

ORCUTT UNION SCHOOL DISTRICT

Regular Meeting of the Board of Trustees

Wednesday, April 5, 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 approximately 7:00 p.m.

I. OPEN SESSION 6:00 PM

A. Call Meeting to Order

B. Pledge of Allegiance

C. Adoption of the April 5, 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): 5 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. Conference with Labor Negotiator. Agency representative, Board President. Unrepresented employee: Superintendent

F. Public Employee Discipline/Dismissal/Release/Complaint

G. Public Employee Evaluation of Performance

H. Student Discipline or Other Confidential Student Matters

IV. RECONVENE TO PUBLIC SESSION 7:00 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. Orcutt School for Independent Study Presentation
 3. Recognition
 4. OAHS Drama 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 March 8, 2023 Regular Board Meeting Minutes
- E. Approval of March 29, 2023 Special Board Meeting Minutes

- F. Approval of Warrants
- G. Lakeview and Orcutt Jr. High Band Overnight Trip to attend Music in the Parks Competition in Buena Park, April 2023
- H. OAHS Robotics Team Pre-Authorization for an Out of State Trip to FIRST Robotics Championship in Houston Texas, April 2023
- I. OAHS Skills USA Team Overnight Trip to attend the 56th Annual Leadership and Skills USA State Conference, April 2023
- J. Notice of Completion: Olga Reed Classroom Modernization Project
- K. Memorandum of Understanding between OUSD and Allan Hancock College Allowing Taft Community College to Provide Concurrent Enrollment for OAHS for the 2023-2024 School Year
- L. College and Career Access Pathways Partnership Agreement with West Kern Community College District: Taft Community College, for Concurrent Enrollment Offerings at OAHS for the 2023-2024 School Year

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

Moved _____ Second _____ Vote _____

VIII. ITEMS SCHEDULED FOR ACTION

A. GENERAL

1. Acceptance of Donations

The following donations have been offered to the District:

- A. **From: Stan Hansen-Director of National Softball Association, West Side Bullets Softball Club:** a donation of 17 new softball helmets and 1 new catcher set with an estimated value of \$2000 to Orcutt Academy High School.
- B. **From: Plantel:** a donation of organic soil compost with an estimated value of \$150 to the Los Alamos Campus for the school garden.
- C. **From: Ileue Bezahler, Hagan Blount, and Katie Smith:** a donation of three (3) composters with an estimated value of \$1000 to the Los Alamos Campus for the school garden.
- D. **From Debra Vidro:** a donation of two (2) pickleball nets with an estimated values of \$800.00 to the Los Alamos Campus for the benefit of PE and community engagement.
- E. **From The Rotary Club of Santa Maria Breakfast:** a donation of four (4) books, “The Last Cuentista” and “Watercress” with an estimated value of \$68 to the Alice Shaw, Patterson Rd., Pine Grove, and Ralph Dunlap elementary school libraries.

It is recommended that the donations be accepted and letters of appreciation be sent to the donors.

Moved _____ Second _____ Vote _____

2. Approval of Measure G Citizen Oversight Committee (COC) Applications
It is recommended that the Board of Trustees approve the application for Kelley Strebe, as submitted.
Moved _____ Second _____ Vote _____

3. Board Bylaw 9270 Conflict of Interest
It is recommended that the Board of Trustees approve the revised Board Bylaw 9270 Conflict of Interest, for the first reading and that it be placed on the next Consent Agenda for the second reading.
Moved _____ Second _____ Vote _____

4. Board Bylaw 9320 Meeting and Notices
It is recommended that the Board of Trustees approve the revised Board Bylaw 9320 Meeting and Notices, for the first reading and that it be placed on the next Consent Agenda for the second reading.
Moved _____ Second _____ Vote _____

B. EDUCATIONAL SERVICES

1. Information Only:
OAHS Science Curriculum Textbook Adoption

2. Science Curriculum Adoption for Orcutt Academy High School
It is recommended that the Board of Trustees adopt for Biology, The Living Earth: Biology, for Chemistry, Inspire Chemistry, and for Geology, Earth and Space Science 1st Edition as the textbooks for Orcutt Academy High School’s Science Curriculum, as submitted.
Moved _____ Second _____ Vote _____

3. Board Policy 0420.4 Charter School Authorization
It is recommended that the Board of Trustees approve the revised Board Policy 0420.4 Charter School Authorization, for the first reading and that it be placed on the next Consent Agenda for the second reading.
Moved _____ Second _____ Vote _____

4. Board Policy 6146.1 High School Graduation Requirements
It is recommended that the Board of Trustees approve the revised Board Policy 6146.1 High School Graduation Requirements, for the first reading and that it be placed on the next Consent Agenda for the second reading.
Moved _____ Second _____ Vote _____

5. Board Policy 6173 Education for Homeless Children
It is recommended that the Board of Trustees approve the revised Board Policy 6173 Education for Homeless Children, for the first reading and that it be placed on the next Consent Agenda for the second reading.
Moved _____ Second _____ Vote _____

6. Board Policy 6173.1 Education for Foster Youth
 It is recommended that the Board of Trustees approve the revised Board Policy 6173.1 Education for Foster Youth, for the first reading and that it be placed on the next Consent Agenda for the second reading.
 Moved _____ Second _____ Vote _____
7. Board Policy 6177 Summer Learning Programs
 It is recommended that the Board of Trustees approve the revised Board Policy 6177 Summer Learning Programs, for the first reading and that it be placed on the next Consent Agenda for the second reading.
 Moved _____ Second _____ Vote _____
8. California Department of Education Library Survey
 It is recommended that the Board of Trustees acknowledge the District's completion of the California Department of Education Library Survey requirement for each of our school sites in compliance with the law, as submitted.
 Moved _____ Second _____ Vote _____

C. HUMAN RESOURCES

1. 2022/2023 Resolution No. 14 Week of the Teacher
 It is recommended that the Board of Trustees approve the 2022/2023 Resolution No. 14, Week of the Teacher, May 8-12, 2023, as submitted.
 Moved _____ Second _____ Vote _____
2. 2022/2023 Resolution No. 15 Classified Employees Week
 It is recommended that the Board of Trustees approve the 2022/2023 Resolution No. 15, Classified Employees Week, May 21-27, 2023, as submitted.
 Moved _____ Second _____ Vote _____

IX. GENERAL ANNOUNCEMENTS

- A. Unless otherwise noticed, the next regular Board meeting is scheduled for May 10, 2023 beginning with Closed Session at 6:05 p.m., Open Session at approximately 6:30 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

April 5, 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
Ames, LuAnn	Campus Connection/Pine Grove	Child Care Coordinator	17/6	4.75	\$25.79 per hr.	04/01/2023	Increase in hours
Bedford, Shannon	Dunlap	Instructional Assistant/PE	11/6	2.0 per wk.	\$22.25 per hr.	03/22/2023 – 06/07/2023	Temporary position
Booker, Lindsay	Transportation	Bus Attendant	11/3	4.88	\$19.21 per hr.	03/02/2023	Request reduction in hours
Brown, Hannah	Campus Connection/Patterson	Child Care Assistant	8/2	3.75	\$17.00 per hr.	02/23/2023	New hire
Brown, Nicole	Alice Shaw	Instructional Assistant, 1	12/5	3.5	\$21.72 per hr.	03/06/2023	New hire, plus Special Needs Stipend
Castillo, Sway	Lakeview JH	Custodian, Night	17/3	8.0	\$3,878 per mo.	03/07/2023	New hire (from sub status)
Delgado, Irma	Orcutt Academy HS	Custodian, Night	17/3	8.0	\$3,878.00 per mo.	03/06/2023	New hire (from sub status)
Eich, Jill	Dunlap	Office Assistant	15/6	6.0	\$24.55 per hr.	03/31/2023	Resignation
Gonzalez Barajas, Edwin	Operations	Utility Worker, Substitute	18/1		\$20.72 per hr.	03/08/2023	New hire, Substitute
Henderson, Lisa	Pine Grove	Instructional Assistant, 1	12/6	3.5	\$22.80 per hr.	02/16/2023 – 06/07/2023	Request unpaid leave of absence
Hernandez, Ramiro	Transportation	Bus Attendant, Substitute	11/1		\$17.44 per hr.	03/06/2023	New hire, Substitute
Jensen, Lois	Campus Connection/Alice Shaw	Child Care Assistant	8/6	2.0	2.5% in addition to salary	03/16/2023	Special Needs Stipend
Juarez, Shirley	Campus Connection/Nightingale	Child Care Coordinator	17/6	4.75	\$25.79 per hr.	04/01/2023	Increase in hours
Juarez, Shirley	Campus Connection/Nightingale	Child Care Assistant	8/6	3.25	\$20.66 per hr.	04/01/2023	Reduction in hours
Lara, Char	Campus Connection/Patterson	Child Care Coordinator	17/6	4.25	\$25.79 per hr.	04/01/2023	Increase in hours



Orcutt Union School District

Classified Personnel Action Report

April 5, 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
Lucero-Maines, Renee	Campus Connection/Patterson	Child Care Assistant	8/6	2.5	\$20.66 per hr.	04/01/2023	Additional position
Metzler, Chelsea	Campus Connection/Pine Grove	Child Care Assistant	8/4	2.75	\$18.74 per hr.	04/01/2023	Additional position
Morales, Alvaro	Orcutt Academy HS & Orcutt JH	Custodian, Night	17/2	8.0	\$3,693.00 per mo.	03/08/2023	New hire (from sub status)
Nevitt, Alexia	Dunlap	Instructional Assistant	8/4	3.75	\$18.74 per hr.	03/17/2023	Resignation
Parker, Jolene	Olga Reed/Orcutt Academy K-8	Instructional Assistant, 1	12/6	6.0	\$22.80 per hr.	01/30/2023	Increase in hours/site change
Parker, Jolene	Campus Connection/Pine Grove	Child Care Assistant	8/6	2.0	\$20.66 per hr.	04/01/2023	Additional position
Parmeter, Savannah	Pupil Services	Pupil Services Analyst	30/5	8.0	\$33.86 per hr.	04/03/2023	New hire
Penrod, Alicia	Pupil Services	Pupil Services Analyst	30/1	8.0	\$27.86 per hr.	03/23/2023	Resignation
Ramirez-Gomez, Valeria	Pupil Services	Behavior Intervention Specialist	2	8.0	\$86,380.00 annually (prorated)	03/01/2023	New hire
Roberts, Jenifer	Campus Connection/Alice Shaw	Child Care Coordinator	17/6	3.75	2.5% in addition to salary	03/01/2023	Special Needs Stipend
Roberts, Jenifer	Campus Connection/Alice Shaw	Child Care Coordinator	17/6	4.25	\$25.79 per hr.	04/01/2023	Increase in hours
Soto, Vanessa	Nightingale & Lakeview JH	Custodian, Night	17/3	8.0	\$3,878.00 per mo.	03/16/2023	New hire
Tidd, Megan	Campus Connection/Dunlap	Child Care Coordinator	17/3	4.75	\$22.29 per hr.	04/01/2023	Increase in hours
Tosches, Marc	Orcutt Academy HS	Instructional Assistant, 1	12/6	6.0	\$22.80 per hr.	04/06/2023	Resignation
Emp. # 161						06/07/2023	Request Early Retirement Incentive Program

ORCUTT UNION SCHOOL DISTRICT

TO: Dr. Holly Edds
District Superintendent

FROM: Susan Salucci
Assistant Superintendent of Human Resources

DATE: April 5, 2023

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

Lakeview Jr. High:

Volunteer(s):

Soccer, Girl's

Brooke Minetti

*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: April 5, 2023

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

Orcutt Academy Charter HS:

Volunteers:

Baseball
Track

Isais De La Cruz
Rachel Fields

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



Orcutt Union School District

Certificated Personnel Action Report

April 5, 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
Batchelor, Melanie	District	Daily	\$140	2/8/23	Shadow for long term assignment, 1 day
Beyers, Karly	Alice Shaw	IV-1	\$59,975	2023-24	Approval of Temporary Contract
Boger, Alyssa	Alice Shaw	II-9	\$118,718*	3/11-6/7/23	Approval of Unpaid Leave for balance of the school year
Brady, Laura	Orcutt Academy HS	III-10	\$77,073	2023-24	Approval of Probationary Contract
Brickey, April	District	Hourly	\$28	2/6-2/24/23 3/21-6/7/23	Proctor, 28.5 hrs Overage Support, 10 hr wk
Brown, Lindsay	Joe Nightingale	III-11	\$79,666*	2023-24	Job Share, 50%
Buchanan, Sarah	Ralph Dunlap	Daily	\$140*	2/24/23	Shadow for long term assignment, 3.5 hrs
Calad, Aleesha	Undetermined	V-3	\$67,096 \$7,500	2023-24	Approval of Probationary Contract Signing Bonus, paid over 2 years
Callis, Wendy	Patterson Road	V-6	\$74,087*	2023-24	Approval of Temporary Contract, 50% Job Share
Canby, Erin	Alice Shaw	III-2	\$59,382*	2023-24	Approval of Temporary Contract, 40% Job Share
Carlotti, Analise	District	Extra Duty	\$45/hr	2/2-2/28/23	Campus Connection/After School Teacher, 16.25 hrs
Caruana, Austin	Orcutt JHS	III-4	\$63,216	2023-24	Approval of Probationary Contract
Clardy, Daniel	Joe Nightingale	Daily	\$140	1/17/23	Shadow for long term assignment, 1 day
Cornwell, Karen	District	Hourly	\$28	2/6-2/28/23	Proctor, 29 hrs
Dalia, Haya	Olga Reed / Orcutt Academy K	Hourly	\$28	4/17-6/7/23	Hourly Support Teacher, 24 hrs wk
Daniels, Michele	District	Hourly	\$30	2/6-2/28/23	Home & Hospital, 13.5 hrs
Doerksen, Allie	District	Extra Duty	\$45/hr	2/1-2/28/23	Campus Connection/After School Teacher, 21.25 hrs
Dougherty, David	Ralph Dunlap	V-20	\$110,338	2023-24	Approval of Temporary Contract
Edds, John	District	Hourly	\$28	2/6-2/27/23	Proctor, 30 hrs

*To be prorated

NAME	SCHOOL	CLASS/STEP	SALARY	EFFECTIVE DATE	ACTION INFORMATION
Emp #378				06/07/2023	Release from Short Term Staff Assignment
Emp #600				06/07/2023	Retirement
Emp #1227				06/07/2023	Release from Short Term Staff Assignment
Emp #1242				06/07/2023	Release from Short Term Staff Assignment
Emp #2099				06/07/2023	Release from Short Term Staff Assignment
Emp #2398				06/07/2023	Release from Short Term Staff Assignment
Felix, Danielle	Patterson Road	V-17	\$103,213*	2023-24	Job Share, 50%
Frick, Andrea	Undetermined	VI-16	\$105,752	2023-24	Approval of Temporary Contract
Garza, Linda	District	Hourly	\$50	1/17-3/2/23	Mentor for Intern Program, 6 hrs
Gonzalez, Gillian	District	Extra Duty	\$45	2/1-2/22/23	Home & Hospital, 11 hrs
Hanrahan, Alexis	Ralph Dunlap	IV-4	\$66,209	2023-24	Approval of Temporary Contract
Hemphill, Juliann	Charter Academy	Hourly	\$30	3/28-6/30/23	Grand Writer, 10 hrs mo
Hicks, Kaylee	Undetermined	II-1	\$97,213	2023-24	Approval of Probationary Contract
Hough, Roberta	District	Hourly	\$50	2/1-2/28/23	New Teacher Support, 30 hrs
Lear, Jamie	Undetermined	I-5 Extra Duty	\$59,563 \$45/hr	2023-24 2/3-2/28/23	Approval of Temporary Contract Campus Connection/After School Teacher, 13.75 hrs
Matautia, Jewelee	Orcutt I/S	Hourly	\$28	1/9-1/13/23 3/15-5/31/23	Tutoring, 4 hrs Hourly Support Teacher, 3 hr wk
Milanesa, Kateri	Pine Grove	Stipend	\$211*	2022-23	Math Bowl Advisor
Murray, Nicole	Undetermined	V-12	\$90,361 \$7,500	2023-24	Approval of Probationary Contract Signing Bonus, paid over 2 years
Musick, Christin	Pine Grove District	II-4 Extra Duty	\$60,360 \$45/hr	2023-24 2/1-2/28/23	Approval of Temporary Contract Campus Connection/After School Teacher, 13.75 hrs
Nance, Crystal	Patterson Road	V-16	\$100,942	2023-24	Approval of Temporary Contract
O'keefe, Carrie	Orcutt Academy HS	IV-18	\$92,167	2023-24	Correction to placement
Richardson, Laura	District	Hourly	\$30	1/30-2/22/23	Home & Hospital, 12.75 hrs
Riezebos, Devin	District	Extra Duty	\$45/hr	2/1-2/28/23	Campus Connection/After School Teacher, 18.5 hrs
Ritchie, Kimberley	Ralph Dunlap	I-7	\$108,387	2023-24 9/18-10/10/23	Approval of Probationary Contract Approval of Unpaid Leave, 15 days
Romo-Buentiempo, Sara	Alice Shaw	IV-3	\$64,063	2023-24	Approval of Temporary Contract
Rowan, Alisa	Joe Nightingale	III-9	\$74,569	2023-24	Approval of Temporary Contract

*To be prorated

NAME	SCHOOL	CLASS/STEP	SALARY	EFFECTIVE DATE	ACTION INFORMATION
Salinas, Jannine	District	One Time Daily	\$937.50 \$375	5/1/23 6/9-7/7/23	ESY Administrator Set Up ESY Administrator, 20 days
Salvesen, Kris	District	Hourly	\$28	2/1-2/28/23	Proctor, 54 hrs
Schmidt, Shannon	Joe Nightingale	IV-7	\$73,108*	2023-24	Approval of Temporary Contract, 50% Job Share
Shuffield, Jamie	District	Extra Duty	\$45/hr	2/2-2/28/23	Campus Connection/After School Teacher, 20.75 hrs
Thompson, Brittaney	Pine Grove	IV-10	\$80,733	2023-24	Approval of Temporary Contract
Thompson, Linda	District	Hourly	\$28	2/6-2/27/23	Proctor, 28 hrs
Torres, Kiersten	District	Extra Duty	\$45/hr	2/7-2/29/23	Campus Connection/After School Teacher, 3 hrs
Trefts, Hannah	District	Daily	\$140	2/2-2/7/23	Shadow for long term assignment, 2 days
Verbryke, Shannon	Undetermined	V-19	\$107,908	2023-24	Approval of Temporary Contract
Winkelpleck, Dustin	District	Extra Duty	\$45/hr	2/1-2/28/23	Campus Connection/After School Teacher, 17.75 hrs
Wogahn, Alyssa	District	Extra Duty	\$45/hr	2/1-2/28/23	Campus Connection/After School Teacher, 17.5 hrs
Wood, Shannon	Olga Reed / Orcutt Academy K-8	Hourly	\$28	4/17-6/7/23	Hourly ELA Support, 30 hrs wk
York, Sarah	Undetermined	IV-5	\$68,435	2023-24	Approval of Temporary Contract
Zimmerman, Lauren	District	Extra Duty	\$45/hr	2/1-2/28/23	Home & Hospital, 27 hrs

*To be prorated

**Orcutt Union School District
Board of Trustees
Regular Meeting Minutes
March 8, 2023**

CALL TO ORDER

A regular meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, March 8, 2023, in the District Board Room, beginning with Shaun Henderson calling Public Session to order at 6:00 p.m. The Pledge of Allegiance was led by Mark Steller. It was moved by Melanie Waffle seconded by Liz Phillips to adopt the March 8, 2023 agenda. Members Present: Henderson, Phillips, Morinini, Waffle and Steller. Administrators Present: Edds, Salucci, Dana and Knight.

CLOSED SESSION PUBLIC COMMENTS

None

ADJOURN TO CLOSED SESSION

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

RECONVENE TO PUBLIC SESSION

It was moved by Liz Phillips seconded by Lisa Morinini and carried reconvene to Public Session at 6:32 p.m. Shaun Henderson reported that no action was taken during Closed Session.

SUPERINTENDENT'S REPORT

OAHS ASB updated the Board about Orcutt Academy's successful Awards Rally that took place on February 24th. Next, Rhett Carter, Principal of OAHS, and Josh Ostini, Vice Principal of OAHS, presented on the Early College Cadre, which is a program that a select group of students participate in where upon graduation from OAHS, students earn a high school diploma and A.A. degree and can go to a UC/CSU campus with junior standing. Then, the Board recognized the OAHS girls' basketball team and the OAHS SkillsUSA team on their success and achievements and for representing the school with grace and dignity. Finally, Dr. Holly Edds, Superintendent, gave a COVID-19 update and a 2022-2023 Strategic Plan Update.

ITEMS FROM THE BOARD

Mark Steller commented how refreshing it is to see students excited and amped up for the Early College Cadre Program. Melanie Waffle thanked everyone who supported and helped with the OCAF Gala and acknowledge that school sites are dealing with some overwhelming student behaviors and thanked everyone for their advocacy and empathy as we work through this challenging phase. Liz Phillips reinforced what AHC and OAHS are doing to make the Early College Cadre Program a success. Lisa Morinini is excited for the new programs implemented like Esports and soccer teams at Lakeview and Orcutt Jr. High. Shaun Henderson thanked everyone for attending the Board Meeting and thanked Melanie Waffle and all those that donated and attended the OCAF Gala, funds raised at this event go towards enrichment, arts, drama, music etc. and without this funding OUSD wouldn't have the various and robust programs that we offer.

PUBLIC COMMENT

Kelli Zamudio, Vice President of OEA, informed the Board that the Joint SPED Committee held its first meeting and that a grievance is in process for evaluations. Janelle Provost, Diedre Collison and Kirsten Riede, teachers at Alice Shaw Elementary, thanked the Board for the recent raise and expressed their concerns over elevated disruptive classroom behaviors a request for smaller class sizes. Maren Thompson, Marisa Philley, and Dan Lillard, parents of students in the District, voiced their worry over increased troublesome and extreme student behaviors and the safety of other students in the classroom when these behaviors take place. Maren Thompson submitted a letter to the Board for their review and response.

CONSENT AGENDA ITEMS

- A. Classified Personnel Action Report
- B. Hiring of Additional District and Charter Coaches for the 2022-2023 School Year
- C. Certification of Coaches for the 2022-2023 School Year
- D. Certificated Personnel Action Report
- E. Approval of February 8, 2023 Regular Board Meeting Minutes
- F. Approval of March 1, 2023 Special Board Meeting Minutes
- G. Approval of Warrants
- H. Board Policy 3250 Transportation Fees, for the second reading
- I. Board Policy 3460 Financial Reports and Accountability, for the second reading
- J. Board Policy 3515 Campus Security, for the second reading
- K. Board Policy 3540 Transportation, for the second reading
- L. Board Policy 3260 Fees and Charges, for the second reading
- M. Board Policy 0430 Comprehensive Local Plan for Special Education
- N. Board Policy 0450 Comprehensive Safety Plan, for the second reading
- O. Board Policy 0460 Local Control and Accountability Plan, for second reading
- P. Board Policy 5131.7 Weapons and Dangerous Instruments, for second reading
- Q. Board Policy 5142 Safety, for second reading
- R. Board Policy 5148.2 Before/After School Programs, for second reading
- S. Board Policy 5148.3 Preschool/Early Childhood Education, for second reading
- T. Orcutt Jr. High Overnight Trip to attend Disneyland YES Program, March 2023

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

ACTION ITEMS

Strategic Plan Targets and Action Steps for the 2023-2024 School Year

It was moved by Lisa Morinini seconded by Liz Phillips to and carried to approve the Strategic Plan Targets and Action Steps for the 2023-2024 School Year, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

Professional Service Agreement with Consultant James DeLizia for the Development of a Five-Year Strategic Plan for Orcutt Union School District

It was moved by Melanie Waffle seconded by Mark Steller and carried to approve the Professional Service Agreement with James DeLizia in the estimated amount of \$25,000, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

Information Only:

Second Interim Presentation

Orcutt Union School District Second Interim Report 2022-2023

It was moved by Mark Steller seconded by Liz Phillips and carried to approve the Orcutt Union School District Second Interim Report 2022-2023, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

Public Hearing: Transportation Plan

No Comment

Transportation Plan

It was moved by Lisa Morinini seconded by Melanie Waffle and carried to approve the Transportation Plan, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

Resolution No. 13, Commit and Uncommit the General Fund Balance

It was moved by Liz Phillips seconded by Mark Steller and carried to adopt Resolution No. 13, Commit and Uncommit the General Fund Balance, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

Piggyback Bid for the Purchase of Two (2) District School Buses

It was moved by Melanie Waffle seconded by Lisa Morinini and carried to approve the Piggyback Bid and accept pricing from Creative Bus Sales in the amount of \$347,896.78, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

Sale or Disposal of Books, Equipment, and Supplies

It was moved by Lisa Morinini seconded by Melanie Waffle and carried to approve the sale or disposal of books, equipment, and supplies, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

Internal Connections Cabling and Fiber Optics Upgrade Project

It was moved by Mark Steller seconded by Liz Phillips and carried to approve the Internal Connections Cabling and Fiber Optics Upgrade Project and accept pricing from Gold Coast Electric in the total amount of \$591,069, with the cost to the District being \$236,427.60, as it is in the best interest of the District. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

Pre-Authorization to Select a Direct Internet Access/Data Transmission Service Provider

It is was moved by Melanie Waffle seconded by Lisa Morinini and carried to approve the Pre-Authorization to Select a Direct Internet Access/Data Transmission Service Provider not to exceed \$40,000 per year, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

Biola University Affiliation Agreement with Orcutt Union School District

It is was moved by Liz Phillips seconded by Lisa Morinini and carried to approve the Affiliation Agreement between Biola University and Orcutt Union School District for the Intern/Teacher Credentialing and Speech Language Pathologist Programs, as submitted. Ayes: Henderson, Morinini, Phillips, Waffle and Steller.

GENERAL ANNOUNCEMENTS

Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, April 5, 2023, with Closed Session starting at 6:05 p.m., Public Session at approximately 6:30 p.m. and a Special Board Study Session scheduled for March 29, 2023 beginning with Open Session at 6:00 p.m. in the District Office Board Room, 500 Dyer St., Orcutt, CA 93455.

ADJOURN TO CLOSED SESSION

It was moved by Lisa Morinini seconded by Melanie Waffled and carried to adjourn to Closed Session at 8:26 p.m.

RECONVENE TO OPEN SESSION

I was moved by Mark Steller seconded by Melanie Waffle and carried to reconvene to Open Session at 9:02 p.m. Shaun Henderson reported that no action was taken in Closed Session.

ADJOURN

It was moved my Liz Phillips seconded by Melanie Waffle and carried to adjourn the meeting at 9:03 p.m.

Holly Edds, Ed.D. Board Secretary

Lisa Morinini, Clerk, Board of Trustees

**Orcutt Union School District
Board of Trustees
Regular Meeting Minutes
March 29, 2023**

CALL TO ORDER

A regular meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, March 29, 2023, in the District Board Room, beginning with Shaun Henderson calling Public Session to order at 5:30 p.m. The Pledge of Allegiance was led by Melanie Waffle. It was moved by Liz Phillips seconded by Mark Steller to adopt the March 29, 2023 agenda. Members Present: Henderson, Morinini, Phillips, Waffle and Steller. Administrators Present: Edds, Salucci, Dana and Knight. Board Member Morinini left the meeting during the second Closed Session.

CLOSED SESSION PUBLIC COMMENT

None

ADJOURN TO CLOSED SESSION

It was moved by Melanie Waffle seconded by Lisa Morinini and carried to Closed Session at 5:31 p.m. Ayes: Henderson, Morinini, Phillips, Waffle, and Steller.

RECONVENE TO PUBLIC SESSION

It was moved by Liz Phillips seconded by Lisa Morinini and carried to reconvene to Public Session at 6:00 p.m. Shaun Henderson reported that no action was taken during Closed Session.

PUBLIC COMMENT

Heather Gray requested clarification on OUSD policy.

SPECIAL BOARD MEETING

Key Site 17 update provided by TAIT and Associates.

ADJOURN TO CLOSED SESSION

It was moved by Melanie Waffle seconded by Lisa Morinini and carried to Closed Session at 6:48 p.m. Ayes: Henderson, Morinini, Phillips, Waffle, and Steller.

RECONVENE TO PUBLIC SESSION

It was moved by Mark Steller seconded by Melanie Waffle and carried to reconvene to Public Session at 7:33 p.m. Shaun Henderson reported that no action was taken during Closed Session.

SPECIAL BOARD MEETING (Continued)

Facilities update including information on completed and upcoming projects within the district.

GENERAL ANNOUNCEMENTS

Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, April 5, 2023, with Closed Session starting at 6:05 p.m., Public Session at approximately 7:00 p.m. in the District Office Boardroom, 500 Dyer St., Orcutt, CA 93455.

