

ORCUTT UNION SCHOOL DISTRICT

Regular Meeting of the Board of Trustees

Wednesday, February 14, 2024

District Office Board Room

500 Dyer St., Orcutt, CA 93455

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

Closed Session at 6:30 p.m.

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

I. OPEN SESSION 6:00 PM

A. Call Meeting to Order

B. Pledge of Allegiance

C. Adoption of the February 14, 2024 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):

B. Conference with Legal Counsel Regarding Anticipated Litigation.

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

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

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

E. Public Employee Discipline/Dismissal/Release/Complaint

F. Public Employee Evaluation of Performance

G. Student Discipline or Other Confidential Student Matters: 1 Case

IV. RECONVENE TO PUBLIC SESSION 6:30 PM

- A. Motion to Reconvene to Public Session
Moved _ S econd _ V ote _ _
- B. Report of Action Taken in Closed Session

V. COMMUNICATIONS/DISCUSSION/INFORMATION

- A. Reports and Presentations
 - 1. OAHS ASB Update
 - 2. Human Resources Presentation
 - 3. Superintendent's Report
- 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. Certificated Personnel Action Report
- C. Approval of January 10, 2024 Regular Board Meeting Minutes
- D. Approval of January 30, 2024 Special Board Meeting Minutes
- E. Approval of Warrants
- F. Orcutt Jr. High School Overnight Trip to attend Disneyland YES Program, April 2023
- G. OAHS Overnight Trip to Visit Northern CA Colleges, March 2024

- H. OAHHS Band Overnight Trip to Music in the Parks Band Competition in Buena Park, April 2024
- I. Board Bylaw 9321 Closed Session, for second reading
- J. Board Policy 1312.2 Complaints Concerning Instructional Materials, for second reading
- K. Board Policy 5145.3 Nondiscrimination/Harassment, for second reading
- L. Board Policy 6143 Course of Study, for second reading
- M. Board Policy 6161.1 Selection and Evaluation of Instructional Materials, for second reading
- N. Board Policy 6161.11 Supplementary Instructional Materials, for second reading
- O. Board Policy 6163.1 Library Media Centers, for second reading
- P. Board Policy 5131.9 Academic Honesty, for second reading
- Q. Board Policy 6154 Makeup Work, for second reading
- R. Board Policy 6162.5 Student Assessment, for second reading

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

Moved _ _ S econd _ V ote _ _

VIII. ITEMS SCHEDULED FOR ACTION

A. GENERAL

1. Acceptance of Donations

The following donations have been offered to the District:

- A. **From Joleen Huck:** a donation of 6th Grade T-Shirts worth an estimated value of \$60 to Alice Shaw Elementary School.
- B. **From Baker Creek Heirloom Seeds:** a donation of 75 Packets of plant and vegetable seeds worth an estimated value of \$0 to the Joe Nightingale School Garden Program.
- C. **From Cheri Palin:** a donation of a five-foot bean bag chair worth an estimated \$50 to the Alice Shaw Elementary School Counseling Office.
- D. **From Golden State Water:** a donation of \$500 to help offset the cost of 6th Grade Outdoor School at Patterson Road Elementary School.
- E. **From David Velasco** a donation of multiple children's book collection sets worth and estimated value of \$30.00 to the Campus Connection Program.
- F. **From Golden State Water:** a total donation of \$500 to help offset the cost of 6th Grade Outdoor School at Joe Nightingale Elementary School.

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

Moved _ S econd _ V ote _ _

2. Orcutt Union School District Strategic Plan 2024-2029
 It is recommended that the Board of Trustees approve the Strategic Plan consisting of Mission and Vision Statements, Operating Values, and Pillars and Long-Term Goals for the District, as submitted.
 Moved _ Second _ V ote _ _

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

B. BUSINESS SERVICES

1. **Public Hearing: Acquisition of certain energy conservation services and measures through a Turnkey Design and Construction Energy Services Agreement (“Contract”) with Schneider Electric Buildings Americas, Inc., a Delaware corporation, pursuant to the provisions of California Government Code Sections 42710 through 42718**
 This is the public’s opportunity to comment on a turnkey design and construction energy service agreement with Schneider Electric.

2. Resolution No. 8 Turnkey Design and Construction Energy Services Contract
 It is recommended that the Board of Trustees adopt Resolution No. 8. Turnkey Design and Construction Energy Contract, as submitted.
 Moved _ S econd _ V ote _ _

3. Installation of Additional Integrated Cameras for School Sites and District Buildings Using a Cooperative Bid Agreement Under OMNIA/Unicom Government Inc.
 It is recommended that the Board of Trustees approve the Installation of Additional Integrated Cameras for School Sites and District Buildings by Solutionz Inc., not to exceed \$150,000, as submitted.
 Moved _ S econd _ _ V ote _ _

4. Out-of-State Travel for Child Nutrition Coordinator to Attend the School Nutrition Association’s National Conference
 It is recommended that the Board of Trustees approve out-of-state travel for the Child Nutrition Coordinator to attend the School Nutrition Association’s National Conference in Boston, Massachusetts on July 14-16, 2024, as submitted.
 Moved _ S econd _ V ote _ _

5. Board Policy 3400 Management of District Assets/Accounts
 It is recommended that the Board of Trustees approve the revised Board Policy 3400 Management of District Assets/Accounts, for the first reading and that it be placed on the next Consent Agenda for the second reading.
 Moved _ S econd _ V ote _ _

C. EDUCATIONAL SERVICES

1. Info matin Only

Presentation of the LCAP Mid-Year Report for the District and Charter

2. Safe Schools Plans for all Orcutt Union School District School Sites

It is recommended that the Board of Trustees approve the Safe Schools Plan for Alice Shaw, Joe Nightingale, Patterson Rd., Pine Grove, Ralph Dunlap, Lakeview JHS, Orcutt JHS, Olga Reed, Orcutt Academy K-8, Orcutt School for Independent Study, and Orcutt Academy High School, as submitted.

Moved _ S econd _ _ V ote _

3. Board Policy 0460 Local Control and Accountability Plan

It is recommended that the Board of Trustees approve the revised Board Policy 0460 Local Control and Accountability Plan, for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _ S econd _ V ote _ _____

4. Board Policy 0500 Accountability

It is recommended that the Board of Trustees approve the new Board Policy 0500 Accountability, for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _ S econd _ V ote _ ____

5. Board Policy 0520 Intervention in Underperforming Schools

It is recommended that the Board of Trustees approve the revised Board Policy 0520 Intervention in Underperforming Schools, for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _ Second _ V ote _ ____

6. Board Policy 5116.2 Involuntary Student Transfers

It is recommended that the Board of Trustees approve the revised Board Policy 5116.2 Involuntary Student Transfers, for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _ Second _ V ote _ ____

7. Board Policy 5131.2 Bullying

It is recommended that the Board of Trustees approve the revised Board Policy 5131.2 Bullying, for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _ Second _ V ote _ ____

8. Board Policy 5148.3 Preschool/Early Childhood Education

It is recommended that the Board of Trustees approve the revised Board Policy 5148.3 Preschool/Early Childhood Education, for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _ _ Second _ V ote _

9. Board Policy 6142.8 Comprehensive Health Education

It is recommended that the Board of Trustees approve the revised Board Policy 56142.8 Comprehensive Health Education, for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _ Second _ V ote _ ___

10. 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 _ V ote _ ___

11. Board Policy 6146.4 Differential Graduation and Competency Standards for Students with Disabilities

It is recommended that the Board of Trustees approve the revised Board Policy 6146.4 Differential Graduation and Competency Standards for Students with Disabilities, for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _ Second _ V ote _ _____

12. Board Policy 6170.1 Transitional Kindergarten

It is recommended that the Board of Trustees approve the revised Board Policy 6170.1 Transitional Kindergarten, for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _ Second _ V ote _ _____

D. HUMAN RESOURCES

1. Approval of Classified Administrative Position: One (1) Athletic Trainer

It is recommended that the Board of Trustees approve the hiring of one (1) Athletic Trainer, as submitted.

Moved _ S econd _ V ote _ _

IX. GENERAL ANNOUNCEMENTS

A. Unless otherwise noticed, the next regular Board Meeting is scheduled for March 13, 2024 beginning with Closed Session at 6:05 p.m., Open Session at 6:30 p.m. and a Special Curriculum Board Meeting scheduled for February 28, 2024 beginning with Open Session at 6:00 p.m. in the District Office Board Room, 500 Dyer St., Orcutt, CA 93455.

X. ADJOURN TO CLOSED SESSION (If Needed)

- A Motion to Adjourn to Closed Session
Moved _ S econd _ 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 _ V ote _
- B. Report of Action Taken in Closed Session

XII. ADJOURN

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

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, including language interpretation services, please contact the Superintendent's Office at (805) 938-8907. Notification 48 hours prior to the meeting will enable the district to make reasonable arrangements to ensure accessibility to this meeting. All documents related to the open session agenda are available for review 72 hours prior to the meeting at the Orcutt Union School District Office, 500 Dyer Street, Orcutt, CA.



Orcutt Union School District

Classified Personnel Action Report

February 14th, 2024

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
Asmus, Rachel	OAK-8	Kinder Instructional Assistant	8/6	6.0	\$21.70 per hr.	01/22/2024	Transfer of position
EMP #54						01/05/2024	Resignation
Ballew, Vanessa	Alice Shaw	Kinder Instructional Assistant	8/6	3.75	\$21.70 per hr.	03/29/2024	Request unpaid leave of absence
Garrett, Austin	Olga Reed	Instructional Assistant	13/4	6.0	\$22.26 per hr.	02/01/2024	Transfer of position
EMP #372						01/25/2024	Resignation
Heisler, Brittany	Alice Shaw/SpEd	Instructional Assistant	12/2	6.0	\$19.71 per hr.	01/29/2024	Re-Hire
Hummel, Sadye	Ralph Dunlap	Noon Duty	7/2	2.0	\$16.50 per hr.	01/22/2024	Request unpaid leave of absence
EMP #2020						01/22/2024	Resignation
Simkins, Alexandra	Campus Connection/ District Office	Office Assistant	22/4	8.0	\$26.47 per hr.	11/30/2023	Reclassification to Office Manager
Sandoval, Barbara	Alice Shaw/ SpEd	Instructional Assistant	13/3	5.5	\$20.19 per hr.	01/10/2024	Request Voluntary Reduction in Hours
EMP #2402						01/30/2024	Resignation
EMP #189						02/15/2024	Request Early Retirement Incentive Program
EMP #313						04/30/2024	Request Early Retirement Incentive Program



Orcutt Union School District

Certificated Personnel Action Report

February 14, 2024

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
Aragon, Alberto	Olga Reed	Stipend	\$1,882	2023-24	Boys Basketball Coach
Arent, Alison	Pine Grove	Stipend	\$1,233	2023-24	Track Coach
Ayala, Andrew	Olga Reed	Stipend	\$1,882	2023-24	Girls Basketball Coach
Barron, Lynn	Alice Shaw	Daily	\$165	12/4-12/15/23	Shadow for Assignment, 10 days
Belanger, Rebecca	Pine Grove	Extra Duty	\$48/hr	12/4-12/15/23	Campus Connection/After School Teacher, 8.75 hrs
Bertolid, Janet	District	Hourly	\$50	12/1-12/15/23 12/1/23	Administrative Sub, 80.5 hrs SEE Learning, .5 hr
Beyers, Karly	Alice Shaw	Extra Duty	\$48/hr	12/1-12/15/23	Campus Connection/After School Teacher, 8 hrs
Brickey, April	District	Hourly	\$30	12/1-12/12/23	Proctor, 33 hrs
Carter, Krista	District	Extra Duty	\$48/hr	12/4-12/12/23	Home & Hospital, 9 hrs
Cornwell, Karen	District	Hourly	\$30	12/4-12/11/23	Proctor, 13.75 hrs
Doerksen, Allie	Pine Grove	Extra Duty	\$48/hr	12/4-12/15/23	Campus Connection/After School Teacher, 10 hrs
Emp# 2407				1/10/2024	Resignation, Approval of Release from Probationary Contract
Fargen, Meghan	District	Hourly	\$50	11/6-12/18/23	CASC Mentor, 11 hrs
Fredriks, Tymen	District	Extra Duty	\$48/hr	12/4-12/15/23	Home & Hospital, 3 hrs
Hough, Roberta	District	Hourly	\$50	12/1-12/14/23	New Teacher Support / Induction Mentor, 22 hrs
Kozel, Aaron	Joe Nightingale	Extra Duty	\$48/hr	12/1-12/15/23	Campus Connection/After School Teacher, 10 hrs
Lear, Jamie	Patterson Road	Extra Duty	\$48/hr	12/1-12/14/23	Campus Connection/After School Teacher, 6.25 hrs
O'Keefe, Carrie	District	Extra Duty	\$48/hr	10/2-10/31/23	Home & Hospital, 21.25 hrs
Oman, Gabriel	Orcutt JHS	Hourly	\$30	12/4-12/15/23	Math Support Teacher, 39 hrs
Ortiz, Patricia	Joe Nightingale	Extra Duty	\$48/hr	12/1-12/15/23	Campus Connection/After School Teacher, 13.75 hrs

*To be prorated

NAME	SCHOOL	CLASS/STEP	SALARY	EFFECTIVE DATE	ACTION INFORMATION
Pay, Eimile	District	Extra Duty	\$48/hr	12/4-12/14/23	Home & Hospital, 13.5 hrs
Pettit, Adam	Orcutt Academy HS	Stipend	\$1,882	2023-24	Swim Coach
Riezebos, Devin	Pine Grove	Extra Duty	\$48/hr	12/1-12/15/23	Campus Connection/After School Teacher, 10.5 hrs
Shuffield, Jamie	Patterson Road	Extra Duty	\$48/hr	12/1-12/15/23	Campus Connection/After School Teacher, 12.5 hrs
Simpson, Brennan	Orcutt JHS	Hourly	\$30	12/1-12/4/23	Math Support Teacher, 7 hrs
Villanueva, Yvonne	District	Extra Duty	\$48/hr	11/27-12/15/23	Home & Hospital, 13 hrs
Wagonseller, Jeff	District	Hourly	\$50	10/24-11/17/23	CASC Mentor, 16 hrs
Wogahn, Alyssa	Pine Grove	Extra Duty	\$48/hr	12/1-12/6/23	Campus Connection/After School Teacher, 3 hrs
Wolcott, Atsuko	District	Hourly	\$30	12/5-12/12/23	Japanese Language Support, 12.5 hrs

*To be prorated

**Orcutt Union School District
Board of Trustees
Meeting Minutes
January 10, 2024**

CALL TO ORDER

A meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, January 10, 2024, in the District Office Board Room, beginning with Lisa Morinini calling Public Session to order at 6:00 p.m. The Pledge of Allegiance was led by Melanie Waffle. It was moved by Liz Phillips seconded by Mark Steller to adopt the January, 10 2024 agenda. Members Present: Morinini, Philips, Waffle, Steller, and Henderson. Administrators Present: Edds, Salucci, Dana, and Knight.

CLOSED SESSION PUBLIC COMMENTS

None

ADJOURN TO CLOSED SESSION

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

RECONVENE TO PUBLIC SESSION

It was moved by Melanie Waffle seconded by Liz Phillips and carried reconvene to Public Session at 6:36 p.m. Lisa Morinini reported that no action was taken during Closed Session.

SUPERINTENDENT'S REPORT

OAHs ASB shared with the Board they were visiting Jr. High Schools to hold pep rallies to showcase various clubs, sport teams, and school spirit for the purpose of recruitment. OUSD recognized and congratulated Cheryl Heisler and Valeria Ramirez Gomez on receiving the District's "We Are Orcutt Award". Consultant, Jim DeLizia, updated the Board on the OUSD strategic planning process and shared a rough draft of the plan and encouraged the Board to share their thoughts and ideas. Scott Shaffer, Pine Grove School Counselor, presented on small group counseling focusing on growth mindset. The Media Specialists gave an overview of what Makerspace looks like at various school sites and how it engages students in crafts, STEAM activities and games that foster creativity and learning.

ITEMS FROM THE BOARD

Shaun Henderson welcomed everyone back from winter break and wished all a Happy New Year. Mark Steller hopes that everyone had a restful and relaxing winter break. Melanie Waffle stated that the next Santa Barbara County School Boards Association meeting will take place at OUSD and when she has more information, she will pass that along to her fellow Board Members. She also reminded the audience that the OCAF Gala will be taking place on Saturday, March 2nd and if they are interested in attending or donating, please reach out to Jennifer Media with OCAF. Liz Phillips reiterated Mr. Henderson and Mr. Steller's sentiments and hopes that everyone stays healthy during the cold and flu season. She also said she had a lovely time visiting the Ralph Dunlap school garden. Lisa Morinini hopes that everyone had a wonderful holiday season and thanked staff for approaching the problems/issues we face head on with grace and dignity.

PUBLIC COMMENT

Angie Dana, CSEA 2nd Vice President, wished the board a Happy New Year and thanked them for the 5% increase and the classified pay scale rearrangements. She also spoke about some new scholarship opportunities that would be coming this year. Monique Segura, OEA President, also wished the Board a Happy New Year and thanked them for their support and the 5% increase. She also stated that OEA was working on their contribution towards the OCAF Gala.

CONSENT AGENDA ITEMS

- A. Classified Personnel Action Report
- B. Certificated Personnel Action Report
- C. Hiring of Additional Charter School Coaches for the 2023-2024 School Year

- D. Approval of December 13, 2023 Regular Board Meeting Minutes
- E. Approval of Warrants
- F. Approval of Potential CIF Central Section and California State Championship Playoff Games/Overnight Trips for the remainder of the 2023-2024 School Year
- G. Williams/Valenzuela Uniform Complaints Quarterly Report

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

ACTION ITEMS

Board Bylaw 9250 Remuneration, Reimbursement, and Other Benefits

It was moved by Shaun Henderson seconded by Mark Steller and carried to approve the revised Board Policy 9250 Remuneration, Reimbursement, and Other Benefits, for the first reading and that it be placed on the next Consent Agenda for the second reading. Ayes: Henderson and Steller Nays: Waffle, Phillips, and Morinini. The Motion was not approved.

Board Bylaw 9321 Closed Session

It is moved by Liz Phillips seconded by Shaun Henderson and carried to approve the revised Board Policy 9321 Closed Session, for the first reading and that it be place on the next Consent Agenda for the second reading. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

Approval of Measure G Citizen Oversight Committee (COC) Application

It was moved by Liz Phillips seconded by Shaun Henderson and carried to approve the application for Julie Hahn, as submitted. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

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

It is was moved by Melanie Waffle seconded by Liz Phillips and carried to approve the AB1200 Disclosure of Proposed Collective Bargaining Agreement, as submitted. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

Youth League Facility Use Agreements: Orcutt Youth Softball and Orcutt National Little League

It was moved by Liz Phillips seconded by Mark Steller and carried to approve the Youth League Facility Use Agreement with Orcutt Youth Softball and Orcutt National Little League, as submitted. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

Pre-Authorization for the Purchase of Additional Integrated Cameras for School Sites and District Buildings

It was moved by Melanie Waffle seconded by Liz Phillips and carried to approve the pre-authorization for the purchase of additional integrated cameras for school sites and district buildings not to exceed \$325,000, as submitted. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

Board Policy 1312.2 Complaints Concerning Instructional Materials

It was moved by Melanie Waffle seconded by Liz Phillips and carried to approve the approve the revised Board Policy1312.2 Complaints Concerning Instructional Materials, for the first reading and that it be placed on the next Consent Agenda for the second reading. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

Board Policy 5145.3 Nondiscrimination/Harassment

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

Board Policy 6143 Course of Study

It is was moved by Melanie Waffle seconded by Liz Phillips and carried to approve the revised Board Policy 6143 Couse Study, for the first reading and that it be placed on the next Consent Agenda for the second reading. Ayes: Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

Board Policy 6161.1 Selection and Evaluation of Instructional Materials

It was moved by Liz Philips seconded by Mark Steller and carried to approve the revised Board Policy

6161.1 Selection and Evaluation of Instructional Materials, for the first reading and that it be placed on the next Consent Agenda for the second reading. Ayes: Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

Board Policy 6161.11 Supplementary Instructional Materials

It was moved by Liz Phillips seconded by Melanie Waffle and carried to approve the revised Board Policy 6161.11 Supplementary Instructional Materials, for the first reading and that it be placed on the next Consent Agenda for the second reading. Ayes: Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

Board Policy 6163.1 Library Media Centers

It was moved by Liz Phillips seconded by Mark Steller and carried to approve the revised Board Policy 6163.1 Library Media Centers, for the first reading and that it be placed on the next Consent Agenda for the second reading. Ayes: Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

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

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

Approval of Tentative Agreement with Orcutt Educators Association (OEA)

It is moved by Liz Phillips seconded by Mark Steller and carried to ratify the negotiated agreement for the 2023-2024 school year with the Orcutt Educators Associate (OEA), as submitted. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

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

It is moved by Melanie Waffle seconded by Liz Phillips and carried to approve the compensation agreement with Orcutt Union School District Confidential Employees and Certificated and Classified Management, as submitted. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

Approval of Compensation Increase for Contracted Positions

It is moved by Mark Steller seconded by Melanie Waffle and carried to approve the compensation agreement with the Assistant Superintendent of Human Resources, Educational Services, and Business Services, as submitted. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

Ratification of Addendum Number 6 to the Employment Agreement with Dr. Holly Edds, Superintendent

It is moved by Shaun Henderson seconded by Melanie Waffle and carried to ratify Addendum Number 6 to the Employment Agreement with Dr. Holly Edds, Superintendent, as submitted. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

GENERAL ANNOUNCEMENTS

Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, February 14, 2024 beginning with Open Session at 6:00 p.m. in the District Office Boardroom, 500 Dyer St., Orcutt, CA 93455

ADJOURN

It was moved by Liz Phillips seconded by Mark Steller and carried to adjourn the meeting at 8:15 p.m. Ayes: Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

Holly Edds, Ed.D. Board Secretary

Liz Phillips, Clerk, Board of Trustees

**ORCUTT UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
SPECIAL BOARD MEETING
Tuesday, January 30, 2024**

CALL TO ORDER

A Special meeting of the Board of Trustees of the Orcutt Union School District was held on Tuesday, January 30, 2024, beginning with Lisa Morinini calling Public Session to order at 3:30 p.m., Melanie Waffle led the Pledge of Allegiance. Members Present: Morinini, Phillips, Waffle, Steller and Henderson. Administrators: Edds, Salucci, and Knight. Administrators Absent: Dana. It was moved by Liz Phillips seconded by Mark Steller and carried to adopt the January 30, 2024 agenda, as presented. Ayes: Morinini, Phillips, Waffle, Steller and Henderson.

PUBLIC COMMENTS

None.

SPECIAL BOARD MEETING

1. OAHS MUR Project Update
2. Electric School Bus Presentation

GENERAL ANNOUNCEMENTS

Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, February 14, 2024, with Closed Session starting at 6:05 p.m., Public Session at 6:30 p.m. in the District Office Board Room, 500 Dyer St., Orcutt, CA 93455

ADJOURN

It was moved by Mark Steller seconded by Melanie Waffle and carried to reconvene to carried to adjourn the meeting at 4:34 p.m. Ayes: Morinini, Phillips, Waffle, Steller and Henderson.

Holly Edds, Ed.D., Board Secretary

Liz Phillips, Clerk, Board of Trustee

Warrants

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

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



ORCUTT JUNIOR HIGH SCHOOL MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D

FROM: Joe Schmidt
Principal, Orcutt Junior High School

BOARD MEETING DATE: February 14, 2024

BOARD AGENDA ITEM: YES Trip for the Orcutt Jr. High School Journalism and Leadership Classes

BACKGROUND: For many years, the Journalism and Leadership classes have attended an overnight trip to participate in the Disney Resort YES Program. Arrangements for this year have been made and the journalism and leadership classes are scheduled to go on April 12-April 13.

The students will be participating in one of two classes. The first is Technology of Disney Parks class at Disneyland- central to each attraction and themed land within Disney Parks is a story, and through innovative technology, we are able to tell those stories in new and exciting ways. In this engaging, interactive course, students will work in groups while getting an inside look at how our Disney Imagineers dream, design, and use technology to enhance the Guest experience by immersing them in our stories. From audio-animatronics to light and sound effects, students will learn why technology is the most valuable and most challenging tool to integrate into daily theme park operations.

The other class is Theme Park Design where students will get an inside look at Disney's unique design approach. In this course, participants will learn what makes a theme park tick. They will learn the concepts, philosophy and tools necessary to design a working theme park. From visual design elements to practical considerations like Guest flow and maintenance, students will come away with a holistic understanding of how form and function come together to make the seemingly impossible possible.

Thirty-five students will be attending the trip leaving OJHS at 7 AM on Friday, April 12. Six chaperones will be attending. We will drive down to the Grand Legacy at the Park Hotel in Anaheim and then enter the Disneyland park. Students will attend one of the two classes on Saturday, April 13, and then spend the remainder of the day in the parks. We will be returning early Sunday morning between 12 to 1 AM.

RECOMMENDATION: Staff recommends the 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 4/12 - 4/13/2024
2. Destination Disneyland Resort, Anaheim
Telephone # (714) 781-4636 Fax # _____
3. Requested Donation per Student (if any) N/A

TRANSPORTATION

1. Time of Departure 4/12 - 7 AM Return Time 4/13 - 11:45 PM
2. Employees Going on the Trip Kelli Zamudio, Rosie Dell'Armo, Kacie Jackson, Molly Johnston, Crystal Trotter
3. # Students 53 #Chaperones ON THE BUS 5 Student/Staff Ratio on Trip 10:1
4. OUSD Bus _____ Walking _____ Private Car(s) _____ Other Bus Source Charter Bus (Coach)
5. Other Stops Requested N/A
6. Purpose of Trip Complete course a Disney's Imagination
7. Curriculum Connection (list standards if possible) Learn how to innovate technology
8. Pick up Location Orcutt Junior High Parking lot
9. Sack Lunches or Supplies/Additional Clothing Needed? None
10. Account to be Charged OJH ASB

Campus to tell stories/news

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 Kelli Zamudio Date 1/23/24

Principal Approval [Signature] Date 1/23/24

Copy sent to: Health Services _____ Child Nutrition _____

Orcutt Junior High School

608 PINAL AVENUE ORCUTT, CALIFORNIA 93455
PHONE (805) 938-8700 FAX (805) 938-8749



We are in the final planning arrangements for our YES trip to the Disneyland resort. I just wanted to give you some particulars and ask a couple of questions.

We will be leaving the OJHS parking lot at 7:00am on Friday, April 12th. We should arrive in Anaheim around 11:00 in the morning, we will then check in and head on over to the park. We are a short walk from the entrance so after getting to the front gate, we will separate into groups. Though we do have chaperones, students DO NOT have to be with an adult throughout the day. All I ask is that they are in groups of at least 3 students, at all times. If a chaperone sees a student alone, and your kids will be very highly visible, then they will have to accompany the chaperone for the rest of the day. We will close the park Friday, then return early the next morning after checking out of the hotel. The YES program classes are scheduled for Saturday morning. We will divide into two groups and participate in two different programs. The class lasts approximately three hours After, the kids are free to play in the parks for the rest of the day. We will meet again at 10:00pm, then board the bus to return home. Our trip time home should be between 3 to 3½ hours. A ride MUST be here in our parking lot when we return. Please be prompt.

I would like to find out if there is any interest in parents who would like to come on the trip. We can buy extra tickets at the same discount two-day hopper price for anyone who would like to accompany their child. Also, if you are going, would you like to stay at the same hotel we are staying at, Grand Legacy at the Park, and would you be driving your child there? These are important questions I need to know the answers to when finalizing our trip plans.

Thank you in advance for your quick responses.

Mrs. Kelli Zamudio

Journalism/Leadership Advisor

Will your son/daughter be attending the YES trip? _____

If attending, do they have an annual pass? _____

Will **you** be attending the YES trip? _____

If so, do you need extra tickets? How many @ \$290 each: _____

If so, will you be driving your son/daughter on the trip? _____

If so, would you like us to reserve a room (\$280.80) for you? _____



ORCUTT ACADEMY HIGH SCHOOL MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D

FROM: Rhett Carter
Principal, Orcutt Academy High School

BOARD MEETING DATE: February 14, 2024

BOARD AGENDA ITEM: 2024 Spring College Trip

BACKGROUND: On Thursday, March 14th – 15th OAHS counselors along with 50 students and 2 additional chaperones are requesting to take a college trip to UC Davis and UC Santa Cruz. They will depart Thursday, March 14th at 6:45a.m. and will return on Friday, March 15th at 5:00pm.

Students and chaperones will be staying at a hotel Milpitas, CA and transportation will be provided by a charter bus.

The cost will be \$180.00 per student, which will be paid by the parent or guardian. This amount will cover the bus, hotel, and breakfast. This trip is open to all grade levels on a first pay basis.

RECOMMENDATION: Staff recommends that the 2024 Spring College Trip be approved as submitted

FUNDING: No Impact on General Fund

Orcutt Union School District Field Trip Information Form



PLEASE RESERVE FIELD TRIPS AT LEAST ONE MONTH IN ADVANCE

1. Date of Trip March 14th - 15th
2. Destination UC Davis & UC Santa Cruz
Telephone # _____ Fax # _____
3. Requested Donation per Student (if any) \$ 180

TRANSPORTATION

1. Time of Departure 6:45 am Return Time 5-6 pm
2. Employees Going on the Trip Monica Cedillo, Ana Perez
3. # Students 50 #Chaperones ON THE BUS 4 Student/Staff Ratio on Trip 12:1
4. OUSD Bus _____ Walking _____ Private Car(s) _____ Other Bus Source Private charter
5. Other Stops Requested _____
6. Purpose of Trip college trip
7. Curriculum Connection (list standards if possible) _____
8. Pick up Location OATS
9. Sack Lunches or Supplies/Additional Clothing Needed? personal items for overnight
10. Account to be Charged _____

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

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

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

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

Requesting Teacher [Signature] Date 1/19/24
Principal Approval [Signature] Date 1/22/24

Copy sent to: Health Services _____ Child Nutrition _____

UC Davis and UC Santa Cruz

Overnight Trip – March 14-15, 2024

I give my permission for my child, _____ to participate in the planned fieldtrip to: UC Davis and UC Santa Cruz

Details:

- Departure time- Students must arrive at Orcutt Academy **by 6:45 A.M.**
 - We will be departing promptly at 7:00 a.m.
- Return time- between 5:00-6:00 P.M. on March 15th (depending on traffic)
- Please see attached agenda
- **Cost of the trip is \$180.00 per student**
 - Covers the cost of transportation to all college campuses and breakfast Friday morning.
 - **Students are responsible for the cost of all other meals and any other items they may want to purchase.**

** All students are required to return a signed parent permission form to participate in a field trip.

** Student conduct on field trips will be governed by SCHOOL BUS SAFETY and STUDENT

CONDUCT RULES as applied during the school day.

**Parents and students are reminded that students are responsible for all work missed while they are on a field trip, including homework. Please note that there may be special pre-arranged assignments due immediately after a field trip. These assignments will be due as scheduled.

Parent / Guardian Signature

Student Signature

Allergies or other medical issues? _____

Emergency Contact Number(s): work: _____

Payment

Cost of the trip is \$180.00 per student. If needed, a payment plan is available. Students must make an initial \$100.00 down payment as soon as possible to hold your spot on the bus. Remaining balance needs to be paid by March 10th Failure to pay balance will result in forfeiture of your spot and no refund will be given.

Cash

Payment plan

Check # _____

\$ 100.00 Paid on _____

\$ _____ Paid on _____

\$ _____ Paid on _____

Please return fieldtrip permission slip and money to Mrs. Whitham-Smith

For any questions contact Mrs. Cedillo 938-8598

ORCUTT ACADEMY
HIGH SCHOOL

**COLLEGE
TRIP**

\$180

MARCH 14-15

**UC DAVIS
UC SANTA CRUZ**



Buy your tickets in the Business Office



ORCUTT ACADEMY HIGH SCHOOL MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D

FROM: Rhett Carter
Principal, Orcutt Academy High School

BOARD MEETING DATE: February 14, 2024

BOARD AGENDA ITEM: OAHS Band – Music in the Parks

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

This trip will be an overnight trip with reservations at a hotel in Fullerton for 2 nights. The band will depart from OAHS on the morning of Friday, April 12th and return on the evening of Sunday, April 14th. 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 trip be approved as submitted

FUNDING: No Impact on General Fund

Orcutt Union School District Field Trip Information Form



PLEASE RESERVE FIELD TRIPS AT LEAST ONE MONTH IN ADVANCE

1. Date of Trip 4/12/24 - 4/14/24
2. Destination Days Inn, Fullerton, CA (Music in Parks)
Telephone # (714) 447-9200 Fax # (714) 773-0685
3. Requested Donation per Student (if any) \$100 - Knott's Ticket & Festival Fees

TRANSPORTATION

1. Time of Departure 9:00AM Fri, 4/12/24 Return Time 1:00PM Sun, 4/14/24
2. Employees Going on the Trip Josie Coburn
3. # Students 51 #Chaperones ON THE BUS 3 Student/Staff Ratio on Trip 17:1
4. OUSD Bus _____ Walking _____ Private Car(s) _____ Other Bus Source Charter Bus
5. Other Stops Requested Placentia Presbyterian Church - Placentia, CA; Knott's Berry Farm - Buena Park, CA
6. Purpose of Trip Music in the Parks Band Competition
7. Curriculum Connection (list standards if possible) PERFORMING—Anchor Standard 5: Develop and refine artistic techniques and work for presentation
8. Pick up Location Orcutt Academy High School
9. Sack Lunches or Supplies/Additional Clothing Needed? Money for meals; concert uniform, comfortable clothes
10. Account to be Charged OAHS Band

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

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

Josie 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.)

Josie 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 9/28/23
Principal Approval [Signature] Date 9/28/23

Copy sent to: Health Services _____ Child Nutrition _____

OAHS Band - Music in the Parks Field Trip Permission Slip

The OAHS Band will be taking our annual Music in the Parks trip in April, 2024. This trip will include a performance at Valencia HS, a hotel stay at Days Inn Fullerton, and a day of fun at Knott's Berry Farm.

- Requested Fee: \$100 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 forms. 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, and follow regular school policies as presented in the handbook while on the field trip.

Music in the Parks Trip Information	
Due by: Friday, March 1st	<ul style="list-style-type: none"> • \$100.00 - Covers competition fee and Knott's admission Checks should be made payable to: OAHS Band • Behavior Contract & Permission Slip
Due by: Friday, March 1st:	<ul style="list-style-type: none"> • Medical forms (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 3rd.
Trip Dates:	Friday, April 12 - Sunday, April 14, 2024
Hotel Location:	Days Inn, 333 Imperial Hwy. Fullerton, CA 92835
Contest Location:	Valencia High School: 500 N. Bradford Ave., Placentia, CA 92870
Knott's Berry Farm:	8039 Beach Blvd. Buena Park, CA 90620

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

Emergency Contact Name: _____ Phone: _____

Will student require medication on the trip? Yes No

Please acknowledge with initials:

_____ For students with medication needs, the attached medical forms must be completed by a physician, and medications must be turned in no later than Friday, March 3rd.

_____ \$100 for the trip is due by **Friday, March 1st, 2024.**

Parent/Guardian Signature: _____ Date: _____

Please sign both sides.



Music in the Parks Behavior Contract



I, _____,
(Print Student Name)

understand that my behavior, and the choices that I make, reflect upon the image of OUSD. I will abide by OUSD policies and regulations, which are outlined in the school handbook. I will respect the needs of all students and will honor the following expectations:

- Keep a positive attitude and give only positive comments for all performing groups.
- Remain in my seat on the bus.
- Stay quiet in the hotel hallways.
- Return to my own room at 11:00pm.
- Obey the lights-out rule at 12:00am (midnight).
- Stay in my own room. There will be no passage to other rooms.
- Respect all Knott's Berry Farm Park Rules.
- Stay within the Park. Students may not exit the park until the end of the day.
- Be on the bus by 10:30pm after our day at Knott's.
- Adhere to check-ins with chaperones and teachers.
- Honor and respect all chaperones and teachers.
- **Any drugs, alcohol, nicotine, and excessive caffeine or energy drinks are prohibited.**
- **Over-the counter and prescription medications must be listed on medical forms signed by a parent/guardian and physician, and turned in to the district nurse prior to the trip.**

A violation of these expectations can result in detention, suspension, or dismissal from the field trip, depending on the severity of the offense. If at any time a student does not comply with the behavior contract, we reserve the right to send that student home. The parent/guardian will be expected to make arrangements for pick-up immediately. Money will not be refunded.

Yes, we understand the rules and expectations and agree to abide by them.

Date: _____

Student Signature: _____

Student Cell Phone #: _____

Parent Printed Name: _____

Parent Signature: _____

Parent Cell Phone #: _____

Board Bylaw
CLOSED SESSION

BB 9321 (a)

The Governing Board is committed to complying with state open meeting laws and modeling transparency in its conduct of district business. The Board shall hold closed sessions during a regular, special, or emergency only for purposes authorized by law.

Each agenda shall contain a general description of each closed session item to be discussed at the meeting, as required by law. (Education Code 35145, Government Code 54954.2, 54954.5, 54957)

In the open session preceding the closed session, the Board shall disclose the items to be discussed in closed session as specified in this bylaw. The Board may either state the information on the agenda or refer the public to the item(s) as listed by number or letter on the agenda. In the closed session, the Board may consider only those items covered in its statement. (Government Code 54957, 54957.7)

After the closed session, the Board shall reconvene in open session before adjourning the meeting and, when applicable, shall publicly disclose any actions taken in the closed session, the votes or abstentions thereon, and other disclosures as specified in this bylaw. Such reports may be made in writing or orally at the location announced in the agenda for the closed session as required by law and provided in the accompanying Exhibit (2). (Education Code 32281; Government Code 54957.1, 54957.7)

When an action taken during a closed session involves final approval or adoption of a document, such as a contract or settlement agreement, that becomes public upon such approval or adoption, the Superintendent or designee shall provide a copy of the document to any person present at the conclusion of the closed session who submitted a written request. If the action taken results in one or more substantive amendments, the Superintendent or designee shall make the document available the next business day or when the necessary changes to the document are completed. Whenever copies of an approved agreement will not be immediately released due to an amendment, the Board president shall orally summarize the substance of the amendment for those present at the end of the closed session. (Government Code 54957.1)

Confidentiality

A Board member shall not disclose confidential information received in closed session unless the Board authorizes the disclosure of that information or the information has been publicly reported by the District. (Government Code 54963)

The Board shall not disclose any information that is protected by state or federal law. In addition, no victim or alleged victim of tortious sexual conduct or child abuse shall be identified in any Board agenda, notice, announcement, or report required by the Brown Act, unless the identity of the person has previously been publicly disclosed. (Government Code 54957.7, 54961)

Personnel Matters: Appointment, Employment, Performance Evaluation, or Discipline/Dismissal/Release

The Board may hold a closed session under the "personnel exception" to consider the appointment, employment, performance evaluation, discipline, dismissal, or change in employment status of an employee. Such a closed session shall not include discussion or action

Board Bylaw
CLOSED SESSION

BB 9321 (b)

on proposed compensation except for a reduction of compensation that results from the imposition of discipline. (Government Code 54957, 54957.1)

Personnel Matters: Specific Complaints or Charges

The Board may also hold a closed session to hear complaints or charges brought against an employee by another person or employee, unless the employee requests an open session. Before the Board holds a closed session on specific complaints or charges brought against an employee, the Superintendent or designee shall ensure that the employee receives written notice of the right to have the complaints or charges heard in open session. This notice shall be delivered personally or by mail at least 24 hours before the time of the session. (Government Code 54957)

Personnel Matters: Application for Early Withdraw of Funds in Deferred Compensation Plan

The Board may hold a closed session to discuss an employee's application for early withdrawal of funds in a deferred compensation plan when the application is based on financial hardship arising from an unforeseeable emergency due to illness, accident, casualty, or other extraordinary event, as specified in the deferred compensation plan. (Government Code 54957.10)

Negotiations/Collective Bargaining

The Board may meet in closed session to review the Board's position and/or instruct its designated representative(s) regarding salaries, salary schedules, or compensation paid in the form of fringe benefits of its represented and unrepresented employees and, for represented employees, any other matter within the statutorily provided scope of representation. A closed session regarding salaries, salary schedules, or compensation paid in the form of fringe benefits may include discussions of the district's available funds and funding priorities, but only insofar as they relate to providing instructions to the Board's designated representative. Final action on the proposed compensation of one or more unrepresented employees shall not be taken in closed session. (Government Code 54957.6)

The Board also may meet in closed session with a state conciliator who has intervened in proceedings regarding any of the purposes enumerated in Government Code 54957.6.

Pursuant to Government Code 54957.1, approval in closed session of an agreement regarding labor negotiations with represented employees pursuant to Government Code 54957.6 shall be reported after the agreement is final and has been accepted or ratified by the other party. However, the Board may, at its sole discretion, vote on such an agreement in open session. (Government Code 54957.1)

Pursuant to Government Code 3549.1, the Board may, without following the requirements of the Brown Act, meet in closed session exclusively for the purpose of discussing its position regarding any matter within the scope of representation or for the purpose of instructing its designated representatives. The Board shall not discuss any other item at any such closed session. (Government Code 3549.1)

Board Bylaw
CLOSED SESSION

BB 9321 (c)

Matters Related to Students

If a public hearing would lead to the disclosure of confidential student information such as grades or discipline information, the Board shall meet in closed session to consider a suspension, disciplinary action, any other action against a student except expulsion, or a challenge to a student record. At least 72 hours prior to the start of the meeting of which the closed session is a part, the Superintendent or designee, on behalf of the Board, shall, in writing, by registered or certified mail or by personal service, notify the student and the student's parent/guardian of the intent of the Board to hear the item in closed session. If a written request for open session is received from the student or the student's parents/guardians within 48 hours of receiving the notice, the meeting shall be public, except that any discussion at that meeting which may be in conflict with the right to privacy of any other student shall remain in closed session. (Education Code 35146, 48912, 49070)

If the Board conducts an expulsion hearing pursuant to Board Policy 5144.1 - Suspension and Expulsion/Due Process, the Board shall do so in closed session unless the student submits a written request at least five days before the date of the hearing that the hearing be held in open session. Regardless of whether the expulsion hearing is conducted in open or closed session, the Board may meet in closed session for the purpose of deliberating and determining whether the student should be expelled. (Education Code 48918)

In order to protect student privacy rights provided in 20 USC 1232g or other applicable laws, the identity of a student shall not be listed in the agenda and, unless the item is heard in open session, shall not be included in any report after closed session. Additionally, a student matter shall be listed in the open session portion of the agenda with the same description and numbering system as it was on the closed session portion of the agenda.

Security Matters

The Board may meet in closed session with the Attorney General, district attorney, district legal counsel, sheriff or chief of police, or their respective deputies, or a security consultant or a security operations manager, on matters posing a threat to the security of public buildings; to the security of essential public services, including water, drinking water, wastewater treatment, natural gas service, and electric service; or to the public's right of access to public services or public facilities. Such discussions may be held in closed session during an emergency meeting called pursuant to Board Bylaw 9320 - Meetings and Notices and Board Bylaw/Exhibit (1) 9323.2 - Actions By The Board.

The Board may also meet in closed session to consult with law enforcement officials on the development of a plan for tactical responses to criminal incidents and to approve the plan. (Education Code 32281)

Real Property Negotiations

The Board may meet in closed session with its real property negotiator prior to the purchase, sale, exchange, or lease of real property by or for the district in order to grant its negotiator authority regarding the price and terms of payment for the property. (Government Code 54956.8)

Board Bylaw
CLOSED SESSION

BB 9321 (d)

Anticipated Litigation/Initiation of Litigation

Based on the advice of its legal counsel, the Board may hold a closed session to confer with or receive advice from its legal counsel regarding a anticipated litigation or whether to initiate litigation when a discussion of either matter in open session would prejudice the district's position with respect to such litigation. For this purpose, "litigation" means any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

Litigation is considered "anticipated" when, in the Board's opinion based on the advice of its legal counsel regarding the existing facts and circumstances, there is a significant exposure to litigation against the district or against a district officer or employee based on prior or prospective activities or alleged activities during and potentially during the course and scope of that office or employment. (Government Code 54956.9)

Existing facts and circumstances are limited to the following: (Government Code 54956.9)

1. Facts and circumstances that might result in litigation against the district but which the district believes are not yet known to potential plaintiff(s)
2. Facts and circumstances including, but not limited to, an accident, disaster, incident, or transactional occurrence which might result in litigation against the district, which are already known to potential plaintiff(s)
3. The receipt of a claim pursuant to the Tort Claims Act or a written threat of litigation from a potential plaintiff.
4. A threat of litigation made by a person in an open meeting on a specific matter within the responsibility of the Board.
5. A threat of litigation made by a person outside of an open meeting on a specific matter within the responsibility of the Board, provided that the district official or employee receiving knowledge of the threat made a record of the statement before the meeting

Each agenda item related to anticipated litigation shall only contain one such matter. For an anticipated litigation item that is anticipated based on Items #2, #3, or #5 above, the agenda item shall also include the facts or circumstances that might result in litigation, the claim or written threat of litigation, or the record of the threat. However, the agenda item shall not identify the alleged victim of unlawful or tortious sexual conduct or anyone making the threat on the alleged victim's behalf, or identify a public employee who is the alleged perpetrator of any unlawful or tortious conduct upon which a threat of litigation is based, unless the identity of the person has been publicly disclosed. (Government Code 54956.9)

Existing Litigation

Based on the advice of its legal counsel, the Board may hold a closed session to confer with or receive advice from its legal counsel regarding existing litigation when discussion of the matter in open session would prejudice the district's position with respect to such litigation. Litigation is considered to be "existing" when the district has been named a party to the litigation or a district officer or employee has been named a party to the litigation based on prior or prospective

Board Bylaw
CLOSED SESSION

BB 9321 (e)

activities or alleged activities during the course and scope of that office or employment, including litigation in which involves whether an activity is outside the course and scope of the office or employment. For this purpose, "litigation" means any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

Tort, Public, or Workers' Compensation Liability

The Board may meet in closed session to discuss a claim for the payment of tort liability losses, public liability losses, or workers' compensation liability incurred by a joint powers agency (JPA) formed for the purpose of insurance pooling or self-insurance authority of which the district is a member. (Government Code 54956.95)

Joint Powers Agency Issues

When the board of the JPA has so authorized and upon advice of district legal counsel, the Board may meet in closed session in order to receive, discuss, and take action concerning information that has direct financial or liability implications for the district and that was obtained in a closed session of the JPA of which the district is a member. During the Board's closed session, a Board member serving on the JPA board may disclose confidential information acquired during a closed session of the JPA to fellow Board members. (Government Code 54956.96)

Review of Audit Report from Bureau of State Audits

Upon receipt of a confidential final draft audit report from the California State Auditor's Office, and before the report has been made public, the Board may meet in closed session to discuss its response to that report. After public release of the report from the California State Auditor's Office, any Board meeting to discuss the report must be conducted in open session, unless exempted from that requirement by some other provision of law. (Government Code 54956.75)

Review of Assessment Instruments

The Board may meet in closed session to review the contents of any student assessment instrument approved or adopted for the statewide testing system. Before any such meeting, the Board shall agree by resolution to accept any terms or conditions established by the State Board of Education for this review. (Education Code 60617)

State

- Ed. Code 35145: Public meetings
- Ed. Code 35146: Closed sessions regarding suspensions
- Ed. Code 44929.21: Notice of reelection decision; districts with 250 ADA or more
- Ed. Code 48912: Governing board suspension
- Ed. Code 48918: Rules governing expulsion procedures
- Ed. Code 49070: Challenging student records
- Ed. Code 60617: Meetings of governing board
- Gov. Code 3540-3549.3: Educational Employment Relations Act
- Gov. Code 54950-54963: The Ralph M. Brown Act

Federal

- 20 USC 1232g: Family Educational Rights and Privacy Act (FERPA) of 1974

Board Bylaw
CLOSED SESSION

BB 9321 (f)

Management Resources

Attorney General Opinion: 98 Ops.Cal.Atty.Gen. 41 (2015)
Attorney General Opinion: 89 Ops.Cal.Atty.Gen. 110 (2006)
Attorney General Opinion: 59 Ops.Cal.Atty.Gen. 532 (1976)
Attorney General Opinion: 78 Ops.Cal.Atty.Gen. 218 (1995)
Attorney General Opinion: 86 Ops.Cal.Atty.Gen. 210 (2003)
Attorney General Opinion: 94 Ops.Cal.Atty.Gen. 82 (2011)
Attorney General Publication: The Brown Act: Open Meetings for Legislative Bodies, rev. 2003
Court Decision: Fowler v. City of Lafayette (2020) 45 Cal.App.5th 68
Court Decision: Bell v. Vista Unified School District (2001) 82 Cal.App. 4th 672
Court Decision: Fischer v. Los Angeles Unified School District (1999) 70 Cal.App. 4th 87
Court Decision: Furtado v. Sierra Community College District (1998) 68 Cal.App. 4th 876
Court Decision: Morrison v. Housing Authority of the City of Los Angeles Board of Commissioners (2003) 107 Cal.App.4th 860
Court Decision: Roberts v. City of Palmdale (1993) 5 Cal.App. 4th 363
Court Decision: Sacramento Newspaper Guild v. Sacramento County Board of Supervisors (1968) 263 Cal.App. 2d 41
Court Decision: San Diego Union v. City Council (1983) 146 Cal.App.3d 947
CSBA Publication: The Brown Act: School Boards and Open Meeting Laws, rev. 2019
League of California Cities Publication: Open and Public IV: A Guide to the Ralph M. Brown Act, rev. July 2010
Website: CSBA District and County Office of Education Legal Services
Website: League of California Cities
Website: California Attorney General's Office
Website: CSBA

Bylaw Adopted: 02/14/2024

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS

The Governing Board uses a comprehensive process to adopt district instructional materials that is based on selection criteria established by law and Board policy and includes opportunities for the involvement of district staff, parents/guardians and community members, and, as appropriate, students. Complaints concerning the content or use of instructional materials, including textbooks, supplementary instructional materials, library materials, or other instructional materials and equipment, shall be properly and fairly considered using established complaint procedures.

Parents/guardians are encouraged to discuss any concerns regarding instructional materials with their child's teacher and/or the school principal. If the situation remains unresolved, a complaint may be filed using the process specified in the accompanying administrative regulation and exhibit.

The district shall accept complaints concerning instructional materials only from staff, district residents, or the parents/guardians of children enrolled in a district school. (Education Code 35160)

When deliberating upon challenged materials, the Superintendent and/or or any designee or ~~review~~ committee established by the Superintendent to review the materials, shall consider the degree to which the materials aligned with the criteria for instructional materials as specified in law, Board policy, and administrative regulation. In addition, such deliberations may consider the educational philosophy and vision of the district; the educational suitability of the materials including the manner in which the materials support the curriculum and appropriateness for the student's age; the professional opinions of teachers of the subject and of other competent authorities and/or experts; reviews of the materials by reputable bodies, the stated objectives in using the material; community standards; the allegations in the complainant, including the extent to which the objections are based on the dislike of ideas contained in the materials; and the impact that keeping or removing the materials would have on student well-being.

The Superintendent, or any designee or committee established by the Superintendent to review the materials, shall not prohibit the continued use of an appropriately adopted textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any

book or other resource in a school library on the basis that it contains inclusive and/or diverse perspectives, as specified in Education Code 243.

If the complainant finds the Superintendent's or review committee's decision unsatisfactory, the complainant may appeal the decision to the Board.

Any challenged instructional material that is reviewed by the district shall not be subject to further reconsideration for 12 months, unless required by law.

Complaints related to sufficiency of textbooks or instructional materials shall be resolved as specified in Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures.

