8239 Preschool and wraparound child care services~~

~~8250 Child care and development services for children with disabilities~~

~~8263 Child care eligibility~~

~~8422.21st Century High School After School Safety and Enrichment for Teens programs~~

~~8482.6 After School Education and Safety programs~~

~~8760-8774 Outdoor science and conservation programs~~

~~17453.1 District sale or lease of Internet appliances or personal computers to students or parents~~

~~17551 Property fabricated by students~~

~~19910-19911 Offenses against libraries~~

FEES AND CHARGES

32033 Eye-protective devices
32221 Insurance for athletic team member
32390 Fingerprinting program
35330-35332 Excursions and field trips
35335 School camp programs
38080-38085 Cafeteria establishment and use
38120 Use of school band equipment on excursions to foreign countries
39801.5 Transportation for adults
39807.5 Payment of transportation costs
39837 Transportation of students to places of summer employment
48050 Residents of adjoining states
48052 Tuition for foreign residents
48904 Liability of parent or guardian 49010-49013 Student fees
49065 Charge for copies
49014 Public School Fair Debt Collection Act
49066 Grades, effect of physical education class apparel
49091.14 Prospectus of school curriculum
51810-51815 Community service classes
52612 Tuition for adult classes
52613 Nonimmigrant foreign nationals
56504 School records; students with disabilities
60410 Students in classes for adults

GOVERNMENT CODE

-6253 Request for copy; fee

CALIFORNIA CONSTITUTION

Article 9, Section 5 Common school system

CODE OF REGULATIONS, TITLE 5

-350 Fees not permitted

4600-4687 Uniform complaint procedures

UNITED STATES CODE,

1184 Nonimmigrant students

COURT DECISIONS

Driving School Assn of CA v. San Mateo Union HSD (1993) 11 Cal. App. 4th 1513
Arcadia Unified School District v. State Department of Education (1992) 2 Cal 4th 251
Steffes v. California Interscholastic Federation (1986) 176 Cal. App. 3d 739
Hartzell v. Connell (1984) 35 Cal. 3d 899
CTA v. Glendale School District Board of Education (1980) 109 Cal. App. 3d 738

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Pupil Fees: Fees, Deposits and Other Charges, Fiscal Management Advisory 17-01, July 28, 2017

WEB SITES

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

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

State

5 CCR 350: Fees not permitted

5CCR 4600-4687: Uniform complaint procedures

CA Constitution Article 9, Section 5: Common school system

Ed. Code 17453.1: District sale or lease of Internet appliances or personal computers to parents of students

Ed. Code 17551: Property fabricated by students

FEES AND CHARGES

Ed. Code 19910-19911: Offenses against libraries
Ed. Code 32033: Eye protective devices
Ed. Code 32221: Insurance for athletic team member
Ed. Code 32390: Voluntary program for fingerprinting students
Ed. Code 35330-35332: Field trips
Ed. Code 35335: School camp programs
Ed. Code 38080-38086.1: Cafeteria establishment and use
Ed. Code 38120: Use of school band equipment on excursions to foreign countries
Ed. Code 39801.5: Transportation for adults
Ed. Code 39807.5: Payment of transportation costs by parents
Ed. Code 39837: Transportation to summer employment program
Ed. Code 42238.02: Local Control Funding Formula
Ed. Code 46120: Expanded learning opportunities
Ed. Code 48050: Residents of adjoining states
Ed. Code 48052: Tuition for foreign residents
Ed. Code 48904: Liability of parent or guardian; withholding of grades, diplomas, transcripts
Ed. Code 49010-49013: Student fees
Ed. Code 49014: Public School Fair Debt Collection Act
Ed. Code 49065: Reasonable charge for transcripts
Ed. Code 49066: Grades; effect of physical education class apparel
Ed. Code 49091.14: Parental review of curriculum
Ed. Code 49501.5: California Universal Meals Program
Ed. Code 49557.5: Child Hunger Prevention and Fair Treatment Act of 2017
Ed. Code 51810-51815: Community service classes
Ed. Code 52612: Tuition for adult classes
Ed. Code 52613: Nonimmigrant foreign nationals
Ed. Code 56504: School records; students with disabilities
Ed. Code 60410: Books for adult classes
Ed. Code 8211: Priority for full-day programs
Ed. Code 8213: Income eligible; definition
Ed. Code 8252-8254: Early childhood education family fees
Ed. Code 8263: Eligibility and priorities for subsidized child development services
Ed. Code 8420-8428: 21st Century High School After School Safety and Enrichment Program for Teens
Ed. Code 8760-8774: Outdoor science, conservation, and forestry programs
Gov. Code 6253: Request for copy; fee

Federal

8 USC 1184: Foreign students

Management Resources

California Department of Education Publication: Summer School, Third Parties, and Tuition Fees, Fiscal Management Advisory 22-01, September 1, 2022

California Department of Education Publication: Pupil Fees, Deposits, and Other Charges, Fiscal Management Advisory 20-01, July 23, 2020

Court Decision: CTA v. Glendale School District Board of Education (1980) 109 Cal. App. 3d 738

Court Decision: Driving School Assn of CA v. San Mateo Union HS (1992) 11 Cal.App.4th 1513

Court Decision: Hartzell v. Connell (1984) 35 Cal.3d 899

Court Decision: Steffes v. California Interscholastic Federation (1986) 176 Cal. App. 3d 739

Court Decision: Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251

Website: CSBA District and County Office of Education Legal Services

Website: California Department of Education

Website: CSBA

Joseph Dana
Assistant Superintendent of Educational Services



For Board Meeting of February 8, 2023

To: Dr. Holly Edds, District Superintendent
From: Joe Dana
Re: Safe Schools Plans for School Sites

Background

California Education Code 35294 requires all public schools to develop, and have their school site council approve, a Safe Schools Plan that pursues the following goals:

- (1) Assuring each pupil a safe physical environment
- (2) Assuring each pupil a safe, respectful, accepting, and emotionally nurturing environment
- (3) Providing each pupil resiliency skills

In accordance with this law all of our district's schools have developed Safe Schools Plans that document strengths and needs in the areas of personal characteristics of students and staff, the school's physical environment, the school's social environment, and the school's culture. When you review these plans you will see that they address critical issues such as violence prevention, campus security, pedestrian and traffic safety, and emergency preparedness. Our schools are safer places for the annual process undertaken to review and write their Safe Schools Plans.

Recommendation

Staff recommends that the Board of Trustees approve the Safe Schools Plans for all of the district's schools as submitted.

Fiscal Impact

None.



Alice Shaw Elementary School

Safe Schools Plan

Orcutt Union School District

2022-2023 School Year

Address: 759 Dahlia Place
Phone: (805) 938-8850

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School Safety Committee
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School Safety Committee

Member Name	Position
Helena Avedikian	Principal
Cheri Palin	Office Manager
Erik Pedersen	Custodian
Linda Carlson	Office Clerk
Jeff Hamilton	Teacher
Jody Coffey	Teacher
Christa Macdonald	Teacher
Jennifer Takkier	Parent
Kristina Urquhart	Parent
Jamie Lear	Parent
Gina Caudillo-Koekebaker	Parent
Erin Canby	Parent

Mission Statement

Our Mission: The mission of Alice Shaw School, is to ensure the educational success of all students by maintaining high expectations and a safe positive learning environment which empowers students to be productive citizens in a changing world.

The Safe School Committee shares a common feeling with our students, parents, and staff in that Alice Shaw School is a safe, supportive, nurturing environment for all children. This "safe school" perspective comes from a deep commitment, belief and cooperation from parents, community members, staff, district personnel, students, and law enforcement. In the development of this plan the Committee has followed the recommendations for the California Department of Education School Safety and Violence Protection document, Safe Schools: A Planning Guide for Action. In this document we will attempt to cover four major components including (1) Personal Characteristics of Alice Shaw's Students and Staff, (2) Alice Shaw School's Physical Environment, (3) Alice Shaw School's Social Environment, and (4) Alice Shaw School's Culture. This plan provides a template for maintenance of current programs and development of new programs to enhance the safety of our school.

Vision Statement

The vision of Shaw School is to provide for the educational success of all students through multiple pathways. The programs, policies and practices of Alice Shaw School reflects our commitment to helping all students learn at high levels.

Shaw Elementary School is committed to preparing children with 21st Century Learning Skills - Communications, Collaboration, Critical Thinking and Creativity. The students at Shaw School are global learners who use technology to increase their awareness and facilitate their contributions to the world around them. Shaw staff is focused on providing challenging Common Core State Standards based curriculum that meets the needs of all learners. All Shaw staff members understand the importance of providing a quality education through exemplary teaching practices and a commitment to excellence. Developing partnerships between staff members, students, parents and community members is essential for creating an environment that meets the needs of all students at Shaw Elementary School. At Shaw School, our students, parents, and staff are committed to working as a team to promote students involvement in the positive, scholarly and safe school culture.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

- All full-time certificated staff members are CLAD/BCLAD certified.
- English Language Development program serves to support teaching and instruction for English Learner students.
- Students in District Special Day Classes, Santa Barbara County Special Day Class, Special Education Resource and Speech Programs on campus are mainstreamed and/or interacted with their typically developing peers daily.
- Our breakfast and lunch programs serve hundreds of students daily.
- Student attendance is celebrated and monitored daily. When needed we will work within the School Attendance Review Board (SARB) program.
- Student Council provides leadership opportunities for students.
- Campus Connection childcare program serves students both before and after school.
- Health and well-being issues are taught during Growth and Development, Child Safe, Too Good for Drugs, and DARE instruction (6th grade).
- PTA sponsored activities and “family nights” promote a strong connection between home and school. PTA sponsored jog-a-thon promotes physical fitness.
- Red Ribbon Week promotes discussion on topics including drug, alcohol and tobacco awareness.
- Maintaining quality physical education and fine arts instruction are priorities at Alice Shaw. A physical education program in grades one through six, taught by a fully credentialed PE teacher, provides physical fitness instruction on a weekly basis.
- Pathblazer and Zearn, online programs, are utilized to provide intervention and enrichment opportunities for kindergarten through six grade students in reading, language arts and math.
- Systematic Instruction in Phonological Awareness, Phonics and Site Words (SIPPS) intervention is being implemented with much success
- Staff attends professional development with various topics centered around teaching and learning.
- Positive Behavior Interventions and Support (PBIS) program is continuing.

Areas of Concern:

Alice Shaw will support and build caring relationships among students, staff, and the school community.

Action Plan:

1. Continue a school-wide character education program highlighting a positive trait every 6 to 8 weeks.
2. Develop school spirit (i.e. Spirit Days) through Student Council.
3. Bullying issues continue to be addressed with anti-bullying discussions, counseling regarding use of electronic means of communication through the DARE program, school wide assemblies, internet use training and the PBIS program.
4. Build a strong citizenship program through the development of our Student Council, responsible leadership, and big buddies activities to enhance collaboration between primary and intermediate students.
5. School-wide Positive Behavioral Interventions and Supports Shaw Team continue training to guide the implementation and sustainability of evidence-based interventions to meet the academic, behavior and socio-emotional needs of all students. Continue PBIS training with Shaw Team.

6. Review office referral data through the PBIS lens.
7. Weekly Social Emotional Learning lessons are implemented

The School's Physical Environment

Areas of Pride and Strength:

- The staff maintains an updated School Disaster Plan. Fire and/or earthquake drills are conducted monthly. An intruder/lockdown drill is conducted annually. A log of emergency drills is maintained for inspection by the fire department and district personnel.
- The school has a detailed Emergency Response Plan. Every classroom/building has an emergency binder and a survival kit.
- The facilities have been remodeled and are in good repair. Each classroom has a telephone and a door that is able to be locked from the inside of the room.
- Staff and volunteers wear ID badges.
- School Beautification Days allow parents, staff members, and students work to make the school grounds look nice.
- Monthly playground safety checks are completed and filed with the Maintenance, Operations, and Transportation Department of the district.
- The principal and/or teachers provide supervision for students as they arrive in the morning and depart in the afternoon.
- A solar panel, provided through a grant by PG&E, contributes to our electrical grid. The amount of electricity produced can be monitored on the Internet.
- The PTA has provided the plaza area at the front of the school to be used for various lunch occasions.
- The principal/office staff maintains vandalism logs, truancy logs, suspension/expulsion logs and office referrals.
- New Playground equipment was installed
- Playground sandboxes and playground equipment are monitored regularly for safety.
- Student and staff restrooms have been modernized and are scheduled to be cleaned daily. The alarm system has been upgraded and can be heard from all areas of the school campus.
- The middle of the parking lot provides a marked crossing area. Additional markings were added to highlight no parking areas and safe passageways.
- Walkie talkies are provided for communication between the office and the custodial staff.
- Safety information is included in our School Handbook, Parent Square is utilized to send communications reminders to students, parents and staff members.
- The Raptor system is used to screen and check-in visitors and volunteers.
- School marquee provides schedule/event reminders.
- Gates on the school's perimeter are locked during school hours.
- Parents are reminded not to bring dogs on campus.
- All County of Santa Barbara County and CA Dept. of Public Health Guidelines are followed for COVID 19 safety.

Areas of Concern:

Shaw School community will continue to identify, address and resolve physical environment issues and concerns.

Action Plan:

1. Two-way radios will be used to improve supervision and communication.
2. All gates will be locked during school hours to direct visitors through the main hallway, past the office for monitoring. Staff members will continue to stress that volunteers and visitors check-in and check-out with the office before entering and exiting the campus.

3. Continue maintenance on building and classrooms to ensure safety.
4. OUSD continues to explore ways to make the campus a secure and safe environment.
5. Continue training on the Parent Square school-home communication platform.
6. The Raptor school visitor security system will be used to help safeguard the school.

The School's Social Environment

Areas of Pride and Strength:

- The school principal is actively involved in curricular matters, is readily available to all members of the school community and is visible on campus and in classrooms.
- The principal is supportive and involved in academic and character (social-emotional behavior) matters.
- On a regular basis, the principal greets students and their families as they enter the school grounds in the morning and depart in the afternoon.
- Expectations for student behavior are clearly communicated in the Parent Handbook.
- Weekly whole school convocation occurs in which weekly announcements conveyed, students are reminded of behavior expectations, students are awarded for positive behavior, and school pride is celebrated.
- The school's character development program contributes positively to the overall school environment. The programs helps to reduce the amount of Behavior Referrals.
- Teachers establish consistent and fair classroom rules and consequences.
- The principal, teachers, and parents work together to maintain high expectations for student behavior.
- Internet safety is stressed. Students and parents sign an Acceptable Use Policy agreement before students access the Internet. The Securly monitoring system is used to monitor students on line searches.
- Students are able to compete in academic endeavors (i.e. Spelling Bees, Battle of the Books, Math Super Bowl).
- PTA sponsors many social activities throughout the school year to facilitate the school community getting to know each other.
- Theme days are planned by students to nurture school spirit.
- Fall and Spring conferences promote collaboration between teachers and parents.
- PTA and Business Sponsors provide financial support to school academic programs, field trips, and special projects.
- The school is used after hours by many community organizations, i.e., girl scouts, soccer teams, etc.

Areas of Concern:

Alice Shaw staff strives to make our school a welcoming learning environment where students feel connected with their teachers, their peers, and the other adults.

Action Plan:

1. School staff will proactively monitor "hot spots" in the hallways and on the playground for inappropriate behavior and to acknowledge appropriate behavior.
2. Counseling services will be offered by an OUSD Counselor to teach coping and social skills to identified students.
3. Continued efforts made to minimize classroom disruptions; instructional time will be maximized.
4. Administrator and staff will continue to revisit school rules and expectations for behaviors on a regular basis.
5. Office staff will continue to strive for top notch customer service with parents and community members.
6. The principal will make regularly scheduled visits to classrooms to "drop in," make observations and also discuss student behavior when necessary.

7. Positive Behavior Interventions and Support (PBIS) training for the Shaw PBIS Team. This will help to continue building a safe and orderly environment conducive to learning at school.

The School's Culture

Areas of Pride and Strength:

- The belief at Alice Shaw School is that every student counts! This belief promotes a sense of connectedness, belonging and community.
- Shaw Students are connected and involved in the school and parent involvement is highly encouraged and supported.
- The principal is visible, approachable and attends PTA and other school events.
- Shaw staff participates in professional development opportunities throughout the year.
- Teachers meet in grade level Professional Learning Communities to discuss standards, student learning, data, and intervention during Wednesday early release days.
- Student Success Team meetings bring staff and parents together to discuss how to assist struggling students.
- Student award and incentive programs recognize students for academics, citizenship, effort, and cooperation.
- Upper grade students mentor primary grade students via a "Little Buddies" tradition which creates a special bond between older and younger students.
- The office staff creates a "welcoming," friendly, helpful and supportive atmosphere.
- Students receive PE, Art and Music instruction.
- All students receive targeted intervention or extension lessons daily.
- Several staff members are trained in Crisis Prevention and Intervention (CPI).
- Communication home comes in many forms: Parent Square, Friday Folders, email, phone calls, parent conferences, etc.
- All parents access the Aeries student information system during the enrollment process. Parents are encouraged to check the Aeries Parent Portal to see student performance/grades.
- Parent involvement is highly encouraged.
- The PTA supports classroom instruction, provides field trips, finances assemblies, and provides resources for school beautification. PTA provides opportunities for "fun nights" to enable parents, students, and staff members to feel "connected" to the school (i.e., bingo night, movie night, family nights).

Areas of Concern:

The Shaw School community will work together to support a comprehensive school wide approach to overall "connectedness," safety and learning.

Action Plan:

1. Friday Convocation creates an environment of connectedness and an opportunity to highlight positive student behavior and remind students of academic and behavior expectations.
2. Assemblies are held for students to review school rules and expectations for student behavior.
3. The staff will continue to develop their knowledge of the Common Core Curriculum and new curriculum adoptions, to increase proficiency, assess student learning, and provide intervention and enrichment opportunities as a result of data analysis.
4. Teachers will continue to promote social growth through classroom and school recognition opportunities.
5. School news will be sent to parents electronically regularly throughout the school year using Parent Square.

6. Continue to support the PTA on family oriented events and parent education topics.
7. Teachers will meet in Professional Learning Communities weekly, to collaborate and focus on essential standards, common assessments, intervention, student results and student learning.
8. Lessons in social/emotional learning (SEL) will be presented regularly.

Appendix

1. Safe Schools Plan

2. Board Policy and Administrative Regulation

- a) BP 0450 (a)—Comprehensive Safety Plan
- b) BP 5141.4—Child Abuse/Neglect and Reporting Requirements and Procedures
- c) AR 5144.2—Suspension and Expulsion/Due Process
- d) BP 5131.2 (a)—Bullying

3. Safe Ingress/Egress

- a) Evacuation Map
- b) BP 3516—Emergencies & Disaster Preparedness Plan
- c) Disaster Drill Schedule
- d) Emergency Team Duties
- e) Disaster Duties & Responsibilities
- f) Disaster Procedures
- g) Procedures for Lock-down/Shelter Evacuation
- h) Cardiac Emergency Response Plan

4. Discipline Procedures

- a) Student Handbook
- b) Discipline Summary
- c) Attendance Summary
- d) BP 4158, 4258, 4358—Notifying Teachers of Dangerous Pupils
- e) BP 3515.2—Employee Use of Technology
- f) Discrimination and Harassment Policy (Annual Notification)

5. School Information

- a) School Accountability Report Card (SARC)
- b) Safe School Questionnaire
- c) Safe Schools Planning Checklist
- d) Electronic Network User Agreements (Student & Staff)
- e) BP 4040—Employee Use of Technology
- f) California Healthy Kids Survey



Joe Nightingale Elementary School

Safe Schools Plan

Orcutt Union School District

2022-2023 School Year

Address: 255 Winter Road
Phone: (805) 938-8650

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School Safety Committee

Member Name	Position
Kate McInerney	Principal
Lynn Ramos	Teacher
Shannon Lopez	Teacher
Lisa Cooper	Teacher
Mary Cortez	Staff
Ruth Narez	Parent
Marie Brown	Parent
Katherine Morales	Parent
Steve Mahr	Parent
Christine Rankin	Parent

Mission Statement

"Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical violence and psychological harm. They are characterized by sensitivity and respect for all individuals (including those of other cultural and ethnic backgrounds), an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered to students; affiliation and bonding to the school support and recognition for positive behavior, and a sense of community on the school campus. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms." – California State Department of Education, "Safe Schools: A Plan Guide for Action"

Mission Statement

Our mission statement, as approved by our School Site Council, is as follows: Joe Nightingale exists to better the lives and futures of all students, staff, families, and community through proven quality instruction, positive relationships, and engaging experiences.

Vision Statement

Vision Statement

The vision of Joe Nightingale School is to provide for the educational success of all students through high expectations and a commitment to academic excellence; to empower them to reach their full potential as responsible, ethical and productive citizens in a diverse and changing world. We believe this is a shared responsibility requiring the cooperation and commitment of students, parents, staff, and the community.

We ensure academic excellence by providing quality educational programs with all staff members focused on continually improving student achievement. We believe children learn best when they engage in a variety of meaningful activities in a challenging, structured and positive environment. At Joe Nightingale School, we provide our students with a rigorous, scholarly learning environment in which learning time, instructional planning, progress monitoring, and strategic/intensive interventions are systematically focused on individual student learning needs. We have clear, research-based interventions and enrichment opportunities to meet the needs of learners at all instructional levels.

All members of the Joe Nightingale School community collaborate to offer continuous learning programs that enable all children to maximize their academic, social and emotional growth and promote their development into thoughtful, accepting, productive and responsible citizens. Teacher teams at each grade level work together to ensure students receive a comprehensive, standards-based course of study. These teacher grade level teams meet weekly in Professional Learning Communities to review student learning and to plan strategic interventions and enrichment activities to meet the various needs of all students.

At Joe Nightingale, our commitment to preparing children with 21st Century Learning Skills-Communication, Collaboration, Critical Thinking and Creativity- is present in all learning activities. The students at Joe Nightingale are global learners who use technology to increase their awareness and facilitate their contributions to the world around them.

At Joe Nightingale School, our students, parents, and staff are committed to working as a team to promote student involvement in the positive, scholarly, safe, and inclusive school culture. Students are caretakers for their own learning environment and are deeply connected to the school community. Parents, families, and community members have a strong investment in our students' lifelong education.

In order to achieve this vision, during the 2022-2023 school year, Joe Nightingale School is continuing the focus on High Quality First Instruction.

This High Quality First Instruction includes Continued Instructional Focus Areas:

- *Literary and non-fiction reading
- *Academic vocabulary in speaking and listening
- *Intervention time block to meet individual needs in math and reading
- *Fostering student engagement and social emotional wellness

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

- All adults at Joe Nightingale-- school administrators, teachers and support staff-- strongly feel that every child on campus is “their” child.
- All adults at Joe Nightingale-- school administrators, teachers and support staff-- possess high standards and expectations for all students.
- On a regular basis, the school administrators, teachers and support staff greet students as they enter the school in the morning and depart in the afternoon.
- The school administrators, teachers and support staff are actively involved in curricular matters, are readily available to all members of the school community and are visible on campus.
- All of our full-time credentialed teachers are certified to work with English Learners.
- Our breakfast and lunch program serves hundreds of students daily.
- Health room has daily coverage by LVN and district nurse is available each day by phone.

Areas of Concern:

Joe Nightingale School will support and build caring relationships among students, staff, and the school community.

Action Plan:

1. Continue implementing PBIS Tier 1 structures to promote a positive environment and consistency throughout the school day and campus.
2. Staff will continue to make progress in implementing a Multi-Tiered System of Supports (MTSS) system in order to meet individual student needs in the areas of academics and behavioral needs.
3. School-wide expectations will be promoted for proper playground behavior and school-wide behaviors.
4. Continue to build a strong citizenship program through the development of our Friend Mediator program, Student Council, and collaboration between primary/intermediate classroom and special education/general education.
5. Continue to provide in-school individual counseling and small group counseling.

The School's Physical Environment

Areas of Pride and Strength:

- The school is open after hours and weekends for use by many community organizations, i.e., girl scouts, soccer, 4H, little league, etc. (during non-COVID times)
- Playground sandboxes and playground equipment have been replaced/upgraded and are monitored regularly for safety.
- Student and staff restrooms have been modernized and are monitored regularly for cleaning and repair.
- The alarm system has been upgraded and can be heard from all areas of the school campus.
- Our phone system has been upgraded and teachers have access to phones in their classrooms.
- Locks have been replaced allowing teachers and staff to lock rooms from the inside. Staff keys allow staff to lock all rooms and gates.
- All gates are locked during school hours to direct visitors through the office for monitoring. Fencing has been improved and is monitored for repair and replacement.
- Survival kits have been placed in classrooms, offices, hallways, arts room, library, child care rooms, and multi-use room.
- The school buildings and classrooms are well maintained and painted.
- Monthly playground safety checks are completed and filed with the Maintenance and Operations Department of the district.
- The staff provides for sidewalk safety and traffic flow in the parking lot as students arrive in the morning and depart in the afternoon.
- The staff maintains an updated School Disaster Plan. Evacuation drills, Duck-cover-hold drills, and lock-down drills and shelter in place drills are called on a regular basis.
- The administration and office staff maintain vandalism logs, truancy logs, and suspension/expulsion logs.
- In the parking lot, parents are regularly reminded of our concern for student safety.
- All County of Santa Barbara County and CA Dept. of Public Health Guidelines are followed for COVID 19 safety.

Areas of Concern:

Joe Nightingale School will continue to identify, address and resolve physical environment issues and concerns.