ADJOURN

It was moved by Liz Phillips seconded by Melanie Waffle and carried to adjourn the meeting at 8:30 p.m.

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.



EDUCATIONAL SERVICES MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D

FROM: Julie Kozel, Executive Director of Curriculum and Instruction
Josie Coburn, Band Director, Lakeview and Orcutt Jr. High

BOARD MEETING DATE: April 5, 2023

BOARD AGENDA ITEM: Music in the Park Festival, Knott's Berry Farm

BACKGROUND: Lakeview Junior High School and Orcutt Junior High Bands will be participating in Music in the Parks Festival in Knott's Berry Farm, Buena Park, CA. Josie Coburn our District Band Director and four additional chaperones will be traveling with forty-eight 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 choirs and bands.

This trip will be an overnight trip and students will depart on the morning of Friday, April 21, 2023 and return on the evening of Sunday, April 23, 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 ~~3/31/23 - 4/2/23~~ 4/21/23 - 4/23/23
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, 3/31/23 Return Time 1:00PM Sun, 4/2/23
2. Employees Going on the Trip Josie Coburn
3. # Students 48 #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 OUSD JH 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.

JMC 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.)

JMC 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 1-11-23

Principal Approval *[Signature]* Date 1/12/13

Copy sent to: Health Services _____ Child Nutrition _____



Upcoming Field Trip Information Music in the Parks / Knott's Berry Farm

The OUSD JH Bands will be taking our annual Music in the Parks trip on Friday, March 31st, to Sunday, April 2nd, 2023. This trip will include a performance at Valencia High School, a hotel stay at Days Inn Fullerton, and a day of fun at Knott's Berry Farm!

- Requested Fee: \$75 per student to cover the cost of the competition and the Knott's Berry Farm ticket. Transportation and hotel costs will be paid for through our fundraising efforts.
- Please complete the attached medical form. If medications will be needed on the trip, a physician must complete the form, and all medications for the duration of the trip must be turned into the district nurse.
- The students will be representing our school, and our band, and will be expected to exhibit their best behavior. Students must sign the behavior contract before the trip, and follow regular school policies as presented in the handbook while on the field trip.

Thank you!
Josie Coburn

Music in the Parks Trip Information	
Due by: Friday, March 3rd	<ul style="list-style-type: none"> • \$75.00 - Covers competition fee and Knott's admission Checks should be made payable to: OUSD JH Band • Behavior Contract & Permission Slip
Due by: Friday, March 10th:	<ul style="list-style-type: none"> • Medical form (signed whether medication is needed or not) • All prescribed medications needed for the trip must be properly labeled and turned in to the district nurse no later than Friday, March 10th.
Trip Dates:	Friday, March 31 - Sunday, April 2 <i>Friday, April 21 - Sun., April 23</i>
Call Time:	8:00am Friday, March 31
Drop-off location:	Orcutt Academy High School Band Room
Bus Departs:	9:00am
Hotel Location:	Days Inn, 333 Imperial Hwy. Fullerton, CA 92835 Phone: (714) 447-9200 https://www.wyndhamhotels.com/days-inn/fullerton-california/days-inn-and-suites-fullerton/overview
Contest Location:	Valencia High School: 500 N. Bradford Ave., Placentia, CA 92870 Phone: (714) 996-4970
Knott's Berry Farm:	8039 Beach Blvd. Buena Park, CA 90620 Phone: 714-220-5200 https://www.knotts.com/
Attire:	Comfortable, appropriate clothing for amusement park, travel and hotel stay. Concert black for competition.
Return Time:	Approximately 1:00pm Sunday, April 2nd



ORCUTT ACADEMY HIGH SCHOOL MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D

FROM: Rhett Carter
Principal, Orcutt Academy High School

BOARD MEETING DATE: April 5, 2023

BOARD AGENDA ITEM: Pre-Approval for 2023 FIRST Robotics Championship

BACKGROUND: The OAHS Robotics team is asking for preapproval to attend an out of state event. Robotics may have the opportunity to participate in the 2023 First Robotics Championship in Huston, TX on April 19th through April 23rd. The team will not know if they qualify for the championship until they compete in the FIRST Aerospace Valley Regional in Lancaster, CA on April 1st. It is anticipated that the total amount of this trip will be paid out of funds raised by the students.

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

FUNDING: No impact on general fund.

PRESENTED BY **BAE SYSTEMS**

2023 *FIRST*[®] Championship presented by BAE Systems Houston, April 19-22, 2023

Hosted by *FIRST*[®], *FIRST* Championship is a culminating, international event for our youth robotics competition season and an annual celebration of science, technology, engineering, and math (STEM) for our community as we prepare young people for the future. Qualification and advancement to participate in *FIRST* Championship varies by program.

The 2023 *FIRST* Championship is presented by BAE Systems. [Learn more about our sponsors.](#)

Registration and Hotel Accommodations

FIRST requires every *FIRST* Championship attendee to be registered and badged. Attendee registration grants access to participant-only activities and increases the security of the event. [Learn more about how to register.](#)

FIRST partners with ConferenceDirect to bring teams, volunteers, and all attendees more than 30 *FIRST*-reviewed hotel locations to choose from during the 2023 *FIRST* Championship in Houston. [All housing for the 2023 *FIRST* Championship is now open.](#)

George R. Brown Convention Center



Event & Houston Info

Visit Event & Houston Info to find information on what to expect at *FIRST* Championship as you plan your visit, including registration, housing, event guidance, and more about our host city of Houston.

EVENT & HOUSTON INFO

2023 *FIRST* Championship Sponsors



ORCUTT ACADEMY HIGH SCHOOL MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed. D

FROM: Rhett Carter
Principal, Orcutt Academy High School

BOARD MEETING DATE: April 5, 2023

BOARD AGENDA ITEM: 56th Annual Leadership and Skills USA State Conference

BACKGROUND: On April 13, 2023, three Orcutt Academy High School students along with mentor Heather Penk will be attending the 56th Annual Leadership and Skills USA State Conference. Orcutt Academy will be competing with Allan Hancock College. They will depart from Allan Hancock College on April 13, 2023 at 7:00 a.m. and return April 16, 2023 at 5:00 p.m.

This will be an overnight trip the team will be staying in Ontario, CA. Transportation will be provided by Allan Hancock College. This trip will be paid by Allan Hancock College.

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 04-13-2023 - 04/16/23
2. Destination Ontario, CA
Telephone # 805-720-6869 Fax # _____
3. Requested Donation per Student (if any) 0

TRANSPORTATION

1. Time of Departure 7:00 Am ^{4/13/23} Return Time 5:00 p ^{4/16/23}
2. Employees Going on the Trip Mrs. Penk Heather Penk
students - Valeria Morales, Jocelyn Mejia, Hailey Salas
3. # Students 3 #Chaperones ON THE BUS _____ Student/Staff Ratio on Trip _____
4. OUSD Bus _____ Walking _____ Private Car(s) _____ Other Bus Source AHC rented vehicles
5. Other Stops Requested _____
6. Purpose of Trip Skills UAA State Conference
7. Curriculum Connection (list standards if possible) _____
8. Pick up Location Allan Hancock College
9. Sack Lunches or Supplies/Additional Clothing Needed? W/A
10. Account to be Charged N/A

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 Heather Penk Date 3/22/23

Principal Approval [Signature] Date 3/22/23

Copy sent to: Health Services Child Nutrition _____

✓ - added to calendar



Donate Today



Register

Calendar



Home About Advisors Students Regions Conferences Partners Contact Us Resources Membership

State Conference



REGISTRATION

OPENS: February 23, 2023
CLOSES: March 16, 2023

Contestants, Advisors, and Chaperones

\$210.00 Each

Voting Delegates
Courtesy Corps

\$140.00 Each

Registered Observers*

\$120.00 Each

*A registered observer is a non-contestant, non-advisor, contest model, administrator, guest, or non-member. Registered observers will not receive a conference shirt, pin, tickets for social, or other conference materials.

Members Register Here

Four-Day Event Includes

- Open & Closing Ceremonies
- 120 Competitive Events and Awards
- Delegate Sessions
- State Officer Elections
- CEP Champions Awards

Seminars & Workshops

- CEP, How do they do that?
- Advisor Lead Sessions
- Register For Success
- Influence
- Social Media for Chapters
- 2023-24 RLSC Roundtable

Transportation

There will be no transportation provided by SkillsUSA California. Please be prepared to provide your own transportation to off-site locations as indicated in the Guidebook schedule.

Convention Center Parking:
\$10 per day self-parking

Exhibitors Access
 Social Activities
 Conference T-Shirt & Pin
 Advisor of the Year Awards
 Seminars and Workshops
 Community Service

And More!

Volunteer or Sponsor Opportunities

Alumni & Friends
Contest Judges
Exhibitors
Sponsorship
Presenter Application

Food & Beverage

Provided by SkillsUSA:

- Friday Social: In-n-Out & Mister Softee or OCC dinner option
- Lunches for Courtesy Corps
- Evening of Excellence Dinner: Invited guests only

Available for Purchase:

- Convention
- Center Concessions
- Local Restaurants

Hotel Reservations

Conference Agenda

Guidebook & Schedule Coming Soon

Contest Guidelines

RESOURCES

- [What Is A Voting Delegate?](#)
- [Voting Delegate Limits](#)
- [Who can join Courtesy Corps?](#)
- [SkillsUSA National Contest Descriptions](#)
- [SkillsUSA National Technical Standards](#)
- [Clothing Requirements](#)
- [Knowledge Assessment Study Guide](#)
- [Online Testing User Guide](#)
- [State Officer Candidate Information](#)
- [Whitelist Letter](#)
- [Form 2](#)
- [Substitution Policy](#)
- [Substitution Form Coming Soon](#)
- [2023 FAQ](#)
- [Press Release](#)



Prepare for Success!

2022-23 State Design Finalists

State Pin Finalists



- P33 Hailey Gray - Apple Valley High School
- P53 Giselle Trejo - Franklin High School
- P95 Bryce Reynolds - Chico High School

State T-Shirt Finalists



- T27 Skye Beck - Apple Valley High School
- T38 Chloe Dumivent - Apple Valley High School
- T120 Angel Estrada - Franklin High School

2023 SLSC Results Coming Soon

2023 SLSC Certificates Coming Soon

SkillsUSA State Leadership and Skill Conference

**Field Trip
Permission Slip**



Dear SkillsUSA Families,

The OAHS SkillsUSA Team will be traveling with the AHC SkillsUSA Team to the SkillsUSA State Leadership and Skill Conference in Ontario, California on April 13th, 2023 (leaving from AHC at 7:00am) and returning on April 16th, 2023 (arriving at AHC around 5:00pm). Students will be competing in various skills competitions throughout the conference, attending opening and closing ceremonies, among other activities. The students will be representing our school, and our SkillsUSA Team, and will be expected to exhibit their best behavior. Students must follow regular school policies as presented in the handbook while on the field trip. Please see the following for more details.

Thank you!
Ms. Penk

Details

Location:	Ontario Convention Center 2000 E Convention Center Way Ontario, CA 91764
Dates:	Thursday, April 13 through Sunday, April 16, 2023
Departure Time:	7:00 am from AHC Building A parking lot. Please arrive before the departure time.
Return Time:	Approximately 5:00 pm
Attire:	During opening and closing ceremonies – SkillsUSA white polo and black pants During competitions – specific SkillsUSA uniform All other times will be casual dress

Please sign and return the bottom portion of this slip. You may keep this top part for your reference.

**OAHS SkillsUSA Field Trip to SkillsUSA State Leadership and Skill Conference in Ontario, CA
4/13/23 to 4/16/23**

I give permission for _____ to participate in this field trip.
(Student Name)

Emergency Contact Name: _____ Phone: _____

Special Notes (Medications, allergies, etc): _____

Parent/Guardian Signature: _____ Date: _____



SUPERINTENDENT'S MEMORANDUM

TO: Board of Trustees

FROM: Holly Edds, Ed.D
Superintendent

BOARD MEETING DATE: April 5, 2022

BOARD AGENDA ITEM: Notice of Completion: Olga Reed ES Classroom Modernization Project

BACKGROUND: On April 13th, 2022, the Board of Trustees awarded the bid for the Olga Reed ES Classroom Modernization project. The objectives of this project were to provide site-wide fire alarm upgrades and modernize two existing classroom wings. The work commenced on June 10th, 2022 and was completed and signed off by the District on Friday, March 31st, 2023.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the Olga Reed ES Classroom Modernization project as complete.

FUNDING: N/A

Recording requested by
And when recorded mail to:

Orcutt Union School District
Dr. Holly Edds
500 Dyer St.
Orcutt, CA 93455

LINE FOR RECORDER'S USE

NOTICE OF COMPLETION

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

Notice is hereby given:

1. The undersigned is owner or corporate office of the owner of the interest or estate stated below in the property hereinafter described: In fee
2. The full name of the owner is Orcutt Union School District
3. The full address of the owner is 500 Dyer St., Santa Maria, CA 93455
4. The work Olga Reed Elementary School Modernization on the said property described below was completed on March 31st, 2023. The work done was: site fire alarm upgrades and modernization of two classroom wings at site listed on #7.
5. The name of the general contractor, if any, for such work of was Pre-Con Industries, Inc. contract date, April 13, 2022.
6. The property on which said work of improvement was completed is in the Town of Los Alamos, County of Santa Barbara, State of California, and described as follows:
7. The street address of said properties are Olga Reed Elementary School APN #s 101-243-001 (405 Helena St., Los Alamos, CA 93440) & 101-270-018 (480 Centennial St., Los Alamos, CA 93440).

Owner: Orcutt Union School District

Signed by Dr. Holly Edds, Superintendent

VERIFICATION

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

Executed on: April 5, 2023

Owner: Orcutt Union School District

Signed by _____
Dr. Holly Edds, Superintendent



EDUCATIONAL SERVICES MEMORANDUM

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

FROM: Joe Dana
Assistant Superintendent, Educational Services

BOARD MEETING DATE: April 5, 2023

BOARD AGENDA ITEM: MOU with Allan Hancock College for 2023-2024

BACKGROUND: The attached Memorandum of Understanding (MOU) with the Allan Hancock Joint Community College District is necessary in order to expand concurrent enrollment offerings at Orcutt Academy High School in the 2023-2024 school year. This MOU articulates the consent of Allan Hancock College to allow Taft Community College to provide concurrent enrollment in four courses: English 101 (Freshman Composition: Exposition), English 112 (English Support Course), Math 123 (Elementary Statistics), and Math 123S (Math Support Course). Allan Hancock has previously denied concurrent enrollment for English 101 and Math 123; hence, the request to Taft to provide them.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the MOU with the Allan Hancock Joint Community College District for 2023-2024 as submitted.

FUNDING: No impact.

MEMORANDUM OF UNDERSTANDING
between
ALLAN HANCOCK JOINT COMMUNITY
COLLEGE DISTRICT
and
ORCUTT UNION SCHOOL DISTRICT

This Memorandum of Understanding (MOU) is entered into by and between Allan Hancock Joint Community College District (AHJCCD, hereinafter referred to as the COLLEGE) and the Orcutt Union School District (OUSD, hereinafter referred to as the SCHOOL).

The parties hereto agree:

I. **TERM**

This MOU shall become effective Fall 2023 beginning August 1, 2023 and terminating on May 31, 2024. This agreement is valid for 1 academic year with a possibility to be renewed by the SCHOOL. The COLLEGE shall have the right to void any portion of this MOU at the conclusion of a semester should the COLLEGE agree to offer the course(s) as Concurrent Enrollment.

II. **PURPOSE**

The purpose of this MOU is to articulate the consent of the COLLEGE to allow the SCHOOL to request delivery of Concurrent Enrollment courses denied by the COLLEGE from Taft Community College outside of the COLLEGE district.

III. **RESPONSIBILITIES**

A. SCHOOL responsibilities:

1. The SCHOOL will continue to apply to the COLLEGE for all concurrent enrollment courses as articulated in the current Instructional Services Agreement.

B. SCHOOL responsibilities:

1. The SCHOOL may communicate with Taft Community College to schedule the specific Concurrent Enrollment Courses listed below for 2023/2024 that have been denied by the COLLEGE during the 2022/2023 course approval process:

- | | | |
|-------------|---------------------------|---------|
| • ENGL 101 | Freshman Comp: Exposition | 4 units |
| • ENGL 112 | Support Course | 2 units |
| • MATH 123 | Elementary Statistics | 4 units |
| • MATH 123S | Support Course | 1 unit |

IV. CONFIDENTIALITY

Each party shall ensure information is kept confidential in accordance with applicable Federal, State and local law. Confidential information requires special precautions to protect it from loss, unauthorized use, access, disclosure modification and destruction.

V. INDEMNITY

The SCHOOL agrees to indemnify, defend and hold harmless the COLLEGE, its officers, agents and employees from any and all claims, injuries, losses or damage, which arise in any way out of or in connection with performance of this MOU by the SCHOOL or its officers, employees and agents and either directly or indirectly, from any act, error or omission or negligence of the SCHOOL or any of its officers, employees or agents.

The COLLEGE agrees to indemnify, defend and hold harmless the SCHOOL its officers, employees and agents from any and all claims, injuries, losses or damage, which arise in any way in connection with performance of this MOU by the COLLEGE or any of its officers, employees or agents and either directly or indirectly, from any act, error or omission or negligence of the COLLEGE or any of its officers, employees or agents.

VI. NON-DISCRIMINATION CLAUSE

The SCHOOL and the COLLEGE mutually affirm that they shall not discriminate against any person in any aspect of education or employment, on the basis of race, color, ancestry, religion, gender, marital status, national origin, ethnic identification, age, sexual orientation, mental or physical disability, medical condition or status as a Vietnam-era veteran.

VII. CHANGES

Changes to this MOU shall be addressed to the contact persons listed herein.

Contact Person for the COLLEGE:

Name: Thomas Lamica
Title: Project Director
Address: 800 South College Drive
Santa Maria, CA 93454
Phone: 805-922-6966 ext. 3820
Email: thomas.lamica@hancockcollege.edu

Contact Person for the SCHOOL:

Name: Rhett Carter
Title: Principal
Address: 610 Pinal Avenue
Santa Maria, CA 93455
Phone: 805-938-8590
Email: rcarter@orcutt-schools.net

IN WITNESS WHEREOF the COLLEGE and the SCHOOL hereby agree to the terms of this MOU.

APPROVED FOR AHJCCD

Dr. Eric D. Smith

Associate Superintendent/
Vice President Finance & Administration

Date:_____

APPROVED FOR OUSD

Holly Edds, Ed.D.

OUSD Superintendent

Date:_____



EDUCATIONAL SERVICES MEMORANDUM

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

FROM: Joe Dana
Assistant Superintendent, Educational Services

BOARD MEETING DATE: April 5, 2023

BOARD AGENDA ITEM: CCAPP Agreement with Taft Community College for 2023-2024

BACKGROUND: The attached College and Career Access Pathways Partnership (CCAPP) Agreement with the West Kern Community College District is necessary in order to expand concurrent enrollment offerings at Orcutt Academy High School in the 2023-2024 school year. This agreement puts in place a partnership with Taft College to provide concurrent enrollment offerings in English 101 (Freshman Composition: Exposition) and Math 123 (Elementary Statistics). For background, OAHS anticipates it will offer two sections of English 101 (typically taken by sophomores and juniors) and one section of Math 123 (typically taken by juniors and seniors) in 2023-2024.

This item is a companion to the MOU with Allan Hancock College also coming before the Board on April 5. Hancock previously has denied concurrent enrollment for these courses, and the MOU with Hancock provides consent for Taft to move forward in working with OAHS.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the CCAPP Agreement with the West Kern Community College District as submitted.

FUNDING: As with concurrent enrollment courses done in partnership with Allan Hancock College, it is anticipated that the OUSD will receive a portion of Taft College's apportionment for student attendance in English 101 and Math 123. This funding can be used in support of textbooks, instructional materials, and other expenses associated with these courses.

**COLLEGE AND CAREER ACCESS PATHWAYS PARTNERSHIP AGREEMENT
BETWEEN
ORCUTT UNION SCHOOL DISTRICT
AND WEST KERN COMMUNITY COLLEGE DISTRICT**

This College and Career Access Pathways Partnership Agreement (Agreement) is entered into on April 17, 2023, by and between ORCUTT UNION SCHOOL DISTRICT (“OUSD”) and WEST KERN COMMUNITY COLLEGE DISTRICT (“WKCCD”) (collectively, the “Parties”) to conduct courses/trainings and provide services as described in EXHIBIT “A” and those supplemental documents subsequently and mutually agreed upon by the Parties, which documents may be appended from time to time to and be incorporated in Exhibit “A”.

A. RECITALS

OUSD has a California public secondary school, Orcutt Academy Charter High School, that is duly recognized by the State Superintendent of Instruction and accredited by the Western Association of Schools and Colleges (WASC).

West Kern Community College District (WKCCD) is a California community college district accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC).

In accordance with the California Educational Code and Title 5 of the California Code of Regulations, OUSD and WKCCD agree to allow students at OUSD to participate in college courses and trainings offered by WKCCD.

The purpose of this Agreement is to offer or expand dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness.

This Agreement has been presented as an informational item at an open public meeting of the governing boards of both WKCCD and OUSD. At a subsequent open public meeting of each governing board, each board took comments from the public and approved this Agreement.

This Agreement shall become effective upon the execution by all Parties hereto and to commence on this date, April 5, 2023, and shall terminate on June 30, 2024 or such time either party determines that the agreement be terminated, by giving the other party at least 30 days’ written notice prior to the end of a semester of its intent to terminate the Agreement, pursuant to Subsection G.16., *infra*, and subject to the conditions set forth in Subsection D.

B. WKCCD AGREES TO PROVIDE:

1. Qualified instructors to be supervised by WKCCD. Instructors shall meet minimum qualifications in accordance with the California Community College Chancellor’s Office. Minimum qualifications shall be listed and shall be consistent with requirements in other similar courses given by WKCCD.
2. Appropriate college courses as mutually agreed upon by WKCCD and OUSD.

3. A class delivery schedule as mutually agreed upon and is responsive to OUSD, WKCCD, instructors, and facility availability.
4. Instructor(s) and class evaluations.
5. All college courses will appear on a Taft College transcript for all students who register for courses. The grade symbol reflected on the transcript will be the grade earned by each student according to Title 5 of the California Code of Regulations. Students who officially withdraw from any course by the appropriate deadline will not have any grade symbol recorded on a transcript.
6. Administrative services as necessary to administer program and the provision of this contract.
7. Student ancillary and support services including but not limited to: counseling and guidance services, placement assistance, admission, enrollment, assessment, tutoring, helpdesk, library, electronic resources, and other services necessary for successful matriculation and academic success of students at WKCCD. Service delivery may be via web conference, telephone, or other remote delivery.
8. Personnel who will work closely with OUSD counselors to monitor student progress and provide unit obtainment and/or certificate status reports each semester.
9. Provide advising to OUSD students interested in transitioning to a community college, four-year university, or directly into the workforce.
10. WKCCD agrees that it will not provide physical education course opportunities to high school pupils pursuant to this Agreement or any other course opportunities that do not assist in the attainment of the goals of this Agreement, including offering or expanding dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness.
11. To the extent this program is operated on-site by OUSD, WKCCD shall be responsible for the educational program(s) and/or course(s).
12. WKCCD, in conjunction with the OUSD, shall report annually to the State Chancellor's Office all of the following information:
 - i. The total number of high school pupils by school site enrolled in each CCAP partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.
 - ii. The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants.
 - iii. The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants.
 - iv. The total number of Full-Time Equivalent Student (FTES) generated by CCAP partnership participants.
13. WKCCD certifies that does not receive full compensation for the direct education costs of the course(s) offered pursuant to this Agreement from any public or private agency, individual, or group.
14. WKCCD is responsible for obtaining certification from OUSD verifying that the

instructional activity to be conducted will not be fully funded by other sources.

C. OUSD AGREES TO:

1. Confirm WKCCD courses and scheduling to meet needs/goals before course(s) begin.
2. Provide and/or facilitate classrooms and facilities for course(s) requested. These will be provided at no cost to WKCCD.
3. Provide students with required textbooks and course materials as will be required to successfully participate in the course(s), or a stipend as mutually agreed upon to be paid directly to OUSD for these materials.
4. Reimburse WKCCD for textbook and materials costs, if any, as identified and agreed upon throughout contract period. WKCCD will invoice OUSD upon commencement of each course for such costs. OUSD will pay said invoices on a 40-day net basis. Late charges of 1 ½ percent per month will be assessed for payment not received within fifty-five days of invoice date.
5. Where appropriate, identify quality and committed OUSD teachers, who wish to teach courses under this Agreement and who meet California Community College Minimum Qualifications for Faculty pursuant to the California Chancellor's Office and any additional applicable law.
6. Where appropriate, identify qualified and committed personnel OUSD to be responsible for implementing and sustaining all components of the CCAP Agreement.
7. Work closely with Taft College staff to ensure OUSD students are supported to seamlessly transition to Taft College to complete an AS, AS-T or transfer to a four-year university or enter directly into the workforce.
8. Undertake its best efforts to secure minimum enrollment of students at all times.

D. COURSE OFFERINGS

1. See Exhibit "A" for courses that will be offered in each semester. Thereafter, once mutual agreement is reached on future courses to be offered, a notice will be provided to each party for compliance with AB288 and Education Code section 76004 as needed.
2. Pursuant to this Agreement, the total number of high school students to be served is at least 30 and the total number of full-time equivalent students projected to be claimed by the community college district for those students is 90.
3. No district shall receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be paid, an allowance or apportionment.
4. The attendance of a high school pupil at WKCCD as a special part-time or full-time student pursuant to this Agreement is authorized attendance for which WKCCD shall be credited or reimbursed pursuant to Education Code sections 48802 and 76002, provided that no school district has received reimbursement for the same instructional activity.
5. Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with WKCCD guidelines, policies, pertinent statutes, and regulations.
6. A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with WKCCD guidelines, policies, pertinent statutes, and regulations.

E. PROTOCOLS

i. DESCRIPTION OF PROTOCOLS FOR INFORMATION SHARING, IN COMPLIANCE WITH ALL APPLICABLE STATE AND FEDERAL PRIVACY LAWS

1. The Parties agree to comply with all applicable state and federal privacy laws, including the Family Educational Rights and Privacy Act.
2. The Parties shall comply with all laws, rules and regulations of competent public authority relating to its duties, obligations and performances under this contract, and shall procure all licenses and required thereby. WKCCD shall comply with Executive Order 11246, relating to Equal Employment Opportunity, and all rules and regulations issued pursuant thereto.
3. The Parties agree to not discriminate in the selection of any student to receive instruction pursuant to this Agreement because of race, creed, color, national origin, sex, sexual orientation, or age.
4. OUSD and WKCCD understand and agree throughout performance and/or upon completion, either will not include discussions of information which may be considered proprietary or confidential with any third party.

ii. DESCRIPTION OF PROTOCOLS FOR JOINT FACILITIES USE

1. FACILITY. OUSD shall make the FACILITY located at Orcutt Academy High School, 610 Pinal Avenue in Orcutt, available for educational uses for WKCCD courses.
2. USE OF FACILITY. WKCCD shall use the FACILITY for educational services and mutually agreed upon activities that benefit students and/or community members, including:
 - a. Career and outreach events for students, community and others related to WKCCD classes.
 - b. Workshops relating to WKCCD.
3. OUSD shall furnish the FACILITY with standard classroom desks. OUSD and WKCCD approved entities will use the FACILITY for educational-related purposes. The Parties will discuss and agree one semester in advance for scheduling the use of FACILITY to ensure WKCCD has priority use as set forth in this AGREEMENT and to ensure the OUSD may use the FACILITY for its intended high school purposes. To the extent possible, OUSD will assist WKCCD by making OUSD administration and staff available during WKCCD's use of FACILITY. The Parties shall coordinate the opening and closing of FACILITY including designating respective staff to be responsible for security information and keys.
4. RENT. WKCCD will not be required to pay any rent for use of the FACILITY.

iii. DESCRIPTION OF PROTOCOLS FOR PARENTAL CONSENT FOR HIGH SCHOOL PUPILS TO ENROLL IN COLLEGE COURSES ARE SET FORTH

IN EXHIBIT “B.”