Community Relations
COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS

BP 1312.2 (b)

State

- 5 CCR 4600-4670: Uniform complaint procedures
- Ed. Code 1240: County superintendent of schools; duties
- Ed. Code 18111: Exclusion of books by Governing board that are sectarian, partisan, or denominational character
- Ed. Code 220: Prohibition of discrimination
- Ed. Code 242: Access to information about educational laws and policies regarding right to accurate and inclusive curriculum
- Ed. Code 243: Unlawful discrimination related to the use or prohibited use of textbooks and instructional materials
- Ed. Code 35010: Control of district; prescription and enforcement of rules
- Ed. Code 35160: Powers and duties of school boards
- Ed. Code 35186: Williams uniform complaint procedures
- Ed. Code 44805: Teacher enforcement of course of studies; use of textbooks, rules and regulations
- Ed. Code 48907: Exercise of free expression; time, place and manner rules and regulations
- Ed. Code 48950: Speech and other communication
- Ed. Code 51204.5: Social sciences instruction; contributions of specified groups
- Ed. Code 51501: Nondiscriminatory subject matter
- Ed. Code 51511: Religious matters properly included in courses of study
- Ed. Code 51933: Sexual health education and HIV prevention materials
- Ed. Code 60000-60005: Instructional materials; legislative intent
- Ed. Code 60040-60052: Requirements for instructional materials
- Ed. Code 60119: Public hearing on sufficiency of textbooks and instructional materials
- Ed. Code 60200-60213: Elementary school materials
- Ed. Code 60226: Requirements for publishers and manufacturers
- Ed. Code 60400-60411: High school textbooks and instructional materials
- Ed. Code 60510-60511: Donation or sale of obsolete instructional materials

Management Resources

- California Department of Education Publication: Instructional Materials, FAQ
- California Department of Education Publication: Standards for Evaluating Instructional Materials for Social Content, 2013
- Website: CSBA District and County Office of Education Legal Services
- Website: Department of Justice
- Website: California Department of Education, Curriculum and Instruction Resources
- Website: CSBA
- Website: U.S. Department of Education, Office for Civil Rights

Policy Adopted: 2/14/24

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

Students

BP 5145.3 (a)

NONDISCRIMINATION/HARASSMENT

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

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

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

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

Because unlawful discrimination may occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently and in a non-discriminatory manner, as specified in Board Policy and Administrative Regulation 5144 - Discipline, Board Policy and Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students With Disabilities).

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

Students

BP 5145.3 (b)

NONDISCRIMINATION/HARASSMENT

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6)

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

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

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

All allegations of unlawful discrimination in district programs and activities shall be brought, investigated, and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures.

Record-Keeping

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

State

5 CCR 432: Student records

5 CCR 4600-4670: Uniform complaint procedures

Students

BP 5145.3 (c)

NONDISCRIMINATION/HARASSMENT

5 CCR 4900-4965: Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance

Civ. Code 1714.1: Liability of parent or guardian for act of willful misconduct by a minor

Ed. Code 200-262.4: Prohibition of discrimination

Ed. Code 48900.3: Suspension or expulsion for act of hate violence

Ed. Code 48900.4: Suspension or expulsion for harassment, threats, or intimidation

Ed. Code 48904: Liability of parent/guardian for willful student misconduct

Ed. Code 48907: Exercise of free expression; time, place and manner rules and regulations

Ed. Code 48950: Speech and other communication

Ed. Code 48985: Notices to parents in language other than English

Ed. Code 49020-49023: Athletic programs

Ed. Code 49060-49079: Student records

Ed. Code 51204.5: Social sciences instruction; contributions of specified groups

Ed. Code 51500: Prohibited instruction or activity

Ed. Code 51501: Nondiscriminatory subject matter

Ed. Code 60010: Instructional materials; definition

Ed. Code 60040-60052: Requirements for instructional materials

Gov. Code 11135: Prohibition of discrimination

Pen. Code 422.55: Definition of hate crime

Pen. Code 422.6: Crimes; harassment

Federal

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

28 CFR 35.107: Nondiscrimination on basis of disability; complaints

29 USC 794: Rehabilitation Act of 1973; Section 504

34 CFR 100.3: Prohibition of discrimination on basis of race, color or national origin

34 CFR 104.7: Section 504; Designation of responsible employee and adoption of grievances procedures

34 CFR 104.8: Notice of Nondiscrimination on the Basis of Handicap

34 CFR 106.45: Grievance process for formal complaints of sexual harassment

34 CFR 106.8: Designation of coordinator; dissemination of policy, and adoption of grievance procedures

34 CFR 110.25: Prohibition of discrimination based on age

34 CFR 99.31: Disclosure of personally identifiable information

42 USC 12101-12213: Americans with Disabilities Act

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

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

42 USC 6101-6107: Age Discrimination Act of 1975

Management Resources

34 CFR 106.30: Discrimination on the basis of sex; definitions

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

California Department of Education Publication: California Longitudinal Pupil Achievement Data System (CALPADS) Update FLASH #158: Guidance for Changing a Student's Gender in CALPADS, July 2019

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

Court Decision: *Flores v. Morgan Hill Unified School District*, (2003, 9th Cir.) 324 F.3d 1130

CSBA Publication: Legal Guidance on Rights of Transgender and Gender Nonconforming Students in Schools, October 2022

U.S. DOE, Office for Civil Rights Publication: Resolution Agreement Between the Arcadia USD, US Dept of Ed, OCR, & the US DOJ, CRD, (2013) OCR 09-12-1020, DOJ 169-12C-70

U.S. Dept. of Health & Human Services Publication: Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, August 2013

Students

BP 5145.3 (d)

NONDISCRIMINATION/HARASSMENT

U.S. DOE & U.S. DOJ Civil Rights Divisions Pub: Dear Colleague Letter: Resource on Confronting Racial Discrimination in Student Discipline, May 2023

U.S. DOE Publication: Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools, May 2023

U.S. DOE, Office for Civil Rights Publication: Enforcement of Title IX of the Education Amendments of 1972 With Respect to Discrimination Based on Sexual Orientation and Gender Identity in Light of *Bostock v. Clayton County*, June 2021

U.S. DOE, Office for Civil Rights Publication: Dear Colleague Letter: Addressing Discrimination Against Jewish Students, May 2023

U.S. DOE, Office for Civil Rights Publication: U.S. Department of Education Toolkit: Creating Inclusive and Nondiscriminatory School Environments for LGBTQI+ Students, June 2023

U.S. DOE, Office for Civil Rights Publication: Questions and Answers on the Title IX Regulations on Sexual Harassment, June 2022

U.S. DOE, Office for Civil Rights Publication: Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973, July 2022

U.S. DOE, Office for Civil Rights Publication: Dear Colleague Letter: Race and School Programming, August 2023

U.S. DOE, Office for Civil Rights Publication: Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Website: CSBA District and County Office of Education Legal Services

Website: First Amendment Center

Website: California Office of the Attorney General

Website: California Safe Schools Coalition

Website: CSBA

Website: California Department of Education

Website: U.S. Department of Education, Office for Civil Rights

Policy Adopted: 2/14/24

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

Instruction
COURSES OF STUDY

BP 6143 (a)

The Governing Board recognizes that a well-aligned sequence of courses fosters academic growth and provides for the best possible use of instructional time. The district's course of study shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful academically, professionally, and personally.

The Superintendent or designee shall establish processes for ensuring the articulation of courses across grade levels within the district. As necessary, the Superintendent or designee shall work with representatives of appropriate area districts and postsecondary institutions to ensure articulation of courses with other institutions to which district students may matriculate. The sequence of courses shall be designed to ensure that each course provides adequate preparation for the next course in the sequence, only utilizes prerequisites that are essential to success in a given program or course, avoids significant duplication of content, and allows for reinforcement and progression in the subject matter.

The district shall not provide any course separately or require or refuse participation by any student on the basis of the student's actual or perceived sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, immigration status, race, ancestry, national origin, religion, color, or mental or physical disability, age, medical condition, genetic information, marital status, or any other characteristic listed in Education Code 200 and 220, Government Code 11135, or Penal Code 422.55, or the student's association with a person or group with one or more of such actual or perceived characteristics. (Education Code 200, 220; Government Code 11135; Penal Code 422.55; 5 CCR 4940)

Elementary Grades

The Board shall adopt a course of study for elementary grades that sufficiently prepares students for the secondary school course of study.

Secondary Grades

The district shall offer all otherwise qualified students in grades 7-12 a course of study that prepares them, upon graduation from high school, to meet the requirements and prerequisites for admission to California public colleges and universities and to attain entry-level employment skills in business or industry. The district's course of study may provide for a rigorous academic curriculum that integrates academic and career skills, includes applied learning across all disciplines, and prepares all students for high school graduation and career entry. (Education Code 51228)

In addition, the course of study students in grades 9-12 shall include instruction in skills and knowledge for adult life, career technical training, and a timely opportunity for all otherwise

Instruction
COURSES OF STUDY

BP 6143 (b)

qualified students to enroll, within four years before graduation, in each course necessary to fulfill the requirements and prerequisites for admission to California public colleges and universities. (Education Code 51224, 51228)

The Superintendent or designee shall develop a process by which courses that meet college admission criteria (referred to as "A-G" course requirements) are submitted to the University of California for review and certification. The Superintendent or designee shall maintain an accurate list of all current high school courses that have been so certified, shall ensure that the list is provided annually to all students in grades 9-12 and their parents/guardians, and shall make updated lists readily available. (Education Code 51229, 66204)

State

5 CCR 10020: Automobile driver education

5 CCR 10040-10043: Automobile driver training

5 CCR 10060: Criteria for high school physical education programs

5 CCR 430-438: Individual student records

5 CCR 4940: Nondiscrimination; course access

Ed. Code 200: Equal rights and opportunities in state educational institutions

Ed. Code 220: Prohibition of discrimination

Ed. Code 234.1: Student protections relating to discrimination, harassment, intimidation, and bullying

Ed. Code 234.7: Student protections relating to immigration and citizenship status

Ed. Code 242: Access to information about educational laws and policies regarding right to accurate and inclusive curriculum

Ed. Code 33319.3: Driver education; CDE materials on road rage

Ed. Code 33540: Standards for government and civics instruction

Ed. Code 48980: Parent/Guardian notifications

Ed. Code 49060-49079: Student records

Ed. Code 51202: Instruction in personal and public health and safety

Ed. Code 51203: Instruction on alcohol, narcotics and dangerous drugs

Ed. Code 51204: Course of study designed for student's needs

Ed. Code 51204.5: History of California; contributions of specified groups

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

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

Ed. Code 51225.3: High school graduation requirements

Ed. Code 51226.7: Model curriculum in ethnic studies

Ed. Code 51241: Temporary two-year or permanent exemption from physical education

Ed. Code 51501: Nondiscriminatory subject matter

Ed. Code 51911-51921: Comprehensive health education

Ed. Code 51925-51929: Mandatory mental health education and in-service training

Ed. Code 51930-51939: California Healthy Youth Act

Ed. Code 51940: Curriculum for brain and spinal cord injury prevention

Ed. Code 60040-60052: Requirements for instructional materials

Ed. Code 66204: Certification of high school courses as meeting university admission criteria

Gov. Code 11135: Prohibition of discrimination

Gov. Code 7282-7282.5: Standards for responding to U.S. Immigration and Customs enforcement holds

Instruction
COURSES OF STUDY

BP 6143 (c)

Gov. Code 7283-7283.2: Standards for participation in U.S. Immigration and Customs enforcement programs

Gov. Code 7284-7284.12: Cooperation with immigration authorities

H&S Code 11032: Definition of dangerous drugs

Pen. Code 422.55: Definition of hate crime

Federal

20 USC 1232g: Family Educational Rights and Privacy Act (FERPA) of 1974

34 CFR 99.1-99.67: Family Educational Rights and Privacy

Management Resources

U.S. DOE, Office for Civil Rights Publication: Dear Colleague Letter: Race and School Programming, August 2023

Website: Instructional Quality Commission

Website: American Red Cross, Hands-Only CPR Training

Website: CSBA District and County Office of Education Legal Services

Website: Federal Student Aid

Website: American Heart Association

Website: California Student Aid Commission

Website: University of California, A-G Course Submissions

Website: University of California, List of Approved A-G Courses

Website: California State University, Admission Requirements

Website: California Career Resource Network

Website: Department of Justice

Website: California Colleges.edu

Website: California Department of Education

Website: CSBA

Website: U.S. Department of Education

Policy Adopted: 2/14/2024

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

Instruction**BP 6161.1 (a)****SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS**

The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect and value society's diversity, stimulate thought, the exploration of ideas and intellectual exchanges, and enhance instructors' ability to educate all students through the use of multiple teaching strategies and technologies. The Board shall adopt instructional materials based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law. Textbooks, technology-based materials, other educational materials shall be aligned with academic content standards and the district's curriculum to ensure that they effectively support the district's adopted courses of study.

The Board shall select instructional materials for use in grades K-8 that have been approved by the State Board of Education (SBE) or that have, during the district's review process, been determined to be aligned with the state academic content standards adopted by SBE, which includes instructional materials for mathematics and English language arts that are aligned to Common Core State Standards. (Education Code 60200, 60210)

The Board shall adopt instructional materials for grades 9-12 upon determining that the materials meet the criteria specified in law and administrative regulation. (Education Code 60400)

In selecting or adopting instructional materials, the Board shall consider the recommendation of the Superintendent or designee and/or an advisory committee established to review the materials.

The degree to which every student has sufficient access to standards-aligned instructional materials shall be included in the district's local control and accountability plan. (Education Code 52060)

Sufficiency of Instructional Materials and Public Hearing

The Board shall annually conduct one or more public hearings on the sufficiency of the district's instructional materials, including textbooks, technology-based materials, other educational materials, and tests. Technology-based materials include, but are not limited to, software programs, video disks, compact disks, optical disks, video and audio tapes, lesson plans, databases, and the electronic equipment required to make use of those materials by students and teachers as a learning resource. (Education Code 60010, 60119)

The hearing shall take place on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

The Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing the Superintendent or designee shall post a notice in three public places within the district, containing

Instruction**BP 6161.1 (b)****SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS**

the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

At the hearing(s), the Board shall determine, through a resolution, whether each student in each school, including each English Learner, has sufficient textbooks and/or instructional materials that are aligned to the content standards adopted by SBE and consistent with the content and cycles of the ~~state~~ curriculum frameworks adopted by SBE in each of the following subjects: (Education Code 60119)

1. Mathematics
2. Science
3. History-social science
4. English/language arts, including the English language development component of an adopted program
5. Foreign Language
6. Health

The Board shall also determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12. (Education Code 60119)

In making these determinations, the Board shall consider whether each student has sufficient textbooks and/or instructional materials to use in class and to take home. This does not require that each student have two sets of materials. However, the materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

If materials are in a digital format, they shall be considered sufficient as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the district, and has the ability to use and access them at home. (Education Code 60119)

If the Board determines that there are insufficient textbooks and/or instructional materials, the Board shall provide information to classroom teachers and to the public, setting forth for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks and/or instructional materials. The Board shall submit a copy of the resolution to the County Superintendent of Schools no later than three business days after the hearing. The Board shall take any action, to ensure that that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

Instruction

BP 6161.1 (c)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

In addition, if the County Superintendent, in accordance with Education Code 1240, makes the district aware of a school that does not have sufficient textbooks or instructional materials, the district shall take any action to ensure that each student has sufficient materials within two months of the beginning of the school year.

Prohibition Against Refusal to Approve or Prohibit the Use of Specified Instructional Materials

The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

Complaints

Complaints concerning instructional materials shall be handled in accordance with Board Policy 1312.2 - Complaints Concerning Instructional Materials, Board Policy 1312.3 - Uniform Complaint Procedures, or Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures, as applicable.

State

5 CCR 9505-9530: Instructional materials

Ed. Code 1240: County superintendent of schools; duties

Ed. Code 18111: Exclusion of books by Governing board that are sectarian, partisan, or denominational character

Ed. Code 220: Prohibition of discrimination

Ed. Code 242: Access to information about educational laws and policies regarding right to accurate and inclusive curriculum

Ed. Code 243: Unlawful discrimination related to the use or prohibited use of textbooks and instructional materials

Ed. Code 33050-33053: General waiver authority

Ed. Code 33126: School accountability report card

Ed. Code 35272: Education and athletic materials

Ed. Code 44805: Teacher enforcement of course of studies; use of textbooks, rules and regulations

Ed. Code 48907: Exercise of free expression; time, place and manner rules and regulations

Ed. Code 48950: Speech and other communication

Ed. Code 49415: Maximum textbook weight standards

Ed. Code 51204.5: Social sciences instruction; contributions of specified groups

Ed. Code 51501: Nondiscriminatory subject matter

Ed. Code 51511: Religious matters properly included in courses of study

Ed. Code 51933: Sexual health education and HIV prevention materials

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

Ed. Code 60000-60005: Instructional materials; legislative intent

Ed. Code 60010: Instructional materials; definition

Instruction**BP 6161.1 (d)****SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS**

Ed. Code 60040-60052: Requirements for instructional materials
Ed. Code 60060-60063.5: Requirements for publishers and manufacturers
Ed. Code 60070-60076: Prohibited acts regarding instructional materials
Ed. Code 60110-60115: Instructional materials on alcohol and drug education
Ed. Code 60119: Sufficiency of textbooks and instructional materials; hearing and resolution
Ed. Code 60150: Penalty for insufficiency of textbooks and instructional materials
Ed. Code 60200-60213: Elementary school materials
Ed. Code 60226: Requirements for publishers and manufacturers
Ed. Code 60400-60411: Instructional materials; high schools
Ed. Code 60510-60511: Donation or sale of obsolete instructional materials
Ed. Code 60605: State-adopted content and performance standards in core curricular areas
Ed. Code 60605.8: Common Core standards
H&S Code 11032: Narcotics, restricted dangerous drugs, and marijuana; definitions

Management Resources

California Department of Education Publication: Instructional Materials, FAQ
California Department of Education Publication: Standards for Evaluating Instructional Materials for Social Content, 2013
California Department of Education Publication: Guidelines for Piloting Textbooks and Instructional Materials, Policy # 01-05, rev. January 2015
Website: SBA District and County Office of Education Legal Services
Website: Association of American Publishers
Website: California Academic Content Standards Commission, Common Core State Standards
Website: Department of Justice
Website: U.S. Department of Education, Office for Civil Rights
Website: California Department of Education
Website: CSBA

Policy Adopted: 2/14/24

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

Instruction

BP 6161.11 (a)

SUPPLEMENTARY INSTRUCTIONAL MATERIALS

The Governing Board encourages the use of supplementary instructional materials to enrich the curriculum and enhance student learning. Such materials shall be aligned with district goals, curriculum objectives, and academic standards and shall supplement and not supplant the use of Board-adopted basic instructional materials that serve as the primary learning resources.

Supplementary instructional materials include, but are not limited to, instructional materials that are designed to serve one or more of the following purposes: (Education Code 60010)

1. To provide more complete coverage of one or more subjects included in a given course
2. To meet the various learning ability levels of students in a given age group or grade level
3. To meet the diverse educational needs of students with a language disability in a given age group or grade level
4. To meet the diverse educational needs of students reflective of a condition of cultural pluralism
5. To use current, relevant technology that further engages interactive learning in the classroom and beyond

Supplementary instructional materials may be selected by the Superintendent or designee, school administrators, or teachers, as applicable, and obtained through donations to the district and/or available funding sources designated for these purposes.

The use of any supplemental instructional material shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

As appropriate, supplementary instructional materials shall meet the criteria developed for the selection and evaluation of basic instructional materials as described in AR 6161.1 - Selection and Evaluation of Instructional Materials.

Supplementary instructional materials shall be directly related to the course of study in which they are being used and shall be appropriate for the age and maturity level of the students.

The use or reproduction of supplementary instructional materials shall be in accordance with federal copyright law.

Appropriateness of Materials

Whenever a district employee proposes to use a supplementary resource which is not included in the approved learning resources of the district, the employee shall preview the material to determine whether, in the employee's professional judgment, it is appropriate for the grade level

Instruction
SUPPLEMENTARY INSTRUCTIONAL MATERIALS

BP 6161.11 (b)

taught and is consistent with district criteria for the selection of supplementary instructional materials.

The employee shall confer with the Superintendent or designee as necessary to determine the compliance of the material with district criteria. The primary considerations should be the educational value, factual accuracy, appropriateness, including whether the material contains pervasive vulgarity or profanity, and relevance of the materials, as well as the ages and maturity of the students.

The Superintendent or designee may provide training to administrators and teachers in the selection and evaluation of supplementary instructional materials, including the criteria to be utilized and applicable legal considerations.

Complaints

Complaints concerning supplemental instructional materials shall be handled in accordance with Board Policy 1312.2 - Complaints Concerning Instructional Materials and Board Policy 1312.3 - Uniform Complaint Procedures, as applicable.

State

5 CCR 4600-4670: Uniform complaint procedures

Ed. Code 18111: Exclusion of books by Governing board that are sectarian, partisan, or denominational character

Ed. Code 220: Prohibition of discrimination

Ed. Code 233.5: Teaching of principles

Ed. Code 242: Access to information about educational laws and policies regarding right to accurate and inclusive curriculum

Ed. Code 243: Unlawful discrimination related to the use or prohibited use of textbooks and instructional materials

Ed. Code 48907: Exercise of free expression; time, place and manner rules and regulations

Ed. Code 48950: Speech and other communication

Ed. Code 51204.5: Social sciences instruction; contributions of specified groups

Ed. Code 51501: Nondiscriminatory subject matter

Ed. Code 51510: Prohibited study or supplemental materials

Ed. Code 51511: Religious matters properly included in courses of study

Ed. Code 51933: Sexual health education and HIV prevention materials

Ed. Code 60000-60005: Instructional materials; legislative intent

Ed. Code 60010: Instructional materials; definition

Ed. Code 60040-60052: Requirements for instructional materials

Ed. Code 60060-60063.5: Requirements for publishers and manufacturers

Ed. Code 60200-60213: Elementary school materials

Ed. Code 60226: Requirements for publishers and manufacturers

Ed. Code 60400-60411: Instructional materials; high schools

Ed. Code 60605: State-adopted content and performance standards in core curricular areas

Ed. Code 60605.8: Common Core standards

Ed. Code 60811.3: English language development standards

Instruction
SUPPLEMENTARY INSTRUCTIONAL MATERIALS

BP 6161.11 (c)

Management Resources

California Department of Education Publication: Standards for Evaluating Instructional Materials for Social Content, 2013

Court Decision: Fowler v. Board of Education of Lincoln County (1987) 819 F.2d 657

Court Decision: McCarthy v. Fletcher (1989) 207 Cal. App. 3d 130

Website: CSBA District and County Office of Education Legal Services

Website: Department of Justice

Website: U.S. Department of Education, Office for Civil Rights

Website: California Department of Education

Website: CSBA

Policy Adopted: 2/14/23

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

Instruction
LIBRARY MEDIA CENTERS

BP 6163.1 (a)

The Governing Board recognizes that school libraries support the educational program by providing access to a variety of informational and supplemental resources that can inspire a love of reading, stimulate thought, the exploration of ideas and intellectual exchanges, contribute to the academic achievement of all students. The Board desires that school libraries be stocked with up-to-date books, reference materials, and electronic resources that promote literacy, support academic standards, contain a broad spectrum of knowledge and viewpoints, accurately reflect and value society's diversity, and prepare students to become lifelong learners.

The Superintendent or designee may, in consultation with teacher librarians, classroom teachers, administrators, parents/guardians, and students as appropriate, develop and regularly update a plan for school libraries that describes the district's goals for school libraries and distribution of funds to school sites to support libraries. As appropriate, the plan may also address staffing, facilities, selection and evaluation of materials, the development and maintenance of classroom libraries, prevention of loss or damage of library materials, prioritization of needs, and other related matters. The Superintendent or designee shall ensure that the library plan is aligned with the district's local control and accountability plan and other district and school plans.

Staffing

To staff school libraries, the district may employ one or more teacher librarians who possess appropriate credentials issued by the Commission on Teacher Credentialing. (Education Code 18120, 44868; 5 CCR 80024.6, 80053)

The Superintendent or designee may assign teacher librarians to perform the following duties in accordance with the authorizations of their credential: (5 CCR 80053, 80053.1)

1. Instruct students in accessing, evaluating, using, and integrating information and resources in the library program and/or provide departmentalized instruction in information literacy, digital literacy, and digital citizenship
2. Plan and coordinate school library programs with the district's instructional programs through collaboration with teachers
3. Select materials for school and district libraries
4. Develop and deliver staff development programs for school library services
5. Plan and conduct a course of instruction for students who assist in the operation of school libraries
6. Supervise classified personnel assigned school library duties
7. Develop procedures for and management of the school and district libraries

The Board also may appoint classified paraprofessionals to serve as library aides or library technicians. Volunteers may assist with school library services in accordance with law, Board policy, and administrative regulation.

Instruction
LIBRARY MEDIA CENTERS

BP 6163.1 (b)

Hours of Operation

School libraries shall be open for use by students and teachers during the school day. (Education Code 18103)

With the approval of the Board, a school library may be open at other hours outside the school day, including evenings and Saturdays. Any library open to serve students during evening and Saturday hours shall be under the supervision of a certificated employee who consents to the assignment. (Education Code 18103)

Selection and Evaluation of School Library Materials

Library materials shall include print and electronic resources that align with the curriculum and are accessible to students with varying cognitive or language needs.

Library materials shall be evaluated and selected through a process that invites recommendations from administrators, teachers, other staff, parents/guardians, and students as appropriate.

The use of any book or other resource in a school library shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

Library materials should be continually evaluated in relation to evolving curricula, new formats of materials, new instructional methods, and the needs of students and teachers. Materials that contain ~~obsolete~~ outdated subject matter or are no longer appropriate shall be removed.

All gifts and donations of school library materials shall be subject to the same criteria as materials selected for purchase by the district.

Complaints regarding the appropriateness of library materials shall be addressed in accordance with Board Policy 1312.2 - Complaints Concerning Instructional Materials and Board Policy 1312.3 - Uniform Complaint Procedures, as applicable.

Fees

Students shall be allowed to borrow school library materials at no charge for use in the library and classrooms as well as out of school. (5 CCR 16042)

Students shall be encouraged to return library materials in a timely manner, but no charge shall be assessed for the late return of materials.

Instruction
LIBRARY MEDIA CENTERS

BP 6163.1 (c)

Library Instruction

Teacher librarians and/or classroom teachers shall provide library instruction to develop students' information literacy skills. Such instruction shall be aligned with state academic standards for library instruction and shall prepare students to:

1. Access information by applying knowledge of the organization of libraries, print materials, digital media, and other sources
2. Evaluate and analyze information to determine appropriateness in addressing the scope of inquiry
3. Organize, synthesize, create, and communicate information
4. Integrate information literacy skills into all areas of learning and pursue information independently to become life-long learners

Teacher librarians also may provide support to teachers, administrators, and other staff by identifying instructional materials that will aid in the development of curriculum and instructional activities and by providing information about effective and ethical uses of school library services and equipment.

Program Evaluation

The Superintendent or designee shall annually assess and report to the Board regarding the condition and use of school libraries. The assessment shall evaluate, at a minimum:

1. Access of students and staff to school libraries during school hours and, as appropriate, access outside the school day
2. The process and frequency by which students are allowed to check out library materials
3. Staffing levels, qualifications, and number of hours worked
4. The quality of the collection at each library, including, but not limited to, the total number of books in the collection, number of books per student, types of materials (fiction, non-fiction, newspapers, magazines, encyclopedias, materials in other languages, and reference materials), alignment with curriculum, provision of a broad spectrum of knowledge and viewpoints, amount expended during the year for the purchase of new resources, and the number of resources discarded and added during the year
5. Any special programs offered at the school to encourage reading and/or library use
6. The adequacy of the facility space and equipment designated for the school library
7. The source(s) and adequacy of funding for school libraries
8. Knowledge by principals, teachers, and library personnel of the process to follow when a library material(s) is challenged

Instruction
LIBRARY MEDIA CENTERS

BP 6163.1 (d)

The district shall, on or before August 31 each year, report to the California Department of Education on the condition of school libraries for the preceding year ending June 30. (Education Code 18122)

State

- 5 CCR 16040-16043: School libraries
- 5 CCR 80023-80023.2: Emergency permits; general requirements
- 5 CCR 80024.6: Emergency teacher librarian services permit
- 5 CCR 80026-80026.6: Emergency permits; Declaration of Need
- 5 CCR 80053-80053.1: Teacher librarian services credential
- Ed. Code 1703: Coordination of district library services by county superintendent
- Ed. Code 1770-1775: Provision of library services by county superintendent
- Ed. Code 18100-18203: School libraries
- Ed. Code 18300-18571: Union high school district/unified school district library district
- Ed. Code 19335-19336: Reading Initiative Program; recommended books
- Ed. Code 220: Prohibition of discrimination
- Ed. Code 242: Access to information about educational laws and policies regarding right to accurate and inclusive curriculum
- Ed. Code 35021: Volunteer aides
- Ed. Code 44868-44869: Qualifications and employment of library media teachers
- Ed. Code 45340-45349: Instructional aides
- Ed. Code 48907: Exercise of free expression; time, place and manner rules and regulations
- Ed. Code 48950: Speech and other communication
- Ed. Code 51204.5: Social sciences instruction; contributions of specified groups
- Ed. Code 51501: Nondiscriminatory subject matter
- Ed. Code 60040-60052: Requirements for instructional materials

Management Resources

- California Department of Education Publication: Examples of Model School Library Standards for California Public Schools: Supporting Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, rev. February 2012
- California Department of Education Publication: Looking at the School Library: An Evaluation Tool, 2003
- California Department of Education Publication: Model School Library Standards for California Public Schools: K - 12, 2010
- California Department of Education Publication: Recommended Literature: Kindergarten Through Grade Twelve
- California School Library Association Publication: Standards and Guidelines for Strong School Libraries, 2004
- Website: CSBA District and County Office of Education Legal Services
- Website: American Association of School Libraries
- Website: California Department of Education, School Libraries
- Website: California School Library Association
- Website: Department of Justice
- Website: California Department of Education, Curriculum and Instruction Resources
- Website: U.S. Department of Education, Office for Civil Rights

Policy Adopted: 2/14/2024

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

ACADEMIC HONESTY

The Governing Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, plagiarize or commit other acts of academic dishonesty.

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed an act of academic dishonesty shall be subject to district and school-site discipline rules.

The Superintendent or designee may establish a committee comprised of students, parents/guardians, staff, administrators and members of the public to develop standards of academic honesty, measures of preventing dishonesty, and specific consequences for acts of dishonesty. Any recommendations for discipline shall be incorporated into the school's site level discipline rules.

Prohibited and Permitted Technology Use

As the district's standards for academic achievement are designed to challenge all students to reach their full potential in acquiring the knowledge and skills needed for success in postsecondary education, employment, and responsible citizenship, any use of technology that prevents or inhibits a student from achieving these standards is prohibited. Prohibited uses include, but are not limited to, using technology primarily or solely for the completion of coursework as a student's original work and generating answers to mathematical, scientific, or analytical problems.

Permitted uses of technology include, but are not limited to, conducting research, correcting grammar and spelling, and learning from educational applications such as tutoring systems and language learning applications.

Additionally, consistent with the limitations expressed in this policy and with teacher consent, students may also use technology to assist with assessments, homework, and/or makeup work or other uses approved by the teacher.

However, a student with a disability shall be permitted to use technology for any purpose identified in the student's individualized education program as a tool to support the student's learning.

If an employee suspects that a student has used technology in violation of this policy, the student shall be given the opportunity to demonstrate that the use of technology was in accordance with this policy.

ACADEMIC HONESTY

Any information acquired from an employee's use of technology in determining whether a student has committed an act of academic dishonesty shall be shared with the student, and the student's parent/guardian as appropriate.

The Superintendent or designee may provide training to staff regarding the use of technology to improve education, including the detection of plagiarism and sensitivity to potential discrimination from algorithmic bias.

State

Ed. Code 35291-35291.5: Rules

Ed. Code 56341.1: Assistive technology devices for a student with a disability

Federal

20 USC 1401: Assistive technology device; definition

Management Resources

Metropolitan Ed. Research Consortium Publication: Balancing the Benefits and Risks of AI Large Language Models in K12 Public Schools, 2023

USDOE Office of Educational Technology Publication: Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations, May 2023

Website: Metropolitan Educational Research Consortium

Website: CSBA District and County Office of Education Legal Services

Policy Adopted: 2/14/24

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

HOMEWORK/MAKEUP WORK

The Governing Board recognizes that meaningful homework assignments can be a valuable extension of student learning time, provide enrichment, and assist students in developing good study habits. contributes toward building responsibility, self-discipline and life-long learning habits. Homework and/or makeup shall be assigned when necessary to support classroom lessons, enable students to complete unfinished assignments, or review and apply academic content for better understanding.

Students may use technology to assist with homework and/or makeup work in conducting research, correcting grammar and spelling, and learning from educational applications such as tutoring systems and language learning applications, as specified in Board Policy 5131.9 - Academic Honesty and Board Policy 6163.4 - Student Use of Technology.

The Superintendent or designee shall collaborate with school administrators and teachers to develop and regularly review guidelines for the assignment of homework and the related responsibilities of students, staff, and parents/guardians.

Homework assignments shall be reasonable in length and appropriate to the grade level and course. The Board expects that the number, frequency, and degree of difficulty of homework assignments will increase with the grade level and the maturity of students. Teachers shall assign homework only as necessary to fulfill academic goals and reinforce current instruction.

As needed, teachers may receive training in designing relevant homework assignments that reinforce classroom learning objectives and inspire students' interests.

Although on-time completion of homework is important to maintain academic progress, the Board recognizes that students learn at different rates. Students shall receive credit for work that is completed late in order to encourage their continued learning.

Age-appropriate instruction may be given to help students allocate their time wisely, meet their deadlines, learn to work independently, and develop good personal study habits.

At the beginning of the school year, teachers shall communicate homework expectations to students and their parents/guardians. Homework guidelines shall also be included in student and/or parent/guardian handbooks. These communications shall include the manner in which homework relates to achievement of academic standards and course content, the impact of homework assignments on students' grades, any school resources and programs that are available to provide homework support, and ways in which parents/guardians may appropriately assist their children.

Although it is the student's responsibility to undertake assignments independently, parents/guardians may serve as a resource and are encouraged to ensure that their child's homework assignments are completed. Students may also work with other students and use approved outside resources as directed by the teacher.

HOMEWORK/MAKEUP WORK

To further support students' homework efforts, the Superintendent or designee may establish and maintain electronic forums, provide access to school library media centers and technological resources, and/or before-school and after-school programs where students can receive homework assistance from teachers, volunteers and/or more advanced student tutors. The Board encourages the Superintendent or designee to design class and transportation schedules that will enable students to make use of homework support services.

Teachers shall review all completed homework to assess the student's understanding of academic content and shall provide timely feedback to the student.

If a student repeatedly fails to complete homework, the teacher shall notify the student's parents/guardians as soon as possible so that corrective action can be taken prior to the release of any final grades or report cards.

Makeup Work

Students who are absent from school shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time.

The Superintendent or designee shall notify parents/guardians that no student may have a grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205. (Education Code 48980)

Suspended Students

When a parent/guardian of a student who has been suspended for two or more school days' requests homework that the student would otherwise have been assigned, the student's teacher shall provide such homework. If a homework assignment is requested and is turned in to the teacher by the student either upon the student's return from suspension or within the timeframe originally prescribed by the teacher, whichever is later, and is not graded before the end of the academic term, the homework assignment shall not be included in the calculation of the student's overall grade in the class. (Education Code 48913.5)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension. (Education Code 48913)

Instruction

BP 6154 (c)

HOMEWORK/MAKEUP WORK

State

Ed. Code 46120: Expanded Learning Opportunities Program
Ed. Code 48205: Absence from school for jury duty or precinct board service
Ed. Code 48913: Completion of work missed by suspended student
Ed. Code 48913.5: Suspended students; homework assignments
Ed. Code 48980: Parent/Guardian notifications
Ed. Code 56341.1: Assistive technology devices for a student with a disability
Ed. Code 8420-8428: 21st Century High School After School Safety and Enrichment for Teens
Ed. Code 8482-8484.65: After School Education and Safety Program
Ed. Code 8484.7-8484.9: 21st Century Community Learning Centers

Federal

20 USC 1401: Assistive technology device; definition
20 USC 7171-7176: 21st Century Community Learning Centers

Management Resources

CSBA Publication: Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, Governance Brief, July 2016
USDOE Office of Educational Technology Publication: Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations, May 2023
Website: Metropolitan Educational Research Consortium
Website: CSBA District and County Office of Education Legal Services
Website: California State Parent Teacher Association
Website: CSBA

Policy Adopted: 2/14/24

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

STUDENT ASSESSMENT

The Governing Board recognizes that student assessments are an important instructional and accountability tool. To obtain the most accurate evaluation of student performance, the district shall use a variety of measures, including district, state, and/or national assessments.

Any student use of technology to complete assessments shall be as specified in Board Policy 5131.9 - Academic Honesty and Board Policy 6163.4 - Student Use of Technology.

Assessment data shall be used to help determine individual students' progress, mastery of academic standards, appropriate placement in district programs, and/or eligibility for graduation. In addition, summary data on student assessment results shall be used by the district to identify and review student achievement goals in the district's local control and accountability plan, evaluate district educational programs in order to identify needed improvements, and, as appropriate, evaluate staff performance.

In selecting or developing a district assessment, the Superintendent or designee shall examine evidence of its reliability, its validity for the intended purpose and for various student populations, and the extent to which it aligns with the material that is being taught.

The Superintendent or designee shall ensure that assessments are administered in accordance with law and the test publisher's directions, and that test administration procedures are fair and equitable for all students.

As appropriate, assessment results shall be disaggregated by student subgroup, classroom, grade level, and/or school site to allow for critical analysis of student needs.

The Superintendent or designee shall provide professional development as needed to assist administrators and teachers in interpreting and using assessment data to improve student performance and the instructional program.

When districtwide and school-level results of student assessments are published by the state, the Superintendent or designee may provide supplementary information to assist parents/guardians and the community in understanding test results.

Interim and Formative Assessments

State interim and formative assessments may be used in combination with other sources of information to gain timely feedback about student progress in an effort to continually adjust instruction to improve learning, and for communicating with students' parents/guardians and identifying professional development goals. Results from interim and formative assessments shall not be used for any high-stakes purpose, including, but not limited to, teacher or other school staff evaluation, accountability, student grade promotion or retention, graduation, course or class placement, identification for gifted or talented education, reclassification of English learners, or identification as an individual with exceptional needs. (Education Code 60642.6, 60642.7)

STUDENT ASSESSMENT

The Superintendent or designee shall ensure that teachers who administer interim and formative assessments have access to all functions and information designed for teacher use related to such assessments and student performance on the assessments. (Education Code 60642.6)

Individual Record of Accomplishment

The Superintendent or designee shall ensure that each student, by the end of grade 12, has an individual record of accomplishment that includes the following (Education Code 60607)

1. The results of the state achievement tests required and administered as part of the California Assessment of Student Performance and Progress or any predecessor assessments, pursuant to Education Code 60640-60649
2. The results of any end-of-course examinations taken
3. The results of any vocational education certification examinations taken

No individual record of accomplishment shall be released to any person, other than the student's parent/guardian or a teacher, counselor, or administrator directly involved with the student without the written consent of the student's parent/guardian or the student if he/she is an adult or emancipated minor. The student or the student's parent/guardian may authorize the release of the record of accomplishment to a postsecondary educational institution for the purposes of credit, placement, or admission. Furthermore, the results of an individual student on the CAASPP may be released to a postsecondary educational institution for the purpose of credit, placement, or admission. (Education Code 60607)

State

5 CCR 850-876: California Assessment of Student Performance and Progress
Ed. Code 10600-10610: California Education Information System
Ed. Code 313: Assessment of English language development
Ed. Code 44660-44665: Evaluation and assessment of performance of certificated employees
Ed. Code 49558: Free and reduced-price meals; use of individual applications and records
Ed. Code 51041: Evaluation of the educational program
Ed. Code 51450-51455: Golden State Seal Merit Diploma
Ed. Code 52052: Accountability; numerically significant student subgroups
Ed. Code 52060-52077: Local control and accountability plan
Ed. Code 56341.1: Assistive technology devices for a student with a disability
Ed. Code 60600-60649: Assessment of academic achievement
Ed. Code 60640-60649: California Assessment of Student Performance and Progress
Ed. Code 60800: Physical performance test
Ed. Code 60900: California Longitudinal Pupil Achievement Data System
Ed. Code 60910: California State Preschool Program Longitudinal Pupil Achievement Data System

Federal

20 USC 1401: Assistive technology device; definition
20 USC 9622: National Assessment of Educational Progress

Management Resources

USDOE Office of Educational Technology Publication Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations, May 2023
Website: Metropolitan Educational Research Consortium
Website: CSBA District and County Office of Education Legal Services
Website: California Department of Education, Testing and Accountability

Instruction

BP 6162.5 (c)

STUDENT ASSESSMENT

Website: Smarter Balanced Assessment Consortium

Website: U.S. Department of Education

Website: CSBA

Policy Adopted: 2/14/24

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



ORCUTT UNION SCHOOL DISTRICT
REQUEST FOR ACCEPTANCE OF GIFT

SCHOOL: Alice Shaw Date: 1/23/24

DONOR: Name: Joleen Huck
Address: 4580 Brighton A Sm 93455
Phone No. 661-213-6740

GIFT: Item Donated or Cash Donation \$ 160.00
Designated for: 6th grade shirts
General Description: T-shirts for 6th graders
Model No.: Condition: [X] New [X] Used
Value (estimated):
Purpose of Gift: Teacher purchased shirts for 6th graders
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 [X] No
B. What type of installation is required?
C. Will donor pay installation costs? [] Yes [] No
D. Will there be operating costs? [] Yes [] No
If yes, what type?

Acceptance Requested By (OUSD Staff Member): Chen Palin
Acceptance Approved By (Administrator): Julie Kozel
RECOMMENDATIONS: Principal or District Representative

BOARD ACTION: Date Accepted: Date Denied:



ORCUTT UNION SCHOOL DISTRICT

REQUEST FOR ACCEPTANCE OF GIFT

SCHOOL: Joe Nightingale School Date: 1-23-24

DONOR: Name: Baker Creek Heirloom Seeds
Address: 2278 Baker Creek Rd. Mansfield, Mo.
Phone No. - 65704

GIFT: Item Donated 75 seed packets or Cash Donation \$ 300 -
(Fill in if money is donated)
Designated for: School garden
General Description: 75 packets of plant & veggie seeds
Model No.: _____ Condition: New Used
Value (estimated) \$300.00
Purpose of Gift: To help educate students on plants
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? N/A 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): C. Hernandez
Acceptance Approved By (Administrator): Kate McChurney
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 Date: 1/26/24

DONOR: Name: Cheryl Palin
Address: 346 Lancaster PR 93455
Phone No. 805-717-8485

GIFT: Item Donated 5 foot bean bag chair or Cash Donation \$
Designated for: Counseling Office
General Description: Grey 5 foot bean bag chair
Model No.: Ultimate Sac Condition: [X] New [X] Used
Value (estimated): \$150.00
Purpose of Gift: Help make a relaxing place for students
Will gift be purchased through Business Services Office? [] Yes [X] 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): Cheryl Palin
Acceptance Approved By (Administrator): J. Koyl
RECOMMENDATIONS: Principal or District Representative

BOARD ACTION: Date Accepted: Date Denied:



ORCUTT UNION SCHOOL DISTRICT
REQUEST FOR ACCEPTANCE OF GIFT

SCHOOL: Patterson Road Date: 1/30/24

DONOR: Name: Golden State Water
Address: 630 E. Foothill Blvd. San Dimas 91773
Phone No. \$

GIFT: Item Donated check or Cash Donation \$ 2500.⁰⁰
(Fill in if money is donated)
Designated for: 6th grade outdoor school
General Description: donation - our 6th grade
Model No.: _____ Condition: New Used
Value (estimated): _____
Purpose of Gift: help w/ outdoor school
Will gift be purchased through Business Services Office? Yes No
Donor Conditions of Acceptance: none -

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

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

Acceptance Requested By (OUSD Staff Member): [Signature]
Acceptance Approved By (Administrator): [Signature]
RECOMMENDATIONS: Principal or District Representative We will credit the 6th grade Outdoor School Fund, 6th grade

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: Campus Connection Date: 1/26/2024

DONOR: Name: David Velasco
Address: 1860 Elmwood Dr, SM 93455
Phone No. _____

GIFT: Item Donated Book Sets or Cash Donation \$ _____
(Fill in if money is donated)
Designated for: Campus Connection
General Description: Multiple children's book collection sets
Model No.: _____ Condition: New Used
Value (estimated): \$ 230.00
Purpose of Gift: _____
Will gift be purchased through Business Services Office? Yes No
Donor Conditions of Acceptance: _____

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

- A. Will gift require installation? Yes No
- B. What type of installation is required? _____
- 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): Pamela English
Acceptance Approved By (Administrator): Pamela English
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: Joe Nightingale School Date: 1/23/24

DONOR: Name: Golden State Water
Address: 2330 A. St. Suite A. Santa Maria
Phone No. 1-800-999-4033 Ca 93455

GIFT: Item Donated / or Cash Donation \$ 1000.00
(Fill in if money is donated)

Designated for: Outdoor School Tuition

General Description: _____

Model No.: _____ Condition: New Used

Value (estimated): _____

Purpose of Gift: _____

Will gift be purchased through Business Services Office? Yes No

Donor Conditions of Acceptance: Donation to Outdoor School Tuition

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

A. Will gift require installation? N/a 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): C. Hernandez

Acceptance Approved By (Administrator): Kate McElmerney

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: Joe Nightingale School Date: 2-2-24

DONOR: Name: Golden State Water Company
Address: 630 E. Foothill Blvd. San Dimas
Phone No. Ca 91773-1212

GIFT: Item Donated - or Cash Donation \$ 2500 -
Designated for: 2024 Outdoor School Tuition Fee
General Description: Donation to 2024 outdoor school Tuition
Model No.: - Condition: [X] New [] Used
Value (estimated): -
Purpose of Gift: To help 4th grade students attend outdoor school
Will gift be purchased through Business Services Office? [] Yes [X] No
Donor Conditions of Acceptance: offer scholarship assistance to 4th grade students attending outdoor school.

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

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

Acceptance Requested By (OUSD Staff Member): C Hernandez

Acceptance Approved By (Administrator): Kate Moran

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: February 14, 2024

BOARD AGENDA ITEM: Orcutt Union School District Strategic Plan for 2024-2029

BACKGROUND: On August 28, 2023, Orcutt Union School District launched our strategic planning process which sets the direction and priorities of the District. Over the past six months we have meet regularly with key non-profit, business and community leaders, as well as various parent groups, PTAs, classified and certificated staff, union leadership, and the Board of Trustees to gather input, opinions, and perspectives for the development of our Strategic Plan. The final plan includes the new Mission and Vision statements, OUSD Operating Values, and Pillars and Long-Term Goals for the District, which are presented to the Board tonight for approval.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the 2024-2029 Strategic Plan, as submitted.

FUNDING: N/A

APPROVAL DRAFT

OUSD Strategic Framework

MISSION STATEMENT

Students at Orcutt Union School District come first. We partner with our families and the community to ensure that each student has the skills, resilience and drive to achieve their full potential.

VISION STATEMENT

Orcutt Union School District students experience a high quality education in a caring, inclusive, and safe environment that inspires them to discover their path, and pursue their goals and aspirations.

PILLARS AND LONG-TERM GOALS

Student Learning and Preparedness

1. Students will develop the foundational skills and the social-emotional strength to contribute, adapt and lead in an ever-changing world.
2. Orcutt Union School District will structure a learning experience that strives to meet the individual needs and expectations of students and families.

Outreach and Partnership

3. Orcutt Union School District will be deeply linked to partners and resources in the community that champion positive outcomes for students and families, from pre-kindergarten to high school and adulthood.
4. Serving as a cornerstone of the greater Orcutt community for generations, Orcutt schools will be a place where each family experiences equity and a sense of belonging and pride in their school.

District Development and Performance

5. Orcutt Union School District will be sought after by families due to its innovative approach to education, multiple pathways of learning, committed and highly competent District staff, and its caring, inclusive, and collaborative culture.
6. Orcutt Union School District will operate in a fiscally responsible manner with the resources, leadership and infrastructure needed to support evolving student needs, including innovative programs and services.

OUSD OPERATING VALUES

Students First. We believe that the best interests of our students must be at the center of all decision-making in the District.

Student Well-being. We believe that in order for students to learn, they must feel safe physically, socially, and emotionally.

The Power of Community. We believe that when families, District staff, and the community actively work together to realize a shared vision for education, our students can reach their highest potential.

Inclusiveness. We believe that engaging and appreciating diverse perspectives will make us stronger as a school community.

Mutual Respect. We believe that treating each other with dignity, respect and kindness is the foundation for positive and productive relationships between students, teachers, parents, District staff, the Board of Trustees and community members.

Parent and Family Engagement. We believe that parents and families are essential partners with the District in their child's education and development.

Student Potential. We believe that with clear goals, opportunity, support, and hard work, students can realize their potential.

Individualized Learning. We believe that students thrive when their individual learning needs are met.

Innovation. We believe that risk-taking, in a safe, supportive environment, is essential for the continuous improvement of our schools and of public education.

Leadership Opportunities. We believe that every student has the ability to lead and that it is our responsibility to help them develop the skills and provide them with the opportunities and experiences to do so.

APPROVAL DRAFT

OUSD 2024-2029 Strategic Plan

PILLAR: Student Learning and Preparedness

Strategic Opportunity: Curriculum

2029 Objective

- Provide curricula that result in students who have the academic and wellness skills needed for post-secondary success.

Strategic Opportunity: Learning Methods

2029 Objective

- Implement instructional models and options that stimulate and engage students.

Strategic Opportunity: Supports

2029 Objective

- Develop and implement a multi-tiered system of support that provides timely, targeted academic, and behavioral support for identified students.

Strategic Opportunity: Future Ready

2029 Objective

- Identify practices, skills, and tools every student should possess to better prepare them for success in life.

Strategic Opportunity: Enrollment and Attendance

2029 Objective

- Increase student enrollment and attendance.

PILLAR: Outreach and Partnership

Strategic Opportunity: Community Partnership

2029 Objectives

- Establish community connections to support student enrichment and career readiness.
- Improve student and family access to community resources.

Strategic Opportunity: Parent and Family Outreach, Engagement and Support

2029 Objective

- Increase parent participation in schools and engagement in their child’s education.

Strategic Opportunity: Inclusive Practices

2029 Objectives

- Continue to build a strong sense of community across the District where everyone feels welcome, safe, and valued.
- Ensure that inclusive practices, including Universal Design for Learning, are clearly evident across all school settings.

PILLAR: District Development and Performance

Strategic Opportunity: Staffing and Professional Development

2029 Objective

- Maintain a strong presence in the community and beyond to recruit and retain highly qualified staff.
- Develop a system of employee onboarding, training, and continued education specific to job category.

Strategic Opportunity: Financial Capacity

2029 Objectives

- Maintain financial stability and manage program costs.
- Continue to compensate employees competitively.

Strategic Opportunity: Facilities and Safety

2029 Objective

- Develop a long-term facilities plan to maintain safe and secure schools, accommodate student and program growth, and utilize our resources most efficiently.

Strategic Opportunity: Leadership Capacity

2029 Objective

- Build a system to identify and cultivate future leaders for the District.

Strategic Opportunity: Culture

2029 Objective

- Ensure all those we serve experience a caring, inclusive, collaborative culture across the District.