Action Plan:

1. Continued deferred maintenance on buildings and classrooms to ensure safety.
2. All visitors will check in at school office and receive a visitor's pass. Signs will be posted to educate visitors of visitor policies. All volunteers must be cleared by district following district policy prior to volunteering at school or school event.

The School's Social Environment

Areas of Pride and Strength:

- With a full inclusion program for our students with disabilities, students are accustomed to working with peers of varying abilities.
- A developmental physical education program in kindergarten through sixth grade and a PTA sponsored Fun Run promote physical fitness.
- Health screenings (vision and hearing) are provided to our students by the district staff and parent volunteers.
- Our Friend Mediators program teaches students leadership and peer mediation skills and provides them with the necessary supports to have a positive peer influence.
- Leadership opportunities are provided for students through our Student Council and Friend Mediator program.
- Student engagement has been increased with the use of technology such as the iPad and Chrome Books.
- School-wide discipline matrix has been developed and implemented throughout all areas of the school.
- Differentiated instruction and online computer aided instruction have been established to serve the needs of students needing/wanting intervention or extension.

Areas of Concern:

Joe Nightingale School strives to make our school a welcoming learning environment where students feel connected with their teachers, their peers, and the other adults.

Action Plan:

1. The site administrators will continue to provide for safety and disaster preparedness activities and drills.
2. Staff will continue to investigate and implement programs which foster personal and social skill development.
3. Classroom lessons for character development, social skills, and conflict resolution will be implemented by classroom teachers and the school counselor.
4. Noontime and recess makerspace activities will be provided.
5. Administrators will make regularly scheduled visits with students to review school rules and expectations for behavior.
6. Continue to implement school-wide system to teach playground games and activities through Physical Education Program.

The School's Culture

Areas of Pride and Strength:

- All adults at Joe Nightingale-- school administrators, teachers and support staff-- strongly feel that every child on campus is "their" child.
- All adults at Joe Nightingale-- school administrators, teachers and support staff-- possess high standards and expectations for all students.
- Our Friend Mediators Program teaches students leadership and peer mediation skills and provides them with the necessary supports to have a positive peer influence.
- Leadership opportunities are provided for students through our Student Council and Friend Mediator program.
- PTA sponsored Red Ribbon Week activities promote drug, alcohol, and tobacco awareness and refusal skills for all students.
- The PTA supports classroom instruction and provides funding for field trips, assemblies, technology, and resources for school beautification.
- Fall and Winter conferences promote shared goal setting between teachers and parents.
- Regularly scheduled activities bring parents, students, and staff together for social activities.
- Our bilingual community liaison connects with Spanish speaking families and provides primary language support as needed.
- After school enrichment class (fee based) are available to families one day per week. (District provided)
- Parents and students regularly report that they feel "connected" to the school.
- Students are recognized every other month for their hard work and accomplishments with celebrations in the classrooms and assemblies.
- We use technology on a regular basis such as e-mail, Aeries school portal, Parent Square, and classroom web pages to communicate with parents and community members.
- A well-defined Child Care program (OUSD Campus Connection) meets the needs of over 150 of our students before school, after school, and during scheduled school breaks.

Areas of Concern:

The Joe Nightingale School community will work together to support a comprehensive school wide approach to overall "connectedness," safety and learning.

Action Plan:

1. New students are welcomed to Joe Nightingale School by staff and are escorted to their class by the principal and/or assistant principal. They are provided with a peer "buddy" to accompany them on their first few days to acclimate them to our school.
2. School-wide discipline matrix has been developed and implemented throughout all areas of the school. Rules assemblies are held for students to review school rules and expectations for student behavior.
3. The staff will continue to develop its awareness of, and proficiency with, using the California Common Core content and performance standards to drive instruction and assess student work.
4. Teachers will promote social growth through classroom and school-wide student recognition program.
5. Staff will continue to recognize and reward students who demonstrate the desirable characteristics of non-violence, peacemaking, and problem solving.
6. School news will continue to be sent to parents electronically regularly throughout the year. The automated phone/email system (Parent Square) will be used for communication with parents for events and emergency situations.

7. Encourage students and classes to participate in community service projects.
8. All notices home will be translated into the home language of parents by utilizing the translation tool on Parent Square..

Appendix

Board Policy and Administrative Regulation

- a) BP 0450 (a)—Comprehensive Safety Plan
- b) BP 5141.4—Child Abuse/Neglect and Reporting Requirements and Procedures
- c) AR 5144.2—Suspension and Expulsion/Due Process
- d) BP 5131.2 (a)—Bullying

Safe Ingress/Egress

- a) Evacuation Map
- b) BP 3516—Emergencies & Disaster Preparedness Plan
- c) Disaster Drill Schedule
- d) Emergency Team Duties
- e) Disaster Duties & Responsibilities
- f) Disaster Procedures
- g) Procedures for Lock-down/Shelter Evacuation
- h) Cardiac Emergency Response Plan
- i) AED Locations

Discipline Procedures

- a) Student Handbook
- b) Discipline Summary
- c) Attendance Summary
- d) BP 4158, 4258, 4358—Notifying Teachers of Dangerous Pupils
- e) BP 3515.2—Employee Use of Technology
- f) Discrimination and Harassment Policy (Annual Notification)

School Information

- a) School Accountability Report Card (SARC)
- b) Safe School Questionnaire
- c) Safe Schools Planning Checklist
- d) Disaster Services Workers
- e) Electronic Network User Agreements (Student & Staff)
- f) BP 4040—Employee Use of Technology
- g) California Healthy Kids Survey



Patterson Road Elementary School

Safe Schools Plan

Orcutt Union School District

2022-2023 School Year

Address: 400 Patterson Road
Phone: (805) 938-8750

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School Safety Committee

Member Name	Position
Nicole Sorensen	Principal
Yvette Soriano	Teacher
Sarah Slezak	Teacher
Jen Paige	School Office Manager
Melissa Babb	School Staff
Riley Ramos	Parent
Melissa Matheson	Parent
Maria Serna	Parent
Jon Patterson	Parent
Liz Nikkel	Parent

Mission Statement

Mission:

To serve the unique academic, physical, social, and emotional needs of students in order to provide each student with the highest quality education, inspire a passion for learning, and make meaningful connections that propel children to become lifelong learners.

Vision Statement

Vision:

At Patterson Road School, we believe there are no limits to the academic potential of our students, and there are no excuses for not maximizing this potential for individuals' success. As staff members of Patterson Road, we are committed to structured collaboration with one another in an effort to meet the needs of all students. Every member believes every student is capable of being academically proficient in all subject areas. We believe collaboration is the vehicle to increase student success and achievement. We will work to neutralize the challenges students bring with them to school. We will practice targeted instruction to build the intellectual ability of our students to do rigorous work. We will address challenges through candid collaboration as a team. We will work together to provide all of our students a school community providing a positive, safe environment where children feel empowered to achieve high levels of learning. Students are recognized for their character, academic achievement and attendance. We believe the driving force of our school's success is through the collaboration of our administration, teachers, staff, students, parents, and the community.

Patterson Road School seeks to provide a safe environment for all students:

Safety on the playground

Safety in the classroom

Safety from harassment

Safety from prejudice

Safety arriving to and departing from school

Safety in before-school and after-school district sponsored programs

The Safe School Committee shares a common feeling with our students, parents, and staff in that Patterson Road School is a safe, supportive, nurturing place for children. This "safe school" perspective comes from a deep commitment of cooperation from parents, community members, district personnel, students, and law enforcement. In the development of this plan, the Committee has followed the recommendations of the California Department of Education School Safety and Violence Protection Office document, Safe Schools: A Planning Guide for Action. In this document we will attempt to cover four major components including (1) Personal Characteristics of Students and Staff, (2) The School's Physical Environment, (3) The School's Social Environment, and (4) The School's Culture. This plan provides a template for maintenance of current programs and development of new programs to enhance the safety of our school.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

- We have a dedicated community of district/site staff and parents who desire the best safety practices and provisions for students.
- With two Special Education classes on campus, students are accustomed to working with peers of varying abilities and language learning needs.
- A developmental physical education program in grades kindergarten through six promotes physical fitness.
- A developmental music and arts education program serves students in grades kindergarten through sixth.
- School based counselor is present on campus 1.75 days per week and on-call as needed.
- The district provides a bilingual liaison and the ParentSquare App to assist in communication with all families.

Areas of Concern:

Clear, thorough communication among all stakeholders-community, families, parents, staff, and students.

Action Plan:

1. Cultural Diversity
 - Continue to provide school publications, announcements, and newsletters. These are published in English with electronic Spanish translation available.
 - Continue to utilize ParentSquare and the Google translate option to improve communication for all families.
2. Consistency of communication to families
 - Survey families on use of communication tools-ParentSquare, website, email, Aeries portal, and social media to determine most effective communication tools.
 - Provide training for families on communication devices and apps--Aeries and ParentSquare through parent education nights.

The School's Physical Environment

Areas of Pride and Strength:

General Safety

- Staff discusses supervision and specified jobs in the case of an emergency regularly.
- Staff Emergency binders updated regularly.
- The staff maintains an updated School Disaster Plan. fire, disaster, lockdown and shelter in place drills are conducted on a regular basis.
- The district maintains vandalism logs and removes signs of vandalism immediately.
- All teachers have access to phones in their classrooms.
- A student phone is available in the school office so that students can contact parents when necessary.
- Survival kits have been placed in classrooms, offices, library, child care room and the multi-use room.
- Visitors must check into the office and wear a visitor badge.
- Employees report strangers on campus.

School Grounds--Parking lot for arrival and dismissal

- The principal and teachers provide for sidewalk safety and traffic flow in the parking lot as students arrive in the morning and depart in the afternoon.
- The parking lot has set traffic patterns in place for drop-off and pick-up for student safety.
- There is now a new, safer bus drop off outside of parking lot.

School Grounds--Playground

- Monthly playground safety checks are completed and filed with the Maintenance, Operations, and Transportation department of the district.
- A filtered water station is available to refill water bottles.
- Outside eating area with umbrellas to provide shade for students during lunch.
- Playground area is clean and welcoming with good sight lines and new wood chips for a safe fall zone.
- Water bottles are provided to students to use during CoVid.

School Grounds-Fencing

- There is fencing to secure the entire campus.
- There is a new front landscaping and inviting entryway.

Buildings and Classrooms

- A media center/library is available to students four days a week for books, computer use, and makerspace.
- The school has a multi-use room with a stage, presentation technology, sound and lighting systems. A double-wide portable classroom serves as a fine arts room.
- Student and staff restrooms are regularly inspected for cleaning and needed repairs.
- The alarm system can be heard from all areas of the school campus.
- Classrooms can be locked from the inside of the room.
- Emergency bells and alarms are checked on a routine basis.
- Patterson PRIDE (PBIS) signage is posted throughout school.
- Classrooms have flexible seating with new furniture for all students.
- There is student technology available in all classrooms and to all students.

All County of Santa Barbara County and CA Dept. of Public Health Guidelines are followed for COVID 19 safety.

Areas of Concern:

Maintaining a safe environment during school, for school arrival and dismissal (parking lot), and preparation for emergencies.

Action Plan:

1. General Safety
 - Paint room numbers at assembly area for outside evacuation drill- Completed
 - Work with district to provide the camera feed of front of school for front office staff- Completed
2. Buildings and Classrooms
 - Work with district to replace/repair rain gutters.
3. School Grounds--Parking lot for arrival and dismissal
 - Work with district to maintain a safety review of parking lot and repainting for safe traffic pattern.
4. School Grounds--Playground
 - Work with district to research options to build/retrofit playground equipment for students with disabilities (inclusive playground equipment).

The School's Social Environment

Areas of Pride and Strength:

Consistent Behavioral Expectations

- The principal, staff, and parents will continue to work together to maintain high expectations for student behavior.
- The school is in the Second year of implementation of PBIS post Covid Shut down. Positive rewards and student awards are based on the expectations in Patterson PRIDE: Prepared and Punctual, Respectful, Inspire Kindness, Demonstrate Responsibility, Everyone's Safe.
- The principal and the PBIS team members meet with all students at least twice a year to review school rules and behavior expectations. (-Staff provides PBIS Passport day to teach expectations (Fall and Spring))
- The PBIS PRIDE system provides a consistent system for expectations (matrix), referrals and reinforcement system (Paw tickets and prizes)

Students' Connection to School

- The school principal is actively involved in curricular matters, is readily available to all members of the school community and is visible on campus and in classrooms.
- On a regular basis, the staff greets students as they enter school in the morning and depart in the afternoon.
- Student Council members are elected by 4th-6th graders.
- Many enrichment activities are offered throughout the school year: Battle of the Books, Masonic Spelling Bee, Author Go Round, Math Bowl, Yearbook Team, Historical Walk Through Program for grades 4-6, Robotics Team, and an after school enrichment program with rotating offerings is available on early release Wednesdays (paid program).
- PTA and Student Council sponsor Red Ribbon week activities to promote drug, alcohol, and tobacco awareness and refusal skills for all students.
- Several classes participate in big buddy/little buddy partnership activities and cross age tutoring opportunities.
- Sixth graders go to Outdoor School annually (in non-COVID 19 environment).
- The Where Everyone Belongs (WEB) Ambassadors help orient new students and integrate them into the school culture.

Respectful and Supportive Environment

- A school based counselor offers counseling for referred students 1.75 days per week.
- DARE is available to sixth graders each year (dependent upon availability from the Sheriff's department.)
- School participated in Unity day and dedicated a Buddy Bench for the Upper Grade Playground.
- There is a respectful atmosphere between students to adults.
- Watch DOGS are on campus frequently to help students remember the expectations and navigate social situations in a positive way.

Areas of Concern:

Maintain current safety procedures and programs to encourage student and family connectedness and a respectful, supportive school environment.

Action Plan:

1. Consistent Behavioral Expectations
 - Provide student and parent education on bullying and conflict resolution.
 - Continue to provide student and parent education on PBIS and behavioral expectations.
2. Students' Connection to School
 - Continue to look for and encourage parent and community involvement (robotics, track, PTA, etc.).
 - Actively seek community, staff and parent volunteers to coach and lead extra curricular activities.
3. Respectful and Supportive Environment
 - Provide recess sports/game rules instruction and conflict resolution instruction/social skills instruction for all students.
 - Following the Covid quarantine, students are in need of additional peer relation training. Staff will coach new opportunities for improved personal relations daily.

The School's Culture

Areas of Pride and Strength:

Family Connectedness and participation

- Parents and students regularly report that they feel “connected” to the school.
- Many parents volunteer by providing clerical assistance, working with small groups of students, and participating in various programs and school activities.
- The weekly update are sent to parents via ParentSquare to highlight school news and current events.
- Patterson Road has a Back to School Night at the beginning of the year to help create a partnership with families and an Open House at the end of the year to celebrate student successes.
- Parent Involvement is welcomed and encouraged at Patterson Road.
- Fall and Winter conferences promote shared goal-setting and evaluation of student progress opportunities between teachers and parents.
- The Parent Square platform is utilized for communication with families

PTA involvement and activities

- The PTA provides funding to support classrooms with supplies and field trip costs.
- The PTA provides financial support for school academic programs, field trips, and special projects.

Student Recognition

- Classroom incentives provided to encourage students to be on-time, in attendance, and stay in class the entire day.
- Students are also recognized by Positive Recognition Referrals (office visit and positive phone call home).
- PRIDE expectations are recognized using Paw Tickets.

Focus on the Whole Child

- OCAF provides each school with "Arts Attack", a visual arts program.
- Arts, Music, and Physical Education instruction is provided for all students.
- Library time is provided for all students.
- Makerspace is available for students by request.
- The Santa Maria Rape Crisis Center presents Child SAFE information to first and fourth grade students annually during non COVID 19 times).
- Student Council and WEB take ownership of schoolwide improvement campaigns.

Supportive Staff and school community

- Adults at Patterson Road School possess high standards and expectations for all students.
- Patterson Road staff collaborate twice per week with a focus on achievement for all students.
- Students and staff at Patterson Road feel safe and supported within a respectful culture.
- The school facility is open after hours and weekends for use by many community organizations, i.e., girl scouts, soccer, little league, basketball, etc.

Areas of Concern:

- Maintain a welcoming environment which includes parent and family participation, student recognition, and a focus on the whole child.

Action Plan:

1. Focus on the Whole Child
 - More behavioral support and counseling needed for students. (Added pressures for students with increased stress and anxiety)
2. Family Participation
 - Provide more parent education opportunities to address support of educational/behavioral expectations within the school setting.

Appendix

Board Policy and Administrative Regulation

- a) BP 0450 (a)—Comprehensive Safety Plan
- b) BP 5141.4—Child Abuse/Neglect and Reporting Requirements and Procedures
- c) AR 5144.2—Suspension and Expulsion/Due Process
- d) BP 5131.2 (a)—Bullying

Safe Ingress/Egress

- a) Evacuation Map
- b) BP 3516—Emergencies & Disaster Preparedness Plan
- c) Disaster Drill Schedule
- d) Emergency Team Duties
- e) Disaster Duties & Responsibilities
- f) Disaster Procedures
- g) Procedures for Lock-down/Shelter Evacuation
- h) Cardiac Emergency Response Plan
- i) AED Locations

Discipline Procedures

- a) Student Handbook
- b) Discipline Summary
- c) Attendance Summary
- d) BP 4158, 4258, 4358—Notifying Teachers of Dangerous Pupils
- e) BP 3515.2—Disruptions
- f) Discrimination and Harassment Policy (Annual Notification)

School Information

- a) School Accountability Report Card (SARC)
- b) Safe School Questionnaire
- c) Safe Schools Planning Checklist
- d) Disaster Services Workers
- e) Electronic Network User Agreements (Student & Staff)
- f) BP 4040—Employee Use of Technology
- g) California Healthy Kids Surve



Pine Grove Elementary School

Safe Schools Plan

Orcutt Union School District

2022-2023 School Year

Address: 1050 Rice Ranch Road
Phone: (805) 938-8800

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School Safety Committee

Member Name	Position
Michelle Boyd	Principal
Alfredo De Leon	Head Custodian
Megan Flick	Office Manager
Jennifer Hildebrant	Teacher
Kateri Milanese	Teacher
Jessica Prather-Alvidrez	Parent
Alison Arent	Parent
Kelley Kirby	Parent
Isabel Viviano	Parent

Mission Statement

At Pine Grove Elementary School, our staff, both certificated and classified, strives to create successful learning opportunities for ALL students. We are committed to working diligently to maintain a schoolwide focus of a standards-based education and do so with very caring and nurturing attitudes. Our mission is to foster a secure and supportive learning environment that provides academic excellence, character development and enrichment for all. Students will experience quality curriculum and instruction, utilize technology, and reach increasing levels of achievement as demonstrated in a standards-based educational system.

Pine Grove's staff, parents and students work together to create a safe and positive learning environment on our campus. We recognize student successes which support academic, attendance and character traits through positive incentives, and celebrations. The emphasis of valuable life skills and character traits reinforce the respect and sense of responsibility we want our students to exemplify.

Pine Grove parent volunteers are a wonderful component to our classroom learning environments. Together, with our staff, we work to achieve a balance between appropriate behaviors and academic success. This active participation throughout the grade levels builds a cohesive force permeating the atmosphere of our school and reinforces to our students that parents are an important partnership in the educational process.

Vision Statement

Pine Grove School seeks to provide for all students:

- Safety arriving to and departing from school
- Safety in the classroom
- Safety on the playground
- Safety in the cafeteria/multi-use room
- Safety in the hallways, on the stairs, on the ramps
- Safety from bullying, harassment, and prejudice

The Safe Schools Committee shares a common feeling with our students, parents, and staff in that Pine Grove School is a safe, supportive, nurturing environment for all children. This "safe school" perspective comes from a deep commitment, belief and cooperation from parents, community members, staff, district personnel, students, and law enforcement. In the development of this plan, the Committee has followed the recommendations of the California Department of Education School Safety and Violence Protection Office document, Safe Schools: A Planning Guide for Action. In this document we will attempt to cover four major components including (1) Personal Characteristics of Pine Grove's Students and Staff, (2) Pine Grove School's Physical Environment, (3) Pine Grove School's Social Environment, and (4) Pine Grove School's Culture. This plan provides a template for maintenance of current programs and development of new programs to enhance the safety of our school.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

- Students are accustomed to working with peers of varying abilities, temperaments, cultures, and learning styles.
- The Campus Connection childcare program meets the before and after school needs of students.
- A physical education program promotes physical fitness among all students.
- Health screenings are provided students each fall by the district nurse, health assistants, and parent volunteers.
- The English Learner program supports language acquisition and academic success among English Learners.
- Students are honored for character traits per grade level recognitions.
- All students participate in one music class, one art, and two PE classes per week (1-6).
- All teachers participate in two weekly collaboration times to target students for intervention and reteaching.
- Multi-Tiered Systems of Support (MTSS) programs in grades K-6 provide early support and remediation in reading utilizing SIPPS intervention groups.
- Online mathematics programs (Zearn, IXL, Khan Academy and Generation Genius) support differentiation in instruction.
- Staff incorporates strategies from professional development focusing on supporting both remediation and enrichment learning for all students.
- The Student Council provides leadership opportunities for students and is responsible for campus beautification, service learning, and school spirit days.
- PTA sponsored activities provide a venue for students to celebrate our school community.
- Counseling services for students by district employed providers.
- The Santa Barbara County Sheriff's Department provides a Drug Abuse Resistance Education (DARE) program to sixth graders.
- Fighting Back Santa Maria provides Tobacco Prevention presentations to sixth graders.
- PTA reimburses the school for the paid services of two crossing guards, before and after school.

Areas of Concern:

1. Communication among all stakeholders.
2. Support our most at-risk students (behavioral, emotional, and academically).
3. Ensure the safety of students coming to and from school.
4. Procedures for drop off and pick up of students in the school parking lots.
5. Bus lane to remain free of parked cars.
6. Building relationships with students.

Action Plan:

1. Cultural Diversity
 - School publications, ParentSquare, and newsletters, including communication from the PTA, will be sent out on an as needed basis. Encourage families to designate preferred language on ParentSquare.

2. Staff Expertise/Diversity
 - Discussions and training will continue in the area of helping students with attention/focus difficulties, outbursts of anger, and unwillingness to engage in learning. Tier-1 and Tier-2 practices will be topics of professional development. Counseling services will be available throughout school year.
3. Physical/Health Concerns
 - PTA will analyze the cost-benefit of employing two crossing guards before and after school.
4. Continue to communicate and enforce the proper procedures in the upper and lower parking lots. Staff members will be on duty at the upper and lower parking lots during dismissal.
5. Expand the implementation of the 2x10 strategy for building relationships with students.
6. School volunteers and visitors will be screened using Securly.
7. All County of Santa Barbara County and CA Dept. of Public Health Guidelines are followed for COVID-19 safety.

The School's Physical Environment

Areas of Pride and Strength:

- The school buildings and classrooms are well maintained and painted.
- Decorative security gates and fencing have been installed. Fencing has been installed and is monitored for repair and replacement.
- Gates remain locked during school hours. All visitors must enter through the school office.
- Professional landscaping adorns the campus and has greatly enhanced the "curb appeal" of the school.
- The PTA schedules school beautification days. On these days, parents, staff members, and students work to improve the look of the school.
- Playgrounds are enhanced with color and large USA maps.
- Monthly playground safety checks are completed and filed with the Maintenance, Operations, and Transportation department of the district.
- The staff maintains an updated School Emergency Plan. Evacuation, lock down, fire, and earthquake drills are run on a regular basis.
- The principal and office manager maintain vandalism logs, truancy logs, and suspension/expulsion logs.
- The alarm system has been upgraded and can be heard from all areas of the school campus.
- The PTA provides two crossing guards to help regulate the intersections of Via Pavion/Bradley Road and Rice Ranch Road/Bradley Road before and after school.

Areas of Concern:

1. Procedures for drop-off and pick-up in the upper and lower parking lots.
2. School grounds and equipment maintained for student play.
3. Cleanliness of classrooms and school restrooms.
4. Security cameras are outdated.
5. Sewer line backs-up periodically.
6. Water drainage in upper parking lot, and water run-off.

Action Plan:

1. Traffic
 - Enforcement of procedures for drop-off and pick-up in the upper and lower parking lots will positively impact the traffic flow.
 - PTA analyze the cost-benefit of employing two crossing guards.
2. School Grounds
 - Maintain embankments' landscaping to prevent erosion.
 - Add a rock filled drainage ditch on the embankment (to support storm water drainage).
 - Monitor flow of storm water drainage in and around the upper parking lot.
 - Squirrel holes on playing fields need to be repaired for student safety.

3. School Buildings and Classrooms

- To accommodate growth, the school has developed a master plan for use of all classrooms and available facilities.
4. Research the needs for installation of a Sensory Path and/or Motivational Stair Risers. Seek donations/grants to fund the projects.
5. MOT department regularly checks blacktop areas for repair. Play structures inspected for safety and needs of repair.
6. All County of Santa Barbara County and CA Dept. of Public Health Guidelines are followed for COVID-19 safety.
7. Identify and address the causes of the sewer problems.
8. Installation of security cameras in multiple locations around the campus.