F. HOLD HARMLESS AGREEMENT AND INSURANCE

1. To the fullest extent permitted by law, WKCCD shall indemnify and hold harmless OUSD, its directors, officers and employees, from any and all liability claims, damages, costs and expenses, including attorney’s fees, caused by or resulting from the negligent or intentional acts or omissions of WKCCD or any of WKCCD’s employees. OUSD shall indemnify and hold harmless WKCCD, its directors, officers, and employees, from any and all liability, claims, damages, costs and expenses, including attorney’s fees, caused by or resulting from the negligent or intentional acts or omissions of OUSD or any of OUSD’s employees. Neither party shall cover any negligent acts or omissions of the other. In the event of any such claim is made, or suit filed, both Parties shall give the other prompt written notice thereof, and each shall have the right to defend or settle. A Party that intends to seek an indemnity or hold harmless from the other Party shall notify the other Party in writing thereof, and within a reasonable time after the Party knows or becomes aware of any claim arising out of, resulting from or relating to this Agreement that may or has resulted in a loss, describing (if known or determinable) the pertinent circumstances, all entities and persons involved, and the amount(s) being claimed, and shall not settle or resolve the claim until it has notified the other Party of the claim in accordance with the provisions of this subsection and given the other Party an opportunity to participate in and consent to the settlement or resolution of the claim, which consent the other Party shall not unreasonably withhold.
2. Without limiting the above indemnification provision and during the term of this Agreement, OUSD shall obtain and maintain, and shall require their subcontractors to obtain and maintain, liability insurance coverage in the amount of not less than one million dollars (\$1,000,000.00) to cover any classroom incident, accident, or illness. Each Party’s insurance shall be primary to and not contributing with any other insurance or self-insurance programs maintained by the other Parties, and shall be provided and maintained at the Party’s own expense.
3. OUSD agrees to provide a Certificate of Insurance verifying liability coverage in the amount of one million dollars. WKCCD and OUSD agree to add and include each other’s officials, officers, employees, agents and volunteers as an additionally insured in each other’s general liability insurance coverage, throughout the term of this Agreement. Each Party shall provide written notice to the other of any change to said coverage.
4. The Parties mutually agree to notify one another of any accident or incident relating to services performed under this Agreement which involves injury or property damage which may result in the filing of a claim or lawsuit against any of the Parties, and, of any actual third party claim or lawsuit arising from or related to services under this Agreement.

G. GENERAL CONTRACT TERMS AND CONDITIONS

1. Courses will generally be conducted online and/or in classrooms and facilities provided by or facilitated by OUSD at no cost to WKCCD.
2. The point of contact for each party shall be as follows:
 - iii. WKCCD Taft College
 - a. Dr. Leslie Minor

- b. Vice President of Instruction
- c. 29 Cougar Ct, Taft, CA 93268
- d. 661-763-7871
- e. lminor@taftcollege.edu

iv. OUSD

- a. Joseph Dana
- b. Assistant Superintendent, Educational Services
- c. 500 Dyer St., Orcutt, CA 93455
- d. 805-938-8934
- e. jdana@orcutt-schools.net

3. The Parties agree that a high school pupil enrolled in a course offering in accordance with this Agreement shall not be assessed any fee that is prohibited by Education Code section 49011, including a fee charged to a pupil, or a pupil's parent or guardian, as a condition of course registrations or for textbooks, or for textbooks, supplies, materials and equipment needed to participate in the course.
4. WKCCD may allow a special part-time student participating in a CCAP partnership agreement established pursuant to this article to enroll in up to a maximum of 15 units per term if all of the following circumstances are satisfied:
 - iii. The units constitute no more than four community college courses per term.
 - iv. The units are part of an academic program that is part of a CCAP partnership agreement established pursuant to this article.
 - v. The units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential.
5. A high school pupil enrolled in courses offered through this Agreement and that is properly classified as having "special part-time student" status as described by Education Code section 76004(p) shall be exempt from the following community college fee requirements:
 - iii. Student representation fee (Ed. Code, § 76060.5)
 - iv. Nonresident Tuition Fee (Ed. Code, § 76140)
 - v. Transcript Fees (Ed. Code, § 76223)
 - vi. Course Enrollment Fees (Ed. Code, § 76300)
 - vii. Apprenticeship Course Fees (Ed. Code, § 76350)
 - viii. Child Development Center Fees (Ed. Code, § 79121)
6. The Parties agree that a copy of this Agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the California Department of Education before the start of the partnership under this Agreement.
7. The Parties agree that WKCCD will be the employer of record for purposes of assignment monitoring and reporting to the county office of education.
8. WKCCD agree that it has documentation that instruction claimed for apportionment under this Agreement is under the immediate supervision and control of an employee of WKCCD who has met minimum qualifications for instruction in the discipline of the course of a California community college. Instructors shall provide supervision and control necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity. Faculty presence shall in be in accordance with applicable law, including title 5 of the California Code of Regulations, sections 58050, 58051, 58056 and 58058.
 - iii. If the instructor is not a paid employee of WKCCD, WKCCD shall have a written agreement/contract with each such instructor requiring student attendance

and FTES to be reported by the instructor as required by WKCCD and stating that WKCCD has the primary right to control and direct the instructional activities of the instructor, in accordance with applicable law, including title 5 of the California Code of Regulations, section 58058(b).

- iv. WKCCD shall demonstrate control and direction through such actions as providing the instructor an orientation, instructor's manual, course outlines, curriculum materials, testing and grading procedures, and any other materials and services it would provide its hourly on-campus instructors.
9. The Parties agree that WKCCD will assume reporting responsibilities pursuant to applicable federal teacher quality mandates.
 10. Under this Agreement, WKCCD may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to this Agreement.
 - iii. If Paragraph 10 is inapplicable for any course, the course shall be held at a facility which is clearly identified as open to the general public, noting that students may be required to meet course or program prerequisites. Enrollment in such courses must be open to any person who has been admitted to the college and who has met any applicable prerequisites.
 - iv. The District policy on open enrollment, including a description of courses and information on whether the course is offered for credit or transferable, will be published in the college catalogue, schedule of classes, and any addenda to the schedule of classes.
 11. Degree and certificate programs shall be approved by the California Community College Chancellor's Office and courses that make up the programs shall be part of the approved programs, or WKCCD has received delegated authority to separately approve those courses locally. Faculty teaching different sections of the same course will teach in a manner consistent with the approved outline of record for the course.
 12. The Parties certify that any community college instructor teaching a course on a high school campus has not been convicted of any sex offense as defined in Education Code section 87010, or any controlled substance offense as defined in section 87011. Any OUSD employee who teaches a course on WKCCD property pursuant to this Agreement shall comply with applicable OUSD and WKCCD policies and applicable law related to fingerprinting and background checks, including Education Code sections 44830 et seq. In accordance with Education Code section 45125.1 and 45125.2, the parties agree that, because WKCCD personnel will have more than limited contact with OUSD students during the performance of this Agreement, before any WKCCD employees may commence any services under this Agreement, WKCCD must complete and sign and submit to OUSD a Fingerprinting and Background Check Certification.
 13. The Parties certify that any community college instructor teaching a course at the OUSD campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that OUSD campus.
 14. The Parties certify that a qualified high school teacher teaching a course offered for college credit at a OUSD campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the WKCCD campus.
 15. WKCCD certifies that a community college course offered for college credit at OUSD does not reduce access to the same course offered at WKCCD.
 21. WKCCD certifies that a community college course that is oversubscribed or has a waiting list shall not be offered under this Agreement.
 17. WKCCD certifies that participation in this Agreement is consistent with the core mission of the community colleges pursuant to Section 66010.4, and that pupils participating under this

Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college.

18. The Parties certify that both WKCCD and OUSD have and will comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a course offered for high school credit pursuant to this Agreement.
19. The Parties certify that remedial courses taught by community college faculty at a OUSD campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering school district, and delivery of these remedial courses shall involve a collaborative effort between high school and community college faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation.
20. This agreement may be terminated by either party with written notice to the other party at least thirty (30) days prior to the end of the semester. Termination of the Agreement under this subsection shall be effective at the close of the semester in progress at the time of receipt of timely notice.
21. It is expressly understood and agreed that no personal liability whatsoever attaches to any member of the Board of WKCCD or of OUSD, or any of the officers or employees thereof of WKCCD or OUSD by virtue of this agreement.
22. No alterations or variations of terms of this contract shall be valid unless made in writing and signed by both Parties hereto.
23. This agreement may not be transferred in whole or part without written permission from WKCCD.
24. All instructional materials used or produced by WKCCD shall belong to WKCCD. OUSD agrees not to copy, modify, and/or use materials without written consent of WKCCD.
25. WKCCD does not at any time imply or guarantee students successfully passing courses will obtain college admission or employment, furthermore does not imply or guarantee all students will successfully pass/complete course(s)/provided.
26. Enrollment in any course offered by WKCCD under the provisions of this contract shall be limited to students who otherwise meet the requirements of OUSD for enrollment and/or continued enrollment at OUSD.
27. This Contract is by and between two Independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. As an Independent Contractor, OUSD will be solely responsible for determining the means and methods for performing the services described herein. All of OUSD's activities will be at OUSD 's own risk and OUSD is hereby given notice of OUSD's responsibilities for arrangements to guard against physical, financial, and other risks as appropriate. Neither OUSD nor any of its employees shall be included in the classified or faculty service of WKCCD, have any property rights to any position at WKCCD, or any other rights as an employee of OUSD may otherwise have in the event of termination of this Agreement.
28. The waiver by either party of a breach of any provision of this Contract by the other party shall not be construed as a waiver of any subsequent breach by the other party. No delay or omission on the part of a party in exercising any right or remedy shall operate as a waiver thereon, and no single or partial exercise by a party of any right or remedy shall preclude any other or further exercise thereof or the exercise of any other right or remedy.
29. Any dispute regarding any of the provisions in this Agreement should be solved by mutual consent. In case of persistent disagreements arising out of or in connection with, the Agreement shall be construed and interpreted under the laws of the State of California. The

exclusive jurisdiction for all such disputes shall be Fresno County, California, or a neighboring county.

30. The headings are inserted into this Agreement for reference and convenience only, and will not affect the meaning or interpretation of any provision hereof.
31. Nothing contained in this Agreement is intended nor shall it be construed to create rights running to the benefit of third Parties, unless otherwise expressly provided in this Agreement.

H. CONFIDENTIALITY

1. OUSD and WKCCD understand and agree throughout performance and/or upon completion, either will not include discussions of information which may be considered proprietary or confidential with any third party.

I. COMPLIANCE WITH LAWS AND REGULATIONS

1. WKCCD and OUSD shall comply with all laws, rules and regulations of competent public authority relating to its duties, obligations and performances under this contract, and shall procure all licenses and required thereby. WKCCD and OUSD shall comply with Executive Order 11246, relating to Equal Employment Opportunity, and all rules and regulations issued pursuant thereto.
2. WKCCD does not discriminate in the selection of any student to receive instruction pursuant to this Agreement because of race, creed, color, national origin, gender, sexual orientation, or age. Students shall be subject to the student conduct codes of both WKCCD and OUSD.

J. TERM

1. The term of this Agreement shall begin on April 17, 2023, and shall terminate on June 30, 2024 unless either party gives notice of termination to the other, in writing, pursuant to Subsections D and G.16. herein.

IN WITNESS WHEREOF, the Parties hereto agree on terms of this Agreement on day and year signed.

ORCUTT UNION SCHOOL DISTRICT

Holly Edds, Ed.D., Superintendent

Date

WEST KERN COMMUNITY COLLEGE DISTRICT

Brock McMurray, Interim Superintendent/President

Date

EXHIBIT “A”

GENERAL SCOPE AND NATURE OF WORK

Description of scope and nature of classes/trainings and/or services including enrollment period, time, location, and listing of classes offered (colleges should customize Exhibit A using the following information prompts):

ENGL 1501 Enhanced Composition and Reading

This is a collegiate-level course in expository and argumentative writing, appropriate and effective use of language and vocabulary, close reading, critical thinking, research paper, information literacy, and documentation. This course includes a fourth hour of instruction per week to help students develop the reading, writing, and study skills necessary for academic success.

Location: Orcutt Academy High School, 610 Pinal Avenue, Orcutt, CA

Day/time: TBD; anticipate two sections offered in 2023-2024 master schedule

Dates: August 10, 2023, through June 5, 2024

Lecture

4 units

STAT 1510 Elementary Statistics

This course emphasizes descriptive statistics including the use of probability techniques, hypothesis testing, and predictive techniques to facilitate decision-making. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-square and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Applications using data from disciplines including business, social sciences, psychology, life science, health science, and education, sampling, sampling distributions, measures of central tendency and measures of dispersion, introductory treatment of probability and statistical inference with one and two sample problems, confidence intervals and hypothesis testing regarding means and proportions, and correlation and linear regression, ANOVA and nonparametric techniques such as the one-sample sign test, Wilcoxon rank-sum, Spearman’s correlation, odds ratios and Kruskal-Wallis. C-ID: MATH 110..

Location: Orcutt Academy High School, 610 Pinal Avenue, Orcutt, CA

Day/time: TBD; anticipate one section offered in 2023-2024 master schedule

Dates: August 10, 2023, through June 5, 2024

Lecture

5 units

The cost for any other course unit configuration will be determined and agreed upon before courses are identified and scheduled.

EXHIBIT “B”

DESCRIPTION OF PROTOCOLS FOR PARENTAL CONSENT FOR HIGH SCHOOL PUPILS TO ENROLL IN COLLEGE COURSES

The intent of the West Kern Community College District’s College and Career Access Pathways Partnership for Dual Enrollment is to offer or expand dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness.

In accordance with California Education Code 48800 and AB 288, the College shall have each student and parent complete a High School Dual Enrollment Approval Form that provides the following elements:

Student demographic information

High School student eligibility status information

High School Approval

The “High School Dual Enrollment Approval Form” pursuant to Education Code 48800, requires eligibility review by the High School Principal or Designee, and approval for each individual student seeking advanced academic and career technical education offered by WKCCD.

Courses offered in the summer require certification that no more than five percent of the total number of pupils who completed the grade immediately prior to the time of the recommendation for summer session.

Student Agreement

Students are advised of the college’s dual enrollment program policies which include detailed information on: maximum units allowed, restricted courses, pre-requisite requirements, assessment requirements, fees, course registration, rules and regulations, and grading policies.

Students must select to authorize WKCCD to release my final grades to the high school Registrar or to opt out.

Parent Agreement

The “High School Dual Enrollment Approval Form” advises parents of policies and requirements as it relates to the Dual Enrollment - Student Responsibilities, Contacting Instructors, Course Content/ Material, Supervision and Student Records. Specifically, “Under Section 49061 of the Education Code, parents of community college students do not have a right of access to their children’s student records, regardless of whether the student is under the age of 18. In accordance with this regulation, students’ college records will be released to parents only with the written consent of the student.”

The high school student, the High School Principal or Designee, and Parent or Guardian all must sign the High School Dual Enrollment Approval Form.



ORCUTT UNION SCHOOL DISTRICT
REQUEST FOR ACCEPTANCE OF GIFT

SCHOOL: Orcutt Academy High School Date: 3.16.23

DONOR: Name: Stan Hansen - Director of National Softball Assoc.
WESTSIDE BULLETS SOFTBALL CLUB
Address: 719 Southington Way, Newman, CA 95360
Phone No. 209.620.3377

GIFT: Item Donated 17 Softball Helmets / set or Cash Donation \$ 0
Designated for: Girls Softball
General Description: Full Catcher Set and 17 new helmets
Model No.: Condition: [X] New [] Used
Value (estimated): \$ 2,000.00
Purpose of Gift: We needed new helmets (+they have an exp. date) and our Coach asked for donations for helmets + catcher gear.
Will gift be purchased through Business Services Office? [] Yes [X] No
Donor Conditions of Acceptance: NONE

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

- A. Will gift require installation? [] Yes [X] No
B. What type of installation is required? NONE
C. Will donor pay installation costs? [] Yes [X] No
D. Will there be operating costs? [] Yes [X] No
If yes, what type?

Acceptance Requested By (OUSD Staff Member): Bridgette DePalma Steed / Coach Chris Duncan
Acceptance Approved By (Administrator): [Signature]

RECOMMENDATIONS: Principal or District Representative

BOARD ACTION: Date Accepted: Date Denied:

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



ORCUTT UNION SCHOOL DISTRICT
REQUEST FOR ACCEPTANCE OF GIFT

SCHOOL: Los Alamos Campus Date: 3/22/23

DONOR: Name: Plantel (Chris Waldron)
Address: _____
Phone No. _____

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

Designated for: Student Garden

General Description: Soil for development of student garden

Model No.: _____ Condition: New Used

Value (estimated): \$150.⁰⁰

Purpose of Gift: Support Los Alamos Student Garden

Will gift be purchased through Business Services Office? Yes No

Donor Conditions of Acceptance: _____

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

A. Will gift require installation? Yes No

B. What type of installation is required? _____

C. Will donor pay installation costs? Yes No

D. Will there be operating costs? Yes No
If yes, what type? _____

Acceptance Requested By (OUSD Staff Member): _____

Acceptance Approved By (Administrator): Sared Banks

RECOMMENDATIONS: Principal or District Representative _____

BOARD ACTION: Date Accepted: _____ Date Denied: _____

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



ORCUTT UNION SCHOOL DISTRICT
REQUEST FOR ACCEPTANCE OF GIFT

SCHOOL: Los Alamos Campus Date: 3/22/23

DONOR: Name: Ilene Bezahler, Hagan Blount, Katie Smith
Address: _____
Phone No. _____

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

Designated for: Student Garden
General Description: Composters in the to help students engage composting process

Model No.: _____ Condition: New Used

Value (estimated): \$1000.00

Purpose of Gift: Support Los Alamos Student Garden

Will gift be purchased through Business Services Office? Yes No

Donor Conditions of Acceptance: _____

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

A. Will gift require installation? Yes No

B. What type of installation is required? _____

C. Will donor pay installation costs? Yes No

D. Will there be operating costs? Yes No
If yes, what type? _____

Acceptance Requested By (OUSD Staff Member): _____

Acceptance Approved By (Administrator): Jared Banks [Signature]

RECOMMENDATIONS: Principal or District Representative _____

BOARD ACTION: Date Accepted: _____ Date Denied: _____

Please submit request to the Superintendent's Office.

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



ORCUTT UNION SCHOOL DISTRICT

REQUEST FOR ACCEPTANCE OF GIFT

SCHOOL: Los Alamos Campus Date: 3/22/23

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

GIFT: Item Donated 2 pickleball nets or Cash Donation \$ _____
(Fill in if money is donated)

Designated for: P.E. Instruction
General Description: Pickle ball nets to be utilized by PE programs

Model No.: _____ Condition: New Used

Value (estimated): \$ 300.00

Purpose of Gift: Benefit PE instruction & community engagement of school grounds outside school hours

Will gift be purchased through Business Services Office? Yes No

Donor Conditions of Acceptance: The nets be left on the tennis courts so community can use them when school is not in session.

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? Community members will set them up. (no cost)

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): _____

Acceptance Approved By (Administrator): T Jared Banks

RECOMMENDATIONS: Principal or District Representative _____

BOARD ACTION: Date Accepted: _____ Date Denied: _____

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



ORCUTT UNION SCHOOL DISTRICT

REQUEST FOR ACCEPTANCE OF GIFT

SCHOOL: Alice Shaw, Patterson Rd, Pine Grove, and Ralph Dunlap Date: March 30, 2023

DONOR: Name: The Rotary Club of Santa Maria Breakfast: Doug Palmer, Literacy Project Chairman
Address: P.O. Box 1518 Santa Maria, CA 93456
Phone No. _____

GIFT: Item Donated 4 Books or Cash Donation \$ _____
(Fill in if money is donated)

Designated for: _____

General Description: "The Last Cuentista" and "Watercross"

Model No.: _____ Condition: New Used

Value (estimated): \$68.00

Purpose of Gift: Donation to the school library

Will gift be purchased through Business Services Office? Yes No

Donor Conditions of Acceptance: _____

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

A. Will gift require installation? Yes No

B. What type of installation is required? _____

C. Will donor pay installation costs? Yes No

D. Will there be operating costs?
If yes, what type? Yes No

Acceptance Requested By (OUSD Staff Member): Julie Payne

Acceptance Approved By (Administrator): Dr. Holly Edds

RECOMMENDATIONS: Principal or District Representative _____

BOARD ACTION: Date Accepted: _____ Date Denied: _____

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



SUPERINTENDENT'S MEMORANDUM

TO: Board of Trustees

FROM: Holly Edds, Ed.D
Superintendent

BOARD MEETING DATE: April 5, 2023

BOARD AGENDA ITEM: Measure G Citizen Oversight Committee

BACKGROUND: On November 8, 2017 voters residing within the Orcutt Union School District passed Measure G. Measure G is a \$60,000,000 bond measure that authorizes funding for needed repairs, upgrades, and new construction projects to the District's schools. After a bond authorized under Proposition 39 is passed, State law requires that Orcutt Union School District Board of Trustees appoint an Independent Citizens Oversight Committee to work with the District.

A member of the original committee has stepped down, as he no longer has a child enrolled in the District. Attached you will find an application for the following individual:

1. Kelley Strebe, Parent of a student in the District and President of Pine Grove Elementary School Parent Teacher Association.

RECOMMENDATION: It is recommended that the Board of Trustees approve the attached application for the Measure G Citizens Oversight Committee as submitted.

FUNDING: N/A

ORCUTT UNION SCHOOL DISTRICT
APPLICATION FOR INDEPENDENT CITIZENS' OVERSIGHT COMMITTEE

(Please Print or Type)

Name: Kelley Strebe

Address: 1304 East Rice Ranch Road
Santa Maria, CA 93455

Home Phone: 805-345-8523 Work Phone: N/A

FAX #: N/A E-Mail: KY KIRBY86@gmail.com

Why do you want to serve on the Measure G Independent Citizens' Oversight Committee?

I would like to represent the ideas
and opinions of parents in the district, as
well as the PTA.

Do you have any special area of expertise or experience that you think would be helpful to the committee?

I am a current member of the
Pine Grove Elementary School PTA and
our school site council. I have daily
communication with staff members,
students and Pine Grove families.

If you have served on other school district, city or community committees please list and briefly describe your role:

Pine Grove PTA President (3 years on PTA)
School site council (Pine Grove) for 2 years

I would be able to represent the following constituencies in the District: (check all that apply)

Business Representative - Active in a business organization representing local business

Organization: _____

Senior Citizen Group Representative - Active member in a senior citizens' organization.

Organization: _____

Taxpayer Organization Member - Active in a bona fide taxpayers' association.

Organization: _____

Parent or Guardian of Child Enrolled in District.

Child's Name and School: Macie Kirby - LaBrecque / Pine Grove

Child's Name and School: _____

Parent /Guardian of Child Enrolled in District & Active in a Parent-Teacher Organization

Child's Name and School: Macie Kirby - LaBrecque / Pine Grove

Child's Name and School: _____

Organization: _____

At-Large Community Member - Resident of the Orcutt Union School District.

Name: _____

Name: _____

Please note any additional information you feel should be considered as part of your application:

my father (Jeff Kirby) has been a teacher at the district since I was a child. I have a good knowledge of the staff and schools.

- 1. Are you an employee of the District? *
- 2. Are you a vendor, contractor, or consultant to the school district? *
- 3. Do you have conflicts that would preclude your attending quarterly meetings?
- 4. Do you know of any reason, such as a potential conflict of interest, which would adversely affect your ability to serve on the Independent Citizens' Oversight Committee? *
- 5. Are you willing to comply with the ethics code included in the bylaws?

YES	NO
	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	

(*Employees, vendors, contractors, and consultants of the Orcutt Union School District are prohibited by law from being members of the Citizens' Oversight Committee. Employment which could result in becoming a contractor or subcontractor to the district would also be a potential conflict.)

Signature of Applicant

All answers and statements in this document are true and complete to the best of my knowledge.

Signature [Handwritten Signature] Date 3-22-2023

Completed applications must be received at
Orcutt Union School District
500 Dyer Street, Orcutt, CA 93455

If you have any questions, please call Orcutt Union School District at 805.938.8907.

It is the policy of the Orcutt Union School District not to unlawfully discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, color, religion, marital status, age or mental or physical disability in the educational programs or activities which it operates.



SUPERINTENDENT'S MEMORANDUM

TO: Board of Trustees

FROM: Holly Edds, Ed.D
Superintendent

BOARD MEETING DATE: April 5, 2023

BOARD AGENDA ITEM: Board Bylaw 9270 - Conflict of Interest

BACKGROUND: Board Bylaw 9270 has been updated to clarify, for a Board member who manages public investments, that when an item on the consent calendar is one in which the Board member has a financial interest, the Board member is required to either make a motion to remove the item from the consent calendar or abstain from voting on the consent calendar.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the revision to Board Bylaw 9270, Conflict of Interest, for the first reading and that it be placed on the next Consent Agenda for the second reading.

FUNDING: None

CONFLICT OF INTEREST

The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the district and the public. Accordingly, no Board member, District employee, or other person in a designated position shall participate in the making of any decision for the district when the decision will or may be affected by ~~his/her~~ **the Board member's, District employee's, or other designated persons** financial, family, or other personal interest or consideration.

Even if a prohibited conflict of interest does not exist, a Board member shall abstain from voting on personnel matters that uniquely affect ~~his/her~~ **the Board member's** relatives. However, a Board member may vote on collective bargaining agreements and personnel matters that affect a class of employees to which ~~his/her~~ **the Board member's** relative belongs. Relative means an adult who is related to the Board member by blood or affinity within the third degree, as determined by the common law, or an individual in an adoptive relationship within the third degree. (Education Code 35107)

A relationship within the third degree includes the individual's parents, grandparents and great-grandparents, children, grandchildren and great-grandchildren, brothers, sisters, aunts and uncles, nieces and nephews, and the similar family of the individual's spouse/registered domestic partner unless the individual is widowed or divorced.

Conflict of Interest Code

The Board shall adopt for the district a conflict of interest code that incorporates the provisions of 2 CCR 18730 by reference, specifies the District's designated positions, and provides the disclosure categories required for each position. The conflict of interest code shall be submitted to the District's code reviewing body for approval, in accordance with Government Code 87303 and within the deadline for submission established by the code reviewing body. (Government Code 87303)

Board members and designated employees shall adhere to the district's conflict of interest code adopted pursuant to the provisions of Government Code Section 87300.

Conflict of Interest Code for the Orcutt Union School District

The provisions of 2 CCR 18730 and any amendments to it adopted by the Fair Political Practices Commission, together with the attached Appendix specifying designated positions and disclosure categories, and Board Bylaw 9270, are incorporated by reference and shall constitute the district's conflict of interest code.

Each person holding a "Designated Position" shown below shall file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories listed in the attached Appendix. The Statement of Economic Interest shall be filed with the district's filing officer. The district's filing officer shall make the statements available for public review and inspection.

CONFLICT OF INTEREST

Upon direction by the code reviewing body, the Board shall review the district's conflict of interest code and submit any changes to the code reviewing body or, if no change is required, the Board shall submit a written statement to that effect. (Government Code 87306.5)

When a change in the district's conflict of interest code is necessitated due to changed circumstances, such as the creation of new designated positions, changes to the duties assigned to existing positions, amendments, or revisions, the amended code shall be submitted to the code reviewing body within 90 days after the changed circumstances necessitating the amendments have become apparent. (Government Code 87306)

When reviewing and preparing the district's conflict of interest code, the Superintendent or designee shall provide officers, employees, consultants, and members of the community adequate notice and a fair opportunity to present their views. (Government Code 87311)

Board members and designated employees shall submit statements of economic interests to the district in accordance with requirements of the conflict of interest code. These statements shall be available for public inspection and reproduction. (Government Code Section 81008)

Board members and the Superintendent shall file statements with the Clerk of the Board office via the electronic filing system. The district shall make and retain copies. Statements for all other designated employees shall be retained by the district.

Board members and designated employees shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the district's conflict of interest code. A Board member who leaves office or a designated employee who leaves District employment shall, within 30 days, file a revised statement covering the period of time between the closing date of the last required statement and the date of leaving office or District employment. (Government Code 87302, 87302.6)

Conflict of Interest under the Political Reform Act

A **district official, including a** Board member, designated employee, or other person in a designated position shall not make, participate in making, or in any way use or attempt to use **an his/her** official position to influence a governmental decision in which **a district official** ~~he/she~~ knows or ~~has reason to know that he/she has~~ **that there is** a disqualifying conflict of interest. A disqualifying conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect," which is distinguishable from the effect on the public generally, **on the district official, the district official's immediate family,** ~~the Board member, designated employee, or other person in a designated position, his/her immediate family,~~ or any financial interest described in 2 CCR 18700. (Government Code 87100, 87101, 87103; 2 CCR 18700-18707)

A **district official** ~~Board member, designated employee, or other person in a designated position~~ makes a governmental decision when he/she, acting within the authority of his/her **the** office or position, the **district official** authorizes or directs any action on a matter, votes or provides information or opinion on it, contacts or appears before a district official for the purpose of affecting the decision, or takes any other action specified in 2 CCR 18704.

However, a district official ~~Board member~~ shall participate in the making of a contract in which the district official he/she has a financial interest if his/her **such** participation is required by the rule of necessity or legally required participation pursuant to Government Code 87101 and 2 CCR 18705.