APPROVAL DRAFT

2024 Priorities

1. [Supports] Develop a system that provides timely, targeted academic and behavioral support for identified students.
2. [Enrollment and Attendance] Identify and implement strategies to increase student attendance.
3. [Learning Methods] Identify and test instructional models to engage students, meet student needs, and increase academic achievement.
4. [Parent and Family Outreach, Engagement and Support] Charge each school with developing a focus and strategy to improve parent participation in the school and in their child's education.
5. [Inclusive Practices] Implement and show progress on inclusive practices across all school settings.
6. [Financial Capacity] Adjust programs and staffing to transition away from the use of one-time funding.
7. [Staffing and Professional Development] Develop training targeted to job classifications.
8. [Facilities and Safety] Continue to implement site safety and training strategies.



SUPERINTENDENT'S MEMORANDUM

TO: Board of Trustees

FROM: Holly Edds, Ed.D
Superintendent

BOARD MEETING DATE: February 14, 2024

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

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

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

FUNDING: N/A

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **FRIDAY, MARCH 15, 2024**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

**OFFICIAL 2024 DELEGATE ASSEMBLY BALLOT
SUBREGION 11-A
(Santa Barbara County)**

Number of seats: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2024 - March 31, 2026

**denotes incumbent*

Dr. Peter Wright (College ESD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

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

REGION 11 – 9 Delegates (9 elected)**Director: Sabrena Rodriguez (Ventura USD)****Below is a list of all elected or appointed Delegates from this Region.**

Subregion 11-A (Santa Barbara)

Wendy Sims-Moten (Santa Barbara USD), term expires 2025

Melanie Waffle (Orcutt Union SD), term expires 2025

Peter Wright (College ESD), term expires 2024

Subregion 11-B (Ventura)

Darlene Bruno (Hueneme SD), term expires 2024

William "Franky" Caldeira (Lompoc USD), term expires 2024

Rebecca "Beckie" Cramer (Pleasant Valley SD), term expires 2025

Lauren Gill (Conejo Valley USD), term expires 2024

Daniel Sandoval (Santa Paula USD), term expires 2024

County Delegate:

Arleigh Kidd (Ventura COE), term expires 2025

Counties

Santa Barbara (Subregion A)

Ventura (Subregion B)



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: February 14, 2024

BOARD AGENDA ITEM: Resolution No. 8, Turnkey Design and Construction Energy

BACKGROUND: The district, in an on-going effort to increase efficiency and improve critical equipment, has been exploring solutions to upgrade heating ventilation and air conditioning (HVAC) units in the Multi-use rooms at Pine Grove, Lakeview Junior High and Joe Nightingale. The buildings currently have heaters that are over twenty (20) years old and do not have any air conditioning, which is quite uncomfortable when these rooms are used to accommodate large groups of people at certain times of the year.

The district is also seeking approval to build a solar shade structure over our bus yard. This will allow us to offset some of our energy costs at the District Office and surrounding electrical meters while providing shade for our buses, thereby reducing wear and tear and extending their life. The district is electing to move forward with solar now because of a large new incentive from the Federal Government, under the Inflation Reduction Act which allows for a 30% cash reimbursement for this portion of the project.

The cost for district wide facility improvements by Schneider Electric will be \$2,396,713. This includes project design, DSA approval and installation. With a total projected savings of about \$2,700,000 over the next 30 years.

RECOMMENDATION: Staff recommends that the Board of Trustees approves Resolution No. 8 Turnkey Design and Construction Energy as presented.

FUNDING: ESSER Funds for HVAC and Fund 40 for Solar

ORCUTT UNION SCHOOL DISTRICT

RESOLUTION NO. #8

RESOLUTION AUTHORIZING TURNKEY DESIGN AND CONSTRUCTION ENERGY SERVICES CONTRACT

WHEREAS, the Orcutt Union School District (“District”) Board of Trustees (“Board”) has endorsed the goal of efficient school operations and directed staff to develop energy conservation practices for use in the District; and

WHEREAS, the Board wishes to further reduce the District’s energy consumption, encourage outdoor learning and to otherwise obtain cost savings related to energy use; and

WHEREAS, Government Code sections 4217.10 through 4217.18 authorize the Board to enter into one or more energy service contracts with any person or entity, pursuant to which that person or entity will provide electrical or thermal energy or conservation services to the District, which may comprise or include an energy conservation facility, if the anticipated cost to the District for thermal or electrical energy or conservation services provided under the contract(s) is less than the anticipated marginal cost to the District of thermal, electrical, or other energy that would have been consumed by the District in the absence of those energy service contracts; and

WHEREAS, the District selected Schneider Electric Buildings Americas, Inc. (“Contractor”) and entered into the Agreement for Turnkey Design and Construction Energy Services (“Agreement”), dated as of April 13th, 2022, pursuant to which Contractor performed an integrated energy assessment and presented District with recommendations for energy efficiency at selected school sites (“Recommendations”); and

WHEREAS, based on these Recommendations, Contractor has proposed to the District Amendment No. 1 to the Agreement for Turnkey Design and Construction Energy Services (“Amendment No. 1”), attached hereto as Exhibit A, under the terms of which Contractor will install energy efficient upgrades; and

WHEREAS, District plans to use available funding, in order to implement the energy efficiency upgrades, set forth in Exhibit A and Exhibit B; and

WHEREAS, the Analysis (“Energy Savings Projections”), attached here to as **Exhibit B**, demonstrates that the cost to the District for the thermal or electrical energy or conservation services provided thereunder is less than the anticipated marginal cost to the District of thermal, electrical, or other energy that would have been consumed by the District in the absence of the Contract (“Savings”).

NOW, THEREFORE, BE IT RESOLVED that it is found, determined and resolved by the Board of the District as follows:

1. The above recitals are true and correct.
2. The District held a public hearing at a regularly scheduled meeting of the Board for which notice was given not less than two weeks in advance pursuant to Government Code Section 4217.12(a).
3. Based upon available information, including but not limited to reports, analysis and presentations by CONTRACTOR, and District staff, as reviewed by the Board in connection herewith, and as required by Government Code section 4217.12(a), the Board hereby finds and determines as follows:
 - a. The anticipated cost to the District for electrical energy and conservation services provided by the Energy Conservation Facilities under the Energy Services Contract will be less than the anticipated marginal cost to the District of electrical energy that would have been consumed by the District in the absence of the Project facilities and services; and
 - b. The fair rental value for the District's real property subject to the agreement between the District and CONTRACTOR for use in connection with the Energy Conservation Facilities is offset by below-market energy costs and other benefits provided under the Energy Services Design-Build Contract to the District and/or the public.
4. It is in the best interests of the District to authorize the District's Superintendent and designees to execute and deliver the Agreement with CONTRACTOR, substantially in the form presented to this Board at this meeting, to take all steps and perform all actions with respect to identifying and securing financing and/or sources of funds, including savings and other District funds, and returning to this Board with a recommendation concerning such financing, and to take any actions deemed necessary to protect the interests of the District.

PASSED AND ADOPTED by the Board of Education of the Orcutt Union School District, following a public hearing, at a regular meeting held on February 14th, 2024, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

DATED:

SIGNED:

President
Board of Education

Exhibit A: Agreement for Turnkey Design and Construction Energy Services
(Attached to Resolution)

Exhibit B: Price and Estimated Savings Projections

Facility Improvement Measure	Turnkey Price	Incentive	First Year Utility/Maintenance Savings	Total Lifecycle Savings	Funding
Solar PV	\$2,396,713	~\$200,000 from ITC Direct Pay	\$36,000	~\$2,750,000	District Funds
HVAC Upgrade (Added Cooling)		N/A	\$17,000		ESSER Funding
Project Totals	\$2,396,713	~\$200,000	\$53,000		

**AMENDMENT AND NOTICE TO PROCEED WITH THE CONSTRUCTION PHASE
PURSUANT TO THAT CERTAIN
AGREEMENT FOR TURNKEY DESIGN AND CONSTRUCTION ENERGY SERVICES**

This Amendment and Notice to Proceed with the Construction Phase (this "*Construction Amendment*") is executed and made effective as of **February 14th, 2024** (the "*Construction Amendment Effective Date*") by and between the **Orcutt Union School District**, a **California School District** ("*Public Agency*"), and **Schneider Electric Buildings Americas, Inc.**, a Delaware corporation ("*Design/Builder*"). This Construction Amendment is executed pursuant to and made part of the Agreement (defined and described below). The Agreement, as amended by this Construction Amendment, shall be referred to herein as the "*Amended Agreement*", and any capitalized terms used but not defined herein shall have the respective meanings ascribed to such terms in the Agreement.

RECITALS

WHEREAS, the Parties previously entered into that certain Agreement for Turnkey Design and Construction Energy Services dated as of **April 13th, 2022** (the "Agreement"), whereby the Public Agency engaged Design/Builder to perform both the Design Phase and the Construction Phase of the Project described therein;

WHEREAS, pursuant to Section 1.4 of the Agreement, following review of Design/Builder's Project Proposal at the end of the Design Phase, Public Agency is given the option to (i) terminate the Agreement, or (ii) move forward with the Construction Phase by executing this Construction Amendment;

WHEREAS, having reviewed Design/Builder's Project Proposal and having determined (whether by a meeting of its Counsel, the holding of a public hearing, or other valid procedure) that the Amended Agreement will be in the best interests of the Public Agency and will satisfy all of the requirements of California Government Code Section 4217.12, Public Agency has elected to move forward with the Construction Phase of the Project by executing this Construction Amendment; and

WHEREAS, effective as of the Construction Amendment Effective Date, this Construction Amendment shall become part of the Agreement and shall serve to incorporate the details of the Construction Phase therein.

NOW, THEREFORE, in consideration of the foregoing and of the respective rights and obligations of the Parties set forth in the Amended Agreement, the Parties hereby agree as follows:

I. CONSTRUCTION AMENDMENT

The following provisions shall modify, supplement, and become part of the Agreement, as applicable:

Section 1. Amended Agreement. This Construction Amendment and all of the Exhibits attached hereto are hereby made part of the Agreement as if set forth in full therein. In the event of any conflict between the provisions of the Agreement and the provisions of this Construction Amendment, the provisions of this Construction Amendment shall prevail.

Section 2. Scope of Construction Services. In accordance with Section 2.2 of the Agreement, the Scope of Construction Work to be performed by Design/Builder in connection with the Project is set forth on Exhibit D, attached hereto and incorporated in the Agreement by this reference.

Section 3. Construction Time. In accordance with Section 2.3 of the Agreement, the Preliminary Construction Schedule, setting forth the Completion Date for the Construction Work and any applicable milestone dates, is attached hereto as Exhibit E and incorporated in the Agreement by this reference.

Section 4. Project Fee. In accordance with Section 2.4.1 of the Agreement, the Project Fee is set forth on Exhibit F, attached hereto and incorporated in the Agreement by this reference. The Project Fee is inclusive of the Design Fee (such Design Fee having been rolled into the Project Fee pursuant to Section 1.4.2 of the Agreement).

Section 5. Mobilization Payment. In accordance with Section 2.4.3 of the Agreement, The Project Mobilization Payment of 20% of the Project Fee, as noted in Exhibit F, will be due within one month of the Construction Amendment Effective Date.

Section 6. Notice to Proceed. In accordance with Section 2.1.1 of the Agreement, the execution of this Construction Amendment serves as Public Agency's Notice to Proceed with the Construction Work

Section 7. No Performance Guarantee. Notwithstanding anything to the contrary, Design/Builder is not providing any energy or efficiency savings guarantees in connection with the Project or the Agreement.

II. GENERAL PROVISIONS

The following provisions shall govern the interpretation and enforcement of this Construction Amendment:

Section 1. No Other Modifications. The provisions of Part I of this Construction Amendment, together with the Exhibits referenced therein, shall be construed as the sole extent of the modifications being made to the Agreement pursuant to this Construction Amendment. Except as hereby modified, the Agreement shall continue in full force and effect in accordance with its provisions.

Section 2. Governing Law. This Construction Amendment shall be governed by and interpreted in accordance with California law, regardless of any conflict-of-laws provisions applicable in California or any other jurisdiction.

Section 3. Severability. If any provision of this Construction Amendment is determined to be invalid, illegal, or unenforceable as written, such provision shall be construed consistent with and to the fullest extent permitted under applicable law, and any such determination shall not affect or impair the validity, legality and enforceability of the remaining provisions.

Section 4. Entire Agreement. The Amended Agreement, together with the Contract Documents, constitutes the entire understanding and agreement between the Parties pertaining to the performance by Design/Builder of the services required by the Amended Agreement.

Section 5. Counterparts. This Construction Amendment may be executed in one or more counterparts, each of which shall be deemed to be an original and all of which, taken together, shall constitute one and the same instrument. Signature pages may be detached from counterpart originals and combined to physically form one or more copies of this Construction Amendment having original signatures of both Parties.

Section 6. Due Authority of Signatories. Each person signing this Construction Amendment represents and warrants that he or she has been duly authorized by appropriate action of the Party he or she represents to execute, and thereby bind such Party to, this Construction Amendment.

In Witness Whereof. The Parties have executed this Construction Amendment as evidenced by the signatures of their authorized representatives below.

Orcutt Union School District

Schneider Electric Buildings Americas, Inc.

By: _____

By: _____

Print Name: _____

Print Name: _____

Print Title: _____

Print Title: _____

Date Signed: _____

Date Signed: _____

Fed. Tax ID No: _____

EXHIBIT D
Scope of Construction Work

Public Agency hereby acknowledges and agrees that the scope of work shall be limited to, and Design/Builder shall only perform, the following:

New HVAC Installations for Multi-Purpose Rooms (MPRs)

Design/Builder shall design, engineer, obtain permits for, provide, construct, start-up, and commission following project sites:

<u>Project Site</u>	<u>Scope</u>
Joe Nightingale Elementary 255 Winter Rd, Santa Maria, CA 93455	Adding HVAC Cooling/Heating Unit to MPR
Lakeview Junior High 3700 Orcutt Rd, Santa Maria, CA 93455	Adding HVAC Cooling/Heating Unit to MPR
Pine Grove Elementary 1050 E Rice Ranch Rd, Santa Maria, CA 93455	Adding HVAC Cooling/Heating Unit to MPR

General scope of work for each site included below. For more details of the scope of work, refer to Exhibit G for 50% design development drawings:

Joe Nightingale Elementary – MPR

Demolition:

1. Disconnect existing gas, controls, and electrical connections from existing furnace.
2. Abandon existing furnace, associated ductwork and devices in place.
3. Leave outside air intake louver(s) intact and close dampers.

Installation:

1. Provide new 15-ton side-discharge ground-mounted packaged unit on equipment pad in the location shown on 50% design development drawings.
2. Provide new lined supply and return sheet metal duct with flexible connection from duct to unit. Route ductwork from new unit into MPR space as shown on 50% design development drawings. Repair and patch any envelope penetration to match existing condition after the installation of the ductwork. Provide smoke detector in return air duct as required by code.
 - a. Suspend ductwork as near to the ceiling as possible, beneath the structural member with supply diffusers.
 - b. A single, large return grille will serve as the single point of return for all return air.
3. Provide new gas line to unit from existing furnace. Gas pipe routing indicated on 50% drawings. Provide new gas connection with dirt leg.
4. Provide new PVC condensate trap and route new condensate line to new drywell as shown on 50% design development drawings.
5. Provide new standalone thermostat and CO₂ sensor in the space being conditioned. Provide new controls wiring to the new unit.
6. Provide new transfer grille from MPR to adjacent classroom space, as indicated on 50% design development drawings.
7. Provide new exhaust fan / electric heater in classroom space adjacent to MPR. See equipment schedules for design exhaust volume. Route exhaust ductwork from unit to roof penetration. Patch and repair building envelope where exhaust ductwork penetrates envelope.
8. Provide new electrical installation from existing panel. Scope includes new conduit, branch circuit, breaker, saw cut, trenching, disconnect and connection to new mechanical unit.

Lakeview JH – MPR

Demolition:

1. Disconnect existing gas, controls, and electrical connections from existing furnaces.
2. Abandon existing furnace, associated ductwork and devices in place.
3. Leave outside air intake louver(s) intact and close dampers.

Installation:

1. Provide new 15-ton side-discharge ground-mounted packaged unit on equipment pad in the location shown on 50% design development drawings.
 - a. Equipment location may call for removal of existing tree.
2. Provide new lined supply and return sheet metal duct with flexible connection from duct to unit. Route ductwork from new unit into MPR space as shown on 50% design development drawings. Repair and patch any envelope penetration to match existing condition after the installation of the ductwork. Provide smoke detector in return air duct as required by code.
 - a. Suspend ductwork as near to the ceiling as possible, beneath the structural member with supply diffusers.
 - b. A single, large return grille will serve as the single point of return for all return air.
3. Provide new gas line to unit from existing mechanical closet, as indicated on drawings. Gas pipe routing indicated on 50% design development drawings. Provide new gas connection with dirt leg.
4. Provide new PVC condensate trap and route new condensate line to new drywell as shown on 50% design development drawings.
5. Provide new standalone thermostat and CO₂ sensor in the space being conditioned. Provide new controls wiring to the new unit.
6. Provide new electrical installation from existing panel. Scope includes new conduit, branch circuit, breaker, saw cut, trenching, disconnect and connection to new mechanical unit.

Pine Grove ES – MPR

Demolition:

1. Disconnect existing gas, controls, and electrical connections from the two existing furnaces. Prepare gas line for routing to new unit.
2. Abandon existing furnaces, associated ductwork and devices in place.
3. Leave outside air intake louver(s) intact and close dampers.

Installation:

1. Provide new 12.5-ton side-discharge ground-mounted packaged unit on equipment pad in the location shown.
2. Provide new lined supply and return sheet metal duct with flexible connection from duct to unit. Route ductwork from new unit into MPR space as shown on 50% design development drawings. Repair and patch any envelope penetration to match existing condition after the installation of the ductwork. Provide smoke detector in return air duct as required by code.
 - a. Suspend ductwork as near to the ceiling as possible, beneath the structural member with supply diffusers.
 - b. A single, large return grille will serve as the single point of return for all return air.
3. Provide new gas line to unit from existing furnaces. Provide new gas connection with dirt leg.
4. Provide new PVC condensate trap and route new condensate line to new drywell as shown on drawings.
5. Provide new thermostat and CO₂ sensor in the space being conditioned. Provide new controls wiring from each to the new unit.
6. Provide new electrical installation from existing panel. Scope includes new conduit, branch circuit, breaker, saw cut, trenching, disconnect and connection to new mechanical unit.

HVAC Clarifications

- Final equipment selection are subject to change based on final design and at the discretion of the Contractor.
- New duct detectors for automatic shutoff will be provided and connected to existing fire alarm system. Public Agency to ensure existing fire and life safety system outside the specified scope are in operable condition, suitable for the new connected loads and in compliance with existing codes.
- New HVAC Units will be provided with MERV 13 filtration as required by Title 24 2022.
- Normal working hours will be Monday through Friday, 7 am to 4 pm. When required to complete portions of the work, contractor may work second shift Monday through Friday, 4 pm to 12am, and at the discretion of the contractor weekends as necessary. This proposal assumes Public Agency will grant Design/Builder access to the facilities during these times and days.
- Scope of work will require DSA approval. SE will manage the submittal and review process but will require assistance from the Public Agency throughout the process.

HVAC Exclusions

- Where ductwork penetrates through the building envelope, the envelope transition points will be cosmetically repaired to blend into the existing conditions. Any painting, repairs or modifications of any architectural elements outside the scope of work area is excluded.
- Any required scope changes to the approved DSA drawings are excluded.
- Any other modifications not required by the scope of work to any building component including but not limited to roofing, roofing substrate, structure, or supports are excluded.
- Carbon monoxide detectors are excluded.

Solar Photovoltaic Installations

Design/Builder shall design, engineer, construct, start-up, and commission a public utility interconnected solar photovoltaic (PV) system as defined below:

<u>Project Site</u>	<u>Scope</u>
Orcutt USD Bus Barn 500 Dyer Street Orcutt, CA	80kW (DC) bus parking lot solar canopy PV

Design Basis

- Final electrical design of the PV system and associated infrastructure will be completed prior to installation. See attached Exhibit H, 30% design development drawings.
- Final Design to includes lighting fixtures to provide a minimum average of 2 foot-candles beneath parking lot solar arrays.
- PV module basis of design is (156) SILFAB SIL-510-QM commercial modules.
- Inverter basis of design is (5) Fronius Primo 15.0-1 208-240.
- Monitoring system basis of design is AlsoEnergy's Data Aggregation System hardware, relying on Public Agency- supplied ethernet or cellular connection.
- Solar arrays shall be installed with a clearance height of 13'-6" from grade.
- Solar data monitoring system shall be installed with 5-years of remote monitoring and access.

Clarifications

- Final modules, inverters, and monitoring system are subject to change based on final design and at the discretion of the Contractor.
- System will connect to existing electrical service. Utility transformer upgrade will not be known until NEMA application is finalized by Pacific Gas & Electric. It is expected that Pacific Gas & Electric will cover the cost and installation for the new transformer, setting of the transformer, conduit, and cabling.
- Schneider is responsible for coordinating the Interconnect Agreement with PG&E. Then the Interconnect Agreement must be executed between Public Agency and PG&E.
- While canopy, panels and inverters maybe installed, PV system will not be operable until all electrical switch gear arrives and, if necessary, PG&E completes before-the-meter scope of work.
- Scope is based on, first shift, normal working hours, Monday through Friday, 7 am to 4 pm, non-Federal Holidays. Some after-hours work may be required to accomplish the Scope of Work. This proposal assumes Public Agency will grant Design/Builder access to the facilities after hours if needed.
- The design will be submitted to the Public Agency for review and approval. Any other submission to other parties or changes required to the design are excluded and could increase project cost.
- Owner shall provide Schneider Electric complete access to the site for installation activities and support of those activities with relocation of vehicles/busses as required while providing suitable laydown area to support installation as shown on conceptual plans.
- Public Agency will relocate buses during construction period.

Exclusions

- ADA compliance work.
- Public Agency directed that DSA has no oversight responsibility for non-field act compliant properties, therefore DSA submission is excluded.
- Changes to array locations initiated by Public Agency are excluded.
- Upgrades to Utility company infrastructure or mitigation work, that is not included in the design, discovered by the utility company during the interconnection review process is excluded.
- Expansion of Public Agency's network or coverage to serve monitoring system is excluded.
- Painting or any other "decorative work" on the PV Power Systems are excluded.
- Suitable soil conditions, as noted in the Geotechnical Investigate Reports, are assumed at installation sites. Any added work due to differing soil conditions, seismic issues, liquefaction issues, land-use issues, or environmental concerns is excluded.

General Clarifications

- On-site staging areas will be made available by Public Agency for storage of equipment and materials.
- Public Agency to ensure the existing electrical infrastructure including panels and main service is up to code. Design/Builder will document and submit to the Public Agency any items discovered outside of Scope of Work to be in need of repair during installation. Any such repairs will be the responsibility of the Public Agency to remedy in a timely manner.
- Design/Builder is not responsible for unforeseen existing conditions either underground, within the structure of the building that maybe damage or a deficiency to affected areas. Both pre and post conditions will be documented.
- The Public Agency is responsible to notify Design/Builder of any projects that may impact the project schedule or require coordination. Design Builder currently has not accounted for coordination with other Public Agency projects or contractors. Design/Builder is not responsible for delays caused by other projects occurring within the district.

General Exclusions

- Temporary power, lighting, heating and cooling during scheduled utility shutdown is excluded.
- Fire alarm, fire sprinkler, CCTV, security, and communication work beyond data monitoring for the Photovoltaic System is excluded.
- Additional labor cost resulting from the restriction of allowable work hours or days is excluded. Night/Holiday/Overtime work not performed at Design/Builder's discretion is excluded.
- Costs arising from Customer limiting allowable work hours or access to required areas including storage area to perform work or deliveries in conflict with the construction schedule is excluded.
- Repairs or upgrades to the property which are otherwise required or discovered during the project are excluded. This can include existing electrical equipment and structural improvements.
- This project assumes all existing systems are currently code complaint. Bringing non-compliant systems up to current codes is excluded.
- Ground contamination and/or hazardous materials handling, testing, and/or removal are excluded.
- Abatement of Asbestos, lead, PCB's or any other hazardous materials of any kind is excluded.
- Hazardous materials testing, any control measures, and abatement are excluded. Public agency shall provide any hazardous materials substance reports prior to work being performed.
- Any new tariffs enacted after the date of the Construction Amendment Effective Date and any increases in existing tariffs enacted after the date of the Construction Amendment Effective Date are excluded.
- Any reporting that must be completed to government entities is excluded.
- Other than repaving where trenching takes place, landscaping, and paving are excluded.
- Tree and vegetation clearing or trimming necessary for installations is excluded and will be performed by Public Agency. Any tree removal will require root removal at least 18 inches below grade.
- New landscaping and/or irrigation work is excluded
- Relocation of underground utility lines including but not limited to electrical, gas, water, sewer, irrigation, fiber optic, television, etc. is excluded. Hard rock drilling, underground obstructions, caving soils, casing, and water mitigation are excluded.
- Lightning protection systems are excluded.
- Resolution of any open A#'s and/or permits requiring certification or closure by DSA or other government agency is excluded. It will be the responsibility of the Public Agency to resolve.

EXHIBIT E
Preliminary Construction Schedule

The schedule below is a preliminary construction schedule. Design/Builder may finish construction well in advance of this schedule. Construction schedule updates will be periodically provided throughout the construction phase and shall reflect Design/Builders best estimate. Customer shall endeavor to meet the timelines noted in the construction schedule of tasks that are under their control and provide full uninterrupted access to the area of work. If Customer is unable to meet these terms ESCO reserves the right to consider any delay a change in the work to be resolved in accordance with the provisions of Article 7 of the Agreement.

Preliminary Solar Milestones

1. Final Design – March 2024
2. Submittal Review – April 2024 (2 weeks for Public Agency review)
3. Material Lead Time – April to August 2024
4. Mobilization and Install – August to October 2024
5. Project Closeout – November 2024

Preliminary Mechanical Milestones:

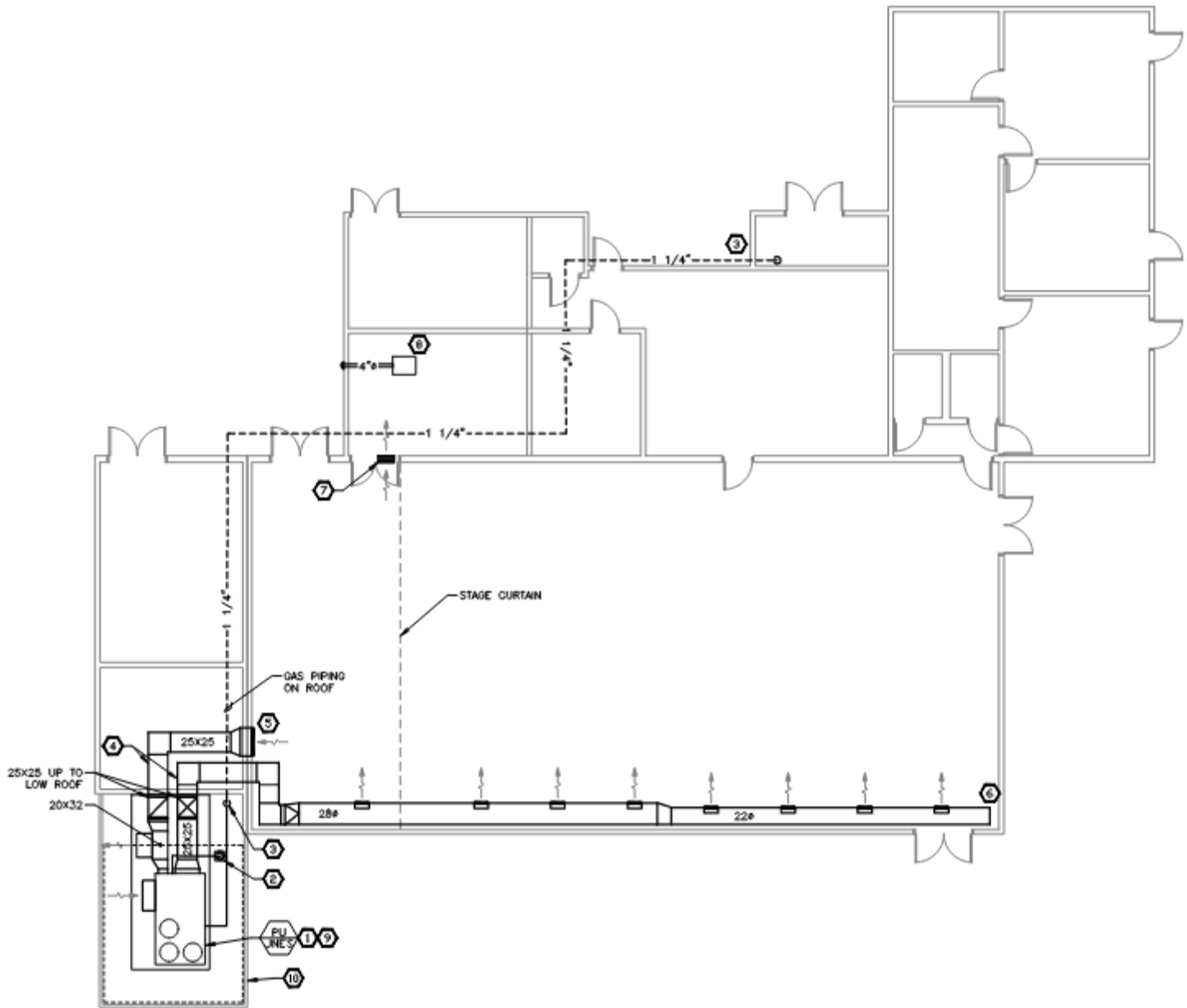
1. Final Design – April 2024
2. Submittal Review – April 2024 (2 weeks for Public Agency review)
3. DSA Review – April to August 2024
4. Material Lead Time – April to September 2024
5. Mobilization and Install – October to December 2024
6. Project Closeout – December 2024

EXHIBIT F
Project Fee

Project Fee:

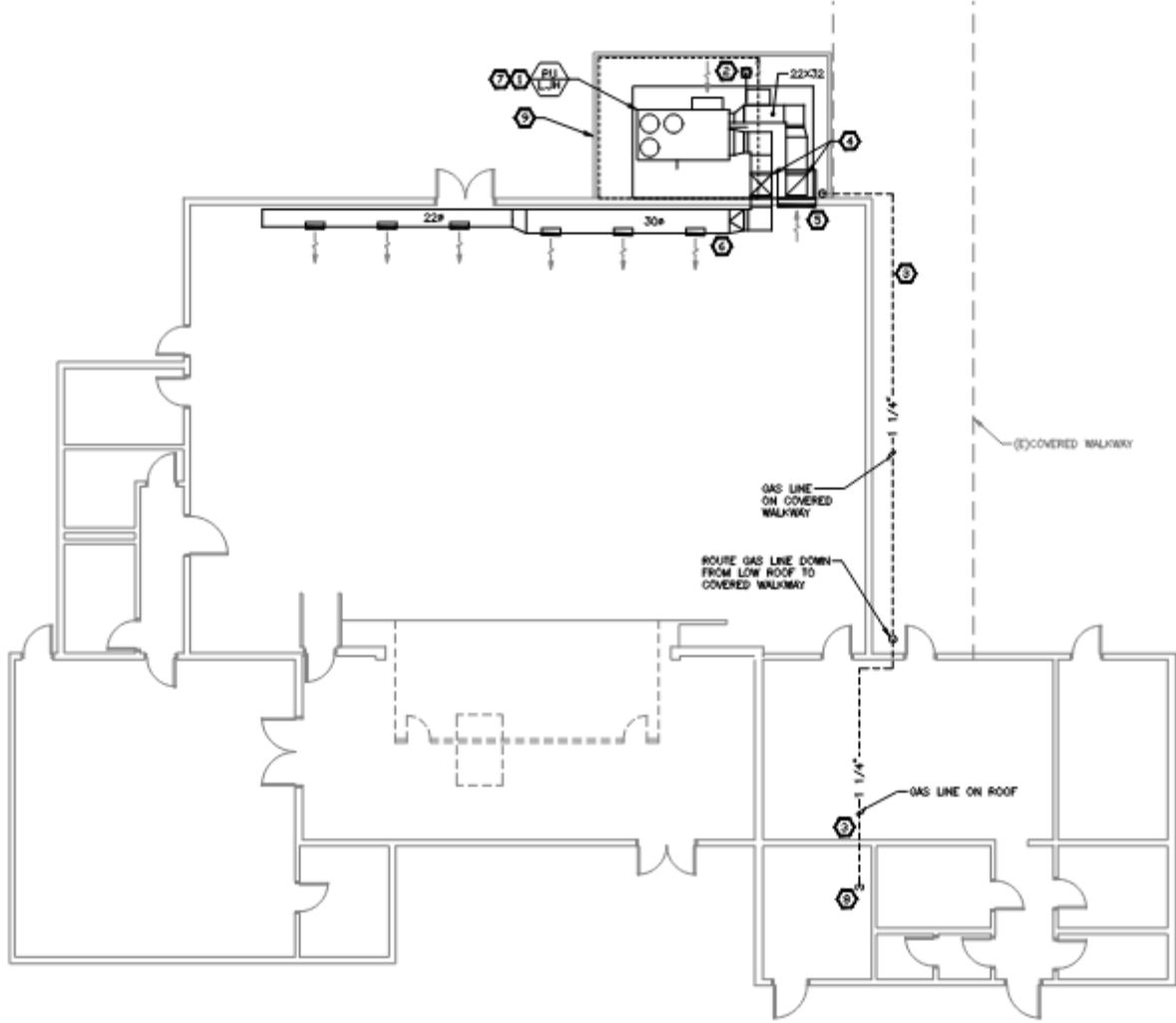
The Project Fee (inclusive of the Design Fee) shall be: **\$2,396,713.**

EXHIBIT G
Mechanical Development Design Drawings

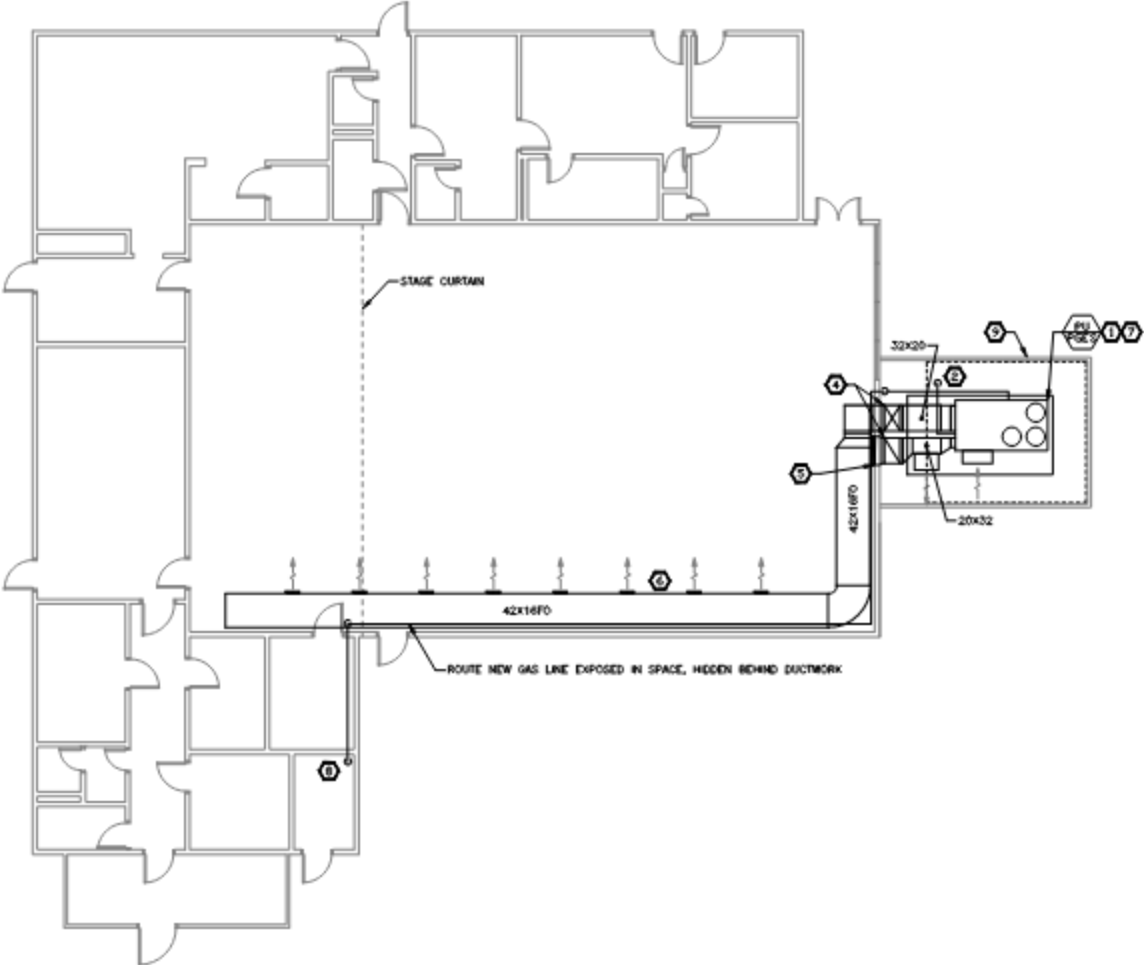


A1 JOE NIGHTINGALE ELEMENTARY SCHOOL MPR FLOOR PLAN
 SCALE: 1/8" = 1'-0"





A1 LAKEVIEW JUNIOR HIGH MPR FLOOR PLAN
 SCALE: 1/8" = 1'-0"
 0 4' 8' 16'



(A2) PINE GROVE ELEMENTARY MECHANICAL PLAN

SCALE: 1/8" = 1'-0"



EXHIBIT H
Solar Development Design Drawings

Plot Date: 2024-01-03 File Location: Z:\Shane\Share\Cloud\Marketing\Pipeline\22080.03 Orcutt USD Bus Barn (Schneider)\Design\Drawings\1_Progess Sets\2023-12-06-30\pct_submittal\2023-12-15 Orcutt Bus Barn rev1.dwg



Revision	Date

Project No.:	22080
Checked By:	CAJ
Designed By:	CSO
Drawn By:	CSO
Date:	01/03/2024
Scale:	AS INDICATED

Project Title
**ORCUTT BUS BARN
PV PROJECT**

NOT FOR CONSTRUCTION
CLIENT PROJECT NO.

Sheet Title
ELECTRICAL SITE PLAN

Sheet No.
E3.0

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PUBLIC NOTICE

Pursuant to California Government Code 4217.10-4217.18, public notice is hereby given that a public hearing will be held at the regularly scheduled board meeting on February 14, 2024, at Orcutt Union School District Office to determine that the requirements of said code are duly met in a proposed Turnkey Design and Construction Energy Services Agreement.

Further, be advised it is the intent of the District to enter into a Turnkey Design and Construction Energy Services Agreement that will install energy conservation measures at the following sites:

Facilities
Orcutt Union School District Office 500 Dyer St. Orcutt, CA 93455
Pine Grove Elementary 1050 E Rice Ranch Rd, Santa Maria, CA 93455
Lakeview Elementary 3700 Orcutt Rd, Santa Maria, CA 93455
Joe Nightingale 255 Winter Rd, Santa Maria, CA 93455

All persons desiring to be heard with reference to the award of the Turnkey Design and Construction Energy Services Agreement be heard by the School Board at the time and place stated above.



BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: February 14, 2024

BOARD AGENDA ITEM: Installation of Additional Integrated Cameras for School Sites and District Buildings Using a Cooperated Bid Agreement under OMNIA/Unicom Government Inc.

BACKGROUND: Last month, the board approved the purchase of additional Verkada security cameras to provide better coverage and eliminate blind spots on district property. We would like to utilize the Unicom Government Inc. (UGI) proposal UGI-24-30716, as they have been awarded the Advance Solution Aggregator Contract through our approved Cooperative Purchasing Agreement partner OMNIA. UGI will utilize SolutionZ Inc, to act as the camera installer. SolutionZ has completed successful installations of Verkada cameras in other local school districts. They have reviewed our site maps and have established a comprehensive plan for installing all cameras.

We are requesting a not to exceed amount as follows:

Charter school: \$20,000

District: \$130,000

Total: \$150,000

RECOMMENDATION: Staff recommends approval of OMNIA/Unicom Government Inc., Proposal UGI-24-30716 for the installation of additional integrated cameras, as submitted.

FUNDING: General Fund and Charter Fund, as indicated

Verkada IP Surveillance

UGI-24-30716

Proposal to the

**Orcutt Union School District (OUSD) via UNICOM Government, Inc.
OMNIA Partners -Region 14 ESC TX-Advanced Technology Solutions
Aggregator (Contract # 01-171)**

February 9, 2024

Customer Contact:

Leslie Wagon seller
(805) 938-8944
lwagon seller@orcutt-schools.net

UNICOM Government, Inc. Contact:

Chris Mereos
Chris.Mereos@unicomgov.com
(703) 502-2115

This proposal includes data that shall not be disclosed outside the OUSD and shall not be duplicated, used, or disclosed—in whole or in part—for any purpose other than to evaluate this proposal. If, however, a contract is awarded to this offeror as a result of—or in connection with—the submission of this data, the OUSD shall have the right to duplicate, use, or disclose the data to the extent provided in the resulting contract. This restriction does not limit the OUSD right to use information contained in this data if it is obtained from another source without restriction. The data subject to this restriction are contained in the sheets marked with the following legend: "Use or disclosure of the data contained on this sheet is subject to the restrictions on the title page of this proposal."

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1.0 PROPOSAL INTRODUCTION

UNICOM Government, Inc. (UGI) is pleased to present this proposal to Orcutt Union School District (OUSD) for Verkada IP Surveillance under UGI's OMNIA Partners Region 14 ESC TX-Advanced Technology Solutions Aggregator Contract (contract # 01-171).

2.0 UNICOM GOVERNMENT, INC.

UGI is a recognized information technology (IT) solutions leader and Unified Communications and Collaboration (UCC) solutions technology integrator, focusing exclusively on Federal, State, and Local Governments, and large systems integrators worldwide. For 40 years, UGI has been delivering maximum value to our customers by employing industry leaders, developing solutions to meet customer-specific challenges, and by teaming with global IT leaders such as Microsoft, Cisco, Symantec, HP, Extron, and Crestron. We combine our experienced engineers, broad range of products and services, and our extensive contract portfolio to best support our customers.

By combining both products and services, UGI is a one-stop shop providing customers with a single point of contact (POC) for all their IT and audio visual (AV)/video teleconferencing (VTC) needs. Headquartered in Northern Virginia, UGI has offices throughout the United States and supports clients both within the continental United States (CONUS) and outside of the continental United States (OCONUS) in areas such as:

- **Professional Services** – UGI provides a wide range of professional services in support of enterprise software, enterprise storage, networking and communications, mobile and wireless, and AV/VTC systems. UGI engineers provide our clients with the expertise necessary to design, build, and maintain complex network infrastructures and AV/VTC systems in support of today's information dependent applications. Our technical experts perform storage needs assessments and design, implement, and manage IT and AV/VTC infrastructure solutions that provide consolidated environments that support a cohesive and collaborative workspace.
- **Task Order Management** – The UGI Program Management Office runs multiple, complex programs for our Federal, State, and Local Governments clients. We have Project Management Professional (PMP)-certified Project Managers (PM) who support our Government and System Integrator clients in task order management. Our PMs provide task order oversight, risk mitigation, project scheduling, staff management, and project reporting.
- **Procurement** – UGI supports our clients' procurement needs through our website, unicomgov.com, which provides convenient, customized shopping zones to meet the specific and changing needs of our customers. Through the UGI Technology Practices, we are able to offer solutions that best respond to client needs and challenges by providing information on cutting edge technology and not simply quoting a requested list of products.
- **Logistics and Integration Management** – UGI has a proven logistics and integration practice available to our clients that can handle all equipment from warehouse and storage to integration and testing, and finally, to deployment. Every step in the process has been carefully thought out and documented and continues to go through our internal process improvement program. This ensures the highest level of customer satisfaction and quality allowing us to meet all customer-driven service level agreements (SLAs) and changing expectations.
- **Maintenance and Ongoing Support** – UGI and our partners are able to offer worldwide depot and onsite maintenance support. UGI offers first call support for complex, multi-product solutions, thus reducing the quantity of information clients must retain for warranty support. UGI provides onsite engineering support to provide hands on training and solution management.

UGI engineers provide our clients with the expertise necessary to design, build, and maintain complex network infrastructures in support of today's information dependent applications. Our technical experts assess, design, implement, and manage IT infrastructure solutions that provide consolidated environments that support critical data flows over multiple networks.

The UGI Focused Partner Program is a direct result of our experience in providing IT solutions to the Government for 40 years. To provide total IT and AV/VTC solutions, we have formed partnerships with product vendors, and professional services providers that meet exacting criteria in providing the best support to our clients. We engage partners that share the UGI vision to provide products, services, and complete solutions who not only understand our clients' missions, but the regulations, qualifications, clearances, budgets, deadlines, and metrics behind them as well.

For this effort, UGI is teamed with SolutionZ, (herein called "the UGI Team") to provide the subject matter expertise required for this effort.

3.0 SCOPE OF WORK

The UGI Team will add IP surveillance coverage to improve security at eleven (11) District sites:

- Alice Shaw Elementary School
- District Office
- Joe Nightingale Elementary School
- Lakeview Junior High School
- Olga Reed K-8 School
- Orcutt Academy High School
- Orcutt Junior High School
- Patterson Road Elementary School
- Pine Grove Elementary School
- Ralph Dunlap Elementary School
- IT Tech Building

Site maps with intended field of views have been provided to the UGI Team Member, Solutionz, Inc., by OUSD. Furthermore, UGI Team Member Solutionz, Inc. participated in site surveys with OUSD personnel to ensure all objectives were fully met.

3.1 Alice Shaw Elementary School

- Install five (5) Verkada CF81-E Outdoor Fisheye Cameras, 12MP with fixed lens, 1 TB of storage with a maximum retention of sixty-(60) days. The Cameras are Owner-Furnished, Contractor-Installed (OFCI).
- Install appropriate Verkada fixtures and mounts, in support of these camera locations. The fixtures and mounts are OFCI.
- Furnish and install CAT 6, UTP, cabling in support of each of the cameras being installed for this site. Cables will be labeled, dressed, terminated, and tested end-to-end. Cable jacket will be appropriately rated for the environment.
- Furnish and install CAT 6 patch cords, as required. Patch cords will be Blue.
- Install IP camera licenses, as required. Licenses are provisioned for ten (10) years of support & service. The licenses are OFCI.
- Furnish and install required RJ-45, Jacks, Keystone for each CAT 6 circuit required for this installation effort.

- Furnish and install raceway system for proper cable support as required to support this installation effort. Conduit will be painted by others, if required.
- Furnish and install associated infrastructure as required in support of this project. This includes connectors, fasteners, straps, strut, etc.
- The UGI Team will set FOV based on stakeholder objectives.
- The UGI Team will provide User training, as required.

Figure 1 below depicts the Alice Shaw site plan.



Figure 1: Alice Shaw Site Plan

3.2 District Office

- Install five (5) Verkada CF81-E Outdoor Fisheye Cameras, 12MP with fixed lens, 1TB of storage with a maximum retention of sixty-(60) days. The Cameras are OFCI.
- Install one (1) Verkada CD52-E Outdoor Dome Camera, 5MP, with zoom lens, 512GB of storage with a maximum retention of sixty-(60) days. The Cameras are OFCI.
- Install one (1) Verkada CH52-E Outdoor Multisensor Camera, 4X5MP, with zoom lens, 2TB of storage with a maximum retention of sixty-(60) days. The Camera is OFCI.
- Install one (1) Verkada PoE++ Injector to support Multisensor Camera. The device is OFCI.
- Install appropriate Verkada fixtures and mounts in support of these camera locations. The fixtures and mounts are OFCI.
- Furnish and install CAT 6, UTP, cabling in support of each of the cameras being installed for this site. Cables will be labeled, dressed, terminated, and tested end-to-end. Cable jacket will be appropriately rated for the environment.
- Furnish and install CAT 6 patch cords as required. Patch cords will be Blue.
- Install IP camera licenses as required. Licenses are provisioned for ten (10) years of support and service. The licenses are OFCI.
- Furnish and install required RJ-45, Jacks, Keystone for each CAT 6 circuit required for this installation effort.

- Furnish and install raceway system for proper cable support as required to support this installation effort. Conduit will be painted by others, if required.
- Furnish and install associated infrastructure as required in support of this project. This includes connectors, fasteners, straps, strut, etc.
- The UGI Team will set FOV based on stakeholder objectives.
- The UGI Team will provide User training, as required.

Figure 2 Depicts the District Office site plan.

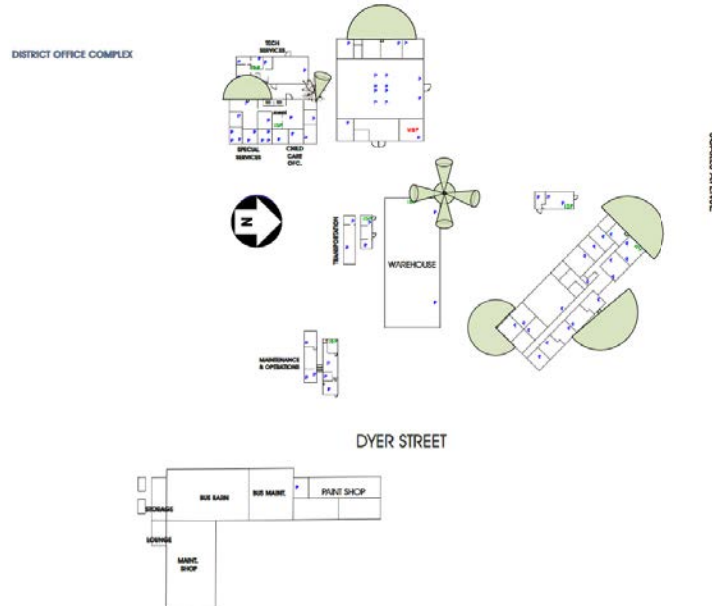


Figure 2: District Office Site Plan

3.3 Joe Nightingale Elementary School

- Install three (3) Verkada CF81-E Outdoor Fisheye Cameras, 12MP with fixed lens, 1TB of storage with a maximum retention of sixty-(60) days. The Cameras are OFCI.
- Install one (1) Verkada CH52-E Outdoor Multisensor Camera, 4X5MP, with zoom lens, 2TB of storage with a maximum retention of sixty-(60) days. The Camera is OFCI.
- Install one (1) Verkada PoE++ Injector to support Multisensor Camera. The device is OFCI.
- Install appropriate Verkada fixtures and mounts in support of these camera locations. The fixtures and mounts are OFCI.
- Furnish and install CAT 6, UTP, cabling in support of each of the cameras being installed for this site. Cables will be labeled, dressed, terminated, and tested end-to-end. Cable jacket will be appropriately rated for the environment.
- Furnish and install CAT 6 patch cords as required. Patch cords will be blue.
- Install IP camera licenses as required. Licenses are provisioned for ten (10) years of support & service. The licenses are OFCI.
- Furnish and install required RJ-45, Jacks, Keystone for each CAT 6 circuit required for this installation effort.
- Furnish and install raceway system for proper cable support, as required to support this installation effort. Conduit will be painted by others, if required.

- Furnish and install associated infrastructure as required in support of this project. This includes connectors, fasteners, straps, strut, etc.
- The UGI Team will set FOV based on stakeholder objectives.
- The UGI Team will provide User training, as required.

Figure 3 depicts the Nightingale Elementary site plan.