The School's Social Environment

Areas of Pride and Strength:

- The school principal is actively involved in all school matters, and is available and accessible to all members of the school community.
- Grade level award recognitions contribute positively to the overall school environment.
- Weekly "STAR Buck" drawings are held to honor students exhibiting positive school behavior.
- Student Council members in grades 4-6 provide leadership for the student body, as well as participate in the weekly morning announcements.
- After-school programs in track and field provide an outlet for team building and school spirit.
- Fall and spring parent-teacher conferences facilitate shared goal setting between teachers and parents.
- The PTA and business sponsors provide financial support to school academic programs, field trips, and special projects.
- Classroom newsletters are sent via ParentSquare. Parents may set language preferences in ParentSquare.
- The school is open after hours and weekends for use by many community organizations, i.e., soccer and basketball teams, scouting groups, 4-H, and more.

Areas of Concern:

Ensuring that students feel connected to the school, and uphold STAR behavior attributes. Minimize disruptions to the classroom.

Action Plan:

1. School Site Management
 - A discipline referral form is utilized to streamline communication between teachers and the principal and/or teacher-in-charge.
2. School Communication
 - The "Morning Message" on the intercom, notes on the office's whiteboard, and memos through email will be utilized to improve communication and minimize interruptions to classroom learning.
 - The principal and staff will continue to develop the school's website on district server.
 - ParentSquare will continue to be utilized as a means of communication as needed by teachers, office, and PTA.
 - The school's digital marquee will display current information.
 - Social media will be used to highlight the positive culture of the school.
3. Discipline and Consequences
 - The principal and staff will teach and reinforce the STAR behavior expectations.
 - Restorative and progressive discipline practices will be implemented consistently.
 - Use EduClimber for documenting discipline and interventions.
4. PBIS (Positive Behavioral Intervention and Support) will be continued and teachers will award students with STAR Bucks to recognize the STAR attributes.

5. Continue to implement weekly STAR Buck drawings in each classroom and award incentive prizes.
6. Principal will engage with students on a regular basis. Principal will host "pop-up" dance parties at recesses.
7. Social Emotional Learning (SEL) and digital citizenship will be integrated into lesson plans at least once a week.
8. Staff will expand the integration of the 2x10 strategy for building relationships.

The School's Culture

Areas of Pride and Strength:

- Parents and students regularly report that they feel “connected” to the school.
- Adults at Pine Grove possess high standards and expectations for all students.
- Adults at Pine Grove strongly feel that every child on campus is “their” child and their responsibility.
- Every Friday is “Spirit Day”. Students and staff wear a variety of Pine Grove logo shirts and school colors to express a spirit of togetherness.
- The PTA supports classroom instruction, provides field trips, schedules and finances assemblies, and provides resources for student enrichment and school beautification.
- The PTA provides multiple parent/family nights throughout the school year.
- Student attendance awards are presented every trimester and a PANDA (Perfect Attendance No Days Absent) award is presented annually.

Areas of Concern:

Creating meaningful opportunities for students to build connections with each other, their teachers, and school.

Action Plan:

1. Affiliation and Bonding
 - Connect students and families to the school through positive means - PTA Family Fun events, Costume Bingo, classroom volunteers, and so on.
2. Connect intermediate classrooms with primary classrooms in a "Reader Buddies" program.
3. Staff will promote social growth and positive character development through classroom incentives and STAR Buck award drawings.
4. Utilizing the MTSS process, teachers share students in grade levels providing appropriate instruction to meet each student's needs. Classrooms rotate to each teacher in the grade level for a variety of instructional purposes based on district assessments. ELD students are provided specific instruction within their classroom/grade level to assist in learning English in a small group setting.
5. School and Student Council implement community service projects throughout the school year. The projects are a coordinated effort by all stakeholders.
6. Weekly morning messages and themed spirit days are planned and executed by the Student Council.
7. Staff will build relationships with students using the 2x10 strategy and Community Circles.
8. School will host a fall and spring STEM Family event.

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- d) Disaster Services Workers
- e) Electronic Network User Agreements (Student & Staff)
- f) BP 4040—Employee Use of Technology
- g) California Healthy Kids Survey



Ralph Dunlap Elementary School

Safe Schools Plan

Orcutt Union School District

2022-2023 School Year

Address: 1220 Oak Knoll Road
Phone: (805) 938-8500

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School Safety Committee

Member Name	Position
Jonathan Dollahite	Principal
Dana Borsch	Office Manager
David Tidd	Custodian
Jill Eich	Office Assistant
Leslie Fennell	Instructional Assistant - Resource
Aaron Kozel	Teacher
Erica Phillips	Teacher
Brittany Newton	Parent
Carey Matson	Parent
Maribel Meza-Perez	Parent
Sara Alter	Parent
Barbara Sandoval	Parent

Mission Statement

School Mission:

Ralph Dunlap Elementary School's mission is to have a learning community where students, staff and parents work in partnership to ensure a superior academic educational experience for students. All students will achieve their personal best in this collaborative environment that is equipped with the educational technology and resources to create life-long learners able to excel in a world of constantly changing technology, culture and social values.

Ralph Dunlap School seeks to provide for all students:

- Safety arriving to and departing from school
- Safety in the classroom
- Safety on the playground
- Safety in the hallways
- Safety in the cafeteria/multi-use room
- Safety from bullying, harassment, prejudice

Ralph Dunlap staff also promotes the following Guidelines for Success:

That our students will be:

- Respectful
- Responsible
- Value Everyone
- Engage in Learning

Ralph Dunlap Staff Commitments:

- Be open to embrace changes and take risks.
- Celebrate and educate our students and each other.
- Be professional and accountable.
- Protect instructional time.
- Respect everyone's uniqueness and level of expertise.
- Be consistent in implementing student expectations.
- Be an encouraging, caring and supportive staff member.
- Be enthusiastic, positive, motivated, fun and creative.

The Safe School Committee shares a common feeling with our students, parents, and staff in that Ralph Dunlap School is a safe, supportive, nurturing environment for all children. This "safe school" perspective comes from a deep commitment, belief and cooperation from parents, community members, staff, district personnel, students, and law enforcement. In the development of this plan the Committee has followed the recommendations of the California Department of Education School Safety and Violence Protection Office document, Safe Schools: A Planning Guide for Action. In this document we will attempt to cover four major components including (1) Personal Characteristics of Ralph Dunlap's Students and Staff, (2) Ralph Dunlap School's Physical Environment, (3) Ralph Dunlap School's Social Environment, and (4) Ralph Dunlap School's Culture. This plan provides a template for maintenance of current programs and development of new programs to enhance the safety of our school.

Vision Statement

School Vision:

Ralph Dunlap School has a rich tradition of outstanding student achievement. To continue this practice of excellence, we will maintain high expectations and promote academic superiority for all students through essential curriculum. We will create rich, varied experiences in curricular learnings that accommodate different learning styles and abilities. We will foster a positive school climate that results from a caring community which respects and values diversity and provides a nurturing environment for positive self-esteem. This environment will be orderly, safe, inviting and stimulating for all. We will create an atmosphere where the staff learns, works and shares as a collaborative team and where the leadership is supportive, encouraging and fosters positive changes. We will build a cooperative link between home, school and community, that recognizes and embraces the unique community in which we serve.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

- Students honored weekly with Student Recognition celebrations for character.
- Leadership and mentoring skills are fostered via the Big Buddies programs.
- A physical education (PE) program in grades kindergarten through six, taught by a fully credentialed PE teacher, provides physical fitness instruction two times per week.
- Weekly music instruction for all students in kindergarten through sixth grade is taught by a fully credentialed music teacher.
- Weekly maker space and art instruction for all students in grades kindergarten through sixth grade.
- Path Blazer, a computer based program, is utilized to provide intervention and enrichment opportunities for kindergarten through sixth grade students in reading, language arts and math after school up to three days a week.
- Systematic Instruction in Phonological Awareness, Phonics, and Site Words (SIPPS) is implemented and progress is closely monitored for students who need reading support.
- Support service providers are in place for our students (i.e. SDC, Resource, and Speech).
- Counseling services from an OUSD Counselor are available to the school.
- The mainstreaming of Special Day Class and Deaf Hard of Hearing (D/HH) students into regular education classes has been a positive experience for all.
- Health and well-being issues are taught during Growth and Development, Child Safe, Too Good for Drugs, and DARE instruction (6th graders).
- Hearing and vision screening each fall is provided for our students by the District nurse, health assistants and parent volunteers.
- A well defined Child Care Program meets the before and after school needs of our students.
- Staff has the opportunity to review data from the California Healthy Kids Survey.
- Staff attends professional development with various topics centered around teaching and learning.
- Teacher collaboration occurs on a weekly basis during "early release" Wednesdays.
- Teachers have 90 minutes weekly to collaborate as a grade level and plan tier one instruction.
- PTA sponsored Red Ribbon Week activities promote awareness of the negative use of drugs, alcohol, and tobacco and provide refusal strategies for all students.
- PTA sponsored activities and family nights promote a strong connection between home and school.

Areas of Concern:

Ralph Dunlap will support and build caring relationships among students, staff, and the school community.

Action Plan:

1. Continue implementing Positive Behavioral Intervention and Supports (PBIS) training with whole staff.
2. Work with staff to develop a plan to organize a Noon Sports League for 4th-6th graders.
3. Explore additional service learning activities such as collection drives for the Good Samaritan Homeless Shelter, Santa Barbara County Animal Shelter and Military Troops.

4. Explore opportunities to develop school spirit (i.e. Spirit Days on Fridays, wearing school mascot spirit wear and flying classroom "spirit" flags, etc.).
5. County of Santa Barbara and the CA Dept. of Public Health Guidelines are followed due to COVID 19.

The School's Physical Environment

Areas of Pride and Strength:

- School buildings and classrooms are well maintained. Necessary repairs are made promptly.
- County of Santa Barbara and the CA Dept. of Public Health Guidelines are followed due to COVID 19.
- The Measure G bond was used to install new security fencing and reconfigure the admin office so there is only one point of entry on campus.
- Campus cameras were installed to providing 24hr/day video and audio surveillance of the campus.
- Monthly playground safety checks are completed and filed with the Maintenance, Operations, and Transportation department in the district.
- The principal, teachers and classified staff provide for supervision as students arrive in the morning and depart after school.
- The staff maintains an updated Emergency Response Plan. Evacuation, lock down, fire, and earthquake drills are executed on a regular basis.
- Exit plans are posted in each classroom. In addition, every classroom/building has an emergency flip chart and a backpack filled with supplies.
- The principal maintains vandalism logs, truancy logs and suspension/expulsion logs.
- Playground boxes and playground equipment are monitored regularly for safety.
- Student and staff restrooms are monitored regularly for cleaning and repair.
- Eating areas on both playgrounds are monitored and table tops cleaned on a daily basis.
- Students are taught about environmental education, and recycling is practiced school-wide.
- Gates on the school's perimeter are locked during school hours.
- The alarm system can be heard from all areas of the school campus.
- Locks have been replaced allowing teachers and staff to lock classrooms from the inside of the room.
- Teachers have access to phones in their classrooms.
- A kindergarten before-school recess is monitored by a classified employee.
- A garden statue honoring Dunlap's retired office manager is located near the office.
- A rock honoring former principal Tony Brancato is featured in the front on the school.
- Playground sand has been replaced with bark chips.
- Classrooms are cleaned, sanitized, and vacuumed on a regular basis.
- The administration wing and staff lounge is cleaned, sanitized, and vacuumed on a regular basis.
- All County of Santa Barbara County and CA Dept. of Public Health Guidelines are followed for COVID 19 safety.

Areas of Concern:

The Ralph Dunlap School community will continue to identify, address and resolve physical environment issues and concerns

Action Plan:

1. Work with OUSD landscaper to continue maintenance of trees, plants and lawn areas.
2. Keep all campus gates locked during the school day.
3. Explore options for improving campus security after dark and on weekends to prevent vandalism and graffiti (i.e. video cameras, motion sensor lights, etc.).

4. Require that all visitors and all volunteers "check in" with the office and receive badge/sticker before entering the campus.
5. Make sure electronic cords are secure and safe in classrooms.

The School's Social Environment

Areas of Pride and Strength:

- The principal is readily available to all members of the school community and is visible on campus and in classrooms.
- The principal is supportive and involved in academic and character (social-emotional behavior) matters.
- On a regular basis, the principal greets students and their families as they enter the school grounds in the morning and depart in the afternoon
- Expectations for student behavior are clearly communicated in the Parent Handbook and posted in classrooms.
- All students and staff will participate in a "passport day" where school behavior expectations will be taught.
- Students are updated on school happenings, rules and expectations during daily morning announcements.
- Teachers establish firm and fair classroom rules and consequences.
- A new parent orientation, in August of each school year, welcomes Kindergarten families and other new families to Ralph Dunlap School.
- Sixth grade parents are invited to attend a Jr. High orientation in May for their transitioning child.
- Fall and Winter conferences promote shared goal setting between teachers and parents.
- Digital citizenship is stressed. Students and parents sign an Acceptable Use Policy agreement before students access the Internet.
- Teamwork is practiced during Big Buddy/Little Buddy program, Music program, Physical Education , maker space, art sessions and other Dunlap events.
- Students are able to compete in academic and enrichment endeavors (i.e. Essay Contests, Spelling Bees, Battle of the Books, Author go Round, California Reads program, Math Super Bowl, and PTA Reflections).
- Students have opportunities to hold leadership roles on the school campus through membership in the , Recycling Program, Office Assistants and Big Buddies.
- Theme days are planned by the student council to promote school spirit and a fun sense of community.
- Assemblies, field trips, "Walk through..." programs, 6th grade Outdoor School and the Science Fair are outstanding ways students receive "hands on" learning experiences.
- Regularly scheduled PTA activities bring the school community of parents, students and staff together for "Family Fun nights" and other social activities (i.e. Fall Festival, Reflections Night, Family Movie Night, Family Science Night, Family Bingo Nights, Jog-a-Thon, etc.)
- PTA and business sponsors provide financial support to school academic programs, field trips and special projects.
- The school is open after hours and weekends for use by many community organizations (i.e. soccer, rugby, basketball and baseball teams, boy and girl scout groups, 4-H groups, etc.)

Areas of Concern:

Ralph Dunlap staff strives to make our school a welcoming learning environment where students feel connected with their teachers, their peers, and the other adults.

Action Plan:

1. The principal will make regularly scheduled visits to classrooms to "drop in", make observations and also discuss student behavior when necessary.
2. School staff will proactively monitor "hot spots" in the hallways and on the playground for inappropriate behavior.
3. Counseling services will be offered by an OUSD Counselor to teach coping and social skills to identified students.

4. Student anger issues will be addressed through counseling services and the site Psychologist.
5. Positive Behavior Intervention Support (PBIS) training for the entire staff.
6. The principal will coordinate with district personnel to plan a bus evacuation drill consisting of instruction in bus rules, expectations and emergency procedures.
7. The principal will continue to hold fire, earthquake, lock down, shelter in place, and disaster preparedness drills for staff and students.
8. Continued efforts will be made to minimize classroom disruptions thus maximizing instructional time.

The School's Culture

Areas of Pride and Strength:

- The belief at Ralph Dunlap School is that every student matters and counts! This belief promotes a sense of connectedness, belonging and community.
- Ralph Dunlap students are connected and involved in the school and parent involvement is highly encouraged and supported.
- The principal is visible, approachable and attends PTA and other school events.
- Staff possesses high standards and expectations for all students.
- Staff at Ralph Dunlap strongly feel that every child on campus is "their" child and their responsibility.
- Teachers participate in professional development opportunities throughout the year.
- Teachers meet in grade level Professional Learning Communities to discuss standards, student learning, during Wednesday early release
- Teachers meet for 90 minutes weekly as a grade level to discuss and plan tier one instruction.
- There is a strong partnership between staff and all stakeholders.
- A "New Parent Orientation" is held prior to the opening of the school year.
- The office staff creates a "welcoming", friendly, helpful and supportive atmosphere.
- There is a close rapport among staff members.
- Student Success Team meetings bring staff and parents together to discuss how to assist struggling students.
- Students in grades Kindergarten through 6th receive reading intervention support four days a week by an Intervention Teacher.
- Several staff members are trained in Crisis Prevention and Intervention (CPI).
- Student award programs recognize students for outstanding character development and are scheduled on a bi monthly basis.
- Students in Kindergarten through 6th grade are recognized and honored for perfect monthly, trimester and yearly attendance.
- Upper grade students mentor primary grade students via a "Little Buddies" tradition.
- The PTA supports classroom instruction, field trips, and assemblies and provides resources for student enrichment and campus beautification.
- School-home communication takes many forms: Friday folders, school on-line newsletter, ParentSquare, classroom newsletters, monthly PTA newsletters, parent-teacher conferences, phone calls, social media, email, etc.
- All parents accessed the Aeries student information system for the enrollment process.
- Aeries offers parents the ability to view student progress (grades), district and state assessments, and other information from home.
- Efforts continue to develop, maintain and enhance a Ralph Dunlap school garden.
- Implementation of Positive Behavior Interventions and Supports (PBIS).

Areas of Concern:

The Ralph Dunlap School community will work together to support a comprehensive school wide approach to overall "connectedness," safety and learning.

Action Plan:

1. Staff will continue to collaborate with PTA about how best to welcome new students and their families to Ralph Dunlap School.
2. Continue to support the PTA on family oriented events and parent education topics.

3. Staff will promote social growth and positive character development through school-wide PBIS, Student Recognition, Perfect Attendance recognition, and Positive Referrals to the principal.
4. The staff will continue to develop their California State Standards and textbook adoption proficiency to focus instruction, assess student learning, and provide intervention and enrichment opportunities as a result of data analysis. These talks will occur during weekly PLC time.
5. The principal will provide teachers with NWEA and DIBELS assessment data to help them analyze student performance and to plan instruction based on such analysis.
6. Teachers will meet in Professional Learning Communities, weekly, to collaborate and focus on essential standards, common assessments, student results and student learning.
7. Teachers will continue to align grade level "essential standards" with California's State Standards.
8. Teachers will continue to attend training for curriculum implementation, best practices, and RTI practices.
9. Staff will develop a deeper awareness of and proficiency with on-line programs for student learning.

Appendix

Board Policy and Administrative Regulation

- a) BP 0450 (a)—Comprehensive Safety Plan
- b) BP 5141.4—Child Abuse/Neglect and Reporting Requirements and Procedures
- c) AR 5144.2—Suspension and Expulsion/Due Process
- d) BP 5131.2 (a)—Bullying

Safe Ingress/Egress

- a) Evacuation Map
- b) BP 3516—Emergencies & Disaster Preparedness Plan
- c) Disaster Drill Schedule
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- i) AED Locations

Discipline Procedures

- a) Student Handbook
- b) Discipline Summary
- c) Attendance Summary
- d) BP 4158, 4258, 4358—Notifying Teachers of Dangerous Pupils
- e) BP 3515.2—Employee Use of Technology
- f) Discrimination and Harassment Policy (Annual Notification)

School Information

- a) School Accountability Report Card (SARC)
- b) Safe School Questionnaire
- c) Safe Schools Planning Checklist
- d) Disaster Services Workers
- e) Electronic Network User Agreements (Student & Staff)
- f) BP 4040—Employee Use of Technology
- g) California Healthy Kids Survey



Lakeview Junior High School

Safe Schools Plan

Orcutt Union School District

2022-2023 School Year

Address: 3700 Orcutt Road
Phone: (805) 938-8600

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School Safety Committee

Member Name	Position
Kelly Osborne	Principal
Scott Alvarez	Vice Principal
Tiffany McCoy	Parent
Isabella Garza	Parent
Matthew Zich	Teacher
Elizabeth Cutler	Teacher
Tim Smith	Teacher
Trinity Harris	Student
Whitney Clevenger	Student
Sophia Meza	Student

Mission Statement

Lakeview Staff believes all students can learn. To achieve learning for all we agree to the following commitments:

- Provide a safe environment for all students and staff
- Address the needs of the whole child, academically, socially, emotionally and physically
- Build a strong connection to school for all students
- Adapt instructional practices to meet the changing needs of all students

Vision Statement

Our VISION is that all students at Lakeview Junior High School will experience equal access to a well-balanced, challenging education designed to prepare them to think, communicate and achieve to their fullest potential academically, socially, and personally.

VISION

DEFINED:

DREAM

- Think outside the box
- Strive for better
- Imagine a better you
- Consider the possibilities
- Keep doors open
- Be Limitless
- See yourself beyond the now

BELIEVE

- Believe in yourself
- Believe in one's self to achieve goals
- Have confidence in yourself
- Believe in what your senses are telling you
- Believe in positive intentions
- Believe others care
- You can be an active participant in your future

ACT

- Take action and complete tasks!
- Behave Responsibly!
- Take Positive Risks!
- Keep up on Schoolwork!
- Treat people the way you want to be treated!
- Don't give up, keep trying, make adjustments!

ACHIEVE

- Feeling successful when meeting (short term and long term) goals
- Pride and confidence in what we achieve
- Demonstrating learning with improved grades and/or new skills.
- Extend knowledge beyond school.

“If it doesn't challenge you, then it doesn't change you.”

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

- The staff is well qualified, cohesive, innovative, and flexible.
- The principal and assistant principal are very supportive.
- The students are proud and cooperative.
- The community, parents and PTSA are very active and involved.
- The special education program is both inclusion and pull out. Special education students receive as many of their services within the general education classroom, along side their peers, as appropriate.
- Students give daily morning announcements and when necessary followed by a principal's announcement.
- Before school activities include maker space and library functions.
- Numerous lunchtime activities (athletic sport competitions, pep rallies, music, tutoring, spirit competitions, library, wellness center; music, etc.) are available for all students.
- A wide variety of elective courses are offered to infuse learning with technology, visual and performing arts, and career/real-world connections.
- After school activities include cheerleading, a homework center and school sports are available for all students.
- 100% of the full time teachers have obtained SB 395, SB 1969, CTEL, CLAD or BCLAD certification.
- New staff members are paired with an onsite veteran teacher, in their curricular area, to facilitate transition to their new work environment. Teachers new to the District participate in the County Office of Education Teacher Induction Program along with a teacher mentor.
- New students are welcomed by the office staff and administration, then paired with a same grade student, and are given a tour of the school including a walk-through of their classrooms.
- Lakeview School has a website and staff Google Classroom websites for Home/School Communication and Parent Square to keep in contact with stakeholders
- The Aeries Parent Portal provides access for parents to see current grades for each class.
- Phones in every classroom allow for voice mail capabilities.
- Parent nights at Lakeview (Back-to-School, Open House, Teacher/Parent Conferences, etc.) are well attended.
- Utilizing a Lakeview Student Handbook (developed by Lakeview staff) and a "Student Rights and Responsibilities" Handbook (developed by district personnel), students and parents are made aware of all school rules within the first two weeks of school (attendance, suspension and/ or expulsion policies, dress code, discipline procedures, sexual harassment, etc.).
- Child Safe workshops over a three-day period are conducted yearly for seventh grade students and parents.
- The staff has built and sustained Professional Learning Communities to enhance staff collaboration and student achievement.
- The staff opens their classrooms for students during lunch, before school and after school.

Areas of Concern:

Continue to develop and maintain a supportive and collaborative culture on our campus. We strive to create an environment in which our students feel comfortable, cared for, and challenged to do their best. The culture of our school needs to be one that cares about each other. We must continue to find ways to meet the social, developmental, emotional, and athletic needs of each of our students.

Action Plan:

1. Explore ways to improve meaningful participation for all students.
2. Continue to evaluate existing discipline policies particularly in reference to disruptive students and alternative disciplinary measures.
3. Continue to explore ways to meet the needs of those students who have not yet met standards.
4. Continue to develop opportunities to reward good behavior through incentive programs.
5. Continue to work on students getting to class on time. Limit tardies

The School's Physical Environment

Areas of Pride and Strength:

- School buildings and classrooms are well maintained and attractive (especially considering the age of the school).
- Staff members annually review and update the School Disaster Plan.
- During school hours there is a single point of entry through the front office.
- The school is located in an area that is easily observed by passing motorists on a local freeway and surface street.
- A central Quad area allows our students to socialize in an area easily monitored by staff.
- The gym and fitness area are a source of school and community pride. The gym is not only used for junior high activities, but also by our district for district wide events, local youth sport groups and by the Santa Maria Parks and Recreation

Department. School and field facilities are shared by other schools and community programs.

- Disaster drills, including earthquake, fire and intruder alert, are placed on the calendar and coordinated closely with the School and District Disaster Plans.
- The supervision duty schedule is created every year. Teachers are on duty before, during and after school for student safety.
- Soccer and softball fields are continually used by the community and the school.
- The district worked with the school to construct a walkway on the south side of campus so the students could bypass an unsafe hill which created a traffic blind spot on an adjacent street (Harsin Street).
- The PTSA and school worked together to provide a covered outdoor lunch area to provide students another place to eat on campus.
- The PA system can be heard from all areas of the school campus.
- Locks have been replaced allowing teachers and staff to lock classrooms from the inside.
- There is a new electronic marquee in the front of the school which have information for parents and students about school events and is updated weekly by ASB students.
- Emergency backpacks have been placed in classrooms, gym, fitness center and multi-use room. Each teacher also has an emergency backpack filled with supplies and emergency flip chart.
- There are two AEDs located on campus.
- ASB has developed a successful campus beautification program.
- New emergency phone system to make a one push shelter in place; fire; or lockdown all call system
- New one push red button to activate a lockdown.
- Installation of 12 camera on campus to help with student safety
- Installation of 6 vaping sensors in the bathrooms to help with student health and safety
- Security fencing around the school.
- All County of Santa Barbara County and CA Dept. of Public Health Guidelines are followed for COVID 19 safety.