Conflict of Interest from Campaign Contributions

To avoid improper influence over the Board's decision-making involving the issuance of a license, permit, or other entitlements for use, including a contract, district officers, which includes Board members or agency heads, shall comply with Government Code 84308, including the following: (Government Code 84308)

1. A district officer is prohibited from accepting, soliciting, or directing a contribution of more than \$250 from any party or participant to a proceeding involving a license, permit, or other entitlement for use, including a contract, or from that person's agent, while the proceeding is pending before the Board and for 12 months following the date a final decision is rendered in the proceeding, if the Board member knows or has reason to know that the party or participant has a financial interest in the Board's decision.
2. Any district officer who received a contribution of more than \$250 from a party or participant in the preceding 12 months shall disclose that fact on the record of the proceeding prior to the Board rendering a decision in the proceeding. If the district officer willfully or knowingly received the contribution and knows or has reason to know that the participant has a financial interest in the Board's decision, the district officer shall not make, participate in making, or in any way attempt to use the official position to influence the Board's decision.
3. A district officer who receives a contribution that would otherwise require disqualification as described in Item #2 above may participate in the proceeding if the contribution is returned within 30 days from the time the district officer knows or should have known about the contribution and the proceeding.
4. A district officer who unknowingly accepts, solicits, or directs a contribution of more than \$250 during the 12 months after the date of the Board's final decision on the proceeding may cure the violation by returning the contribution, or the portion exceeding \$250, within 14 days of accepting, soliciting, or directing the contribution, provided the district officer did not knowingly or willfully accept, solicit, or direct the prohibited contribution. The district officer shall maintain records of curing the violation.

The provisions in Government Code 84308 as specified above do not apply to labor contracts, competitively bid contracts, and personal employment contracts. (Government Code 84308)

Additional Requirements for Boards that Manage Public Investments

Any Board member who manages public investments pursuant to Government Code 87200 and who has a financial interest in a decision shall, upon identifying a conflict or potential conflict of interest and immediately prior to the consideration of the matter, do all of the following: (Government Code 87105; 2 CCR 18707)

1. Publicly identify each financial interest that gives rise to the conflict or potential conflict of interest in detail sufficient to be understood by the public, except that disclosure of the exact street address of a residence is not required.
2. Recuse himself/herself from discussing and voting on the matter, or otherwise act in violation of Government Code 87100. The Board member shall not be counted toward achieving a quorum while the item is discussed.

However, the Board member may speak on the issue during the time that the general public speaks on it and may leave the dais to speak from the same area as members of the public. ~~He/she~~ **The Board member** may listen to the public discussion and deliberations of the matter with members of the public.

3. Leave the room until after the discussion, vote, and any other disposition of the matter is concluded, unless the matter has been placed on the portion of the agenda reserved for uncontested matters.

If the item is on the consent calendar, the Board member ~~shall either make a motion to remove the item from the consent calendar. In any event, the Board member shall refrain from discussing or voting on the item. However, the Board member is not required to leave the room during consideration of the consent calendar.~~ ~~or the Board member shall abstain from voting on the consent calendar.~~ ~~must recuse himself/herself from discussing or voting on that matter, but the Board member is not required to leave the room during consideration of the consent calendar.~~

4. If the Board's decision is made during closed session, disclose ~~his/her~~ **the** interest orally during the open session preceding the closed session. This disclosure shall be limited to a declaration that ~~his/her~~ **the** recusal is because of a conflict of interest pursuant to Government Code 87100. ~~He/she~~ **The Board member** shall not be present when the item is considered in closed session and shall not knowingly obtain or review a recording or any other nonpublic information regarding the Board's decision.

Conflict of Interest under Government Code 1090 - Financial Interest in a Contract

Board members, employees, or district consultants shall not be financially interested in any contract made by the Board on behalf of the district, including in the development, preliminary discussions, negotiations, compromises, planning, reasoning, and specifications and solicitations

for bids. If a Board member has such a financial interest in a contract made by the Board, the contract is void. (Government Code 1090)

A Board member shall not be considered to be financially interested in a contract in which ~~he/she~~ **has there is** only a “remote interest,” as specified in Government Code 1091, if the interest is disclosed during a Board meeting and noted in the official Board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other Board member or District official to enter into the contract. (Government Code 1091)

In addition, a Board member shall not be considered to be financially interested in a contract in which ~~his/her~~ **the** interest is a “noninterest” as defined in Government Code 1091.5. Noninterest includes a Board member’s interest in being reimbursed for ~~his/her~~ actual and necessary expenses incurred in the performance of ~~his/her~~ official duties, in the employment of ~~his/her~~ a spouse/registered domestic partner who has been a district employee for at least one year prior to the Board member’s election or appointment, or in any other applicable circumstance specified in Government Code 1091.5.

Common Law Doctrine Against Conflict of Interest

A Board member shall abstain from any official action in which ~~his/her~~ **the Board member's** private or personal interest may conflict with his/her official duties.

Incompatible Offices and Activities

Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the Board member’s duties as an officer of the district. (Government Code 1099, 1126)

Gifts

Board members and designated employees may accept gifts only under the conditions and limitations specified in Government Code 89503 and 2 CCR 18730.

The limitation on gifts does not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays, and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value. (Government Code 89503)

In addition, the limitation on gifts does not apply to informational materials such as books, reports, pamphlets, calendars, and periodicals. (Government Code 82028)

Gifts of travel and related lodging and subsistence shall be subject to the ~~prevailing~~ **current** gift limitation except when: (Government Code 89506)

1. The travel is in connection with a speech given by a Board member or designated employee, provided the lodging and subsistence expenses are limited to the day

immediately preceding, the day of, and the day immediately following the speech and travel is within the United States.

2. The travel is provided by a person or agency specified in Government Code 89506, including a government, governmental agency or authority, bona fide public or private educational institution, as defined in Revenue and Taxation Code 203, or nonprofit organization exempt from taxation under section 501(c)(3) of the Internal Revenue Code.

Gifts of travel exempted from the gift limitation, as described in items #1 and 2 above, shall nevertheless be reportable on the recipient's Statement of Economic Interest Form 700 as required by law.

A gift of travel does not include travel provided by the district for Board members and designated employees. (Government Code 89506)

Honoraria

Board members and designated employees shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering, conference, convention, meeting, social event, meal or like gathering in accordance with law. (Government Code 89501, 89502)

The term honorarium does not include: (Government Code 89501)

1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession unless the sole or predominant activity of the business, trade or profession is making speeches.
2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the district for donation into the general fund without being claimed as a deduction from income for tax purposes.

State

2 CCR 18110-18997: Regulations of the Fair Political Practices Commission

2 CCR 18438.1-18438.8: Campaign contribution-based conflicts of interest

2 CCR 18700-18760: Conflicts of Interest

2 CCR 18722-18740: Disclosure of interests

2 CCR 18753-18756: Conflict of interest codes

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

Ed. Code 35107: School district employees

Ed. Code 35230-35240: Corrupt practices

Ed. Code 35233: Prohibitions applicable to members of governing boards

Ed. Code 41000-41003: Moneys received by school districts

Ed. Code 41015: Investments

Fam. Code 297.5: Rights, protections, and benefits of registered domestic partners

Gov. Code 1090-1099: Prohibitions applicable to specified officers

Gov. Code 1125-1129: Incompatible activities

Gov. Code 52334-52335.2: Ethics training

Gov. Code 81000-91014: Political Reform Act of 1974

Gov. Code 82011: Code reviewing body
Gov. Code 82019: Definition, designated employee
Gov. Code 82028: Definition, gift
Gov. Code 82030: Definition, income
Gov. Code 82033: Definition, interest in real property
Gov. Code 82034: Definition, investment
Gov. Code 87100-87103.6: General prohibitions
Gov. Code 87200-87210: Disclosure
Gov. Code 87300-87313: Conflict of interest code
Gov. Code 87500: Statement of economic interests
Gov. Code 89501-89503: Honoraria and gifts
Gov. Code 89506: Ethics; travel
Gov. Code 91000-91014L: Enforcement
Pen. Code 85-88: Bribes
Public Contract Code 6102: Awarding of contracts
Rev. & Tax Code 203: Taxable and exempt property - colleges
Management Resources

Attorney General Opinion 105 Ops.Cal.Atty.Gen.69 (2022)

Attorney General Opinion 63 Ops.Cal.Atty.Gen. 868 (1980)
Attorney General Opinion 65 Ops.Cal.Atty.Gen. 606 (1982)
Attorney General Opinion 68 Ops.Cal.Atty.Gen. 171 (1985)
Attorney General Opinion 69 Ops.Cal.Atty.Gen. 255 (1986)
Attorney General Opinion 80 Ops.Cal.Atty.Gen. 320 (1997)
Attorney General Opinion 81 Ops.Cal.Atty.Gen. 327 (1998)
Attorney General Opinion 82 Ops.Cal.Atty.Gen. 83 (1999)
Attorney General Opinion 85 Ops.Cal.Atty.Gen. 60 (2002)
Attorney General Opinion 86 Ops.Cal.Atty.Gen. 138(2003)
Attorney General Opinion 89 Ops.Cal.Atty.Gen. 217 (2006)
Attorney General Opinion 92 Ops.Cal.Atty.Gen. 19 (2009)
Attorney General Opinion 92 Ops.Cal.Atty.Gen. 26 (2009)
Court Decision Davis v. Fresno Unified School District (2015) 237 Cal.App.4th 261
Court Decision Klistoff v. Superior Court, (2007) 157 Cal.App.4th 469
Court Decision Kunec v. Brea Redevelopment Agency, (1997) 55 Cal.App.4th 511
Court Decision McGee v. Balfour Beatty Construction, LLC, et al. (2016) 247 Cal. App. 4th 235
Court Decision Thorpe v. Long Beach Community College District, (2000) 83 Cal.App.4th 655
CSBA Publication: Conflict of Interest: Overview of Key Issues for Governing Board Members, Fact Sheet, July 2010
Fair Political Practices Commission Publication: Can I Vote? A Basic Overview of Public Officials' Obligations Under the Conflict-of-Interest Rules, 2005
Institute For Local Government Publication: Understanding the Basics of Public Service Ethics: Personal Financial Gain Laws, 2009
Institute for Local Government Publication: Understanding the Basics of Public Service Ethics: Transparency Laws, 2009
Website: CSBA District and County Office of Education Legal Services
Website: Institute for Local Government
Website: Fair Political Practices Commission
Website: CSBA

Bylaw Adopted: ~~10/12/22~~ **5/10/23**

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



SUPERINTENDENT'S MEMORANDUM

TO: Board of Trustees

FROM: Holly Edds, Ed.D
Superintendent

BOARD MEETING DATE: April 5, 2023

BOARD AGENDA ITEM: Board Bylaw 9320 Meetings and Notices

BACKGROUND: Bylaw 9320 has been updated to reflect NEW LAW (AB 2449, 2022) which (1) requires Boards to maintain and implement a procedure for receiving and resolving requests for reasonable accommodation for individuals with disabilities, to resolve any doubt in favor of accessibility, and to give notice of the procedure for receiving and resolving requests for accommodation in each instance in which notice of the time of a meeting is otherwise given or the agenda is otherwise posted, and (2) adds procedures for "Teleconferencing During a Personal Emergency" and "Teleconferencing for 'Just Cause'". Bylaw 9230 has also been updated to reflect NEW LAW (AB 2647, 2022) which provides a procedure for complying with the Brown Act when distributing materials to the Board less than 72 hours before a regular meeting and outside of regular business hours. Additionally, the bylaw has been updated to reference the expiration of the California COVID-19 State of Emergency on February 28, 2023 and to clarify that a Board may utilize "Teleconferencing During a Proclaimed State of Emergency," if all terms are met pursuant to Government Code 54953, until January 1, 2024.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the revision to Board Bylaw 9320, Meeting and Notices, for the first reading and that is be placed on the next Consent Agenda for the second reading.

FUNDING: None

MEETING AND NOTICES

Meetings of the Board of Trustees are conducted for the purpose of accomplishing district business. In accordance with state open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

~~(cf. 9321—Closed Session Purposes and Agendas)~~

~~(cf. 9321.1—Closed Session Actions and Reports)~~

~~(cf. 9323—Meeting Conduct)~~

A Board meeting exists whenever a majority of Board members gather at the same time and **location** ~~place~~ to hear, discuss, or deliberate **or take action** upon any item within the subject matter jurisdiction of the Board or district. (Government Code 54952.2)

A majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, including social media and other electronic communications, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board.

However, an employee or district official may engage in separate conversations with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

~~(cf. 9012—Board Member Electronic Communications)~~

Notice of the procedure for receiving and resolving requests for accommodation described above shall be given in each instance in which notice of the time of a meeting is otherwise given or the agenda for the meeting is otherwise posted. (Government Code 54953)

~~In order to help ensure participation of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. (Government Code 54953.2, 54954.1; 54954.2)~~

Regular Meetings

The Board shall hold one regular meeting(s) each month. Regular meetings shall be held at 6:00 p.m. on the second Wednesday of the month at the District Office Board Room, 500 Dyer Street, Orcutt, CA. unless otherwise noticed.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (Government Code 54954.2)

Whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose **or on the district web site, consistent with Government Code 54957.5, at the time the materials are distributed to all or a majority**

of the Board. (Government Code 54957.5)

~~(cf. 1340—Access to District Records)~~

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the Superintendent assistant superintendent, or other management employee as described in Government Code 3511.11 (Government Code 54956)

~~(cf. 2121—Superintendent's Contract)~~

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. **The notice also shall be posted on the district's web site.** The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and **location** ~~place~~ of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

Emergency Meetings

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

An emergency situation means either of the following: (Government Code 54956.5)

1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board

~~(cf. 4141.6/4241.6—Concerted Action/Work Stoppage)~~

2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist activity, or threatened terrorist act that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board

~~(cf. 3516—Emergencies and Disaster Preparedness Plan)~~

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency

meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification must be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time he/she notifies the other members of the Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

Adjourned/Continued Meetings

The Board may adjourn/continue any regular or special meeting to a later time and place that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held. (Government Code 54955)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

The Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships.

~~(cf. 2000—Concepts and Roles)~~

~~(cf. 2111—Superintendent Governance Standards)~~

~~(cf. 9000—Role of the Board)~~

~~(cf. 9005—Governance Standards)~~

~~(cf. 9400—Board Self Evaluation)~~

Public notice shall be given in accordance with law when a quorum of the Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within district boundaries. Action items shall not be included on the agenda for these meetings.

Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members
2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
3. An open and noticed meeting of another body of the district
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion
6. An open and noticed meeting of a standing committee of the Board, provided that the Board members who are not members of the standing committee attend only as observers

~~(cf. 9130—Board Committees)~~

Individual contacts or conversations between a Board member and any other person are not subject to the Brown Act. (Government Code 54952.2)

Location of Meetings

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135. ~~including, but not limited to, religion, sex, or sexual orientation.~~ In addition, meetings shall not be held in a facility which is inaccessible to individuals with disabilities ~~disabled persons~~ or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

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

Meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party
2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property
3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law
4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district
5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the

state or federal officials have jurisdiction

6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility
7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs
8. Attend conferences on nonadversarial collective bargaining techniques
9. Interview residents of another district regarding the Board's potential employment of an applicant for Superintendent of the district
10. Interview a potential employee from another district

Meetings exempted from the boundary requirements, as specified in items #1-10 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the Board attends the meeting.

If a fire, flood, earthquake, or other emergency renders the regular meeting place unsafe, meetings shall be held for the duration of the emergency at a place designated by the Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. (Government Code 54954)

Traditional Teleconferencing

A teleconference is a meeting of the Board in which Board members are in different locations, connected by electronic means through audio and/or video. (Government Code 54953)

All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board. (Government Code 54953)

The Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction.

All votes taken during a teleconference meeting shall be by roll call. (Government Code 54953)

During the teleconference, at least a quorum of the members of the Board shall participate from locations within district boundaries. (Government Code 54953)

Unless a Board member participates by teleconference pursuant to the provisions described in the sections "Teleconferencing During a Personal Emergency," "Teleconferencing For 'Just Cause'" or "Teleconferencing During a Proclaimed State of Emergency" below, agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere.

~~Agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere. Additional teleconference locations may be provided to the public. (Government Code 54953)~~

All teleconference locations shall be accessible to the public and the public shall have the right to address the Board directly at each teleconference location. Additional teleconference locations may be provided to the public. (Government Code 54953) ~~All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board, including the right of the public to address the Board directly at each teleconference location. (Government Code 54953)~~

~~All Board policies, administrative regulations, and bylaws shall apply equally to meetings that are teleconferenced. The Superintendent or designee shall facilitate public participation in the meeting at each teleconference location.~~

Teleconferencing for "Just Cause"

A Board member may be permitted to appear remotely, pursuant to the provisions below, for just cause for no more than two meetings per calendar year. A Board member appearing for just cause shall notify the Board at the earliest possible opportunity of the need to participate in the meeting remotely, including at the start of a regular meeting. (Government Code 54953)

Just Cause may exist for any of the following: (Government Code 54953)

1. A childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires a Board member to participate remotely
2. A contagious illness prevents a Board member from attending in person
3. A Board member has a need related to a physical or mental disability not otherwise reasonably accommodated
4. A Board member is traveling while on official business of the Board or another state or local agency

When a Board member participates remotely for just cause, the Board member is not required to participate from a location which is accessible to the public and the location does not need to be identified on the agenda. (Government Code 54953)

If the Board member participates remotely, the Board member shall utilize both audio and visual technology and publicly disclose, before any action is taken, whether any other individuals 18 years or older are present in the remote location with the Board member, and the general nature of the member's relationship with such individuals. (Government Code 54953)

The district shall also provide public access to the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with public comment being allowed via the remote platform as well as in person and the public shall be able to offer comments in real time. The agenda shall include information describing how members of the public can access the platform. (Government Code 54953)

If a disruption prevents broadcasting the meeting to members of the public using the call-in option or internet-based service option, or a disruption that is within the Board's control prevents members of the

public from offering public comments using the call-in option or internet-based service option, the Board shall not take action on agenda items until public access to the meeting is restored. (Government Code 54953)

Teleconferencing During a Proclaimed State of Emergency

Until January 1, 2024, the Board may conduct Board meetings by teleconference without posting agendas at all teleconference locations, identifying teleconference locations in meeting notices and agendas, allowing public access to each teleconference location, providing an opportunity for members of the public to address the Board directly at each teleconference location, and ensuring that at least a quorum of the Board participate from locations within district boundaries, during a proclaimed state of emergency pursuant to Government Code 8625-8629 in any of the following circumstances: (Government Code 54953)

1. State or local officials have imposed or recommended measures to promote social distancing
2. For the purpose of determining, by majority vote, whether as the result of the emergency meeting in person would present imminent risks to the health or safety of attendees
3. When it has been determined, by majority vote as described in Item #2 above, that as a result of the emergency meeting in person would present imminent risks to the health or safety of attendees

To conduct a teleconference meeting for these purposes the following requirements shall be satisfied: (Government Code 54953)

1. The notice and agenda shall be given and posted as otherwise required by the Brown Act
2. The notice and agenda of the meeting shall specify the means by which members of the public may access the meeting and offer public comments, including via a call-in or internet-based service option

Members of the public may be required to register to log in to a meeting when making public comments through an internet web site or other online platform that is operated by a third-party and not under the control of the Board.

3. Members of the public shall be allowed to access the meeting, and the agenda shall provide an opportunity for members of the public to address the Board directly pursuant to Government Code 54954.3
4. Members of the public shall not be required to submit public comments in advance of a Board meeting and shall be provided an opportunity to address the Board and offer comments in real time
5. Public comment periods shall not be closed until the timed public comment period, if such is offered by the Board, has elapsed or, if not timed, until a reasonable amount of time per agenda

item has been allowed

6. If during a Board meeting a disruption occurs which prevents the district from broadcasting the meeting to members of the public using the call-in option or internet-based service option, or in the event of a disruption within the district's control that prevents members of the public from offering public comments, the Board shall take no further action on any agenda item until public access via the call-in or internet-based service option to the meeting is restored

The district may, in its discretion, provide a physical location from which the public may attend or comment. (Government Code 54953)

The Board may continue to conduct meetings by teleconference, as specified above for teleconferencing during proclaimed states of emergency, by a majority vote finding within 30 days after teleconferencing for the first time, and every 30 days thereafter, that either: (Government Code 54953)

1. The state of emergency continues to directly impact the ability of the Board to meet safely in person
2. State or local officials continue to impose or recommend measures to promote social distancing

Legal Reference:

~~EDUCATION CODE~~

~~35140 Time and place of meetings
35143 Annual organizational meeting, date, and notice
35144 Special meeting
35145 Public meetings
35145.5 Agenda; public participation; regulations
35146 Closed sessions
35147 Open meeting law exceptions and applications~~

~~GOVERNMENT CODE~~

~~11135 State programs and activities, discrimination
54950-54963 The Ralph M. Brown Act, especially:
54953 Meetings to be open and public; attendance
54954 Time and place of regular meetings
54954.2 Agenda posting requirements, board actions
54956 Special meetings; call; notice
54956.5 Emergency meetings~~

~~UNITED STATES CODE, TITLE 42~~

~~12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.160 Effective communications
36.303 Auxiliary aids and services~~

~~COURT DECISIONS~~

~~Wolfe v. City of Fremont, (2006) 144 Cal.App. 544~~

~~ATTORNEY GENERAL OPINIONS~~

~~88 Ops.Cal.Atty.Gen. 218 (2005)
84 Ops.Cal.Atty.Gen. 181 (2001)
84 Ops.Cal.Atty.Gen. 30 (2001)~~

79 Ops.Cal.Atty.Gen. 69 (1996)
78 Ops.Cal.Atty.Gen. 327 (1995)

Management Resources:

CSBA PUBLICATIONS

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

~~INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS~~

~~The ABCs of Open Government Laws~~

~~LEAGUE OF CALIFORNIA CITIES PUBLICATIONS~~

~~Open and Public IV: A Guide to the Ralph M. Brown Act, 2nd Ed., 2010~~

~~LEAGUE OF CALIFORNIA CITIES PUBLICATIONS~~

~~Open and Public IV: A Guide to the Ralph M. Brown Act, rev. 2007~~

~~WEB SITES~~

~~CSBA: <http://www.esba.org>~~

~~CSBA, GAMUT Meetings: [http://www.esba.org/ProductsAndServices/AllServices/Gamut Meeting Policy](http://www.esba.org/ProductsAndServices/AllServices/GamutMeetingPolicy)~~

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

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

~~League of California Cities: <http://www.cacities.org>~~

State

Ed. Code 35140 Time and place of meetings

Ed. Code 35143 Annual organizational meetings; date and notice

Ed. Code 35144 Special meeting

Ed. Code 35145 Public meetings

Ed. Code 35145.5 Agenda; public participation and regulations

Ed. Code 35146 Closed sessions; student matters

Ed. Code 35147 Open meeting laws exceptions

Gov. Code 11135 Prohibition of discrimination

Gov. Code 3511.1 Local agency executives

Gov. Code 54950-54963 The Ralph M. Brown Act

Gov. Code 54953 Oral summary of recommended salary and benefits of superintendent

Gov. Code 54954 Time and place of regular meetings

Gov. Code 54954.2 Agenda posting requirements; board actions

Gov. Code 54956 Special Meetings

Gov. Code 54956.5 Emergency meetings

Gov. Code 6252-6270 California Public Records Act

Gov. Code 7920.000 - 7930.170 California Public Records Act

Gov. Code 8625-8629 California Emergency Services Act

Federal

28 CFR 35.160 Effective communications for individuals with disabilities

28 CFR 36.303 Nondiscrimination on the basis of disability; public accommodations; auxiliary aids and services

42 USC 12101-12213 Americans with Disabilities Act

Management Resources

Attorney General Opinion: 78 Ops.Cal.Atty.Gen. 327 (1995)

Attorney General Opinion: 79 Ops.Cal.Atty.Gen. 69 (1996)

Attorney General Opinion: 84 Ops.Cal.Atty.Gen. 181 (2001)

Attorney General Opinion: 84 Ops.Cal.Atty.Gen. 30 (2001)

Attorney General Opinion: 88 Ops.Cal.Atty.Gen. 218 (2005)

Court Decision: Knight First Amendment Institute at Columbia University v. Trump, (2019) 928 F.3d 226

Court Decision: Garnier v. Poway Unified School District, (S.D. Cal. September 26, 2019) No. 17-cv-2215-W (JLB), 2019 WL 4736208

Court Decision: Wolfe v. City of Fremont, (2006) 144 Cal.App. 4th 533

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

Institute for Local Government Publication: The ABCs of Open Government Laws

League of California Cities Publication: Open and Public V: A Guide to the Ralph M. Brown Act, 2016

Website: CSBA District and County Office of Education Legal Services
Website: CSBA, GAMUT Meetings
Website: Institute for Local Government
Website: League of California Cities
Website: California Attorney General's Office
Website: CSBA

Bylaw Adopted: ~~03/10/21~~ 5/10/23

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



EDUCATIONAL SERVICES MEMORANDUM

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

FROM: Joe Dana
Assistant Superintendent, Educational Services

BOARD MEETING DATE: April 5, 2023

BOARD AGENDA ITEM: Science Curriculum Adoption for Orcutt Academy High School

BACKGROUND: The textbooks for Biology, Chemistry, and Geology courses at Orcutt Academy High School have been in use for a considerable time (14 years in each case), and they have aged both in the content they present and in their physical condition. Accordingly, with the help of the Educational Services Department, the OAHS Science Department has been researching and piloting options for new textbooks to adopt for the 2023-2024 school year.

The department's research included outreach to other school districts and to the Santa Barbara County Education Office, and a review of materials endorsed by the California Association of Science Educators. A critical need for new textbooks is alignment with the Next Generation Science Standards. OAHS science teachers also sought texts that would facilitate inquiry-based learning and connections between science content and the real world.

After research, the department obtained sample copies for two to three textbook options for each course, and teachers piloted material from each text. Importantly, teachers invited input from students and in some cases asked students to list strengths and weaknesses for each option. Following the pilot, the Educational Services Department conducted a review period from February 21 through March 17 during which members of the public were invited to see the texts being considered and give input. Three persons came to review materials and two filled out feedback sheets.

On March 22, the department met with the support of Educational Services and Principal Rhett Carter to select preferred options. Feedback sheets from the public review period were shared; teachers Kristin Bornhoft, Andrew Ciervo, Ty Fredriks, and Billy Jones shared their experiences piloting the materials for their respective courses and what they had learned about each option's additional resources; and student input was shared. After discussion, the department reached consensus on a preferred option for each of the three courses. Specifics about the teachers' rationale for choosing each option can be found on the following page.

Finally, it needs to be stated that the print textbooks identified for adoption will serve as the foundation for their courses, but will not be all that students experience in Biology, Chemistry, and Geology. Teachers will continue to plan labs, experiments, dissections, and other hands-on activities that engage students in both course content and in the Scientific Method.

RECOMMENDATION: Staff recommends that the Board of Trustees adopt the following texts for Orcutt Academy High School for the 2023-2024 school year and beyond:


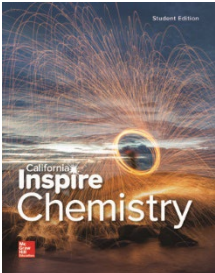

- For Biology, The Living Earth: Biology, published by Savvas, 2020
- For Chemistry, Inspire Chemistry, published by McGraw Hill, 2019
- For Geology, Earth and Space Science, 1st Edition, published by National Geographic/Cengage, 2021

FUNDING: Budget estimates for the purchase and delivery of each recommended text are as follows:

- \$35,919.62 for The Living Earth: Biology (244 student editions and 2 teacher editions with one year of access to online resources)
- \$6,489.11 for Inspire Chemistry (60 student editions and 1 teacher edition with one year of access to online resources)
- \$26,917.00 for Earth and Space Science, 1st Edition (244 student editions and 2 teacher editions, with one year of access to online resources)

In Spring 2024 teachers will review online resources to determine if additional years of access need to be purchased.