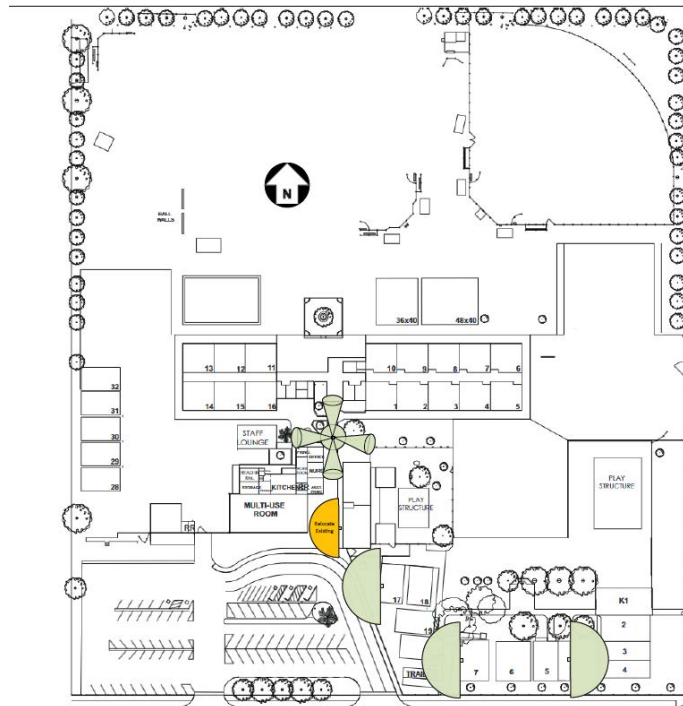


Figure 3: Nightingale Elementary Site Plan

3.4 Lakeview Junior High School

- Install one (1) Verkada CF81-E Outdoor Fisheye Cameras, 12MP with fixed lens, 1TB of storage with a maximum retention of sixty-(60) days. The Camera is OFCI.
- Install two (2) Verkada CH52-E Outdoor Multisensor Cameras, 4X5MP, with zoom lens, 2TB of storage with a maximum retention of sixty-(60) days. The Cameras are OFCI.
- Install two (2) Verkada PoE++ Injectors to support Multisensor Camera. The devices are OFCI.
- Install appropriate Verkada fixtures and mounts in support of these camera locations. The fixtures and mounts are OFCI.
- Furnish and install CAT 6, UTP, cabling in support of each of the cameras being installed for this site. Cables will be labeled, dressed, terminated, and tested end-to-end. Cable jacket will be appropriately rated for the environment.
- Furnish and install CAT 6 patch cords as required. Patch cords will be Blue.
- Install IP camera licenses as required. Licenses are provisioned for ten (10) years of support & service. The licenses are OFCI.
- Furnish and install required RJ-45, Jacks, Keystone for each CAT 6 circuit required for this installation effort.
- Furnish and install raceway system for proper cable support as required to support this installation effort. Conduit will be painted by others, if required.

- Furnish and install associated infrastructure as required in support of this project. This includes connectors, fasteners, straps, strut, etc.
- The UGI Team will set FOV based on stakeholder objectives.
- The UGI Team will provide User training, as required.

Figure 4 depicts the Lakeview Junior High School site plan.

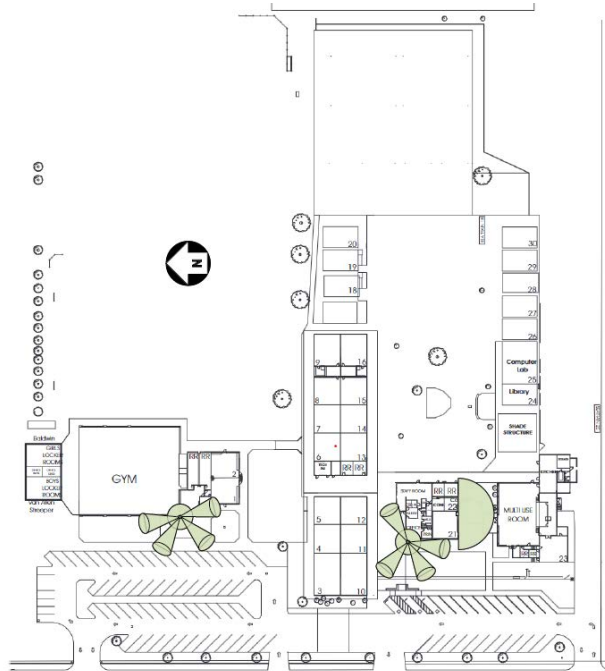


Figure 4: Lakeview Junior High School Site Plan

3.5 Olga Reed K-8 School

- Install two (2) Verkada CF81-E Outdoor Fisheye Cameras, 12MP with fixed lens, 1TB of storage with a maximum retention of sixty-(60) days. The Cameras are OFCI.
- Install (2) Verkada CH52-E Outdoor Multisensor Cameras, 4X5MP, with zoom lens, 2TB of storage with a maximum retention of sixty-(60) days. The Cameras are OFCI.
- Install (2) Verkada PoE++ Injectors to support Multisensor Camera. The devices are OFCI.
- Install appropriate Verkada fixtures and mounts in support of these camera locations. The fixtures and mounts are OFCI.
- Furnish and install CAT 6, UTP, cabling in support of each of the cameras being installed for this site. Cables will be labeled, dressed, terminated, and tested end-to-end. Cable jacket will be appropriately rated for the environment.
- Furnish and install CAT 6 patch cords as required. Patch cords will be Blue.
- Install IP camera licenses as required. Licenses are provisioned for ten (10) years of support & service. The licenses are OFCI.
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- Furnish and install raceway system for proper cable support as required to support this installation effort. Conduit will be painted by others, if required.

- Furnish and install associated infrastructure as required in support of this project. This includes connectors, fasteners, straps, strut, etc.
- The UGI Team will set FOV based on stakeholder objectives.
- The UGI Team will provide User training, as required.

Figure 5 Depicts the Olga Reed site plan.



Figure 5: Olga Reed Site Plan

3.6 Orcutt Academy High School

- Install sixteen (16) Verkada CF81-E Outdoor Fisheye Cameras, 12MP with fixed lens, 1TB of storage with a maximum retention of sixty-(60) days. The Cameras are OFCI.
- Install two (2) Verkada CD52-E Outdoor Dome Cameras, 5MP, with zoom lens, 512GB of storage with a maximum retention of sixty-(60) days. The Cameras are OFCI.
- Install two (2) Verkada CH52-E Outdoor Multisensor Cameras, 4X5MP, with zoom lens, 2TB of storage with a maximum retention of sixty-(60) days. The Cameras are OFCI.
- Install two (2) Verkada PoE++ Injectors to support Multisensor Camera. The devices are OFCI.
- Install appropriate Verkada fixtures and mounts in support of these camera locations. The fixtures and mounts are OFCI.
- Furnish and install CAT 6, UTP, cabling in support of each of the cameras being installed for this site. Cables will be labeled, dressed, terminated, and tested end-to-end. Cable jacket will be appropriately rated for the environment.
- Furnish and install CAT 6 patch cords as required. Patch cords will be Blue.
- Install IP camera licenses as required. Licenses are provisioned for ten (10) years of support & service. The licenses are OFCI.
- Furnish and install required RJ-45, Jacks, Keystone for each CAT 6 circuit required for this installation effort.
- Furnish and install raceway system for proper cable support as required to support this installation effort. Conduit will be painted by others, if required.

- Furnish and install associated infrastructure as required in support of this project. This includes connectors, fasteners, straps, strut, etc.
- The UGI Team will set FOV based on stakeholder objectives.
- The UGI Team will provide User training, as required.

Figure 6 depicts the OAHS site plan.

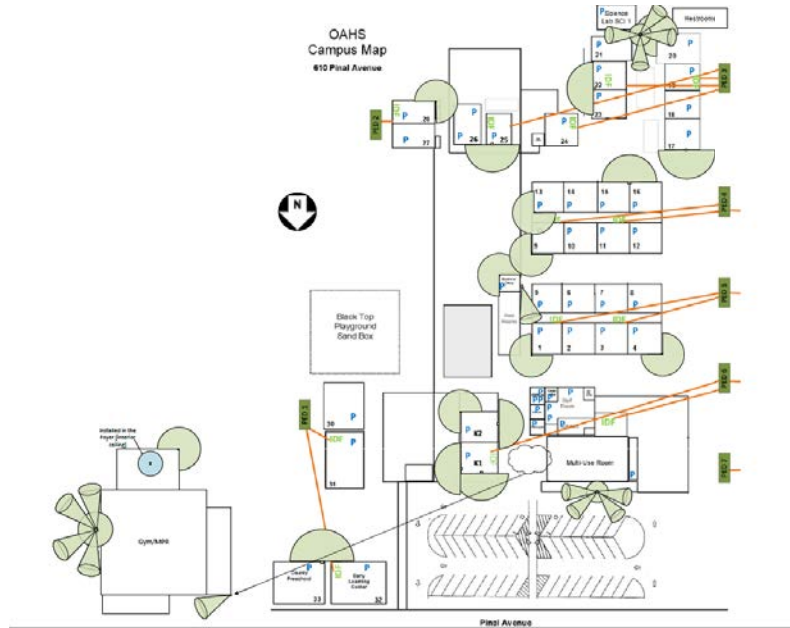


Figure 6: OAHS Site Plan

3.7 Orcutt Junior High School

- Install (9) Verkada CF81-E Outdoor Fisheye Cameras, 12MP with fixed lens, 1TB of storage with a maximum retention of sixty-(60) days. The Cameras are OFCI.
- Install appropriate Verkada fixtures and mounts in support of these camera locations. The fixtures and mounts are OFCI.
- Furnish and install CAT 6, UTP, cabling in support of each of the cameras being installed for this site. Cables will be labeled, dressed, terminated, and tested end-to-end. Cable jacket will be appropriately rated for the environment.
- Furnish and install CAT 6 patch cords as required. Patch cords will be Blue.
- Install IP camera licenses as required. Licenses are provisioned for ten (10) years of support & service. The licenses are OFCI.
- Furnish and install required RJ-45, Jacks, Keystone for each CAT 6 circuit required for this installation effort.
- Furnish and install raceway system for proper cable support as required to support this installation effort. Conduit will be painted by others, if required.
- Furnish and install associated infrastructure as required in support of this project. This includes connectors, fasteners, straps, strut, etc.
- The UGI Team will set FOV based on stakeholder objectives.
- The UGI Team will provide user training, as required.

Figure 7 depicts the Orcutt Junior High School site plan.

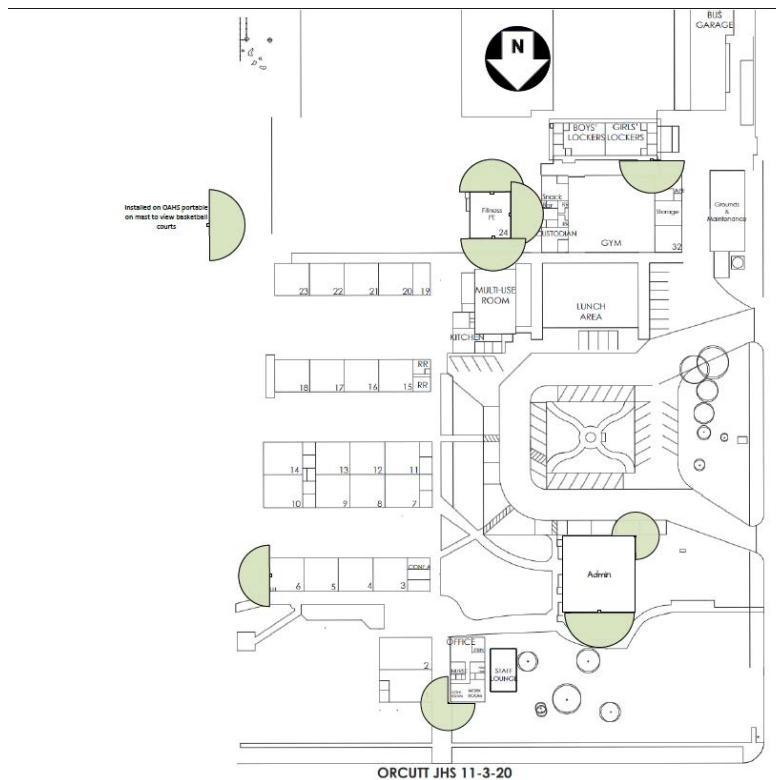


Figure 7: Orcutt JHS Site Plan

3.8 Patterson Road Elementary School

- Install one (1) Verkada CF81-E Outdoor Fisheye Cameras, 12MP with fixed lens, 1TB of storage with a maximum retention of sixty-(60) days. The Camera is OFCI.
- Install two (2) Verkada CH52-E Outdoor Multisensor Cameras, 4X5MP, with zoom lens, 2TB of storage with a maximum retention of sixty-(60) days. The Cameras are OFCI.
- Install (2) Verkada PoE++ Injectors to support Multisensor Camera. The devices are OFCI.
- Install appropriate Verkada fixtures and mounts in support of these camera locations. The fixtures and mounts are OFCI.
- Furnish and install CAT 6, UTP, cabling in support of each of the cameras being installed for this site. Cables will be labeled, dressed, terminated, and tested end-to-end. Cable jacket will be appropriately rated for the environment.
- Furnish and install CAT 6 patch cords as required. Patch cords will be Blue.
- Install IP camera licenses as required. Licenses are provisioned for ten (10) years of support & service. The licenses are OFCI.
- Furnish and install required RJ-45, Jacks, Keystone for each CAT 6 Circuit required for this installation effort.
- Furnish and install raceway system for proper cable support as required to support this installation effort. Conduit will be painted by others, if required.
- Furnish and install associated infrastructure as required in support of this project. This includes connectors, fasteners, straps, strut, etc.
- The UGI Team will set FOV based on stakeholder objectives.
- The UGI Team will provide user training, as required.

Figure 8 depicts the Patterson Road Elementary School Site Plan.



Figure 8: Paterson Road Elementary School Site Plan

3.9 Pine Grove Elementary School

- Install two (2) Verkada CH52-E Outdoor Multisensor Cameras, 4X5MP, with zoom lens, 2TB of storage with a maximum retention of sixty-(60) days. The cameras are OFCI.
- Install two (2) Verkada PoE++ Injectors to support Multisensor Camera. The devices are OFCI.
- Install appropriate Verkada fixtures and mounts in support of these camera locations. The fixtures and mounts are OFCI.
- Furnish and install CAT 6, UTP, cabling in support of each of the cameras being installed for this site. Cables will be labeled, dressed, terminated, and tested end-to-end. Cable jacket will be appropriately rated for the environment.
- Furnish and install CAT 6 patch cords as required. Patch cords will be Blue.
- Install IP camera licenses as required. Licenses are provisioned for ten (10) years of support & service. The licenses are OFCI.
- Furnish and install required RJ-45, Jacks, Keystone for each CAT 6 Circuit required for this installation effort.
- Furnish and install raceway system for proper cable support as required to support this installation effort. Conduit will be painted by others, if required.
- Furnish and install associated infrastructure as required in support of this project. This includes connectors, fasteners, straps, strut, etc.
- The UGI Team will set FOV based on stakeholder objectives.
- The UGI Team will provide user training, as required.

Figure 9 depicts the Pine Grove Elementary School site plan.



Figure 9: Pine Grove Elementary School Site Plan

3.10 Ralph Dunlap Elementary School

- Install four (4) Verkada CF81-E Outdoor Fisheye Cameras, 12MP with fixed lens, 1TB of storage with a maximum retention of sixty-(60) days. The Cameras are OFCI.
- Install two (2) Verkada CD52-E Outdoor Dome Cameras, 5MP, with zoom lens, 512GB of storage with a maximum retention of sixty-(60) days. The Cameras are OFCI.
- Install appropriate Verkada fixtures and mounts in support of these camera locations. The fixtures and mounts are OFCI.
- Furnish and install CAT 6, UTP, cabling in support of each of the cameras being installed for this site. Cables will be labeled, dressed, terminated, and tested end-to-end. Cable jacket will be appropriately rated for the environment.
- Furnish and install CAT 6 patch cords as required. Patch cords will be Blue.
- Install IP camera licenses as required. Licenses are provisioned for ten (10) years of support & service. The licenses are OFCI.
- Furnish and install required RJ-45, Jacks, Keystone for each CAT 6 Circuit required for this installation effort.
- Furnish and install raceway system for proper cable support as required to support this installation effort. Conduit will be painted by others, if required.
- Furnish and install associated infrastructure as required in support of this project. This includes connectors, fasteners, straps, strut, etc.
- The UGI Team will set FOV based on stakeholder objectives.
- The UGI Team will provide user training, as required.

Figure 10 depicts the Dunlap Elementary School site plan.

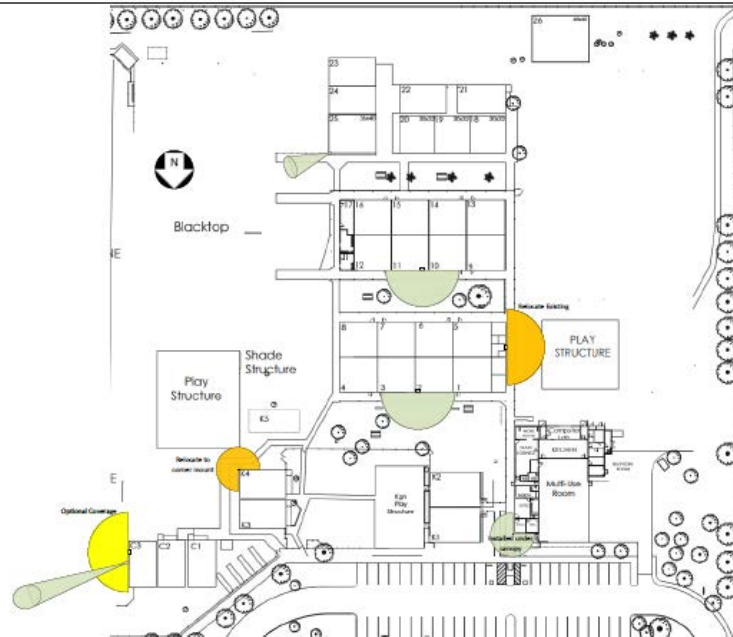


Figure 10: Dunlap Elementary School Site Plan

3.11 IT Tech Building

- Install six (6) Verkada CD52-E Outdoor Dome Cameras, 5MP, with zoom lens, 512GB of storage with a maximum retention of sixty-(60) days. Cameras are OFCI.
- Install appropriate Verkada fixtures and mounts in support of these camera locations. The fixtures and mounts are OFCI.
- CAT 6, UTP, cabling is already in place to support these cameras being installed for this site. The UGI Team will relabel, re-dress, re-terminate (if required), and re-test end-to-end.
- Furnish and install CAT 6 patch cords as required. Patch cords will be Blue.
- Install IP camera licenses as required. Licenses are provisioned for ten (10) years of support & service. The Licenses are OFCI.
- Furnish and install associated infrastructure (if required) in support of this site. This includes connectors, fasteners, straps, strut, etc.
- The UGI Team will set FOV based on stakeholder objectives.
- The UGI Team will provide user training, as required.

3.12 Technical Assumptions

This project assumes that:

- The existing cable jacket is appropriately rated for the environment.
- Existing raceway system for proper cable support is already in place to support this site.

4.0 CUSTOMER RESPONSIBILITIES

OUSD will provide:

- The required network equipment to support this installation effort. Ports to be tagged for UGI Team technicians.
- IP addresses and network configuration support.

5.0 ASSUMPTIONS

- 120V power will be available at all necessary locations or provided by others.
- Patching or repair work to the ceiling and walls will be provided by others.
- All work will be performed outside regular daytime business hours, M-F, on 2nd shift as requested.
- UGI Team Technicians will have full access to all areas where our scope of work is taking place.
- Painting of conduit infrastructure to be handled by others.
- If requested, UGI will provide performance, payment and/or bid bonds.
- Access to the internet will be available for programming and testing during the installation.

5.1 Acceptance Criteria

All related products and equipment are deemed accepted upon delivery to the designated Customer location. The UGI PM will supply a form upon completion for the signed acceptance of this project.

5.2 Technical/Pricing Assumptions

The Customer will provide the following to the UGI Team during the contract performance:

- The OUSD will ensure that adequate heating, ventilation, and air-conditioning (HVAC) is in place to support standard working conditions and the operation of the installed hardware/software.

6.0 LOMPOC UNIFIED SCHOOL DISTRICT, LOMPOC, CALIFORNIA REFERENCE INFORMATION

In 2022, UGI was awarded contracts by Lompoc Unified School District (LUSD) in Lompoc, California, to design, furnish, and install new Internet Protocol (IP) Surveillance systems at eleven (11) locations as a purchase order off UGI's OMNIA Partners Contract through Lead Agency Fairfax County, Virginia:

- Arthur Hapgood Elementary School (Phase 1)
- Bob Forinash Community Day School (Phase 2 – add on to work completed in 2021)
- Cabrillo High School (Phase 1)
- La Canada Elementary School (Phase 1)
- La Honda STEAM (Phase 1)
- Lompoc High School (Phase 4)
- Lompoc Valley Middle School (Phases 1 and 2)
- Los Berros Elementary School (Phase 1)
- Maple High School (Phase 1)
- Ruth Elementary School (Phase 1)
- Vandenberg Middle School (Phase 1)

Job walks were held with LUSD to go over the scope in full detail, and Field of View (FOV) drawings were provided to LUSD at the end of each site survey. The projects are designated as Phase 1 and Phase 2, with the Phase 1 designs for the headend equipment accommodating Phase 2 to allow for future growth. In support of LUSD's objectives, UGI and our partner, SolutionZ, LLC, furnished and installed:

- IP 55, IK10 cameras (5MP and 8MP 180 degree view, 5MP fixed dome, 6MP and 12MP fisheye) and licenses
- Enterprise network video recorder (NVR) servers, loaded with the appropriate camera licenses, for archiving and viewing the cameras, sized appropriately to allow for thirty (30) days of retention

- Power over Ethernet (PoE) Injectors to accommodate camera locations where PoE ports are not available at the IDF
- Structured cabling to include all penetrations, and associated infrastructure required for a turnkey installation
- J-Hooks, CAT 6, and Patch Cords
- Uninterruptible power supply (UPS), rack mounted, as required

UGI also terminated, dressed, labeled, and tested CAT 6 UTP, Blue cables, end-to-end, and provided user training for the designated LUSD staff, as required. Installations have been completed at eight (8) locations, to date. Work at the remaining locations should be completed by mid-2024.

7.0 PROJECT PRICING

The official UGI quotation (Quote #: QUT5267609) can be found as an attachment to this proposal containing all products and professional services required to accomplish the tasks outlined in this proposal. The total project is offered at **\$132,923.21** (inclusive of taxes) for the work specifically defined herein.

Should any additional services be required for the scope within this proposal or that are outside of the scope of this proposal, the OUSD shall execute a Change Order according to the process listed in Section 6.0.

7.1 Product Pricing

The proposed products are provided for a total of **\$16,754.32**. Please refer to attached quote for the full break out of all products necessary to complete this project.

7.2 Services Pricing

The proposed professional services are provided on a firm fixed basis for a total of **\$105,473.83**. Please refer to attached quote for the per room services breakdown.

7.3 Invoicing Schedule

UGI will invoice hardware at the time the product is shipped to the OUSD. UGI will invoice the OUSD for the professional services outlined within this proposal on a monthly basis. The OUSD shall pay UGI within Net 30 days upon receipt of an invoice.

8.0 PROJECT MANAGEMENT PLAN

UGI will monitor all aspects of the contract, from initiation of a task to final solution delivery, while maintaining open communication channels between OUSD staff, management, and project personnel. The UGI PM will work with project leads to ensure that the project is completed on time, and with appropriate personnel. Using a work-breakdown structure method to prepare and monitor task deliverables, the UGI PM will execute based on a current, detailed overview of the work requirements of the project's task areas at all times.

9.0 PERFORMANCE OF WORK

9.1 Estimated Period of Performance

UGI estimates the implementation will be completed in fifteen (15) working weeks, based on availability of all required hardware and products. The UGI PM, UGI Team Member SolutionZ and the designated OUSD POC will develop a mutually agreeable project start date post award and order of the eleven (11) locations, based on site readiness, materials, and services availability, no later than 45 days from award date. If the project does not start on, or before the 45 days, UGI reserves the right to request an adjustment

of the proposed pricing. Post award, the UGI PM will work directly with the OUSD POC to establish delivery dates for the professional services outlined within this proposal.

9.2 Location of Work

Work on this effort will be primarily performed at the various OUSD locations listed above. Portions of the work associated with this proposal may need to be completed at a UGI or subcontractor facility.

9.3 Hours of Work

Work may be performed at the OUSD site during second shift hours, Monday through Friday, excluding all observed Federal holidays. Post-award the UGI PM, UGI Team Member SolutionZ and the OUSD POC will mutually agree on the working hours. Any deviation from the mutually agreed upon work hours may require additional funding and must be coordinated through the UGI Team with a modification of this proposal prior to execution

10.0 CHANGE CONTROL

The pricing and project schedule are based on project scope. Any changes to the project scope after contract award are subject to UGI's Change Control Process as managed by the UGI PM. All changes will be agreed to in writing and approved by UGI and the OUSD prior to any work force efforts.

Should UGI or the OUSD want to change any Task, Deliverable, or Acceptance Criteria, the UGI PM will follow standard change control procedures. UGI will complete all work authorized under change control on a time-and-materials or fixed-price basis, dependent upon which contract type is most appropriate. Time and Materials will be charged at UGI's then current rates.

The objectives of change control are to:

- Assess the impact of scope changes on project schedules, resources, and pricing
- Provide a formal vehicle for approval to proceed with any changes to the scope of work
- Provide a record of all material changes to the original proposal

If UGI or the OUSD requests a change impacting the cost of or time for performance, as determined by UGI in its sole discretion, UGI and the OUSD will review the request through our change control process set forth in the proposal and subsequent contract award. For each change, UGI will complete a change request form and provide the completed form to the OUSD. Both UGI and the OUSD will approve the change request detailed in the form, including the impact of the request on the schedule, resources, and the price of the project, before UGI will make then enact the request. When the OUSD accepts the change form, the OUSD will modify its purchase order and such other documents as requested by UGI, when applicable. If the OUSD does not accept the request, including the impact on the schedule, resources, or price, then the Parties will complete their obligations with respect to the project as set forth in this proposal.

11.0 GENERAL ASSUMPTIONS

- Some of the quoted products are pending addition to the OMNIA Partners Region 14 ESC TX-Advanced Technology Solutions Aggregator Contract (contract # 01-171). UGI will provide an updated quote reflecting all products on Contract Number 01-171. All of the quoted prices will be honored on the OMNIA Partners Contract Number 01-171.
- This proposal is valid for a period of thirty-(30) days from receipt of proposals.
- The information in this document is based on the most recent information available to the UGI Team. The scope of work and associated prices in this document may be adjusted should new or more detailed information become available regarding the project. The most recent proposal at the time of contract will govern performance.

- The information provided in this document is based on the OUSD specifications and requirements and is developed in accordance with the original equipment manufacturer (OEM) specifications.
- The OUSD will provide the UGI Team with one (1) onsite project coordinator, who has the necessary authority from the OUSD to support the full scope of the project and who will be available on a timely basis to work with the UGI Team. The OUSD will provide the UGI Team with adequate facility, network and device access, and any documentation necessary to perform the project, including facility, network, and device diagrams and configurations.
- As required, the OUSD will provide the UGI Team timely access to appropriate resources within the OUSD facilities, including, but not limited to other personnel; work, training, or staging spaces; hardware, software, or network connections, test, and live data. Any material delay in providing such resources shall be considered a delay on the part of the OUSD.
- Contract award will constitute the OUSD's approval and consent for UGI to subcontract to the subcontractors/consultants named in this proposal.
- Deliverable Acceptance Process. Due to the nature of a firm fixed price contract, written deliverables shall be delivered to the Contracting Officer's Representative (COR) by UGI in accordance with the timeframes set forth in this proposal. Prior agreement regarding written deliverable content and format shall precede performance and shall govern acceptance of the final written deliverable. At the completion of the OUSD's review (within the time frame specified herein), the COR will promptly provide a single, conclusive, integrated set of consolidated comments to the UGI PM within 10 days (or as otherwise mutually agreed in advance) after receipt of each deliverable. If any comments identify changes desired by the COR, which do not constitute errors or omissions based on the requirements provided to UGI by the OUSD, such changes will be addressed in accordance with the "Change Order Process".
- Should the project terminate for convenience, and notwithstanding which party terminates, in the event of termination prior to completion of the UGI Services, the OUSD agrees to pay UGI for all UGI Services performed by UGI in accordance with the project invoiced and/or to be invoiced but to date unpaid (fees, expenses, milestone payments), up to the effective date of termination.
- Personnel Security Requirements: Upon award, security or clearance documentation, if required, should be forwarded to the UGI Facility Security Officer at FSO@unicomgov.com.
- Should any terms in this proposal conflict with the issued Delivery Order (DO) or the Prime contract, the DO/Prime contract will take precedence.
- Should any of these General Assumptions not apply to the project, they will become self-deleting.
- These General Assumptions and the Technical Project Assumptions are to be incorporated into the OUSD contract.

To: Leslie Wagon seller
ORCUTT UNION SCHOOL DISTRICT
500 DYER STREET
Santa Maria
CA 93455 USA

Reference No:
Proposal No: UGI-24-30716
Govt. Contract # : 01-171
Ship Via:
CUSTOMER #: 20085311

Quotation #: QUT5267609
Date: 07-FEB-2024
Sales Rep.: Mereos Chris
Phone: 703/502-2115
Chris.Mereos@unicomgov.com

LINE#	UNICOM P/N CLIN	Manufacturer Mfg P/N	Item Description Contract Vehicle	Unit Price	Quantity	Extended Price
001	881890 OPEN MARKET	SOLUTIONZ, INC. 10136339	CAT 6, LANMARK 6, BLUE, CMR BERK-TEK OPEN MARKET	\$0.29	1000	\$290.00
002	828025 OPEN MARKET	LEVITON 61110-RE6	2000X CAT6 BLACK 200X RJ-45 CAT6 CONNECTORS OPEN MARKET	\$8.10	5	\$40.50
003	881891 OPEN MARKET	SOLUTIONZ, INC. 105029	EZEX48 SHIELDED, EXTERNAL GROUND, CAT6A CONNECTOR PLATINUM TOOLS OPEN MARKET	\$3.70	5	\$18.50
004	903882 OPEN MARKET	SOLUTIONZ, INC. CO1BC61-BL-C-3FT	PATCH CORD, CAT 6 WITH CLEAR BOOTS, 3, BLUE OPEN MARKET	\$5.13	5	\$25.65
005	881881 OPEN MARKET	SOLUTIONZ, INC. MISC-INSTALL-MATER IALS	CAMERA INFRASTRUCTURE GENERIC MISC INSTALL OPEN MARKET	\$180.00	5	\$900.00
006	883342 OPEN MARKET	SOLUTIONZ, INC. SHIPPING-SOLUTIONZ	FREIGHT OPEN MARKET	\$0.00	1	\$0.00
007	904063	UNICOMGOV NETWORK SERVICES 30716-ASES-PS	SERVICES - ORCUTT UNION SCHOOL DISTRICT - ALICE SHAW ELEMENTARY SCHOOL 01-171	\$9,588.53	1	\$9,588.53
008	881890 OPEN MARKET	SOLUTIONZ, INC. 10136339	CAT 6, LANMARK 6, BLUE, CMR BERK-TEK OPEN MARKET	\$0.29	1000	\$290.00
009	828025 OPEN MARKET	LEVITON 61110-RE6	2000X CAT6 BLACK 200X RJ-45 CAT6 CONNECTORS OPEN MARKET	\$8.10	7	\$56.70
010	881891 OPEN MARKET	SOLUTIONZ, INC. 105029	EZEX48 SHIELDED, EXTERNAL GROUND, CAT6A CONNECTOR PLATINUM TOOLS OPEN MARKET	\$3.70	7	\$25.90

011	903882	SOLUTIONZ, INC.	PATCH CORD, CAT 6 WITH CLEAR BOOTS, 3, BLUE	\$5.13	8	\$41.04
	OPEN MARKET	CO1BC61-BL-C-3FT	OPEN MARKET			
012	881881	SOLUTIONZ, INC.	CAMERA INFRASTRUCTURE GENERIC MISC INSTALL	\$180.00	7	\$1,260.00
	OPEN MARKET	MISC-INSTALL-MATERIALS	OPEN MARKET			
013	883342	SOLUTIONZ, INC.	FREIGHT	\$0.00	1	\$0.00
	OPEN MARKET	SHIPPING-SOLUTIONZ	OPEN MARKET			
014	904067	UNICOMGOV NETWORK SERVICES	SERVICES - ORCUTT UNION SCHOOL DISTRICT - DISTRICT OFFICE	\$9,588.53	1	\$9,588.53
		30716-DO-PS	01-171			
015	881890	SOLUTIONZ, INC.	CAT 6, LANMARK 6, BLUE, CMR BERK-TEK	\$0.29	1000	\$290.00
	OPEN MARKET	10136339	OPEN MARKET			
016	828025	LEVITON	2000X CAT6 BLACK 200X RJ-45 CAT6 CONNECTORS	\$8.10	4	\$32.40
	OPEN MARKET	61110-RE6	OPEN MARKET			
017	881891	SOLUTIONZ, INC.	EZEX48 SHIELDED, EXTERNAL GROUND, CAT6A CONNECTOR PLATINUM TOOLS	\$3.70	4	\$14.80
	OPEN MARKET	105029	OPEN MARKET			
018	903882	SOLUTIONZ, INC.	PATCH CORD, CAT 6 WITH CLEAR BOOTS, 3, BLUE	\$5.13	5	\$25.65
	OPEN MARKET	CO1BC61-BL-C-3FT	OPEN MARKET			
019	881881	SOLUTIONZ, INC.	CAMERA INFRASTRUCTURE GENERIC MISC INSTALL	\$180.00	5	\$900.00
	OPEN MARKET	MISC-INSTALL-MATERIALS	OPEN MARKET			
020	883342	SOLUTIONZ, INC.	FREIGHT	\$0.00	1	\$0.00
	OPEN MARKET	SHIPPING-SOLUTIONZ	OPEN MARKET			
021	904068	UNICOMGOV NETWORK SERVICES	SERVICES - ORCUTT UNION SCHOOL DISTRICT - JOE NIGHTINGALE ELEMENTARY SCHOOL	\$9,588.53	1	\$9,588.53
		30716-JNES-PS	01-171			
022	881890	SOLUTIONZ, INC.	CAT 6, LANMARK 6, BLUE, CMR BERK-TEK	\$0.29	1000	\$290.00
	OPEN MARKET	10136339	OPEN MARKET			

023	828025	LEVITON	2000X CAT6 BLACK 200X RJ-45 CAT6 CONNECTORS	\$8.10	3	\$24.30
	OPEN MARKET	61110-RE6	OPEN MARKET			
024	881891	SOLUTIONZ, INC.	EZEX48 SHIELDED, EXTERNAL GROUND, CAT6A CONNECTOR PLATINUM TOOLS	\$3.70	3	\$11.10
	OPEN MARKET	105029	OPEN MARKET			
025	903882	SOLUTIONZ, INC.	PATCH CORD, CAT 6 WITH CLEAR BOOTS, 3, BLUE	\$5.13	5	\$25.65
	OPEN MARKET	CO1BC61-BL-C-3FT	OPEN MARKET			
026	881881	SOLUTIONZ, INC.	CAMERA INFRASTRUCTURE GENERIC MISC INSTALL	\$180.00	3	\$540.00
	OPEN MARKET	MISC-INSTALL-MATERIALS	OPEN MARKET			
027	883342	SOLUTIONZ, INC.	FREIGHT	\$0.00	1	\$0.00
	OPEN MARKET	SHIPPING-SOLUTIONZ	OPEN MARKET			
028	904069	UNICOMGOV NETWORK SERVICES	SERVICES - ORCUTT UNION SCHOOL DISTRICT - LAKEVIEW JUNIOR HIGH SCHOOL	\$9,588.53	1	\$9,588.53
		30716-LJHS-PS	01-171			
029	881890	SOLUTIONZ, INC.	CAT 6, LANMARK 6, BLUE, CMR BERK-TEK	\$0.29	1000	\$290.00
	OPEN MARKET	10136339	OPEN MARKET			
030	828025	LEVITON	2000X CAT6 BLACK 200X RJ-45 CAT6 CONNECTORS	\$8.10	4	\$32.40
	OPEN MARKET	61110-RE6	OPEN MARKET			
031	881891	SOLUTIONZ, INC.	EZEX48 SHIELDED, EXTERNAL GROUND, CAT6A CONNECTOR PLATINUM TOOLS	\$3.70	4	\$14.80
	OPEN MARKET	105029	OPEN MARKET			
032	903882	SOLUTIONZ, INC.	PATCH CORD, CAT 6 WITH CLEAR BOOTS, 3, BLUE	\$5.13	6	\$30.78
	OPEN MARKET	CO1BC61-BL-C-3FT	OPEN MARKET			
033	881881	SOLUTIONZ, INC.	CAMERA INFRASTRUCTURE GENERIC MISC INSTALL	\$180.00	4	\$720.00
	OPEN MARKET	MISC-INSTALL-MATERIALS	OPEN MARKET			
034	883342	SOLUTIONZ, INC.	FREIGHT	\$0.00	1	\$0.00
	OPEN MARKET	SHIPPING-SOLUTIONZ	OPEN MARKET			

035	904070	UNICOMGOV NETWORK SERVICES	SERVICES - ORCUTT UNION SCHOOL DISTRICT - OLGA REED K-8 SCHOOL DISTRICT -	\$9,588.53	1	\$9,588.53
		30716-OR-PS	01-171			
036	881890	SOLUTIONZ, INC.	CAT 6, LANMARK 6, BLUE, CMR BERK-TEK	\$0.29	2000	\$580.00
		OPEN MARKET 10136339	OPEN MARKET			
037	828025	LEVITON	2000X CAT6 BLACK 200X RJ-45 CAT6 CONNECTORS	\$8.10	20	\$162.00
		OPEN MARKET 61110-RE6	OPEN MARKET			
038	881891	SOLUTIONZ, INC.	EZEX48 SHIELDED, EXTERNAL GROUND, CAT6A CONNECTOR PLATINUM TOOLS	\$3.70	20	\$74.00
		OPEN MARKET 105029	OPEN MARKET			
039	903882	SOLUTIONZ, INC.	PATCH CORD, CAT 6 WITH CLEAR BOOTS, 3, BLUE	\$5.13	20	\$102.60
		OPEN MARKET CO1BC61-BL-C-3FT	OPEN MARKET			
040	881881	SOLUTIONZ, INC.	CAMERA INFRASTRUCTURE GENERIC MISC INSTALL	\$180.00	20	\$3,600.00
		OPEN MARKET MISC-INSTALL-MATER IALS	OPEN MARKET			
041	883342	SOLUTIONZ, INC.	FREIGHT	\$0.00	1	\$0.00
		OPEN MARKET SHIPPING-SOLUTIONZ	OPEN MARKET			
042	904071	UNICOMGOV NETWORK SERVICES	SERVICES - ORCUTT UNION SCHOOL DISTRICT - ORCUTT ACADEMY HIGH SCHOOL	\$9,588.53	1	\$9,588.53
		30716-OAHS-PS	01-171			
043	881890	SOLUTIONZ, INC.	CAT 6, LANMARK 6, BLUE, CMR BERK-TEK	\$0.29	2000	\$580.00
		OPEN MARKET 10136339	OPEN MARKET			
044	828025	LEVITON	2000X CAT6 BLACK 200X RJ-45 CAT6 CONNECTORS	\$8.10	9	\$72.90
		OPEN MARKET 61110-RE6	OPEN MARKET			
045	881891	SOLUTIONZ, INC.	EZEX48 SHIELDED, EXTERNAL GROUND, CAT6A CONNECTOR PLATINUM TOOLS	\$3.70	9	\$33.30
		OPEN MARKET 105029	OPEN MARKET			
046	903882	SOLUTIONZ, INC.	PATCH CORD, CAT 6 WITH CLEAR BOOTS, 3, BLUE	\$5.13	9	\$46.17
		OPEN MARKET CO1BC61-BL-C-3FT	OPEN MARKET			

047	881881	SOLUTIONZ, INC.	CAMERA INFRASTRUCTURE GENERIC MISC INSTALL	\$180.00	9	\$1,620.00
	OPEN MARKET	MISC-INSTALL-MATER IALS	OPEN MARKET			
048	883342	SOLUTIONZ, INC.	FREIGHT	\$0.00	1	\$0.00
	OPEN MARKET	SHIPPING-SOLUTIONZ	OPEN MARKET			
049	904072	UNICOMGOV NETWORK SERVICES	SERVICES - ORCUTT UNION SCHOOL DISTRICT - ORCUTT JUNIOR HIGH SCHOOL	\$9,588.53	1	\$9,588.53
		30716-OJHS-PS	01-171			
050	881890	SOLUTIONZ, INC.	CAT 6, LANMARK 6, BLUE, CMR BERK-TEK	\$0.29	1000	\$290.00
	OPEN MARKET	10136339	OPEN MARKET			
051	828025	LEVITON	2000X CAT6 BLACK 200X RJ-45 CAT6 CONNECTORS	\$8.10	3	\$24.30
	OPEN MARKET	61110-RE6	OPEN MARKET			
052	881891	SOLUTIONZ, INC.	EZEX48 SHIELDED, EXTERNAL GROUND, CAT6A CONNECTOR PLATINUM TOOLS	\$3.75	3	\$11.25
	OPEN MARKET	105029	OPEN MARKET			
053	903882	SOLUTIONZ, INC.	PATCH CORD, CAT 6 WITH CLEAR BOOTS, 3, BLUE	\$5.13	5	\$25.65
	OPEN MARKET	CO1BC61-BL-C-3FT	OPEN MARKET			
054	881881	SOLUTIONZ, INC.	CAMERA INFRASTRUCTURE GENERIC MISC INSTALL	\$180.00	3	\$540.00
	OPEN MARKET	MISC-INSTALL-MATER IALS	OPEN MARKET			
055	883342	SOLUTIONZ, INC.	FREIGHT	\$0.00	1	\$0.00
	OPEN MARKET	SHIPPING-SOLUTIONZ	OPEN MARKET			
056	904073	UNICOMGOV NETWORK SERVICES	SERVICES - ORCUTT UNION SCHOOL DISTRICT - PATTERSON ROAD ELEMENTARY SCHOOL	\$9,588.53	1	\$9,588.53
		30716-PRES-PS	01-171			
057	881890	SOLUTIONZ, INC.	CAT 6, LANMARK 6, BLUE, CMR BERK-TEK	\$0.29	1000	\$290.00
	OPEN MARKET	10136339	OPEN MARKET			
058	828025	LEVITON	2000X CAT6 BLACK 200X RJ-45 CAT6 CONNECTORS	\$8.10	2	\$16.20
	OPEN MARKET	61110-RE6	OPEN MARKET			

059	881891	SOLUTIONZ, INC.	EZEX48 SHIELDED, EXTERNAL GROUND, CAT6A CONNECTOR PLATINUM TOOLS	\$3.75	2	\$7.50
	OPEN MARKET	105029	OPEN MARKET			
060	903882	SOLUTIONZ, INC.	PATCH CORD, CAT 6 WITH CLEAR BOOTS, 3, BLUE	\$5.13	4	\$20.52
	OPEN MARKET	CO1BC61-BL-C-3FT	OPEN MARKET			
061	881881	SOLUTIONZ, INC.	CAMERA INFRASTRUCTURE GENERIC MISC INSTALL	\$180.00	2	\$360.00
	OPEN MARKET	MISC-INSTALL-MATERIALS	OPEN MARKET			
062	883342	SOLUTIONZ, INC.	FREIGHT	\$0.00	1	\$0.00
	OPEN MARKET	SHIPPING-SOLUTIONZ	OPEN MARKET			
063	904053	UNICOMGOV NETWORK SERVICES	SERVICES - ORCUTT UNION SCHOOL DISTRICT - PINE GROVE ELEMENTARY SCHOOL	\$9,588.53	1	\$9,588.53
		30716-PGES-PS	01-171			
064	881890	SOLUTIONZ, INC.	CAT 6, LANMARK 6, BLUE, CMR BERK-TEK	\$0.29	1000	\$290.00
	OPEN MARKET	10136339	OPEN MARKET			
065	828025	LEVITON	2000X CAT6 BLACK 200X RJ-45 CAT6 CONNECTORS	\$8.10	6	\$48.60
	OPEN MARKET	61110-RE6	OPEN MARKET			
066	881891	SOLUTIONZ, INC.	EZEX48 SHIELDED, EXTERNAL GROUND, CAT6A CONNECTOR PLATINUM TOOLS	\$3.75	6	\$22.50
	OPEN MARKET	105029	OPEN MARKET			
067	903882	SOLUTIONZ, INC.	PATCH CORD, CAT 6 WITH CLEAR BOOTS, 3, BLUE	\$5.13	6	\$30.78
	OPEN MARKET	CO1BC61-BL-C-3FT	OPEN MARKET			
068	881881	SOLUTIONZ, INC.	CAMERA INFRASTRUCTURE GENERIC MISC INSTALL	\$180.00	8	\$1,440.00
	OPEN MARKET	MISC-INSTALL-MATERIALS	OPEN MARKET			
069	883342	SOLUTIONZ, INC.	FREIGHT	\$0.00	1	\$0.00
	OPEN MARKET	SHIPPING-SOLUTIONZ	OPEN MARKET			
070	904054	UNICOMGOV NETWORK SERVICES	SERVICES - ORCUTT UNION SCHOOL DISTRICT - RALPH DUNLAP ELEMENTARY SCHOOL	\$9,588.53	1	\$9,588.53
		30716-RDES-PS	01-171			

071	828025	LEVITON	2000X CAT6 BLACK 200X RJ-45 CAT6 CONNECTORS	\$8.10	6	\$48.60
	OPEN MARKET	61110-RE6	OPEN MARKET			
072	881891	SOLUTIONZ, INC.	EZEX48 SHIELDED, EXTERNAL GROUND, CAT6A CONNECTOR PLATINUM TOOLS	\$3.75	6	\$22.50
	OPEN MARKET	105029	OPEN MARKET			
073	903882	SOLUTIONZ, INC.	PATCH CORD, CAT 6 WITH CLEAR BOOTS, 3, BLUE	\$5.13	6	\$30.78
	OPEN MARKET	CO1BC61-BL-C-3FT	OPEN MARKET			
074	881881	SOLUTIONZ, INC.	CAMERA INFRASTRUCTURE GENERIC MISC INSTALL	\$29.00	6	\$174.00
	OPEN MARKET	MISC-INSTALL-MATERIALS	OPEN MARKET			
075	883342	SOLUTIONZ, INC.	SHIPPING AND HANDLING	\$0.00	1	\$0.00
	OPEN MARKET	SHIPPING-SOLUTIONZ	OPEN MARKET			
076	904055	UNICOMGOV NETWORK SERVICES	SERVICES - ORCUTT UNION SCHOOL DISTRICT - IT TECH BUILDING	\$9,588.53	1	\$9,588.53
		30716-IT-PS	01-171			

SUBTOTALS : \$122,228.15
TAX : \$10,695.06
TOTAL : \$132,923.21

UNICOM OFFERS A VARIETY OF FINANCING OPTIONS WITH FLEXIBLE PAYMENT PLANS TO MEET YOUR CAPITAL AND OPERATING BUDGET REQUIREMENTS. PLEASE CONTACT OUR FINANCIAL SERVICES TEAM @703-502-2656 FOR MORE INFORMATION.

******* ATTENTION CONTRACTING *******

Unless otherwise specified within this quote or agreed to by the Seller in writing, full payment for order is due within 30 days of receipt of equipment or services. Items marked ****NSO**** (Not Separately Orderable) may be considered a configurable option of an end product and end product country of origin would apply.

*** When purchasing any software or related services, your order is subject to your acceptance of any specific end user terms and conditions (to include licensing terms) required by the manufacturer.**

* Due to long lead times, product constraints and limited freight, product availability and estimated time of arrival (ETA) is extremely fluid and changes daily. In addition, most Original Equipment Manufacturers (OEMs) throughout the industry are increasing product pricing regularly to support increased costs. The prices in this quote are valid for 30 calendar days following the Quotation Date.

Please reach out to your UGI Account Representative (listed on the upper right of the quotation) for the latest information.

* This quote is only valid in its entirety and POs placed for partial items in a quote may be rejected.

* All orders are subject to availability.

* Any quotes containing items with Part Numbers SKU TBD or 000-000 are considered budgetary quotes with estimated prices, which are not binding. Please contact your Sales Representative for an updated and final quote before placing an order.

* Unless otherwise stated, pricing shown for maintenance/support requires payment in full within 30 days of the invoice date.

* All orders are subject to Return Policy: <http://shop.unicomgov.com/services/returnpolicy.aspx>

* Electronic and information technology (EIT) listed on this quotation shall be capable, at the time of its delivery, when used in accordance with the contractor's associated documents, and other written information provided to the government, of providing comparable access to individuals with disabilities consistent with the terms and conditions applicable to this contract at the time of award, provided that any assistive technologies used with the listed EIT properly interoperates with it and other assistive technologies.

TO ENABLE FASTER DELIVERY, PLEASE INCLUDE THE FOLLOWING STATEMENT ON YOUR PURCHASE ORDER: "PARTIAL SHIPMENT AND PAYMENT AUTHORIZED". THIS ALLOWS US TO DROP SHIP ITEMS DIRECTLY TO THE SHIP TO LOCATION, AS WELL AS DELIVER THE ITEMS WE HAVE IN STOCK, AS SOON AS POSSIBLE.

Please reference the following on your purchase order:

Quote # QUT5267609

Contract # 01-171

Payment Terms : Due in 30 Days
(Pending Credit Approval)

Duns #: 10793-9357

Tax ID #: 54-1248422

CAGE Code: 8Y261

Unique Entity Identifier (UEI): FNKFHMMG52T6



BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: February 14, 2024

BOARD AGENDA ITEM: Out of state travel for the Orcutt Union School District's Child Nutrition Coordinator.

BACKGROUND: The School Nutrition Association's National Conference unites thousands of school nutrition program operators, industry partners, and allied organizations. The event will take place in Boston, Massachusetts from July 14-16, 2024, and will assist with planned program improvements, which is part of the required professional development needed for The Child Nutrition Coordinator.

Cost is approximately \$3,000 to attend the conference, which includes, airfare, hotel, registration and meals.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the travel for the Child Nutrition Coordinator to attend the School Nutrition Association's National Conference in Massachusetts in July 2014.