Areas of Concern:

An area of concern is to upgrade the eating area for our students. Additional tables, trees, and landscaping for students will enhance the beauty of our campus. Classroom furniture needs to be continually upgraded. We also must concentrate on how technology is integrated in our classes. Examine safety aspects of our campus and explore possible improvements.

Action Plan:

1. Administrators, with help from the California Highway Patrol and the Santa Barbara County Planning Department, will investigate long-term solutions to heavy traffic problems in the school parking lot and frontage road before and after school.
2. The school and ASB will continue to search for ways to improve student pride so acts of vandalism are reduced and reported in a timely manner.
3. Continue to work with the Orcutt Youth Softball Association (OYSA) to maintain the softball fields and the adjacent parking areas.
4. Examine safety concerns on campus related to our Intruder drills at all times during the day (including nutrition break, lunch, and passing times).
5. Conduct regular staff discussions regarding our reactions to crisis events. This would include all disaster and safety drills.
6. The school and the district will continue to work with recreational soccer leagues to maintain field use and upkeep of gophers.
7. Keep checking the emergency activation phone and buttons to bring first responders to the school by a limited step process.

The School's Social Environment

Areas of Pride and Strength:

- Active and innovative administrators who are skilled in participatory management.
- Lakeview Junior High School is a closed campus. Parents or visitors on campus must wear an identifying badge.
- An electronic newsletter informs parents and families about school activities.
- Lakeview holds high expectations for our students and provides numerous opportunities for each student to succeed. Teachers are available before and after school to assist students.
- ASB sponsored activities give students positive activities during the lunch hour.
- Various school teams and before and after school activities are available to all students, including basketball, track, volleyball, cheerleading, drama, etc.
- The PTSA and the School Site Council are active parent/student/teacher organizations on campus.
- Numerous school and/or PTSA sponsored activities are offered on a regular basis (assemblies, night dances, spirit weeks, etc.).
- The school has a flexible schedule. Four days of the week are devoted to a regular schedule. One day a week is a PLC/SEO schedule which allows additional student intervention and professional

collaboration.

- The school operates on a quarter/semester schedule, with four quarters and two semesters in the year. Each quarter is approximately ten weeks in length. Progress reports are issued at least once

at mid-quarter and report cards are issued at the end of each quarter. Parents can pick up their student's report card at Parent/Teacher/Student Conferences held in the gym in quarters one, two

and three (during non-COVID times).

- Professional Learning Community (PLC) days have been built into the schedule to give teachers time to meet and collaborate on curriculum and assessment.
- The ASB has a program called COTY (Class of the Year) to foster team building, cohesiveness and overall school spirit.
- Positive incentive and recognition programs encourage good behavior (Front of the Line passes, In N Out certificates, lunchtime DJ, etc.).
- A full time school counselor offers peer mediation and individual sessions to support the academic and social-emotional needs of our students.

Areas of Concern:

To continue to address the social environment we create for our students at Lakeview. Find ways to enhance the presence and leadership of our ASB. Continue to develop and explore additional ways to keep our school vibrant and exciting for all our students.

Action Plan:

1. Investigate the possibility of introducing new programs to address student needs (peer counseling, student mediation, etc.).
2. Improve the use of identification badges by all staff members.
3. Review all counseling services for our at-risk students.
4. Improve and expand our character education practices on campus.

5. Examine the anti-bullying programs and assemblies available to schools. Talk about bullying with our staff and students more often. Flyers about reporting bullying around campus
6. Use PBIS to assess areas of concern from the students' point of view.
7. Provide regular lessons in Social Emotional Learning (SEL).

The School's Culture

Areas of Pride and Strength:

- There is a rigorous academic program for all students with high expectations and the opportunity for all students to succeed.
- Consistent behavioral expectations are in place.
- There is a very active ASB who sponsors many spirit days throughout the school year to encourage school spirit and student involvement.
- A Lakeview Newsletter is published and sent electronically to all parents.
- A community liaison is available to help communicate with our Spanish speaking parents and members of the community.
- A Community Interview Day is offered during the year to develop a link to the community.
- An SST/ATC process is in place to ensure identification of at-risk students' needs and to foster collaboration to assist student learning.
- Student recognition (Student of the Quarter, Honor Roll and improved GPA) programs, with parent involvement, recognize students for improvement and success.
- Positive incentive programs are in place to reward and encourage good character and behavior.

Areas of Concern:

- Increase involvement in school wide activities by our students.
- Positive incentive programs are in place to reward and encourage good character, behavior and academic achievements.

Action Plan:

1. Development and enforcement of clearer expectations for appropriate dress and behavior.
2. Development of strategies to build a sense of family within the school (i.e. every child can succeed and every child is important).
3. Explore practices to involve more students in our ASB activities.
4. Continue character education building activities. Explore other activities that will help us.
5. Development of leadership roles opportunities for all students to participate

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- e) BP 3515.2—Employee Use of Technology
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- g) California Healthy Kids Survey



Orcutt Junior High School

Safe Schools Plan

Orcutt Union School District

2022-2023 School Year

Address: 608 Pinal Street
Phone: (805) 938-8700

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School Safety Committee

Member Name	Position
Joe Schmidt	Principal
Molly Johnston	Vice Principal
Kelli Zamudio	Teacher
Kacie Jackson	Teacher
Dulce Cortez	Community Liaison
Jennifer O'Kane	Classified
Josyaine Ortiz	Parent/ELAC Representative
Justine Jokela	Parent
Aubree Jokela	Student
Sophia O'Kane	Student

Mission Statement

The mission of Orcutt Junior High School is to ensure the educational success of all students by maintaining high expectations, a safe learning environment, a commitment to excellence, and comprehensive programs which empower students to reach their fullest potential as responsible and productive citizens in a continuously changing world.

Vision Statement

We envision an Orcutt Junior High School where

Students come first on a campus that

- Provides a caring and supportive environment
- Has high expectations for achievement and conduct of all members of the school community
- Accommodates individual needs in a timely manner

All students and staff learn through access to

- Rigorous core curriculum in all disciplines
- Current technology and ongoing training in the use of that technology
- Extracurricular and professional development opportunities

Communication among all members of the campus community is promoted through

- Formal and informal processes for staff communication/idea sharing
- Ongoing opportunities for students to develop and exhibit communication skills
- Active parental participation in the education process

Our campus environment accommodates the needs of our population by

- Instilling and fostering school pride
- Providing a clean, safe campus
- Maintaining well designed and arranged classrooms
- Promoting an ongoing campus beautification program

The Safe School Committee shares a common feeling with our students, parents, and staff in that Orcutt Junior High School is a safe, supportive, nurturing place for children. This “safe school” perspective comes from a deep commitment of cooperation from parents, community members, staff, district personnel, students, and law enforcement. In the development of this plan the Committee has followed the recommendations of the California Department of Education School Safety and Violence Protection Office document, Safe Schools: A Planning Guide for Action. In this document we will attempt to cover four major components including (1) Personal Characteristics of Students and Staff, (2) The School’s Physical Environment, (3) The School’s Social Environment, and (4) The School’s Culture. This plan provides a template for maintenance of current programs and development of new programs to enhance the safety of our school.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

- OJHS has two Special Education Day Classes serving students with severe physical and learning challenges.
- OJHS students are accustomed to working with peers of varying abilities.
- A supportive, caring, and involved staff.
- Classrooms open before school, at lunch, and after school for additional help.
- Careful and complete at-risk student identification process.
- Positive communication with feeder schools regarding students.
- Intervention programs for students with special needs or attention.
- A comprehensive Physical Education/ Health program offered to all students.
- Proud and cooperative students.
- Involved parents, PTSA, ELAC, and community.
- Elective selections within student schedules.
- ASB activities, fundraisers, school spirit days, and assemblies.
- School dances three times a year.
- Intervention classes for reading and mathematics.
- Staff has incorporated academic language, Critical Thinking, STEAM, Close Reading, and sentence frames as a part of daily instruction.
- Full inclusion special education program.
- Morning video announcements by the Journalism class.
- After school activities include cheerleading, Robotics, and competitive sports teams.
- 100% of the full time staff members have obtained SB395, SB1969, CLAD or BCLAD certification.
- ASB provides leadership opportunities for students.
- The breakfast and lunch program feeds hundreds of students daily.
- We provide a healthy snacks nutrition break every day.
- Health, dental, vision, and scoliosis screening take place every year.
- New students are welcomed by the office staff and principal and are then paired with an Orcutt student and are given a tour of the school.
- Orcutt Junior High website and Parent Square are used regularly for Home/School Communication.
- Phones in each classroom allow for voicemail capabilities.
- PTSA sponsored Red Ribbon Week activities promote drug, alcohol, and tobacco awareness and refusal skills for all students.
- The staff has built and sustained Professional Learning Communities to enhance staff collaboration and student achievement.
- Child abuse workshops over a three day period are conducted yearly for seventh grade students and parents.
- Utilizing an Orcutt Junior High School Student Handbook (developed by the school staff) and a “Student Rights and Responsibilities” Handbook (developed by

District personnel), students and parents are made aware of all school rules within the first week of school (suspension and/ or expulsion policies, dress code, discipline procedures, sexual harassment, etc.).

Areas of Concern:

School Culture and prior year discipline rates (specifically disruptive behavior) for classroom as well as throughout the campus.

Action Plan:

1. Continue to develop staff professional growth opportunities.
2. Continue to evaluate existing discipline policies particularly in reference to disruptive students and alternative disciplinary measures.
3. Constantly review dress code policy for students, and make concessions if appropriate.
4. Healthy choices and positive peer relationships are a focus in 7th grade Health classes and Physical Education. At least two of the lessons will be facilitated by the School Counselor .
5. Upgrade and improve the overall facility.
6. Expand the use of technology in the classroom.
7. Explore ways to improve meaningful participation, and positive behavior choices for all students.
8. Incorporate various Response to Intervention strategies as outlined by the Mike Mattos professional development trainings.
9. Encourage use of See Something, Say Something on school website and QR Code to anonymously report issues on campus.
10. Promote with students and staff the idea of "If you see something, then say something" as a means for early intervention of students in a crisis.

The School's Physical Environment

Areas of Pride and Strength:

- County of Santa Barbara and the CA Dept. of Public Health Guidelines are followed due to COVID 19 as needed.

The school buildings and classrooms are well maintained and painted. Modernized Room 1 functions well for both Science and STEAM.

- The principal, vice principal and teachers provide for sidewalk safety and traffic flow in the parking lot as students arrive in the morning and depart in the afternoon.
- The campus is secured by an alert staff (we have partial security fencing that should be completed in 2021); unwanted visitors are quickly observed and confronted.
- The staff maintains an updated School Disaster Plan. Evacuation drills are called on a regular basis.
- The parking lot has been redesigned and traffic patterns modified to improve on student safety needs.
- The administration maintains vandalism logs, truancy logs, and suspension/expulsion logs.
- Student and staff restrooms have been modernized and are monitored regularly for cleanliness and good repair.
- We have a designated Gender Neutral restroom with appropriate signage. Another restroom has a handicap button to operate the door.
- Locks have been replaced allowing teachers and staff to lock rooms from the inside.
- Disaster drills, including earthquake, fire and intruder alert, are placed on the calendar and coordinated closely with the school and district disaster plans.
- A school wide evacuation drill is coordinated by the district.
- The alarm system has been upgraded and can be heard from all areas of the school campus.
- Our gym and fitness lab are a source of school and community pride. The gym is not only used for junior high activities, but also by Orcutt Academy High School, local youth sport groups, and by the Santa Maria Parks and Recreation Department.
- The school is viewed by the community as their park.
- Durable, numbered signs that represent classroom numbers have been posted on back fence for drills and emergencies.
- Emergency Management Guides are in every classroom and used with every school safety drill.
- All County of Santa Barbara County and CA Dept. of Public Health Guidelines are followed for COVID 19 safety.

Areas of Concern:

A safe, secure, and student friendly campus to facilitate school spirit, and connectivity

Action Plan:

1. Trim trees as needed to avoid limbs falling.
2. Continue upgrades to Makerspace and Library.
3. Replace/refurbish Fitness Center equipment.
4. Continue to stagger the parking location of the school buses after school in order to block the traffic from driving through the parking lot.
5. Utilize sandwich-board type signage to communicate the parking and traffic restrictions of our parking lot.

6. Implement PBIS Rewards to encourage students to make positive choices (PRIDE).
7. Research and possibly install devices to detect vaping in the school restrooms.
8. Install security fencing around the whole perimeter of campus.
9. Set-up a student store to redeem PBIS Rewards points.
10. Display PRIDE behavior expectations around the campus.

The School's Social Environment

Areas of Pride and Strength:

- Orcutt Junior High School is a closed campus. Parents or visitors on campus must wear an identifying badge.
- Orcutt holds high expectations for our students and provides numerous opportunities for each student to succeed.
- Students exhibiting positive choices are electronically issued PBIS Rewards points.
- Teachers open their classrooms before school, at lunch and after school.
- Makerspace and Library are available to students throughout the school day.
- ASB sponsored activities give students positive activities during the lunch hour.
- Various school teams and before and after school activities (basketball, track, volleyball, cheerleading, Robotics, band/drum line, etc.)
- The school's administrators are actively involved in curricular matters, are readily available to all members of the school community, and are visible on campus.
- On a daily basis, the administrators greet students as they enter the school in the morning, during lunch, and when they depart in the afternoon.
- Parent-Teacher Conferences are held three times during the school year in the gymnasium to promote shared goal setting between teachers and parents.
- Regularly scheduled activities bring parents, students, and staff together for social activities.
- The PTSA and the School Site Council are active parent/student/teacher organizations on campus.
- Student trips are offered to high achieving students in both seventh and eighth grade.
- The school operates on a quarter/semester schedule, with four quarters and two semesters in the year. Each quarter is nine weeks in length. (Schedules vary during COVID times to accommodate changes in blended/distance settings.)
- Progress reports are issued mid-quarter and report cards are issued at the end of each quarter. Parents can pick up their student's report card at the Parent/Teacher conferences held in the gymnasium and they are mailed home.
 - Bully Button on the school's website is available to report incidents. QR Code is also posted around campus.
 - Professional Learning Community (PLC) days meet every Wednesday morning; teachers collaborate on curriculum, assessments, and student learning.
 - A recycle program promotes a clean campus.
 - Active participation in the district attorney's truancy program for Santa Barbara County.
 - 7th graders attend a WOW day prior to the first day of school to get introduced to the school campus and staff. Students are introduced to our PRIDE acronym which focuses on positive behavior expectations.
 - Leadership committee reviews results from the California Healthy Kids Survey and plans accordingly.

Areas of Concern:

Student activities designed to make kids feel safe and connected at school thus decreasing truancy rates in both grade levels.

Action Plan:

1. Utilize the services of a full-time Counselor for students needing academic and social/emotional support,
2. School site management will continue to provide for safety and disaster preparedness activities and drills.

3. Continue efforts to minimize classroom disruptions; instructional time will be maximized.
4. Train Leadership Team and site administrators on Positive Behavioral Interventions and Supports (PBIS).
5. Continue the changed bell schedule to create a 7th period block four days per week to provide enrichment and intervention lessons.
6. Implement restorative approaches to student discipline.
7. Create opportunities for students to be problem solvers. Implement Students Leading Education (SLED) program.
8. Continue to support and expand Project Google - a community service elective that uses the Google Suite to execute the projects.
9. Provide students with a minimum of three Digital Citizenship lessons throughout the school year.
10. Routinely consult with School Psychologist regarding students with social and emotional challenges.

The School's Culture

Areas of Pride and Strength:

- There is a rigorous program for all students with high expectations and the opportunity for all students to succeed.
- Parents and students regularly report that they feel “connected” to the school.
- The PTSA supports classroom instruction, provides field trips, schedules and finances assemblies, and provides resources for school beautification.
- Consistent behavioral expectations aligned with Mustang PRIDE are promoted.
- A strong, consistent dress code policy is enforced.
- There is a very active ASB and Student Body involvement in Community Service projects.
- The ASB sponsors many spirit days throughout the school year to encourage school spirit and student involvement.
- School principal sends out a Bi-monthly bulletin to parents for purpose of keeping parents up to date on school activities.
- An Orcutt “Mustang Madness” newsletter is published by students every month.
- A Community Interview Day is offered during the year to develop a link to the community.
- Intervention and enrichment classes are offered for identified students and students wishing to expand their educational experiences.
- Our morning video announcements set the tone for the day with spirited students reporting the school news.
- Our PE program has fitness programs and activities designed for all students.
- Our cafeteria provides lunches and nutrition snacks that please all our students.
- Teachers take a serious interest in the lives of their students.
- Student recognition programs take place regularly such as PBIS Rewards, Student of the Month, Honor Roll, and others.
- An SST program is in place to ensure early identification of and collaboration to assist learning needs.
- Students help maintain a clean and orderly campus.
- Teachers and parents maintain high standards and expectations for all students.
- Mass text, email, and phone message lists have been generated to inform parents of upcoming dates and events such as progress reports, parent conferences,

Back to School Night, etc.

- Student discipline is an opportunity for reflection, restitution, and personal growth.

Areas of Concern:

Communication among all stakeholders to enhance and improve school culture.

Action Plan:

1. Continue to improve communication with parents via ParentSquare, e-mail, newsletters, school websites, Aeries portal, school newspapers, etc.
2. Use feedback from feeder schools to be proactive in student placement.
3. Utilize the services of the Community Liaison.
4. Facilitate a minimum of four ELAC meetings. An ELAC representative will participate on the School Site Council and DELAC.

5. Expand the use of Aeries to increase communication between staff and administration.
6. Continue professional growth opportunities for all staff members.
7. Continue to make parents feel a part of the school events.
8. Expand the use of ParentSquare for the vast majority of school communication.
9. Encourage parents and guardians to use ParentSquare to create a dialogue between themselves and the school's staff.
10. Raise funds to purchase a digital marque for front of school.

Appendix

Board Policy and Administrative Regulation

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- f) BP 4040—Employee Use of Technology
- g) California Healthy Kids Survey



Olga L. Reed School

Safe Schools Plan

Orcutt Union School District

2022-2023 School Year

Address: 480 Centennial Street, P.O. Box 318
Phone: 805-960-5530

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School Safety Committee

Member Name	Position
Jared Banks	Principal
Kathleen Stevenson	Office Manager
Aniko Taubenheim	Teacher on Special Assignment
Deb Laflin	Teacher
Brenda Galvez	Community Liaison
Norma Guzman	Parent
Sol Messeguerro	Parent
Jesus Figueroa	Parent
Lupita Rodriguez	Parent
Rubicela Granado	Parent
Susana Navarro	Parent
Monica Robles	Parent

Mission Statement

"Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical violence and psychological harm. They are characterized by sensitivity and respect for all individuals (including those of other cultural and ethnic backgrounds), an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered to students; affiliation and bonding to the school support and recognition for positive behavior, and a sense of community on the school campus. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms."

Taken from "Safe Schools: A Planning Guide for Action"
California State Department of Education

Vision Statement

While maintaining its current positive practices, Olga Reed School will implement action plans to provide an emotionally and physically safe school environment for all students, staff, and visitors.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

The size of our staff and student body promotes an environment where each child's needs are understood and met by all staff members, and at the same time, students feel comfortable seeking help from all staff members.

To support student achievement, English Language Development (ELD) and academic intervention are a fully integrated part of each school day.

ASB membership is available to students in grades 4-8. Classroom elections are held to identify class representatives. An election among students in grades 4-8 identifies students to serve in executive positions. The ASB promotes school spirit by planning school-wide "spirit days" and community/public service projects. The ASB also runs tri-weekly campus-wide student recognition "REACH" assemblies.

To provide our students opportunities to grow outside the academic curriculum, we now offer two P.E. periods each week per student, as well as classroom instruction in music, visual arts instruction, and a voluntary band program.

Community service is encouraged for 7th and 8th grade students, who reach to accomplish 8 hours respectively per school year. Eighth graders accomplishing the community service goal are recognized on stage at graduation.

A Parent Teacher Student Association (PTSA), now in its 11th year, is active at the school. The organization organizes school events and raises funds to support the wide array of school activities. Parents also may participate in Parents in Action (Padres en Accion), a group facilitated by the community liaison (Brenda Galvez) that meets weekly.

The After School Education and Safety (ASES) program provides the great majority of our students an extended day with homework support, enrichment, and physical fitness activities.

The addition of the Orcutt Academy's K-8 program to the campus maximizes use of facilities on campus while adding to the social environment for students and staff. Olga Reed and the Academy are sharing the campus and having a common lunch schedule while maintaining separate schedules and programs.

Outdoor school has been organized to combine both Olga Reed and Orcutt Academy 6th graders, to create a unifying experience and develop social relationships that extend campus-wide.

The presence on campus of a County Special Education class for students with severe needs is much appreciated by everyone. Olga Reed students and staff have great affection for the students and staff in the class.

The school garden is a place of learning, school unity, and community support. Tara Howard, a classified employee who serves as garden educator, does excellent work with students.

Health and wellbeing issues are taught during Growth and Development lessons, ChildSAFE lessons, Too Good for Drugs lessons, and DARE.

The staff emphasizes Social Emotional well-being with SEL lessons and relationship building activities. Staff have also received trainings on adverse childhood experiences and responding to undesired student behavior. A recent professional development day by Kristen Miller was well-received. Concepts continue to be implemented.

Areas of Concern:

1. Continuing attention needs to be paid to making sure Olga Reed and the Orcutt Academy share the campus harmoniously and with a focus on the best interests of students.
2. The PTSA needs to continue to be viewed by staff, parents, and students as a venue in which all stakeholders can unite in support of the school.
3. Staff would like to continue to drill for emergency situations and to reflect on site implementation of district emergency procedures.
4. Staff would like to expand their knowledge and practices of social/emotional learning.

Action Plan:

1. Continue joint staff meetings at which staff from Olga Reed and the Orcutt Academy can review and discuss issues pertaining to having two schools share a campus. The school principal will continue to provide regular communication, so staff from each school know what is happening at the other school. Staff will continue to organize lunchtime sports activities, dances, music/arts activities, field trips, assemblies, Science Camp, and other activities that bring together students from the two schools.
2. The PTSA will work to organize events that build its brand and unite staff and families at the school. These events will include large events such as the Harvest Festival and the Cinco de Mayo celebration, and smaller events such as spirit day challenges and program accomplishment recognitions. The PTSA will work to provide communication about its work in school newsletters and social media such as Facebook. The PTSA will collaborate with the OAK-8 PTSA on events for both schools.
3. Continue to implement emergency drills for emergency situations such as fire, earthquake, lockdown, shelter-in-place, etc.
4. Staff will prioritize social/emotional learning and teacher-student relationships still rebounding from distance learning implementation.

The School's Physical Environment

Areas of Pride and Strength:

The facilities generally are well kept. The school custodians provide regular attention to facilities, and the district's maintenance department and grounds crew do an excellent job with maintenance of facilities and grounds. Work orders are responded to with promptness and proficiency.

Over the summer and into the school year, the district completed infrastructure construction and classroom modernization projects (projects funded by measure G).

Thanks to the district's 1:1 technology initiative, all students now have their own device (either iPad or Chromebook).

Our school boasts the most modern and visually appealing library facility in our district. In addition to rows of shelves stocked with books to meet the reading levels of all our students, the library has a separate reading room and ample space to also serve as an ideal location for staff meetings, training, PTSA meetings, etc. The library also has a makerspace area that has become very popular with students.

After considerable modernization work done in 2014, the gymnasium is in very good condition. Additionally, three rooms off the gym are now fully functional and are being used by the speech therapist, the psychologist, the counselor, the Teacher on Special Assignment (TOSA), and the People Helping People nonprofit foundation.

Ample real estate exists on our campus to meet the physical needs of staff and students. In addition to a playground area that consists of multiple basketball courts, a tennis court, swingsets, and two playground structures, we have a full-size soccer field and track used to support P.E. instruction. Additionally, a large baseball field containing two diamonds (presently unused) sits at the western edge of our campus.

Earthquake, lockdown, shelter-in-place, and fire drills are practiced throughout the school year. The school is located just blocks down Centennial Street from a Santa Barbara County Fire Station.

The Los Alamos Community Library, which is located on campus, is a resource for Olga Reed families. The library includes a selection of books as well as computers with Internet access and a printer. The library is open on weekday afternoons/evenings and during the day on Saturdays. Free tutoring is in the planning stage to be available to students. Olga Reed students and families are capitalizing on the library's resources.

Thanks to the district, all classrooms are featuring new "flexible" furniture that is lighter and more portable for use in classroom groupings, rotations, etc.

The district has installed automated external defibrillators (AEDs) on campus.

All state and county health guidelines are followed for COVID-19 safety.

Areas of Concern:

1. Some of the facilities still are in need of modernization and/or repair. The older classroom wings are in need of significant upgrades. The gym restrooms also need to be modernized.

2. Graffiti and vandalism occur rarely, but staff still would like to keep an eye on what happens on campus after hours and on weekends. Staff also would like to have a record of what happens in the parking lot, as some parents have experienced some hit-and-run accidents.

3. School grounds are in need of attention. The soccer field features numerous holes and mounds, and the track is rough and in need of leveling. The outside basketball courts need to be improved.
4. While internet speeds have greatly improved, internet outages still happen more frequently than desired.
5. The school office and classrooms do not have a security alarm system.
6. No sidewalks are in place along Centennial Street. The school has received several concerns from parents and neighbors about this.
7. Both staff and community members have expressed concern about the unused acreage just south of the school and lying between the campus and the Los Alamos County Park.