Rationale for OAHS Science Preferred Options

Course	Biology	Chemistry	Geology
Preferred Option	<p><u>The Living Earth: Biology</u>, published by Savvas, 2020</p> 	<p><u>Inspire Chemistry</u>, published by McGraw Hill, 2019</p> 	<p><u>Earth and Space Science, 1st Edition</u>, published by National Geographic/Cengage, 2021</p> 
Other Options Considered	<ul style="list-style-type: none"> • <u>Biology</u>, published by National Geographic/Cengage • <u>Inspire Biology</u>, published by McGraw Hill 	<ul style="list-style-type: none"> • <u>Living by Chemistry</u>, published by Freeman and Worth • <u>World of Chemistry</u>, published by National Geographic/Cengage 	<ul style="list-style-type: none"> • <u>Essentials of Geology</u>, published by Pearson
Rationale for Selection	<ul style="list-style-type: none"> • NGSS embedded in text • Each lesson indicates NGSS standard to which it is aligned • Includes case studies and investigative activities that will be engaging for students • Students liked the study guide • Students liked the keys at the beginning of each chapter • Students liked the photos, graphics, diagrams, and other visuals 	<ul style="list-style-type: none"> • NGSS embedded in text • Lessons begin with a focus question • Of options considered, included the most links to mathematical concepts • Deemed best text to prepare students for college chemistry • Students liked the visuals in the text • Of the three options, the favorite of students 	<ul style="list-style-type: none"> • NGSS embedded in text • Includes a substantive unit on space and astronomy (other options were lighter on this topic) • Students preferred the photos and graphics in this option to visuals in other options • Students said they felt more engaged when interacting with this text • Of the two options, the favorite of students



EDUCATIONAL SERVICES MEMORANDUM

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

FROM: Joe Dana
Assistant Superintendent, Educational Services

BOARD MEETING DATE: April 5, 2023

BOARD AGENDA ITEM: Revision to Board Policy 0420.4

BACKGROUND: As per guidance from the California School Boards Association, we are updating Board Policy 0420.4 on charter school authorization. The policy is being updated to reference that, until January 1, 2025, the Governing Board is prohibited from approving a petition for the establishment of a new charter school that offers nonclassroom-based instruction. The policy also is updated to do the following:

- Clarify that a district under state receivership is not in a position to absorb the fiscal impact of a proposed charter school; and
- Include as legal references pending litigation regarding the State Board of Education's authority to reverse the denial of a charter school petition by making a determination that a board abused its discretion in denying the petition.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the revised Board Policy 0420.4 at this first reading and place it on the consent agenda of the next regular board meeting.

FUNDING: No impact.

CHARTER SCHOOLS AUTHORIZATION

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

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

Any petition for a charter school should include all components, signatures and statements required by law, as specified in the accompanying administration regulation. The proposed charter shall be attached to the petition. (Education Code 47605).

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

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

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

Timelines for Board Action

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

The Board shall either grant or deny the petition at a public hearing held within 90 days of receiving the petition, or within 120 days with the consent of both the petitioner and the Board. (Education Code 47605)

~~(cf. 9320 – Meetings and Notices)~~

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

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0420.4 (b)

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

Approval of Petition

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

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

~~(cf. 0420.41—Charter School Oversight)~~

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

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

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

~~(cf. 0420.42—Charter School Renewal)~~

~~(cf. 0420.43—Charter School Revocation)~~

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

Denial of Petition

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

1. Operate a charter school as or by a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization (Education Code 47604)

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0420.4 (c)

2. Convert a private school to a charter school (Education Code 47602)
3. Serve students in a grade level that is not served by the district, unless the petition proposes to serve students in all the grade levels served by the district (Education Code 47605)
4. Offer nonclassroom-based instruction (Education Code 47612.7)

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

1. The charter school presents an unsound educational program that has a likelihood of physical, educational, or psychological harm to, or which is not likely to provide an educational benefit, for the students to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required.
4. The petition does not contain a clear, unequivocal statement described in Education Code 47605(e), including that the charter school will be nonsectarian and that the school shall not charge tuition or discriminate against any student based on the characteristics specified in Education Code 220
5. The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code 47605(b).
6. The petition does not contain a declaration as to whether or not the charter school shall be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining pursuant to Government Code 3540-3549.3.
7. The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding shall detail specific facts and circumstances regarding:
 - a. The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings
 - b. Whether the proposed charter school would duplicate a program currently offered within the district, when the existing program has sufficient capacity for the students proposed to be served within reasonable proximity to where the charter school intends to locate

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0420.4 (d)

8. The district is not positioned to absorb the fiscal impact of the proposed charter school. The district meets this criterion if it has a negative interim certification, or has a qualified interim certification and the County Superintendent certifies that approving the charter school would result in the district having a negative interim certification, **or is under state receivership**.

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

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

Appeals

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

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

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

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

Legal Reference:

~~EDUCATION CODE~~

~~200 Equal rights and opportunities in state educational institutions~~

~~220 Nondiscrimination~~

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

~~17280-17317 Field Act~~

~~17365-17374 Field Act, fitness for occupaney~~

~~32282 Comprehensive safety plan~~

~~33126 School Accountability Report Card~~

~~41365 Charter school revolving loan fund~~

~~42238.51-42238.53 Funding for charter districts~~

~~44237 Criminal record summary~~

~~44830.1 Certificated employees, conviction of a violent or serious felony~~

~~45122.1 Classified employees, conviction of a violent or serious felony~~

~~46201 Instructional minutes~~

~~47600-47616.7 Charter Schools Act of 1992~~

~~47640-47647 Special education funding for charter schools~~

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0420.4 (e)

~~47650-47652 Funding of charter schools~~

~~49011 Student fees~~

~~51745-51749.3 Independent study~~

~~52060-52077 Local control and accountability plan~~

~~56026 Special education~~

~~56145-56146 Special education services in charter schools~~

~~CORPORATIONS CODE~~

~~5110-6910 Nonprofit public benefit corporations~~

~~GOVERNMENT CODE~~

~~1090-1099 Prohibitions applicable to specified officers~~

~~3540-3549.3 Educational Employment Relations Act~~

~~6250-6270 California Public Records Act~~

~~54950-54963 Ralph M. Brown Act~~

~~81000-91014 Political Reform Act of 1974~~

~~CODE OF REGULATIONS, TITLE 5~~

~~11700.1-11705 Independent study~~

~~11960-11969 Charter schools~~

~~UNITED STATES CODE, TITLE 20~~

~~7223-7225 Charter schools~~

~~COURT DECISIONS~~

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

~~ATTORNEY GENERAL OPINIONS~~

~~Opinion No. 11-201 (2018)~~

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

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

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

~~CSBA PUBLICATIONS~~

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

~~Charter Schools in Focus, Issue 1: Managing the Petition Review Process, Governance Brief, November 2016~~

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

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

~~CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS~~

~~Sample Copy of a Memorandum of Understanding~~

~~U.S. DEPARTMENT OF EDUCATION GUIDANCE~~

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

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

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

~~WEB SITES~~

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

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

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0420.4 (f)

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

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

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

<i>State</i>	<i>Description</i>
5 CCR 11960-11969.10	Charter schools
Corp. Code 5110-6910	Nonprofit public benefit corporations
Ed. Code 1240	County superintendent of schools; duties
Ed. Code 17078.52-17078.66	Charter schools facility funding; state bond proceeds
Ed. Code 17280-17317	Field Act; approval of plans and supervision of construction
Ed. Code 17365-17374	Field Act; fitness for occupancy; liability of board members
Ed. Code 200	Equal rights and opportunities in state educational institutions
Ed. Code 220	Prohibition of discrimination
Ed. Code 32280-32289.5	School safety plans
Ed. Code 33126	School accountability report card
Ed. Code 41365	Charter school revolving loan fund
Ed. Code 42131	Interim certification
Ed. Code 42238.02-42238.52	Funding for charter districts
Ed. Code 44237	Criminal record summary
Ed. Code 44830.1	Certificated employees; conviction of a violent or serious felony
Ed. Code 45122.1	Classified employees; conviction of a violent or serious felony
Ed. Code 46201	Instructional minutes
Ed. Code 47600-47616.7	Charter Schools Act of 1992
Ed. Code 47640-47647	Special education funding for charter schools
Ed. Code 47650-47655	Funding of charter schools
Ed. Code 49011	Student fees
Ed. Code 51744-51749.6	Independent study
Ed. Code 51745	Independent study
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 56026	Special education
Ed. Code 56145-56146	Special education services in charter schools
Gov. Code 1090-1099	Prohibitions applicable to specified officers
Gov. Code 3540-3549.3	Educational Employment Relations Act
Gov. Code 54950-54963	The Ralph M. Brown Act
Gov. Code 7920.000-7930.215	California Public Records Act
Gov. Code 81000-91014	Political Reform Act of 1974
W&I Code 224.1	Indian child; definition
<i>Federal</i>	<i>Description</i>
20 USC 7221-7221j	Charter schools
<i>Management Resources</i>	<i>Description</i>
Attorney General Opinion 101 Ops.Cal.Atty.Gen. 92 (2018)	
Attorney General Opinion 78 Ops.Cal.Atty.Gen. 297 (1995)	
Attorney General Opinion 89 Ops.Cal.Atty.Gen. 166 (2006)	
Attorney General Opinion 80 Ops.Cal.Atty.Gen. 52 (1997)	
California Charter Authorizing Professionals Pub.: Memorandum of Understanding (MOU) Resource, September 2022	
Court Decision: Napa Unified School District v. California State Board of Education, Case No. 34-2022-80004051	
Court Decision: CSBA'S Education Legal Alliance v. California State Board of Education, Case No. 34-2018-80002834	
Court Decision: Ridgecrest Charter School v. Sierra Sands Unified School District (2005) 130 Cal.App.4th 986	
CSBA Publication: Uncharted Waters: Recommendations for Prioritizing Student Achievement and Effective Governance in California's Charter Schools, September 2018	
CSBA Publication: Charter Schools: A Guide for Governance Teams, rev. February 2016	

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0420.4 (g)

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

CSBA Publication: *Charter Schools in Focus, Issue 1: Managing the Petition Review Process, Governance Brief*, November 2016

U.S. Department of Education Publication: *Charter Schools Program: Title V, Part B of the ESEA, Nonregulatory Guidance*, January 2014

U.S. Department of Education Publication: *Dear Colleague Letter: Guidance Regarding the Oversight of Charter Schools Program and Regulatory Requirements*, August 2016

Website CSBA District and County Office of Education Legal Services

Website National Association of Charter School Authorizers

Website California Charter Schools Association

Website California Department of Education, Charter Schools

Website CSBA

Website U.S. Department of Education

Policy Adopted: ~~06/10/20~~ 5/10/23

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



EDUCATIONAL SERVICES MEMORANDUM

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

FROM: Joe Dana
Assistant Superintendent, Educational Services

BOARD MEETING DATE: April 5, 2023

BOARD AGENDA ITEM: Revision to Board Policy 6146.1

BACKGROUND: As per guidance from the California School Boards Association, we are updating Board Policy 6146.1 on high school graduation requirements. The policy is being updated to reflect a new law, SB 532 (2022), that (1) expands and strengthens the exemptions from graduation requirements for highly mobile student populations and (2) requires school districts to annually report to the California Department of Education the number of students who, for the prior school year, graduated with an exemption from district-established graduation requirements.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the revised Board Policy 6146.1 at this first reading and place it on the consent agenda of the next regular board meeting.

FUNDING: No impact.

HIGH SCHOOL GRADUATION REQUIREMENTS

The Governing Board desires to prepare all students to successfully complete the high school course of study and obtain a diploma that represents their educational achievement and increases their opportunities for postsecondary education and employment.

District students shall complete graduation course requirements as specified in Education Code 51225.3 and those adopted by the Board, except for students who are exempted as provided in "Exemptions from District-Adopted Graduation Requirements," below. Students who are exempted from district-adopted graduation requirements shall be eligible to participate in any graduation ceremony and school activity related to graduation in which other students are eligible to participate.

Course Requirements

To obtain a high school diploma, students shall complete the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Three courses in English (Education Code 51225.3)
2. Two courses in mathematics (Education Code 51225.3)
Students shall complete at least one mathematics course that meets the state academic content standards for Algebra I or Mathematics I. Students may complete such coursework prior to grade 9 provided that they also complete two mathematics courses in grades 9-12. (Education Code 51224.5)
3. Successful completion of an approved computer science course that is classified as a "category c" course based on the "A-G" admission requirements shall be counted toward the satisfaction of additional graduation requirements in mathematics. (Education Code 51225.3, 51225.35)
4. Two courses in science, including biological and physical sciences (Education Code 51225.3)
5. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)
6. One course in visual or performing arts, world language, or career technical education (CTE). For purposes of this requirement, a course in American Sign Language shall be deemed a course in world language. (Education Code 51225.3)

Instruction

BP 6146.1 (b)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education. (Education Code 51225.3)

7. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)
8. Beginning with the 2029-30 school year, a one-semester course in ethnic studies (Education Code 51225.3)

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

Exemptions from District-Adopted Graduation Requirements

Prior to the beginning of grade 10, the individualized education program (IEP) team for each student with disabilities shall determine whether the student is eligible for exemption from all coursework and other requirements adopted by the Board in addition to the statewide course requirements for high school graduation, and if so, shall notify the student's parent/guardian of the exemption. A student with disabilities shall be eligible for the exemption, if the student's IEP provides for both of the following requirements: (Education Code 51225.31)

1. That the student take the alternate assessment aligned to alternate achievement standards in grade 11 as described in Education Code 60640
2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3

In addition, a foster youth, ~~homeless student~~ **student experiencing homelessness**, former juvenile court school student, child of a military family, or migrant student who transfers into the district or between district schools any time after completing the second year of high school, or a newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer program, shall be exempted from any graduation requirements adopted by the Board that are in addition to statewide course requirements. This exemption shall not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school.

Within 30 days of the transfer into a school by a foster youth, ~~homeless student~~ **experiencing homelessness**, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student, or of the commencement of participation in a newcomer program, as applicable, the Superintendent or designee shall notify any eligible student, and others as required by law, of the availability of the exemption from local graduation requirements and whether the student qualifies for it. (Education Code 51225.1)

Instruction

BP 6146.1 (c)

The Superintendent or designee shall not require or request a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student participating in a newcomer program who is exempted from district-established graduation requirements and who completes the statewide coursework requirements before the end of the fourth year of high school, and would otherwise be entitled to remain in school, to graduate before the end of the student's fourth year of high school. (Education Code 51225.1)

If a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student participating in a newcomer program was not properly notified of an exemption, declined the exemption, or was not previously exempted, the student or the person holding the right to make educational decisions for the student may request the exemption and the Superintendent or designee shall exempt the student within 30 days of the request. Any such student who at one time qualified for the exemption may request the exemption even if the student is no longer eligible. (Education Code 51225.1)

Annually, the Superintendent or designee shall report to the California Department of Education, in accordance with Education Code 51225.1, the number of student's graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.

Retroactive Diplomas

Any student who completed grade 12 in the 2003-04 through the 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

In addition, the district may retroactively grant high school diplomas to former students who: (Education Code 48204.4, 51430, 51440)

1. Departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure

Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the district that are consistent with the purposes of Education Code 48204.4.

Instruction

BP 6146.1 (d)

In determining whether to award a diploma under these circumstances, the Superintendent or designee shall consider any coursework that may have been completed outside of the United States or through online or virtual courses.

2. Were interned by order of the federal government during World War II or are honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that they were enrolled in a district school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars

Deceased former students who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.

3. Are veterans who entered the military service of the United States while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school
4. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis

Honorary Diplomas

The Board may grant an honorary high school diploma to: (Education Code 51225.5)

1. An international exchange student who has not completed the course of study ordinarily required for graduation and who is returning to the student's home country following the completion of one academic school year in the district
2. A student who is terminally ill

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by the district. (Education Code 51225)

<i>State</i>	<i>Description</i>
5 CCR 1600-1651	Graduation of students from grade 12 and credit toward graduation
5 CCR 4600-4670	Uniform complaint procedures
Ed. Code 220	Prohibition of discrimination
Ed. Code 47612	Average daily attendance in charter school
Ed. Code 48200	Compulsory attendance
Ed. Code 48204.4	Parents/guardians departing California against their will
Ed. Code 48412	Certificate of proficiency
Ed. Code 48430	Continuation education schools and classes

Instruction

BP 6146.1 (e)

Ed. Code 48645.5	Former juvenile court school students; enrollment
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49701	Provisions of the Interstate Compact on Educational Opportunities for Military Children
Ed. Code 51224	Skills and knowledge required for adult life
Ed. Code 51224.5	Algebra in course of study for grades 7-12
Ed. Code 51225.1	Exemption from district graduation requirements
Ed. Code 51225.2	Course credits
Ed. Code 51225.3	High school graduation requirements
Ed. Code 51225.31	Exemption for students with disabilities
Ed. Code 51225.35	Mathematics course requirements; computer science
Ed. Code 51225.36	Instruction in sexual harassment and violence; districts that require health education for graduation
Ed. Code 51225.5	Honorary diplomas; foreign exchange and terminally ill students
Ed. Code 51225.6	Instruction in cardiopulmonary resuscitation; districts that require health education for graduation
Ed. Code 51226.7	Model Curriculum in Ethnic Studies
Ed. Code 51228	Course of study; offerings and timely opportunity
Ed. Code 51230	Credit for community emergency response training
Ed. Code 51240-51246	Exemptions from requirements
Ed. Code 51250-51251	Assistance to military dependents
Ed. Code 51410-51413	Diplomas
Ed. Code 51420-51427	High school equivalency certificates
Ed. Code 51430	Retroactive high school diplomas
Ed. Code 51440	Credit and granting of diploma to veterans and members of the military service
Ed. Code 51450-51455	Golden State Seal Merit Diploma
Ed. Code 51744-51749.6	Independent study
Ed. Code 56390-56392	Recognition for educational achievement; special education
Ed. Code 60640	California Assessment of Student Performance and Progress
Ed. Code 66204	Certification of high school courses as meeting university admission criteria
Ed. Code 67386	Student safety; affirmative consent standard
<i>Management Resources</i>	<i>Description</i>
Court Decision	O'Connell v. Superior Court (Valenzuela) (2006) 141 Cal.App.4th 1452
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, High School
Website	University of California, List of Approved A-G Courses
Website	CSBA

Policy Adopted: ~~12/14/2022~~ 5/10/23

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



EDUCATIONAL SERVICES MEMORANDUM

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

FROM: Joe Dana
Assistant Superintendent, Educational Services

BOARD MEETING DATE: April 5, 2023

BOARD AGENDA ITEM: Revision to Board Policy 6173

BACKGROUND: As per guidance from the California School Boards Association, we are updating Board Policy 6173 on education for homeless children to align with three new laws. AB 408 (2022) mandates that districts establish homeless education program policies and update those policies at least once every three years, and requires the liaison for homeless students to offer annual training to those district employees who provide services to students experiencing homelessness. AB 2375 (2022) requires districts to annually administer a housing questionnaire for the purpose of identifying students experiencing homelessness and annually report that number of students to the California Department of Education (CDE). SB 532 (2022) requires districts to annually report to CDE the number of students experiencing homelessness who graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements. Finally, the policy is updated throughout to utilize a more acceptable description for students in this situation: “students experiencing homelessness.”

RECOMMENDATION: Staff recommends that the Board of Trustees approve the revised Board Policy 6173 at this first reading and place it on the consent agenda of the next regular board meeting.

FUNDING: No impact.

Instruction

BP 6173 (a)

EDUCATION FOR HOMELESS CHILDREN

The Board of Trustees believes that the identification of students experiencing homelessness is critical to improving the educational outcomes of such student and ensuring that students experiencing homelessness ~~desires to ensure that homeless students~~ have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services necessary for these students to meet the same challenging academic standards as other students.

~~(cf. 6011—Academic Standards)~~

The Superintendent or designee shall ensure that each district school identifies all students experiencing homelessness and unaccompanied youths enrolled at the school. (Education Code 48851) To ensure easy identification of students experiencing homelessness, the Superintendent or designee shall annually provide and administer a housing questionnaire developed by the California Department of Education (CDE) to all parents/guardians of students and all unaccompanied youths. (Education Code 48851) If the primary language of a student's parent/guardian or an unaccompanied youth is not English, either the housing questionnaire shall be made available in the primary language of the student's parent/guardian or the unaccompanied youth pursuant to Education Code 48985, or an appropriate translation of the housing questionnaire shall be provided upon request of a student's parent/guardian or an unaccompanied youth. (Education Code 48851)

~~Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way.~~

~~(cf. 3553—Free and Reduced Price Meals)~~

~~The Superintendent or designee shall identify and remove any barriers to the identification and enrollment of homeless students and to the retention of homeless students due to absences or outstanding fees or fines. (42 USC 11432)~~

~~(cf. 3260—Fees and Charges)~~

~~(cf. 5113.1—Chronic Absence and Truancy)~~

The Superintendent or designee shall review district policies at least once every three years and recommend updates to ensure removal of any barriers to the education of homeless students and unaccompanied youth. Any such review shall address identification, enrollment, and retention of such students, including those barriers that are due to absences or outstanding fees or fines. (Education Code 48851.3, 42 USC 11432)

When there are at least 15 homeless students in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060)

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for ~~homeless children and youths~~ students experiencing homelessness. The district liaison shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting homeless students to succeed

Instruction

BP 6173 (b)

in school, and as specified in Education Code 48851.3 related to trainings for district staff providing assistance to students experiencing homelessness. In addition, the Superintendent or designee shall ensure that the district liaison's contact information and other information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness, are posted on the district and school web sites as specified in the accompanying administrative regulation. (Education Code 48852.6)

The Superintendent or designee shall ensure that information and/or materials for students experiencing homelessness are provided in a manner and form understandable to the student's parents/guardians and to unaccompanied youths.

Information about a ~~homeless student's~~ the living situation of a student experiencing homelessness shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act and shall not be deemed to be directory information as defined in 20 USC 1232g. (42 USC 11432)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

The Superintendent or designee shall ensure that placement decisions for ~~homeless~~ students experiencing homelessness are based on the student's best interest as defined in law and administrative regulation.

Each ~~homeless~~ student experiencing homelessness shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (Education Code 48850; 42 USC 11432)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6159 - Individualized Education Program)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6171 - Title I Programs)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Language Learners)

(cf. 6177 - Summer School)

(cf. 6178 - Career and Technical Education)

(cf. 6179 - Supplemental Instruction)

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. However, the Superintendent or designee may

Instruction

BP 6173 (c)

separate homeless students on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of homeless students. (42 USC 11432, 11433)

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

(cf. 3553 - Free and Reduced Price Meals)

The Superintendent or designee shall coordinate with other agencies and entities to ensure that ~~homeless children and youth~~ **students experiencing homelessness** are promptly identified, ensure that ~~homeless students~~ **students experiencing homelessness** have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to ~~homeless children and youth~~ **students experiencing homelessness**, and, if applicable, transitional housing facilities. In addition, the Superintendent or designee shall coordinate transportation, transfer of school records, and other interdistrict activities with other local educational agencies. As necessary, the Superintendent or designee shall coordinate, within the district and with other involved local educational agencies, services for ~~homeless students~~ **students experiencing homelessness** and services for students with disabilities. (42 USC 11432)

District liaisons and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of homeless students. ~~and to provide training on the definitions of terms related to homelessness. (42 USC 11432)~~ **Such professional development and technical assistance shall include, but are not limited to, training on the district's homeless education program policies, definitions of terms related to homelessness, recognition of signs that students are experiencing or are at risk of experiencing homelessness, the steps that should be taken once a potentially homeless student is identified, and how to connect students experiencing homelessness with appropriate housing and service providers. (Education Code 48851.3, 48852.5; 42 USC 11432)**

At least annually, the Superintendent or designee shall report to the Board on the identification of and outcomes for students experiencing homelessness, which may include, but are not limited to, the housing questionnaire responses, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to more effectively identify and support the education of students experiencing homelessness.

Annually, the Superintendent or designee shall report to CDE, in accordance with Education Code 51225.1, the number of students experiencing homelessness graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.

Instruction

BP 6173 (d)

Legal Reference:

EDUCATION CODE

~~2558.2 Use of revenue limits to determine average daily attendance of homeless children~~

~~39807.5 Payment of transportation costs by parents~~

~~48850 Educational rights of homeless and foster youth~~

~~48852.5 Notice of educational rights of homeless students~~

~~48852.7 Enrollment of homeless students~~

~~48915.5 Recommended expulsion, homeless student with disabilities~~

~~48918.1 Notice of recommended expulsion~~

~~51225.1-51225.3 Graduation requirements~~

~~52060-52077 Local control and accountability plan~~

CODE OF REGULATIONS, TITLE 5

~~4600-4687 Uniform complaint procedures~~

UNITED STATES CODE, TITLE 20

~~1087vv Free Application for Federal Student Aid; definitions~~

~~1232g Family Educational Rights and Privacy Act~~

~~6311 Title I state plan; state and local educational agency report cards~~

UNITED STATES CODE, TITLE 42

~~11431-11435 McKinney-Vento Homeless Assistance Act~~

~~12705 Cranston-Gonzalez National Affordable Housing Act; state and local strategies~~

~~Management Resources:~~

CALIFORNIA CHILD WELFARE COUNCIL

~~Partial Credit Model Policy and Practice Recommendations~~

CALIFORNIA DEPARTMENT OF EDUCATION

~~Homeless Education Dispute Resolution Process, January 30, 2007~~

NATIONAL CENTER FOR HOMELESS EDUCATION PUBLICATIONS

~~Homeless Liaison Toolkit, 2013~~

U.S. DEPARTMENT OF EDUCATION GUIDANCE

~~Dear Colleague letter, July 27, 2016~~

~~Education for Homeless Children and Youth Program, Non-Regulatory Guidance, July 2016~~

WEB SITES

~~California Child Welfare Council: <http://www.ehhs.ca.gov/Pages/CAChildWelfareCouncil.aspx>~~

~~California Department of Education, Homeless Children and Youth Education:~~

~~<http://www.cde.ca.gov/sp/hs/cy>~~

~~National Center for Homeless Education at SERVE: <http://www.serve.org/nehe>~~

~~National Law Center on Homelessness and Poverty: <http://www.nlchp.org>~~

~~U.S. Department of Education: <http://www.ed.gov/programs/homeless/index.html>~~

State

Description

5 CCR 4600-4670 Uniform complaint procedures

Ed. Code 39807.5 Payment of transportation costs by parents

Ed. Code 48850 Academic achievement of students in foster care and homeless children

Ed. Code 48850-48859 Education of foster youth and homeless students

Ed. Code 48851 Identification of homeless children and youths and unaccompanied youths; housing questionnaire

Instruction

BP 6173 (e)

Ed. Code 48851.3 Homeless education program policies; liaison responsibilities
Ed. Code 48851.5 Local educational agency liaison for homeless children and youths
Ed. Code 48852.3 Monitoring for compliance with chapter
Ed. Code 48852.5 Notice of educational rights of homeless students
Ed. Code 48852.6 Information regarding homelessness
Ed. Code 48852.7 Education of homeless students; immediate enrollment
Ed. Code 48859 Definitions
Ed. Code 48915.5 Recommended expulsion; foster youth with disabilities
Ed. Code 48918.1 Notice of recommended expulsion
Ed. Code 48985 Notices to parents in language other than English
Ed. Code 51225.1-51225.3 Graduation requirements
Ed. Code 52052 Accountability; numerically significant student subgroups
Ed. Code 52060-52077 Local control and accountability plan

Federal Description

20 USC 1087vv Free Application for Federal Student Aid; definitions
20 USC 1232g Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1400-1482 Individuals with Disabilities Education Act
20 USC 6311 State plan
42 USC 11431-11435 McKinney-Vento Homeless Assistance Act
42 USC 12705 Cranston-Gonzalez National Affordable Housing Act; state and local strategies

Management Resources

California Child Welfare Council Publication Partial Credit Model Policy and Practice Recommendations, September 2013
California Department of Education Publication, Federal Program Monitoring Instrument
California Department of Education Publication Homeless Education Dispute Resolution Process, March 2020
National Center for Homeless Education Publication, Homeless Liaison Toolkit, 2020
U.S. Department of Education Guidance Education for Homeless Children and Youths Program, Non-Regulatory Guidance, August 2018
Website: CSBA District and County Office of Education Legal Services
Website: California State University
Website: University of California
Website: California Department of Education, Homeless Children and Youth Education
Website: National Center for Homeless Education at SERVE
Website: National Homelessness Law Center
Website: U.S. Department of Education - Education for Homeless Children and Youths Grants for State and Local Activities
Website: California Community Colleges
Website: California Interscholastic Federation
Website: California Child Welfare Council

Policy Adopted: ~~01/11/17~~ 5/10/23

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



EDUCATIONAL SERVICES MEMORANDUM

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

FROM: Joe Dana
Assistant Superintendent, Educational Services

BOARD MEETING DATE: April 5, 2023

BOARD AGENDA ITEM: Revision to Board Policy 6173.1

BACKGROUND: As per guidance from the California School Boards Association, we are updating Board Policy 6173.1 on education for foster youth to reflect a new law, SB 532 (2022), that requires districts to annually report to the California Department of Education regarding the number of foster youth who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the revised Board Policy 6173.1 at this first reading and place it on the consent agenda of the next regular board meeting.

FUNDING: No impact.

Instruction

BP 6173.1(a)

EDUCATION FOR FOSTER YOUTH

~~The Board of Trustees recognizes its obligation to ensure that foster youth have access to the academic resources, services and extracurricular and enrichment activities that are available to district students. The district shall provide students in foster care within the district with access to educational opportunities and other services necessary to help such students achieve the district's performance standards.~~

~~(cf. 6011—Academic Standards)~~

~~(cf. 6173—Education for Homeless Children)~~

The Governing Board recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs that may be addressed with the provision of a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement.