FUNDING: Fund 13



(<https://anc.schoolnutrition.org/>)

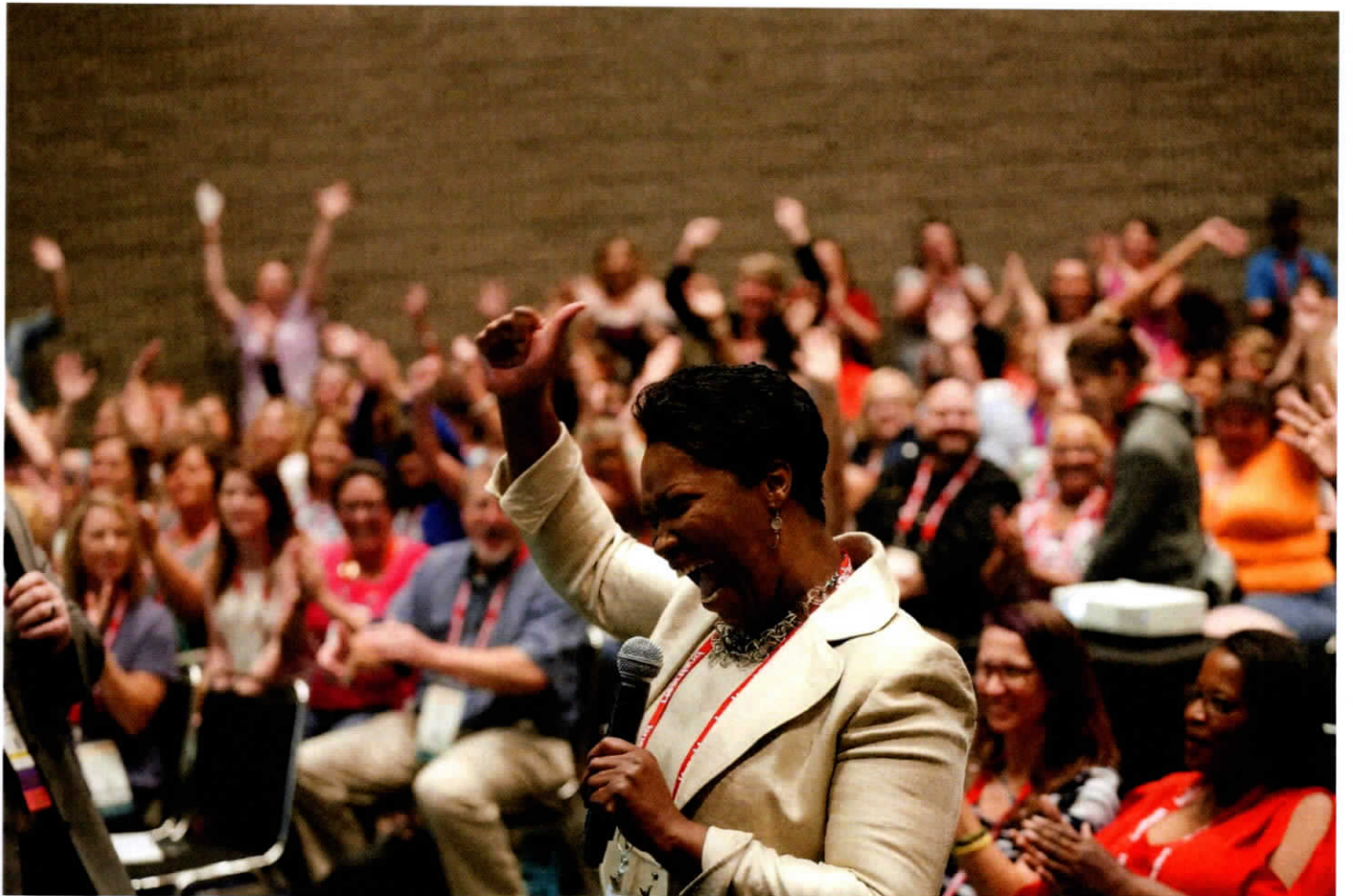
About

A dark red banner with white text and logos. On the left are the School Nutrition Association and ANC 2024 logos. The text reads "WOULDN'T YOUR COMPANY LOOK GREAT HERE?" with a white arrow pointing right, followed by "ADVERTISE ON ANC.SCHOOLNUTRITION.ORG". On the right, there are images of a laptop and a smartphone displaying the conference website.

WOULDN'T YOUR COMPANY LOOK GREAT HERE? 

ADVERTISE ON ANC.SCHOOLNUTRITION.ORG

(<https://anc.schoolnutrition.org/ads/advertise-house-ad-leaderboard/>)



Why Attend

Powerful. Electrifying. Vibrant.

These are some of the words attendees use to describe the School Nutrition Association Annual National Conference (ANC), a three-day event attended by 6,000+ school nutrition professionals every July. With 120+ education sessions, 800+ exhibit booths, and a host of networking events, it is known as the School Nutrition Event of the Year.

[Learn More About the Program \(/program/\)](#)



About SNA

The School Nutrition Association (SNA) is the professional national organization representing 50,000+ K-12 foodservice operators, industry partners and state agency representatives from across the country. We empower and support school nutrition professionals in support of our vision that every student has access to nutritious meals at school, ensuring their optimal health and well-being.



BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight
Assistant Superintendent, Business Services

BOARD MEETING DATE: February 14, 2024

BOARD AGENDA ITEM: Board Policy 3400 Management of District Assets/Accounts

BACKGROUND: Policy updated to reflect NEW LAW (SB 1439,2022) related to conflict of interest from campaign contributions and existing conflict of interest provisions by providing that Governing Board members and district employees involved in the making of contracts on behalf of the district comply with the district's conflict of interest policy as specified in Board Bylaw 9270 – Conflict of Interest. Policy also updated to direct the Superintendent to submit reports of the district's financial status to the Board, in accordance with Board Policy and Administrative Regulation 3460 – Financial Reports and Accountability, and develop additional internal controls to strengthen fraud prevention.

RECOMMENDATION: It is recommended that the Board of Trustees adopt the updated Board Policy 3400 as presented for the first reading and that it be placed on the next Consent Agenda for the second reading.

FUNDING: N/A

Business and Noninstructional Operations

MANAGEMENT OF DISTRICT ASSETS/ACCOUNTS

The ~~Governing Board~~ ~~Board of Trustees~~ recognizes its fiduciary responsibility to effectively manage and safeguard the district's assets and resources in order to help achieve the district's goals for student learning. The Superintendent or designee shall establish and maintain an accurate, efficient financial management system that enhances the district's ability to meet its fiscal obligations, produces reliable financial reports, and complies with laws, regulations, policies, and procedures. ~~The Superintendent or designee~~ ~~He/she~~ shall ensure that the district's accounting system provides ongoing internal controls and meets generally accepted accounting standards ~~by the California Department of Education and, as appropriate, the Governmental Accounting Standards Board (GASB).~~ When required by law or as directed by the Board, and in accordance with Board Policy and Administrative Regulation 3460 - Financial Reports and Accountability, the Superintendent or designee shall submit to the Board reports of the district's financial status.

~~(cf. 3000 – Concepts and Roles)~~
~~(cf. 3100 – Budget)~~
~~(cf. 3300 – Expenditures and Purchases)~~
~~(cf. 3312 – Contracts)~~
~~(cf. 3314 – Payment for Goods and Services)~~
~~(cf. 3460 – Financial Reports and Accountability)~~

Capital Assets

The Superintendent or designee shall develop a system to accurately identify and value district assets in order to help ensure financial accountability and to minimize the risk of loss or misuse. District assets with a useful life of more than one year and an initial acquisition cost of \$5,000 or more shall be considered capital assets. The Superintendent or designee shall determine the estimated useful life of each capital asset and shall calculate and report the estimated loss of value or depreciation during each accounting period for all capital assets.

~~(cf. 3440 – Inventories)~~

Internal Controls/Fraud Prevention

The Board expects Board members, employees, consultants, vendors, contractors, and other parties maintaining a business relationship with the district to act with integrity and due diligence in dealings involving the district's assets and fiscal resources.

Board members and district employees involved in the making of contracts on behalf of the district shall comply with the district's conflict of interest policy as specified in Board Bylaw 9270 - Conflict of Interest

Business and Noninstructional Operations

MANAGEMENT OF DISTRICT ASSETS/ACCOUNTS

The Superintendent or designee shall develop internal controls which aid in the prevention and detection of fraud, financial impropriety, or irregularity within the district, **assist with effective and efficient operation of the district, produce reliable financial information, and ensure compliance with all applicable laws and regulations.** These internal controls may include, but are not limited to, segregating employee **and monitoring** duties relating to authorization, custody of assets, and recording or reporting of transactions; providing detailed, written job descriptions explaining the segregation of functions; adopting an integrated financial system; **developing timely reconciliations of budgets, ledgers, and accounts.** ~~conducting background checks on business office employees; and requiring continuous in-service training for business office staff on the importance of fraud prevention.~~

All employees shall be alert for any indication of fraud, financial impropriety, or irregularity within their area of responsibility. Any employee who suspects fraud, impropriety, or irregularity shall immediately report those suspicions to **the employee's** ~~his/her~~ immediate supervisor and/or the Superintendent or designee. In addition, the Superintendent or designee shall establish a method for employees and outside persons to anonymously report any suspected instances of fraud, impropriety, or irregularity.

(cf. 4119.1/4219.1/4319.1—Civil and Legal Rights)

Legal Reference:

EDUCATION CODE

~~14500-14508 Financial and compliance audits~~

~~35035 Powers and duties of superintendent~~

~~35250 Duty to keep certain records and reports~~

~~41010-41023 Accounting regulations, budget controls and audits~~

~~42600-42604 Control of expenditures~~

~~42647 Drawing of warrants by district on county treasurer; form; reports, statements and other data~~

GOVERNMENT CODE

~~53995-53997 Obligation of contract~~

Management Resources:

CSBA PUBLICATIONS

~~Maximizing School Board Governance: Budget Planning and Adoption, 2006~~

~~Maximizing School Board Governance: Fiscal Accountability, 2006~~

~~School Finance CD-ROM, 2005~~

GOVERNMENTAL ACCOUNTING STANDARDS BOARD

~~Statement 34, Basic Financial Statements and Management's Discussion and Analysis—For State and Local Governments, June 1999~~

WEB SITES

Business and Noninstructional Operations

MANAGEMENT OF DISTRICT ASSETS/ACCOUNTS

~~CSBA: <http://www.esba.org>
California Association of School Business Officials: <http://www.casbo.org>
California Department of Education, School Finance: <http://www.cde.ca.gov/fg>
California State Controller's Office: <http://www.sco.ca.gov>
Fiscal Crisis & Management Assistance Team: <http://www.femat.org>
Governmental Accounting Standards Board: <http://www.gasb.org>
School Services of California: <http://www.sseal.com>~~

State:

Ed. Code 1241.5: Audit by county superintendent
Ed. Code 14500-14508: Financial and compliance audits
Ed. Code 35035: Powers and duties of superintendent; transfer authority
Ed. Code 35250: Duty to keep certain records and reports
Ed. Code 41010-41023: Accounting regulations, budget controls and audits
Ed. Code 42600-42603: Control of expenditures
Ed. Code 42647: Drawing of warrants by district on county treasurer; form; reports, statements and other data
Elec. Code 1090-1099: Prohibitions applicable to specified officers
Gov. Code 53995-53997: Obligation of contract
Gov. Code 84308: Campaign Disclosure
Gov. Code 87100-87500: Political Reform Act

Management Resources:

Governmental Accounting Standards Board Pub.: Implementation Guide No. 2019-3, Leases, August 2019
Governmental Accounting Standards Board Pub.: Implementation Guide No. 2023-1, Implementation Guidance Update – 2023, June 2023
Governmental Accounting Standards Board Statement: Statement 96, Subscription-Based Information Technology Arrangements, May 2020
Governmental Accounting Standards Board Statement: Statement 87, Leases, June 2017
Governmental Accounting Standards Board Statement: Statement 34, Basic Financial Statements and Management's Discussion and Analysis - For State and Local Governments, June 1999
Website: CSBA District and County Office of Education Legal Services
Website: Governmental Accounting Standards Board
Website: California Department of Education, Finance and Grants
Website: California State Controller
Website: CSBA
Website: Fiscal Crisis and Management Assistance Team
Website: California Association of School Business Officials
Website: School Services of California, Inc.

Policy Adopted: ~~2/15/07~~ 3/17/24

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



**Monitoring Goals, Actions, and Resources for the
2023-24 Local Control and Accountability Plan (LCAP)**

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orcutt Union School District	Joseph Dana Assistant Superintendent, Educational Services	jdana@orcutt-schools.net 805-938-8934

Goal 1

Goal Description

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

State Priorities: Priority 2 (State Standards: Conditions of Learning), Priority 4 (Pupil Achievement: Pupil Outcomes),

Local Priority: OUSD Strategic Plan

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CAASPP – E/LA % Students met/exceeded standard	Percent of Students Scoring At or Above Standard on the 2019 CAASPP: All Students: 54.47% Low-income: 43.06% English Learners: 23.92% Homeless: 52.63% Foster Youth: NA Students with Disabilities: 20.36%	CAASPP testing was not administered in Spring 2021. It resumed in Spring 2022.	Percent of Students Scoring At or Above Standard on the 2022 CAASPP: All Students: 49.66% Low-income: 37.91% English Learners: 15.59% Homeless: 32.44% Foster Youth: 47.06% Students with Disabilities: 20.05%	Percent of Students Scoring At or Above Standard on the 2023 CAASPP E/LA: All Students: 45.10% Low-income: 33.71% English Learners: 10.18% Homeless: 15.00% Foster Youth: 26.67% Students with Disabilities: 14.29%	Increase student performance for all students and each student group by 5 points in the area of E/LA as measured by the CAASPP and reported on the California Dashboard.
CAASPP - Math % Students met/exceeded standard	Percent of Students Scoring At or Above Standard on the 2019 CAASPP: All Students: 43.8% Low-income: 32.16% English Learners: 14.56% Homeless: 26.32% Foster Youth: NA Students with Disabilities: 15.68%	CAASPP testing was not administered in Spring 2021. It resumed in Spring 2022.	Percent of Students Scoring At or Above Standard on the 2022 CAASPP: All Students: 35.17% Low-income: 24.48% English Learners: 8.55% Homeless: 22.50% Foster Youth: 11.76% Students with Disabilities: 12.93%	Percent of Students Scoring At or Above Standard on the 2023 CAASPP Math: All Students: 37.53% Low-income: 26.74% English Learners: 7.94% Homeless: 22.95% Foster Youth: 6.67% Students with Disabilities: 12.92%	Increase student performance for all students and each student group by 5 points in the area of Math as measured by the CAASPP and reported on the California Dashboard.
English Learner Progress on ELPAC	English Learner Progress (Change) as reported in Data Quest (CA Dept. of Ed.) in 2019	English Language Proficiency for Summative ELPAC as reported on Data Quest (CDE) for 2020-2021	English Language Proficiency for Summative ELPAC as reported on Data Quest (CDE) for 2021-2022	English Language Proficiency for Summative ELPAC as reported on Data Quest (CDE) for 2022-2023	At least 60% of students will be in the "Well Developed + Moderately Developed" groups as reported in Data Quest (CA Dept. of Ed.)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Level 4 - Well Developed: 25.09% Level 3 - Moderately Developed: 42.31% Level 2 - Somewhat Developed: 24.54% Level 1 - Beginning Stage: 8%	Level 4 - Well Developed: 13.92% Level 3 - Moderately Developed: 45.94% Level 2 - Somewhat Developed: 26.68% Level 1 - Minimally Developed: 13.46%	Level 4 - Well Developed: 15.57% Level 3 - Moderately Developed: 35.23% Level 2 - Somewhat Developed: 30.73% Level 1 - Minimally Developed: 18.47%	Level 4 - Well Developed: 16.41% Level 3 - Moderately Developed: 33.52% Level 2 - Somewhat Developed: 29.35% Level 1 - Minimally Developed: 20.73%	
Re-designation Rate for English Learners (EL to RFEP)	12% of English Learners were redesignated (EL to RFEP) in the 2019-2020 school year. 13.4% of English Learners were redesignated (EL to RFEP) in the 2020-2021 school year.	An estimated 6.4% of English Learners (32 in total) have been redesignated as Fluent English Proficient to this point in the 2021-2022 school year.	An estimated 7.92% of English Learners (42 in total) have been redesignated as Fluent English Proficient to this point in the 2022-2023 school year.	An estimated 8.6% of English Learners (40 in total) have been redesignated as Fluent English Proficient to this point in the 2023-2024 school year.	10% of English Learners will be redesignated (EL to RFEP)
English Learner access to core Instruction and English Language Development (ELD)	100% of students received access to Core instruction and ELD	100% of students are receiving access to core instruction and ELD.	100% of students are receiving access to core instruction and ELD.	100% of students are receiving access to core instruction and ELD.	100% of students will receive access to core instruction and ELD.
Percent of Highly Qualified Teachers that are Appropriately Assigned	In the 2020-21 school year, 99% of teachers were highly qualified and appropriately assigned.	100% of OUSD teachers currently are highly qualified and appropriately assigned.	100% of OUSD teachers currently are highly qualified and appropriately assigned.	100% of OUSD teachers currently are highly qualified and appropriately assigned.	100% of OUSD teachers will be highly qualified and appropriately assigned.
Percent of Schools Meeting Facility Inspection Tool (FIT) requirements	In the 2020-21 school year, 100% of OUSD schools met FIT requirements	Inspections conducted in January 2022 show 100% of OUSD schools meet state FIT requirements.	Inspections conducted in January 2023 show 100% of OUSD schools meet state FIT requirements.	Inspections conducted in December 2023 show 100% of OUSD schools meet state FIT requirements.	100% of OUSD schools will meet FIT requirements.
Percent of Students with Access to Instructional Materials	In the 2020-21 school year, 100% of OUSD students had access to OUSD adopted materials that are standards - aligned.	As of February 2022, 100% of OUSD students have access to OUSD-adopted materials that are aligned with state standards.	As of April 2023, 100% of OUSD students have access to OUSD-adopted materials that are aligned with state standards.	As of January 2024, 100% of OUSD students have access to OUSD-adopted materials that are aligned with state standards.	100% of OUSD students will have access to adopted materials that are standards aligned.
Percent of Students with Access to required Course of Study	In the 2020-21 school year, 100% of OUSD students had access to required course of study.	As of February 2022, 100% of OUSD students have access to the required course of study.	As of April 2023, 100% of OUSD students have access to the required course of study.	As of January 2024, 100% of OUSD students have access to the required course of study.	100% of OUSD students will have access to required course of study.
NWEA Reading Mean Rit and Percentile	Fall 2019 Mean (average) Rit & Percentile	NWEA Reading Fall 2021 Mean (average) Rit (Percentiles not available)	NWEA Reading Spring 2022 Mean (average) Rit	NWEA Reading Fall 2023 Mean (average) Rit	The percentile for the average Rit score for students in grades 2-6 will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Grade 2 Mean Rit = 177.7 * 79 Percentile Grade 3 Mean Rit = 191.9 * 77 Percentile Grade 4 Mean Rit = 203.1 * 81 Percentile Grade 5 Mean Rit = 209.4 * 76 Percentile Grade 6 Mean Rit = 215 * 75 Percentile Grade 7 Mean Rit = 217.5 * 68 Percentile Grade 8 Mean Rit = 219.2 * 56 Percentile Spring 2021 Mean (average) Rit (Percentage not available) Grade 2 Mean Rit = 185.2 Grade 3 Mean Rit = 196.1 Grade 4 Mean Rit = 203.2 Grade 5 Mean Rit = 201.9 Grade 6 Mean Rit = 216.6 Grade 7 Mean Rit = 220.2 Grade 8 Mean Rit = 222.7	Grade 1 Mean Rit = 158.64 Grade 2 Mean Rit = 176.31 Grade 3 Mean Rit = 187.20 Grade 4 Mean Rit = 198.31 Grade 5 Mean Rit = 204.49 Grade 6 Mean Rit = 212.74 Grade 7 Mean Rit = 214.23 Grade 8 Mean Rit = 219.70 NWEA Reading Winter 2021 Mean (average) Rit (Percentiles not available) Grade 1 Mean Rit = 163.41 Grade 2 Mean Rit = 179.13 Grade 3 Mean Rit = 190.48 Grade 4 Mean Rit = 200.95 Grade 5 Mean Rit = 207.38 Grade 6 Mean Rit = 213.92 Grade 7 Mean Rit = 217.26 Grade 8 Mean Rit = 222.29	(Percentiles not available) Grade 1 Mean Rit = 168.78 Grade 2 Mean Rit = 184.92 Grade 3 Mean Rit = 194.68 Grade 4 Mean Rit = 203.66 Grade 5 Mean Rit = 208.48 Grade 6 Mean Rit = 215.25 Grade 7 Mean Rit = 216.92 Grade 8 Mean Rit = 221.25 NWEA Reading Winter 2022 Mean (average) Rit (Percentiles not available) Grade 1 Mean Rit = 163.66 Grade 2 Mean Rit = 177.80 Grade 3 Mean Rit = 190.96 Grade 4 Mean Rit = 201.80 Grade 5 Mean Rit = 206.44 Grade 6 Mean Rit = 213.45 Grade 7 Mean Rit = 217.89 Grade 8 Mean Rit = 220.34	Grade 1 Mean Rit = 156.00 Grade 2 Mean Rit = 171.42 Grade 3 Mean Rit = 185.05 Grade 4 Mean Rit = 198.05 Grade 5 Mean Rit = 206.00 Grade 6 Mean Rit = 211.57 Grade 7 Mean Rit = 215.66 Grade 8 Mean Rit = 219.69	be at least at the 85th percentile in reading in the spring administration. (See Student Growth Summary Report) The percentile for the average Rit Score for students in grades 7 & 8 will be at least at the 75th percentile in the spring administration (or winter administration if spring administration is not conducted).
NWEA Math Mean Rit and Percentile	Fall 2019 Mean (average) Rit & Percentile	NWEA Math Fall 2021 Mean (average) Rit (Percentiles not available)	NWEA Math Spring 2022 Mean (average) Rit (Percentiles not available)	NWEA Math Fall 2023 Mean (average) Rit	The percentile for the average Rit score for students in grades 2-8 will be at least at the 80th

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Grade 2 Mean Rit = 179 * 75 Percentile Grade 3 Mean Rit = 192.6 * 76 Percentile Grade 4 Mean Rit = 204 * 75 Percentile Grade 5 Mean Rit = 202.5 * 68 Percentile Grade 6 Mean Rit = 218.3 * 68 Percentile Grade 7 Mean Rit = 226.3 * 76 Percentile Grade 8 Mean Rit = 230.8 * 73 Percentile Spring 2021 Mean (average) Rit (Percentage not available) Grade 2 Mean Rit = 185 Grade 3 Mean Rit = 195.8 Grade 4 Mean Rit = 204.1 Grade 5 Mean Rit = 212.3 Grade 6 Mean Rit = 220.3 Grade 7 Mean Rit = 223.9 Grade 8 Mean Rit = 230	Grade 1 Mean Rit = 161.10 Grade 2 Mean Rit = 177.23 Grade 3 Mean Rit = 187.31 Grade 4 Mean Rit = 198.84 Grade 5 Mean Rit = 205.56 Grade 6 Mean Rit = 214.19 Grade 7 Mean Rit = 217.13 Grade 8 Mean Rit = 224.45 NWEA Math Winter 2021 Mean (average) Rit (Percentiles not available) Grade 1 Mean Rit = 168.33 Grade 2 Mean Rit = 180.67 Grade 3 Mean Rit = 192.72 Grade 4 Mean Rit = 202.31 Grade 5 Mean Rit = 208.97 Grade 6 Mean Rit = 216.69 Grade 7 Mean Rit = 220.06 Grade 8 Mean Rit = 227.16	Grade 1 Mean Rit = 173.42 Grade 2 Mean Rit = 187.05 Grade 3 Mean Rit = 198.82 Grade 4 Mean Rit = 207.89 Grade 5 Mean Rit = 213.92 Grade 6 Mean Rit = 220.77 Grade 7 Mean Rit = 224.22 Grade 8 Mean Rit = 223.51 NWEA Math Winter 2022 Mean (average) Rit (Percentiles not available) Grade 1 Mean Rit = 169.22 Grade 2 Mean Rit = 181.40 Grade 3 Mean Rit = 194.21 Grade 4 Mean Rit = 204.77 Grade 5 Mean Rit = 212.70 Grade 6 Mean Rit = 217.76 Grade 7 Mean Rit = 220.23 Grade 8 Mean Rit = 225.30	Grade 1 Mean Rit = 163.21 Grade 2 Mean Rit = 174.47 Grade 3 Mean Rit = 188.17 Grade 4 Mean Rit = 201.15 Grade 5 Mean Rit = 210.03 Grade 6 Mean Rit = 215.95 Grade 7 Mean Rit = 220.69 Grade 8 Mean Rit = 225.69	percentile in the area of math. (See Student Growth Summary Report)

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Teacher on Special Assignment (TOSA) Support All teachers will be supported in successfully implementing and teaching the California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of Teachers on Special Assignment (TOSAs). TOSAs will support school sites with the implementation of MTSS, targeted intervention, and best practices in effective instructional strategies for Tier 1 and 2. TOSAs will provide support for identification of and training in effective, research-based interventions for at-risk students, especially English learners, foster youth, homeless youth, and low-income students.</p>	Yes	Partially Implemented	<p>TOSA support is partially implemented because we have not been able to fill 1.5 TOSA positions. Our three TOSAs have focused on the following:</p> <ul style="list-style-type: none"> • Continuing to support Tier 1 and Tier 2 implementation at elementary sites • Providing professional development in math and SEE Learning • Attending PLC meetings to help teams with protocols, progress monitoring, and tasks • Providing support to junior high sites as needed <p>Additionally, the TOSA team has organized a series of family math nights at the district's six elementary sites. The nights include games, puzzles, challenges, and hands-on activities that reinforce math skills and concepts. They have</p>	N/A	\$820,508.23	\$226800

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				been well received.			
1.2	<p>Standards-Based Materials Standards-based materials will be available to all students. Science curriculum was piloted by teachers in grades K-8 during the 2019-2020 and 2020-2021 school years. A committee consisting of teachers provided input and guidance for curriculum selection. A TK science program by the same publisher was viewed and chosen by TK teachers. A presentation was made to the school board and materials were adopted in February 2021. Teachers received materials and were trained in the new science adoptions at the end of the 2020-2021 school year in preparation for the 2021-2022 school year. The science adoption materials contain resources for English Learners and students needing academic support.</p>	No	Fully Implemented	Teachers are eager to pilot new standards-based math materials as soon as the state issues its list of approved options. In the meantime, the focus is on supplementary materials such as Zearn and Illustrative Math that can support the district's adopted math programs, Math Expressions and College Preparatory Mathematics (CPM).	N/A	\$37,000.00	\$8152
1.3	<p>Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring Universal screening, formative assessments and MTSS progress monitoring assessments will be administered to students to identify areas of need, effectiveness of program, and to monitor student progress. Data will be analyzed specific to English Learners, foster youth, homeless youth and low income students to determine if</p>	Yes	Partially Implemented	EduClimber is being used fully at some sites as a platform for analyzing data for office discipline referrals; other sites are still ramping up their use of EduClimber. Pathblazer/Compass Learning has been phased out as a platform for individualized instruction and practice. In its place the district is	N/A	\$83,980.00	\$1,230

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>instructional strategies are effective. The EduClimber data management program will be utilized to gather, analyze and communicate academic data to staff. Data will be used in placement for intervention/enrichment groups, and to monitor student progress. Data will also be utilized to communicate information regarding student progress with parents and students. NWEA, Acadience, PathBlazer/Compass Learning will be available to individualize instruction as NWEA levels populate to PathBlazer to assist in targeting specific student academic needs.</p>			<p>utilizing Edmentum, which also has a tie-in to NWEA MAP results. Edmentum has been well received and is being assigned to students regularly.</p>			
1.4	<p>Professional Learning Communities (PLC) Professional Learning Community (PLC)/Leadership Team Members will receive a stipend in exchange for attending leadership team meetings, facilitating weekly PLC team meetings, making regular reports to administration, communicating leadership team decisions to the grade level/department PLC team, and other negotiated duties. The focus of the PLC team and Leadership Team meetings will be on student achievement and meeting the needs of at-risk students, specifically English Learners, foster students, homeless students, English Learners, low-income students, and students with</p>	Yes	Fully Implemented	<p>PLCs remain a cornerstone of the district's work around raising student achievement. At the beginning of the school year, the district provided a refresher PLC training for school administrators and school leadership teams. This training included the tenets of PLC work and best practices for PLCs.</p>	N/A	\$101,296.00	\$17,604

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	disabilities. Special Education teachers can join general education teachers in these discussions.						
1.5	<p>On-Site Intervention Identified students will receive targeted support through on-site interventions provided by the classroom teacher, hourly intervention teachers, and the grade level teaching team (Tier 1 and 2). TOSAs will provide support for identification of and training in effective, research-based intervention for at-promise youth (ELs, foster/homeless youth, low-income students, and students with disabilities).</p>	Yes	Fully Implemented	<p>SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) intervention has continued at all elementary sites.</p> <p>Regular math intervention was launched at all elementary sites this school year. As a precursor to this, the district developed math "focus folders" in which classroom teachers can use current NWEA math results to place their students in leveled groups. The district also created suitable grade-level activities for each group. To make time for math intervention, the elementary master schedule was revamped to provide two periods per week in which classroom teachers can work with smaller groups of students for math intervention. Activities tailored to the focus folder groups can be assigned during this time. Classroom</p>	N/A	\$463,252.62	\$139272

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				teachers also can invest time in techniques such as reteaching, preteaching, and one-on-one tutoring. The next step with math intervention is progress monitoring to determine its effects.			
1.6	<p>Professional Consulting, Support Programs Professional consulting in the areas of English/language arts and math will be available to teachers and administrators for support in focusing on students who are performing below standard. Programs will be utilized to double- and triple-dose students in need of additional instruction and practice. Instruction may also be provided during non-school hours and during breaks in school. Providing strategies in supporting at-promise students including English Learners, foster youth, homeless youth, low-income students will be the main focus.</p>	Yes	Fully Implemented	In 2023-2024 the district has continued to work with MD School Solutions for professional consulting in math and English/language arts. Michele Douglass and Elizabeth Hammonds have worked with classroom teachers on math instruction; Terri Barclay has begun working with one site on E/LA instruction.	N/A	\$60,000.00	\$35,000
1.7	<p>English Language Development (ELD) Support Provide translation support and access to community/school/district resources through bilingual community liaisons and bilingual staff. Monitor student data and instructional practices. Provide an ELD TOSA to coach teachers in the</p>	Yes	Partially Implemented	In 2023-2024 the district opted to increase its number of community liaisons in order to provide a higher level of support to students and families. The district currently has seven community liaisons, six	N/A	\$185,597.00	\$133,332

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	delivery of designated and integrated ELD and provide resources and support to classroom teachers for newcomers and Long Term English Learners (LTELs).			<p>of whom are assigned to one campus (the seventh is assigned to the two junior high schools). This enables liaisons to have regular on-site availability and develop a rapport with students and parents. Additionally, the district has hired a Mixteco interpreter to help with an increasing number of Mixtec students.</p> <p>This action is partially implemented because the district has not been able to have a TOSA fully focused on ELD and the needs of English Learners. At present ELD is part of the portfolio of a TOSA who has other responsibilities as well.</p>			
1.8	<p>Extra Support for Foster/Homeless Students Small-group and individual tutoring will be made available for at-promise foster and homeless youth. Scholarships to participate in enrichment activities will be made available to foster and homeless youth.</p>	Yes	Partially Implemented	<p>The district has provided tutoring for four students to date in 2023-2024 but this has been funded from other sources.</p> <p>The district is funding Outdoor School expenses for sixth graders who are foster youth or students experiencing homelessness.</p>	N/A	\$13,000.00	\$0
1.9	Executive Director of Curriculum & Instruction	Yes	Fully Implemented	For 2023-2024 the executive director of	N/A	\$215,400.00	\$55,554

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>All teachers and administrators will be supported in successfully implementing and teaching the California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of the executive director of curriculum & instruction. The executive director will ensure that the MTSS plan is complete and implemented with fidelity. The executive director will gather and monitor school site and district data to insure that at-promise students, especially English Learners, foster and homeless youth, students with special needs and low income students are receiving needed interventions and are making adequate progress. The executive director will regularly consult with site leadership teams to evaluate, monitor and revise program structures to meet the needs of at-promise students, specifically, English Learners, foster youth, homeless youth, students with special needs and low income students.</p>			<p>curriculum & instruction opted to continue her duties while also taking on an elementary school principalship. The executive director has continued to do impactful work in supporting student achievement, supporting school administrators, organizing pertinent professional development, and leading the district's team of TOSAs.</p>			
1.10	<p>Implementation of Summer Extended Learning Opportunities (Action modified for 2023-2024)</p> <p>Students entering grades K-6 will be have the opportunity to be</p>	Yes	Fully Implemented	<p>In Summer 2023 the district implemented an ELO-P summer camp and a TK/K jump start session as described here. Approximately 300 students attended the</p>	N/A	\$470,000.00	\$610,617

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>enrolled in a summer camp that provides academic enrichment, recreation, socialization, and nutrition. The camp will be operated by the district's Campus Connection Childcare Program in alignment with state Expanded Learning Opportunities Program (ELO-P) requirements. Teachers will be hired to provide an academic component to the camp in the mornings; content presented by teachers will include core literature (reader's workshop), SIPPS (reading intervention), math fluency activities, STEAM on Demand, SEE Learning, and physical education. Campus Connection staff will plan themed activities including visual arts in the afternoons. Additionally, students entering transitional kindergarten and kindergarten will be offered a two week "jump start" session right before school starts. Students in at-risk groups (homeless, foster, EL, students with special needs, and low income) will be given priority enrollment.</p>			<p>summer camp and approximately 90 students attended the TK/K jump start program. Olga Reed School's ASES Program ran a half-day summer program for approximately 40 students.</p>			
1.11	<p>Extended Learning Opportunities - Instructional Assistants in kindergarten Instructional assistants will be placed in full day kindergarten classrooms to support academic and behavioral needs of students. Priority for support will be given to at risk students (English Learners, homeless, foster, and low income students).</p>	Yes	Fully Implemented	<p>Instructional assistants continue to play an integral role in the district's kindergarten classes. They help with centers, student supervision, one-on-one support for students, and much more.</p>	N/A	\$285,894.00	\$156,327

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.12	<p>Implementation of Full Day Kindergarten Kindergarteners will continue to attend school on a full-day schedule. Previously, kindergarten was on a staggered day schedule with a mid-day overlap.</p>	No	Fully Implemented	Full-day kindergarten is fully implemented and is much valued by families.	N/A	\$0.00	\$0
1.13	<p>Program Specialist The program specialist will focus on the Multi-Tiered Systems of Support System (MTSS) to focus on the academic and social-emotional needs of our at-promise students (English learners, homeless, foster, students with special needs, and low income students). This person will also focus on Positive Behavioral Interventions and Supports (PBIS) systems to focus on behavior and social emotional needs of our at-promise students (English Learners, homeless youth, foster youth, students with disabilities, and low-income students).</p>	Yes	Fully Implemented	The program specialist continues to be impactful in supporting the academic and social-emotional needs of at-promise students. This school year, the program specialist has taken the lead in developing an MTSS plan for student behaviors. As of now five schools are involved, with more schools set to participate by the end of the year.	N/A	\$101,868.75	\$166,838

Goal 2

Goal Description

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

State Priorities: Priority 2 (State Standards: Conditions of Learning), Priority 7 (Course Access: Conditions of Learning)

Local Priority: OUSD Strategic Plan

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of course/enrichment offerings that focus on future ready skills.	<p>Six of our eight schools (five elementary schools and one junior high school) have a FIRST Lego League team that meets, develops projects, and competes in a regional tournament.</p> <p>CTE classes are being planned to start in the 2021-2022 school year.</p> <p>E-sports are being planned to start in the 2021-2022 school year.</p>	<p>Due to the continuance of COVID-19, a full-fledged FIRST Lego League season and competition could not occur this fall. The OAHs Robotics Team hosted two district schools for a Lego League demonstration done on Zoom.</p> <p>E-sports have not yet been implemented at the junior high school level. We are hoping to expand into our junior highs in 2022-2023.</p>	<p>FIRST Lego League for elementary and junior high schools resumed in the fall with the support of the OAHs First Robotics Team. Four district schools had programs on site, three district schools participated in a local tournament, and two teams from one school advanced to the regionals. The district is seeking to expand participation in 2023-2024.</p> <p>E-sports still have not been implemented at the junior high school level.</p>	<p>The OAHs First Robotics Team hosted a FIRST Lego League tournament for elementary and junior high schools on November 4. The tournament drew 13 teams, including teams from Santa Barbara and Lompoc. All four teams advancing from this tournament to the regionals in Los Angeles were from the district: the Radioactive Mustangs of Orcutt JHS, the Cyber Chaos and Astrobotics squads of Pine Grove School, and the Cyber Panthers of Patterson Road School.</p>	<p>Each elementary and junior high school will have a FIRST Lego League team. E-sports will be available for junior high students.</p>
<p>Principal SAMR Survey (Analysis of level of use of technology in classroom lessons)</p> <p>Technology use in the classroom was defined as Enhancement (Substitution, Augmentation) or Transformational (Modification, Redefinition)</p>	<p>Of the teachers using technology in class at the time of the administrator visit,</p> <p>1.69% Redefinition 13.56% Modification 66.10% Augmentation 18.64% Substitution</p> <p>(19.18% Technology not in use)</p>	<p>The SAMR Survey was administered by school administrators in Spring 2022. Based on 117 classroom visits, results are as follows:</p> <p>3.42% Redefinition 12.82% Modification 34.19% Augmentation 23.08% Substitution</p> <p>(26.50% Technology not in use)</p>	<p>The SAMR Survey was administered by school administrators in Spring 2023. Based on 104 classroom visits, results are as follows:</p> <p>3.85% Redefinition 17.31% Modification 25.96% Augmentation 21.15% Substitution</p> <p>(31.73% Technology not in use)</p>	<p>The SAMR Survey is administered each spring in preparation for the LCAP so no data is available for this update. The district has continued to provide technology-related staff development, including a Saturday morning mini-conference held on January 20, 2024.</p>	<p>Evidence of transformational use of technology (Modification or Redefinition) will increase by 20%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	52% of teachers were using technology with a "somewhat or direct" connection to the lesson.	55.56% of teachers were using technology with a "somewhat or direct" connection to the lesson.	48.57% of teachers were using technology with a "somewhat or direct" connection to the lesson.		
Digital Citizenship Accounting Survey	Teachers are asked to utilize Common Sense Media (or similar) curriculum to teach Digital Citizenship skills to teachers. Currently, participation is not recorded.	Digital citizenship has been prioritized for instruction in grades 6-8 but no data on how many lessons have been taught is available.	Some secondary classes have presented a special lesson created by district consultant Kristen Miller on the topic of social media and digital citizenship, and lessons from Common Sense Media have been showcased to district teachers. No data on how frequently digital citizenship has been taught is available.	Digital citizenship lessons from Common Sense Media and Kristen Miller are available to teachers but the district for 2023-2024 is prioritizing its implementation of the SEE Learning social/emotional learning curriculum.	All teachers will teach at least five digital citizenship lessons to student each school year.
Student-computer device/internet access ratio	Each student is given a district computer device (iPad/Chromebook) to use at home and at school. A hotspot is available to families who do not have internet access.	The OUSD Technology Department has provided a device to all OUSD students and a WiFi hot spot to families with no internet access.	The OUSD Technology Department has continued to provide all OUSD students with a device and a WiFi hot spot to families with no internet access. The district is working with Santa Barbara County and other local agencies seeking to bring broadband access to the community.	The OUSD Technology Department has continued to provide all OUSD students with a device and a WiFi hot spot to families with no internet access.	Each student will be given a computer device to use at home and at school. A hotspot will be available to families who do not have internet access.
Career and Technical Education (CTE) Student Course Access	CTE classes have not been offered yet. We plan to offer CTE elective sections in the 2021-22 school year.	A STEAM elective course at Lakeview and Orcutt junior high schools has been transformed into a CTE course featuring Project Lead the Way (PLTW) curriculum. Students are enjoying the Design and Modeling module of PLTW.	The STEAM elective course at Lakeview and Orcutt junior high schools continues to revolve around the Project Lead the Way (PLTW) module in Design and Modeling. CTE Strong Workforce Program funding supports this course.	The STEAM elective course at Lakeview and Orcutt junior high schools continues to revolve around the Project Lead the Way (PLTW) module in Design and Modeling. CTE Strong Workforce Program funding supports this course. In 2023-2024 a total of 284 students are taking this course at Lakeview and Orcutt.	At-promise students (EL, foster, homeless, low-income) have equitable access to CTE classes. CTE offerings are available to all OUSD junior high school-aged students.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>CTE Programming Career and Technical Education (CTE) Classes will be available to all junior high students. Equitable course access will be available for at-promise students (foster, homeless, EL, low income).</p>	Yes	Fully Implemented	As stated above, a total of 284 students are taking the CTE STEAM elective course at Lakeview and Orcutt junior high schools.	N/A	\$0.00	\$1,900.00
2.2	<p>Focus on Future Ready Enrichment Opportunities E-sports will be available to junior high students with equitable access to students in at-promise groups (foster, homeless, low income, EL). Additional opportunities will be available such as coding, digital media, etc. to all students in all grade levels again with equitable access to students in at-promise groups (foster, homeless, low-income, EL).</p>	Yes	Not Implementing	We have not made e-sports available to junior high school students due to an inability to recruit a coach/supervisor.	Some of the makerspace activities available at junior high schools include coding and programming.	\$0.00	\$0.00
2.3	<p>Professional Development in Integration of Technology for Future Ready Skills Teachers will receive professional development in the integration of technology for future ready skills by TOSAs, consultants, outside workshops/conferences. Priority will be given to technology and PD that focuses on needs of at-promise learners including homeless, foster, EL, low income and students with disabilities.</p>	Yes	Fully Implemented	In Fall 2023 the district's Technology Department organized a series of Monday afterschool trainings ("Tech Momentum Mondays) on such topics as Google Drive, Google Classroom, artificial intelligence, and gamification for 12 teachers. On January 20, 2024, the Technology	N/A	\$59,259.00	\$25,358

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Department held a Saturday mini-conference on topics such as artificial intelligence, Google Workspace, iPad applications, and more for 45 teachers and classified employees. All of these PD offerings have been well received by teachers and classified employees. Technology training will be part of the district's PD Day on March 3, 2024.			
2.4	Technology Devices for Students Each student will be issued a technology device (chromebook or iPad) to be used at home and at school. Hotspots will be available for students who do not have adequate access to wifi. If wifi cannot be accessible at home, arrangements will be made so that students can be on campus additional time to be able to access wifi. Funds will be available for devices damaged or lost by students.	No	Fully Implemented	The district has continued its distribution of a technology device for each student and hotspots for families without wifi. The district needed to replace approximately 385 devices in Fall 2023.	N/A	\$400,000.00	\$361,736
2.5	Creative Learning Environments Staff will investigate alternatives for creative learning environments, including furniture, technology, physical space, and tools to improve student engagement and learning.	No	Partially Implemented	All of the district's schools now have a covered outdoor space. Some teachers have been taking their classes outside for learning activities.	N/A	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 3

Goal Description

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

State Priorities: Priority 1 (Basic: Conditions of Learning), Priority 4 (Pupil Achievement: Pupil Outcomes), Priority 7 (Course Access: Conditions of Learning)

Local Priority: OUSD Strategic Plan

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of times per week teachers meet in a PLC group.	TK-6 teachers meet twice weekly in PLC groups. 7/8 teachers meet once weekly in PLC groups.	TK-6 teachers are meeting twice weekly in grade-level PLC groups. Grades 7/8 teachers are meeting once weekly in departmental PLC groups.	TK-6 teachers are meeting twice weekly in grade-level PLC groups. Grades 7/8 teachers are meeting once weekly in departmental PLC groups.	All teachers are meeting weekly in grade-level or departmental PLC groups. For the 2023-2024 school year, the elementary master schedule was restructured. Weekly during-school "Tier 1" PLC meetings were reduced to once every eight weeks in order to afford time for classroom teachers to implement math intervention.	TK-6 teachers will meet twice weekly in PLC groups. 7/8 teachers will meet once weekly in PLC groups.
PLC Self-Rating Device - (Teachers rating competency in grade level	Scores 1-5 (1= low, 5 = high) 3.86 Essential Standards	The self-rating device for PLCs was administered in Spring 2022.	The self-rating device for PLCs was administered in Spring 2023.	The self-rating device for PLCs is administered each spring in preparation for	Using the PLC Self-Rating Device, teachers will rate their competency in grade level teams or department

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
team or department team in use of PLC features)	3.94 PLC Teams 3.56 Use of Data 3.61 Use of Common Formative Assessment 3.18 Use of RTI/MTSS for Intervention	Scores 1-5 (1= low, 5 = high) 3.8 Essential Standards 4.1 PLC Teams 3.7 Use of Data 3.7 Use of Common Formative Assessment 3.5 Use of RTI/MTSS for Intervention	Scores 1-5 (1= low, 5 = high) 3.8 Essential Standards 3.9 PLC Teams 3.7 Use of Data 3.5 Use of Common Formative Assessment 3.7 Use of RTI/MTSS for Intervention	the LCAP. No data is available mid-year.	teams above 4 in each area.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Restructuring Instructional Time Time is built into the school day for all teachers to meet weekly for at least 60 minutes. This time for Professional Learning Communities (PLCs) is spent discussing essential learning targets, student achievement data, teacher observations, best practices in instruction, and the use of intervention time to target instruction for our students in at-risk groups (English Learners, foster, homeless, low-income, and Special Education). The Executive Director of Curriculum & Instruction and TOSAs analyze student intervention data regularly with a focus on at-risk students (English Learners, homeless, foster, low income, and students with disabilities). Funds are used to compensate teachers for increasing their work day.	Yes	Fully Implemented	All teachers participate in either a grade-level or departmental PLC meeting weekly. As stated in the narrative for LCAP Action 1.4, PLCs are the cornerstone of the district's work around raising student achievement.	N/A	\$622,704.90	\$373,623

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.2	Professional Development in Universal Design for Learning Administrators and teachers will receive inservice in UDL to learn strategies to assist students in at-risk groups (SWD, foster, homeless, ELs, low-income) to successfully participate in instruction. Additionally, learning strategies such as Problem-Based Learning, Questioning, Literature Circles, Center-Based Learning, Socratic Instruction, etc. will be considered to engage students.	Yes	Partially Implemented	Universal Design for Learning (UDL) has been a district focus area in 2023-2024. In June 2023 district and school administrators participated in a two-day retreat with Kevin Schaefer of Supporting Inclusive Practices. Schaefer is doing follow-up sessions with OUSD administrators in October 2023 and February 2024. Additionally, UDL presentations have been included in two district meetings for school leadership teams.	N/A	\$10,000.00	\$10,000

Goal 4

Goal Description

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

State Priorities: Priority 3 (Parental Involvement: Engagement), Priority 5 (Pupil Engagement: Engagement), Priority 6 (School Climate: Engagement), Priority 8 (Other Pupil Outcomes: Pupil Outcomes)

Local Priority: OUSD Strategic Plan

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Attendance Rate (Data from Aeries Student Information System)	In the 2019-2020 school year, until school closer, the monthly average	Attendance has declined due to COVID-19, quarantining, and	Attendance is up a bit from 2021-2022, but still lower than it was pre-COVID.	The district attendance rate for 2023-2024 to date is 94.69%.	Monthly Average Attendance Rate of 97% or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	attendance rate was 95.81%. In the 2020-2021 school year from September - February, the monthly average "engagement rate" was 97.08%.	challenges with short-term independent study. The district attendance rate for 2021-2022 to date is 92.00%.	The district attendance rate for 2022-2023 to date is 92.77%.		
Suspension Rate	Student Group Suspension Information as reported by the California School Dashboard for the 2019-2020 school year (including school closure time): 3.1% - All Students 4% - African American 0% - American Indian 0% - Asian 0% - Filipino 2.9% - Hispanic or Latino 3.7% - White 4% - Two or More Races 3% - English Learners 3.3% Socioeconomically Disadvantaged 17% - Foster Youth 4.5% - Homeless 4.7% - Special Education	To date this school year we have the following suspension rates (182 students have been suspended): 4.6% - All Students 5.1% - African American 6.4% - American Indian 2.9% - Asian 6.1% - Filipino 5.1% - Hispanic or Latino 4.3% - White 4.6% - Two or More Races 4.5% - English Learners 7.0% Socioeconomically Disadvantaged 9.8% - Foster Youth 12.1% - Homeless 6.5% - Special Education	To date in the 2022-2023 school year we have the following suspension rates (170 students have been suspended): 4.26% - All Students 22.50% - African American 4.76% - American Indian 2.50% - Asian 0.00% - Filipino 4.54% - Hispanic or Latino 5.81% - White 3.10% - Two or More Races 2.27% Declined to State 4.48% - English Learners 5.71% Socioeconomically Disadvantaged 23.08% - Foster Youth 10.58% - Homeless 9.80% - Special Education	To date in the 2023-2024 school year we have the following suspension rates (126 students have been suspended): 3.12% - All Students 12.8% - African American 4.55% - American Indian 4.55% - Asian 0% - Filipino 3.42% - Hispanic or Latino 2.53% - White 2.93% - Two or More Races 1.25% - Declined to State 3% - English Learners 4.34% - Socioeconomically Disadvantaged 15% - Foster Youth 8% - Homeless 7.27% - Students with Disabilities	Decrease suspension rate for "All Students" group and student groups above 2% to 2% or less.
Expulsion Rate	No expulsions	No expulsions	No expulsions	No expulsions	No expulsions districtwide
Parent Survey (LCAP Survey 1)	School Communication Level Spring 2021 Parent Survey School Communication Level 33% - Excellent 48% - Good 16% - Fair 3% - Poor	School Communication Level Spring 2022 Parent Survey School Communication Level 43.6% - Excellent 44.4% - Good 8.7% - Fair 3.3% - Poor	School Communication Level Spring 2023 Parent Survey School Communication Level 48.78% - Excellent 35.98% - Good 10.98% - Fair 4.27% - Poor	LCAP Survey 1 will not be administered until the spring.	90% of parents will indicate that the school communication level is Excellent/Good.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Junior High School Dropout Rate	0%	0%	No junior high school dropouts to date in 2022-2023	No junior high school dropouts to date in 2023-2024	Maintain a junior high school drop out rate of 0%.
School Participation in Positive Behavioral Interventions and Supports (PBIS)	<p>The following schools began implementation in the 2017-18 school year: Joe Nightingale Patterson Road Alice Shaw Lakeview Junior High</p> <p>The following schools began implementation in 2018-19 school year: Ralph Dunlap Pine Grove Olga Reed Orcutt Junior High School</p> <p>All school staffs have had training in Tier 1. Tier 2 has been introduced. All school staffs will need review as they return to implementation in the 2021-22 school year due to school closure.</p>	With the return of students to full-time in-person instruction this school year, schools revisited their PBIS expectations (generally in an acronym) with students. Schools have focused on Tier 1 PBIS implementation for this school year.	All district schools revisited their PBIS expectations this school year, and some chose to modify their matrix of expectations to reflect new realities and priorities. Schools continued to focus on Tier 1 PBIS implementation but are now asking to implement Tier 2 PBIS practices such as Check In/Check Out in 2023-2024.	Schools are continuing with their implementation of the PBIS behavior system. PBIS Tier 2 practices are being implemented with support from community liaisons based in school offices.	All schools will be in full implementation of Tiers 1 & 2 of PBIS.
Physical Fitness Test - Healthy Fitness Zone (HFZ)	<p>2018-19 Percent of Students in HFZ Grade 5 54.7% - Aerobic Capacity 60.7% - Body Composition 81.3% - Abdominal Strength 93.8% - Trunk Extension Strength 65.1% - Upper Body Strength 52.4% - Flexibility</p> <p>Grade 7 61.2% - Aerobic Capacity 63% - Body Composition</p>	State fitness testing was administered this spring, but the body composition requirement was removed and the reporting of student performance using the Healthy Fitness Zones is not required. The focus of state fitness testing results will be student participation.	The state has not released data from 2022 state fitness testing. The focus of the testing is now on student participation.	The state has not released data from 2023 state fitness testing. The focus of the testing is now on student participation.	The percent of students scoring in the HFz will increase by 4% (or to 80%) for all areas below 80%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	78.6% - Abdominal Strength 76% - Trunk Extension Strength 63% - Upper Body Strength 68.1% - Flexibility				
Chronic Absenteeism	2018-19 Chronic Absenteeism Rate 9.3% - All Students 7% - English Learners 21.6% - Foster Youth 26.8% - Homeless 13.5% Socioeconomically Disadvantaged 14.4% - SWDs	2021-2022 Chronic Absenteeism Rate 27.52% - All Students 26.2% - English Learners 24.4% - Foster Youth 43.4% - Homeless 35.4% Socioeconomically Disadvantaged 39.8% - SWDs	2022-2023 Chronic Absenteeism Rate (as of May 2, 2023) 20.60% - All Students 15.90% - English Learners 28.90% - Foster Youth 25.50% - Homeless 25.10% Socioeconomically Disadvantaged 28.40% - SWDs	2023-2024 Chronic Absenteeism Rate (as of January 12, 2024) 14.3% - All Students 12.3% - English Learners 18.9% - Foster Youth 23.5% - Homeless 17.1% - Socioeconomically Disadvantaged 19.4% - Students with Disabilities	Chronic Absenteeism will decrease by 4% for "All" students and each student group.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p>Art/Music Provided to Students While Teachers Are Implementing Math Intervention</p> <p>(Action modified for 2023-2024)</p> <p>Every student in grades K-6 will receive weekly classroom music instruction with a credentialed music teacher. This time will be coordinated with visual arts instruction and physical education to allow teachers to implement math intervention that could include reteaching, frontloading, individual tutoring, and/or an evidence-based intervention program. Every six weeks, this time will be devoted to a</p>	Yes	Fully Implemented	<p>Credentialed music teachers continue to provide weekly music lessons for grades K-6 (along with afterschool band instruction for grades 4-6, a band elective for the junior high schools, and a before-school choir for students in grades 7 and 8). Music teachers meet in a PLC each week.</p> <p>Hourly teachers continue to provide weekly visual arts instruction for students in grades K-6.</p>	N/A	\$433,174.00	\$162785