Action Plan:

1. Work with the district on plans for facilities modernization funded by Measure G. When projects are planned work closely with the district on plans for interim facilities and associated program adjustments.
2. The school principal will have dialogue with the district about the potential installation of cameras to monitor what happens on campus after hours and on weekends and the parking lot during the day. In addition, the principal will continue to invite neighbors who walk the campus to report any issues or suspicious activity to the County Sheriff's Department.
3. Work with the district technology officer in stabilizing consistent internet connections.
4. Work with the district on site grounds needs. Some can be addressed now, while others can be addressed in association with the implementation of Measure G. A near-term priority will be to create a more aesthetically pleasing courtyard in our classroom area and clean up the curbs on the track.
5. The district is aware of the school's needs for more alarm coverage. This will continue to be a priority.
6. The school principal will continue to have dialogue with County Public Works and CalTrans regarding sidewalks and Safe Routes to School.
7. The school principal will work with the district and community volunteers to plan a beautification day for the property just south of the campus.

The School's Social Environment

Areas of Pride and Strength:

Olga Reed and the Orcutt Academy have launched a campus-wide implementation of a Positive Behavioral Interventions and Supports (PBIS) program. This includes streamlined expectations for student behavior that are based on an acronym, REACH; tickets for prize drawings that can be given to incentivize positive behavior; and documentation of office referrals so as to identify needs and trends. Staff outlined the expectations at the start of the year with a presentation by the principal and subsequent "passport" stations whereby staff go over specific expectations for campus locations such as the playground, restrooms, cafeteria, etc. School staff consistently refer to the expectations when teaching students about appropriate school behaviors, and when recognizing students for exhibiting these behavioral expectations around campus.

Parents report they are pleased with communication from the principal, teachers, and office staff. The community liaison has an instrumental role in facilitating this communication. Spanish speaking parents are appreciative that school-home communication is done in Spanish.

The ASES (After School Education and Safety) program provides a safe, caring, well supervised atmosphere for students after school. Over 140 students participate in the program, which runs from school dismissal until 6:00 p.m. each school day during non-COVID times.

To support students with social/emotional needs, the school has two days of support from a district counselor and district psychologist, 3 days of support from a Casa Pacifica therapist and 5 days of support from an RBT.

A lunchtime makerspace area supervised by the librarian/media specialist has given students another option for play and socialization at lunch recess.

Students have opportunities to be active participants in the social fabric of our school in a variety of ways: through both ASB- and PTSA-planned activities, through community service, and through the ability to compete in athletic (basketball and track) and academic endeavors (Author-Go-Round, Masonic Spelling Bees, Lego League robotics, Battle of the Books, North County Math Super Bowl, etc.)

Sixth grade students have the unique opportunity to extend their instruction in social studies and science through their attendance in Outdoor School at the Catalina Island Marine Institute during non-COVID times.

Seventh and eighth graders are encouraged to do community service. Much of this voluntarism occurs either on campus in support of school events or in the community in support of such organizations as the Los Alamos Valley Men's Club. The school has received many compliments from community members regarding the student volunteers it provides.

A cross-section of our student body walks in the Los Alamos Old Days Parade each September, carrying a school banner and serving as proud ambassadors to our local community.

Areas of Concern:

1. While PBIS is under way on campus, staff will need to develop an approach to addressing the needs of students with chronic behavioral issues.
2. As possible, staff would like to continue to plan activities and events that unify Olga Reed and OAK-8.
3. Parents have articulated a desire for more and better student supervision in the ASES Program as well as more communication with ASES staff about program activities.

Action Plan:

1. A cadre of staff, including the principal, will participate in workshops on "Tier 2" implementation of PBIS. The focus will be to develop strategies for helping students with chronic behavioral issues. Additionally, the team will analyze data on office discipline referrals to identify "chronic" students and behaviors.
2. Seek collaboration between the Olga Reed and Orcutt Academy PTSA units on school events such as the Harvest Festival. Continue to have the schools' ASBs to plan "joint" dances for students in grades 6-8. Hold staff socials for staff from both schools. Continue planning parent education nights for parents of both schools.
3. Work with ASES director to improve student supervision as well as program-parent communication. As a good starting point, the director was able to enroll into the program all students whose parents sought enrollment this past spring.

The School's Culture

Areas of Pride and Strength:

There is a strong partnership among students, staff, and our parent community. Parents have a vested and active interest in wanting our school to be a place where their children come to learn in a comfortable, non-threatening environment.

The school's after-school program (ASES) contributes immeasurably to this sense of well-being by being available to students in grades TK-8 for 3.75 (or more, in the case of TK) hours each day.

The school is blessed with harmonious relations among parents and families. The school has families with different economic situations, lifestyles, ethnicities, and home languages -- but all families come together to do right by the school's students.

The PTSA, School Site Council, English Learners Advisory Council, and Parents in Action group provide parents the opportunity, and responsibility, to become actively involved and have a voice in the direction of our school.

Student Success Team (SST) meetings bring staff and parents together to address the needs of referred students.

Student recognition (Students of the Month and Character Award) is done monthly.

The school's principal frequently posts on the school's social media platforms to keep families and the community aware of the happenings on campus.

A County Special Education class that serves students in grades 6-8 who have severe disabilities plays an important role in the school's culture. Students, staff, and families value the program and its students.

Areas of Concern:

1. The school would like to encourage more participation from families in school and PTSA events and activities. Despite the school-home communication that is in place, some parents say they are unaware of what is happening.
2. Parents would like to see more collaboration between Olga Reed and the state preschool located in Room 1.

Action Plan:

1. Work with available communication such as Parent Square, email, and social media to maximize communication about parent volunteer opportunities.
2. Work with preschool staff on a stronger partnership. As one step, the preschool was invited to participate in the annual Holiday Musical in December.

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Orcutt Academy K-8 Campus

Safe Schools Plan

Orcutt Union School District

2022-2023 School Year

Address: 480 Centennial Street, P.O. Box 161, Los Alamos, CA 93440
Phone: 805-960-5530

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Member Name	Position
Jared Banks	Principal
Stacey Lovell	Teacher
Isabel Riggs	Teacher
Kathleen Stevenson	Office Manager
Matthew Brieske	Custodian
Brad Gitchell	OUSD Director of Maintenance and Operations

Mission Statement

"Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical violence and psychological harm. They are characterized by sensitivity and respect for all individuals (including those of other cultural and ethnic backgrounds), an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered to students; affiliation and bonding to the school support and recognition for positive behavior, and a sense of community on the school campus. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms."

Taken from "Safe Schools: A Planning Guide for Action"
California State Department of Education

Vision Statement

While maintaining its current positive practices, the Orcutt Academy will implement action plans to provide an emotionally and physically safe school environment for all students, staff, and visitors.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

Teachers emphasize character education with students. A character trait (e.g., “Honesty”, “Compassion”, etc.) is taught each month. Character Awards are part of the student recognition program, which is based on the campus' PBIS acronym of REACH.

Leadership, community service, and mentoring skills are fostered via student family groups, the ASB, and campus clubs and teams.

The ASB promotes school spirit by planning schoolwide “spirit days”.

A Campus Connection childcare program is available to students both before and after school. The program is located at Pine Grove School.

The school has a continuum of support available for students with academic, behavioral, and other needs (i.e. Resource, Speech, counseling, and other services).

PTSA sponsored activities and “family nights” promote a strong connection between home and school.

Health and well-being issues are taught during Growth and Development, ChildSAFE lessons, Too Good for Drugs, and Drug Abuse Resistance Education (DARE).

The size of the school enables all staff to know all of the school's students. Staff feel connected to all children, not just the children in their respective classrooms.

Extracurricular sports offerings include basketball and track, and soccer may be added in Spring 2023. Lunchtime sports also are an outlet for students in grades 3-8.

The district's swim lesson program for fourth graders in Fall 2022 was well received by students, families, and staff.

The district has provided professional development in pertinent topics such as social-emotional learning, trauma-informed practice, classroom behavior systems, and suicide prevention. These trainings have been well received.

Areas of Concern:

1. This is the ninth year for OAK-8 on the Los Alamos campus it shares with Olga Reed School. Students, families, and staff desire to preserve their unique "OAK-8" school identity and culture even while sharing a campus with another school.

2. Special attention needs to be paid to making sure OAK-8 and Olga Reed continue to share a campus harmoniously and with a focus on the best interests of students. As possible, it is helpful to plan joint ventures involving both schools.

3. Staff would like to continue to drill for emergency situations and to reflect on site implementation of district emergency procedures.

4. The school is experiencing an increasing amount of extremely severe behavior from a small number of students. Staff would like to prevent these behaviors from occurring.

5. Since COVID-19, older students (seventh and eighth graders) have been more reticent to take on leadership roles in school families and on campus. Staff would like to nurture leadership skills in these students.

Action Plan:

1. Continue the school start-of-school-day ritual of meeting as a group for school announcements, the Pledge of Allegiance, the Spartan Creed, and calisthenics. Continue to plan regular activities for student family groups consisting of one student in each of grades TK-8 (9-10 students per group). The groups will meet periodically to accomplish a variety of tasks, including group discussions, art, games, and cooperative learning. The groups are intended to encourage leadership skills in older students, improve cross-age communication, and facilitate problem solving. Importantly, the student family groups will keep OAK-8 students connected across classrooms. Staff and PTSA will continue to plan an end-of-year school outing at the nearby Los Alamos County Park or the Orcutt Community Park. Finally, the school principal would like to take OAK-8 teachers on a school visit, conference, or other excursion where they can identify programming, features of culture, or other practices that can make OAK-8 unique.
2. Continue joint staff meetings at which staff from OAK-8 and Olga Reed can review and discuss issues pertaining to having two schools share a campus. The school principal will continue to provide regular communication, so staff from each school know what is happening at the other school. Staff will continue to organize lunchtime sports activities, dances, music/arts activities, field trips, and other activities that bring together students from the two schools. Continue to offer volleyball and track teams that include junior high school students from both schools.
3. Continue to implement emergency drills for emergency situations such as fire, earthquake, lockdown, shelter-in-place, etc. The principal will attend a workshop on the procedure for an active shooter.
4. Provide training for staff in preventing, managing, and responding to severe behaviors. As needed, provide in-classroom assistance.
5. As possible, provide opportunities for older students to build leadership skills and assume leadership roles on campus.

The School's Physical Environment

Areas of Pride and Strength:

OAK-8 has access to quality facilities on its Los Alamos campus. In addition to its five classrooms and the office, OAK-8 has a classroom -- a "Discovery Room" -- that is devoted to hands-on learning in science and the arts as well as academic intervention. OAK-8 also has access to the rest of the campus, which includes a cafeteria, a gym, a library, an art room, a science lab, a playground, a tennis court, a track, a field, and a school garden.

The district has just completed modernization of a classroom wing including two OAK-8 classrooms and restrooms. The modernization included new carpeting, lighting, windows, whiteboards, and more. Teachers are very pleased with their "new" classrooms. Additionally, the OAK-8 TK/K class has been moved to a classroom with restrooms. The teacher is very pleased with her new location.

Facilities in Los Alamos generally are kept up well. The school custodians provide regular attention to facilities, and the district's maintenance department and grounds crew do an excellent job with maintenance of facilities and grounds. Work orders are responded to with promptness and proficiency.

Earthquake, lockdown, shelter-in-place, and fire drills are practiced throughout the school year. The school is located just blocks down Centennial Street from a Santa Barbara County Fire Station.

The school has a detailed emergency response plan. Exit plans are posted in each classroom. In addition, every classroom/building has an emergency binder and a backpack filled with supplies.

Staff and volunteers wear ID badges and visitors are screened for Megan's Law offenses by the campus Securly system.

After considerable modernization work in 2014, the gymnasium is in very good condition. Among other improvements, the gym received new roofing, new ceiling tiles, new seismic supports, new lighting, and new windows. This is important, as the gym will be a place for school assemblies, school performances, P.E., indoor recess on rainy days, and much more.

Most classrooms on campus, including all OAK-8 rooms, have heating and air conditioning. This is valuable in an area that has a wide disparity of temperatures (from mid-20s to 100-plus) during the school year.

The school garden is a focal point for student learning and fun with regard to agriculture, gardening, science, and healthy food choices.

The middle sandbox (the sandbox with swings and some play equipment) has been filled with a fresh shipment of fibar (wood chips). A new play structure is due to be installed later this school year.

The district has installed automated external defibrillators (AEDs) on campus.

Areas of Concern:

1. Some of the facilities still are in need of modernization and/or repair. Rooms 9-14, which are older modular classrooms, have been suffering roof leaks and water damage following rainstorms. In addition, the rooms suffer odor and damage caused by skunks and other rodents inhabiting below the buildings and even above classroom ceilings. Several rain gutters need to be repaired.

2. Graffiti and vandalism occur rarely, but staff still would like to keep an eye on what happens on campus after hours and on weekends.

3. The campus' capacity for wifi and internet are improved, but the Los Alamos community continues to experience outages.
4. School grounds are in need of attention. The soccer field features numerous holes and mounds, and the track is rough and in need of leveling.

Action Plan:

1. Work with the district on site facilities needs in association with the implementation of Measure G projects.
2. The school principal will work with the district on installing cameras to monitor what happens on campus after hours and on weekends. In addition, the campus will continue to invite neighbors and local residents to keep an eye on the campus after hours and on weekends.
3. Continue to work with district's Technology Department on more consistent internet speed and bandwidth. As possible, advocate for broadband access for the Los Alamos community.
4. Continue to work with the district on site grounds needs.

The School's Social Environment

Areas of Pride and Strength:

OAK-8 and Olga Reed School are revisiting their campus-wide implementation of a Positive Behavioral Interventions and Supports (PBIS) program. This includes streamlined expectations for student behavior that are based on an acronym, REACH; tickets for prize drawings that can be given to incentivize positive behavior; and documentation of office referrals so as to identify needs and trends. Staff outlined the new expectations at the start of the year with a presentation by the principal and subsequent "passport" stations whereby staff go over specific expectations for campus locations such as the playground, restrooms, cafeteria, etc. Turn-around Cards have been successfully implemented at both schools as an intervention for minor behavioral issues.

Teachers establish firm and fair classroom rules and consequences. As a result, there are few instances of students referred to the school office for administrative attention. The suspension rate (< 1 percent) and expulsion rate (no students have been expelled) have been very low at OAK-8..

School attendance has been affected by the COVID-19 pandemic, but diligent efforts by school staff to keep students safe and on campus have resulted with having more students on campus than otherwise would have been.

Internet safety is stressed. Students and parents sign an Acceptable Use Policy agreement before students access the internet.

Students are able to compete in academic endeavors (i.e. Lego League, Battle of the Books, and North County Math Superbowl).

The PTSA sponsors many social activities throughout the school year to facilitate the school community getting to know each other.

Students have opportunities to hold leadership roles in the school through the Associated Student Body, campus clubs, and family group activities.

Theme days are planned by students to foster school spirit.

Cross-campus relationships have been strengthened as students from both campuses have gone to swim lessons together, attended STARBASE together, and participated in Science Camp together.

Student behavior on the bus ride to and from Orcutt and Santa Maria has been improved by the presence of attendants on each bus.

Areas of Concern:

1. While PBIS is under way on campus, staff will need to develop an approach to addressing the needs of students with chronic behavioral issues.

Action Plan:

1. A cadre of staff, including the principal, will continue to work on "Tier 1" implementation of PBIS. The focus will be to help students and staff build behaviors and practices that are adopted campus-wide. Additionally, the team will analyze data on office discipline referrals to identify areas of need.
- 2.

The School's Culture

Areas of Pride and Strength:

There is a strong partnership among students, staff, parents, and family members. Because parents need to “choose” to have their children attend the school, there is strong buy-in among parents.

Parent involvement is highly encouraged. Many parents volunteer in classrooms.

There is a close rapport among staff members.

Student award programs recognize students for academics, citizenship, effort, and cooperation.

Areas of Concern:

1. Staff would like to seek more involvement from parents. Parent participation has suffered since COVID-19.

Action Plan:

1. Work with PTSA to involve more parents in school and PTSA activities and events.
- 2.

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Board Policy and Administrative Regulation

- a) BP 0450 (a)—Comprehensive Safety Plan
- b) BP 5141.4—Child Abuse/Neglect and Reporting Requirements and Procedures
- c) AR 5144.2—Suspension and Expulsion/Due Process
- d) BP 5131.2 (a)—Bullying

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- a) Student Handbook
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- d) BP 4158, 4258, 4358—Notifying Teachers of Dangerous Pupils
- e) BP 3515.2—Disruptions
- f) Discrimination and Harassment Policy (Annual Notification)

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Orcutt School for Independent Study

Safe Schools Plan

Orcutt Union School District

2022-2023 School Year

Address: 1220 Oak Knoll Road
Phone: 805-960-5572

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Member Name	Position
Cher Manich	Principal
Deedra Garcia	Office Manager
Carole Nishimori	Teacher
Hannah Brown	Parent
Audrey Perez	Student

Mission Statement

"Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical violence and psychological harm. They are characterized by sensitivity and respect for all individuals (including those of other cultural and ethnic backgrounds), an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered to students; affiliation and bonding to the school support and recognition for positive behavior, and a sense of community on the school campus. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms."

Taken from "Safe Schools: A Planning Guide for Action" California State Department of Education

Vision Statement

While maintaining its current positive practices, the Orcutt School for Independent Study will implement action plans to provide an emotionally and physically safe school environment for all students, staff, and visitors.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

The size of the program enables all staff to know most, if not all, of the school's students. Staff feel connected to all children, not just the children in their respective classrooms. Students, in turn, feel connected to staff. Because many families have multiple children in the program, staff also feel connected to families.

Families in Independent Study are very involved in and responsible for their children's learning and very supportive of the program. When teachers have specific needs, parents respond with generosity.

A skilled team of support service providers (i.e., Resource, Speech, counselor, district psychologist, etc.) is available for students if needed. These providers are based at schools in Orcutt. Student Success Team referrals are available when staff or parents have concerns about individual students.

Learning options such as virtual, hybrid (a blend of in-class and virtual instruction), and dual enrollment has provided continuous options for students based on their own learning needs/styles. These options provide flexible learning that can adapt with students.

Weekly PE, Music, and Art lessons are provided during blended instruction and are available as a drop-in for virtual students. Art, SEL, and digital citizenship lessons are provided during virtual learning experiences.

Small class sizes provide opportunities for individualized instruction, small group, and whole group lesson opportunities to allow for differentiation, intervention, or acceleration as needed.

Health and well-being are taught during our SEL lessons, as well as Child Safe, Too Good for Drugs, and DARE instruction.

Hearing and vision screenings are provided to our students each year by the district nurse and health assistants.

Staff has the opportunity to review data from the California Healthy Kids Survey.

Staff attends professional development to review data, and develop strategies for improving teaching and learning.

Family and student activities are sponsored on campus through OSIS as well as additional opportunities in collaboration with PTSA and Dunlap-sponsored activities, family nights, or festivals.

Areas of Concern:

1. Staff and parents would like to continue to plan activities and events that unify the school and increase student engagement with the school.

Action Plan:

1. Continue to plan "spirit days" in which students can show school spirit by wearing apparel along a designated theme. Continue to plan school wide field trips to selected locations on the Central Coast and beyond. Identify events that both staff and parents can get behind with their participation. Additionally, staff plan to host supplemental learning opportunities for students on campus.

2.

The School's Physical Environment

Areas of Pride and Strength:

In its new Orcutt Ralph Dunlap campus location, Independent Study has its own facilities as well as facilities shared with Ralph Dunlap. The campus includes its own four classrooms, an office with flexibility for multi-use purposes (home study/parent/student meeting space; school assemblies, one-on-one or small group assessments, staff meetings, and wellness area), and outside tables for snacks, lunch, or outdoor learning. Independent Study shares a library, a blacktop, play structures, spacious fields, a school garden, a multi-use/cafeteria, parking, as well as additional classrooms for PE, Music, Art, and Special Educational Services.

Residents take pride in the school and closely monitor the campus after hours and on weekends. Additionally, newly installed cameras on the campus have helped improve safety. The new campus has improved safety and accessibility in the event of an emergency. Previous concerns regarding the Casmalia parking lot have been mitigated with an accessible and nicely paved parking lot on the new campus of Dunlap.

The facilities are in good condition. The district has devoted considerable time and resources to the classrooms, facilities, and grounds improvements. The district maintenance and grounds crews are very responsive to work order requests. Bark has been added behind the classrooms to provide an additional common area for students to play and learn.

An automated external defibrillator (AED) has been installed on campus.

For the 2022-2023 school year, staff have followed all state and county health guidelines associated with the COVID-19 pandemic.

Measure G bond was used to install security fencing and reconfigure the Dunlap office so there is only one point of entry onto campus. Gates are locked during school hours.

The school is equipped with security alarms that can be heard campuswide.

The principal and staff provide supervision at drop off and pick up times, as well as during recess and lunch, to ensure safety.

The staff has updated emergency charts, evacuation route signage, emergency backpacks, and practice emergency drills to ensure quick reference and protocols during an emergency event.

The playground and its structures are monitored and inspected for safety.

Classroom locks allow teachers to lock doors from the interior as well as the exterior.

Teachers have access to phones and phone lists within the classroom, as well as digital access to student contact information in the event of an emergency.

Custodial services are provided daily for cleaning, sanitizing, and vacuuming.

Since the campus is shared with Dunlap, Dunlap's principal and staff are available as a back-up in the event of an emergency or if the OSIS principal is off campus.

All staff have been trained in the use of Narcan.

All staff have been trained in CPR and first aid.

Areas of Concern:

1. Emergency preparedness continues to be a focus in our school and across the district.
2. The campus is used by area youth as a park/playground after hours and on weekends. During these times, school buildings are vulnerable to break-ins. The school has some valuable items, such as iPads and MacBooks, that need to be protected. Cameras have been installed and may support vigilance in monitoring school safety before, during, and after school.
3. Add AED to OSIS office.

Action Plan:

1. Continue to work with the Santa Barbara County Sheriff's Department to strengthen communication on community issues.
2. The school will continue to work on emergency preparation, to include (1) regular drills for fire, earthquake, lockdown, and shelter-in-place; and (2) periodic drills for a range of emergency scenarios.

The principal will continue dialogue about the campus and its needs with the Santa Barbara County Sheriff's Department and Santa Barbara County Fire Department. Ask Orcutt School for Independent Study families to provide each child a Ziplock comfort bag that includes a photo of his/her family, a letter from his/her parents, a book, and a stuffed animal or other items that can provide comfort.

3. Continue shared communication with Ralph Dunlap principal and staff, as well as district leaders and staff, to ensure collaborative safety measures and protocols.

The School's Social Environment

Areas of Pride and Strength:

Families feel connected to each other and to the school.

Themed days are planned by students and staff to foster school spirit.

On-campus events, assemblies, field trips, and STEM activities are ways the program provides its students with "hands-on" learning experiences.

Teachers have earned compliments for the way in which they establish and maintain a sense of community in their classrooms.

The school holds eighth-grade graduations in June, and the event has been greatly appreciated by all.

The school schedules curriculum-based "open house" events each spring. These are opportunities for parents, family members, and friends to see what students have accomplished.

OSIS has partnered with Ralph Dunlap in the participation of PTA-planned activities such as the Fall Festival, the Scholastic Book Fair, holiday events, and movie nights.

The principal is available and visible on campus and in classrooms. Teachers and staff communicate daily building rapport and support for each other and with their students,

The principal is available to greet families upon arrival, dismissal, during enrollment, and as needed for support, and regularly engages in dialogue to promote continued collaboration and partnership.

The principal, office manager, and teachers provide orientation to each family that enrolls in our program to support academic success, answer questions, and celebrate student enrollment of choice.

Virtual office hours are available to parents and students to connect on the curriculum and ask questions.

Counseling services are available to support students experiencing anxiety or trauma or other factors affecting emotional health, and special ed or psychological supports are available for support of specified academic needs.

Positive Behavior Intervention and Support (PBIS) has been implemented through collaboration of staff and students.

Swimming lessons were also provided to build social culture and community safety.

Areas of Concern:

1. Parents are interested in organizing their fund-raising efforts around a group such as a Parent Teacher Student Association.
2. Now that the pandemic has subsided allowing for more opportunities to participate in field trips or community events, students and parents have a greater interest in having their students participate.

Action Plan:

1. Parents will investigate options for organizing a PTSA or some other group for fund-raising, engagement with the school, and student advocacy that are specific to OSIS, including options to partner with Ralph Dunlap PTSA to provide collective campus-wide family engagement activities.
2. The school staff and parents will explore options for meet-ups and field trips for classes and the school so as to bring virtual and hybrid students together for experiential, community-based learning experiences.
3. The school principal and teachers will work together to establish a student council or options to build student leadership and student voice within the program.

The School's Culture

Areas of Pride and Strength:

There is a strong partnership among students, staff, parents, and family members. Because parents “choose” to have their children attend the school, there is strong buy-in among parents.

The office manager creates a welcoming and friendly atmosphere.

Parent involvement is highly encouraged. Parents volunteer to help with classroom activities, field trips, and events.

There is a close rapport among staff members. Staff feel they are a "family."

All students have received Chromebooks or iPads to facilitate learning using digital curriculum and resources. This allows teachers to also hold virtual meetings with parents and students, provide tutoring during office hours, and offer students options to work together or connect virtually.

Staff and parents appreciate the newsletter that is sent home via Parent Square. The newsletter provides updates on the school, photos of school activities, tips and strategies for teaching/learning, and other pertinent information.

The principal, teachers, and office manager are visible and approachable and are also available through other venues such as Parent Square, emails, phone calls, and virtually to answer questions and connect as parents reach out.