The Superintendent or designee shall provide foster youth with full access to the district's educational program and implement strategies necessary for the improvement of the academic achievement of foster youth as identified in the district's local control and accountability plan (LCAP). The Superintendent or designee shall also develop strategies to build a foster youth's feeling of connectedness with school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

The Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and administrative regulation. ~~To that end, the Superintendent or designee shall designate a staff person as the district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.~~

The Superintendent or designee and district liaison shall ensure that all appropriate staff, including, but not limited to, each principal, school registrar, and attendance clerk, receive training on the enrollment, placement, and transfer of foster youth and other related rights.

~~The Superintendent or designee shall collaborate with the county placing agency and other appropriate agencies to ensure maximum utilization of available funds and to meet the educational needs of foster youth within the district.~~

~~(cf. 1400—Relations between Other Governmental Agencies and the Schools)~~

~~(cf. 5141.6—Student Health and Social Services)~~

To address the needs of foster youth and help ensure the maximum utilization of available funds, the Superintendent or designee shall collaborate with local agencies and officials including, but not limited to, the county placing agency, social services, probation officers, and juvenile court officers. The Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth.

Instruction

BP 6173.1(b)

At least annually and in accordance with the established timelines, the Superintendent or designee shall report to the Board on the outcomes for foster youth regarding the goals and specific actions identified in the LCAP, including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, and suspension/expulsion rates. As necessary, evaluation data shall be used to determine and recommend revisions to the LCAP for improving or increasing services for foster youth.

Annually, the Superintendent or designee shall report to the California Department of Education, in accordance with Education Code 51225.1, the number of foster youth graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.

Legal Reference:

EDUCATION CODE

~~42920-42925 Foster children educational services~~
~~48645.1 Juvenile court schools~~
~~48850-48859 Educational placement of students residing in licensed children's institutions~~
~~49061 Student records~~
~~49069.5 Foster care students transfer of records~~
~~49076 Access to student records~~
~~56055 Rights of foster parents in special education~~

WELFARE AND INSTITUTIONS CODE

~~300 Children subject to jurisdiction~~
~~309 Investigation and release of child~~
~~361 Limitations on parental or guardian control~~
~~366.27 Educational decision by relative providing living arrangements~~
~~602 Minors violating law; ward of court~~
~~726 Limitations on parental or guardian control~~
~~727 Order of care, ward of court~~

UNITED STATES CODE, TITLE 42

~~11431-11435 McKinney-Vento Homeless Assistance Act~~

Management Resources:

WEB SITES

~~California Department of Education, Foster Youth Services Program:~~

~~<http://www.cde.ca.gov/spbranch/ssp/fysprfa/fysrfa.htm>~~

~~California Department of Social Services, Foster Youth Ombudsman Office:~~

~~<http://www.fosteryouthhelp.ca.gov>~~

State

Description

5 CCR 4600-4670: Uniform complaint procedures
Ed. Code 39807.5: Payment of transportation costs by parents/guardians; waiver for foster youth
Ed. Code 42238.01-42238.07: Local control funding formula
Ed. Code 42920-42926: Foster children educational services
Ed. Code 48645-48647: Juvenile court schools
Ed. Code 48850-48859: Education of foster youth and homeless students
Ed. Code 48915.5: Recommended expulsion; foster youth with disabilities
Ed. Code 48918.1: Notice of recommended expulsion
Ed. Code 49061: Definitions; directory information

Instruction

BP 6173.1(c)

Ed. Code 49069.5: Students in foster care; grades and credits
Ed. Code 49076: Access to student records
Ed. Code 51225.1: Exemption from district graduation requirements
Ed. Code 51225.2: Course credits
Ed. Code 51225.3: High school graduation requirements
Ed. Code 52060-52077: Local control and accountability plan
Ed. Code 56055: Rights of foster parents pertaining to foster youth's education
H&S Code 120341: Foster youth; school placement and immunization records
H&S Code 1522.41: Training and certification of group home administrators
W&I Code 16000-16014: Foster care placement
W&I Code 300: Minors subject to jurisdiction
W&I Code 309: Investigation and release of child
W&I Code 317: Appointment of legal counsel
W&I Code 361: Limitations on parental control
W&I Code 366.27: Educational decision by relative providing living arrangements
W&I Code 602: Minors violating law; ward of court
W&I Code 726: Limitations on parental control
W&I Code 727: Order of care; ward of court

Federal Description

20 USC 1415: Procedural safeguards
20 USC 6311: State plan
29 USC 794: Rehabilitation Act of 1973; Section 504
42 USC 11431-11435: McKinney-Vento Homeless Assistance Act
42 USC 670-679b: Federal assistance for foster care programs

Management Resources Description

Alliance for Children's Rights Publication: Foster Youth Education Toolkit, December 2016
California Child Welfare Council Publication Partial Credit Model Policy and Practice Recommendations, September 2013
California Foster Youth Education Task Force Pub California Foster Youth Education Law Fact Sheets, January 2021
Cities, Counties and Schools Partnership Pub. Our Children: Emancipating Foster Youth, A Community Action Guide
CSBA Publication: Our Foster Youth: What School Boards Can Do, May 2016
CSBA Publication: Foster Youth: Supports for Success, Governance Brief, May 2016
U.S. Department of Education Publication Ensuring Educational Stability for Children in Foster Care, Non-Regulatory Guidance, June 2016
Website: CSBA District and County Office of Education Legal Services
Website: Alliance for Children's Rights
Website: Foster Ed
Website: National Center for Youth Law
Website: California Department of Education, Foster Youth Services
Website: California Department of Social Services, Foster Youth Ombudsman Office
Website: California Foster Youth Education Task Force
Website: California Youth Connection
Website: Cities Counties and Schools Partnership
Website: CSBA
Website: California Child Welfare Council

Policy Adopted: ~~12/13/06~~ 5/10/23

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



EDUCATIONAL SERVICES MEMORANDUM

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

FROM: Joe Dana
Assistant Superintendent, Educational Services

BOARD MEETING DATE: April 5, 2023

BOARD AGENDA ITEM: Revision to Board Policy 6177

BACKGROUND: As per guidance from the California School Boards Association, we are updating Board Policy 6177 on summer learning programs to reflect that such programs are part of the Expanded Learning Opportunities Program (ELO-P) and that school districts are required to offer access to these programs to specified students as per two new laws, AB 181 (2022) and AB 185 (2022).

RECOMMENDATION: Staff recommends that the Board of Trustees approve the revised Board Policy 6177 at this first reading and place it on the consent agenda of the next regular board meeting.

FUNDING: No impact.

SUMMER SCHOOL LEARNING PROGRAMS

The Board of Trustees recognizes that an extended break from the instructional program may result in significant learning loss, especially among disadvantaged students and low-achieving students, and desires to provide opportunities during the summer for students to practice essential skills, ~~and~~ make academic progress, **develop socially and emotionally, and explore interests through engaging learning experiences.**

Summer programs offered by the district shall be aligned with the district's local control and accountability plan (LCAP), other applicable district and school plans, and the educational program provided during the school year. When feasible, summer programs shall blend high-quality academic instruction in core curricular and/or elective subjects with recreation, nutrition programs, social and emotional development, and support services that encourage attendance, student engagement in learning, and student wellness.

(cf. 0200 - Goals for the School District)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 3552 - Summer Meal Program)
(cf. 5030 - Student Wellness)
(cf. 5141.6 - School Health Services)
(cf. 5148 - Child Care and Development Program)
(cf. 6011 - Academic Standards)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6143 - Courses of Study)

Summer School Programs

The district is required to offer childcare programming beyond the school year in association with its Expanded Learning Opportunities Program for grades transitional kindergarten (TK)-6 (Education Code 46120). This program can include summer childcare and, if the district desires, a summer school. The district's summer program may be used to provide supplemental instruction to students needing remediation and/or enrichment in core academic subjects. The district also can provide summer opportunities for high school credit recovery and programs that support transitions for students entering a new school. The Superintendent or designee, with Board approval, may establish summer school day and/or evening classes.

~~(cf. 5148.2 - Before/After School Program)
(cf. 6171 - Title I Programs)
(cf. 6175 - Migrant Education Program)~~

Attendance

As appropriate, priority for enrollment in summer programs shall be given to district students who:

- 1. Are in grades TK-6 and are required to be offered or provided access to Expanded Learning Opportunities Programs pursuant to Education Code 46120 and BP/AR 5184.2 - Before/After School Programs**

Instruction

BP 6177 (b)

2. Need course credits in order to graduate from high school before the beginning of the next school year
3. Have been retained or are at risk of being retained at their grade level
4. Demonstrate academic deficiencies in core curriculum areas
5. Are in targeted student groups identified in the district's LCAP as needing increased or improved services to succeed in the educational program

~~Because summer courses cover extensive instructional content in a relatively short time period, students who have more than three excused absences or one unexcused absence may not receive credit for their summer session class(es) unless they make-up missed work in accordance with law, Board policy, and administrative regulation.
(cf. 5113—Absences and Excuses)
(cf. 6154—Homework/Make-Up Work)~~

Rotation of School Sites

Sites for summer school programs may be rotated in an effort to make summer school programs more accessible to all students, regardless of residence or regular attendance area, and to equalize long-term facility and maintenance needs.

Additional Summer Learning Opportunities

The Superintendent or designee may collaborate with parents/guardians, city and county agencies, community organizations, child care providers, and/or other interested persons to develop, implement, and build awareness of organized activities that support summer learning.

Strategies to support summer learning may include, but are not limited to:

1. Providing information to students and parents/guardians about summer reading programs scheduled to be conducted by public libraries or community organizations
2. Collaborating with the local parks and recreation agency and/or community organizations to provide day camps, sports programs, or other opportunities for physical education and activity
3. Collaborating with workforce development agencies, businesses, and community organizations to provide summer job training opportunities that include an academic component

Instruction

BP 6177 (c)

4. Encouraging reading in the home, such as providing lists of recommended reading to students and parents/guardians, establishing a target number of books or pages, and providing prizes for achievement of reading goals
5. Assigning summer vacation homework in core curricular subject(s) for extra credit
6. Conducting occasional, interactive "fun days" during the summer to provide activities related to art, music, science, technology, mathematics, environmental science, multicultural education, debate, or other subject
7. Arranging opportunities for community service

Legal Reference:

EDUCATION CODE

~~8482-8484.6 After School Education and Safety Program~~

~~8484.7-8484.9 21st Century Community Learning Centers~~

~~37252-37253.5 Supplemental instruction~~

~~39837 Transportation to summer employment programs~~

~~41505-41508 Pupil Retention Block Grant~~

~~41976.5 Summer school programs, substantially disabled persons or graduating high school seniors~~

~~42238.01-42238.07 Local control funding formula~~

~~42238.8 Revenue limit for unit of average daily attendance~~

~~48070-48070.5 Promotion and retention~~

~~51210 Areas of study for elementary schools~~

~~51220 Areas of study for grades 7-12-6~~

~~51730-51732 Powers of governing boards (authorization for elementary summer school classes)~~

~~52052 Definition of numerically significant student subgroups~~

~~52060-52077 Local control and accountability plan~~

~~54444.3 Summer program for migrant students~~

~~56345 Extended year program for special education students~~

~~58700-58702 Credit towards summer school apportionments for tutoring and homework assistance program~~

~~58806 Summer school apportionments~~

CODE OF REGULATIONS, TITLE 5

~~3043 Extended school year, special education students~~

~~11470-11472 Summer school~~

UNITED STATES CODE, TITLE 20

~~6311-6322 Improving basic programs for disadvantaged students~~

~~7171-7176 21st Century Community Learning Centers~~

Management Resources:

CSBA PUBLICATIONS

~~Summer Learning and Wellness Resource Guide~~

~~School's Out, Now What? How Summer Programs Are Improving Student Learning and Wellness, Policy Brief, April 2013~~

Instruction

BP 6177 (d)

~~NATIONAL SUMMER LEARNING ASSOCIATION PUBLICATIONS~~

~~Healthy Summers for Kids: Turning Risk into Opportunity, May 2012~~

~~New Vision for Summer School, 2010~~

~~RAND CORPORATION PUBLICATIONS~~

~~Making Summer Count: How Summer Programs Can Boost Children's Learning, 2011~~

WEB SITES

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

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

National Summer Learning Association: <http://www.summerlearning.org>

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

RAND Corporation: <http://www.rand.org>

Summer Matters: <http://summermatters2you.net>

State Description

5 CCR 11470-11472: Summer school

5 CCR 3043: Extended school year; special education students

Ed. Code 37252-37254.1: Supplemental instruction

Ed. Code 39837: Transportation to summer employment program

Ed. Code 41505-41508: Pupil Retention Block Grant

Ed. Code 41976.5: Summer school programs; substantially disabled persons or graduating high school seniors

Ed. Code 42238.01-42238.07: Local control funding formula

Ed. Code 48070-48070.5: Promotion and retention

Ed. Code 51210: Course of study for grades 1-6

Ed. Code 51220: Course of study for grades 7-12

Ed. Code 51730-51732: Powers of governing boards (authorization for elementary summer school classes); admissions of adults and minors

Ed. Code 52052: Accountability; numerically significant student subgroups

Ed. Code 52060-52077: Local control and accountability plan

Ed. Code 54444.3: Summer program for migrant students

Ed. Code 56345: Individualized education program contents

Ed. Code 58700-58702: Credit towards summer school apportionments for tutoring and homework assistance

Ed. Code 58806: Summer school apportionments

Ed. Code 8482-8484.6: After School Education and Safety Program

Ed. Code 8484.7-8484.9: 21st Century Community Learning Centers

Federal Description

20 USC 6311-6322: Improving basic programs for disadvantaged students

20 USC 7171-7176: 21st Century Community Learning Centers

Management Resources

CSBA Publication, School's Out, Now What? How Summer Programs Are Improving Student Learning and Wellness, Policy Brief, April 2013

CSBA Publication: Summer Learning and Wellness Resource Guide

National Summer Learning Association Publication: New Vision for Summer School, 2010

National Summer Learning Association Publication: Healthy Summers for Kids: Turning Risk into Opportunity, May 2012

Rand Corporation Publication: Making Summer Count: How Summer Programs Can Boost Children's Learning, 2011

Website: CSBA District and County Office of Education Legal Services

Website: National Summer Learning Association

Website: RAND Corporation

Website: Summer Matters

Website: Partnership for Children and Youth

Website: California Department of Education

Website: CSBA

Description

Instruction

BP 6177 (e)

Policy Adopted: ~~06/08/16~~ 5/10/23

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



EDUCATIONAL SERVICES MEMORANDUM

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

FROM: Joe Dana
Assistant Superintendent, Educational Services

BOARD MEETING DATE: April 5, 2023

BOARD AGENDA ITEM: California Department of Education Library Survey

BACKGROUND: As required by California Education Code 18122, all district elementary and junior high schools have completed the California Department of Education (CDE) School Library Survey for the 2021-2022 school year. The attached results from this online survey are available online at the CDE website.

We are notifying the Board of Trustees of the district's completion of this requirement in compliance with law. Results of the survey are being utilized to improve the quality of library services and collection holdings.

RECOMMENDATION: Staff recommends that the Board of Trustees acknowledge the district's completion of this requirement for each of our schools in compliance with law.

FUNDING: No impact.



School Library Survey Collecting Information from the 2021-2022 Academic Year

Submission Record

Submission ID: 19471

Submission Date: 3/28/2023 10:13:47 AM PT

School: Alice Shaw Elementary (CDS Code: 42692606045736)

1. Did you have a dedicated common area in your school designated as the library in the 2021–2022 academic year?

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

Name of the adjacent school library:

No response

If your school building did NOT have a designated library facility, what was the reason?

- This is a new facility and wasn't open in 2021–2022.
- It never had a library facility.
- This is a virtual academy (At the end of the evaluation, there is space to specify how students access the library program).
- The library facility closed during the past three years.
- The library facility closed more than three years ago.

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

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

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

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

Specify name of the joint-use partner:

No response

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

No response

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

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

- Yes
 No

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

No response

Library Staffing

For purposes of answering questions referring to staff working in the library, stop and think about how the library staff was paid. If staff was paid a teacher salary, select credentialed, but if staff was paid a classified salary, select classified.

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

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

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

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

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

- Yes
 No

6. What library certification did the credentialed staff hold?

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


Please explain certificate held by the credentialed staff.

No response

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

(Classified contract and classified salary schedule)

- Yes
 No

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

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

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

Specify where you earned your certificate:

No response

Specify other classified training:

No response

Please enter the total number of weekly hours typically worked for all paid staff assigned to this single school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. The Full Time Equivalent (FTE) hours will be calculated for you. At the end of the evaluation, you will have the opportunity to share what duties you performed in 2021–2022.

Profession	Weekly Hours	FTE
9. Credentialed staff	0.00	0.000
10. Classified staff	24.00	0.600
Totals:	24.00	0.600

11. At how many different school libraries did the certificated staff serve in 2021–2022? No response

12. At how many different school libraries did the classified staff serve in 2021–2022? 1

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

Library Access

Library Service Hours in a Typical Week

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

13. How many hours total was school library service available per week, typically (e.g., 32 hours)? 24

14. When was school library service typically available for student use? (Select all that apply.)

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

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

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

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

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

Library's Physical Space

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

Library's Virtual Presence

Did the school library have:

Description	Answer
21. A library website with or without access to online library catalog	<input checked="" type="checkbox"/> With <input type="checkbox"/> Without <input type="checkbox"/> Not applicable (school library did not have website)
22. Collaboration software (e.g., SharePoint,	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Google Drive, Teams etc.)	
23. Was your library program promoted via social media?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Computers/Tablet Devices

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

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

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

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

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

No response

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

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

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

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

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

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

RESOURCES: School Library Collection

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

Overall Collection

29. Enter the number of print books in the school library collection at the end of the 2021–2022 academic year. Include reference books in your count, and count each reference volume as one.

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

- 27,500–29,999
- 30,000–34,999
- 35,000 or more

30. Were electronic book (e-Book) titles purchased for library use during the 2021–2022 academic year?

- Yes
- No
- Not Applicable

31. Enter the number of print subscriptions to magazines and newspapers during the 2021–2022 academic year (count subscriptions, not individual titles or issues).

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

Age of Collection

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

- Count the number of books in all of the Dewey section being surveyed.
- Next, add the copyright dates of all the books in the Dewey section being surveyed.
- Divide the sum of the copyright dates by the total number of books in the Dewey section being surveyed.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the Dewey section being surveyed and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then: $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$. Then $12,004 \div 6 = 2001$ (rounded off to a whole number).
- Correct entry: 2001.

32. Enter the average copyright date of the books listed under the subject heading “Native Americans” (or the former heading “Indians of North America”) Include books in the circulating section, reference section, and digital titles owned by the library. We are asking for the average copyright date of your largest section of Native American informational titles (typically cataloged somewhere in the 900s).

Average copyright date of “Native American” books. Round off to a four digit year. 1996

33. Enter the average copyright date of the books in your whole collection. Include books in the circulating section, reference section, and the digital titles owned by the library. Do NOT include online subscriptions to e-books (e.g., Overdrive, Turtle Books, SORA, etc.).

Average copyright date of books in your whole collection. Round off to a four digit year. 1999

Licensed Databases

34. Did your library offer access to any online subscription information databases for students in the 2021–2022 academic year?

This question does not apply to databases offered by the local public library, California’s K–12 Online Resources, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale’s *In Context*, *World Book Online*, etc.

- Yes
- No

35. Did your school provide access to California’s K–12 Online Resources - Encyclopaedia Britannica, Pro-Quest, and TeachingBooks?

- Yes
- No

2021–2022 Budget

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

36. How much money was spent in the school library for the purchase of library books during the 2021–2022 academic year? Include both print titles and digital titles (eBooks that you own). Include processing costs if purchased with library books.

- No Budget
- Less than \$1,000
- Less than \$2,000

- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more

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

37. If you spent more than \$50,000 on books enter the amount here.

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

Correct entry: 150000.

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

No response

38. How much money was spent in the school library for the purchase of library materials other than books during the 2021–2022 academic year? Include periodicals (paper or electronic), technology and media resources, online subscriptions to resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

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

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

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

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

Correct entry: 150000.

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

No response

40. Check one or more of the following funds used to purchase library materials during the 2021–2022 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)
- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- CARES Act Funds
- Other (One-time discretionary grants to districts, etc.)
- None of the above

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

- Yes
- No

Was the library funding tied to your LCAP?

- Yes
- No

Curriculum and Instruction

General Programming

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

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

- Yes
 No

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

2006

44. How often did the library staff meet at the district level for planning and professional development?

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

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

Assistant Super Intendent

Basic Services

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

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

- Returned, selected, and checked out new books
 Storytime/Book talks
 Provided training in basic library skills (e.g., care and handling of books, library layout, parts of books, locating books, etc.)
 Worked on research projects
 Not Applicable – no class sessions

46. What was the average number of classes that had a library session in a typical week? 5

47. A typical class session lasted:

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

Description	Answer
48. Communicated proactively with principal	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never

Teaching Approaches

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

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

Like the previous section, we understand teaching approaches changed, and some of these questions may not be relevant to your situation. How often did you engage in the following activities?

Question	Answer
49. Planned collaborative instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
50. Taught students how to be digitally literate	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
51. a) Managed the library, including collection development, analysis of the collection (e.g., overall age and relevance; diversity, equity, & inclusion representation), and supervision of ordering	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
b) Our collection development included weeding, de-selection, and withdrawals	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian

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

- Yes
 No

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

No response

53. How did you implement the *CA MSLS*?

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

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

- Yes
 No

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

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

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

No response

55. What information would you like to share that was not asked in this library program evaluation tool (e.g., what you are most proud of; explanation of fund raising; description of how you split time between sites)?

No response

Contact Information

Respondent Information

Name: Rosemary Weddle
Title: Media Specialist
Email: rweddle@orcutt-schools.net
Phone: 805-938-8872

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

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

Name: Rosemary Weddle
Email: rweddle@orcutt-schools.net
Phone: 805-938-8872

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

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

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)



School Library Survey Collecting Information from the 2021-2022 Academic Year

Submission Record

Submission ID: 19183

Submission Date: 3/22/2023 8:56:30 AM PT

School: Joe Nightingale Elementary (CDS Code: 42692606045777)

1. Did you have a dedicated common area in your school designated as the library in the 2021–2022 academic year?

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

Name of the adjacent school library:

No response

If your school building did NOT have a designated library facility, what was the reason?

- This is a new facility and wasn't open in 2021–2022.
- It never had a library facility.
- This is a virtual academy (At the end of the evaluation, there is space to specify how students access the library program).
- The library facility closed during the past three years.
- The library facility closed more than three years ago.

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

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

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

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

Specify name of the joint-use partner:

No response

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

No response

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

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

- Yes
 No

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

No response

Library Staffing

For purposes of answering questions referring to staff working in the library, stop and think about how the library staff was paid. If staff was paid a teacher salary, select credentialed, but if staff was paid a classified salary, select classified.

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

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

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

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

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

- Yes
 No

6. What library certification did the credentialed staff hold?

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


Please explain certificate held by the credentialed staff.

No response

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

(Classified contract and classified salary schedule)

- Yes
 No

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

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

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

Specify where you earned your certificate:

No response

Specify other classified training:

No response

Please enter the total number of weekly hours typically worked for all paid staff assigned to this single school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. The Full Time Equivalent (FTE) hours will be calculated for you. At the end of the evaluation, you will have the opportunity to share what duties you performed in 2021–2022.

Profession	Weekly Hours	FTE
9. Credentialed staff	0.00	0.000
10. Classified staff	35.00	0.875
Totals:	35.00	0.875

11. At how many different school libraries did the certificated staff serve in 2021–2022? No response

12. At how many different school libraries did the classified staff serve in 2021–2022? 1

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

Library Access

Library Service Hours in a Typical Week

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

13. How many hours total was school library service available per week, typically (e.g., 32 hours)? 35

14. When was school library service typically available for student use? (Select all that apply.)

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

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

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

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

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

Library's Physical Space

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

Library's Virtual Presence

Did the school library have:

Description	Answer
21. A library website with or without access to online library catalog	<input checked="" type="checkbox"/> With <input type="checkbox"/> Without <input type="checkbox"/> Not applicable (school library did not have website)
22. Collaboration software (e.g., SharePoint,	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Google Drive, Teams etc.)	
23. Was your library program promoted via social media?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Computers/Tablet Devices

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

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

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

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

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

No response

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

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

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

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

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

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

RESOURCES: School Library Collection

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

Overall Collection

29. Enter the number of print books in the school library collection at the end of the 2021–2022 academic year. Include reference books in your count, and count each reference volume as one.

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

- 27,500–29,999
- 30,000–34,999
- 35,000 or more

30. Were electronic book (e-Book) titles purchased for library use during the 2021–2022 academic year?

- Yes
- No
- Not Applicable

31. Enter the number of print subscriptions to magazines and newspapers during the 2021–2022 academic year (count subscriptions, not individual titles or issues).

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

Age of Collection

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

- Count the number of books in all of the Dewey section being surveyed.
- Next, add the copyright dates of all the books in the Dewey section being surveyed.
- Divide the sum of the copyright dates by the total number of books in the Dewey section being surveyed.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the Dewey section being surveyed and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then: $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$. Then $12,004 \div 6 = 2001$ (rounded off to a whole number).
- Correct entry: 2001.

32. Enter the average copyright date of the books listed under the subject heading “Native Americans” (or the former heading “Indians of North America”) Include books in the circulating section, reference section, and digital titles owned by the library. We are asking for the average copyright date of your largest section of Native American informational titles (typically cataloged somewhere in the 900s).

Average copyright date of “Native American” books. Round off to a four digit year. 1995

33. Enter the average copyright date of the books in your whole collection. Include books in the circulating section, reference section, and the digital titles owned by the library. Do NOT include online subscriptions to e-books (e.g., Overdrive, Turtle Books, SORA, etc.).

Average copyright date of books in your whole collection. Round off to a four digit year. 2000

Licensed Databases

34. Did your library offer access to any online subscription information databases for students in the 2021–2022 academic year?

This question does not apply to databases offered by the local public library, California’s K–12 Online Resources, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale’s *In Context*, *World Book Online*, etc.

- Yes
- No

35. Did your school provide access to California’s K–12 Online Resources - Encyclopaedia Britannica, Pro-Quest, and TeachingBooks?

- Yes
- No

2021–2022 Budget

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

36. How much money was spent in the school library for the purchase of library books during the 2021–2022 academic year? Include both print titles and digital titles (eBooks that you own). Include processing costs if purchased with library books.

- No Budget
- Less than \$1,000
- Less than \$2,000

- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
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- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more

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

37. If you spent more than \$50,000 on books enter the amount here.

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

Correct entry: 150000.

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

No response

38. How much money was spent in the school library for the purchase of library materials other than books during the 2021–2022 academic year? Include periodicals (paper or electronic), technology and media resources, online subscriptions to resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

- No Budget
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- Less than \$2,000
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- Start-up Funds (special reserve fund)
- CARES Act Funds
- Other (One-time discretionary grants to districts, etc.)
- None of the above

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

- Yes
- No

Was the library funding tied to your LCAP?

- Yes
- No

Curriculum and Instruction

General Programming

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

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

- Yes
- No

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

2006

44. How often did the library staff meet at the district level for planning and professional development?

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

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

associate superintendent

Basic Services

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

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

- Returned, selected, and checked out new books
- Storytime/Book talks
- Provided training in basic library skills (e.g., care and handling of books, library layout, parts of books, locating books, etc.)
- Worked on research projects
- Not Applicable – no class sessions

46. What was the average number of classes that had a library session in a typical week? 26

47. A typical class session lasted:

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

Description	Answer
48. Communicated proactively with principal	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never

Teaching Approaches

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

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

Like the previous section, we understand teaching approaches changed, and some of these questions may not be relevant to your situation. How often did you engage in the following activities?

Question	Answer
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50. Taught students how to be digitally literate	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
51. a) Managed the library, including collection development, analysis of the collection (e.g., overall age and relevance; diversity, equity, & inclusion representation), and supervision of ordering	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
b) Our collection development included weeding, de-selection, and withdrawals	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input checked="" type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian

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

- Yes
 No

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

No response

53. How did you implement the *CA MSLS*?

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

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

- Yes
 No

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

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

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

No response

55. What information would you like to share that was not asked in this library program evaluation tool (e.g., what you are most proud of; explanation of fund raising; description of how you split time between sites)?

No response

Contact Information

Respondent Information

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

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

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

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

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

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

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)



School Library Survey Collecting Information from the 2021-2022 Academic Year

Submission Record

Submission ID: 19402

Submission Date: 3/25/2023 2:11:50 PM PT

School: Patterson Road Elementary (CDS Code: 42692606045793)

1. Did you have a dedicated common area in your school designated as the library in the 2021–2022 academic year?

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

Name of the adjacent school library:

No response

If your school building did NOT have a designated library facility, what was the reason?

- This is a new facility and wasn't open in 2021–2022.
- It never had a library facility.
- This is a virtual academy (At the end of the evaluation, there is space to specify how students access the library program).
- The library facility closed during the past three years.
- The library facility closed more than three years ago.