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Professional Learning Community meeting in which teachers can assess student progress and plan best next steps. Professional development for music teachers will be available. The Orcutt Children's Arts Foundation will assist with funding for the art program. Providing this math intervention time will contribute to improved academic outcomes for at-risk students, who include homeless, foster, English Learners, and low-income students.</p>			<p>The Arts Attack visual arts curriculum and art supplies are subsidized by the Orcutt Children's Arts Foundation. Visual arts teachers are meeting monthly to coordinate their efforts.</p>			
4.2	<p>Counseling Services Continue counseling services at all District schools with credentialed counselors hired directly by the District. Priority for services to target the needs of English Learners, foster/homeless youth, and low-income students.</p>	Yes	Fully Implemented	<p>The district has maintained counseling services at all school sites. Elementary schools share counselors, while each junior high school has a full-time counselor. For 2023-2024 the district has partnered with the Santa Barbara County Education Office to offer community navigator services at both junior high schools. Community navigators are trained staff who can assist the families of students with mental health needs in accessing community-based care.</p>	N/A	\$448,042.28	\$167206
4.3	<p>Implementation of Positive Behavioral Interventions and Supports (PBIS)</p>	Yes	Partially Implemented	<p>Implementation of PBIS largely remains at the Tier 1 level due to the</p>	N/A	\$58,746.00	\$2,691

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>PBIS implementation and training for each school will continue. Funds will be used for substitute teachers for attendance at PBIS training as well as the contract with Cal Tac to provide PBIS training. The goal of PBIS is to reduce suspensions and to increase attendance. Attendance and suspension data of at-promise students (ELs, foster, homeless, low-income, and students with disabilities) will be closely monitored. The EduClimber data management program will be utilized to gather, analyze and communicate academic data to staff. School leadership teams will analyze this data at least monthly to evaluate/ and modify (as needed) MTSS SEL/Suspension flowchart protocols for individual students (again, with a priority focus on at-promise student groups: EL, foster, homeless, low income, and Special Education).</p>			<p>many other demands on administrators, counselors, and other staff. The presence of a community liaison at each elementary site is intended to help with PBIS implementation.</p> <p>As stated in the narrative for LCAP Action 1.13, the district has developed an MTSS plan for student behaviors. As of now five schools are involved, with more schools set to participate by the end of the year.</p>			
4.4	<p>Focus on Attendance Data With the direction and support of the district Educational Services Department, schools will collect and analyze attendance data monthly with a focus on at-promise student groups (low income, foster, homeless, English learners, and students with special needs). School leadership teams will analyze this data at least monthly to evaluate/ and modify (as needed) attendance incentive opportunities for individual students (again, with</p>	Yes	Fully Implemented	Attendance is a priority for the district this school year. The district ran an attendance awareness campaign in September 2023, and all schools are giving incentives and/or recognition for good or improved attendance. The district also has improved its efforts with attendance accountability. All of the district's attendance	N/A	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	an emphasis on at-promise student groups: foster, homeless, English learners, low income, and students with special needs).			letters (Truancy Letter 1, Truancy Letter 2, excessive tardiness letter, and 10% or more absenteeism letter) have been rewritten to be more readable and positive. The letters also have been embedded in the Aeries student information system so office assistants can more easily print them out. Finally, the added community liaison services are enabling more communication with families around attendance.			
4.5	<p>Focus on Positive Behavior/Suspension/Expulsion Data</p> <p>Under the direction and with the support of the district Educational Services Department, schools will collect and analyze suspension and expulsion data monthly with a priority focus on at-promise student groups (English learners, foster, homeless, special education, low income students). School leadership teams will analyze this data at least monthly to evaluate and modify (as needed) MTSS SEL/Suspension flowchart protocols for individual students (again, with a priority focus on at-promise student groups: English learners, foster, homeless, low income, and students with special needs).</p>	Yes	Partially Implemented	<p>Principals and school leadership teams have periodically reviewed suspension data (no expulsions have occurred in 2023-2024). Junior high schools have had dialogue about referring students suspended for drug possession or drug use to the local Council on Alcoholism and Drug Abuse (CADA) for drug use prevention education. CADA personnel visit the junior high campuses to provide lessons to referred students.</p> <p>As stated in the narrative for LCAP Action 1.13, the district has developed an</p>	N/A	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				MTSS plan for student behaviors. As of now five schools are involved, with more schools set to participate by the end of the year.			
4.6	<p>Provide Credentialed PE Teachers for TK-6 Students Provide additional time for targeted instruction and Professional Learning Communities, especially for English Learners, foster youth, homeless youth, and low income students through the implementation of bi-weekly physical education instruction with credentialed physical education teachers in grades TK-6. Class sizes larger than 50 students will receive support from a PE Classified Instructional Assistant. Materials and equipment will be provided to support equal access to PE standards and programming. The PE program will have a social-emotional focus to target needs of at-risk students (English learners, foster, homeless, low-income). The PE program also will support math intervention (see comment for 4.1).</p>	Yes	Fully Implemented	Credentialed P.E. teachers continue to provide regular lessons for students in grades TK-6. Lessons emphasize fitness, a healthy lifestyle, and fun. The program is supporting math intervention (see narratives for LCAP Actions 1.5 and 4.1).	N/A	\$628,747.84	\$252173
4.7	<p>Parent Square Home/School Communication Platform Continue district/teacher/parent access to Parent Square.</p>	Yes	Fully Implemented	Parent Square has continued to be nothing short of indispensable as a platform for school-home communication.	N/A	\$42,000.00	\$19860

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.8	<p>Enrichment Opportunities (Action modified for 2023-2024)</p> <p>Implementation of enrichment activities for students that provide new experiences, teach new skills, and contribute to social/emotional health. As possible, these activities also can incorporate creativity, critical thinking, collaboration, and communication. Activities to be planned in 2023-2024 include the district's swim lesson program for fourth graders, makerspace activities based in school libraries, and field trips. These experiences are important for all students, but especially important for at-risk students: foster, homeless, English Learners, low-income, and students with disabilities.</p>	Yes	Partially Implemented	<p>Among enrichment activities implemented or planned in 2023-2024:</p> <ul style="list-style-type: none"> • Fourth-grade swim/aquatic safety program done in partnership with the Santa Maria Valley YMCA • Sixth-grade Outdoor School • Makerspace activities in school libraries • Field trips 	N/A	\$325,704.22	\$136745
4.9	<p>Social/Emotional Learning Curriculum</p> <p>Under the direction and with the support of the Educational Services Department, the Social, Emotional, and Ethical (SEE) Learning will be implemented as the district's curriculum for social/emotional learning. Teachers are being asked to deliver one SEE Learning lesson per month in 2023-2024. A team of three district educators has completed a yearlong SEE Learning facilitator certification</p>	Yes	Fully Implemented	SEE Learning has been implemented in 2023-2024, with teachers delivering one SEE Learning lesson per month. To assist with this, the district's SEE Learning team has built grade-level SEE Learning lessons and then helped classroom teachers with implementation.	N/A	\$50,000.00	\$92129

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	course and will be on hand to guide implementation. School leadership teams will be able to provide input on implementation during the course of the school year. Funds will be spent on staff training, programs, release time, and materials.						
4.10	<p>Social Worker</p> <p>(Action discontinued for 2022-2023)</p> <p>A social worker will be added to the OUSD staff to target and meet the needs of students in at-promise groups (special education, homeless, foster, low-income, and English Learners).</p> <p>(An additional elementary counselor was funded instead of a social worker. The position was not paid for out of LCAP funds. See note later in this section.)</p>	No	Not Implementing	N/A	The district is considering using California Community School Planning Grant funds to hire a district social worker who can plan and organize community school efforts. This would occur in 2024-2025 at the earliest.		\$0
4.11	<p>Vice Principal</p> <p>A vice principal will be on site at four Title I schools an additional day (supplemental to the number of days provided at non-Title I schools) to coordinate services to target the needs of English learners, foster/homeless youth,</p>	Yes	Fully Implemented	Vice-principal support has been much needed in 2023-2024 to support principals with instructional leadership, program oversight, and student support.	N/A	\$30,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and low income students, and to work with the parents of these at-risk students to support academic and behavioral needs.						



Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

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

Goal 1

Goal Description

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

State Priorities: Priority 2 (State Standards: Conditions of Learning), Priority 4 (Pupil Achievement: Pupil Outcomes),

Local Priorities: OUSD Strategic Plan, Orcutt Academy Charter

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CAASPP – ELA % Students met/exceeded standard	Percent of Students Scoring At or Above Standard on the 2019 CAASPP: All Students: 64.1% Low-income: 45.7% English Learners: 7.1% Homeless: NA Foster Youth: NA Students with Disabilities: 25.0%	For grades 3-8, CAASPP testing was not administered in Spring 2021. It will resume in Spring 2022. Grade 11 did participate in CAASPP testing in Spring 2021. Results follow: Percent of Students Scoring At or Above Standard on the 2021 E/LA CAASPP: All Students: 82.1% Low-income: 69.7% English Learners: NA Homeless: NA Foster Youth: NA Students with Disabilities: NA Hispanic: 81.5% White: 83.3%	Percent of Students Scoring At or Above Standard on the 2022 CAASPP: All Students: 63.29% Low-income: 53.97% English Learners: NA Homeless: NA Foster Youth: NA Students with Disabilities: 20.00%	Percent of Students Scoring At or Above Standard on the 2023 CAASPP E/LA: All Students: 61.19% Low-income: 48.14% English Learners: NA Homeless: NA Foster Youth: NA Students with Disabilities: 33.34%	Increase student performance for all students and each student group by 5 points in the area of ELA as measured by the CAASPP and reported on the California Dashboard.
CAASPP - Math % Students met/exceeded standard	Percent of Students Scoring At or Above Standard on the 2019 CAASPP: All Students: 48.4% Low-income: 22.0% English Learners: 14.3% Homeless: NA Foster Youth: NA Students with Disabilities: 14.3%	For grades 3-8, CAASPP testing was not administered in Spring 2021. It will resume in Spring 2022. Grade 11 did participate in CAASPP testing in Spring 2021. Results follow: Percent of Students Scoring At or Above Standard on the 2021 Math CAASPP: All Students: 49.2% Low-income: 36.7% English Learners: NA Homeless: NA Foster Youth: NA	Percent of Students Scoring At or Above Standard on the 2022 CAASPP: All Students: 44.77% Low-income: 23.44% English Learners: NA Homeless: NA Foster Youth: NA Students with Disabilities: 20.00%	Percent of Students Scoring At or Above Standard on the 2023 CAASPP Math: All Students: 42.16% Low-income: 25.93% English Learners: NA Homeless: NA Foster Youth: NA Students with Disabilities: 19.05%	Increase student performance for all students and each student group by 5 points in the area of Math as measured by the CAASPP and reported on the California Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		Students with Disabilities: NA Hispanic: 38.5% White: 58.8%			
University of California a-g compliance by graduating seniors	Percent of students accomplishing UC a-g requirements in Class of 2020: 59%	Percent of students accomplishing UC a-g requirements in Class of 2021: 73.9% Preliminary data on percent of students accomplishing UC a-g requirements in Class of 2022: 64%	Percent of students accomplishing UC a-g requirements in Class of 2022: 68.5% Preliminary data on percent of students accomplishing UC a-g requirements in Class of 2023: 67.1%	Final data on percent of students accomplishing UC a-g requirements in Class of 2023: 66.7%	Increase percentage of graduating seniors meeting UC a-g requirements by 5 points
English Learner Progress on ELPAC	English Learner Progress (Change) as reported on California School Dashboard: 68.2% making progress toward English language proficiency	We have no data on English Learner Progress as of now. We do have the following: English Language Proficiency for Summative ELPAC as reported on Data Quest (CDE) for 2020-2021 Level 4 - Well Developed: 13.92% Level 3 - Moderately Developed: 45.94% Level 2 - Somewhat Developed: 26.68% Level 1 - Minimally Developed: 13.46%	We have no data on English Learner Progress for Orcutt Academy, as we do not have a statistically significant group. Orcutt Union School District English Language Proficiency for Summative ELPAC as reported on Data Quest (CDE) for 2021-2022 Level 4 - Well Developed: 15.57% Level 3 - Moderately Developed: 35.23% Level 2 - Somewhat Developed: 30.73% Level 1 - Minimally Developed: 18.47%	Orcutt Union School District English Language Proficiency for Summative ELPAC as reported on Data Quest (CDE) for 2022-2023 Level 4 - Well Developed: 16.41% Level 3 - Moderately Developed: 33.52% Level 2 - Somewhat Developed: 29.35% Level 1 - Minimally Developed: 20.73%	English Learner Progress will exceed 70% as reported on the California School Dashboard
Re-designation Rate for English Learners (EL to RFEP) (district data)	In the Orcutt Union School District, 12% of English Learners were redesignated (EL to RFEP) in the 2019-2020 school year.	An estimated 6.4% of OUSD English Learners (32 in total) have been redesignated as Fluent English Proficient to this	An estimated 7.92% of English Learners (42 in total) in the Orcutt Union School District have been redesignated as Fluent English Proficient to this	An estimated 8.6% of English Learners (40 in total) in the Orcutt Union School District have been redesignated as Fluent English Proficient to this	10% of English Learners in the Orcutt Union School District will be redesignated (EL to RFEP)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	13.4% of English Learners were redesignated (EL to RFEP) in the 2020-2021 school year.	point in the 2021-2022 school year. At the Academy 5 English Learners (4 from OAHS, 1 from OAK-8) have been redesignated as Fluent English Proficient to this point in the 2021-2022 school year.	point in the 2022-2023 school year.	point in the 2023-2024 school year. At the Academy one of 16 total English Learners (6.3%) has been redesignated to this point in the 2023-2024 school year.	
English Learner access to core Instruction and English Language Development (ELD)	100% of students received access to Core instruction and ELD	100% of students are receiving access to core instruction and ELD.	100% of students are receiving access to core instruction and ELD.	100% of students are receiving access to core instruction and ELD.	100% of students will receive access to core instruction and ELD.
Percent of Highly Qualified Teachers that are Appropriately Assigned	In the 2020-2021 school year, 100% of teachers were highly qualified and appropriately assigned.	At this time, OAHS has one science position being filled by a long-term substitute teacher who is not considered highly qualified and appropriately assigned.	In the 2022-2023 school year, 100% of teachers were highly qualified and appropriately assigned.	100% of OA teachers currently are highly qualified and appropriately assigned.	100% of Orcutt Academy teachers will be highly qualified and appropriately assigned.
Percent of Orcutt Academy Sites Meeting FIT Requirements	In the 2020-2021 school year, 100% of OA sites met FIT requirements	Inspections conducted in January 2022 show 100% of OA sites meet state FIT requirements.	Inspections conducted in January 2022 show 100% of OA sites meet state FIT requirements.	Inspections conducted in December 2023 show 100% of Orcutt Academy sites meet state FIT requirements.	100% of OA sites will meet FIT requirements.
Percent of Students with Access to Instructional Materials	In the 2020-2021 school year, 100% of Orcutt Academy students had access to OUSD adopted materials that are standards-aligned	100% of OA students have access to OUSD-adopted materials that are aligned with state standards.	100% of OA students have access to OUSD-adopted materials that are aligned with state standards.	As of January 2024, 100% of OA students have access to OUSD-adopted materials that are aligned with state standards.	100% of Orcutt Academy students will have access to adopted materials that are standards aligned.
Percent of Students with Access to required Course of Study	In the 2020-2021 school year, 100% of Orcutt Academy students had access to required course of study.	100% of OUSD students have access to the required course of study.	100% of OUSD students have access to the required course of study.	As of January 2024, 100% of OA students have access to the required course of study.	100% of Orcutt Academy students will have access to required course of study.
NWEA Reading Mean Rasch Unit (RIT) Score and Percentile	OAK-8 Spring 2021 Reading Mean (average) RIT Score Grade 1 Mean Rit = 168 Grade 2	OAK-8 Fall 2021 Reading Mean (average) RIT Score Grade 1 Mean Rit = 162.7 Grade 2 Mean Rit = 173.4	NWEA Reading Spring 2022 Mean (average) Rit Grade 1 Mean Rit = 173.21 Grade 2	NWEA Reading Fall 2023 Mean (average) Rit Grade 1 Mean Rit = 159.86 Grade 2	The mean RIT Score will increase by 2 points per grade level in the spring administration of the NWEA reading test

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Mean Rit = 185 Grade 3 Mean Rit = 190 Grade 4 Mean Rit = 209 Grade 5 Mean Rit = 210 Grade 6 Mean Rit = 221 Grade 7 Mean Rit = 228 Grade 8 Mean Rit = 227	Grade 3 Mean Rit = 194.4 Grade 4 Mean Rit = 194.7 Grade 5 Mean Rit = 210.4 Grade 6 Mean Rit = 215.8 Grade 7 Mean Rit = 220 Grade 8 Mean Rit = 229.1 OAK-8 Winter 2021-2022 Reading Mean (average) RIT Score Grade 1 Mean Rit = 172.27 Grade 2 Mean Rit = 174.62 Grade 3 Mean Rit = 200.00 Grade 4 Mean Rit = 195.94 Grade 5 Mean Rit = 212.38 Grade 6 Mean Rit = 212.63 Grade 7 Mean Rit = 220.58 Grade 8 Mean Rit = 228.03	Mean Rit = 181.71 Grade 3 Mean Rit = 204.29 Grade 4 Mean Rit = 201.21 Grade 5 Mean Rit = 211.94 Grade 6 Mean Rit = 213.00 Grade 7 Mean Rit = 225.19 Grade 8 Mean Rit = 227.00 NWEA Reading Winter 2022-2023 Mean (average) Rit Grade 1 Mean Rit = 165.93 Grade 2 Mean Rit = 184.71 Grade 3 Mean Rit = 196.29 Grade 4 Mean Rit = 208.64 Grade 5 Mean Rit = 206.56 Grade 6 Mean Rit = 219.19 Grade 7 Mean Rit = 222.05 Grade 8 Mean Rit = 223.50	Mean Rit = 169.86 Grade 3 Mean Rit = 195.86 Grade 4 Mean Rit = 195.50 Grade 5 Mean Rit = 206.81 Grade 6 Mean Rit = 213.53 Grade 7 Mean Rit = 223.06 Grade 8 Mean Rit = 222.75	
NWEA Math Mean Rasch Unit (RIT) Score and Percentile	OAK-8 Spring 2021 Math Mean (average) Rit Score Grade 1 Mean Rit = 174 Grade 2 Mean Rit = 186 Grade 3 Mean Rit = 188 Grade 4 Mean Rit = 209 Grade 5	OAK-8 Fall 2021 Math Mean (average) Rit Score Grade 1 Mean Rit = 168.6 Grade 2 Mean Rit = 178.1 Grade 3 Mean Rit = 192.9 Grade 4 Mean Rit = 199.5 Grade 5	NWEA Math Spring 2022 Mean (average) Rit Grade 1 Mean Rit = 178.50 Grade 2 Mean Rit = 190.86 Grade 3 Mean Rit = 202.21 Grade 4 Mean Rit = 205.86 Grade 5	NWEA Math Fall 2023 Mean (average) Rit Grade 1 Mean Rit = 169.79 Grade 2 Mean Rit = 183.50 Grade 3 Mean Rit = 186.50 Grade 4 Mean Rit = 201.00	The mean RIT Score will increase by 2 points per grade level in the spring administration of the NWEA math test

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Mean Rit = 210 Grade 6 Mean Rit = 225 Grade 7 Mean Rit = 231 Grade 8 Mean Rit = 238	Mean Rit = 213.7 Grade 6 Mean Rit = 212.1 Grade 7 Mean Rit = 226.8 Grade 8 Mean Rit = 231.3 OAK-8 Winter 2021-2022 Math Mean (average) Rit Score Grade 1 Mean Rit = 174.21 Grade 2 Mean Rit = 180.69 Grade 3 Mean Rit = 200.86 Grade 4 Mean Rit = 200.64 Grade 5 Mean Rit = 214.44 Grade 6 Mean Rit = 214.88 Grade 7 Mean Rit = 230.19 Grade 8 Mean Rit = 236.13	Mean Rit = 219.00 Grade 6 Mean Rit = 215.88 Grade 7 Mean Rit = 232.75 Grade 8 Mean Rit = 238.56 NWEA Math Winter 2022-2023 Mean (average) Rit Grade 1 Mean Rit = 174.93 Grade 2 Mean Rit = 186.57 Grade 3 Mean Rit = 200.79 Grade 4 Mean Rit = 209.79 Grade 5 Mean Rit = 210.63 Grade 6 Mean Rit = 227.88 Grade 7 Mean Rit = 226.11 Grade 8 Mean Rit = 235.17	Grade 5 Mean Rit = 216.63 Grade 6 Mean Rit = 217.80 Grade 7 Mean Rit = 232.44 Grade 8 Mean Rit = 230.88	
PSAT/National Merit Scholarship Qualifying Test (NMSQT) for grades 9, 10, and 11 - Evidence-based Reading and Writing (ERW)	PSAT/NMSQT, Fall 2019 Mean (average) ERW Score Grade 9 = 449 Grade 10 = 487 Grade 11 = 534	PSAT/NMSQT, Fall 2021 Mean (average) ERW Score Grade 9 (146 test takers) = 441 Grade 10 (135 test takers) = 472 Grade 11 (164 test takers) = 501	PSAT/NMSQT, Fall 2022 Mean (average) ERW Score Grade 9 (173 test takers) = 428 Grade 10 (139 test takers) = 474 Grade 11 (113 test takers) = 494	PSAT/NMSQT, Fall 2023 Mean (average) ERW Score Grade 9 (170 test takers) = 438 Grade 10 (165 test takers) = 476 Grade 11 (143 test takers) = 492	The mean ERW score will increase by 5 points in the fall administration of the PSAT/NMSQT test
PSAT/National Merit Scholarship Qualifying Test (NMSQT) for grades 9, 10, and 11 - Math	PSAT/NMSQT, Fall 2019 Mean (average) Math Score Grade 9 = 455 Grade 10 = 490 Grade 11 = 519	PSAT/NMSQT, Fall 2021 Mean (average) Math Score Grade 9 (146 test takers) = 426 Grade 10 (135 test takers) = 450	PSAT/NMSQT, Fall 2022 Mean (average) Math Score Grade 9 (173 test takers) = 428 Grade 10 (139 test takers) = 463	PSAT/NMSQT, Fall 2023 Mean (average) Math Score Grade 9 (170 test takers) = 425 Grade 10 (165 test takers) = 461	The mean math score will increase by 5 points in the fall administration of the PSAT/NMSQT test

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		Grade 11 (164 test takers) = 483	Grade 11 (113 test takers) = 474	Grade 11 (test takers) = 472	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Teacher on Special Assignment (TOSA) Support</p> <p>All teachers will be supported in successfully implementing and teaching the California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of Teachers on Special Assignment (TOSAs). TOSAs from the district's Educational Services Department will support school sites with the implementation of MTSS, targeted intervention, and best practices in effective instructional strategies for Tier 1 and 2. TOSAs will provide support for identification of and training in effective, research-based interventions for at-risk students, especially English Learners, foster youth, homeless, and low income students.</p>	Yes	Partially Implemented	<p>TOSA support is partially implemented because we have not been able to fill 1.5 TOSA positions. Our three TOSAs have focused on the following:</p> <ul style="list-style-type: none"> Continuing to support Tier 1 and Tier 2 implementation at elementary sites Providing professional development in math and SEE Learning Attending PLC meetings to help teams with protocols, progress monitoring, and tasks Providing support to junior high sites and high school as needed <p>Additionally, the TOSA team has organized a series of family math</p>	N/A	\$64,904.00	\$62559

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				nights at the district's six elementary sites. The nights include games, puzzles, challenges, and hands-on activities that reinforce math skills and concepts. They have been well received.			
1.2	<p>Standards-Based Materials Standards-based materials will be available to all students. Science curriculum was piloted by teachers in grades K-8 during the 2019-2020 and 2020-2021 school years. A committee consisting of teachers provided input and guidance for curriculum selection. A TK science program by the same publisher was viewed and chosen by TK teachers. A presentation was made to the School Board and materials were adopted in February 2021. Teachers received materials and were trained in the new science adoptions at the end of the 2020-2021 school year in preparation for the 2021-2022 school year. The science adoption materials contain resources for English Learners and students needing academic support.</p>	No	Fully Implemented	<p>The OAHS Science Department is implementing new science texts in Geology, Biology, and Chemistry that were adopted in Spring 2023.</p> <p>Teachers are eager to pilot new standards-based math materials as soon as the state issues its list of approved options. In the meantime, the focus is on supplementary materials such as Zearn and Illustrative Math that can support the district's adopted math programs, Math Expressions and College Preparatory Mathematics (CPM).</p>	N/A	\$15,000.00	\$29003
1.3	<p>Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring Universal screenings, formative assessments and MTSS progress monitoring assessments will be</p>	Yes	Partially Implemented	EduClimber is being used fully at OAK-8 as a platform for analyzing data for office discipline referrals; OAHS is still ramping up its use of	N/A	\$10,000.00	\$10876

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>administered to students to identify areas of need, effectiveness of program, and to monitor student progress. Data will be analyzed specific to English Learners, foster youth, homeless youth and low-income students to determine if instructional strategies are effective. The EduClimber data management program will be utilized to gather, analyze and communicate academic data to staff. Data will be used in placement for intervention/enrichment groups, and to monitor student progress. Data will also be utilized to communicate information regarding student progress with parents and students. NWEA, Acadience, PathBlazer/Compass Learning will be available to individualize instruction as NWEA levels populate to PathBlazer to assist in targeting specific student academic needs.</p>			<p>EduClimber. Pathblazer/Compass Learning has been phased out as a platform for individualized instruction and practice. In its place the district is utilizing Edmentum, which also has a tie-in to NWEA MAP results. Edmentum has been well received and is being assigned to students regularly.</p>			
1.4	<p>Professional Learning Communities (PLCs) Professional Learning Community (PLC)/Leadership Team members will receive a stipend in exchange for attending leadership team meetings, facilitating weekly PLC team meetings, making regular reports to administration, communicating leadership team decisions to the grade level/department PLC team, and other negotiated duties. The focus of the PLC team and Leadership</p>	Yes	Fully Implemented	<p>PLCs remain a cornerstone of the district's work around raising student achievement. At the beginning of the school year, the district provided a refresher PLC training for school administrators and school leadership teams. This training included the tenets of PLC work and best practices for PLCs.</p>	N/A	\$6,000.00	\$2835

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Team meetings will be on student achievement and meeting the needs of at-promise students, specifically English Learners, foster students, homeless students, English Learners, and low-income students.						
1.5	<p>On-Site Intervention Identified students will receive targeted support through on-site interventions provided by the classroom teacher, hourly intervention teachers, and the grade level teaching team (Tier 1 and 2). TOSAs will provide support for identification of and training in effective, research-based intervention for at-promise youth (ELs, foster/homeless youth, low-income students, and students with disabilities).</p>	Yes	Fully Implemented	<p>OAHS has utilized Comprehensive Support and Improvement (CSI) funding to implement a new intervention course entitled Academic Seminar. The year-long course engages students with a grade point average of 2.0 or below in student skills, individual monitoring of all core classwork, team building, and community service. The course has succeeded in keeping participating students faring well and staying on track toward graduation.</p> <p>SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) intervention has continued at OAK-8.</p> <p>Regular math intervention was launched at OAK-8 this school year. As a precursor to this, the district developed math</p>	N/A	\$44,864.00	\$11232

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>"focus folders" in which classroom teachers can use current NWEA math results to place their students in leveled groups. The district also created suitable grade-level activities for each group. To make time for math intervention, the elementary master schedule was revamped to provide two periods per week in which classroom teachers can work with smaller groups of students for math intervention. Activities tailored to the focus folder groups can be assigned during this time. Classroom teachers also can invest time in techniques such as reteaching, preteaching, and one-on-one tutoring. The next step with math intervention is progress monitoring to determine its effects.</p>			
1.6	<p>Professional Consulting, Support Programs Professional consulting in the areas of English/language arts and math will be available to teachers and administrators for support in focusing on students who are performing below standard. Programs will be utilized to reteach and reteach again students in need of additional instruction and</p>	Yes	Partially Implemented	In 2023-2024 the district has continued to work with MD School Solutions for professional consulting in math and English/language arts. Michele Douglass and Elizabeth Hammonds have worked with classroom teachers on math instruction; Terri	N/A	\$15,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	practice. Instruction may also be provided during non-school hours and during breaks in school. Providing strategies in supporting at-promise students including English Learners, foster youth, homeless youth, low income students will be the main focus.			Barclay has begun working with one site on E/LA instruction.			
1.7	<p>English Language Development (ELD) Support Provide translation support and access to community/school/district resources through bilingual community liaisons and bilingual staff. Monitor student data and instructional practices. Provide an ELD TOSA to coach teachers in the delivery of designated and integrated ELD and provide resources and support to classroom teachers for newcomers and Long Term English Learners (LTELs).</p>	Yes	Fully Implemented	<p>In 2023-2024 the district opted to increase its number of community liaisons in order to provide a higher level of support to students and families. The district currently has seven community liaisons, six of whom are assigned to one campus, including the OAK-8/Olga Reed site (the seventh is assigned to the two junior high schools and OAHS). This enables liaisons to have regular on-site availability and develop a rapport with students and parents. Additionally, the district has hired a Mixteco interpreter to help with an increasing number of Mixtec students.</p> <p>This action is partially implemented because the district has not been able to have a TOSA fully focused on ELD and</p>	N/A	\$11,269.00	\$5118

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				the needs of English Learners. At present ELD is part of the portfolio of a TOSA who has other responsibilities as well.			
1.8	<p>Extra Support for Foster/Homeless Students Small-group and Individual tutoring will be made available for at-risk foster and homeless youth. Scholarships to participate in enrichment activities will be made available to foster and homeless youth. Cost incorporated into Goal 1, Action 5</p>	Yes	Partially Implemented	<p>The district has provided tutoring for four students to date in 2023-2024 but this has been funded from other sources.</p> <p>The district is funding Outdoor School and Science Camp expenses for sixth graders who are foster youth or students experiencing homelessness. The district is looking into the potential of funding senior activities for OAHS seniors who are foster youth and/or experiencing homelessness.</p>	N/A	\$11,978.00	\$6625
1.9	<p>Executive Director of Curriculum & Instruction All teachers and administrators will be supported in successfully implementing and teaching the California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of the Executive Director of Curriculum & Instruction. The executive director will ensure that the MTSS plan is complete and</p>	Yes	Partially Implemented	For 2023-2024 the executive director of curriculum & instruction opted to continue her duties while also taking on an elementary school principalship. The executive director has continued to do impactful work in supporting student achievement, supporting school administrators, organizing pertinent professional	N/A		\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>implemented with fidelity. The executive director will gather and monitor school site and district data to insure that at-promise students, especially English Learners, foster and homeless youth, students with special needs, and low-income students are receiving needed interventions and are making adequate progress. The executive director will regularly consult with site leadership teams to evaluate, monitor and revise program structures to meet the needs of at-promise students, specifically English Learners, foster youth, homeless youth, students with special needs, and low-income students.</p>			<p>development, and leading the district's team of TOSAs.</p>			
1.10	<p>Implementation of Summer Extended Learning Opportunities (Action modified for 2023-2024)</p> <p>Students entering grades K-6 will be have the opportunity to be enrolled in a summer camp that provides academic enrichment, recreation, socialization, and nutrition. The camp will be operated by the district's Campus Connection Childcare Program in alignment with state Expanded Learning Opportunities Program (ELO-P) requirements. Teachers will be hired to provide an academic component to the camp in the mornings; content presented by teachers will include core literature</p>	Yes	Planned	<p>In Summer 2023 the district implemented an ELO-P summer camp and a TK/K jump start session as described here. Approximately 300 students attended the summer camp and approximately 90 students attended the TK/K jump start program. Olga Reed School's ASES Program ran a half-day summer program for approximately 40 students.</p> <p>OAHS offered a three-week credit recovery</p>	N/A	\$55,745.00	\$1115

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>(reader's workshop), SIPPS (reading intervention), math fluency activities, STEAM on Demand, SEE Learning, and physical education. Campus Connection staff will plan themed activities including visual arts in the afternoons.</p> <p>Additionally, students entering transitional kindergarten and kindergarten will be offered a two week "jump start" session right before school starts. Students in at-risk groups (homeless, foster, EL, students with special needs, and low income) will be given priority enrollment.</p> <p>A three-week credit recovery program will be available to OAHs students in grades 10-12 who need to recover credit. In all summer programming students in at-risk groups (homeless, foster, EL, students with special needs, and low-income) will be given priority enrollment.</p>			program in Summer 2023. Approximately 40 students participated.			
1.11	<p>Extended Learning Opportunities - Instructional Assistant An instructional assistant will be placed in the TK/K class at OAK-8 to support academic and behavioral needs of students. Priority for support will be given to at-risk students (English Learners, homeless, foster, and low-income students).</p>	Yes	Fully Implemented	An instructional assistant continues to play an integral role in the TK/K class at OAK-8. The IA helps with centers, student supervision, one-on-one support for students, and much more.	N/A	\$8,921.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.12	<p>Program Specialist The program specialist will focus on the Multi-Tiered Systems of Support System (MTSS) to focus on the academic and social-emotional needs of our at-promise students (English Learners, homeless, foster, students with special needs, and low-income students). This person also will focus on Positive Behavioral Interventions and Supports (PBIS) systems to focus on behavior and social emotional needs of our at-promise students (English Learners, homeless, foster, students with special needs, and low-income students).</p>	Yes	Fully Implemented	The program specialist continues to be impactful in supporting the academic and social-emotional needs of at-promise students. This school year, the program specialist has taken the lead in developing an MTSS plan for student behaviors. As of now five schools are involved, with more schools set to participate by the end of the year.	N/A	\$15,000.00	\$7500

Goal 2

Goal Description

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

State Priorities: Priority 2 (State Standards: Conditions of Learning), Priority 7 (Course Access: Conditions of Learning)

Local Priorities: OUSD Strategic Plan, Orcutt Academy Charter

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Career and Technical Education (CTE) Student Course Access	CTE classes have not been offered yet. In the 2021-2022 school year we plan to launch a CTE pathway in Information Communications Technology at OAHS as well as some CTE curriculum based on Project Lead the Way at OAK-8.	OAHS has launched a CTE pathway in Information Communications and Technology with two sections of AP Computer Science Principles. 47 OAHS students are participating.	<p>OAHS has begun a CTE pathway in Arts, Media, and Entertainment with sections of Introduction to Drama, Advanced Drama Production, and Technical Theatre. 81 OAHS students are participating.</p> <p>To its CTE pathway in Information Communications and Technology, OAHS has added a section of Cybersecurity and continued one section of AP Computer Science Principles. 27 OAHS students are participating.</p>	<p>In the fall semester of 2023-2024, OAHS had the following number of students participating in its CTE pathways:</p> <p>CTE Arts, Media, and Entertainment pathway (Introduction to Drama, Advanced Drama Production, and Technical Theatre) = 72 students</p> <p>CTE Information Communications and Technology pathway (Introduction to Computer Science, AP Computer Science Principles, and Cybersecurity) = 54 students</p>	OAHS has established a CTE pathway in Information Communications and Technology. All OAK-8 students, including at-promise students (EL, foster, homeless, low-income) have equitable access to CTE curriculum based on Project Lead the Way.
Number of course/enrichment offerings that focus on future ready skills	OAHS has an established FIRST Robotics Team with a long record of success in regional and worldwide competition. OAK-8 has a FIRST Lego League Team that in the past has qualified for regional competition. E-sports are being planned to start in the 2021-2022 school year.	<p>Due to the continuance of COVID-19, a FIRST Lego League season and competition could not occur this fall. The OAHS Robotics Team convened a Lego League demonstration by Zoom that involved two district schools.</p> <p>The OAHS Robotics Team had an exceptional season. The team qualified twice for the FIRST World Championships in Houston in April 2022: by winning the Chairman's Award at the Central Valley Regional and by making the finals of the Ventura Regional. The Spartatroniks squad then</p>	<p>FIRST Lego League for elementary and junior high schools resumed in the fall with the support of the OAHS First Robotics Team. Four district schools had programs on site, three district schools participated in a local tournament, and two teams from one school advanced to the regionals. The district is seeking to expand participation in 2023-2024.</p> <p>The OAHS Robotics Team had an excellent season but fell short of qualifying for the 2023 FIRST World Championships.</p>	<p>The OAHS First Robotics Team hosted a FIRST Lego League tournament for elementary and junior high schools on November 4. The tournament drew 13 teams, including teams from Santa Barbara and Lompoc. All four teams advancing from this tournament to the regionals in Los Angeles were from the district: the Radioactive Mustangs of Orcutt JHS, the Cyber Chaos and Astrobotics squads of Pine Grove School, and the Cyber Panthers of Patterson Road School.</p> <p>As of this writing the OAHS Robotics Team is in</p>	OAK-8 and OAHS continue their participation in FIRST Lego League and FIRST Robotics respectively while adding e-sports to offerings for students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		was part of a coalition that made the semifinals for the World Championships.		the midst of build season for its 2024 competitions.	
Spring 2021 districtwide SAMR Survey by school administrators (analysis of level of use of technology in classroom lessons) identified technology use in the classroom as Enhancement (Substitution, Augmentation) or Transformational (Modification, Redefinition)	<p>Survey results indicating the level of technology use in class at the time of the administrator visit:</p> <p>1.69% Redefinition 13.56% Modification 66.10% Augmentation 18.64% Substitution (19.18% technology not in use)</p> <p>52% of teachers were using technology with a "somewhat or direct" connection to the lesson.</p>	<p>The SAMR Survey was administered by OUSD school administrators in Spring 2022. Based on 117 classroom visits, results are as follows:</p> <p>3.42% Redefinition 12.82% Modification 34.19% Augmentation 23.08% Substitution (26.50% Technology not in use)</p> <p>55.56% of teachers were using technology with a "somewhat or direct" connection to the lesson.</p>	<p>The SAMR Survey was administered by school administrators in Spring 2023. Based on 104 classroom visits, results are as follows:</p> <p>3.85% Redefinition 17.31% Modification 25.96% Augmentation 21.15% Substitution (31.73% Technology not in use)</p> <p>48.57% of teachers were using technology with a "somewhat or direct" connection to the lesson.</p>	<p>The SAMR Survey is administered each spring in preparation for the LCAP so no data is available for this update. The district has continued to provide technology-related staff development, including a Saturday morning mini-conference held on January 20, 2024.</p>	Evidence of transformational use of technology (Modification or Redefinition) will increase by 20%.
Digital Citizenship Accounting Survey	Teachers are asked to utilize Common Sense Media (or similar) curriculum to teach Digital Citizenship skills to students. Currently, participation is not recorded.	Some content on digital citizenship has been integrated into OAHS Spartan Homeroom and classroom instruction at OAK-8.	Some secondary classes have presented a special lesson created by district consultant Kristen Miller on the topic of social media and digital citizenship, and lessons from Common Sense Media have been showcased to district teachers. No data on how frequently digital citizenship has been taught is available.	Digital citizenship lessons from Common Sense Media and Kristen Miller are available to teachers but the district for 2023-2024 is prioritizing its implementation of the SEE Learning social/emotional learning curriculum.	All teachers will teach at least five digital citizenship lessons to students each school year.
Student-computer device/internet access ratio	Each student at OAK-8 and OAHS is given a district computer device (iPad/Chromebook) to use at home and at school. WiFi hot spots are available to families who	The OUSD Technology Department has provided a device to all Orcutt Academy students and a WiFi hot spot to families with no internet access.	The OUSD Technology Department has continued to provide all OUSD students with a device and a WiFi hot spot to families with no internet access. The district is working with	The OUSD Technology Department has continued to provide all OUSD students with a device and a WiFi hot spot to families with no internet access.	Expand technology access so all Orcutt Academy students are given a computer device to use at home and at school. A hotspot will be available to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	do not have internet access.		Santa Barbara County and other local agencies seeking to bring broadband access to the community.		families who do not have internet access.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	CTE Programming OAHS will launch a Career and Technical Education (CTE) pathway in the industry of Information Communications and Technology. OAK-8 will implement CTE curriculum based on the Project Lead the Way unit Design and Modeling. Equitable course access will be available for at-promise students (foster, homeless, EL, low income).	Yes	Fully Implemented	As mentioned above, OAHS has 54 students participating in its Information Communications and Technology CTE pathway. OAHS also has added a pathway in Arts, Media, and Entertainment in which 72 students are participating.	N/A	\$66,506.00	\$25521
2.2	Focus on Future Ready Enrichment Opportunities E-sports will be available to high school and junior high students with equitable access to students in at-promise groups (foster, homeless, low income, EL). Additional opportunities will be available such as coding, digital media, etc. to all students in all grade levels again with equitable access to students in at-promise groups (foster, homeless, low-income, EL).	Yes	Partially Implemented	The OAHS E-sports team continues to thrive. Over 40 students are involved in the team as it competes against other high schools in CIF-sanctioned E-sports contests. We have not made e-sports available to junior high school students due to an inability to recruit a coach/supervisor.	N/A	\$28,000.00	\$1840

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.3	<p>Professional Development in Integration of Technology for Future Ready Skills Teachers will receive professional development in the integration of technology for future-ready skills by TOSAs, consultants, outside workshops/conferences. Priority will be given to technology and PD that focuses on needs of at-risk learners including homeless, foster, EL, low income and students with disabilities.</p>	Yes	Fully Implemented	In Fall 2023 the district's Technology Department organized a series of Monday afterschool trainings ("Tech Momentum Mondays) on such topics as Google Drive, Google Classroom, artificial intelligence, and gamification for 12 teachers. On January 20, 2024, the Technology Department held a Saturday mini-conference on topics such as artificial intelligence, Google Workspace, iPad applications, and more for 45 teachers and classified employees. All of these PD offerings have been well received by teachers and classified employees. Technology training will be part of the district's PD Day on March 3, 2024.	N/A	\$5,500.00	\$0
2.4	<p>Technology Devices/Access for Students Each student will be issued a technology device (Chromebook or iPad) to be used at home and at school. Hotspots will be available for students who do not have adequate access to wifi. If wifi cannot be accessible at home, arrangements will be made so that students can be on campus additional time to be able to access wifi.</p>	Yes	Fully Implemented	The district has continued its distribution of a technology device for each student and hotspots for families without wifi. The district needed to replace approximately 385 devices in Fall 2023.	N/A	\$20,000.00	\$14230

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.5	Creative Learning Environments Staff will investigate alternatives for creative learning environments, including furniture, technology, physical space, and tools to improve student engagement and learning.	No	Planned	For 2023-2024, OAHS capitalized on larger classrooms vacated by two preschool programs to relocate its CTE theatre arts classes and CTE information communications and technology classes. Students in both pathways are appreciating their new home. In Los Alamos, OAK-8 classes continue to plan numerous outdoor activities and are capitalizing on a new covered outdoor space for both meals and school activities.	N/A	\$0.00	\$0

Goal 3

Goal Description

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

State Priorities: Priority 1 (Basic: Conditions of Learning), Priority 4 (Pupil Achievement: Pupil Outcomes), Priority 7 (Course Access: Conditions of Learning)

Local Priorities: OUSD Strategic Plan, Orcutt Academy Charter

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of times per week teachers meet in a PLC group	<p>OAK-8 teachers meet twice weekly in PLC groups.</p> <p>OAHS teachers meet weekly in PLC groups.</p>	<p>OAK-8 teachers are meeting twice weekly in PLC groups based on grade-level clusters.</p> <p>OAHS teachers are meeting once weekly in departmental PLC groups.</p>	<p>OAK-8 teachers are meeting twice weekly in grade-level PLC groups.</p> <p>OAHS teachers are meeting once weekly in departmental PLC groups.</p>	<p>All teachers are meeting weekly in grade-level or departmental PLC groups.</p> <p>For the 2023-2024 school year, the elementary master schedule was restructured. Weekly during-school "Tier 1" PLC meetings were reduced to once every eight weeks in order to afford time for classroom teachers to implement math intervention.</p>	<p>OAK-8 teachers will meet twice weekly in PLC groups.</p> <p>OAHS teachers will meet weekly in PLC groups.</p>
PLC Self-Rating Device - (teachers districtwide rating competency in grade- level team or department team in relation to key components of PLCs)	<p>Scores 1-5 (1= low, 5 = high)</p> <p>3.86 Essential Standards</p> <p>3.94 PLC Teams</p> <p>3.56 Use of Data</p> <p>3.61 Use of Common Formative Assessments</p> <p>3.18 Use of RTI/MTSS for Intervention</p>	<p>The self-rating device for PLCs was administered in Spring 2022.</p> <p>Scores 1-5 (1= low, 5 = high)</p> <p>Los Alamos PLCs (OAK-8 & Olga Reed)</p> <p>3.8 Essential Standards</p> <p>4.0 PLC Teams</p> <p>4.0 Use of Data</p> <p>3.0 Use of Common Formative Assessments</p> <p>3.3 Use of RTI/MTSS for Intervention</p> <p>OAHS PLCs</p> <p>3.6 Essential Standards</p> <p>3.6 PLC Teams</p> <p>3.0 Use of Data</p> <p>3.1 Use of Common Formative Assessments</p> <p>3.7 Use of RTI/MTSS for Intervention</p>	<p>The self-rating device for PLCs was administered in Spring 2023.</p> <p>Scores 1-5 (1= low, 5 = high)</p> <p>Los Alamos PLCs (OAK-8 & Olga Reed)</p> <p>4.7 Essential Standards</p> <p>4.5 PLC Teams</p> <p>4.2 Use of Data</p> <p>3.2 Use of Common Formative Assessments</p> <p>4.0 Use of RTI/MTSS for Intervention</p> <p>OAHS PLCs</p> <p>4.0 Essential Standards</p> <p>4.0 PLC Teams</p> <p>3.6 Use of Data</p> <p>3.4 Use of Common Formative Assessments</p> <p>4.6 Use of RTI/MTSS for Intervention</p>	<p>The self-rating device for PLCs is administered each spring in preparation for the LCAP. No data is available mid-year.</p>	<p>Using the PLC Self-Rating Device, teachers will rate competency of grade- level or department PLC teams above 4 in each area.</p>

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>Restructuring Instructional Time Time is built into the school day for all teaches to meet weekly for at least 60 minutes. This time for Professional Learning Communities (PLCs) is spent discussing essential learning targets, student achievement data, teacher observations, best practices in instruction, and the use of intervention time to target instruction for our students in at-promise groups (English Learners, foster, homeless, low income, special education). The executive director of curriculum & instruction and TOSAs will analyze student intervention data regularly with a prioritized focus on at-promise students (English Learners, homeless, foster, low income, and students with special needs). Funds are used to compensate teachers for increasing their work day.</p>	Yes	Fully Implemented	All teachers participate in either a grade-level or departmental PLC meeting weekly. As stated in the narrative for LCAP Action 1.4, PLCs are the cornerstone of the district's work around raising student achievement.	N/A	\$84,248.00	\$43000
3.2	<p>Professional Development in Universal Design for Learning Administrators and teachers will receive inservice in Universal Design for Learning (UDL) to learn strategies to assist students in at-promise groups (SWD, foster, homeless, ELs, low-income) to successfully participate in instruction. Additionally, learning strategies such as Problem-Based Learning, Questioning, Literature Circles, Center-Based Learning,</p>	Yes	Partially Implemented	Universal Design for Learning (UDL) has been a district focus area in 2023-2024. In June 2023 district and school administrators participated in a two-day retreat with Kevin Schaefer of Supporting Inclusive Practices. Schaefer is doing follow-up sessions with OUSD administrators in October 2023 and February 2024.	N/A	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Socratic Seminars, etc. will be considered to engage students.			Additionally, UDL presentations have been included in two district meetings for school leadership teams.			