Teachers are provided opportunities to attend professional development and collaboration days with site and district teachers.

Student Success Team meetings are available to coordinate observations and efforts to ensure student success.

Several staff members are trained in Crisis Prevention and Intervention (CPI).

Students are recognized for success both socially and academically through various options such as prize tickets, verbal praise, parent communication, and peer celebration.

Students across grade levels have opportunities to work together for support, collaboration, or social connection. This builds the model of being more like a "family."

Areas of Concern:

1. Staff and parents value school-home communication and want to maximize their use of the Parent Square platform.
2. Staff and parents would like to elicit more parent involvement in the school.
3. Student-peer connections for virtual students to work together and/or provide social opportunities.

Action Plan:

1. Continue and expand use of Parent Square as a platform for school-home communication.

Parent Square allows the school and individual classroom teachers to send out email messages, texts, and alerts.

Expand use of our newsletter to highlight staff, students, events, & activities on regular basis (at least bi-weekly).

2. The principal will work with already-involved parents to plan more ways to engage Orcutt School for Independent Study parents in the school.
3. Breakout rooms or similar for students to collaborate virtually on group projects or connect socially.

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Orcutt Academy Charter School

Safe Schools Plan

Orcutt Academy Charter High School

2022-2023 School Year

Address: 500 Dyer St.
Phone: 805-938-8934

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School Safety Committee

Member Name	Position
Rhett Carter	Principal
Joshua Ostini	Vice Principal
Joe Dana	Assistant Superintendent Ed. Services
Ana Perez	Counselor
Bridgette DePalma	Teacher (High School)
Genevieve Millin	Teacher (High School)
Isabel Riggs	Teacher (K-8)
Vannessa Gonzales	Office Manager
Julia Colon	Parent
April Sargeant	Parent
Matthew Gerber	Parent
Sandra Bravo	Parent
Krishna Flores	Parent
Cresencio Perez	Student
Elizabeth O'Leary	Student

Mission Statement

“Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. They are characterized by:

- Sensitivity and respect for all individuals (including those of other cultural and ethnic backgrounds);
- An environment of nonviolence;
- Clear behavioral expectations;
- Disciplinary policies that are consistently and fairly administered;
- Students’ affiliation and bonding to the school;
- Support and recognition for positive behavior; and
- A sense of community on the school campus.

Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms.”

Taken from “Safe Schools: A Planning Guide for Action”
California State Department of Education

Vision Statement

While maintaining its current positive rules and practices, the Orcutt Academy will implement action plans to provide an emotionally and physically safe school environment for all students, staff, and visitors.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

The size of the school enables staff to know all of the school's students. Spartan Homeroom provides students with a chance to bond with one teacher throughout their school career at Orcutt Academy High School.

ASB-Leadership is a class and has elected officers that organize assemblies for the purpose of recognizing sports, clubs, and special events as well as highlighting school spirit. ASB promotes school spirit by planning school wide "spirit days" as well as other activities including middle school visits, lunch time activities, and dances.

Community service is an expectation. Students must earn at least an average of 10 or more hours a year with guidance from their counselors, Career/Media Specialist, and Spartan Homeroom teachers. Graduation is only possible when 40 hours of community service have been earned by the end of senior year.

Clubs are generated by students and staff for students. Teacher advisers use time during lunch and after school to keep the clubs active and relevant. Clubs are another strong source of pride and positive involvement for our students.

PTSA sponsored activities and meetings provide opportunities for community service and help to raise money to supplement teacher budgets and assist the school in funding broad initiatives.

Athletic Boosters sponsored activities and meetings provide opportunities for athletic support and help to raise money to supplement athletic budgets and assist the school in funding sport initiatives.

SOAR sponsored activities and meetings provide opportunities for academic support and help to raise money to assist the school in funding academic initiatives including the PSAT/NMSQT for all 9-11th grade students.

EdGenuity Credit Recovery was offered again during the summer and during the winter for the first time.

The high school offers after-school intervention program for students with less than a 2.0 GPA three days a week. Each after-school intervention program is supervised by a credentialed hourly teacher. Math and English support are also offered after school. Math tutors are available after school to all students that may be struggling in math at any level. Peer Tutors help students with all subjects while concurrently earning college credit and/or community service hours. A teacher also opens up the Library daily 30 minutes before school to help students struggling in Mathematics. As a result of these programs, approximately 96% of the students at the high school have a GPA of 2.0 or higher.

Freshman Success (PROD 301) and the Senior Success 103 series are required classes helping students to focus on career goals and plan a clear pathway towards achieving those goals. The students also work on their plans from the class during their sophomore and junior year through the course follow up modules which happen in their English classes.

Areas of Concern:

1. Continue to support students who are struggling academically and socio-emotionally.
2. Improve career technical education offerings by utilizing the K12 Strong Workforce-CTE grant.

Action Plan:

1. After-school intervention will be supervised by two or three credentialed teachers. Paid teachers make free tutoring available to students needing help before and after school. Peer Tutors will continue to be available by appointment and walk-in for students struggling in any subject.

In Fall of 2022, parents, students, and staff will complete a School Climate survey to assess our continued progress in the areas of school safety, academic instruction, professionalism, and overall school climate. The results will be compared to those of the past four years to determine areas of strength and concerns.

In August of 2022, at least one bilingual counselor will continue to be available to support student programs already in place and work to help align the counseling program to the ASCA national model.

Continue work to fully implement Naviance in Spartan Homerooms to prepare students for college applications and scholarships as well as career choices. Continue to use and improve SPIN (Specialized Instruction) as an intervention for struggling students but also a resource for students wanting help in preparing for college-entrance exams (PSAT, SAT, ACT, AP).

We have two full time counselors providing support services for students as well as a school psychologist. We have also started working with a program called Youth-Well which connects our students that are struggling socially/emotionally with resources to help support them. This program is through a grant along with SBCEO.

Our psychologist, counselors, and teachers will continue to work to identify students who need Student Success Team meetings and/or intervention. This will also include possible communication with social service groups outside of the school.

The principal and vice principal will notify and meet with all students with 504 Accommodation Plans at the start of the first and second semesters.

Students who are struggling academically will be identified and offered extra support services in the form of support classes and/or tutoring.

EdGenuity Credit Recovery will allow for credit deficient students to get back on track. It will continue to be offered during the summer. As needed, communicate with students about other avenues for credit recovery.

Explore professional development opportunities and collaboration for faculty and support staff regarding Career Technical Education (CTE).

Develop a committee to determine next steps in CTE pathways and how to best utilize K12 Strong Workforce-CTE grant.

- 2.

The School's Physical Environment

Areas of Pride and Strength:

A school-wide evacuation plan is fully executed each school year.

Earthquake, lock-down, and fire drills are practiced throughout the school year.

The school has a detailed emergency response plan. Exit plans are posted in each classroom. In addition, every classroom/building has an emergency flip chart and a backpack filled with supplies.

The facilities are in decent repair. The district has devoted considerable time and resources to classroom, facility, and grounds improvements. The district's maintenance and ground crews respond to hundreds of work orders to keep the facility running effectively and safely as well as to keep our campus looking beautiful.

We have an Art Club that is putting together a community service plan to help paint and improve lockers and other areas of campus (including murals).

Students have opportunities to participate, via their Spartan Homeroom classes as well as our ASB-Leadership, in school Spirit Days.

The junior high and high school P.E. staffs work together to best maximize the use of the gym, fields, weight room, tennis courts, and fitness center.

Coaches are required to have background checks, fingerprint clearance, be current in First Aid/CPR, and have a completed CIF certification. Volunteer drivers that help to transport students to off campus events must go through a stringent paperwork and background process to make sure that they are qualified to help.

The school has 17 cameras set up throughout the campus as well as our entrances/exits to provide students and staff more safety.

Extra Supervision of students/site during lunch and breaks.

We are in the process of building a Gym/Multi-Use building for the High School. This will provide a place for students to participate in extracurricular activities on our campus as well as holding rallies, dances, and other events at the High School.

Areas of Concern:

1. The school needs additional access to fields that can be properly used by athletic teams for practices and games.
2. The school needs the back part of the campus secured by fencing.

Action Plan:

1. Measure G funds have been utilized by the district to complete security fencing around the entire campus with limited entry points and update the front office building. The new Multi-Use Room is also being built as we speak and should be available for use by the 2023-2024 school year.

Continue to stress and monitor volunteers and visitors follow proper check in procedures before entering and exiting the campus.

It is necessary for the School Safety Plan to be evaluated and assessed each year. Evacuation procedures, exit routes, and the school map need to be adjusted to accommodate new students and staff who join our campus.

Security cameras continue to be added and maintained all over campus in order to provide a way to monitor activity on the campus.

CrisisGo's safety technologies has been approved by the School Board to help Orcutt Union School District to be better prepared to prevent, respond, and recover from all crisis situations. All administration, Classified and Certificated staff continue to receive training and professional development.

Help custodial staff stay consistent cleaning classrooms and buildings on the school site through improved communication.

Work with students to maintain campus cleanliness by picking up trash, holding each other accountable, and monitoring peer behavior. Students will be given opportunities through Spartan Homeroom classes and clubs to volunteer for community service and campus beautification opportunities.

Measure G funds have been utilized by the district to update student restrooms and convert to high school specifications (main restroom facility was originally built for elementary students).

Continue field maintenance has been a focus and additional grounds worker has been added to help maintain the fields and better control the gopher problem with hopes of full rehabilitation of field to support all athletic programs at Orcutt Academy High School.

- 2.

The School's Social Environment

Areas of Pride and Strength:

Expectations for student behavior are communicated in our Student Handbook, Freshman Orientation, Spartan Homerooms, Video Announcements, as well as through our online Newsletter.

Teachers establish firm and fair classroom rules and consequences. When misbehavior occurs, teachers generally are able to address it in classrooms. Accordingly, discipline referrals are low. The school's suspension rate has continued to be low compared to high schools across the state of California.

Health and well-being issues are taught during health classes and reinforced in Spartan Homeroom discussions. Health classes have a curriculum that addresses drug/alcohol abuse, teen pregnancy, digital citizenship, etc.

Internet safety is stressed. Students and parents sign an Acceptable Use Policy Agreement before students access the Internet.

Students are able to compete in athletic and academic endeavors (Varsity/Junior Varsity sports, FIRST Robotics competition), ASB, and various club activities.

PTSA, Boosters, and SOAAR sponsor social activities throughout the school year to facilitate the school community getting to know each other as well as making connections with the students and staff.

Students have opportunities to hold leadership roles in the school through the ASB, campus clubs, sports teams and membership in PTSA, Boosters, School Advisory Council, etc.

The library is open throughout the day. Makerspace also allows students to gain STEAM experiences while being involved in some growth/learning opportunities in their free time.

School Spirit days are planned by ASB-leadership to allow school spirit to flourish and grow.

Students may choose to participate in the College Now program as well as take Concurrent Enrollment courses at the High School which will allow them the opportunity to earn college and high school credits at the same time.

Band, choir, robotics, athletics, and drama all have opportunities to perform as representatives of the school and for the community.

Community Career Day is held annually to enlighten our students to career options/opportunities as well as to help make better community connections.

Freshman Connect Crew helps promote school wide student support connecting all grade levels and different age groups to the school as well as each other.

Community and parent attendance and participation in and of extracurricular events and activities helps build school pride.

There is a strong partnership among students, staff, parents, community and family members. Because parents need to "choose" to have their children attend the school, there is strong buy-in among parents as well as a pride that comes along with being chosen to be a Spartan.

Areas of Concern:

Safe Schools Plan

1. Staff wish to continue their efforts to support positive behavior and to recognize student achievement.
2. Social emotional issues and depression among students will be highlighted by our 2021-2022 CHKS data..
3. High risk activities targeting students via different types of social media.

Action Plan:

1. We have brought on more support for students suffering from Social/Emotional issues as well as depression through the MHSSA (Mental Health Support Services through SB County).

Academic and athletic awards will be held to recognize student achievement.

The principal, vice principal, counselors, and teachers will work with students to support acceptable student behavior through classroom instruction and increased campus supervision (including cameras).

The principal and teachers will provide opportunities in which students can participate in community performances and events (e.g., Chamber of Commerce luncheon, Christmas Parade, etc.).

Students in robotics, choir, clubs, athletics and other elective classes will continue to present before the Board at regular scheduled Charter Board meetings. Continue to share accomplishments with local media to continue to build a positive image and high achievement for our school.

A variety of speakers and activities such as College T-Shirt days and Spartan Pride days as well as College/Career days and other relevant trips will be created and encouraged to students.

Counselors and Psychologist meet consistently with students that are struggling.

Utilize counselors and MHSSA as a guide to develop the social-emotional, self-management, social awareness, relationship and responsible decision-making skills for struggling students.

Student led groups (such as ASB and FCC) will explore and help to implement ideas to strengthen student pride and overcome issues on our campus.

Digital Citizenship curriculum will be introduced in our PROD 301 courses and followed up in Spartan Homerooms. Implementation of Success classes will assist counselors, students, and teachers with a 10-year advisement plan to support student behavior and goals.

- 2.

The School's Culture

Areas of Pride and Strength:

There is a strong partnership among students, staff, parents, community and family members. Because parents need to “choose” to have their children attend the school, there is strong buy-in among parents as well as a pride that comes along with being chosen to be a Spartan.

The school is small enough to allow the students and staff to really know each other and work together to help students to overcome challenges and meet goals.

The front office staff creates a welcoming and friendly atmosphere as well as providing support for student success.

The school library is open during lunch, and after school to offer a warm place for students to use computers, Makerspace, study, read, receive Peer Tutoring as well as research careers and colleges.

Parent involvement is highly encouraged. Parents support our sports teams, clubs, and field trips as well as much of the organization that helps support our students and their programs.

There is a close rapport among staff members; teachers eat lunch together in the staff room and the OAHS Social Club creates opportunities for the staff to collaborate as well as celebrate birthdays, holidays, and other special events.

Student Success Team (SST) meetings bring staff and parents together to help students in need of academic or behavioral support. Staff and parents can help to make referrals to SST.

Student award programs recognize students for academic, athletic and club accomplishments.

A variety of different clubs and staff lead groups promote a culture of acceptance, belonging, and respect of a variety of different beliefs.

Areas of Concern:

1. Being able to maintain a culture of pride and passion for achievement to become the best version of ourselves at OAHS.
2. Building a focus around a Culture of Wellness at Orcutt Academy.

Action Plan:

1. Counselors will organize and coordinate parent nights on various topics. Most will be related to college and career awareness as well as assistance to earning scholarships and financial aid.

Market Orcutt Academy Information Nights and OA campus tours to talk about OA and answer questions for future Spartans.

Parents, students, staff, and community members will continue to be given a platform to provide input on plans for upcoming programs.

Continue to update and advertise our website to ensure that all parents know what is happening at OAHS. Continue to encourage all parents to use the Aeries portal consistently to keep updated on their child's progress.

Embed multiculturalism into the core curriculum and school culture. Develop strategies to promote acceptance of differences, in classroom instruction and by providing extra-curricular school sponsored activities. We are also promoting the addition of an Ethnic Studies class for next school year.

Continue to be up to date and have access to technology to prepare students for success in the fast moving 21st Century.

Develop systems for the implementation of evidence-based practices and the increased use of data for decision making around a culture of wellness and provide training to support all students and staff at a universal level of social/emotional wellness.

Continue to develop and utilize practices and add programs that would be helpful from a prevention lens.

Map existing resources, programs, and supports along with identifying data sources looking at student response or outcomes, as well as fidelity of those programs. Develop criteria by which students 1) get access to a particular support, 2) progress while receiving that support and 3) criteria for being exited from the support (data in, data while in, data out). Utilize data to help with structuring supports and maximizing their reach and impact.

- 2.

Appendix

Board Policy and Administrative Regulation

- a) BP 0450 (a)—Comprehensive Safety Plan
- b) BP 5141.4—Child Abuse/Neglect and Reporting Requirements and Procedures
- c) AR 5144.2—Suspension and Expulsion/Due Process
- d) BP 5131.2 (a)—Bullying

Safe Ingress/Egress

- a) Evacuation Map
- b) BP 3516—Emergencies & Disaster Preparedness Plan
- c) Disaster Drill Schedule
- d) Emergency Team Duties
- e) Disaster Duties & Responsibilities
- f) Disaster Procedures
- g) Procedures for Lock-down/Shelter Evacuation
- h) Cardiac Emergency Response Plan
- i) AED Locations

Discipline Procedures

- a) Student Handbook
- b) Discipline Summary
- c) Attendance Summary
- d) BP 4158, 4258, 4358—Notifying Teachers of Dangerous Pupils
- e) BP 3515.2—Disruptions
- f) Discrimination and Harassment Policy (Annual Notification)

School Information

- a) School Accountability Report Card (SARC)
- b) Safe School Questionnaire
- c) Safe Schools Planning Checklist
- d) Disaster Services Workers
- e) Electronic Network User Agreements (Student & Staff)
- f) BP 4040—Employee Use of Technology
- g) California Healthy Kids Survey

Joseph Dana
Assistant Superintendent of Educational Services



For Board Meeting of February 8, 2023

To: Dr. Holly Edds, District Superintendent
From: Joe Dana
Re: Revision to Board Policy 0430

Background

As per guidance from the California School Boards Association, we are updating Board Policy 0430 on comprehensive local plan for special education to reflect a new law, AB 181 (2022), that requires the state superintendent of public instruction to make publicly available the special education funding each local educational agency (LEA) generates for its Special Education Local Plan Area (SELPA) and for the SELPA to report to member LEAs the amount of funding each LEA generates for the SELPA.

Recommendation

Staff recommends that the Board of Trustees approve the revised Board Policy 0430 at this first reading and place it on the consent agenda of the next regular board meeting.

Fiscal Impact

None.

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.

~~(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)~~

In order to meet the needs of individuals with disabilities the district shall participate as a member of ~~the~~ a multi-district 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 **County Office of Education and the** Superintendent of Public Instruction. (Education Code 56195.1, 56195.3)

Each year, the Superintendent or designee shall provide the Board any data and/or information regarding the special education funding generated by the district as supplied by the SPI and the SELPA in accordance with Education Code 56836.148.

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.

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0430(b)

Legal Reference:

<i>State</i>	<i>Description</i>
5 CCR 3000-3089	Regulations governing special education
Ed. Code 56000-56001	Education for individuals with exceptional needs
Ed. Code 56020-56035	Definitions
Ed. Code 56040-56046	General provisions
Ed. Code 56048-56050	Surrogate parents
Ed. Code 56055	Foster parents
Ed. Code 56060-56063	Substitute teachers in special education
Ed. Code 56170-56177	Children enrolled in private schools
Ed. Code 56190-56194	Community advisory committees
Ed. Code 56195-56195.10	Local plans
Ed. Code 56205-56208	Local plan requirements 56213 Special education local plan
Ed. Code 56211-56214	Special education local plan areas with small or sparse populations
Ed. Code 56240-56245	Staff development
Ed. Code 56300-56385	Identification and referral; assessment, instructional planning
Ed. Code 56440-56447.1	Programs for individuals between the ages of three and five years
Ed. Code 56500-56508	Procedural safeguards, including due process rights
Ed. Code 56520-56524	Behavioral interventions
Ed. Code 56600-56606	Evaluation, audits and information
Ed. Code 56836-56836.05	Administration of local plan
Gov. Code 7579.5	Surrogate parent; appointment, qualification and liability
Gov. Code 95000-95004	California Early Intervention Services Act
W&I Code 361	Limitations on parental control
W&I Code 726	Limitations on parental control
<i>Federal</i>	<i>Description</i>
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1400-1482	Individuals with Disabilities Education Act
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 104.1-104.39	Section 504 of the Rehabilitation Act of 1973
34 CFR 300.1-300.818	Assistance to states for the education of students with disabilities
34 CFR 300.500-300.520	Procedural safeguards and due process for parents and students
34 CFR 303.1-303.654	Early intervention program for infants and toddlers with disabilities
34 CFR 99.10-99.22	Inspection, review and procedures for amending education records
42 USC 12101-12213	Americans with Disabilities Act
<i>Management Resources</i>	<i>Description</i>
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Special Education
Website	U.S. Department of Education, Office of Special Education Programs

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~~

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0430(c)

~~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~~
~~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.ede.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: ~~09/09/20~~ 3/8/2023

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

Joseph Dana
Assistant Superintendent of Educational Services



For Board Meeting of February 8, 2023

To: Dr. Holly Edds, District Superintendent
From: Joe Dana
Re: Revision to Board Policy 0450

Background

As per guidance from the California School Boards Association, we are updating Board Policy 0450 on comprehensive safety plan to clarify language related to approval of the tactical response plan and to add material regarding the district's requirement to provide data to the California Department of Public Education pertaining to lockdown or multi-option response drills conducted at district schools.

Recommendation

Staff recommends that the Board of Trustees approve the revised Board Policy 0450 at this first reading and place it on the consent agenda of the next regular board meeting.

Fiscal Impact

None.

COMPREHENSIVE SAFETY PLAN

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

~~(cf. 0410—Nondiscrimination in District Programs and Activities) (cf. 1312.3—Uniform Complaint Procedures)
(cf. 3515—Campus Security (cf. 3515.2—Disruptions)
(cf. 3515.3—District Police/Security Department) (cf. 3515.7—Firearms on School Grounds)
(cf. 5131—Conduct) (cf. 5131.2—Bullying)
(cf. 5131.4—Student Disturbances)
(cf. 5131.41—Use of Seclusion and Restraint) (cf. 5131.7—Weapons and Dangerous Instruments) (cf. 5136—Gangs)
(cf. 5138—Conflict Resolution/Peer Mediation) (cf. 5144—Discipline)
(cf. 5144.1—Suspension and Expulsion/Due Process)
(cf. 5144.2—Suspension and Expulsion/Due Process (Students with Disabilities)) (cf. 5145.3—Nondiscrimination/Harassment)
(cf. 5145.7—Sexual Harassment)
(cf. 5145.9—Hate Motivated Behavior)~~

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)

~~(cf. 0420 - School Plans/Site Councils) (cf. 1220 - Citizen Advisory Committees)~~

~~The school safety plan shall take into account the school's staffing, available resources and building design, as well as other factors unique to the site.~~

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

~~(cf. 0500—Accountability)
(cf. 9320—Meetings and Notice)~~

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with ~~a representative(s)~~ of an employee bargaining unit(s), if ~~he/she~~ **they** choose to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

~~(cf. 4119.23/4219/4319.23—Unauthorized Release of Confidential/Privileged Information) (cf. 9011—Disclosure of Confidential/Privileged Information) (cf. 9321—Closed Session Purposes and Agendas) (cf. 9321.1—Closed Session Actions and Reports)~~

Safety Plan(s) Access and Reporting ~~Access to Safety Plan(s)~~

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

~~(cf. 1340—Access to District Records)~~

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

The Superintendent or designee shall share the comprehensive safety plans and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32289.5)

The Superintendent or designee shall also provide data to CDE pertaining to lockdown or multi-option response drills conducted at district schools in accordance with Education Code 32289.5. (Education Code 32289.5)

Legal Reference:

EDUCATION CODE

~~and expulsion 48950 Speech and other~~

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

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0450(c)

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender Nonconforming Safe Schools: Strategies for Governing Boards to Ensure Student Success, Third Edition, October 2011 October 2010
Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2010 Students, Policy Brief, February 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Safe Schools: A Planning Guide for Action, 2002

FEDERAL BUREAU OF INVESTIGATION PUBLICATIONS

Uniform Crime Reporting Handbook, 2004

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007

U.S. SECRET SERVICE AND U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, 2004

WEB SITES

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

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ls/ss> California Governor's Office of Emergency Services: <http://caloes.ca.gov>

California Healthy Kids Survey: <http://chks.wested.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov/ViolencePrevention> Federal Bureau of Investigation: <http://www.fbi.gov>

National Center for Crisis Management: <http://www.schoolerisisresponse.com> National School Safety Center: <http://www.nsssl.org>

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

U.S. Secret Services, National Threat Assessment Center: http://www.secretservice.gov/ntac_ssi.shtml

Legal Reference:

Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief,

<i>State</i>	<i>Description</i>
5 CCR 11987-11987.7	School Community Violence Prevention Program requirements
5 CCR 11992-11993	Definition; persistently dangerous schools
CA Constitution Article 1, Section 28	<u>Right to Safe Schools</u>
Ed. Code 200-262.4	<u>Prohibition of discrimination</u>
Ed. Code 32260-32262	Interagency School Safety Demonstration Act of 1985
Ed. Code 32270	School safety cadre
Ed. Code 32280-32289.5	School safety plans
Ed. Code 32290	Safety devices
Ed. Code 35147	School site councils and advisory committees
Ed. Code 35183	School dress code; uniforms
Ed. Code 35266	Reporting of cyber attacks
Ed. Code 35291	Rules
Ed. Code 35291.5	School-adopted discipline rules
Ed. Code 41020	Requirement for annual audit
Ed. Code 48900-48927	Suspension and expulsion
Ed. Code 48950	Speech and other communication
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49079	Notification to teacher; student act constituting grounds for suspension or expulsion
Ed. Code 49390-49395	Homicide threats
Ed. Code 67381	Availability of information regarding crimes
Gov. Code 11549.3	Independent security assessment
Gov. Code 54957	Closed session meetings for threats to security
Pen. Code 11164-11174.3	Child Abuse and Neglect Reporting Act
Pen. Code 422.55	Definition of hate crime
Pen. Code 626.8	Disruptions

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0450(d)

Federal

20 USC 7111-7122
20 USC 7912
42 USC 12101-12213
6 USC 665k

Description

Student support and academic enrichment grants
Transfers from persistently dangerous schools
Americans with Disabilities Act
Federal Clearinghouse on School Safety Evidence-Based Practices

Management Resources

CSBA Publication

Description

Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010

CSBA Publication

Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010

CSBA Publication

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

CSBA Publication

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

CSBA Publication

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

Federal Bureau of Investigation Publication

Uniform Crime Reporting Handbook, 2004

U.S. DOE Publication

Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007

U.S. Secret Service & DOE Publication

Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, 2004

Website

California Military Department

Website

California Department of Technology, Independent Security Assessment

Website

U.S. Department of Homeland Security, Fusion Centers

Website

California State Threat Assessment System

Website

CSBA District and County Office of Education Legal Services

Website

U.S. Secret Service, National Threat Assessment Center

Website

Centers for Disease Control and Prevention

Website

Federal Bureau of Investigation

Website

National Center for Crisis Management

Website

National School Safety Center

Website

California Department of Education, Safe Schools

Website

California Governor's Office of Emergency Services

Website

California Healthy Kids Survey

Website

U.S. Department of Education

Website

CSBA

Policy Adopted: ~~03/11/20~~ 3/8/2023

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

Joseph Dana
Assistant Superintendent of Educational Services



For Board Meeting of February 8, 2023

To: Dr. Holly Edds, District Superintendent
From: Joe Dana
Re: Revision to Board Policy 0460

Background

As per guidance from the California School Boards Association, we are updating Board Policy 0460 on Local Control and Accountability Plan (LCAP) to align with two new laws.