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

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

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

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

Specify name of the joint-use partner:

No response

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

No response

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

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

- Yes
 No

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

No response

Library Staffing

For purposes of answering questions referring to staff working in the library, stop and think about how the library staff was paid. If staff was paid a teacher salary, select credentialed, but if staff was paid a classified salary, select classified.

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

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

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

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

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

- Yes
 No

6. What library certification did the credentialed staff hold?

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


Please explain certificate held by the credentialed staff.

No response

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

(Classified contract and classified salary schedule)

- Yes
 No

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

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

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

Specify where you earned your certificate:

No response

Specify other classified training:

No response

Please enter the total number of weekly hours typically worked for all paid staff assigned to this single school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. The Full Time Equivalent (FTE) hours will be calculated for you. At the end of the evaluation, you will have the opportunity to share what duties you performed in 2021–2022.

Profession	Weekly Hours	FTE
9. Credentialed staff	0.00	0.000
10. Classified staff	24.00	0.600
Totals:	24.00	0.600

11. At how many different school libraries did the certificated staff serve in 2021–2022? No response
12. At how many different school libraries did the classified staff serve in 2021–2022? 1

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

Library Access

Library Service Hours in a Typical Week

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

13. How many hours total was school library service available per week, typically (e.g., 32 hours)? 24
14. When was school library service typically available for student use? (Select all that apply.)
- Before classes started
 - During class time
 - During breaks (e.g., nutrition)
 - During lunch
 - After school
 - Some evenings
 - On weekends
 - Summer school
 - None of the above
15. Which of the following terms best describe the method used to schedule classes for school library services?
- Fixed/Block (classes scheduled at regularly specified times)
 - Flexible (open schedule [i.e., scheduled visits at varying times according to need])
 - Mixed (some classes block scheduled/flexibly scheduled)
 - No class visits
16. Approximately how many school days per school year was the library in your building closed for use as a testing space or for other use not related specifically to the library program?
- 0
 - 1–5
 - 6–10
 - 11–20
 - 20 or more

Library's Physical Space

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

Library's Virtual Presence

Did the school library have:

Description	Answer
21. A library website with or without access to online library catalog	<input checked="" type="checkbox"/> With <input type="checkbox"/> Without <input type="checkbox"/> Not applicable (school library did not have website)
22. Collaboration software (e.g., SharePoint,	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Google Drive, Teams etc.)	
23. Was your library program promoted via social media?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Computers/Tablet Devices

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

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

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

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

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

No response

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

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

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

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

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

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

RESOURCES: School Library Collection

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

Overall Collection

29. Enter the number of print books in the school library collection at the end of the 2021–2022 academic year. Include reference books in your count, and count each reference volume as one.

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

- 27,500–29,999
- 30,000–34,999
- 35,000 or more

30. Were electronic book (e-Book) titles purchased for library use during the 2021–2022 academic year?

- Yes
- No
- Not Applicable

31. Enter the number of print subscriptions to magazines and newspapers during the 2021–2022 academic year (count subscriptions, not individual titles or issues).

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

Age of Collection

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

- Count the number of books in all of the Dewey section being surveyed.
- Next, add the copyright dates of all the books in the Dewey section being surveyed.
- Divide the sum of the copyright dates by the total number of books in the Dewey section being surveyed.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the Dewey section being surveyed and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then: $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$. Then $12,004 \div 6 = 2001$ (rounded off to a whole number).
- Correct entry: 2001.

32. Enter the average copyright date of the books listed under the subject heading “Native Americans” (or the former heading “Indians of North America”) Include books in the circulating section, reference section, and digital titles owned by the library. We are asking for the average copyright date of your largest section of Native American informational titles (typically cataloged somewhere in the 900s).

Average copyright date of “Native American” books. Round off to a four digit year. 2000

33. Enter the average copyright date of the books in your whole collection. Include books in the circulating section, reference section, and the digital titles owned by the library. Do NOT include online subscriptions to e-books (e.g., Overdrive, Turtle Books, SORA, etc.).

Average copyright date of books in your whole collection. Round off to a four digit year. 2000

Licensed Databases

34. Did your library offer access to any online subscription information databases for students in the 2021–2022 academic year?

This question does not apply to databases offered by the local public library, California’s K–12 Online Resources, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale’s *In Context*, *World Book Online*, etc.

- Yes
- No

35. Did your school provide access to California’s K–12 Online Resources - Encyclopaedia Britannica, Pro-Quest, and TeachingBooks?

- Yes
- No

2021–2022 Budget

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

36. How much money was spent in the school library for the purchase of library books during the 2021–2022 academic year? Include both print titles and digital titles (eBooks that you own). Include processing costs if purchased with library books.

- No Budget
- Less than \$1,000
- Less than \$2,000

- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more

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

37. If you spent more than \$50,000 on books enter the amount here.

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

Correct entry: 150000.

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

No response

38. How much money was spent in the school library for the purchase of library materials other than books during the 2021–2022 academic year? Include periodicals (paper or electronic), technology and media resources, online subscriptions to resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

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

a. Was the budget to purchase library materials other than books provided at the site level or the district level? No response

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

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

Correct entry: 150000.

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

No response

40. Check one or more of the following funds used to purchase library materials during the 2021–2022 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)
- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- CARES Act Funds
- Other (One-time discretionary grants to districts, etc.)
- None of the above

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

- Yes
- No

Was the library funding tied to your LCAP?

- Yes
- No

Curriculum and Instruction

General Programming

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

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

- Yes
 No

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

2006

44. How often did the library staff meet at the district level for planning and professional development?

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

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

Assistant Superintendent

Basic Services

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

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

- Returned, selected, and checked out new books
 Storytime/Book talks
 Provided training in basic library skills (e.g., care and handling of books, library layout, parts of books, locating books, etc.)
 Worked on research projects
 Not Applicable – no class sessions

46. What was the average number of classes that had a library session in a typical week? 21

47. A typical class session lasted:

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

Description	Answer
48. Communicated proactively with principal	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input checked="" type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never

Teaching Approaches

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

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

Like the previous section, we understand teaching approaches changed, and some of these questions may not be relevant to your situation. How often did you engage in the following activities?

Question	Answer
49. Planned collaborative instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
50. Taught students how to be digitally literate	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
51. a) Managed the library, including collection development, analysis of the collection (e.g., overall age and relevance; diversity, equity, & inclusion representation), and supervision of ordering	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input checked="" type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
b) Our collection development included weeding, de-selection, and withdrawals	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input checked="" type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian

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

- Yes
- No

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

No response

53. How did you implement the CA MSLS?

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

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

- Yes
- No

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

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

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

No response

55. What information would you like to share that was not asked in this library program evaluation tool (e.g., what you are most proud of; explanation of fund raising; description of how you split time between sites)?

I was most proud of the successful Scholastic Book Fairs I was able to provide to our students/parents/teachers. In April of 2022 we raised over \$11,000 gross in 3 days and during P-T conferences in September of 2022 we raised over \$14,000 during that time. That was a huge and very needed financial boost to Patterson Road library as our budget is small from the District and our need is great!

Contact Information

Respondent Information

Name: Ginny Flegel
 Title: Media Specialist
 Email: ginny.flegel@yahoo.com
 Phone: 805-938-8750
 Library website URL: orcutt.follettdestiny.com
 (If your library has a website.)

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

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

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

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

California Department of Education
 1430 N Street
 Sacramento, CA 95814

[Web Policy](#)



School Library Survey Collecting Information from the 2021-2022 Academic Year

Submission Record

Submission ID: 19410

Submission Date: 3/27/2023 11:39:31 AM PT

School: Pine Grove Elementary (CDS Code: 42692606045801)

1. Did you have a dedicated common area in your school designated as the library in the 2021–2022 academic year?

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

Name of the adjacent school library:

No response

If your school building did NOT have a designated library facility, what was the reason?

- This is a new facility and wasn't open in 2021–2022.
- It never had a library facility.
- This is a virtual academy (At the end of the evaluation, there is space to specify how students access the library program).
- The library facility closed during the past three years.
- The library facility closed more than three years ago.

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

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

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

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

Specify name of the joint-use partner:

No response

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

No response

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

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

- Yes
 No

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

No response

Library Staffing

For purposes of answering questions referring to staff working in the library, stop and think about how the library staff was paid. If staff was paid a teacher salary, select credentialed, but if staff was paid a classified salary, select classified.

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

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

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

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

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

- Yes
 No

6. What library certification did the credentialed staff hold?

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


Please explain certificate held by the credentialed staff.

No response

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

(Classified contract and classified salary schedule)

- Yes
 No

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

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

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

Specify where you earned your certificate:

No response

Specify other classified training:

No response

Please enter the total number of weekly hours typically worked for all paid staff assigned to this single school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. The Full Time Equivalent (FTE) hours will be calculated for you. At the end of the evaluation, you will have the opportunity to share what duties you performed in 2021–2022.

Profession	Weekly Hours	FTE
9. Credentialed staff	0.00	0.000
10. Classified staff	25.00	0.625
Totals:	25.00	0.625

11. At how many different school libraries did the certificated staff serve in 2021–2022? No response

12. At how many different school libraries did the classified staff serve in 2021–2022? 1

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

Library Access

Library Service Hours in a Typical Week

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

13. How many hours total was school library service available per week, typically (e.g., 32 hours)? 25

14. When was school library service typically available for student use? (Select all that apply.)

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

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

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

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

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

Library's Physical Space

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

Library's Virtual Presence

Did the school library have:

Description	Answer
21. A library website with or without access to online library catalog	<input type="checkbox"/> With <input type="checkbox"/> Without <input checked="" type="checkbox"/> Not applicable (school library did not have website)
22. Collaboration software (e.g., SharePoint,	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Google Drive, Teams etc.)	
23. Was your library program promoted via social media?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Computers/Tablet Devices

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

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

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

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

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

No response

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

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

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

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

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

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

RESOURCES: School Library Collection

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

Overall Collection

29. Enter the number of print books in the school library collection at the end of the 2021–2022 academic year. Include reference books in your count, and count each reference volume as one.

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

- 27,500–29,999
- 30,000–34,999
- 35,000 or more

30. Were electronic book (e-Book) titles purchased for library use during the 2021–2022 academic year?

- Yes
- No
- Not Applicable

31. Enter the number of print subscriptions to magazines and newspapers during the 2021–2022 academic year (count subscriptions, not individual titles or issues).

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

Age of Collection

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

- Count the number of books in all of the Dewey section being surveyed.
- Next, add the copyright dates of all the books in the Dewey section being surveyed.
- Divide the sum of the copyright dates by the total number of books in the Dewey section being surveyed.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the Dewey section being surveyed and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then: $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$. Then $12,004 \div 6 = 2001$ (rounded off to a whole number).
- Correct entry: 2001.

32. Enter the average copyright date of the books listed under the subject heading “Native Americans” (or the former heading “Indians of North America”) Include books in the circulating section, reference section, and digital titles owned by the library. We are asking for the average copyright date of your largest section of Native American informational titles (typically cataloged somewhere in the 900s).

Average copyright date of “Native American” books. Round off to a four digit year. 1995

33. Enter the average copyright date of the books in your whole collection. Include books in the circulating section, reference section, and the digital titles owned by the library. Do NOT include online subscriptions to e-books (e.g., Overdrive, Turtle Books, SORA, etc.).

Average copyright date of books in your whole collection. Round off to a four digit year. 2002

Licensed Databases

34. Did your library offer access to any online subscription information databases for students in the 2021–2022 academic year?

This question does not apply to databases offered by the local public library, California’s K–12 Online Resources, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale’s *In Context*, *World Book Online*, etc.

- Yes
- No

35. Did your school provide access to California’s K–12 Online Resources - Encyclopaedia Britannica, Pro-Quest, and TeachingBooks?

- Yes
- No

2021–2022 Budget

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

36. How much money was spent in the school library for the purchase of library books during the 2021–2022 academic year? Include both print titles and digital titles (eBooks that you own). Include processing costs if purchased with library books.

- No Budget
- Less than \$1,000
- Less than \$2,000

- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more

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

37. If you spent more than \$50,000 on books enter the amount here.

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

Correct entry: 150000.

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

No response

38. How much money was spent in the school library for the purchase of library materials other than books during the 2021–2022 academic year? Include periodicals (paper or electronic), technology and media resources, online subscriptions to resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

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

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

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

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

Correct entry: 150000.

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

No response

40. Check one or more of the following funds used to purchase library materials during the 2021–2022 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)
- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- CARES Act Funds
- Other (One-time discretionary grants to districts, etc.)
- None of the above

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

- Yes
- No

Was the library funding tied to your LCAP?

- Yes
- No

Curriculum and Instruction

General Programming

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

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

- Yes
 No

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

2006

44. How often did the library staff meet at the district level for planning and professional development?

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

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

Assistant Superintendent

Basic Services

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

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

- Returned, selected, and checked out new books
 Storytime/Book talks
 Provided training in basic library skills (e.g., care and handling of books, library layout, parts of books, locating books, etc.)
 Worked on research projects
 Not Applicable – no class sessions

46. What was the average number of classes that had a library session in a typical week? 20

47. A typical class session lasted:

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

Description	Answer
48. Communicated proactively with principal	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input checked="" type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never

Teaching Approaches

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

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

Like the previous section, we understand teaching approaches changed, and some of these questions may not be relevant to your situation. How often did you engage in the following activities?

Question	Answer
49. Planned collaborative instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
50. Taught students how to be digitally literate	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
51. a) Managed the library, including collection development, analysis of the collection (e.g., overall age and relevance; diversity, equity, & inclusion representation), and supervision of ordering	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
b) Our collection development included weeding, de-selection, and withdrawals	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input checked="" type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian

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

- Yes
 No

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

No response

53. How did you implement the *CA MSLS*?

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

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

- Yes
- No

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

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

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

No response

55. What information would you like to share that was not asked in this library program evaluation tool (e.g., what you are most proud of; explanation of fund raising; description of how you split time between sites)?

No response

Contact Information

Respondent Information

Name: April Meehan
 Title: Library Media Specialist
 Email: ameehan@orcutt-schools.net
 Phone: 805-938-8821

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

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

Name: Joe Dana
 Email: jdana@orcutt-schools.net
 Phone: 805-938-8930

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

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

California Department of Education
 1430 N Street
 Sacramento, CA 95814

Web Policy



School Library Survey Collecting Information from the 2021-2022 Academic Year

Submission Record

Submission ID: 19403

Submission Date: 3/25/2023 2:35:52 PM PT

School: Ralph Dunlap Elementary (CDS Code: 42692606045744)

1. Did you have a dedicated common area in your school designated as the library in the 2021–2022 academic year?

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

Name of the adjacent school library:

No response

If your school building did NOT have a designated library facility, what was the reason?

- This is a new facility and wasn't open in 2021–2022.
- It never had a library facility.
- This is a virtual academy (At the end of the evaluation, there is space to specify how students access the library program).
- The library facility closed during the past three years.
- The library facility closed more than three years ago.

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

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

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

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

Specify name of the joint-use partner:

No response

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

No response

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

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

- Yes
 No

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

No response

Library Staffing

For purposes of answering questions referring to staff working in the library, stop and think about how the library staff was paid. If staff was paid a teacher salary, select credentialed, but if staff was paid a classified salary, select classified.

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

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

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

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

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

- Yes
 No

6. What library certification did the credentialed staff hold?

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


Please explain certificate held by the credentialed staff.

No response

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

(Classified contract and classified salary schedule)

- Yes
 No

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

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

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

Specify where you earned your certificate:

No response

Specify other classified training:

No response

Please enter the total number of weekly hours typically worked for all paid staff assigned to this single school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. The Full Time Equivalent (FTE) hours will be calculated for you. At the end of the evaluation, you will have the opportunity to share what duties you performed in 2021–2022.

Profession	Weekly Hours	FTE
9. Credentialed staff	0.00	0.000
10. Classified staff	24.00	0.600
Totals:	24.00	0.600

11. At how many different school libraries did the certificated staff serve in 2021–2022? No response

12. At how many different school libraries did the classified staff serve in 2021–2022? 1

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

Library Access

Library Service Hours in a Typical Week

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

13. How many hours total was school library service available per week, typically (e.g., 32 hours)? 24

14. When was school library service typically available for student use? (Select all that apply.)

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

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

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

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

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

Library's Physical Space

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

Library's Virtual Presence

Did the school library have:

Description	Answer
21. A library website with or without access to online library catalog	<input checked="" type="checkbox"/> With <input type="checkbox"/> Without <input type="checkbox"/> Not applicable (school library did not have website)
22. Collaboration software (e.g., SharePoint,	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Google Drive, Teams etc.)	
23. Was your library program promoted via social media?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Computers/Tablet Devices

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

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

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

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

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

No response

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

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

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

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

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

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

RESOURCES: School Library Collection

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

Overall Collection

29. Enter the number of print books in the school library collection at the end of the 2021–2022 academic year. Include reference books in your count, and count each reference volume as one.

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- 27,500–29,999
- 30,000–34,999
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30. Were electronic book (e-Book) titles purchased for library use during the 2021–2022 academic year?

- Yes
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- Divide the sum of the copyright dates by the total number of books in the Dewey section being surveyed.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the Dewey section being surveyed and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then: $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$. Then $12,004 \div 6 = 2001$ (rounded off to a whole number).
- Correct entry: 2001.

32. Enter the average copyright date of the books listed under the subject heading “Native Americans” (or the former heading “Indians of North America”) Include books in the circulating section, reference section, and digital titles owned by the library. We are asking for the average copyright date of your largest section of Native American informational titles (typically cataloged somewhere in the 900s).

Average copyright date of “Native American” books. Round off to a four digit year. 1984

33. Enter the average copyright date of the books in your whole collection. Include books in the circulating section, reference section, and the digital titles owned by the library. Do NOT include online subscriptions to e-books (e.g., Overdrive, Turtle Books, SORA, etc.).

Average copyright date of books in your whole collection. Round off to a four digit year. 2002

Licensed Databases

34. Did your library offer access to any online subscription information databases for students in the 2021–2022 academic year?

This question does not apply to databases offered by the local public library, California’s K–12 Online Resources, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale’s *In Context*, *World Book Online*, etc.

- Yes
- No

35. Did your school provide access to California’s K–12 Online Resources - Encyclopaedia Britannica, Pro-Quest, and TeachingBooks?

- Yes
- No

2021–2022 Budget

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

36. How much money was spent in the school library for the purchase of library books during the 2021–2022 academic year? Include both print titles and digital titles (eBooks that you own). Include processing costs if purchased with library books.

- No Budget
- Less than \$1,000
- Less than \$2,000

- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
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- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more

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

37. If you spent more than \$50,000 on books enter the amount here.

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

Correct entry: 150000.

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

No response

38. How much money was spent in the school library for the purchase of library materials other than books during the 2021–2022 academic year? Include periodicals (paper or electronic), technology and media resources, online subscriptions to resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

- No Budget
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PLEASE NOTE: Enter whole numbers only. Do not use letters, words, or any form of punctuation.

Correct entry: 150000.

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

No response

40. Check one or more of the following funds used to purchase library materials during the 2021–2022 academic year.

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

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

- Yes
- No

Was the library funding tied to your LCAP?

- Yes
- No

Curriculum and Instruction

General Programming

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

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- Yes
 No

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

2007

44. How often did the library staff meet at the district level for planning and professional development?

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

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

Basic Services

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

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

- Returned, selected, and checked out new books
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 Provided training in basic library skills (e.g., care and handling of books, library layout, parts of books, locating books, etc.)
 Worked on research projects
 Not Applicable – no class sessions

46. What was the average number of classes that had a library session in a typical week? 22

47. A typical class session lasted:

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

Description	Answer
48. Communicated proactively with principal	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input checked="" type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never

Teaching Approaches

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

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

Like the previous section, we understand teaching approaches changed, and some of these questions may not be relevant to your situation. How often did you engage in the following activities?

Question	Answer
49. Planned collaborative instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
50. Taught students how to be digitally literate	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
51. a) Managed the library, including collection development, analysis of the collection (e.g., overall age and relevance; diversity, equity, & inclusion representation), and supervision of ordering	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input checked="" type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
b) Our collection development included weeding, de-selection, and withdrawals	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input checked="" type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian

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

- Yes
 No

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

No response

53. How did you implement the *CA MSLS*?

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

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

- Yes
 No

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

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

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

No response

55. What information would you like to share that was not asked in this library program evaluation tool (e.g., what you are most proud of; explanation of fund raising; description of how you split time between sites)?

No response

Contact Information

Respondent Information

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

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

Name: Lorie Bouget
Email: lbouget@orcutt-schools.net
Phone: 805-938-8930

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

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

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy



School Library Survey Collecting Information from the 2021-2022 Academic Year

Submission Record

Submission ID: 19503

Submission Date: 3/28/2023 12:50:12 PM PT

School: Orcutt School for Independent Study (CDS Code: 42692600141168)

1. Did you have a dedicated common area in your school designated as the library in the 2021–2022 academic year?

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

Name of the adjacent school library:

No response

If your school building did NOT have a designated library facility, what was the reason?

- This is a new facility and wasn't open in 2021–2022.
- It never had a library facility.
- This is a virtual academy (At the end of the evaluation, there is space to specify how students access the library program).
- The library facility closed during the past three years.
- The library facility closed more than three years ago.

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

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

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

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

Specify name of the joint-use partner:

No response

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

No response

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

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

- Yes
 No

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

No response

Library Staffing

For purposes of answering questions referring to staff working in the library, stop and think about how the library staff was paid. If staff was paid a teacher salary, select credentialed, but if staff was paid a classified salary, select classified.

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

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

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

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

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

- Yes
 No

6. What library certification did the credentialed staff hold?

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


Please explain certificate held by the credentialed staff.

No response

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

(Classified contract and classified salary schedule)

- Yes
 No

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

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

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

Specify where you earned your certificate:

No response

Specify other classified training:

No response

Please enter the total number of weekly hours typically worked for all paid staff assigned to this single school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. The Full Time Equivalent (FTE) hours will be calculated for you. At the end of the evaluation, you will have the opportunity to share what duties you performed in 2021–2022.

Profession	Weekly Hours	FTE
9. Credentialed staff	No response	No response
10. Classified staff	No response	No response
Totals:	No response	No response

11. At how many different school libraries did the certificated staff serve in 2021–2022? No response

12. At how many different school libraries did the classified staff serve in 2021–2022? No response

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

Library Access

Library Service Hours in a Typical Week

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

13. How many hours total was school library service available per week, typically (e.g., 32 hours)? No response

14. When was school library service typically available for student use? (Select all that apply.)

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

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

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

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

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

Library's Physical Space

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

Library's Virtual Presence

Did the school library have:

Description	Answer
21. A library website with or without access to online library catalog	<input type="checkbox"/> With <input type="checkbox"/> Without <input type="checkbox"/> Not applicable (school library did not have website)
22. Collaboration software (e.g., SharePoint,	<input type="checkbox"/> Yes <input type="checkbox"/> No

Google Drive, Teams etc.)	
23. Was your library program promoted via social media?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Computers/Tablet Devices

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

24. How many computers were housed in and available in your school library for direct instruction and/or student use during library programs? No response

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

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

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

No response

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

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

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

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

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

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

RESOURCES: School Library Collection

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

Overall Collection

29. Enter the number of print books in the school library collection at the end of the 2021–2022 academic year. Include reference books in your count, and count each reference volume as one.

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

- 27,500–29,999
- 30,000–34,999
- 35,000 or more

30. Were electronic book (e-Book) titles purchased for library use during the 2021–2022 academic year?

- Yes
- No
- Not Applicable

31. Enter the number of print subscriptions to magazines and newspapers during the 2021–2022 academic year (count subscriptions, not individual titles or issues).

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

Age of Collection

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

- Count the number of books in all of the Dewey section being surveyed.
- Next, add the copyright dates of all the books in the Dewey section being surveyed.
- Divide the sum of the copyright dates by the total number of books in the Dewey section being surveyed.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the Dewey section being surveyed and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then: $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$. Then $12,004 \div 6 = 2001$ (rounded off to a whole number).
- Correct entry: 2001.

32. Enter the average copyright date of the books listed under the subject heading “Native Americans” (or the former heading “Indians of North America”) Include books in the circulating section, reference section, and digital titles owned by the library. We are asking for the average copyright date of your largest section of Native American informational titles (typically cataloged somewhere in the 900s).

Average copyright date of “Native American” books. Round off to a four digit year. No response

33. Enter the average copyright date of the books in your whole collection. Include books in the circulating section, reference section, and the digital titles owned by the library. Do NOT include online subscriptions to e-books (e.g., Overdrive, Turtle Books, SORA, etc.).

Average copyright date of books in your whole collection. Round off to a four digit year. No response

Licensed Databases

34. Did your library offer access to any online subscription information databases for students in the 2021–2022 academic year?

This question does not apply to databases offered by the local public library, California’s K–12 Online Resources, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale’s *In Context*, *World Book Online*, etc.

- Yes
- No

35. Did your school provide access to California’s K–12 Online Resources - Encyclopaedia Britannica, Pro-Quest, and TeachingBooks?

- Yes
- No

2021–2022 Budget

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

36. How much money was spent in the school library for the purchase of library books during the 2021–2022 academic year? Include both print titles and digital titles (eBooks that you own). Include processing costs if purchased with library books.

- No Budget
- Less than \$1,000
- Less than \$2,000

- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more

a. Was the budget to purchase library books provided at the site level or the district level? No response

37. If you spent more than \$50,000 on books enter the amount here.

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

Correct entry: 150000.

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

No response

38. How much money was spent in the school library for the purchase of library materials other than books during the 2021–2022 academic year? Include periodicals (paper or electronic), technology and media resources, online subscriptions to resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

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

a. Was the budget to purchase library materials other than books provided at the site level or the district level? No response

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

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

Correct entry: 150000.

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

No response

40. Check one or more of the following funds used to purchase library materials during the 2021–2022 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)
- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- CARES Act Funds
- Other (One-time discretionary grants to districts, etc.)
- None of the above

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

- Yes
- No

Was the library funding tied to your LCAP?

- Yes
- No

Curriculum and Instruction

General Programming

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

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

- Yes
 No

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

No response

44. How often did the library staff meet at the district level for planning and professional development?

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

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

No response

Basic Services

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

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

- Returned, selected, and checked out new books
 Storytime/Book talks
 Provided training in basic library skills (e.g., care and handling of books, library layout, parts of books, locating books, etc.)
 Worked on research projects
 Not Applicable – no class sessions

46. What was the average number of classes that had a library session in a typical week? No response

47. A typical class session lasted:

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

Description	Answer
48. Communicated proactively with principal	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never

Teaching Approaches

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

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

Like the previous section, we understand teaching approaches changed, and some of these questions may not be relevant to your situation. How often did you engage in the following activities?

Question	Answer
49. Planned collaborative instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
50. Taught students how to be digitally literate	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
51. a) Managed the library, including collection development, analysis of the collection (e.g., overall age and relevance; diversity, equity, & inclusion representation), and supervision of ordering	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
b) Our collection development included weeding, de-selection, and withdrawals	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian

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

- Yes
 No

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

No response

53. How did you implement the *CA MSLS*?

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

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

- Yes
 No

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

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

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

No response

55. What information would you like to share that was not asked in this library program evaluation tool (e.g., what you are most proud of; explanation of fund raising; description of how you split time between sites)?

No response

Contact Information

Respondent Information

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

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

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

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

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

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)



School Library Survey Collecting Information from the 2021-2022 Academic Year

Submission Record

Submission ID: 19497

Submission Date: 3/28/2023 11:46:22 AM PT

School: Lakeview Junior High (CDS Code: 42692606045751)

1. Did you have a dedicated common area in your school designated as the library in the 2021–2022 academic year?

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

Name of the adjacent school library:

No response

If your school building did NOT have a designated library facility, what was the reason?

- This is a new facility and wasn't open in 2021–2022.
- It never had a library facility.
- This is a virtual academy (At the end of the evaluation, there is space to specify how students access the library program).
- The library facility closed during the past three years.
- The library facility closed more than three years ago.

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

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

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

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

Specify name of the joint-use partner:

No response

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

No response

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

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

- Yes
- No

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

No response

Library Staffing

For purposes of answering questions referring to staff working in the library, stop and think about how the library staff was paid. If staff was paid a teacher salary, select credentialed, but if staff was paid a classified salary, select classified.

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

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

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

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

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

- Yes
- No

6. What library certification did the credentialed staff hold?

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

Please explain certificate held by the credentialed staff.

No response

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

(Classified contract and classified salary schedule)

- Yes
- No

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

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

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

Specify where you earned your certificate:

No response

Specify other classified training:

No response

Please enter the total number of weekly hours typically worked for all paid staff assigned to this single school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. The Full Time Equivalent (FTE) hours will be calculated for you. At the end of the evaluation, you will have the opportunity to share what duties you performed in 2021–2022.