Goal 4

Goal Description

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

State Priorities: Priority 3 (Parental Involvement: Engagement), Priority 5 (Pupil Engagement: Engagement), Priority 6 (School Climate: Engagement), Priority 8 (Other Pupil Outcomes: Pupil Outcomes)

Local Priorities: OUSD Strategic Plan, Orcutt Academy Charter

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Attendance Rate - SIS	In the 2019-2020 school year, the monthly average attendance rate until school closure was 96.3% for OAK-8 and 96.1% for OAHS. In the 2020-2021 school year from September - February, the monthly average "engagement: rate" was 98.0% for OAK-8 and 98.2% for OAHS.	Attendance has declined due to COVID-19, quarantining, and challenges with short-term independent study. The Academy's attendance rate for 2021-2022 to date is 93.16%.	Attendance is up a bit from 2021-2022, but still lower than it was pre-COVID. The Academy's attendance rate for 2022-2023 to date is 93.80%.	The overall Orcutt Academy attendance rate for 2023-2024 to date is 95.41%. This includes both OAHS and OAK-8.	Monthly Average Attendance Rate of 97% or higher.
Suspension Rate	Student Group Suspension Information as reported by the Data Quest website for	To date this school year we have the following suspension rates (17	To date in the 2022-2023 school year we have the following suspension rates	To date in the 2023-2024 school year we have the following suspension rates	Decrease suspension rate for "All Students" group

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>the 2019-2020 school year (including school closure time):</p> <p>1.5% - All Students 0.9% - Hispanic or Latino 1.5% - White 2.4% - Two or More Races 0% - English Learners 1.1% Socioeconomically Disadvantaged NA% - Foster Youth NA% - Homeless 2.5% - Students with Disabilities</p>	<p>students have been suspended):</p> <p>2.4% - All Students 0.0% - African American 0.0% - American Indian 0.0% - Asian 2.9% - Filipino 2.6% - Hispanic or Latino 2.4% - White 1.1% - Two or More Races</p> <p>5.0% - English Learners 4.1% Socioeconomically Disadvantaged 0.0% - Foster Youth 0.0% - Homeless 4.6% - Students with Disabilities</p>	<p>(170 students have been suspended):</p> <p>2.38% - All Students 0.00% - African American 0.00% - American Indian 0.00% - Asian 0.00% - Filipino 3.43% - Hispanic or Latino 1.61% - White 3.33% - Two or More Races 0.00% Declined to State</p> <p>0.00% - English Learners 2.24% Socioeconomically Disadvantaged 0.00% - Foster Youth 0.00% - Homeless 5.00% - Students with Disabilities</p>	<p>(10 students have been suspended):</p> <p>1.29% - All Students 0% - African American 0% - American Indian 9.09% - Asian 0% - Filipino 1.41% - Hispanic or Latino 1.02% - White 1.52% - Two or More Races 0% - Declined to State</p> <p>0% - English Learners 1.87% - Socioeconomically Disadvantaged 0% - Foster Youth 0% - Homeless 2.94% - Students with Disabilities</p>	<p>and student groups above 1% to 1% or less.</p>
Expulsion Rate	No expulsions	No expulsions	No expulsions	No expulsions	No expulsions
Orcutt Academy Parent Survey (LCAP Survey 1)	<p>Level of School-Home Communication</p> <p>Spring 2021 Parent Survey</p> <p>43.3% - Excellent 43.3% - Good 11.3% - Fair 2.0% - Poor</p>	<p>School Communication Level</p> <p>Spring 2022 Parent Survey</p> <p>School Communication Level</p> <p>40.7% - Excellent 37.3% - Good 18.7% - Fair 3.4% - Poor</p>	<p>School Communication Level</p> <p>Spring 2023 Parent Survey</p> <p>School Communication Level</p> <p>50.98% - Excellent 39.22% - Good 9.80% - Fair 0.00% - Poor</p>	<p>LCAP Survey 1 will not be administered until the spring.</p>	<p>90% of parents will indicate that the school communication level is Excellent/Good.</p>
Physical Fitness Test - Healthy Fitness Zone (HFZ)	<p>2018-2019</p> <p>Percent of Students in HFZ</p> <p>Grade 5</p> <p>75.0% - Aerobic Capacity 56.2% - Body Composition 93.8% - Abdominal Strength 100% - Trunk Extension Strength 68.8% - Upper Body Strength</p>	<p>State fitness testing was administered this spring, but the body composition requirement was removed and the reporting of student performance using the Healthy Fitness Zones is not required. The focus of state fitness testing results will be student participation.</p>	<p>The state has not released data from 2022 state fitness testing. The focus of the testing is now on student participation.</p>	<p>The state has not released data from 2023 state fitness testing. The focus of the testing is now on student participation.</p>	<p>The percent of students scoring in the HFz will increase by 4% (or to 80%) for all areas below 80%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	62.5% - Flexibility Grade 7 47.4% - Aerobic Capacity 47.4% - Body Composition 84.2% - Abdominal Strength 100% - Trunk Extension Strength 47.4% - Upper Body Strength 47.4% - Flexibility Grade 9 76.4% - Aerobic Capacity 75.7% - Body Composition 98.6% - Abdominal Strength 98% - Trunk Extension Strength 88.5% - Upper Body Strength 87.8% - Flexibility				
Chronic Absenteeism	2018-2019 Chronic Absenteeism Rate 8.7% - All Students 17.9% - English Learners NA - Foster Youth NA - Homeless 14.2% - Socioeconomically Disadvantaged 16.2% - Students with Disabilities	2021-2022 Chronic Absenteeism Rate 21.33% - All Students 40.0% - English Learners 33.3% - Foster Youth 0% - Homeless 30.5% Socioeconomically Disadvantaged 24.2% - Students with Disabilities	2022-2023 Chronic Absenteeism Rate (as of May 2, 2023) 15.90% - All Students 15.00% - English Learners 20.00% - Foster Youth 0.00% - Homeless 21.00% Socioeconomically Disadvantaged 18.30% - Students with Disabilities	2023-2024 Orcutt Academy Chronic Absenteeism Rate (as of January 12, 2024) 11.0% - All Students 6.3% - English Learners 0% - Foster Youth 33.3% - Homeless 13.4% - Socioeconomically Disadvantaged 13.2% - Students with Disabilities	Chronic Absenteeism will decrease by 4% for each student subgroup.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Counseling Services Continue counseling services at OAHS with guidance counselors	Yes	Fully Implemented	The district has maintained counseling services at both school	N/A	\$251,497.00	\$68613

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	hired by the district to provide support with academic planning, postsecondary planning, and social/emotional needs. Continue access by OAK-8 and OAH to a counselor who can assist with social/emotional needs and future planning. Priority for all counseling services to target the needs of English Learners, foster/homeless youth, and low-income students.			sites. OAK-8 shares a counselor with another elementary site while OAH has two full-time guidance counselors and a guidance technician. For 2023-2024 the district has partnered with the Santa Barbara County Education Office to offer community navigator services at OAH. Community navigators are trained staff who can assist the families of students with mental health needs in accessing community-based care.			
4.2	<p>Focus on Attendance Data</p> <p>With the direction and support of the district Educational Services Department, schools will collect and analyze attendance data monthly with a priority focus on at-risk student groups (low income, foster, homeless, English Learners, and students with special needs). School leadership teams will analyze this data at least monthly to evaluate/ and modify (as needed) attendance incentive opportunities for individual students (again, with a priority focus on at-risk student groups: foster, homeless, English Learners, low-income, and students with special needs).</p>	Yes	Fully Implemented	Attendance is a priority for the district this school year. The district ran an attendance awareness campaign in September 2023, and all schools are giving incentives and/or recognition for good or improved attendance. The district also has improved its efforts with attendance accountability. All of the district's attendance letters (Truancy Letter 1, Truancy Letter 2, excessive tardiness letter, and 10% or more absenteeism letter) have been rewritten to be more readable and positive. The letters also have been embedded in the Aeries student	N/A	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				information system so office assistants can more easily print them out. Finally, the added community liaison services are enabling more communication with families around attendance.			
4.3	<p>Focus on Behavior/Suspension/Expulsion Data</p> <p>Under the direction and with the support of the district Educational Services Department, schools will collect and analyze behavior referral, suspension, and expulsion data monthly with a priority focus on at-promise student groups (English Learners, foster, homeless, special education, low income students). School leadership teams will analyze this data at least monthly to evaluate and modify (as needed) MTSS SEL/Suspension flowchart protocols for individual students (again, with a priority focus on at-promise student groups: English Learners, foster, homeless, low income, and students with disabilities).</p>	Yes	Partially Implemented	<p>Principals and school leadership teams have periodically reviewed suspension data (no expulsions have occurred in 2023-2024). OAHS and junior high schools have had dialogue about referring students suspended for drug possession or drug use to the local Council on Alcoholism and Drug Abuse (CADA) for drug use prevention education. CADA personnel visit campuses to provide lessons to referred students.</p> <p>As stated in the narrative for LCAP Action 1.13, the district has developed an MTSS plan for student behaviors. As of now five schools are involved, with more schools set to participate by the end of the year.</p>	N/A	\$0.00	\$0
4.4	Provide credentialed PE teachers for TK-8 students	Yes	Fully Implemented	A credentialed P.E. teacher continues to provide regular lessons	N/A	\$49,983.00	\$19935

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Provide additional time for targeted instruction and Professional Learning Communities, especially for English Learners, foster youth, homeless youth, and low income students through the implementation of bi-weekly physical education instruction with credentialed physical education teachers in grades TK-8 at OAK-8. Class sizes larger than 50 students will receive support from a Classified instructional assistant. Materials and equipment will be provided to support equal access to PE standards and programming. The PE program will have a social-emotional focus to target needs of at-risk students (English Learners, foster, homeless, low-income).</p>			<p>for students in grades TK-8 at OAK-8. Lessons emphasize fitness, a healthy lifestyle, and fun. The program is supporting math intervention (see narratives for LCAP Actions 1.5 and 4.1).</p>			
4.5	<p>Arts Programming for Students (Action modified for 2023-2024)</p> <p>Every student in grades K-6 will receive weekly classroom music instruction with a credentialed music teacher. This time will be coordinated with visual arts instruction and physical education to allow teachers to implement math intervention that could include reteaching, frontloading, individual tutoring, and/or an evidence-based intervention program. Every six weeks, this time will be devoted to a</p>	Yes	Fully Implemented	<p>A credentialed music teacher continues to provide weekly music lessons for grades K-6 at OAK-8 (along with afterschool band instruction for grades 4-8). Music teachers meet in a PLC each week.</p> <p>Hourly teachers continue to provide weekly visual arts instruction for students in grades K-6. The Arts Attack visual arts curriculum and art</p>	N/A	\$69,901.00	\$11340

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Professional Learning Community meeting in which teachers can assess student progress and plan best next steps. Professional development for music teachers will be available. The Orcutt Children's Arts Foundation will assist with funding for the art program. Providing PLC time for teachers to discuss student performance will contribute to improving services for at-risk students which include homeless and foster youth, English Learners, and low-income students.</p>			<p>supplies are subsidized by the Orcutt Children's Arts Foundation. Visual arts teachers are meeting monthly to coordinate their efforts.</p>			
<p>4.6</p>	<p>Enrichment Opportunities (Action modified for 2023-2024)</p> <p>Implementation of enrichment activities for students that provide new experiences, teach new skills, and contribute to social/emotional health. As possible, these activities also can incorporate creativity, critical thinking, collaboration, and communication. Activities to be planned in 2023-2024 include the district's swim lesson program for fourth graders, makerspace activities based in school libraries, and field trips. These experiences are important for all students, but especially important for at-risk students: foster, homeless, English Learners, low-income, and students with disabilities.</p>	<p>Yes</p>	<p>Partially Implemented</p>	<p>Among enrichment activities implemented or planned in 2023-2024:</p> <ul style="list-style-type: none"> • Fourth-grade swim/aquatic safety program done in partnership with the Santa Maria Valley YMCA • Sixth-grade Science Camp • Makerspace activities in school libraries • Field trips 	<p>N/A</p>	<p>\$28,620.00</p>	<p>\$366</p>

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.7	Social Emotional Learning Curriculum Under the direction and with the support of the Educational Services Department, the Social, Emotional, and Ethical (SEE) Learning will be implemented as the district's curriculum for social/emotional learning. Teachers are being asked to deliver one SEE Learning lesson per month in 2023-2024. A team of three district educators has completed a yearlong SEE Learning facilitator certification course and will be on hand to guide implementation. School leadership teams will be able to provide input on implementation during the course of the school year. Funds will be spent on staff training, programs, release time, and materials.	Yes	Partially Implemented	SEE Learning has been implemented in 2023-2024, with teachers delivering one SEE Learning lesson per month. To assist with this, the district's SEE Learning team has built grade-level SEE Learning lessons and then helped classroom teachers with implementation.	N/A	\$20,000.00	\$10000
4.8	Parent Square Home/School Communication Platform Continue district/teacher/parent access to Parent Square	No	Fully Implemented	Parent Square had continued to be nothing short of indispensable as a platform for school-home communication.	N/A	\$4,000.00	\$5601
4.9	Social Worker (Action discontinued for 2022-2023)	No	Not Implementing	N/A	The district is considering using California Community School Planning	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>A social worker will be added to the OUSD staff to target and meet the needs of students in at-risk groups (special education, homeless, foster, low-income, and English Learners).</p> <p>(An additional elementary counselor funded instead of a social worker. The position was not paid for out of LCAP funds. See note later in this section.)</p>				<p>Grant funds to hire a district social worker who can plan and organize community school efforts. This would occur in 2024-2025 at the earliest.</p>		



EDUCATIONAL SERVICES MEMORANDUM

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

FROM: Joe Dana
Assistant Superintendent, Educational Services

BOARD MEETING DATE: February 14, 2024

BOARD AGENDA ITEM: Safe Schools Plans for School Sites

BACKGROUND: California Education Code 35294 requires all public schools to develop, and have their School Site Council approve, a Safe Schools Plan that pursues the following goals:

- (1) Assuring each pupil a safe physical environment
- (2) Assuring each pupil a safe, respectful, accepting, and emotionally nurturing environment
- (3) Providing each pupil resiliency skills

In accordance with this law all of our district's schools have developed Safe Schools Plans that document strengths and needs in the areas of personal characteristics of students and staff, the school's physical environment, the school's social environment, and the school's culture. When you review these plans you will see that they address critical issues such as violence prevention, campus security, pedestrian and traffic safety, and emergency preparedness. Our school sites are safer places for the annual process undertaken by school staff and School Site Councils to review and write these Safe Schools Plans.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the Safe Schools Plans for all of the district's schools as submitted.

FUNDING: No impact.



Alice Shaw Elementary School

Safe Schools Plan

Orcutt Union School District

2023-2024 School Year

Address: 759 Dahlia Place, Santa Maria, CA 93455
Phone: (805) 938-8850

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School Safety Committee

Member Name	Position
Julie Kozel	Principal
Cheri Palin	Office Manager
Erik Pedersen	Custodian
Maria Martinez	Community Liaison
Daisy Steven	Teacher
Erin Canby	Teacher
Andrea Frick	Teacher
Joseph Lounsbury	Parent
Alex Jauregui	Parent
Alex Lillenberg	Parent
Amber Nelson	Parent
Stacy Silva	Parent
Lt. Frank Vasquez (SB County Sheriff's Department)	Law enforcement-Community member

Mission Statement

Our Mission: The mission of Alice Shaw School is to ensure that all students learn by creating a community that focuses on student learning, working collaboratively and maintaining high expectations in a safe positive learning environment.

The Safe School Committee shares a common feeling with our students, parents, and staff that Alice Shaw School is a safe, supportive, nurturing environment for all children. This "safe school" perspective comes from a deep commitment, belief and cooperation from parents, community members, staff, district personnel, students, and law enforcement. In the development of this plan the Committee has followed the recommendations for the California Department of Education School Safety and Violence Protection document, Safe Schools: A Planning Guide for Action. In this document we will attempt to cover four major components including (1) Personal Characteristics of Alice Shaw's Students and Staff, (2) Alice Shaw School's Physical Environment, (3) Alice Shaw School's Social Environment, and (4) Alice Shaw School's Culture. This plan provides a template for maintenance of current programs and development of new programs to enhance the safety of our school.

Vision Statement

The vision of Alice Shaw School is to provide for the educational success of all students through multiple pathways. The programs, policies and practices of Alice Shaw School reflect our commitment to helping all students learn at high levels. We are committed to structured collaboration with one another in an effort to meet the needs of all students. Every member believes that every student is capable of academic proficiency in all subject areas. We believe collaboration is the vehicle to increase student success and achievement. We will work to neutralize the challenges students bring with them to school. We will practice targeted instruction to build the intellectual ability of our students to do rigorous work. We will address challenges through candid collaboration as a team. We will work together to provide all of our students a school community that provides a positive, safe environment where children feel empowered to achieve high levels of learning. Students are recognized for their character, academic achievement and attendance. We believe that the driving force of our school's success is through the collaboration of our administration, teachers, staff, students, parents, and the community

Alice Shaw Elementary School is committed to preparing children with 21st Century Learning Skills - Communications, Collaboration, Critical Thinking and Creativity. Alice Shaw staff is focused on providing challenging Common Core State Standards based curriculum that meets the needs of all learners. All Alice Shaw staff members understand the importance of providing a quality education through exemplary teaching practices and a commitment to excellence. Developing partnerships between staff members, students, parents and community members is essential for creating an environment that meets the needs of all students at Alice Shaw Elementary School. At Alice Shaw School, our students, parents, and staff are committed to working as a team to promote students involvement in the positive, scholarly and safe school culture.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

- Positive Behavior Interventions and Support (PBIS) program is continuing and is a core part of the learning environment. PBIS expectations and results (data) are reviewed at monthly staff meetings.
- All staff members attend professional development with various topics centered around teaching, learning, emotional well-being, and safety.
- A full day of professional development for certificated and classified employees in critical issues in school safety was provided for all staff members. (September 2023). The Standard Response Protocol was the basis of the training.
- A full day of professional development for certificated and classified employees in responding to active assailants was provided for all staff members. (November 2023).
- The principal and vice principal attended 16 hours of training on the the Standard Response Protocol and active assailants response protocol. (August and October 2023).
- Health and well-being issues are taught during Growth and Development, Child Safe, Too Good for Drugs (K-5th grade), and DARE instruction (6th grade).
- The district worked to improve the DARE Program for all sixth graders during the 2023-24 school year. The California Army National Guard presented DARE, and the district moved to a middle school DARE curriculum that was more engaging and relevant for students.
- All teachers in grades 4-6 utilize Securly, which provides real time monitoring of student technology use for threats, suicidal ideation, and other concerns. NewDawn Security also monitors social media for potential school/district harm.
- The principal and vice principal participate in monthly management meetings which include community visits that show industries, programs, and services available to students and families.
- SEE Learning (SEL curriculum) lessons are presented to students on a regular basis. All teachers in grades K-6 participate in monthly SEE Learning training and presentations.
- All full-time certificated staff members are CLAD/BCLAD certified. Seven staff members are bilingual (English/Spanish).
- PTA sponsored activities and “family nights” promote a strong connection between home and school. Several staff members are involved in the PTA Leadership and many others attend family events after school hours.
- Students in District Special Day Classes, Santa Barbara County Special Day Class, Special Education Resource and Speech Programs on campus are mainstreamed and/or interact with their typically developing peers daily.

Areas of Concern:

Alice Shaw will support and build caring relationships among students, staff, and the school community.

Action Plan:

1. Continue to build a school-wide character education program by highlighting a positive trait every 6 to 8 weeks utilizing the PBIS school matrix.
2. The Shaw Positive Behavioral Interventions and Supports (PBIS) Team will continue training to guide the implementation and sustainability of evidence-based interventions to meet the academic, behavior and socio-emotional needs of all students. Continue to review behavioral and socio-emotional data monthly and make modifications to the PBIS program as needed.

3. Continue to address Bullying and other interpersonal issues with anti-bullying discussions, counseling, SEE Learning lessons, schoolwide assemblies, digital citizenship lessons, and the PBIS program. An electronic anonymous reporting system was implemented on the school website in December 2023. (See Something/Say Something "Bully Button").
4. Continue and expand the implementation of the district's socio-emotional learning (SEL) curriculum, SEE Learning. The goal will be to provide weekly SEE Learning lessons for all students grades K-6 by the beginning of the 2024-25 school year. Students in Transitional Kindergarten (TK) will receive weekly SEL lessons through the TK Language Arts program, World of Wonders.

The School's Physical Environment

Areas of Pride and Strength:

- The staff maintains an updated School Disaster Plan. A log of emergency drills is maintained for inspection by the fire department and district personnel. Fire/evacuation drills are conducted monthly. Intruder/lockdown and earthquake drills are conducted twice per school year.
- The school has a detailed Emergency Response Plan. Every classroom/building has an emergency binder and a survival kit.
- The facilities have been remodeled and are in good repair. Each classroom has a telephone and a door that is able to be locked from the inside of the room.
- Monthly playground safety checks are completed and filed with the Maintenance, Operations, and Transportation Department of the district.
- The principal, teachers and/or school staff provide supervision for students as they arrive in the morning and depart in the afternoon.
- The middle of the parking lot provides a marked crossing area. Additional markings were added to highlight no parking areas and safe passageways.
- The principal/office staff maintains vandalism logs, truancy logs, suspension/expulsion logs and office referrals.
- All gates are locked during school hours and visitors are directed through the office for monitoring. Volunteers and visitors check-in and check-out with the office before entering and exiting the campus.
- The new outside covered table area at the front of the school can be used for various learning activities and lunchtime.
- Two-way radios are provided for communication between the office, staff, and some teachers/classrooms.
- Perimeter and playground cameras provide additional student monitoring and monitoring of facilities during non-school hours.
- All rooms at the school have an identified a "safer corner" for students to move to in case of emergency. All rooms also have the Standard Response Protocol posters or signs displayed on campus.
- An electronic school marquee has been provided by the Shaw PTA to advertise event reminders for the school community (installed January 2024).

Areas of Concern:

Shaw School community will continue to identify, address and resolve physical environment issues and concerns.

Action Plan:

1. Two-way radios will be purchased for all staff and teachers/classrooms. These will be used to improve supervision and communication during daily activities and emergencies.
2. Additional cameras will be added to the front entrance (to view visitors entering from the parking lot) and to the back of classroom wing (to view the fire road gate entrance).
3. Speakers will be replaced on the outside of buildings to enable emergency announcements to be heard on all playground/outside areas.
4. Staff will lock all doors during the school day as part of the district's improvements in school safety implemented this year (Standard Response Protocol). Staff and volunteers will wear ID and/or visitor badges at all times.
5. Continue maintenance on buildings, classrooms, and playground area to ensure safety.

The School's Social Environment

Areas of Pride and Strength:

- On a regular basis, the school staff greets students and their families as they enter the school grounds in the morning and depart in the afternoon.
- Expectations for student behavior are clearly communicated in the Parent Handbook and to students throughout the school year.
- Weekly whole school convocation occurs in which weekly announcements conveyed, students are reminded of behavior expectations, students are awarded for positive behavior, and school pride is celebrated.
- The school's character development program and PBIS contribute positively to the overall school environment.
- The principal, teachers, and parents work together to maintain high expectations for student behavior.
- Internet safety is stressed. Students and parents sign an Acceptable Use Policy agreement before students access the Internet. The Securly monitoring system is used to monitor students on line searches. Students participate in digital citizenship lessons.
- PTA sponsors many social activities throughout the school year to facilitate the school community getting to know each other.
- Fall and Spring conferences promote collaboration between teachers and parents.
- The school is used after hours by many community organizations and neighbors.
- Additional community liaisons hours have been added to provide support for families and office staff (attendance, behavior, family contact, student supervision).
- The district has implemented the Expanded Learning Opportunities Program (ELO-P) within its Campus Connection Childcare Program. ELO-P funding makes possible free afterschool childcare for students in grades TK-6 who are low-income, English Learners, foster youth, or students experiencing homelessness. Students receive additional academic time in mathematics during this after school time.
- In response to student behavioral needs, the district expanded staff available to teach and support positive behavior. Shaw has a full-time Registered Behavior Technicians (RBT) and access to a Board Certified Behavior Analysts (BCBA) one day per week.
- The district and school are continuing to plan special activities and learning experiences that provide motivation and socialization for students. Examples include the fourth-grade swim program at the Santa Maria Valley YMCA, Outdoor School for sixth graders, academic events such as the Battle of the Books and North County Math Super Bowl, and PTA sponsored field trips.

Areas of Concern:

Alice Shaw staff strives to make our school a welcoming learning environment where students feel connected with their teachers, their peers, and the other adults.

Action Plan:

1. Administrators and staff will continue to revisit school rules and expectations for behaviors on a regular basis. Schoolwide PBIS "passport days" will be presented in August and January each year. Additional assemblies to review expectations will be added as needed.
2. Administrators and staff will continue to focus on student engagement, supervision and prevention of inappropriate behaviors.
3. Counseling services will continued to be offered by an OUSD Counselor to teach coping and social skills to identified students.

The School's Culture

Areas of Pride and Strength:

- The belief at Alice Shaw School is that every student counts! This belief promotes a sense of connectedness, belonging and community.
- Shaw Students are connected and involved in the school and parent involvement is highly encouraged and supported.
- All students in grades K-6 receive PE, Art and Music instruction.
- All students in grades K-6 receive targeted intervention or extension lessons four times per week in the areas of math and language arts.
- Student Success Team meetings bring staff and parents together to discuss how to assist struggling students.
- Student award and incentive programs recognize students for academics, citizenship, effort, and cooperation.
- The office staff creates a welcoming, friendly, helpful and supportive atmosphere.
- The PTA supports classroom instruction, provides field trips, and finances assemblies. The PTA provides opportunities for “fun nights” to enable parents, students, and staff members to feel “connected” to the school (i.e., bingo night, movie night, family nights).
- Weekly Wednesday convocation creates an environment of connectedness and an opportunity to highlight positive student behavior and remind students of academic and behavior expectations.
- Communication to families comes in many forms: Parent Square, Friday Folders, email, phone calls, parent conferences.
- All parents have access to the Aeries student information system. Parents are encouraged to check the Aeries Parent Portal to see student performance/grades.
- Parents/guardians have been apprised of the district's work on emergency preparedness throughout the school year. A copy of the Standard Response Protocol and explanation of the protocol have been provided to parents.

Areas of Concern:

The Shaw School community will work together to support a comprehensive school wide approach to overall "connectedness," safety and learning.

Action Plan:

1. The staff will continue to meet in grade level Professional Learning Communities (PLC) during early out Wednesdays to discuss student progress--standards based instruction, student learning, student socio-emotional needs, results data, and intervention/enrichment opportunities.
2. Continue to support the PTA on family oriented events and parent education topics.
3. Continue regular communication with families throughout the school year using Parent Square.
4. Teachers will continue to promote social growth through classroom and school recognition opportunities.
5. Provide evening parent education nights on Parent Square communication app.

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1. Safe Schools Plan

2. Board Policy and Administrative Regulation

- a) BP 0450 (a)—Comprehensive Safety Plan
- b) BP 5141.4—Child Abuse/Neglect and Reporting Requirements and Procedures
- c) AR 5144.2—Suspension and Expulsion/Due Process
- d) BP 5131.2 (a)—Bullying

3. Safety Procedures

- a) Standard Response Protocol
- b) Evacuation Map
- c) BP 3516—Emergencies & Disaster Preparedness Plan
- d) Disaster Drill Schedule
- e) Emergency Team Duties
- f) Disaster Duties & Responsibilities
- g) Disaster Procedures
- h) Procedures for Lock-down/Shelter Evacuation
- i) Cardiac Emergency Response Plan
- j) Opioid Overdose Protocol

4. Discipline Procedures

- a) Student Handbook
- b) Discipline Summary
- c) Attendance Summary
- d) BP 4158, 4258, 4358—Notifying Teachers of Dangerous Pupils
- e) BP 3515.2—Employee Use of Technology
- f) Discrimination and Harassment Policy (Annual Notification)

5. School Information

- a) School Accountability Report Card (SARC)
- b) Safe School Questionnaire
- c) Safe Schools Planning Checklist
- d) Electronic Network User Agreements (Student & Staff)
- e) BP 4040—Employee Use of Technology
- f) California Healthy Kids Survey



Joe Nightingale Elementary School

Safe Schools Plan

Orcutt Union School District

2023-2024 School Year

Address: 255 Winter Road, Santa Maria, CA 93455
Phone: (805) 938-8650

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School Safety Committee

Member Name	Position
Kate McInerney	Principal
Suzi Rhyne	Teacher
Shannon Lopez	Teacher
Lisa Cooper	Teacher
Mary Cortez	Staff
Tony Cowans	Parent
Jerid Anderson	Parent
Katherine Morales	Parent
Steve Mahr	Parent
Jesse Freeman	Parent
Lt. Frank Vasquez	Santa Barbara County Sheriff's Department

Mission Statement

"Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical violence and psychological harm. They are characterized by sensitivity and respect for all individuals (including those of other cultural and ethnic backgrounds), an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered to students; affiliation and bonding to the school support and recognition for positive behavior, and a sense of community on the school campus. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms." – California State Department of Education, "Safe Schools: A Plan Guide for Action"

Mission Statement

Our mission statement, as approved by our School Site Council, is as follows: Joe Nightingale exists to better the lives and futures of all students, staff, families, and community through proven quality instruction, positive relationships, and engaging experiences.

Vision Statement

Vision

Statement

The vision of Joe Nightingale School is to provide for the educational success of all students through high expectations and a commitment to academic excellence; to empower them to reach their full potential as responsible, ethical and productive citizens in a diverse and changing world. We believe this is a shared responsibility requiring the cooperation and commitment of students, parents, staff, and the community.

We ensure academic excellence by providing quality educational programs with all staff members focused on continually improving student achievement. We believe children learn best when they engage in a variety of meaningful activities in a challenging, structured and positive environment. At Joe Nightingale School, we provide our students with a rigorous, scholarly learning environment in which learning time, instructional planning, progress monitoring, and strategic/intensive interventions are systematically focused on individual student learning needs. We have clear, research-based interventions and enrichment opportunities to meet the needs of learners at all instructional levels.

All members of the Joe Nightingale School community collaborate to offer continuous learning programs that enable all children to maximize their academic, social and emotional growth and promote their development into thoughtful, accepting, productive and responsible citizens. Teacher teams at each grade level work together to ensure students receive a comprehensive, standards-based course of study. These teacher grade level teams meet weekly in Professional Learning Communities to review student learning and to plan strategic interventions and enrichment activities to meet the various needs of all students.

At Joe Nightingale, our commitment to preparing children with 21st Century Learning Skills-Communication, Collaboration, Critical Thinking and Creativity- is present in all learning activities. The students at Joe Nightingale are global learners who use technology to increase their awareness and facilitate their contributions to the world around them.

At Joe Nightingale School, our students, parents, and staff are committed to working as a team to promote student involvement in the positive, scholarly, safe, and inclusive school culture. Students are caretakers for their own learning environment and are deeply connected to the school community. Parents, families, and community members have a strong investment in our students' lifelong education.

In order to achieve this vision, during the 2023-2024 school year, Joe Nightingale School is continuing the focus on High Quality First Instruction.

This High Quality First Instruction includes Continued Instructional Focus Areas:

- Literary and non-fiction reading
- Academic vocabulary in speaking and listening
- Intervention time block to meet individual needs in math and reading
- Fostering student engagement and social emotional wellness

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

- All adults at Joe Nightingale-- school administrators, teachers and support staff-- strongly feel that every child on campus is “their” child.
- All adults at Joe Nightingale-- school administrators, teachers and support staff-- possess high standards and expectations for all students.
- On a regular basis, the school administrators, teachers and support staff greet students as they enter the school in the morning and depart in the afternoon.
- The school administrators, teachers and support staff are actively involved in curricular matters, are readily available to all members of the school community and are visible on campus.
- All of our full-time credentialed teachers are certified to work with English Learners.
- Our breakfast and lunch program serves hundreds of students daily.
- Health room has daily coverage by LVN and district nurse is available each day by phone.

* Two full days of professional development have been invested into training all staff in the Standard Response Protocol for responding to emergencies.

* District PD sessions were followed by site sessions where school staff discussed how to operationalize the SRP on their campus.

* Staff are wearing ID badges now so everyone knows who is permitted to be on campus.

Areas of Concern:

Joe Nightingale School will support and build caring relationships among students, staff, and the school community.

Action Plan:

1. Continue implementing PBIS Tier 1 structures to promote a positive environment and consistency throughout the school day and campus.
2. Staff will continue to make progress in implementing a Multi-Tiered System of Supports (MTSS) system in order to meet individual student needs in the areas of academics and behavioral needs.
3. School-wide expectations will be promoted for proper playground behavior and school-wide behaviors.
4. Continue to build a strong citizenship program through the development of our Friend Mediator program, Student Council, and collaboration between primary/intermediate classroom and special education/general education.
5. Continue to provide in-school individual counseling and small group counseling.

The School's Physical Environment

Areas of Pride and Strength:

- The school is open after hours and weekends for use by many community organizations, i.e., girl scouts, soccer, 4H, little league, etc.
 - Playground sandboxes and playground equipment have been replaced/upgraded and are monitored regularly for safety.
 - Student and staff restrooms have been modernized and are monitored regularly for cleaning and repair.
 - The alarm system has been upgraded and can be heard from all areas of the school campus.
 - Our phone system has been upgraded and teachers have access to phones in their classrooms.
 - Locks have been replaced allowing teachers and staff to lock rooms from the inside. Staff keys allow staff to lock all rooms and gates.
 - All gates are locked during school hours to direct visitors through the office for monitoring. Fencing has been improved and is monitored for repair and replacement.
 - Survival kits have been placed in classrooms, offices, hallways, arts room, library, child care rooms, and multi-use room.
 - The school buildings and classrooms are well maintained and painted.
 - Monthly playground safety checks are completed and filed with the Maintenance and Operations Department of the district.
 - The staff provides for sidewalk safety and traffic flow in the parking lot as students arrive in the morning and depart in the afternoon.
 - The staff maintains an updated School Disaster Plan. Evacuation drills, Duck-cover-hold drills, and lock-down drills and shelter in place drills are called on a regular basis.
 - The administration and office staff maintain vandalism logs, truancy logs, and suspension/expulsion logs.
 - In the parking lot, parents are regularly reminded of our concern for student safety.
- * Standard Response Protocol signs are posted throughout campus, and safer corners in classrooms.
- * Cameras have been installed on campus to assist with supervision.

Areas of Concern:

Joe Nightingale School will continue to identify, address and resolve physical environment issues and concerns.

Action Plan:

1. Continued deferred maintenance on buildings and classrooms to ensure safety.
2. All visitors will check in at school office and receive a visitor's pass. Signs will be posted to educate visitors of visitor policies. All volunteers must be cleared by district following district policy prior to volunteering at school or school event.
3. Buildings on campus are being identified and labeled.

The School's Social Environment

Areas of Pride and Strength:

- With a full inclusion program for our students with disabilities, students are accustomed to working with peers of varying abilities.
- A developmental physical education program in kindergarten through sixth grade and a PTA sponsored Fun Run promote physical fitness.
- Health screenings (vision and hearing) are provided to our students by the district staff and parent volunteers.
- Our Friend Mediators program teaches students leadership and peer mediation skills and provides them with the necessary supports to have a positive peer influence.
- Leadership opportunities are provided for students through our Student Council and Friend Mediator program.
- Student engagement has been increased with the use of technology such as the iPad and Chrome Books.
- School-wide discipline matrix has been developed and implemented throughout all areas of the school.
- Differentiated instruction and online computer aided instruction have been established to serve the needs of students needing/wanting intervention or extension.

Areas of Concern:

Joe Nightingale School strives to make our school a welcoming learning environment where students feel connected with their teachers, their peers, and the other adults.

Action Plan:

1. The site administrators will continue to provide for safety and disaster preparedness activities and drills.
2. Staff will continue to investigate and implement programs which foster personal and social skill development.
3. Classroom lessons for character development, social skills, and conflict resolution will be implemented by classroom teachers and the school counselor.
4. Noontime and recess makerspace activities will be provided.
5. Administrators will make regularly scheduled visits with students to review school rules and expectations for behavior.
6. Continue to implement school-wide system to teach playground games and activities through Physical Education Program.

The School's Culture

Areas of Pride and Strength:

- All adults at Joe Nightingale-- school administrators, teachers and support staff-- strongly feel that every child on campus is "their" child.
- All adults at Joe Nightingale-- school administrators, teachers and support staff-- possess high standards and expectations for all students.
- Our Friend Mediators Program teaches students leadership and peer mediation skills and provides them with the necessary supports to have a positive peer influence.
- Leadership opportunities are provided for students through our Student Council and Friend Mediator program.
- PTA sponsored Red Ribbon Week activities promote drug, alcohol, and tobacco awareness and refusal skills for all students.
- The PTA supports classroom instruction and provides funding for field trips, assemblies, technology, and resources for school beautification.
- Fall and Winter conferences promote shared goal setting between teachers and parents.
- Regularly scheduled activities bring parents, students, and staff together for social activities.
- Our bilingual community liaison connects with Spanish speaking families and provides primary language support as needed.
- After school enrichment class (fee based) are available to families one day per week. (District provided)
- Parents and students regularly report that they feel "connected" to the school.
- Students are recognized every other month for their hard work and accomplishments with celebrations in the classrooms and assemblies.
- We use technology on a regular basis such as e-mail, Aeries school portal, Parent Square, and classroom web pages to communicate with parents and community members.
- A well-defined Child Care program (OUSD Campus Connection) meets the needs of over 150 of our students before school, after school, and during scheduled school breaks.

Areas of Concern:

The Joe Nightingale School community will work together to support a comprehensive school wide approach to overall "connectedness," safety and learning.

Action Plan:

1. New students are welcomed to Joe Nightingale School by staff and are escorted to their class by the principal and/or assistant principal. They are provided with a peer "buddy" to accompany them on their first few days to acclimate them to our school.
2. School-wide discipline matrix has been developed and implemented throughout all areas of the school. Rules assemblies are held for students to review school rules and expectations for student behavior.
3. The staff will continue to develop its awareness of, and proficiency with, using the California Common Core content and performance standards to drive instruction and assess student work.
4. Teachers will promote social growth through classroom and school-wide student recognition program.
5. Staff will continue to recognize and reward students who demonstrate the desirable characteristics of non-violence, peacemaking, and problem solving.
6. School news will continue to be sent to parents electronically regularly throughout the year. The automated phone/email system (Parent Square) will be used for communication with parents for events and emergency situations.

7. Encourage students and classes to participate in community service projects.
8. All notices home will be translated into the home language of parents by utilizing the translation tool on Parent Square..

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- f) California Healthy Kids Survey



Patterson Road Elementary School

Safe Schools Plan

Orcutt Union School District

2023-2024 School Year

Address: 400 Patterson Road, Santa Maria, CA 93455
Phone: (805) 938-8750

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School Safety Committee

Member Name	Position
Nicole Sorensen	Principal
Yvette Soriano	Teacher
Terry Wright	School Office Manager
Angie Edmonds	School Staff
Ilyana Clark	Community Liaison
Riley Ramos	Parent
Christina Olivares	Parent
Maria Serna	Parent
Jon Patterson	Parent
Erika Johnson	Parent
Lt. Frank Vasquez, SB County Sheriff's Department	Law Enforcement Representative

Mission Statement

Mission:

To serve the unique academic, physical, social, and emotional needs of students in order to provide each student with the highest quality education, inspire a passion for learning, and make meaningful connections that propel children to become lifelong learners.

Vision Statement

Vision:

At Patterson Road School, our commitment to student success extends beyond academics to include fostering a secure and nurturing environment. We firmly believe in unlocking the full potential of each student, recognizing that safety is foundational to their ability to excel. As dedicated members of the Patterson Road community, we prioritize structured collaboration to meet the diverse needs of every student. Embracing the belief that every student can achieve academic proficiency, we view collaboration as the key driver for enhancing student success and achievement. Our collective efforts aim to overcome challenges that students may face, ensuring a supportive and inclusive atmosphere. Through targeted instruction, we strive to elevate the intellectual capacity of our students, enabling them to engage in rigorous academic pursuits. Facing challenges head-on, we emphasize transparent teamwork to address and resolve issues. Together, we are committed to providing a positive, safe school community where children feel empowered to reach high levels of learning. We celebrate students for their character, academic accomplishments, and consistent attendance. Our success as a school hinges on the collaborative synergy of our administration, teachers, staff, students, parents, and the broader community.

Patterson Road School seeks to provide a safe environment for all students:

- Safety on the playground
- Safety in the classroom
- Safety from harassment
- Safety from prejudice
- Safety arriving to and departing from school
- Safety in before-school and after-school district sponsored programs

The Safe School Committee shares a common feeling with our students, parents, and staff in that Patterson Road School is a safe, supportive, nurturing place for children. This “safe school” perspective comes from a deep commitment of cooperation from parents, community members, district personnel, students, and law enforcement. In the development of this plan, the Committee has followed the recommendations of the California Department of Education School Safety and Violence Protection Office document, *Safe Schools: A Planning Guide for Action*. In this document we will attempt to cover four major components including (1) Personal Characteristics of Students and Staff, (2) The School’s Physical Environment, (3) The School’s Social Environment, and (4) The School’s Culture. This plan provides a template for maintenance of current programs and development of new programs to enhance the safety of our school.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

- We have a dedicated community of district/site staff and parents who desire the best safety practices and provisions for students.
- With two Special Education classes on campus, students are accustomed to working with peers of varying abilities and language learning needs.
- A developmental physical education program in grades Transitional kindergarten through six promotes physical fitness.
- A developmental music and arts education program serves students in grades kindergarten through sixth.
- School based counselor is present on campus 1.75 days per week and on-call as needed.
- The district provides a bilingual liaison and the ParentSquare App to assist in communication with all families.
- The district has established a district leadership team on school safety.
- A full day of professional development for certificated and classified employees in critical issues in school safety (September 2023). The Standard Response Protocol was the basis of the training. The day included a four-hour district presentation by nationally recognized safety presenter Jeff Solomon followed by a two-hour site discussion on how to operationalize the Standard Response Protocol.
- A full day of professional development for certificated and classified employees in responding to active assailants (November 2023). The day included a four-hour district presentation by Jeff Solomon followed by a two-hour site discussion reviewing the Standard Response Protocol.
- Two full days of training for members of the district Management Team (August and October 2023).
- In November 2023 the district sent a team to the National Association for Behavioral Intervention and Threat Assessment (NaBITA) Conference.
- The district worked to improve the DARE Program for sixth graders this school year. The California Army National Guard presented DARE, and the district moved to a middle school DARE curriculum that was more engaging and relevant for students.
- All schools have Securly, which provides real time monitoring of student technology use for threats, suicidal ideation, and other concerns. NewDawn Security also monitors social media for potential school/district harm. School staff are notified by Securly and/or NewDawn when there are concerns.

Areas of Concern:

Clear, thorough communication among all stakeholders-community, families, parents, staff, and students.

Action Plan:

1. Cultural Diversity

- Continue to provide school publications, announcements, and newsletters. These are published in English with electronic Spanish translation available.
- Continue to utilize ParentSquare and the Google translate option to improve communication for all families.

2. Consistency of communication to families

- Survey families on use of communication tools-ParentSquare, website, email, Aeries portal, and social media to determine most effective communication tools.
- Provide training for families on communication devices and apps--Aeries and ParentSquare through parent education nights.

The School's Physical Environment

Areas of Pride and Strength:

General Safety

- Staff discusses supervision and specified jobs in the case of an emergency regularly.
- Staff Emergency binders updated regularly.
- The staff maintains an updated School Disaster Plan. fire, disaster, lockdown and shelter in place drills are conducted on a regular basis.
- The district maintains vandalism logs and removes signs of vandalism immediately.
- All teachers have access to phones and two way radios in their classrooms.
- A student phone is available in the school office so that students can contact parents when necessary.
- Survival kits have been placed in classrooms, offices, library, child care room and the multi-use room.
- Visitors must check into the office and wear a visitor badge.
- Employees report strangers on campus.
- Twelve surveillance cameras are installed strategically around campus.
- This school year, the district's focus on emergency preparedness had all staff identify a "safer corner" in their classroom or work area and Standard Response Protocol posters or signs displayed on campus.

School Grounds--Parking lot for arrival and dismissal

- The principal and teachers provide for sidewalk safety and traffic flow in the parking lot as students arrive in the morning and depart in the afternoon.
- The parking lot has set traffic patterns in place for drop-off and pick-up for student safety.
- There is a safer bus drop off outside of parking lot.

School Grounds--Playground

- Monthly playground safety checks are completed and filed with the Maintenance, Operations, and Transportation department of the district.
- A filtered water station is available to refill water bottles.
- Outside eating area with umbrellas to provide shade for students during lunch.
- Playground area is clean and welcoming with good sight lines and wood chips for a safe fall zone.

School Grounds-Fencing

- There is fencing to secure the entire campus.
- There is front landscaping and inviting entryway.

Buildings and Classrooms

- A media center/library is available to students four days a week for books, computer use, and makerspace.
- The school has a multi-use room with a stage, presentation technology, sound and lighting systems. A double-wide portable classroom serves as a fine arts room.
- Student and staff restrooms are regularly inspected for cleaning and needed repairs.
- The alarm system can be heard from all areas of the school campus.
- Classrooms can be locked from the inside of the room.
- Emergency bells and alarms are checked on a routine basis.
- Patterson PRIDE (PBIS) signage is posted throughout school.

- Classrooms have flexible seating furniture for all students.
- There is student technology available in all classrooms and to all students.

Areas of Concern:

Maintaining a safe environment during school, for school arrival and dismissal (parking lot), and preparation for emergencies.

Action Plan:

1. General Safety
 - Paint room numbers at second assembly area for outside evacuation drill
2. Buildings and Classrooms
 - Work with district to replace/repair rain gutters. In progress
3. School Grounds--Parking lot for arrival and dismissal
 - Work with CHP to monitor traffic pattern fidelity

The School's Social Environment

Areas of Pride and Strength:

Consistent Behavioral Expectations

- The principal, staff, and parents will continue to work together to maintain high expectations for student behavior.
- The school is in the Third year of implementation of PBIS post Covid Shut down. Positive rewards and student awards are based on the expectations in Patterson PRIDE: Prepared and Punctual, Respectful, Inspire Kindness, Demonstrate Responsibility, Everyone's Safe.
- The principal and the PBIS team members meet with all students at least twice a year to review school rules and behavior expectations. (-Staff provides PBIS Passport day to teach expectations (Fall and Spring))
- The PBIS PRIDE system provides a consistent system for expectations (matrix), referrals and reinforcement system (Paw tickets and prizes)

Students' Connection to School

- The school principal is actively involved in curricular matters, is readily available to all members of the school community and is visible on campus and in classrooms.
- On a regular basis, the staff greets students as they enter school in the morning and depart in the afternoon.
- Student Council members are elected by 4th-6th graders.
- Many enrichment activities are offered throughout the school year: Battle of the Books, Author Go Round, Math Bowl, Yearbook Team, Historical Walk Through Program for grades 4-6, Robotics Team, and an after school enrichment program with rotating offerings is available on early release Wednesdays (paid program).
- PTA and Student Council sponsor Red Ribbon week activities to promote drug, alcohol, and tobacco awareness and refusal skills for all students.
- Several classes participate in big buddy/little buddy partnership activities and cross age tutoring opportunities.
- Sixth graders go to Outdoor School annually.

Respectful and Supportive Environment

- A school based counselor offers counseling for referred students 1.75 days per week.
- DARE is available to sixth graders each year.
- There is a respectful atmosphere between students to adults.
- Watch DOGS (Dads Of Great Students) are on campus to help students remember the expectations and navigate social situations in a positive way.

Areas of Concern:

Maintain current safety procedures and programs to encourage student and family connectedness and a respectful, supportive school environment.

Action Plan:

1. Consistent Behavioral Expectations

- Provide student and parent education on bullying and conflict resolution.
- Continue to provide student and parent education on PBIS and behavioral expectations.

2. Students' Connection to School

- Continue to look for and encourage parent and community involvement (robotics, track, PTA, etc.).
- Actively seek community, staff and parent volunteers to coach and lead extra curricular activities.

3. Respectful and Supportive Environment

- Provide recess sports/game rules instruction and conflict resolution instruction/social skills instruction for all students.
- Following the Covid quarantine, students are in need of additional peer relation training. Staff will coach new opportunities for improved personal relations daily.

The School's Culture

Areas of Pride and Strength:

Family Connectedness and participation

- Parents and students regularly report that they feel “connected” to the school.
- Many parents volunteer by providing clerical assistance, working with small groups of students, and participating in various programs and school activities.
- The weekly update are sent to parents via ParentSquare to highlight school news and current events.
- Patterson Road has a Back to School Night at the beginning of the year to help create a partnership with families and an Open House at the end of the year to celebrate student successes.
- Parent Involvement is welcomed and encouraged at Patterson Road.
- Fall and Winter conferences promote shared goal-setting and evaluation of student progress opportunities between teachers and parents.
- The Parent Square platform is utilized for communication with families

PTA involvement and activities

- The PTA provides funding to support classrooms with supplies and field trip costs.
- The PTA provides financial support for school academic programs, field trips, and special projects.

Student Recognition

- Classroom incentives provided to encourage students to be on-time, in attendance, and stay in class the entire day.
- Students are also recognized by Positive Recognition Referrals (office visit and positive phone call home).
- PRIDE expectations are recognized using Paw Tickets.

Focus on the Whole Child

- OCAF provides each school with "Arts Attack", a visual arts program.
- Arts, Music, and Physical Education instruction is provided for all students.
- Library time is provided for all students.
- Makerspace is available for students by request.
- The Santa Maria Rape Crisis Center presents Child SAFE information to first and fourth grade students annually.
- Student Council takes ownership of schoolwide improvement campaigns.

Supportive Staff and school community

- Adults at Patterson Road School possess high standards and expectations for all students.
- Patterson Road staff collaborate twice per week with a focus on achievement for all students.
- Students and staff at Patterson Road feel safe and supported within a respectful culture.
- The school facility is open after hours and weekends for use by many community organizations, i.e., girl scouts, soccer, little league, basketball, etc.

Areas of Concern:

- Maintain a welcoming environment which includes parent and family participation, student recognition, and a focus on the whole child.

Action Plan:

1. Focus on the Whole Child
 - More behavioral support and counseling needed for students. (Added pressures for students with increased stress and anxiety)
2. Family Participation
 - Provide more parent education opportunities to address support of educational/behavioral expectations within the school setting.

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 - e) BP 3515.2—Employee Use of Technology
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 - b) Safe School Questionnaire
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 - d) Electronic Network User Agreements (Student & Staff)
 - e) BP 4040—Employee Use of Technology
 - f) California Healthy Kids Survey



Pine Grove Elementary School

Safe Schools Plan

Orcutt Union School District

2023-2024 School Year

Address: 1050 Rice Ranch Road, Santa Maria, CA 93455
Phone: (805) 938-8800

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School Safety Committee

Member Name	Position
Michelle Boyd	Principal
Michelle Silveira	Head Custodian
Susi McArthur	Office Assistant
Jeri Sharpe	Teacher
Rebecca Belanger	Teacher
Jamie Fraser	Teacher
Sarah Strommen	Parent
Kristen Mahurin	Parent
Laci Johnson	Parent
Maria Arias	Parent
Leah Moss	Parent
Lt. Frank Vasquez, SB County Sheriff's Department	Law Enforcement Representative

Mission Statement

At Pine Grove Elementary School, our staff, both certificated and classified, strives to create successful learning opportunities for ALL students. We are committed to working diligently to maintain a schoolwide focus of a standards-based education and do so with very caring and nurturing attitudes. Our mission is to foster a secure and supportive learning environment that provides academic excellence, character development and enrichment for all. Students will experience quality curriculum and instruction, utilize technology, and reach increasing levels of achievement as demonstrated in a standards-based educational system.

Pine Grove's staff, parents and students work together to create a safe and positive learning environment on our campus. We recognize student successes which support academic, attendance and character traits through positive incentives, and celebrations. The emphasis of valuable life skills and character traits reinforce the respect and sense of responsibility we want our students to exemplify.

Pine Grove parent volunteers are a wonderful component to our classroom learning environments. Together, with our staff, we work to achieve a balance between appropriate behaviors and academic success. This active participation throughout the grade levels builds a cohesive force permeating the atmosphere of our school and reinforces to our students that parents are an important partnership in the educational process.

Vision Statement

Pine Grove School seeks to provide for all students:

- Safety arriving to and departing from school
- Safety in the classroom
- Safety on the playground
- Safety in the cafeteria/multi-use room
- Safety in the hallways, on the stairs, on the ramps
- Safety from bullying, harassment, and prejudice

The Safe Schools Committee shares a common feeling with our students, parents, and staff in that Pine Grove School is a safe, supportive, nurturing environment for all children. This "safe school" perspective comes from a deep commitment, belief and cooperation from parents, community members, staff, district personnel, students, and law enforcement. In the development of this plan, the Committee has followed the recommendations of the California Department of Education School Safety and Violence Protection Office document, Safe Schools: A Planning Guide for Action. In this document we will attempt to cover four major components including (1) Personal Characteristics of Pine Grove's Students and Staff, (2) Pine Grove School's Physical Environment, (3) Pine Grove School's Social Environment, and (4) Pine Grove School's Culture. This plan provides a template for maintenance of current programs and development of new programs to enhance the safety of our school.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

- Students are accustomed to working with peers of varying abilities, temperaments, cultures, and learning styles.
- The Campus Connection childcare program meets the before and after school needs of students.
- Enrichment classes by certificated teachers are provided for students during after school care (Campus Connection).
- A physical education program promotes physical fitness among all students.
- Health screenings are provided students each fall by the district nurse, health assistants, and parent volunteers.
- The English Learner program supports language acquisition and academic success among English Learners.
- All students participate in one music class, one art, and two PE classes per week.
- All teachers participate in weekly collaboration times to target students for intervention and reteaching.
- Multi-Tiered Systems of Support (MTSS) programs in grades K-6 provide early support and remediation in reading utilizing SIPPS intervention groups.
- Multi-Tiered Systems of Support (MTSS) programs in grades TK-6 provide support for behavior and social-emotional intervention.
- Online mathematics programs (Zearn, IXL, Khan Academy and Generation Genius) support differentiation in instruction.
- Staff incorporates strategies from professional development focusing on supporting both remediation and enrichment learning for all students.
- The Student Council provides leadership opportunities for students.
- PTA sponsored activities provide a venue for students to celebrate our school community.
- Counseling services for students by district employed providers.
- The California National Guard provides a Drug Abuse Resistance Education (DARE) program to sixth graders.
- Fighting Back Santa Maria provides Tobacco Prevention presentations to sixth graders.
- School volunteers and visitors are screened using Securly.

Areas of Concern:

1. Communication among all stakeholders.
2. Support our most at-risk students (behavioral, emotional, and academically).
3. Ensure the safety of students coming to and from school.
4. Procedures for drop off and pick up of students in the school parking lots.
5. Building relationships with students.
6. Plan and train for emergencies.