AB 181 (2022) requires the following: (1) By January 31, 2025, an Individuals with Disabilities Act (IDEA) Addendum adopted by the State Board of Education shall be completed by school districts identified by the California Department of Education as needing an improvement plan; and (2) the LCAP parent advisory committee organized by school districts include at least one parent/guardian of currently enrolled students with disabilities.

SB 997 (2022) requires that, beginning July 1, 2024, school districts serving middle or high school students include two students as full members of the existing parent advisory committee or establish a student advisory committee to provide advice to the Board and the superintendent or designee.

Recommendation

Staff recommends that the Board of Trustees approve the revised Board Policy 0460 at this first reading and place it on the consent agenda of the next regular board meeting.

Fiscal Impact

None.

LOCAL CONTROL AND ACCOUNTABILITY PLAN

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions **which are aligned with the district budget** and ~~to~~ facilitate continuous improvement of district practices.

~~(cf. 0000—Mission)~~

~~(cf. 0200—Goals for the School District)~~

~~(cf. 04515—Equity)~~

The Board shall adopt a districtwide local control and accountability plan (LCAP), based on the template adopted by the State Board of Education (SBE), that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and **two** subsequent ~~two~~ fiscal years. (Education Code 52060, 52064; 5 CCR 15494-15497))

~~(cf. 3100—Budget)~~

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming.

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth, as defined in Education Code 42238.01 for purposes of the local control funding formula (LCFF). (Education Code 42238.02)

~~(cf. 3553—Free and Reduced Price Meals)~~

~~(cf. 6173.1—Education for Foster Youth)~~

~~(cf. 6174—Education for English Language Learners)~~

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup or at least 15 foster youth or homeless students, ~~or as otherwise defined by the Superintendent of Public Instruction (SPI)~~. (Education Code 52052)

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

~~(cf. 6173—Education for Homeless Children)~~

Beginning July 1, 2025, if the district is identified by the California Department of Education (CDE) as needing an improvement plan pursuant to 34 CFR 300.600-300.647, the Board shall adopt, and update on an annual basis, an Individual with Disabilities Education Act (IDEA) Addendum, based on the template adopted by SBE. However, if the district adopts an improvement plan after being identified, but before July 1, 2025, the IDEA Addendum shall be developed upon expiration of the adopted improvement plan, but no later than July 1, 2028, whichever occurs first.

Students

BP 0460 (b)

The IDEA addendum shall be developed, reviewed, and approved in conjunction with and in the same manner as the LCAP and the annual update to the LCAP, and shall be submitted to CDE within 15 days of adoption by the Board. (Education Code 52064.3)

The Superintendent or designee shall review the ~~school~~ **single** plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)
(~~ef. 0420—School Plans/Site Councils~~)

The LCAP shall also be aligned with other district and school plans, to the extent possible, in order to minimize duplication of effort and provide clear direction for program implementation.
(~~ef. 0400—Comprehensive Plans~~)
(~~ef. 0440—District Technology Plan~~)
(~~ef. 0450—Comprehensive Safety Plan~~)
(~~ef. 5030—Student Wellness~~)
(~~ef. 6171—Title I Programs~~)
(~~ef. 7110—Facilities Master Plan~~)

As part of the LCAP adoption and annual update to the LCAP, the Board shall separately adopt an LCFF budget overview for parents/guardians, based on the template developed by ~~the~~ SBE, which includes specified information relating to the district's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update. (Education Code 52064.1)

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)
(~~ef. 1312.3—Uniform Complaint Procedures~~)

Plan Development

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the ~~number~~ **numbers** of students in ~~various~~ student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)
(~~ef. 1220—Citizen Advisory Committees~~)

Students

BP 0460 (c)

~~(cf. 4140/4240/4340—Bargaining Units
(cf. 6020—Parent Involvement)~~

Public Review and Input

The Board shall establish a parent advisory committee to ~~review and comment~~ **provide advice** on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include ~~at least one parent/guardian~~ **parents/guardians** of unduplicated students as defined above **and parents/guardians of students with disabilities**. (Education Code 52063; 5 CCR 15495)

Beginning July 1, 2024, unless a student advisory committee is established to provide advice to the Board and Superintendent, two students shall be included as full members of the parent advisory committee. The students shall serve for a renewable term of one full school year. (Education Code 52063)

Student members of the parent advisory committee or the student advisory committee shall represent the diversity of the district’s students, including geographical, socioeconomic, cultural, physical, and educational diversity, and particular effort shall be made to reach out to at-risk or disadvantaged students to serve as members of such committees. (Education Code 52063)

Whenever district enrollment includes at least 15 percent English learners, **with and** at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English Learners **to review and comment on the LCAP**. (Education Code 52063; 5 CCR 15495)

The Superintendent or designee shall present the LCAP to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). ~~(Education Code 52062)~~

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)
~~(cf. 5145.6—Parental Notifications)~~

As part of the parent/**guardian** and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

The Superintendent or designee shall consult with the administrator(s) of the special education

Students

BP 0460 (d)

local plan area of which the district is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities. (Education Code 52062)

~~(cf. 0430—Comprehensive Local Plan for Special Education)~~

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

~~(cf. 9320—Meetings and Notices)~~

Adoption of the Plan

The Board shall adopt the LCAP prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

Submission of Plan to County Superintendent of Schools

Not later than five days after adoption of the LCAP, the district budget, and the budget overview for parents/guardians, the Board shall file the LCAP, the budget, and the budget overview with the County Superintendent of Schools. (Education Code 42127, 52064.1, 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

If the County Superintendent does not approve the district's LCAP, the Board shall accept technical assistance from the County Superintendent focused on revising the plan so that it can be approved. (Education Code 52071)

Monitoring Progress

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by ~~him/her~~ the Superintendent and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California

Students

BP 0460 (e)

School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

~~(cf. 0500—Accountability)~~

The Superintendent or designee shall seek and/or accept technical assistance or other intervention that may be required pursuant to Education Code 52071 or 52072 ~~or 20 USC 6311~~ when a school or a numerically significant student subgroup is not making sufficient progress toward the goals in the LCAP.

~~(cf. 0520—Intervention for Underperforming Schools)~~

~~(cf. 0520.1—Comprehensive and Targeted Support and Improvement)~~

Legal Reference:

EDUCATION CODE

~~305-306 English language education~~

~~17002 State School Building Lease Purchase Law, including definition of good repair~~

~~33430-33436 Learning Communities for School Success Program; grants for LCAP implementation~~

~~41020 Audits~~

~~41320-41322 Emergency apportionments~~

~~42127 Public hearing on budget adoption~~

~~42238.01-42238.07 Local control funding formula~~

~~44258.9 County superintendent review of teacher assignment~~

~~47604.33 Submission of reports by charter schools~~

~~47606.5 Charter schools, local control and accountability plan~~

~~48985 Parental notices in languages other than English 51210~~

~~Course of study for grades 1-6~~

~~51220 Course of study for grades 7-12~~

~~52052 Numerically significant student subgroups~~

~~52059.5 Statewide system of support~~

~~52060-52077 Local control and accountability plan~~

~~52302 Regional occupational centers and programs~~

~~52372.5 Linked learning pilot program~~

~~54692 Partnership academies~~

~~60119 Sufficiency of textbooks and instructional materials; hearing and resolution~~

~~60605.8 California Assessment of Academic Achievement; Academic Content Standards Commission~~

~~64001 Single plan for student achievement~~

~~99300-99301 Early Assessment Program~~

WELFARE AND INSTITUTIONS CODE

~~300 Dependent child of the court~~

CODE OF REGULATIONS, TITLE 5

~~4600-4670 Uniform complaint procedures~~

~~15494-15497.5 Local control and accountability plan and spending requirements~~

UNITED STATES CODE, TITLE 20

~~6311 State plan~~

~~6312 Local educational agency plan~~

~~6826 Title III funds, local plans~~

Management Resources:

CSBA PUBLICATIONS

~~The California School Dashboard and Small Districts, October 2018~~

~~Promising Practices for Developing and Implementing LCAPs, Governance Brief,~~

Students

BP 0460 (f)

November 2016

LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

California School Dashboard

LCFF Frequently Asked Questions

Local Control and Accountability Plan and Annual Update (LCAP) Template

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

California Career Technical Education Model Curriculum Standards, 2013

California Common Core State Standards: English Language Arts and Literacy in

History/Social Studies, Science, and Technical Subjects, rev. 2013

California Common Core State Standards: Mathematics, rev. 2013

California English Language Development Standards, 2012

WEB SITES

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

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

California School Dashboard: <http://www.caschooldashboard.org>

Legal Reference:

<i>State</i>	<i>Description</i>
5 CCR 15494-15497	Local control and accountability plan and spending requirements
Ed. Code 17002	<u>State School Building Lease-Purchase Law, including definition of good repair</u>
Ed. Code 305-306	English language education
Ed. Code 33430-33436	Learning Communities for School Success Program; grants for LCAP implementation
Ed. Code 41020	Requirement for annual audit
Ed. Code 41320-41322	Emergency apportionments
Ed. Code 42127	Public hearing on budget adoption
Ed. Code 42238.01-42238.07	Local control funding formula
Ed. Code 44258.9	County superintendent review of teacher assignment
Ed. Code 47604.33	Submission of reports by charter schools
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51220	Course of study for grades 7-12
Ed. Code 52059.5	Statewide system of support
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 52302	Regional occupational centers and programs
Ed. Code 52372.5	Linked learning program
Ed. Code 54692	Partnership academies
Ed. Code 60119	Sufficiency of textbooks and instructional materials; hearing and resolution
Ed. Code 60605.8	California Assessment of Academic Achievement; Academic Content Standards Commission
Ed. Code 64001	School plan for student achievement; consolidated application programs
Ed. Code 99300-99301	Early Assessment Program
W&I Code 300	Dependent child of the court

Students

BP 0460 (g)

<i>Federal</i>	<i>Description</i>
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6826	Title III funds; local plans
34 CFR 300.600-300.647	Education of students with disabilities; monitoring, enforcement, confidentiality, and program information
34 USC 300.600	State monitoring and enforcement
<i>Management Resources</i>	<i>Description</i>
CA Department of Education Publication	California School Accounting Manual
California Department of Education Publication	California Career Technical Education Model Curriculum Standards, 2013
California Department of Education Publication	LCFF Frequently Asked Questions
California Department of Education Publication	Local Control and Accountability Plan and Annual Update (LCAP) Template
California Department of Education Publication	California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013
California Department of Education Publication	California Common Core State Standards: Mathematics, rev. 2013
California Department of Education Publication	California English Language Development Standards, 2012
California Department of Education Publication	California School Dashboard
California Department of Education Publication	Family Engagement Framework: A Tool for California School Districts, 2014
CSBA Publication	The California School Dashboard and Small Districts, October 2018
CSBA Publication	Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016
CSBA Publication	LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016
Website	<u>CSBA District and County Office of Education Legal Services</u>
Website	<u>California School Dashboard</u>
Website	<u>CSBA</u>
Website	<u>California Department of Education</u>

Policy Adopted: ~~12/11/19~~ 3/8/2023

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

Joseph Dana
Assistant Superintendent of Educational Services



For Board Meeting of February 8, 2023

To: Dr. Holly Edds, District Superintendent
From: Joe Dana
Re: Revision to Board Policy 5131.7

Background

As per guidance from the California School Boards Association, we are updating Board Policy 5131.7 on weapons and dangerous instruments to reflect a new law, SB 906 (2022) that requires certificated and classified employees of the district and other school officials such as Governing Board members whose duties bring them in regular contact with students in any of grades 6-12 to immediately report a threat or perceived threat to law enforcement when alerted to or observing any threat or perceived threat of a homicidal act. Language regarding staff training has been changed to align with staff responsibilities to report potential homicidal acts.

Recommendation

Staff recommends that the Board of Trustees approve the revised Board Policy 5131.7 at this first reading and place it on the consent agenda of the next regular board meeting.

Fiscal Impact

None.

WEAPONS AND DANGEROUS INSTRUMENTS

The ~~Board of Trustees~~ **Governing Board** recognizes that students and staff have the right to a safe and secure campus free from psychological and physical harm and desires to protect them from the dangers presented by firearms and other weapons.

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

~~(cf. 3515.3—District Police/Security Department) (cf. 5116.1—Intradistrict Open Enrollment)~~

~~(cf. 5131—Conduct) (cf. 5144—Discipline)~~

Possession of Weapons

The Board prohibits any student from possessing weapons, imitation firearms, or **other** dangerous instruments as defined in law and administrative regulation, in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school.

If a student is in possession of a prohibited weapon, imitation firearm, or dangerous instrument which creates a threat or perceived threat of a homicidal act, any employee or other school official who is alerted to or observes such threat shall immediately report the threat to law enforcement.

Under the power granted to the Board to protect the safety of students, staff, and others on district property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

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

The principal or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7961)

Unless ~~he/she~~ **a student** has obtained prior written permission as specified below, student possessing, or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy and administrative regulation.

~~(cf. 5144—Discipline)~~

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

~~(cf. 5144.2—Suspension and Expulsion/Due Process (Individuals with Disabilities))~~

~~The principal or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (20 USC 7151; Education Code 48902; Penal Code 245, 626.9, 626.10)~~

~~(cf. 3515.2—Disruptions)~~

Students

BP 5131.7(b)

All staff shall be made aware of their responsibilities regarding the reporting of potential homicidal acts to law enforcement, and receive training in the assessment and reporting of such threats.

Advance Permission for Possession of a Weapon for Educational Use

The parent/guardian of a student who desires to possess a firearm, imitation firearm, or other prohibited weapon on school grounds for an educational purpose shall ~~at least five days in advance of the planned possession,~~ submit a written request to the principal, **at least five school days in advance of the planned possession** which explains the planned use of the weapon and the duration, **together with a** ~~The student shall also submit a~~ written explanation from the staff person responsible for the school-sponsored activity or class.

The principal may grant permission for such possession when ~~he/she~~ **it is** determined that **possession of a firearm, imitation firearm, or other prohibited weapon on school grounds** is necessary for a school-sponsored activity or class or as part of the educational program. Factors that shall be considered include, but are not limited to, the planned use of the weapon, the duration and location of the planned use, whether an audience is expected, and any perceived adverse effects to the safety and well-being of students or staff. If the principal grants such permission, ~~he/she~~ **the student and staff person** shall ~~be provide~~ **provided** the student and staff person with a written explanation regarding any limitations and the permissible duration of the student's possession.

When the principal or designee grants permission, ~~he/she shall take~~ all necessary precautions **shall be taken** to ensure the safety of all persons on school grounds **and the safe keeping of the weapon**, including, but not limited to, inspecting a firearm to verify that no live ammunition is present. Any **permitted** weapon ~~allowed~~ shall be stored in a locked vehicle or in an appropriate, locked container before and after its authorized use.

A student granted permission to possess a weapon may be suspended and/or expelled if he/she possesses or uses the weapon inappropriately.

Possession of Pepper Spray

~~To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.~~

To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

Reporting of Dangerous Objects

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

(cf. 5125—Student Records)

Students

BP 5131.7(c)

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The Superintendent or designee also shall inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

Legal Reference:

EDUCATION CODE

State

<i>State</i>	<i>Description</i>
Ed. Code 35291	Governing board to prescribe rules for discipline of the schools
Ed. Code 48902	Mandatory notification of law enforcement authorities
Ed. Code 48915	Required recommendation for expulsions
Ed. Code 48916	Readmission
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49330-49335	Injurious objects
Ed. Code 49390-49395	Homicide threats
Pen. Code 16100-17360	Definitions
Pen. Code 22810-23025	Tear gas weapon (pepper spray)
Pen. Code 245	Assault with deadly weapon
Pen. Code 25200-25225	Firearms; access to children
Pen. Code 30310	Prohibition against ammunition on school grounds
Pen. Code 417.4	Imitation firearm; drawing or exhibiting
Pen. Code 626.10	Dirks, daggers, knives, razor or stun gun; bringing or possessing in school
Pen. Code 626.9	Gun-Free School Zone Act of 1995

Federal

<i>Federal</i>	<i>Description</i>
20 USC 6301-8961	No Child Left Behind Act
20 USC 7961	Gun-Free Schools Act
6 USC 665k	Federal Clearinghouse on School Safety Evidence-Based Practices

Management Resources

<i>Management Resources</i>	<i>Description</i>
CSBA Publication October	Safe Schools: Strategies for Governing Boards to Ensure Student Success, Third Edition, 2011
U.S. Dept.of Ed. Schools	Publication Guidance Concerning State and Local Responsibilities Under the Gun-Free Act, 2018
Website	U.S. Department of Homeland Security, Fusion Centers
Website	California State Threat Assessment System
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Safe Schools
Website	National Alliance for Safe Schools
Website	National School Safety Center
Website	U.S. Department of Education, Office of Safe and Drug Free Schools
Website	California Department of Education, Safe Schools
Website	CSBA

~~35291 Governing board to prescribe rules for discipline of the schools 48900 Grounds for suspension/expulsion~~

~~48902 Notification of law enforcement authorities~~

~~48915 Required recommendation for expulsions~~

~~48916 Readmission~~

~~49330-49335 Injurious objects~~

~~PENAL CODE~~

~~245 Assault with deadly weapon~~

~~417.4 Imitation firearm; drawing or exhibiting~~

~~Gun-Free School Zone Act of 1995~~

Students

BP 5131.7(d)

~~Dirks, daggers, knives, razor or stun gun; bringing or possessing in school 653k Switchblade knife
16100-17350 Definitions~~

~~12401-12404 Tear gas weapon (pepper spray) 25200-25225 Firearms, access to children~~

~~30310 Prohibition against ammunition on school grounds UNITED STATES CODE, TITLE 20~~

~~6301-7941 No Child Left Behind Act, especially:~~

~~7151 Gun Free Schools Act~~

~~Management Resources: CSBA PUBLICATIONS~~

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

~~CALIFORNIA DEPARTMENT OF EDUCATION COMMUNICATIONS~~

~~0401.01 Protecting Student Identification in Reporting Injurious Objects~~

~~U.S. DEPARTMENT OF EDUCATION PUBLICATIONS~~

~~Guidance Concerning State and Local Responsibilities Under the Gun Free Schools Act, January 2004~~

~~WEB SITES~~

~~CSBA: <http://www.esba.org>~~

~~California Department of Education, Safe Schools: <http://www.cde.ca.gov/ls/ss> National Alliance for Safe Schools:~~

~~<http://www.safeschools.org>~~

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

~~U.S. Department of Education, Office of Safe and Drug Free Schools: <http://www.ed.gov/about/offices/list/osdfs>~~

Policy Adopted: ~~06/13/2012~~ 3/8/2022

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

Joseph Dana
Assistant Superintendent of Educational Services



For Board Meeting of February 8, 2023

To: Dr. Holly Edds, District Superintendent
From: Joe Dana
Re: New Board Policy 5142

Background

As per guidance from the California School Boards Association, we are proposing a new policy, Board Policy 5142 on safety. BP 5142 reflects a new law, P.L. 117-159 (2022), that requires the creation of a Federal Clearinghouse on School Safety Evidence-Based Practices to serve as a federal resource to identify and publish online practices and recommendations to improve school safety. The law also requires that the district regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure and the monitoring of and response to suspicious and/or threatening digital media content.

Recommendation

Staff recommends that the Board of Trustees approve Board Policy 5142 at this first reading and place it on the consent agenda of the next regular board meeting.

Fiscal Impact

None.

SAFETY

The Governing Board recognizes the importance of providing a safe school environment that is conducive to learning and promotes student safety and well-being. Appropriate measures shall be implemented to minimize the risk of harm to students, including, but not limited to, protocols for maintaining safe conditions on school grounds, promoting safe use of school facilities and equipment, and guiding student participation in educational programs and school-sponsored activities.

Additionally, the Superintendent or designee shall regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, and the monitoring and response to suspicious and/or threatening digital media content.

School staff shall be responsible for the proper supervision of students at all times when students are subject to district rules, including, but not limited to, during school hours, school-sponsored activities, before and after-school programs, morning drop-off and afternoon pick-up, and while students are using district provided transportation.

The Superintendent or designee shall ensure that students receive appropriate instruction on topics related to safety and emergency procedures, as well as injury and disease prevention.

Student Identification Cards and Safety Information

Student identification cards of students in grades 7-12 shall have printed on them safety information, including the following: (Education Code 215.5)

1. The National Suicide Prevention Lifeline telephone number and, at the district's discretion, the Crisis Text Line and/or a local suicide prevention hotline telephone number
2. The National Domestic Violence Hotline

<i>State</i>	<i>Description</i>
5 CCR 14030	<i>Preliminary procedure, planning and approval of school facilities</i>
5 CCR 14103	<i>Authority of the driver</i>
5 CCR 202	<i>Exclusion of students with a contagious disease</i>
5 CCR 5531	<i>Supervision of extracurricular activities of students</i>
5 CCR 5552	<i>Playground supervision</i>
5 CCR 5570	<i>When school shall be open and teachers present</i>
5 CCR 570-576	<i>School safety patrols</i>
Ed. Code 17280-17317	<i>Field Act; approval of plans and supervision of construction</i>
Ed. Code 17365-17374	<i>Field Act; fitness for occupancy; liability of board members</i>
Ed. Code 215.5	<i>Student identification cards; safety information</i>
Ed. Code 32001	<i>Fire alarms and drills</i>
Ed. Code 32020	<i>School gates; entrances for emergency vehicles</i>
Ed. Code 32030-32034	<i>Eye safety</i>
Ed. Code 32040	<i>Duty to equip school with first aid kit</i>
Ed. Code 32225-32226	<i>Communications devices in classrooms</i>
Ed. Code 32240-32245	<i>Lead-Safe Schools Protection Act</i>
Ed. Code 32250-32254	<i>CDE School Safety and Security Resource Unit</i>
Ed. Code 32280-32289.5	<i>School safety plans</i>
Ed. Code 35179.6	<i>School-sponsored on-campus event in or around swimming pool</i>

Ed. Code 38134
Ed. Code 44807
Ed. Code 44808
Ed. Code 44808.5
Ed. Code 45450-45451
Ed. Code 48900
Ed. Code 49300-49307
Ed. Code 49330-49335
Ed. Code 49341
Ed. Code 49390-49395
Ed. Code 51202
Ed. Code 51860
Ed. Code 8482-8484.65
Gov. Code 810-996.6
H&S Code 115725-115735
H&S Code 115775-115800
H&S Code 116046
Pen. Code 245.6
Pub. Res. Code 5411
Streets and Highways Code 894
Veh. Code 21100
Veh. Code 21212
Veh. Code 42200
Veh. Code 42201
Vehicle Code 21201

Federal

6 USC 665k

Management Resources

American Society for Testing and Materials Pub.