Profession	Weekly Hours	FTE
9. Credentialed staff	0.00	0.000
10. Classified staff	24.00	0.600
Totals:	24.00	0.600

11. At how many different school libraries did the certificated staff serve in 2021–2022? No response

12. At how many different school libraries did the classified staff serve in 2021–2022? 1

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

Library Access

Library Service Hours in a Typical Week

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

13. How many hours total was school library service available per week, typically (e.g., 32 hours)? 24

14. When was school library service typically available for student use? (Select all that apply.)

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

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

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

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

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

Library's Physical Space

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

Library's Virtual Presence

Did the school library have:

Description	Answer
21. A library website with or without access to online library catalog	<input checked="" type="checkbox"/> With <input type="checkbox"/> Without <input type="checkbox"/> Not applicable (school library did not have website)
22. Collaboration software (e.g., SharePoint,	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Google Drive, Teams etc.)	
23. Was your library program promoted via social media?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Computers/Tablet Devices

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

24. How many computers were housed in and available in your school library for direct instruction and/or student use during library programs? 2

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

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

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

No response

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

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

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

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

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

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

RESOURCES: School Library Collection

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

Overall Collection

29. Enter the number of print books in the school library collection at the end of the 2021–2022 academic year. Include reference books in your count, and count each reference volume as one.

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

- 27,500–29,999
- 30,000–34,999
- 35,000 or more

30. Were electronic book (e-Book) titles purchased for library use during the 2021–2022 academic year?

- Yes
- No
- Not Applicable

31. Enter the number of print subscriptions to magazines and newspapers during the 2021–2022 academic year (count subscriptions, not individual titles or issues).

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

Age of Collection

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

- Count the number of books in all of the Dewey section being surveyed.
- Next, add the copyright dates of all the books in the Dewey section being surveyed.
- Divide the sum of the copyright dates by the total number of books in the Dewey section being surveyed.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the Dewey section being surveyed and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then: $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$. Then $12,004 \div 6 = 2001$ (rounded off to a whole number).
- Correct entry: 2001.

32. Enter the average copyright date of the books listed under the subject heading “Native Americans” (or the former heading “Indians of North America”) Include books in the circulating section, reference section, and digital titles owned by the library. We are asking for the average copyright date of your largest section of Native American informational titles (typically cataloged somewhere in the 900s).

Average copyright date of “Native American” books. Round off to a four digit year. 1999

33. Enter the average copyright date of the books in your whole collection. Include books in the circulating section, reference section, and the digital titles owned by the library. Do NOT include online subscriptions to e-books (e.g., Overdrive, Turtle Books, SORA, etc.).

Average copyright date of books in your whole collection. Round off to a four digit year. 2002

Licensed Databases

34. Did your library offer access to any online subscription information databases for students in the 2021–2022 academic year?

This question does not apply to databases offered by the local public library, California’s K–12 Online Resources, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale’s *In Context*, *World Book Online*, etc.

- Yes
- No

35. Did your school provide access to California’s K–12 Online Resources - Encyclopaedia Britannica, Pro-Quest, and TeachingBooks?

- Yes
- No

2021–2022 Budget

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

36. How much money was spent in the school library for the purchase of library books during the 2021–2022 academic year? Include both print titles and digital titles (eBooks that you own). Include processing costs if purchased with library books.

- No Budget
- Less than \$1,000
- Less than \$2,000

- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more

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

37. If you spent more than \$50,000 on books enter the amount here.

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

Correct entry: 150000.

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

No response

38. How much money was spent in the school library for the purchase of library materials other than books during the 2021–2022 academic year? Include periodicals (paper or electronic), technology and media resources, online subscriptions to resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

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

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

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

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

Correct entry: 150000.

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

No response

40. Check one or more of the following funds used to purchase library materials during the 2021–2022 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)
- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- CARES Act Funds
- Other (One-time discretionary grants to districts, etc.)
- None of the above

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

- Yes
- No

Was the library funding tied to your LCAP?

- Yes
- No

Curriculum and Instruction

General Programming

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

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

- Yes
 No

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

2006

44. How often did the library staff meet at the district level for planning and professional development?

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

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

Assistant Superintendent

Basic Services

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

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

- Returned, selected, and checked out new books
 Storytime/Book talks
 Provided training in basic library skills (e.g., care and handling of books, library layout, parts of books, locating books, etc.)
 Worked on research projects
 Not Applicable – no class sessions

46. What was the average number of classes that had a library session in a typical week? 0

47. A typical class session lasted:

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

Description	Answer
48. Communicated proactively with principal	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input checked="" type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never

Teaching Approaches

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

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

Like the previous section, we understand teaching approaches changed, and some of these questions may not be relevant to your situation. How often did you engage in the following activities?

Question	Answer
49. Planned collaborative instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
50. Taught students how to be digitally literate	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
51. a) Managed the library, including collection development, analysis of the collection (e.g., overall age and relevance; diversity, equity, & inclusion representation), and supervision of ordering	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input checked="" type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
b) Our collection development included weeding, de-selection, and withdrawals	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian

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

- Yes
- No

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

No response

53. How did you implement the CA MSLS?

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

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

- Yes
 No

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

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

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

No response

55. What information would you like to share that was not asked in this library program evaluation tool (e.g., what you are most proud of; explanation of fund raising; description of how you split time between sites)?

No response

Contact Information

Respondent Information

Name: Kathy Milo
Title: Librarian/Media Specialist
Email: kmilo@orcutt-schools.net
Phone: 805-938-8625
Library website URL: No response
(If your library has a website.)

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

Name: Kathy Milo
Email: kmilo@orcutt-schools.net
Phone: 805-938-8625

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

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

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy



School Library Survey Collecting Information from the 2021-2022 Academic Year

Submission Record

Submission ID: 19306

Submission Date: 3/24/2023 12:56:59 PM PT

School: Orcutt Junior High (CDS Code: 42692606045785)

1. Did you have a dedicated common area in your school designated as the library in the 2021–2022 academic year?

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

Name of the adjacent school library:

No response

If your school building did NOT have a designated library facility, what was the reason?

- This is a new facility and wasn't open in 2021–2022.
- It never had a library facility.
- This is a virtual academy (At the end of the evaluation, there is space to specify how students access the library program).
- The library facility closed during the past three years.
- The library facility closed more than three years ago.

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

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

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

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

Specify name of the joint-use partner:

No response

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

No response

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

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

- Yes
- No

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

No response

Library Staffing

For purposes of answering questions referring to staff working in the library, stop and think about how the library staff was paid. If staff was paid a teacher salary, select credentialed, but if staff was paid a classified salary, select classified.

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

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

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

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

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

- Yes
- No

6. What library certification did the credentialed staff hold?

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

Please explain certificate held by the credentialed staff.

No response

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

(Classified contract and classified salary schedule)

- Yes
- No

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

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

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

Specify where you earned your certificate:

No response

Specify other classified training:

No response

Please enter the total number of weekly hours typically worked for all paid staff assigned to this single school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. The Full Time Equivalent (FTE) hours will be calculated for you. At the end of the evaluation, you will have the opportunity to share what duties you performed in 2021–2022.

Profession	Weekly Hours	FTE
9. Credentialed staff	0.00	0.000
10. Classified staff	24.00	0.600
Totals:	24.00	0.600

11. At how many different school libraries did the certificated staff serve in 2021–2022? No response

12. At how many different school libraries did the classified staff serve in 2021–2022? 1

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

Library Access

Library Service Hours in a Typical Week

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

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14. When was school library service typically available for student use? (Select all that apply.)

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

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

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

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

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

Library's Physical Space

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

Library's Virtual Presence

Did the school library have:

Description	Answer
21. A library website with or without access to online library catalog	<input checked="" type="checkbox"/> With <input type="checkbox"/> Without <input type="checkbox"/> Not applicable (school library did not have website)
22. Collaboration software (e.g., SharePoint,	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Google Drive, Teams etc.)	
23. Was your library program promoted via social media?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Computers/Tablet Devices

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

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

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

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

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

No response

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

- Yes, a large portion of staff time is spent managing devices.
- Yes, a moderate amount of time is spent managing devices.
- Yes, a limited amount of time is spent managing devices.
- No, library staff was not responsible for managing devices.
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27. Considering the school district's filtering software, were students able to access and utilize web-based productivity/collaboration tools (e.g., wikis, blogs, Google Docs, or similar tools) via the school network?

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

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

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

RESOURCES: School Library Collection

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

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29. Enter the number of print books in the school library collection at the end of the 2021–2022 academic year. Include reference books in your count, and count each reference volume as one.

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- 20,000–22,499
- 22,500–24,999
- 25,000–27,499

- 27,500–29,999
- 30,000–34,999
- 35,000 or more

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- Yes
- No
- Not Applicable

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- Divide the sum of the copyright dates by the total number of books in the Dewey section being surveyed.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the Dewey section being surveyed and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then: $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$. Then $12,004 \div 6 = 2001$ (rounded off to a whole number).
- Correct entry: 2001.

32. Enter the average copyright date of the books listed under the subject heading “Native Americans” (or the former heading “Indians of North America”) Include books in the circulating section, reference section, and digital titles owned by the library. We are asking for the average copyright date of your largest section of Native American informational titles (typically cataloged somewhere in the 900s).

Average copyright date of “Native American” books. Round off to a four digit year. 1973

33. Enter the average copyright date of the books in your whole collection. Include books in the circulating section, reference section, and the digital titles owned by the library. Do NOT include online subscriptions to e-books (e.g., Overdrive, Turtle Books, SORA, etc.).

Average copyright date of books in your whole collection. Round off to a four digit year. 2004

Licensed Databases

34. Did your library offer access to any online subscription information databases for students in the 2021–2022 academic year?

This question does not apply to databases offered by the local public library, California’s K–12 Online Resources, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale’s *In Context*, *World Book Online*, etc.

- Yes
- No

35. Did your school provide access to California’s K–12 Online Resources - Encyclopaedia Britannica, Pro-Quest, and TeachingBooks?

- Yes
- No

2021–2022 Budget

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

36. How much money was spent in the school library for the purchase of library books during the 2021–2022 academic year? Include both print titles and digital titles (eBooks that you own). Include processing costs if purchased with library books.

- No Budget
- Less than \$1,000
- Less than \$2,000

- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more

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

37. If you spent more than \$50,000 on books enter the amount here.

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

Correct entry: 150000.

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

No response

38. How much money was spent in the school library for the purchase of library materials other than books during the 2021–2022 academic year? Include periodicals (paper or electronic), technology and media resources, online subscriptions to resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

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

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

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

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

Correct entry: 150000.

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

No response

40. Check one or more of the following funds used to purchase library materials during the 2021–2022 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)
- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- CARES Act Funds
- Other (One-time discretionary grants to districts, etc.)
- None of the above

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

- Yes
- No

Was the library funding tied to your LCAP?

- Yes
- No

Curriculum and Instruction

General Programming

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

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

- Yes
 No

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

2006

44. How often did the library staff meet at the district level for planning and professional development?

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

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

Asst. Superintendent

Basic Services

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

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

- Returned, selected, and checked out new books
 Storytime/Book talks
 Provided training in basic library skills (e.g., care and handling of books, library layout, parts of books, locating books, etc.)
 Worked on research projects
 Not Applicable – no class sessions

46. What was the average number of classes that had a library session in a typical week? 0

47. A typical class session lasted:

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

Description	Answer
48. Communicated proactively with principal	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never

Teaching Approaches

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

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

Like the previous section, we understand teaching approaches changed, and some of these questions may not be relevant to your situation. How often did you engage in the following activities?

Question	Answer
49. Planned collaborative instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
50. Taught students how to be digitally literate	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
51. a) Managed the library, including collection development, analysis of the collection (e.g., overall age and relevance; diversity, equity, & inclusion representation), and supervision of ordering	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
b) Our collection development included weeding, de-selection, and withdrawals	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian

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

- Yes
 No

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

No response

53. How did you implement the *CA MSLS*?

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

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

- Yes
 No

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

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

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

No response

55. What information would you like to share that was not asked in this library program evaluation tool (e.g., what you are most proud of; explanation of fund raising; description of how you split time between sites)?

No response

Contact Information

Respondent Information

Name: Sharon McGinnis
Title: Media Specialist
Email: smcginnis@orcutt-schools.net
Phone: 805-938-8745

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

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

Name: Kara Lane
Email: klane@orcutt-school.net
Phone: 805-938-8686

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

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

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)



School Library Survey Collecting Information from the 2021-2022 Academic Year

Submission Record

Submission ID: 19478

Submission Date: 3/28/2023 10:58:26 AM PT

School: Olga L. Reed Elementary (CDS Code: 42692606045702)

1. Did you have a dedicated common area in your school designated as the library in the 2021–2022 academic year?

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

Name of the adjacent school library:

No response

If your school building did NOT have a designated library facility, what was the reason?

- This is a new facility and wasn't open in 2021–2022.
- It never had a library facility.
- This is a virtual academy (At the end of the evaluation, there is space to specify how students access the library program).
- The library facility closed during the past three years.
- The library facility closed more than three years ago.

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

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

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

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

Specify name of the joint-use partner:

No response

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

No response

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

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

- Yes
 No

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

No response

Library Staffing

For purposes of answering questions referring to staff working in the library, stop and think about how the library staff was paid. If staff was paid a teacher salary, select credentialed, but if staff was paid a classified salary, select classified.

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

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

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

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

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

- Yes
 No

6. What library certification did the credentialed staff hold?

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


Please explain certificate held by the credentialed staff.

No response

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

(Classified contract and classified salary schedule)

- Yes
 No

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

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

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

Specify where you earned your certificate:

No response

Specify other classified training:

No response

Please enter the total number of weekly hours typically worked for all paid staff assigned to this single school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. The Full Time Equivalent (FTE) hours will be calculated for you. At the end of the evaluation, you will have the opportunity to share what duties you performed in 2021–2022.

Profession	Weekly Hours	FTE
9. Credentialed staff	0.00	0.000
10. Classified staff	20.00	0.500
Totals:	20.00	0.500

11. At how many different school libraries did the certificated staff serve in 2021–2022? No response

12. At how many different school libraries did the classified staff serve in 2021–2022? 1

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

Library Access

Library Service Hours in a Typical Week

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

13. How many hours total was school library service available per week, typically (e.g., 32 hours)? 20

14. When was school library service typically available for student use? (Select all that apply.)

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

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

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

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

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

Library's Physical Space

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

Library's Virtual Presence

Did the school library have:

Description	Answer
21. A library website with or without access to online library catalog	<input checked="" type="checkbox"/> With <input type="checkbox"/> Without <input type="checkbox"/> Not applicable (school library did not have website)
22. Collaboration software (e.g., SharePoint,	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Google Drive, Teams etc.)	
23. Was your library program promoted via social media?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Computers/Tablet Devices

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

24. How many computers were housed in and available in your school library for direct instruction and/or student use during library programs? 15

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

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

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

No response

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

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

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

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

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

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

RESOURCES: School Library Collection

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

Overall Collection

29. Enter the number of print books in the school library collection at the end of the 2021–2022 academic year. Include reference books in your count, and count each reference volume as one.

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

- 27,500–29,999
- 30,000–34,999
- 35,000 or more

30. Were electronic book (e-Book) titles purchased for library use during the 2021–2022 academic year?

- Yes
- No
- Not Applicable

31. Enter the number of print subscriptions to magazines and newspapers during the 2021–2022 academic year (count subscriptions, not individual titles or issues).

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

Age of Collection

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

- Count the number of books in all of the Dewey section being surveyed.
- Next, add the copyright dates of all the books in the Dewey section being surveyed.
- Divide the sum of the copyright dates by the total number of books in the Dewey section being surveyed.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the Dewey section being surveyed and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then: $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$. Then $12,004 \div 6 = 2001$ (rounded off to a whole number).
- Correct entry: 2001.

32. Enter the average copyright date of the books listed under the subject heading “Native Americans” (or the former heading “Indians of North America”) Include books in the circulating section, reference section, and digital titles owned by the library. We are asking for the average copyright date of your largest section of Native American informational titles (typically cataloged somewhere in the 900s).

Average copyright date of “Native American” books. Round off to a four digit year. 1992

33. Enter the average copyright date of the books in your whole collection. Include books in the circulating section, reference section, and the digital titles owned by the library. Do NOT include online subscriptions to e-books (e.g., Overdrive, Turtle Books, SORA, etc.).

Average copyright date of books in your whole collection. Round off to a four digit year. 1997

Licensed Databases

34. Did your library offer access to any online subscription information databases for students in the 2021–2022 academic year?

This question does not apply to databases offered by the local public library, California’s K–12 Online Resources, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale’s *In Context*, *World Book Online*, etc.

- Yes
- No

35. Did your school provide access to California’s K–12 Online Resources - Encyclopaedia Britannica, Pro-Quest, and TeachingBooks?

- Yes
- No

2021–2022 Budget

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

36. How much money was spent in the school library for the purchase of library books during the 2021–2022 academic year? Include both print titles and digital titles (eBooks that you own). Include processing costs if purchased with library books.

- No Budget
- Less than \$1,000
- Less than \$2,000

- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more

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

37. If you spent more than \$50,000 on books enter the amount here.

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

Correct entry: 150000.

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

No response

38. How much money was spent in the school library for the purchase of library materials other than books during the 2021–2022 academic year? Include periodicals (paper or electronic), technology and media resources, online subscriptions to resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
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40. Check one or more of the following funds used to purchase library materials during the 2021–2022 academic year.

- General/LCFF (district or site)
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- Fundraising (parent groups, book fairs, etc.)
- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- CARES Act Funds
- Other (One-time discretionary grants to districts, etc.)
- None of the above

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

- Yes
- No

Was the library funding tied to your LCAP?

- Yes
- No

Curriculum and Instruction

General Programming

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

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

- Yes
 No

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

2006

44. How often did the library staff meet at the district level for planning and professional development?

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

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

Joe Dana

Basic Services

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

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

- Returned, selected, and checked out new books
 Storytime/Book talks
 Provided training in basic library skills (e.g., care and handling of books, library layout, parts of books, locating books, etc.)
 Worked on research projects
 Not Applicable – no class sessions

46. What was the average number of classes that had a library session in a typical week? 10

47. A typical class session lasted:

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

Description	Answer
48. Communicated proactively with principal	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input checked="" type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never

Teaching Approaches

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

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

Like the previous section, we understand teaching approaches changed, and some of these questions may not be relevant to your situation. How often did you engage in the following activities?

Question	Answer
49. Planned collaborative instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
50. Taught students how to be digitally literate	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
51. a) Managed the library, including collection development, analysis of the collection (e.g., overall age and relevance; diversity, equity, & inclusion representation), and supervision of ordering	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
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52. Library classes were taught while classroom teachers had planning time.

- Yes
 No

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

No response

53. How did you implement the CA MSLS?

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

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

- Yes
- No

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

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

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

No response

55. What information would you like to share that was not asked in this library program evaluation tool (e.g., what you are most proud of; explanation of fund raising; description of how you split time between sites)?

I have 2 schools at one site and they are very good at successful sharing and respecting each other's time in the library space. Our school has a Makerspace program that is well supported by our site admin and the district. There is not enough budget to update or grow particular book sections (biographs, culture, history) and purchase current books for the children to read.

Contact Information

Respondent Information

Name: Courtney Grimnes
 Title: Media Specialist
 Email: cgrimnes@orcutt-schools.net
 Phone: 805-938-8930
 Library website URL: No response
 (If your library has a website.)

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

Name: Joe Dana
 Email: jdana@orcutt-schools.net
 Phone: 805-938-8930

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

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

California Department of Education
 1430 N Street
 Sacramento, CA 95814

[Web Policy](#)



School Library Survey Collecting Information from the 2021-2022 Academic Year

Submission Record

Submission ID: 19494

Submission Date: 3/28/2023 11:31:55 AM PT

School: Orcutt Academy Charter (CDS Code: 42692600116434)

1. Did you have a dedicated common area in your school designated as the library in the 2021–2022 academic year?

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

Name of the adjacent school library:

No response

If your school building did NOT have a designated library facility, what was the reason?

- This is a new facility and wasn't open in 2021–2022.
- It never had a library facility.
- This is a virtual academy (At the end of the evaluation, there is space to specify how students access the library program).
- The library facility closed during the past three years.
- The library facility closed more than three years ago.

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

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

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

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

Specify name of the joint-use partner:

No response

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

No response

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

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

- Yes
 No

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

No response

Library Staffing

For purposes of answering questions referring to staff working in the library, stop and think about how the library staff was paid. If staff was paid a teacher salary, select credentialed, but if staff was paid a classified salary, select classified.

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

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

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

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

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

- Yes
 No

6. What library certification did the credentialed staff hold?

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


Please explain certificate held by the credentialed staff.

No response

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

(Classified contract and classified salary schedule)

- Yes
 No

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

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

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

Specify where you earned your certificate:

No response

Specify other classified training:

No response

Please enter the total number of weekly hours typically worked for all paid staff assigned to this single school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. The Full Time Equivalent (FTE) hours will be calculated for you. At the end of the evaluation, you will have the opportunity to share what duties you performed in 2021–2022.

Profession	Weekly Hours	FTE
9. Credentialed staff	0.00	0.000
10. Classified staff	20.00	0.500
Totals:	20.00	0.500

11. At how many different school libraries did the certificated staff serve in 2021–2022? No response

12. At how many different school libraries did the classified staff serve in 2021–2022? 1

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

Library Access

Library Service Hours in a Typical Week

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

13. How many hours total was school library service available per week, typically (e.g., 32 hours)? 20

14. When was school library service typically available for student use? (Select all that apply.)

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

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

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

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

- 0
- 1–5
- 6–10
- 11–20
- 20 or more

Library's Physical Space

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

Library's Virtual Presence

Did the school library have:

Description	Answer
21. A library website with or without access to online library catalog	<input checked="" type="checkbox"/> With <input type="checkbox"/> Without <input type="checkbox"/> Not applicable (school library did not have website)
22. Collaboration software (e.g., SharePoint,	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Google Drive, Teams etc.)	
23. Was your library program promoted via social media?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Computers/Tablet Devices

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

24. How many computers were housed in and available in your school library for direct instruction and/or student use during library programs? 15

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

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

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

No response

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

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

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

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

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

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

RESOURCES: School Library Collection

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

Overall Collection

29. Enter the number of print books in the school library collection at the end of the 2021–2022 academic year. Include reference books in your count, and count each reference volume as one.

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

- 27,500–29,999
- 30,000–34,999
- 35,000 or more

30. Were electronic book (e-Book) titles purchased for library use during the 2021–2022 academic year?

- Yes
- No
- Not Applicable

31. Enter the number of print subscriptions to magazines and newspapers during the 2021–2022 academic year (count subscriptions, not individual titles or issues).

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

Age of Collection

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

- Count the number of books in all of the Dewey section being surveyed.
- Next, add the copyright dates of all the books in the Dewey section being surveyed.
- Divide the sum of the copyright dates by the total number of books in the Dewey section being surveyed.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the Dewey section being surveyed and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then: $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$. Then $12,004 \div 6 = 2001$ (rounded off to a whole number).
- Correct entry: 2001.

32. Enter the average copyright date of the books listed under the subject heading “Native Americans” (or the former heading “Indians of North America”) Include books in the circulating section, reference section, and digital titles owned by the library. We are asking for the average copyright date of your largest section of Native American informational titles (typically cataloged somewhere in the 900s).

Average copyright date of “Native American” books. Round off to a four digit year. 1992

33. Enter the average copyright date of the books in your whole collection. Include books in the circulating section, reference section, and the digital titles owned by the library. Do NOT include online subscriptions to e-books (e.g., Overdrive, Turtle Books, SORA, etc.).

Average copyright date of books in your whole collection. Round off to a four digit year. 1997

Licensed Databases

34. Did your library offer access to any online subscription information databases for students in the 2021–2022 academic year?

This question does not apply to databases offered by the local public library, California’s K–12 Online Resources, or search engines. Examples of subscription information databases include: EBSCO *Ultra*, Gale’s *In Context*, *World Book Online*, etc.

- Yes
- No

35. Did your school provide access to California’s K–12 Online Resources - Encyclopaedia Britannica, Pro-Quest, and TeachingBooks?

- Yes
- No

2021–2022 Budget

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

36. How much money was spent in the school library for the purchase of library books during the 2021–2022 academic year? Include both print titles and digital titles (eBooks that you own). Include processing costs if purchased with library books.

- No Budget
- Less than \$1,000
- Less than \$2,000

- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more

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

37. If you spent more than \$50,000 on books enter the amount here.

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

Correct entry: 150000.

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

No response

38. How much money was spent in the school library for the purchase of library materials other than books during the 2021–2022 academic year? Include periodicals (paper or electronic), technology and media resources, online subscriptions to resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

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

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

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

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

Correct entry: 150000.

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

No response

40. Check one or more of the following funds used to purchase library materials during the 2021–2022 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)
- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- CARES Act Funds
- Other (One-time discretionary grants to districts, etc.)
- None of the above

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

- Yes
- No

Was the library funding tied to your LCAP?

- Yes
- No

Curriculum and Instruction

General Programming

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

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

- Yes
 No

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

2006

44. How often did the library staff meet at the district level for planning and professional development?

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

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

Joe Dana

Basic Services

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

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

- Returned, selected, and checked out new books
 Storytime/Book talks
 Provided training in basic library skills (e.g., care and handling of books, library layout, parts of books, locating books, etc.)
 Worked on research projects
 Not Applicable – no class sessions

46. What was the average number of classes that had a library session in a typical week? 10

47. A typical class session lasted:

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

Description	Answer
48. Communicated proactively with principal	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input checked="" type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never

Teaching Approaches

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

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

Like the previous section, we understand teaching approaches changed, and some of these questions may not be relevant to your situation. How often did you engage in the following activities?

Question	Answer
49. Planned collaborative instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
50. Taught students how to be digitally literate	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
51. a) Managed the library, including collection development, analysis of the collection (e.g., overall age and relevance; diversity, equity, & inclusion representation), and supervision of ordering	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian
b) Our collection development included weeding, de-selection, and withdrawals	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian

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

- Yes
 No

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

No response

53. How did you implement the CA MSLS?

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

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

- Yes
- No

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

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

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

No response

55. What information would you like to share that was not asked in this library program evaluation tool (e.g., what you are most proud of; explanation of fund raising; description of how you split time between sites)?

I have 2 schools at one site and they are very good at successfully sharing and respecting each other's time in the library space. Our school has a Makerspace program that is well supported by our site admin and the district. There is no enough budget to update or grow particular book sections (biographs, culture, history) and purchase current books for the children to read.

Contact Information

Respondent Information

Name: Courtney Grimnes
 Title: Media Specialist
 Email: cgrimnes@orcutt-schools.net
 Phone: 805-344-2401

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

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

Name: Joe Dana
 Email: jdana@orcutt-schools.net
 Phone: 805-938-8930

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

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

California Department of Education
 1430 N Street
 Sacramento, CA 95814

[Web Policy](#)

Orcutt Union School District

2022/2023 Resolution No. 14 Week of the Teacher May 8-12, 2023

Whereas, quality education represents society's greatest and most lasting gift to new generations; and

Whereas, the future of our district depends largely on the work of dedicated and professional teachers; and

Whereas, teachers have the important task of helping today's students become tomorrow's leaders; and

Whereas, along with academics and instruction, teachers provide students with valuable guidance, support and encouragement; and

Whereas, it is appropriate that all Orcutt District Staff recognize and appreciate the many contributions teachers make to the Orcutt Union School District.

Now Therefore, Be It Resolved, we, the Board of Trustees and Administrators of the Orcutt Union school District, proclaim May 8-12, 2023, as "Week of the Teacher" in Orcutt, California and urge all Orcutt citizens to participate in an observance that expresses their appreciation of our dedicated teaching staff.

Passed and Adopted by the Board of Trustees of the Orcutt Union School District, County of Santa Barbara, State of California, at a regular meeting, the 5th day of April, 2023.

Ayes:

President

Noes:

Absent:

Clerk

Member

Member

Member

Orcutt Union School District

2022/2023 Resolution No. 15 Classified School Employees Week

Whereas, the education of youth is essential to the future of our community, state, country and world; and

Whereas, classified employees work directly with students, educators, parents, volunteers, business partners and community members; and

Whereas, classified employees support the smooth operation of offices, the safety and maintenance of buildings and property, and the safe transportation, healthy nutrition and direct instruction of students; and

Whereas, our community depends upon and trusts classified employees to serve students; and

Whereas, classified employees, with their diverse talents and true dedication, nurture students throughout their school years

Now Therefore, Be It Resolved, that the Orcutt Union School District Board of Trustees and Administrator proclaims May 21-27, 2023 to be Classified School Employees Appreciation Week.

Be it Further Resolved that the Orcutt Union School District Board of Trustees strongly urges employees, parents and community members to join in this observance, recognizing the dedication and hard work of our classified employees.

Adopted this 5th day of April, 2023.

Ayes:

President

Noes:

Absent:

Clerk

Member

Member

Member