California Department of Education Publication
Court Decision
Court Decision
Court Decision
Court Decision
Court Decision
Court Decision
Court Decision
U.S. Consumer Product Safety Comm Publication
Website
Website
Website
Website

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Website
Website

Use of school property
Teachers' duty concerning conduct of students
Exemption from liability when students are not on school property
Permission for high school students to leave school grounds; notice
Crossing guards
Grounds for suspension or expulsion
School safety patrols
Injurious objects
Hazardous materials in school science laboratories
Homicide threats
Instruction in personal and public health and safety
Time and facilities for bicycle and scooter safety instruction
After School Education and Safety Program
California Tort Claims Act
Playground safety
Wooden playground equipment
Issuance of best practices guidelines for K-12 pool safety
Hazing
Purchase of playground equipment usable by persons with disabilities
Statewide safety and training programs; electric bicycles
Rules and regulations; crossing guards
Use of helmets
Fines and forfeitures; disposition by cities
Fines and forfeitures; disposition by counties
Rules for operation of bicycle on roadway

Description

Federal Clearinghouse on School Safety Evidence-Based Practices

Description

ASTM F1 1487-21, Standard Consumer Safety Performance Specification for Playground Equipment for Public Use
Science Safety Handbook for California Public Schools, 2014
J.H. v. Los Angeles Unified School District, (2010) 183 Cal.App.4th 123
Knight v. Jewett, (1992) 3 Cal.4th 296
Lane v. City of Sacramento, (2010) 183 Cal. App. 4th. 1337
Kahn v. East Side Union High School District, (2003) 31 Cal.4th 990
Dailey v. Los Angeles Unified School District, (1970) 2 Cal 3d 741
Hoyem v. Manhattan Beach City School District, (1978) 22 Cal. 3d 508
Wiener v. Southcoast Childcare Centers, (2004) 32 Cal.4th 1138
Public Playground Safety Handbook, 2010
[U.S. Department of Homeland Security, Fusion Centers](#)
[California State Threat Assessment System](#)
[CSBA District and County Office of Education Legal Services](#)
[National Recreation and Park Association, Certified Playground Safety Inspector Certification](#)
[U.S. Department of Education, Safe Schools](#)
[American Society for Testing and Materials](#)
[U.S. Consumer Product Safety Commission](#)
[California Department of Education, Safe Schools](#)
[U.S. Environmental Protection Agency](#)
[CSBA](#)
[California Department of Public Health](#)
[Centers for Disease Control and Prevention](#)

Policy Adopted: 3/8/2023

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

Joseph Dana

Assistant Superintendent of Educational Services



For Board Meeting of February 8, 2023

To: Dr. Holly Edds, District Superintendent
From: Joe Dana
Re: Revision to Board Policy 5148.2

Background

As per guidance from the California School Boards Association, we are updating Board Policy 5148.2 on before/after school programs to reflect two new laws, AB 181 (2022) and AB 185 (2022), that update the Expanded Learning Opportunities (ELO) program requirements for the 2022-2023 school year and forward, including requirements for the district to offer access to ELO-P based on the district's prior fiscal year Local Control Funding Formula unduplicated pupil percentage. The policy also has been updated to do the following:

- Include definitions of "offer access" and "provide access" in regard to ELO programs;
- Clarify that districts that receive funds for classroom-based instructional programs in grades TK-6 cannot opt out of ELO program funding;
- State that ELO programs are required to offer a nutritional snack, meal, or both; and
- Align with California Department of Education guidance that ELO programs do not have an attendance requirement.

Recommendation

Staff recommends that the Board of Trustees approve the revised Board Policy 5148.2 at this first reading and place it on the consent agenda of the next regular board meeting.

Fiscal Impact

None.

BEFORE/AFTER SCHOOL PROGRAMS

The Governing Board desires to provide **learning opportunities for students beyond the regular school day** ~~before-school and/or after-school enrichment programs~~ that support the regular education program in a supervised environment. In order to increase academic achievement of participating students, the content of such programs shall be coordinated with the district's vision and goals for student learning, local control and accountability plan, curriculum, and academic standards.

Each program offered by the district shall be planned through a collaborative process as required by law. (Education Code 8422, 8482.5, 8484.75, 46120)

~~The district's program shall be planned through a collaborative process that includes parents/guardians, students, and representatives of participating schools, governmental agencies including city and county parks and recreation departments, local law enforcement, community organizations, and, if appropriate, the private sector. (Education Code 8422, 8482.5, 46120)~~

To the extent feasible, the district shall give priority to establishing **expanded learning opportunities beyond the regular school day** ~~before-school and/or after-school programs~~ in low-performing schools and/or programs that serve low-income and other at-risk students.

Any expanded learning opportunities, including but not limited to After School Education and Safety Program (ASES), 21st Century Community Learning Center Program (21st CCLC), 21st Century High School After School Safety and Enrichment for Teens Program (ASSETs), **Expanded Learning Opportunities Program (ELO)** or other program to be established pursuant to Education Code 8421, 8482.3 or 8484.75 shall be approved by the Board. ~~and the principal of each participating school.~~

The Superintendent or designee shall ensure that all staff who directly supervise students in the district's **expanded learning opportunity programs** ~~before-school and/or after-school program~~ possess appropriate knowledge and experience. As needed, staff and volunteers shall receive ongoing training related to their job responsibilities.

Each **before-school, after-school, summer, vacation or intersessional expanded learning opportunity** program shall include academic and enrichment elements in accordance with law and administrative regulation. In addition, each program may include support services that reinforce the educational component and promote student health and well-being.

No fee shall be charged for participation in the program.

However, for an ASSETs program, a family fee shall be waived or reduced for families with students who are eligible for free or reduced-price meals. (Education Code 8422)

Students

BP 5148.2(b)

For ASES, 21st CCLC, and/or **ELOs** ~~Expanded Learning Opportunities~~ programs, no fee shall be charged for a student who is eligible for free or reduced-price meals, or a student whom the district knows is a homeless youth or in foster care. In addition, family fees shall be calculated on a sliding scale that considers family income and ability to pay. (Education Code 8482.6, 46120)

Eligible students who are 11 or 12 years of age shall be placed in a before-school or after-school program, if and when available, rather than subsidized child care and development services. During the time that the before-school or after-school program does not operate, such students may be provided the option of enrolling in child care and development services in accordance with the enrollment priorities established in AR 5148 - Child Care and Development. (Welfare and Institutions Code 10273)

The Board and the Superintendent or designee shall monitor student participation rates and shall identify multiple measures that shall be used to evaluate program effectiveness. Such measures may include, but are not limited to, student outcome data; program self-assessments; feedback from staff, participating students, and parents/guardians; and observations of program activities.

Every three years, the Superintendent or designee shall review the after-school program plan, including, but not limited to, program goals, program content, and outcome measures. Documentation of the program plan shall be maintained for a minimum of five years.

Legal Reference:

EDUCATION CODE

<i>State</i>	<i>Description</i>
Ed. Code 17260-17268	Plans and specifications for school facilities
Ed. Code 17264	New construction; accommodation of before- and after-school programs
Ed. Code 35021.3	After-school physical recreation instructors
Ed. Code 45125	Criminal record check
Ed. Code 45330	Paraprofessionals; instructional aides
Ed. Code 45340-45349	Paraprofessionals; instructional aides
Ed. Code 46120	Expanded learning opportunities
Ed. Code 49024	Activity Supervisor Clearance Certificate
Ed. Code 49430-49434	Nutrition standards
Ed. Code 49540-49546	Child care food program
Ed. Code 49553	Free or reduced-price meals
Ed. Code 69430-69460	Cal Grant program
Ed. Code 8263	Eligibility and priorities for subsidized child development services
Ed. Code 8273.1	Family fees; exemptions
Ed. Code 8295-8305	Child development program; personnel qualifications
Ed. Code 8322	California Prekindergarten Planning and Implementation Grant Program
Ed. Code 8350-8359.1	Programs for CalWORKS recipients
Ed. Code 8360-8370	Personnel qualifications
Ed. Code 8420-8428	21st Century High School After School Safety and Enrichment Program for Teens
Ed. Code 8482-8484.65	After School Education and Safety Program
Ed. Code 8484.7-8484.9	21st Century Community Learning Centers
Ed. Code 8490-8490.7	Distinguished After School Health Recognition Program
W&I Code 10207-10490	Child Care and Development Services Act
W&I Code 10273	Preferred placement for otherwise eligible children ages 11 or 12

Students

BP 5148.2(c)

<i>Federal</i>	<i>Description</i>
20 USC 6311	State plan
20 USC 6314	Title I schoolwide program
20 USC 7171-7176	21st Century Community Learning Centers
42 USC 11434a	Education for homeless children and youths
42 USC 1766-1766a	Child and Adult Care Food Program
7 CFR 226.17	Child care center nutrition standards
<i>Management Resources</i>	<i>Description</i>
California Department of Education Publication	Early Release and Late Arrival Guidance, December 2021
California Department of Education Publication	Quality Program Improvement Plan Instructions: Instructions for Completing a Quality Program Improvement Plan for Expanded Learning Programs in California, January 2022
California Department of Education Publication	21st CCLC and ASSETs FAQs, October 2022
California Department of Education Publication	Request for Applications: 21st Century Community Learning Centers and After School Safety and Enrichment for Teens, September 2022
California Department of Education Publication	Expanded Learning Opportunities Program FAQs, July 2022
California Department of Education Publication	Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality, 2014
California Department of Education Publication	A Crosswalk Between the Quality Standards for Expanded Learning and Program Quality Assessment Tools, 2014
California Department of Education Publication	California After School Physical Activity Guidelines, 2009
U.S. Department of Education Publication	21st Century Community Learning Centers, Nonregulatory Guidance, February 2003
Website	California Afterschool Network
Website	California Child and Adult Care Food Program
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Expanded Learning
Website	U.S. Department of Agriculture
Website	California School-Age Consortium
Website	Partnership for Children and Youth
Website	California Healthy Kids Survey
Website	Commission on Teacher Credentialing
Website	CSBA
Website	U.S. Department of Education

State

~~Ed. Code 17260-17268: Plans and specifications for school facilities~~ ~~Ed. Code 35021.3: After school physical recreation instructors~~
~~Ed. Code 45125: Criminal record check~~
~~Ed. Code 45330: Paraprofessionals; instructional aides~~
~~Ed. Code 45340-45349: Paraprofessionals; instructional aides~~ ~~Ed. Code 49024: Activity Supervisor Clearance Certificate~~ ~~Ed. Code 49430-49434: Nutrition standards~~
~~Ed. Code 49540-49546: Child care food program~~ ~~Ed. Code 49553: Free or reduced price meals~~ ~~Ed. Code 69430-69460: Cal Grant program~~
~~Ed. Code 8263: Eligibility and priorities for subsidized child development services~~ ~~Ed. Code 8263.4: Enrollment of students ages 11-12 years~~
~~Ed. Code 8273.1: Family fees, exemptions~~
~~Ed. Code 8350-8359.1: Programs for CalWORKS recipients~~ ~~Ed. Code 8360-8370: Personnel qualifications~~
~~Ed. Code 8420-8428: 21st Century After School Program for Teens~~ ~~Ed. Code 8482-8484.65: After School Education and Safety Program~~ ~~Ed. Code 8484.7-8484.9: 21st Century Community Learning Centers~~
~~Ed. Code 8490-8490.7: Distinguished After School Health Recognition Program~~

Students

BP 5148.2(d)

Federal

~~20 USC 6311: State plan~~

~~20 USC 6314: Title I schoolwide program~~

~~20 USC 7171-7176: 21st Century Community Learning Centers 42 USC 11434a: Education for homeless children and youths 42 USC 1766-1766a: Child and Adult Care Food Program~~

~~7 CFR 226.17: Child care center nutrition standards~~

Management Resources

~~California Department of Education Publication: 21st Century Community Learning Centers (21st CCLC) FAQs Elementary/Middle School Programs, September 2016~~

~~California Department of Education Publication: 21st Century High School After School Safety and Enrichment for Teens Program Frequently Asked Questions, March 2012~~

~~California Department of Education Publication: A Crosswalk Between the Quality Standards for Expanded Learning and Program Quality Assessment Tools, 2014~~

~~California Department of Education Publication: California After School Physical Activity Guidelines, 2009~~

~~California Department of Education Publication: Quality Program Improvement Plan for Expanded Learning Programs in California 2016-17, November 2016~~

~~California Department of Education Publication: Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality, 2014~~

~~California Department of Education Publication: Request for Application for Programs Proposing to Serve High School Students, September 2016~~

~~U.S. Department of Education Publication: 21st Century Community Learning Centers, Nonregulatory Guidance, February 2003~~

~~Website: California Department of Education, Before and After School Website: U.S. Department of Agriculture~~

~~Website: California School Age Consortium Website: Partnership for Children and Youth Website: California~~

~~Healthy Kids Survey Website: Commission on Teacher Credentialing Website: CSBA~~

~~Website: U.S. Department of Education~~

Policy Adopted: ~~03/09/2022~~ 3/8/2023

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

Joseph Dana
Assistant Superintendent of Educational Services



For Board Meeting of February 8, 2023

To: Dr. Holly Edds, District Superintendent
From: Joe Dana
Re: Revision to Board Policy 5148.3

Background

As per guidance from the California School Boards Association, we are updating Board Policy 5148.3 on preschool/early childhood education to reflect three new laws – AB 185 (2022), AB 210 (2022), and SB 1047 (2022) – that revise and update direction for California State Preschool Programs such as our own Orcutt Early Learning Centers. Specifically, there are requirements for dual language learners, children with exceptional needs, and enrollment data collection and reporting that are included in this update.

Recommendation

Staff recommends that the Board of Trustees approve the revised Board Policy 5148.3 at this first reading and place it on the consent agenda of the next regular board meeting.

Fiscal Impact

None.

PRESCHOOL/EARLY CHILDHOOD EDUCATION

The Governing Board recognizes the value of high-quality preschool experiences to enhance children's social-emotional development, ~~knowledge,~~ **and acquisition of instructional knowledge,** skills, **and** abilities. ~~and attributes necessary for a successful transition into the elementary education program.~~ The Board desires to provide a supervised and cognitively rich **learning** environment designed to facilitate the transition to kindergarten for three- and four-year-old children.

The Superintendent or designee shall collaborate with the local child care and development planning council, the county office of education, other public agencies, organizations, and/or private preschool providers to assess the availability of preschool programs in the community and the extent to which the community's preschool needs are being met. The Board encourages the development of a comprehensive districtwide and/or **countywide** ~~community-wide~~ plan to increase children's access to high-quality preschool programs.

The Superintendent or designee shall provide information about preschool options in the community to parents/guardians upon request.

To receive preschool services, a child and the child's parent(s)/guardian(s) shall be required to provide evidence of residency in California. However, any person identified as experiencing homelessness shall only be required to submit a declaration that the person resides in California. (5 CCR 17745)

Preschool eligibility determinations shall be made without regard to a child's immigration status or that of the child's parent(s)/guardian(s) unless the child or the child's parent(s)/guardian(s) are under a final order of deportation from the United States Department of Homeland Security. (5 CCR 17745)

District Preschool Programs

When the Board determines that it is feasible, the district may contract with the California Department of Education (CDE) to provide preschool services in facilities at or near district schools, either directly or through a subcontract with a public or private provider.

District preschool programs shall comply with all health and safety laws and regulations, including, when applicable, licensure requirements pursuant to 22 CCR 101156.

The Board shall approve, for the district's preschool program, a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR ~~17701-17711 18272-18281~~ and the accompanying administrative regulation. (5 CCR ~~17701 18271~~)

Students

BP 5148.3(b)

The Board shall set priorities for establishing or expanding services as resources become available, giving consideration to the benefits of providing early education programs for at-risk children and/or children residing in the attendance areas of the lowest performing district schools.

Preschool ~~classrooms~~ **classroom needs** shall be addressed in the district's facilities master plan, including an assessment as to whether adequate and appropriate space exists on school sites. As necessary, the Superintendent or designee shall provide information to the Board regarding facilities financing options for preschool classrooms and/or facilities available through partnering organizations or agencies.

Because parents/guardians are essential partners in supporting the development of their children, the Superintendent or designee shall involve them in program planning.

The Superintendent or designee shall coordinate the district's preschool program, transitional kindergarten program (TK), and elementary education program to provide a developmental continuum that builds upon children's growing skills and knowledge.

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or child care program. (Education Code 8205, 48000)

The district's program shall be aligned with preschool learning foundations and curriculum frameworks developed by CDE which identify the knowledge, skills, and competencies that children typically attain as they complete their first or second year of preschool. The program shall be designed to facilitate children's development in essential skills in the areas of language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

The Superintendent or designee shall identify dual language learners in district preschool programs, and shall collect and report related data to CDE as required by Education Code 8241.5. The district's preschool program shall include activities and services that meet the needs of dual language learners for support in the development of their home language and English. (Education Code 8203)

The district's preschool program shall serve children with exceptional needs as required by Education Code 8208. Children with exceptional needs attending any CSPP program shall be educated in the least restrictive environment accordance with 20 USC 1412.

The district's preschool program shall provide appropriate services to support the needs of at-risk children.

To maximize the ability of children to succeed in the preschool program, the program shall support children's health through proper nutrition and physical activity and shall provide or make referrals to available health and social services as needed.

Students

BP 5148.3(c)

The district shall encourage volunteerism by families participating in the program and shall communicate frequently with parents/guardians of enrolled children regarding their child's progress.

The Superintendent or designee shall ensure that administrators, teachers, and paraprofessionals in district preschool programs possess the appropriate permit(s) issued by the Commission on Teacher Credentialing, meet any additional qualifications established by the Board, and participate in professional development opportunities designed to continually enhance their knowledge and skills.

Preschool admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and a health examination requirement. (5 CCR ~~18105~~ 17743; 22 CCR 101218.1)

The Superintendent or designee shall ensure that subsidized preschool is provided to eligible families to the extent that state and/or federal funding is available and shall establish enrollment priorities in accordance with Education Code ~~8263~~ 8208, 8210, and 8211 and 5 CCR ~~18106~~ 17746-17748.

The Superintendent or designee shall recommend strategies to link the district's preschool program with other available child care and development programs in the district or community in order to assist families whose child care needs extend beyond the length of time that the district's ~~part-day~~ preschool program is offered.

The Superintendent or designee shall ensure that the plan to provide access to full-day learning programs the year before kindergarten addresses the needs of preschool children and their families as specified in BP 6170.1 - Transitional Kindergarten. (Education Code ~~8281.5~~ 8322)

~~When a district CSPP program is physically closed by local or state public health order due to the COVID-19 pandemic, the district shall provide distance learning to preschool children when required to do so as a condition of funding or when required by law.~~

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR ~~18279~~ 17709-17711)

The district's ~~Williams~~ uniform complaint procedures, with modifications as necessary, shall be used to investigate and resolve complaints alleging violation of applicable health or safety requirements for license-exempt programs operating under the California State Preschool Program. However, licensed programs shall refer complaints alleging health and safety violations to the California Department of Social Services. (Education Code ~~8235.5~~ 8212; 5 CCR 4610, 4611, 4690-4694, 17781)

Students

BP 5148.3(d)

The Superintendent or designee shall regularly report to the Board regarding enrollment in district preschool programs and the effectiveness of the programs in preparing preschoolers for transition into the elementary education program.

Legal Reference:

EDUCATION CODE

<i>State</i>	<i>Description</i>
22 CCR 101151-101191	Licensing and application procedures
22 CCR 101151-101239.2	General requirements; licensed child care centers
22 CCR 101212-101231	Continuing requirements
22 CCR 101237-101239.2	Facilities and equipment
5 CCR 14001-14036	School housing
5 CCR 17700-17833	California State Preschool Program
5 CCR 17701-17711	General Program Requirements
5 CCR 17746-17748	Enrollment priorities
5 CCR 18295	Waiver of qualifications for site supervisor
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4690-4694	Complaints regarding health and safety issues in license-exempt preschool programs
5 CCR 80105-80125	Commission on Teacher Credentialing; child care and development permits
Ed. Code 17375	California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program
Ed. Code 44065	Issuance of and functions requiring credentials
Ed. Code 44256	Authorization for teaching credentials
Ed. Code 48000	Transitional kindergarten
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 8200-8340	California State Preschool Program
Ed. Code 8203.5	Contracts to provide preschool services
Ed. Code 8205	Definitions
Ed. Code 8207	California State Preschool Program administration
Ed. Code 8208	Eligibility of three- or four-year-old child for state preschool program
Ed. Code 8209	Physical examination and immunizations
Ed. Code 8210	Priority for part-day programs
Ed. Code 8211	Priority for full-day programs
Ed. Code 8212	Complaints related to preschool health and safety issues
Ed. Code 8213	Income eligible; definition
Ed. Code 8214	Order of disenrollment
Ed. Code 8217	Enrollment of three- and four-year-old children in state preschool programs
Ed. Code 8220-8221	Family literacy services
Ed. Code 8241	Staffing ratios for center-based program
Ed. Code 8252-8254	Early childhood education family fees
Ed. Code 8298	Program director qualifications
Ed. Code 8322	California Prekindergarten Planning and Implementation Grant Program
Ed. Code 8489-8489.1	Expulsion and Suspension Procedures
H&S Code 120325-120380	Immunization against communicable diseases
H&S Code 1596.70-1596.895	California Child Day Care Act
H&S Code 1596.90-1597.21	Day care centers
W&I Code 10207-10215	General provisions
W&I Code 10207-10490	Child Care and Development Services Act
W&I Code 10217-10224.5	Resource and referral programs
W&I Code 10225-10234	Alternative payment programs
W&I Code 10235-10238	Migrant child care and development programs
W&I Code 10240-10243	General child care and development programs

Students

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W&I Code 10250-10252	Family child care home education networks
W&I Code 10260-10263	Child care and development services for children with special needs
W&I Code 10480-10487	Local planning councils
<i>Federal</i>	<i>Description</i>
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 6311-6322	Title I, relative to preschool
20 USC 6391-6399	Education of migratory children
42 USC 9831-9852c	Head Start programs
42 USC 9857-9858r	Child Care and Development Block Grant
45 CFR 1301.1-1305.2	Head Start
<i>Management Resources</i>	<i>Description</i>
CDE Publication	Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed., 2009
CDE Publication	Prekindergarten Learning Development Guidelines, 2000
CDE Publication	First Class: A Guide for Early Primary Education, 1999
CDE Publication	California Preschool Learning Foundations
CDE Publication	Dream Big for Our Youngest Children: Final Report of the California Early Learning Quality Improvement System Advisory Committee, 2010
CDE Publication	First Class: A Guide for Early Primary Education, 1999
CSBA Publication	What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016
U.S. Dept. of Ed. Publication	Good Start, Grow Smart, April 2002
U.S. Dept. of Ed. Publication	Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings, 2016
Website	CSBA District and County Office of Education Legal Services
Website	National Institute for Early Education Research
Website	California Head Start Association
Website	California Preschool Instructional Network
Website	Child Development Policy Institute
Website	California Association for the Education of Young Children
Website	First 5 California
Website	California Department of Social Services
Website	California County Superintendents Educational Services Association
Website	Cities Counties and Schools Partnership
Website	CSBA
Website	U.S. Department of Education
Website	California Department of Education
<i>State</i>	
22 CCR 101151 101239.2: General requirements licensed child care centers	22 CCR 101212 101231: Continuing requirements
22 CCR 101237 101239.2: Facilities and equipment	
5 CCR 18000 18434: Child care and development programs	5 CCR 18130 18136: California State Preschool Program
5 CCR 18295: Waiver of qualifications for site supervisor	5 CCR 4600 4670: Uniform complaint procedures
5 CCR 4690 4694: Complaints regarding health and safety issues in license exempt preschool programs	5 CCR 80105 80125: Commission on Teacher Credentialing, child care and development permits
Ed. Code 44065: Interchange between certificated and classified positions	Ed. Code 44256: Credential types
Ed. Code 48000: Transitional kindergarten	
Ed. Code 48985: Notification, primary language other than English	
Ed. Code 8200 8209: General provisions for child care and development services	Ed. Code 8200 8499.10: Child Care and Development Services Act
Ed. Code 8230 8233: Migrant child care and development program	Ed. Code 8235 8239.1: California State Preschool Program

Students

BP 5148.3(f)

~~Ed. Code 8240-8244: General child care and development programs Ed. Code 8250-8252: Programs for children with special needs~~
~~Ed. Code 8263: Eligibility and priorities for subsidized child development services Ed. Code 8263.3: Disenrollment of families due to reduced funding levels~~
~~Ed. Code 8264.8: Center based child care programs, staffing ratios Ed. Code 8273.1: Family fees~~
~~Ed. Code 8360-8370: Personnel qualifications~~
~~Ed. Code 8400-8409: Contracts, administrative appeal procedure Ed. Code 8493-8498: Facilities, capital outlay~~
~~Ed. Code 8499.3-8499.7: Local child care and development planning council~~
~~H&S Code 120325-120380: Immunization requirements H&S Code 1596.70-1596.895: California Child Day Care Act H&S Code 1596.90-1597.21: Day care centers~~
Federal
~~20 USC 1400-1482: Individuals with Disabilities Education Act 20 USC 6311-6322: Title I, relative to preschool~~
~~20 USC 6371-6376: Early Reading First~~
~~20 USC 6381-6381k: Even Start Family Literacy Program 20 USC 6391-6399: Education of migratory children~~
~~42 USC 9831-9852c: Head Start programs~~
~~42 USC 9857-9858r: Child Care and Development Block Grant 45 CFR 1301.1-1305.2: Head Start~~
Management Resources
~~California Department of Education Publication: Prekindergarten Learning Development Guidelines, 2000~~
~~California Department of Education Publication: Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed., 2009~~
~~California Department of Education Publication: First Class: A Guide for Early Primary Education, 1999~~
~~California Department of Education Publication: Dream Big for Our Youngest Children: Final Report of the California Early Learning Quality Improvement System Advisory Committee, 2010~~
~~California Department of Education Publication: California Preschool Learning Foundations~~
~~CSBA Publication What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016~~
~~U.S. Department of Education Publication: Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings, 2016~~
~~U.S. Department of Education Publication: Good Start, Grow Smart, April 2002 Website: National Institute for Early Education Research~~
~~Website: California Association for the Education of Young Children Website: California Head Start Association~~
~~Website: California Preschool Instructional Network Website: Child Development Policy Institute Website: First 5 California~~
~~Website: California County Superintendents Educational Services Association Website: Cities, Counties and Schools Partnership~~
~~Website: CSBA~~
~~Website: California Department of Education Website: U.S. Department of Education~~

Policy Adopted: ~~03/09/2022~~ 3/8/2023

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California