Action Plan:

1. Cultural Diversity
 - School publications, ParentSquare, and newsletters, including communication from the PTA, will be sent out on an as needed basis. Encourage families to designate preferred language on ParentSquare.

2. Staff Expertise/Diversity
 - Discussions and training will continue in the area of helping students with attention/focus difficulties, outbursts of anger, and unwillingness to engage in learning. Tier-1, 2, and 3 concerns will be addressed by a Behavior Intervention Team. Counseling services will be available throughout school year.
3. Physical/Health Concerns
 - PTA will analyze the cost-benefit of employing two crossing guards before and after school.
 - If the crossing guards are eliminated, add safety procedures for the unmonitored locations.
4. Continue to communicate and enforce the proper procedures in the upper and lower parking lots. Staff members will be on duty at the upper and lower parking lots during dismissal.
5. Expand the implementation of SEE Learning (social-emotional lessons), and the 2x10 strategy for building relationships with students.
6. All County of Santa Barbara County and CA Dept. of Public Health Guidelines are followed for COVID-19 safety.
7. Districtwide professional development on safety protocols. Implement the phased-in strategies at the school site.
8. Purchase radios for emergency communication and establish radio etiquette.
9. Campus will be locked while school is in session, and after dismissal until 4:30 p.m.
10. Add additional bus stops to and from Pine Grove School.

The School's Physical Environment

Areas of Pride and Strength:

- The school buildings and classrooms are well maintained and painted.
- Decorative security gates and fencing have been installed. Fencing has been installed and is monitored for repair and replacement.
- Gates remain locked during school hours. All visitors must enter through the school office.
- Professional landscaping adorns the campus and has greatly enhanced the "curb appeal" of the school.
- The PTA schedules school beautification days. On these days, parents, staff members, and students work to improve the look of the school.
- Playgrounds are enhanced with color and large USA maps.
- Monthly playground safety checks are completed and filed with the Maintenance, Operations, and Transportation department of the district.
- The staff maintains an updated School Emergency Plan. Evacuation, lock down, fire, and earthquake drills are run on a regular basis.
- The principal and office manager maintain vandalism logs, truancy logs, and suspension/expulsion logs.
- The alarm system has been upgraded and can be heard from all areas of the school campus.
- Security cameras installed around the campus. Online program to view the footage.
- Cup designs with school mascot on perimeter fencing.

Areas of Concern:

1. Procedures for drop-off and pick-up in the upper and lower parking lots.
2. School grounds and equipment maintained for student play.
3. Cleanliness of classrooms and school restrooms.
4. Security cameras to cover all key areas of the campus.
5. Sewer lines back-up periodically.

Action Plan:

1. Traffic
 - Enforcement of procedures for drop-off and pick-up in the upper and lower parking lots will positively impact the traffic flow.
 - PTA analyze the cost-benefit of employing two crossing guards. If the crossing guards are eliminated, add safety procedures for the unmonitored locations.
 - CHP enforce rules of the road.
2. School Grounds
 - Maintain embankments' with landscaping to prevent erosion.
 - Monitor flow of storm water drainage in and around the upper parking lot.
 - Squirrel and gopher holes on playing fields need to be repaired for student safety.

3. School Buildings and Classrooms
 - To accommodate growth, the school has developed a master plan for use of all classrooms and available facilities. Develop a long-term plan for growth and campus upgrades.
4. Research the needs for installation of a Sensory Path and/or Motivational Stair Risers. Seek donations/grants to fund the projects.
5. MOT department regularly checks blacktop areas for repair. Play structures inspected for safety and needs of repair.
6. All County of Santa Barbara County and CA Dept. of Public Health Guidelines are followed for COVID-19 safety.
7. Identify and address the causes of the sewer problems.
8. Installation of security cameras in additional locations around the campus.

The School's Social Environment

Areas of Pride and Strength:

- The school principal is actively involved in all school matters, and is available and accessible to all members of the school community.
- Grade level award recognitions contribute positively to the overall school environment.
- Weekly "STAR Buck" drawings are held to honor students exhibiting positive school behavior.
- Student Council members in grades 4-6 provide leadership for the student body, as well as participate in the weekly morning announcements.
- After-school programs in band, robotics and track and field provide an outlet for team building and school spirit.
- Fall and spring parent-teacher conferences facilitate shared goal setting between teachers and parents.
- The PTA and business sponsors provide financial support to school academic programs, field trips, and special projects.
- Classroom newsletters are sent via ParentSquare. Parents may set language preferences in ParentSquare.
- The school campus is open after 4:30 p.m. and on weekends for use by many community organizations, i.e., soccer and basketball teams, scouting groups, 4-H, and more.
- Kindergarten's Alphabet Parade performance every November is a cherished tradition.
- The students' Talent Show in the spring generates a lot of interest.
- Monthly staff socials hosted by grade level and support staff teams.

Areas of Concern:

Ensuring that students feel connected to the school, and uphold STAR behavior attributes. Minimize disruptions to the classroom.

Action Plan:

1. School Site Management
 - A discipline referral form is utilized to streamline communication between teachers and the principal and/or teacher-in-charge.
2. School Communication
 - The "Morning Message" on the intercom, notes on the office's whiteboard, and memos through email will be utilized to improve communication and minimize interruptions to classroom learning.
 - The principal and staff will continue to develop the school's website on district server.
 - ParentSquare will continue to be utilized as a means of communication as needed by teachers, office, and PTA.
 - The school's digital marquee will display current information.
 - Social media will be used to highlight the positive culture of the school.

3. Discipline and Consequences
 - The principal and staff will teach and reinforce the STAR behavior expectations.
 - Restorative and progressive discipline practices will be implemented consistently.
 - Use EduClimber for documenting discipline and interventions.
 - Establish a Behavior Intervention team to support Tier 1, 2, and 3 concerns.
4. PBIS (Positive Behavioral Intervention and Support) will be continued and teachers will award students with STAR Bucks to recognize the STAR attributes.
5. Continue to implement weekly STAR Buck drawings in each classroom and award incentive prizes.
6. Principal will engage with students on a regular basis. Principal will host "pop-up" parties.
7. Social Emotional Learning (SEE) and digital citizenship will be integrated into lesson plans at least monthly.
8. Staff will expand the integration of the 2x10 strategy for building relationships.

The School's Culture

Areas of Pride and Strength:

- Parents and students regularly report that they feel “connected” to the school.
- Transitional Kindergarten and Kindergarten staff host meet and greet events for students before the school year begins.
- Staff join the PTA and attend their executive board meetings.
- Adults at Pine Grove possess high standards and expectations for all students.
- Adults at Pine Grove strongly feel that every child on campus is “their” child and their responsibility.
- Every Friday is “Spirit Day”. Students and staff wear a variety of Pine Grove logo shirts and school colors to express a spirit of togetherness.
- The PTA supports classroom instruction, provides field trips, schedules and finances assemblies, and provides resources for student enrichment and school beautification.
- The PTA provides multiple parent/family nights throughout the school year.
- Student attendance, "PANDA" (Perfect Attendance No Days Absent), awards are presented four times a school year.
- Students have an opportunity to participate in Student Council, band, robotics, Battle of the Books, Math Super Bowl, Track & Field Team, and community service projects.
- Intermediate classrooms are "Reading Buddies" with primary grade classes.
- Monthly staff socials hosted by grade level and support staff teams.
- Classroom transformation days reenergize learning and the sense of classroom community.

Areas of Concern:

Creating meaningful opportunities for students to build connections with each other, their teachers, and school.

Action Plan:

1. Affiliation and Bonding
 - Connect students and families to the school through positive means - PTA Family Fun events, Costume Bingo, classroom volunteers, and so on.
2. School will host a STEAM Family event in the fall and a Mathematics Family event in the spring.
3. Staff will promote social growth and positive character development through classroom incentives and STAR Buck award drawings.
4. Utilizing the MTSS process, teachers share students in grade levels providing appropriate instruction to meet each student's needs. Classrooms rotate to each teacher in the grade level for a variety of instructional purposes based on district assessments. ELD students are provided specific instruction within their classroom/grade level to assist in learning English in a small group setting.
5. Student Council facilitates community service projects throughout the school year. The projects are a coordinated effort by all stakeholders.
6. Daily morning messages and themed spirit days are planned and executed by the Student Council.
7. Staff will continue to strategically build relationships with students using the 2x10 strategy, Community Circles, and SEE Learning.

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- d) BP 5131.2 (a)—Bullying

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- e) BP 3515.2—Employee Use of Technology
- f) Discrimination and Harassment Policy (Annual Notification)

5. School Information

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- b) Safe School Questionnaire
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- f) California Healthy Kids Survey



Ralph Dunlap Elementary School

Safe Schools Plan

Orcutt Union School District

2023-2024 School Year

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Member Name	Position
Jonathan Dollahite	Principal
Leslie Fennell	Classified Staff Member
Jamie Duft	Teacher
Emma Savaso	Teacher
Shannon Day	Teacher
Nicole Doty	Parent
Christina Espinoza	Parent
Cari Molina	Parent
Juan Perez	Parent
Jessica Salamacha	Parent
Lt. Frank Vasquez	Santa Barbara County Sheriff's Department

Mission Statement

School Mission:

Ralph Dunlap Elementary School's mission is to have a learning community where students, staff and parents work in partnership to ensure a superior academic educational experience for students. All students will achieve their personal best in this collaborative environment that is equipped with the educational technology and resources to create life-long learners able to excel in a world of constantly changing technology, culture and social values.

Ralph Dunlap School seeks to provide for all students:

- Safety arriving to and departing from school
- Safety in the classroom
- Safety on the playground
- Safety in the hallways
- Safety in the cafeteria/multi-use room
- Safety from bullying, harassment, prejudice

Ralph Dunlap staff also promotes the following Guidelines for Success:

That our students will be:

- Respectful
- Responsible
- Value Everyone
- Engage in Learning

Ralph Dunlap Staff Commitments:

- Be open to embrace changes and take risks.
- Celebrate and educate our students and each other.
- Be professional and accountable.
- Protect instructional time.
- Respect everyone's uniqueness and level of expertise.
- Be consistent in implementing student expectations.
- Be an encouraging, caring and supportive staff member.
- Be enthusiastic, positive, motivated, fun and creative.

The Safe School Committee shares a common feeling with our students, parents, and staff in that Ralph Dunlap School is a safe, supportive, nurturing environment for all children. This "safe school" perspective comes from a deep commitment, belief and cooperation from parents, community members, staff, district personnel, students, and law enforcement. In the development of this plan the Committee has followed the recommendations of the California Department of Education School Safety and Violence Protection Office document, Safe Schools: A Planning Guide for Action. In this document we will attempt to cover four major components including (1) Personal Characteristics of Ralph Dunlap's Students and Staff, (2) Ralph Dunlap School's Physical Environment, (3) Ralph Dunlap School's Social Environment, and (4) Ralph Dunlap School's Culture. This plan provides a template for maintenance of current programs and development of new programs to enhance the safety of our school.

Vision Statement

School Vision:

Ralph Dunlap School has a rich tradition of outstanding student achievement. To continue this practice of excellence, we will maintain high expectations and promote academic superiority for all students through essential curriculum. We will create rich, varied experiences in curricular learnings that accommodate different learning styles and abilities. We will foster a positive school climate that results from a caring community which respects and values diversity and provides a nurturing environment for positive self-esteem. This environment will be orderly, safe, inviting and stimulating for all. We will create an atmosphere where the staff learns, works and shares as a collaborative team and where the leadership is supportive, encouraging and fosters positive changes. We will build a cooperative link between home, school and community, that recognizes and embraces the unique community in which we serve.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

- Students honored weekly with Student Recognition celebrations for PBIS Schoolwide Behavior Expectations.
- Leadership and mentoring skills are fostered via the Big Buddies programs.
- A physical education (PE) program in grades kindergarten through six, taught by a fully credentialed PE teacher, provides physical fitness instruction two times per week.
- Weekly music instruction for all students in kindergarten through sixth grade is taught by a fully credentialed music teacher.
- Weekly maker space and art instruction for all students in grades kindergarten through sixth grade.
- Edmentum, a computer based program, is utilized to provide intervention and enrichment opportunities for kindergarten through sixth grade students in reading, language arts and math after school up to three days a week.
- Systematic Instruction in Phonological Awareness, Phonics, and Site Words (SIPPS) is implemented and progress is closely monitored for students who need reading support.
- Support service providers are in place for our students (i.e. SDC, Resource, and Speech).
- Counseling services from an OUSD Counselor are available to the school.
- The mainstreaming of Special Day Class and Deaf Hard of Hearing (D/HH) students into regular education classes has been a positive experience for all.
- Health and well-being issues are taught during Growth and Development, Child Safe, Too Good for Drugs, and DARE instruction (6th graders).
- Hearing and vision screening each fall is provided for our students by the District nurse, health assistants and parent volunteers.
- A well defined Child Care Program meets the before and after school needs of our students.
- Staff has the opportunity to review data from the California Healthy Kids Survey.
- Staff attends professional development with various topics centered around teaching and learning.
- Teacher collaboration occurs on a weekly basis during "early release" Wednesdays.
- Teachers have 90 minutes trimesterly to collaborate as a grade level and plan tier one instruction.
- PTA sponsored Red Ribbon Week activities promote awareness of the negative use of drugs, alcohol, and tobacco and provide refusal strategies for all students.
- PTA sponsored activities and family nights promote a strong connection between home and school.
- The district has established a district leadership team on school safety.
- A full day of professional development for certificated and classified employees in critical issues in school safety (September 2023). The Standard Response Protocol was the basis of the training. The day included a four-hour district presentation by nationally recognized safety presenter Jeff Solomon followed by a two-hour site discussion on how to operationalize the Standard Response Protocol.
- A full day of professional development for certificated and classified employees in responding to active assailants (November 2023). The day included a four-hour district presentation by Jeff Solomon followed by a two-hour site discussion reviewing the Standard Response Protocol.
- Two full days of training for members of the district Management Team (August and October 2023).
- In November 2023 the district sent a team to the National Association for Behavioral Intervention and Threat Assessment (NaBITA) Conference.

Areas of Concern:

Ralph Dunlap will support and build caring relationships among students, staff, and the school community.

Action Plan:

1. Continue implementing Positive Behavioral Intervention and Supports (PBIS) training with whole staff.
2. Work with staff to develop a plan to organize a systematic approach for targeted SEE Learning lessons.
3. Explore additional service learning activities such as collection drives for the Good Samaritan Homeless Shelter, Santa Barbara County Animal Shelter and Military Troops.
4. Explore opportunities to develop school spirit (i.e. Spirit Days on Fridays, wearing school mascot spirit wear, College Wear Thursdays, etc.).

The School's Physical Environment

Areas of Pride and Strength:

- School buildings and classrooms are well maintained. Necessary repairs are made promptly.
- The Measure G bond was used to install new security fencing and reconfigure the admin office so there is only one point of entry on campus.
- Campus cameras were installed to providing 24hr/day video and audio surveillance of the campus.
- Monthly playground safety checks are completed and filed with the Maintenance, Operations, and Transportation department in the district.
- The principal, teachers and classified staff provide for supervision as students arrive in the morning and depart after school.
- The staff maintains an updated Emergency Response Plan. Evacuation, lock down, fire, and earthquake drills are executed on a regular basis.
- Exit plans are posted in each classroom. In addition, every classroom/building has an emergency flip chart and a backpack filled with supplies.
- The principal maintains vandalism logs, truancy logs and suspension/expulsion logs.
- Playground boxes and playground equipment are monitored regularly for safety.
- Student and staff restrooms are monitored regularly for cleaning and repair.
- Eating areas on both playgrounds are monitored and table tops cleaned on a daily basis.
- Students are taught about environmental education, and recycling is practiced school-wide.
- Gates on the school's perimeter are locked during school hours.
- The alarm system can be heard from all areas of the school campus.
- Locks have been replaced allowing teachers and staff to lock classrooms from the inside of the room.
- Teachers have access to phones in their classrooms.
- A kindergarten before-school recess is monitored by a classified employee.
- A garden statue honoring Dunlap's retired office manager is located near the office.
- A rock honoring former principal Tony Brancato is featured in the front on the school.
- Playground sand has been replaced with bark chips.
- Classrooms are cleaned, sanitized, and vacuumed on a regular basis.
- The administration wing and staff lounge is cleaned, sanitized, and vacuumed on a regular basis.
- As part of the district's focus on safety this school year, staff have identified a "safer corner" in their classroom or work area and Standard Response Protocol posters or signs have been displayed on campus.

Areas of Concern:

The Ralph Dunlap School community will continue to identify, address and resolve physical environment issues and concerns

Action Plan:

1. Work with OUSD landscaper to continue maintenance of trees, plants and lawn areas.
2. Keep all campus gates locked during the school day.
3. Explore options for improving campus security after dark and on weekends to prevent vandalism and graffiti (i.e. video cameras, motion sensor lights, etc.).

4. Require that all visitors and all volunteers "check in" with the office and receive badge/sticker before entering the campus.
5. Make sure electronic cords are secure and safe in classrooms.

The School's Social Environment

Areas of Pride and Strength:

- The principal is readily available to all members of the school community and is visible on campus and in classrooms.
- The principal is supportive and involved in academic and character (social-emotional behavior) matters.
- On a regular basis, the principal greets students and their families as they enter the school grounds in the morning and depart in the afternoon
- Expectations for student behavior are clearly communicated in the Parent Handbook and posted in classrooms.
- All students and staff will participate in a "passport day" where school behavior expectations will be taught.
- Students are updated on school happenings, rules and expectations during daily morning announcements.
- Teachers establish firm and fair classroom policies and expectations.
- Sixth grade parents are invited to attend a Jr. High orientation in May for their transitioning child.
- Fall and Winter conferences promote shared goal setting between teachers and parents.
- Digital citizenship is stressed. Students and parents sign an Acceptable Use Policy agreement before students access the Internet.
- Teamwork is practiced during Big Buddy/Little Buddy program, Music program, Physical Education , maker space, art sessions and other Dunlap events.
- Students are able to compete in academic and enrichment endeavors (i.e. Essay Contests, Battle of the Books, Author go Round, California Reads program, Math Super Bowl, and PTA Reflections).
- Students have opportunities to hold leadership roles on the school campus through membership in the Student Council and Big Buddies.
- Theme days are planned by the student council to promote school spirit and a fun sense of community.
- Assemblies, field trips, "Walk through..." programs, 6th grade Outdoor School and the Math Festivals are outstanding ways students receive "hands on" learning experiences.
- Regularly scheduled PTA activities bring the school community of parents, students and staff together for "Family Fun nights" and other social activities (i.e. Fall Festival, Family Movie Night, Family Math Night, Family Bingo Nights, Jog-a-Thon, etc.)
- PTA and business sponsors provide financial support to school academic programs, field trips and special projects.
- The school is open after hours and weekends for use by many community organizations (i.e. soccer, rugby, basketball and baseball teams, boy and girl scout groups, 4-H groups, etc.)

Areas of Concern:

Ralph Dunlap staff strives to make our school a welcoming learning environment where students feel connected with their teachers, their peers, and the other adults.

Action Plan:

1. The principal will make regularly scheduled visits to classrooms to "drop in", make observations and also discuss student behavior when necessary.
2. School staff will proactively monitor "hot spots" in the hallways and on the playground for inappropriate behavior.
3. Counseling services will be offered by an OUSD Counselor to teach coping and social skills to identified students.
4. Student anger issues will be addressed through counseling services and the site Psychologist.

5. Positive Behavior Intervention Support (PBIS) training for the entire staff.
6. The principal will coordinate with district personnel to plan a bus evacuation drill consisting of instruction in bus rules, expectations and emergency procedures.
7. The principal will continue to hold fire, earthquake, lock down, shelter in place, and disaster preparedness drills for staff and students.
8. Continued efforts will be made to minimize classroom disruptions thus maximizing instructional time.

The School's Culture

Areas of Pride and Strength:

- The belief at Ralph Dunlap School is that every student matters and counts! This belief promotes a sense of connectedness, belonging and community.
- Ralph Dunlap students are connected and involved in the school and parent involvement is highly encouraged and supported.
- The principal is visible, approachable and attends PTA and other school events.
- Staff possesses high standards and expectations for all students.
- Staff at Ralph Dunlap strongly feel that every child on campus is “their” child and their responsibility.
- Teachers participate in professional development opportunities throughout the year.
- Teachers meet in grade level Professional Learning Communities to discuss standards, student learning, during Wednesday early release
- Teachers meet for 90 minutes each trimester as a grade level to discuss and plan tier one instruction.
- There is a strong partnership between staff and all stakeholders.
- The office staff creates a “welcoming”, friendly, helpful and supportive atmosphere.
- There is a close rapport among staff members.
- Student Success Team meetings bring staff and parents together to discuss how to assist struggling students.
- Students in grades Kindergarten through 6th receive reading intervention support four days a week by an Intervention Teacher.
- Several staff members are trained in Crisis Prevention and Intervention (CPI).
- Student award programs recognize students for outstanding character development and are scheduled each trimester.
- Students in Kindergarten through 6th grade are recognized and honored for character, academic honors, and academic progress.
- Upper grade students mentor primary grade students via a “Little Buddies” tradition.
- The PTA supports classroom instruction, field trips, and assemblies and provides resources for student enrichment and campus beautification.
- School-home communication takes many forms: Friday folders, ParentSquare, classroom newsletters, parent-teacher conferences, phone calls, social media, email, etc.
- All parents accessed the Aeries student information system for the enrollment process.
- Aeries offers parents the ability to view student progress (grades), district and state assessments, and other information from home.
- Efforts continue to develop, maintain and enhance a Ralph Dunlap school garden.
- Implementation of Positive Behavior Interventions and Supports (PBIS).

Areas of Concern:

The Ralph Dunlap School community will work together to support a comprehensive school wide approach to overall "connectedness," safety and learning.

Action Plan:

1. Staff will continue to collaborate with PTA about how best to welcome new students and their families to Ralph Dunlap School.
2. Continue to support the PTA on family oriented events and parent education topics.
3. Staff will promote social growth and positive character development through school-wide PBIS, Student Recognition, and Positive Referrals to the principal.

4. The staff will continue to develop their California State Standards and textbook adoption proficiency to focus instruction, assess student learning, and provide intervention and enrichment opportunities as a result of data analysis. These talks will occur during weekly PLC time.
5. The principal will provide teachers with NWEA and Accadience assessment data to help them analyze student performance and to plan instruction based on such analysis.
6. Teachers will meet in Professional Learning Communities, weekly, to collaborate and focus on essential standards, common assessments, student results and student learning.
7. Teachers will continue to align grade level "essential standards" with California's State Standards.
8. Teachers will continue to attend training for curriculum implementation, best practices, and MTSS/RTI practices.
9. Staff will develop a deeper awareness of and proficiency with on-line programs for student learning.

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- b) BP 5141.4—Child Abuse/Neglect and Reporting Requirements and Procedures
- c) AR 5144.2—Suspension and Expulsion/Due Process
- d) BP 5131.2 (a)—Bullying

3. Safety Procedures

- a) Standard Response Protocol
- b) Evacuation Map
- c) BP 3516—Emergencies & Disaster Preparedness Plan
- d) Disaster Drill Schedule
- e) Emergency Team Duties
- f) Disaster Duties & Responsibilities
- g) Disaster Procedures
- h) Procedures for Lock-down/Shelter Evacuation
- i) Cardiac Emergency Response Plan
- j) Opioid Overdose Protocol

4. Discipline Procedures

- a) Student Handbook
- b) Discipline Summary
- c) Attendance Summary
- d) BP 4158, 4258, 4358—Notifying Teachers of Dangerous Pupils
- e) BP 3515.2—Employee Use of Technology
- f) Discrimination and Harassment Policy (Annual Notification)

5. School Information

- a) School Accountability Report Card (SARC)
- b) Safe School Questionnaire
- c) Safe Schools Planning Checklist
- d) Electronic Network User Agreements (Student & Staff)
- e) BP 4040—Employee Use of Technology
- f) California Healthy Kids Survey



Lakeview Junior High School

Safe Schools Plan

Orcutt Union School District

2023-2024 School Year

Address: 3700 Orcutt Road, Santa Maria, CA 93455
Phone: (805) 938-8600

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School Safety Committee

Member Name	Position
Kelly Osborne	Principal
Scott Alvarez	Vice Principal
Gloria Hernandez	Parent
Priscilla Ruiz	Parent
Karen Ebner	Teacher
Lauren Flatley	Teacher
Norma Hernandez	Parent
Kaylee Brown	Student
Azaylea Pereyra	Student
Lt. Frank Vasquez, SB County Sheriff's Department	Law Enforcement Representative

Mission Statement

Lakeview Staff believes all students can learn. To achieve learning for all we agree to the following commitments:

- Provide a safe environment for all students and staff
- Address the needs of the whole child, academically, socially, emotionally and physically
- Build a strong connection to school for all students
- Adapt instructional practices to meet the changing needs of all students

Vision Statement

Our VISION is that all students at Lakeview Junior High School will experience equal access to a well-balanced, challenging education designed to prepare them to think, communicate and achieve to their fullest potential academically, socially, and personally.

VISION

DEFINED:

DREAM

- Think outside the box
- Strive for better
- Imagine a better you
- Consider the possibilities
- Keep doors open
- Be Limitless
- See yourself beyond the now

BELIEVE

- Believe in yourself
- Believe in one's self to achieve goals
- Have confidence in yourself
- Believe in what your senses are telling you
- Believe in positive intentions
- Believe others care
- You can be an active participant in your future

ACT

- Take action and complete tasks!
- Behave Responsibly!
- Take Positive Risks!
- Keep up on Schoolwork!
- Treat people the way you want to be treated!
- Don't give up, keep trying, make adjustments!

ACHIEVE

- Feeling successful when meeting (short term and long term) goals
- Pride and confidence in what we achieve
- Demonstrating learning with improved grades and/or new skills.
- Extend knowledge beyond school.

"If it doesn't challenge you, then it doesn't change you."

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

- The staff is well qualified, cohesive, innovative, and flexible.
- The principal and assistant principal are very supportive.
- The students are proud and cooperative.
- The community, parents and PTSA are very active and involved.
- The special education program is both inclusion and pull out. Special education students receive as many of their services within the general education classroom, along side their peers, as appropriate.
- Students give daily morning announcements and when necessary followed by a principal's announcement.
- Before school activities include maker space and library functions.
- Numerous lunchtime activities (athletic sport competitions, pep rallies, music, tutoring, spirit competitions, library, wellness center; music, etc.) are available for all students.
- A wide variety of elective courses are offered to infuse learning with technology, visual and performing arts, and career/real-world connections.
- After school activities include cheerleading, a homework center and school sports are available for all students.
- 100% of the full time teachers have obtained SB 395, SB 1969, CTEL, CLAD or BCLAD certification.
- New staff members are paired with an onsite veteran teacher, in their curricular area, to facilitate transition to their new work environment. Teachers new to the District participate in the County Office of Education Teacher Induction Program along with a teacher mentor.
- New students are welcomed by the office staff and administration, then paired with a same grade student, and are given a tour of the school including a walk-through of their classrooms.
- Lakeview School has a website and staff Google Classroom websites for Home/School Communication and Parent Square to keep in contact with stakeholders
- The Aeries Parent Portal provides access for parents to see current grades for each class.
- Phones in every classroom allow for voice mail capabilities.
- Parent nights at Lakeview (Back-to-School, Open House, Teacher/Parent Conferences, etc.) are well attended.
- Utilizing a Lakeview Student Handbook (developed by Lakeview staff) and a "Student Rights and Responsibilities" Handbook (developed by district personnel), students and parents are made aware of all school rules within the first two weeks of school (attendance, suspension and/ or expulsion policies, dress code, discipline procedures, sexual harassment, etc.).
- Child Safe workshops over a three-day period are conducted yearly for seventh grade students and parents.
- . Installation of PBIS Rewards with Behavior Matrix ACT, created by staff
- The staff has built and sustained Professional Learning Communities to enhance staff collaboration and student achievement.
- The staff opens their classrooms for students during lunch, before school and after school.

Areas of Concern:

Continue to develop and maintain a supportive and collaborative culture on our campus. We strive to create an environment in which our students feel comfortable, cared for, and challenged to do their best. The culture of our school needs to be one that cares about each other. We must continue to find ways to meet the social, developmental, emotional, and athletic needs of each of our students.

Action Plan:

1. Explore ways to improve meaningful participation for all students.
2. Continue to evaluate existing discipline policies particularly in reference to disruptive students and alternative disciplinary measures.
3. Continue to explore ways to meet the needs of those students who have not yet met standards.
4. Continue to develop opportunities to reward good behavior through incentive programs.
5. Continue to work on students getting to class on time. Limit tardies.
6. Work with Fighting Back Santa Maria Valley to hold a Respect Day event to encourage students to treat each other more respectfully.

The School's Physical Environment

Areas of Pride and Strength:

- School buildings and classrooms are well maintained and attractive (especially considering the age of the school).
- Staff members annually review and update the School Disaster Plan.
- During school hours there is a single point of entry through the front office.
- The school is located in an area that is easily observed by passing motorists on a local freeway and surface street.
- A central Quad area allows our students to socialize in an area easily monitored by staff.
- The gym and fitness area are a source of school and community pride. The gym is not only used for junior high activities, but also by our district for district wide events, local youth sport groups and by the Santa Maria Parks and Recreation

Department. School and field facilities are shared by other schools and community programs.

- Disaster drills, including earthquake, fire and intruder alert, are placed on the calendar and coordinated closely with the School and District Disaster Plans.
- The supervision duty schedule is created every year. Teachers are on duty before, during and after school for student safety.
- Soccer and softball fields are continually used by the community and the school.
- The district worked with the school to construct a walkway on the south side of campus so the students could bypass an unsafe hill which created a traffic blind spot on an adjacent street (Harsin Street).
- The PTSA and school worked together to provide a covered outdoor lunch area to provide students another place to eat on campus.
- The PA system can be heard from all areas of the school campus.
- Locks have been replaced allowing teachers and staff to lock classrooms from the inside.
- There is a new electronic marquee in the front of the school which have information for parents and students about school events and is updated weekly by ASB students.
- Emergency backpacks have been placed in classrooms, gym, fitness center and multi-use room. Each teacher also has an emergency backpack filled with supplies and emergency flip chart.
- There are two AEDs located on campus.
- . See something/Say something QR codes around school so students can report bullying anonymously
- . A-Frame signs around campus reminding students of behavior matrix
- ASB has developed a successful campus beautification program.
- New emergency phone system to make a one push shelter in place; fire; or lockdown all call system
- New one push red button to activate a lockdown.
- Installation of 12 camera on campus to help with student safety
- Installation of 6 vaping sensors in the bathrooms to help with student health and safety
- Security fencing around the school.
- All County of Santa Barbara County and CA Dept. of Public Health Guidelines are followed for COVID 19 safety.

Areas of Concern:

An area of concern is to upgrade the eating area for our students. Additional tables, trees, and landscaping for students will enhance the beauty of our campus. Classroom furniture needs to be continually upgraded. We also must concentrate on how technology is integrated in our classes. Examine safety aspects of our campus and explore possible improvements.

Action Plan:

1. Administrators, with help from the California Highway Patrol and the Santa Barbara County Planning Department, will investigate long-term solutions to heavy traffic problems in the school parking lot and frontage road before and after school.
2. The school and ASB will continue to search for ways to improve student pride so acts of vandalism are reduced and reported in a timely manner.
3. Continue to work with the Orcutt Youth Softball Association (OYSA) to maintain the softball fields and the adjacent parking areas.
4. Examine safety concerns on campus related to our Intruder drills at all times during the day (including nutrition break, lunch, and passing times).
5. Conduct regular staff discussions regarding our reactions to crisis events. This would include all disaster and safety drills.
6. The school and the district will continue to work with recreational soccer leagues to maintain field use and upkeep of gophers.
7. Keep checking the emergency activation phone and buttons to bring first responders to the school by a limited step process.
8. Locating reunification centers off campus, and media staging area

The School's Social Environment

Areas of Pride and Strength:

- Active and innovative administrators who are skilled in participatory management.
- Lakeview Junior High School is a closed campus. Parents or visitors on campus must wear an identifying badge.
- An electronic newsletter informs parents and families about school activities.
- Lakeview holds high expectations for our students and provides numerous opportunities for each student to succeed. Teachers are available before and after school to assist students.
- ASB sponsored activities give students positive activities during the lunch hour.
- Various school teams and before and after school activities are available to all students, including basketball, track, volleyball, cheerleading, drama, etc.
- The PTSA and the School Site Council are active parent/student/teacher organizations on campus.
- Numerous school and/or PTSA sponsored activities are offered on a regular basis (assemblies, night dances, spirit weeks, etc.).
- The school has a flexible schedule. Four days of the week are devoted to a regular schedule. One day a week is a PLC/SEO schedule which allows additional student intervention and professional

collaboration.

- The school operates on a quarter/semester schedule, with four quarters and two semesters in the year. Each quarter is approximately ten weeks in length. Progress reports are issued at least once

at mid-quarter and report cards are issued at the end of each quarter. Parents can pick up their student's report card at Parent/Teacher/Student Conferences held in the gym in quarters one, two

and three (during non-COVID times).

- Professional Learning Community (PLC) days have been built into the schedule to give teachers time to meet and collaborate on curriculum and assessment.
- The ASB has a program called COTY (Class of the Year) to foster team building, cohesiveness and overall school spirit.
- . Installation of PBIS Rewards with Behavior Matrix ACT, created by staff
- . Positive incentives and recognition programs encourage good behavior (Front of the Line passes, In N Out certificates, lunchtime DJ, etc.).
- A full time school counselor offers peer mediation and individual sessions to support the academic and social-emotional needs of our students.

Areas of Concern:

To continue to address the social environment we create for our students at Lakeview. Find ways to enhance the presence and leadership of our ASB. Continue to develop and explore additional ways to keep our school vibrant and exciting for all our students.

Action Plan:

1. Investigate the possibility of introducing new programs to address student needs (peer counseling, student mediation, community navigators etc.).
2. Require the use of identification badges by all staff members.
3. Review all counseling services for our at-risk students.

4. Improve and expand our character education practices on campus.
5. Examine the anti-bullying programs and assemblies available to schools. Talk about bullying with our staff and students more often. Flyers about reporting bullying around campus
6. Use PBIS to assess areas of concern from the students' point of view.
7. Provide regular lessons in Social Emotional Learning (SEL).
8. Activating ACT Behavior Matrix made by staff

The School's Culture

Areas of Pride and Strength:

- There is a rigorous academic program for all students with high expectations and the opportunity for all students to succeed.
- Consistent behavioral expectations are in place.
- There is a very active ASB who sponsors many spirit days throughout the school year to encourage school spirit and student involvement.
- A Lakeview Newsletter is published and sent electronically to all parents.
- A community liaison is available to help communicate with our Spanish speaking parents and members of the community.
- A Community Interview Day is offered during the year to develop a link to the community.
- An SST/ATC process is in place to ensure identification of at-risk students' needs and to foster collaboration to assist student learning.
- Student recognition (Student of the Quarter, Honor Roll and improved GPA) programs, with parent involvement, recognize students for improvement and success.
- Installation of PBIS Rewards with Behavior Matrix ACT, created by staff

Areas of Concern:

- Increase involvement in school wide activities by our students.

Action Plan:

1. Development and enforcement of clearer expectations for appropriate dress and behavior.
2. Development of strategies to build a sense of family within the school (i.e. every child can succeed and every child is important).
3. Explore practices to involve more students in our ASB activities.
4. Continue character education building activities. Explore other activities that will help
5. Development of leadership roles opportunities for all students to participate
6. Starting a Journalism class
7. Activating new Behavior Matrix ACT

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- f) California Healthy Kids Survey



Orcutt Junior High School

Safe Schools Plan

Orcutt Union School District

2023-2024 School Year

Address: 608 Pinal Street, Orcutt, CA 93455
Phone: (805) 938-8700

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Member Name	Position
Joe Schmidt	Principal
Reiyna Sarin	Student
Crystal Trotter	Teacher
Austin Caruana	Teacher
Jackie Lechuga	Teacher
Susan McAlister	Instructional Assistant
Sugi Gaspar	Parent/ ELAC Representative
Meggan Rodarte	Parent
Stacy Wilson	Parent
Sara Ann	Parent
Jeanet Herrera	Parent
Lt. Frank Vasquez	Commander, SB County Sheriff's Dept. Substation, Orcutt

Mission Statement

The mission of Orcutt Junior High School is to ensure the educational success of all students by maintaining high expectations, a safe learning environment, a commitment to excellence, and comprehensive programs which empower students to reach their fullest potential as responsible and productive citizens in a continuously changing world.

Vision Statement

We envision an Orcutt Junior High School where

Students come first on a campus that

- Provides a caring and supportive environment
- Has high expectations for achievement and conduct of all members of the school community
- Accommodates individual needs in a timely manner

All students and staff learn through access to

- Rigorous core curriculum in all disciplines
- Current technology and ongoing training in the use of that technology
- Extracurricular and professional development opportunities

Communication among all members of the campus community is promoted through

- Formal and informal processes for staff communication/idea sharing
- Ongoing opportunities for students to develop and exhibit communication skills
- Active parental participation in the education process

Our campus environment accommodates the needs of our population by

- Instilling and fostering school pride
- Providing a clean, safe campus
- Maintaining well designed and arranged classrooms
- Promoting an ongoing campus beautification program

The Safe School Committee shares a common feeling with our students, parents, and staff in that Orcutt Junior High School is a safe, supportive, nurturing place for children. This “safe school” perspective comes from a deep commitment of cooperation from parents, community members, staff, district personnel, students, and law enforcement. In the development of this plan the Committee has followed the recommendations of the California Department of Education School Safety and Violence Protection Office document, Safe Schools: A Planning Guide for Action. In this document we will attempt to cover four major components including (1) Personal Characteristics of Students and Staff, (2) The School’s Physical Environment, (3) The School’s Social Environment, and (4) The School’s Culture. This plan provides a template for maintenance of current programs and development of new programs to enhance the safety of our school.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

- The district has established a district leadership team on school safety.
- A full day of professional development for certificated and classified employees in critical issues in school safety (September 2023). The Standard Response Protocol was the basis of the training. The day included a four-hour district presentation by nationally recognized safety presenter Jeff Solomon followed by a two-hour site discussion on how to operationalize the Standard Response Protocol.
- A full day of professional development for certificated and classified employees in responding to active assailants (November 2023). The day included a four-hour district presentation by Jeff Solomon followed by a two-hour site discussion reviewing the Standard Response Protocol.
- Two full days of training for members of the district Management Team (August and October 2023).
- OJHS has two Special Education Day Classes serving students with severe physical and learning challenges.
- OJHS students are accustomed to working with peers of varying abilities.
- A supportive, caring, and involved staff.
- Classrooms open before school, at lunch, and after school for additional help.
- Careful and complete at-risk student identification process.
- Positive communication with feeder schools regarding students.
- Intervention programs for students with special needs or attention.
- A comprehensive Physical Education/ Health program offered to all students.
- Proud and cooperative students.
- Involved parents, PTSA, ELAC, and community.
- Elective selections within student schedules.
- ASB activities, fundraisers, school spirit days, and assemblies.

Established an Extended Learning Opportunity (ELO) time of 30 minutes, 4 days a week to teach intervention and enrichment.

- School dances three times a year.
- The district has established a district leadership team on school safety.
- Staff has incorporated academic language, Critical Thinking, STEAM, Close Reading, and sentence frames as a part of daily instruction.
- Implementation of inclusive practices in classrooms.
- Morning video announcements by the Journalism class.
- After school activities include cheerleading, Robotics, and competitive sports teams.
- 100% of the full time staff members have obtained SB395, SB1969, CLAD or BCLAD certification.
- ASB provides leadership opportunities for students.
- The breakfast and lunch program feeds hundreds of students daily.
- We provide a healthy snacks nutrition break every day.
- Health, dental, vision, and scoliosis screening take place every year.
- New students are welcomed by the office staff and principal and are then paired with an Orcutt student and are given a tour of the school.
- Orcutt Junior High website and Parent Square are used regularly for Home/School Communication.
- Phones in each classroom allow for voicemail capabilities.
- PTSA sponsored Red Ribbon Week activities promote drug, alcohol, and tobacco awareness and refusal skills for all students.
- The staff has built and sustained Professional Learning Communities to enhance staff collaboration and student achievement.

- Child abuse workshops over a three day period are conducted yearly for seventh grade students and parents.
- Utilizing an Orcutt Junior High School Student Handbook (developed by the school staff) and a “Student Rights and Responsibilities” Handbook (developed by

District personnel), students and parents are made aware of all school rules within the first week of school (suspension and/ or expulsion policies, dress code, discipline procedures, sexual harassment, etc.).

Areas of Concern:

School Culture and prior year discipline rates (specifically disruptive behavior) for classroom as well as throughout the campus.

Action Plan:

1. Continue to develop staff professional growth opportunities.
2. Continue to evaluate existing discipline policies particularly in reference to disruptive students and alternative disciplinary measures.
3. Constantly review dress code policy for students, and make concessions if appropriate.
4. Healthy choices and positive peer relationships are a focus in 7th grade Health classes and Physical Education. At least two of the lessons will be facilitated by the School Counselor .
5. Upgrade and improve the overall facility.
6. Expand the use of technology in the classroom.
7. Explore ways to improve meaningful participation, and positive behavior choices for all students.
8. Incorporate various Response to Intervention strategies as outlined by the Mike Mattos professional development trainings.
9. Encourage use of See Something, Say Something on school website and QR Code to anonymously report issues on campus.
10. Promote with students and staff the idea of "If you see something, then say something" as a means for early intervention of students in a crisis.

The School's Physical Environment

Areas of Pride and Strength:

- The school has received additional cameras for student monitoring.
- . School staff has worked to identify a “safer corner” in their classroom or work area and to have Standard Response Protocol posters or signs displayed on campus.
- . The school buildings and classrooms are well maintained and painted. Modernized Room 1 functions well for STEAM.
- The principal, vice principal and teachers provide for sidewalk safety and traffic flow in the parking lot as students arrive in the morning and depart in the afternoon.
- The campus is secured by an alert staff (we have partial security fencing); unwanted visitors are quickly observed and confronted.
- The staff maintains an updated School Disaster Plan. Evacuation drills are called on a regular basis.
- The parking lot has been redesigned and traffic patterns modified to improve on student safety needs.
- The administration maintains vandalism logs, truancy logs, and suspension/expulsion logs.
- Student and staff restrooms have been modernized and are monitored regularly for cleanliness and good repair.
- We have a designated Gender Neutral restroom with appropriate signage. Another restroom has a handicap button to operate the door.
- Locks have been replaced allowing teachers and staff to lock rooms from the inside.
- Disaster drills, including earthquake, fire and intruder alert, are placed on the calendar and coordinated closely with the school and district disaster plans.
- A school wide evacuation drill is coordinated by the district.

Security cameras have been installed around campus.

A "safe corner has been established in all classrooms and office spaces.

- The alarm system has been upgraded and can be heard from all areas of the school campus.
- Our gym and fitness lab are a source of school and community pride. The gym is not only used for junior high activities, but also by Orcutt Academy High School, local youth sport groups, and by the Santa Maria Parks and Recreation Department.
- The school is viewed by the community as their park.
- Durable, numbered signs that represent classroom numbers have been posted on back fence for drills and emergencies.
- Emergency Management Guides are in every classroom and used with every school safety drill.

Areas of Concern:

A safe, secure, and student friendly campus to facilitate school spirit, and connectivity

Action Plan:

1. Trim trees as needed to avoid limbs falling.
2. Continue upgrades to Makerspace and Library.
3. Replace/refurbish Fitness Center equipment.

4. Continue to stagger the parking location of the school buses after school in order to block the traffic from driving through the parking lot.
5. Utilize sandwich-board type signage to communicate the parking and traffic restrictions of our parking lot.
6. Implement PBIS Rewards and student store to encourage students to make positive choices (PRIDE).
7. Vape sensors installed in the school restrooms.
8. Install security fencing around the whole perimeter of campus.
9. Security cameras installed around campus.
10. Display PRIDE behavior expectations around the campus.

The School's Social Environment

Areas of Pride and Strength:

- The district has hired additional community liaisons to provide an added level of service to schools. Liaisons can help not just with interpreting and other services to non-English-speaking families but support with attendance, positive behavior, student supervision, etc. that makes a difference for the entire school. This greatly helps the school's social environment.
- Orcutt Junior High School is a closed campus. Parents or visitors on campus must wear an identifying badge.
- Orcutt holds high expectations for our students and provides numerous opportunities for each student to succeed.
- Students exhibiting positive choices are electronically issued PBIS Rewards points.
- Teachers open their classrooms before school, at lunch and after school.
- Makerspace and Library are available to students throughout the school day.
- ASB sponsored activities give students positive activities during the lunch hour.
- Various school teams and before and after school activities (basketball, track, volleyball, cheerleading, Robotics, band/drum line, etc.)
- The school's administrators are actively involved in curricular matters, are readily available to all members of the school community, and are visible on campus.
- On a daily basis, the administrators greet students as they enter the school in the morning, during lunch, and when they depart in the afternoon.
- Parent-Teacher Conferences are held three times during the school year in the gymnasium to promote shared goal setting between teachers and parents.
- Regularly scheduled activities bring parents, students, and staff together for social activities.
- The PTSA and the School Site Council are active parent/student/teacher organizations on campus.
- The district has hired additional community liaisons to provide an added level of service to our schools.
- The school operates on a quarter/semester schedule, with four quarters and two semesters in the year. Each quarter is nine weeks in length.
- Progress reports are issued mid-quarter and report cards are issued at the end of each quarter. Parents can pick up their student's report card at the Parent/Teacher conferences held in the gymnasium and they are mailed home.
- See Something, Say Something on the school's website is available to report incidents. QR Code is also posted around campus.
- Professional Learning Community (PLC) days meet every Wednesday morning; teachers collaborate on curriculum, assessments, and student learning.
- Active participation in the district attorney's truancy program for Santa Barbara County.
- 7th graders attend a WOW day prior to the first day of school to get introduced to the school campus and staff. Students are introduced to our PRIDE acronym which focuses on positive behavior expectations.
- Leadership committee reviews results from the California Healthy Kids Survey and plans accordingly.

Areas of Concern:

Student activities designed to make kids feel safe and connected at school thus decreasing truancy rates in both grade levels.

Action Plan:

1. Utilize the services of a full-time Counselor for students needing academic and social/emotional support

2. School site management will continue to provide for safety and disaster preparedness activities and drills
3. Continue efforts to minimize classroom disruptions; instructional time will be maximized
4. Retrain Leadership Team and site administrators on Positive Behavioral Interventions and Supports (PBIS)
5. Continue the changed bell schedule to create a 7th period block four days per week to provide enrichment and intervention lessons
6. Implement restorative approaches to student discipline
7. Routinely consult with School Psychologist regarding students with social and emotional challenges
8. Continue to support and expand Project Google - a community service elective that uses the Google Suite to execute the projects
9. Provide students with a minimum of three Digital Citizenship lessons throughout the school year
10. Implement the Link Crew to promote student connectedness

The School's Culture

Areas of Pride and Strength:

- Parents/guardians have been apprised of the district's work on emergency preparedness throughout the school year. A copy of the Standard Response Protocol and explanation of the protocol have been provided to parents.
- There is a rigorous program for all students with high expectations and the opportunity for all students to succeed.
- Parents and students regularly report that they feel "connected" to the school.
- The PTSA supports classroom instruction, provides field trips, schedules and finances assemblies, and provides resources for school beautification.
- Consistent behavioral expectations aligned with Mustang PRIDE are promoted.
- A strong, consistent dress code policy is enforced.
- There is a very active ASB and Student Body involvement in Community Service projects.
- The ASB sponsors many spirit days throughout the school year to encourage school spirit and student involvement.
- In collaboration with Fighting Back Santa Maria Valley, a "Respect Day" has been planned for January 2024.
- An Orcutt "Mustang Madness" newsletter is published by students every month.
- A Community Interview Day is offered during the year to develop a link to the community.
- Intervention and enrichment classes are offered for identified students and students wishing to expand their educational experiences.
- Our morning video announcements set the tone for the day with spirited students reporting the school news.
- Our PE program has fitness programs and activities designed for all students.
- Our cafeteria provides lunches and nutrition snacks that please all our students.
- Teachers take a serious interest in the lives of their students.
- Student recognition programs take place regularly such as PBIS Rewards, Student of the Month, Honor Roll, and others.
- A SST program is in place to ensure early identification of and collaboration to assist learning needs.
- Students help maintain a clean and orderly campus.
- Teachers and parents maintain high standards and expectations for all students.
- Mass text, email, and phone message lists have been generated to inform parents of upcoming dates and events such as progress reports, parent conferences,

Back to School Night, etc.

- Student discipline is an opportunity for reflection, restitution, and personal growth.

Areas of Concern:

Communication among all stakeholders to enhance and improve school culture.

Action Plan:

1. Continue to improve communication with parents via ParentSquare, e-mail, newsletters, school websites, Aeries portal, school newspapers, etc.
2. Use feedback from feeder schools to be proactive in student placement

3. Utilize the services of the Community Liaison
4. Facilitate a minimum of four ELAC meetings. An ELAC representative will participate on the School Site Council and DELAC
5. Expand the use of Aeries to increase communication between staff and administration
6. Continue professional growth opportunities for all staff members
7. Continue to make parents feel a part of the school events
8. Expand the use of ParentSquare for the vast majority of school communication
9. Encourage parents and guardians to use ParentSquare to create a dialogue between themselves and the school's staff
10. Raise funds to purchase a digital marque for front of school

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- f) California Healthy Kids Survey



Olga L. Reed School

Safe Schools Plan

Orcutt Union School District

2023-2024 School Year

Address: 480 Centennial Street, P.O. Box 318, Los Alamos, CA 93440
Phone: 805-960-5530

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School Safety Committee

Member Name	Position
Jared Banks	Principal
Kathleen Stevenson	Office Manager
Deb Laffin	Teacher
Brenda Galvez	Community Liaison
Aniko Taubenheim	Site TOSA
Mathew Briske	School Custodian
Sol Messeguerro	Parent
Christina Santos	Parent
Tara Howard	Parent
Lt. Frank Vasquez, SB County Sheriff's Department	Law Enforcement Representative

Mission Statement

"Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical violence and psychological harm. They are characterized by sensitivity and respect for all individuals (including those of other cultural and ethnic backgrounds), an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered to students; affiliation and bonding to the school support and recognition for positive behavior, and a sense of community on the school campus. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms."

Taken from "Safe Schools: A Planning Guide for Action"
California State Department of Education

Vision Statement

While maintaining its current positive practices, Olga Reed School will implement action plans to provide an emotionally and physically safe school environment for all students, staff, and visitors.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

The size of our staff and student body promotes an environment where each child's needs are understood and met by all staff members, and at the same time, students feel comfortable seeking help from all staff members.

To support student achievement, English Language Development (ELD) and academic intervention are a fully integrated part of each school day.

ASB membership is available to students in grades 4-8. Classroom elections are held to identify class representatives. An election among students in grades 4-8 identifies students to serve in executive positions. The ASB promotes school spirit by planning school-wide "spirit days" and community/public service projects. The ASB also supports tri-weekly campus-wide student recognition "REACH" assemblies.

To provide our students opportunities to grow outside the academic curriculum, we now offer two P.E. periods each week per student, as well as classroom instruction in music, visual arts instruction, and a voluntary band program.

Community service is encouraged for 7th and 8th grade students, who reach to accomplish 8 hours respectively per school year. Eighth graders accomplishing the community service goal are recognized on stage at promotion.

A Parent Teacher Student Association (PTSA), now in its 13th year, is active at the school. The organization organizes school events and raises funds to support the wide array of school activities. Parents also may participate in Parents in Action (Padres en Accion), a group facilitated by the community liaison (Brenda Galvez) that meets bi-weekly.

The After School Education and Safety (ASES) program provides the great majority of our students an extended day with homework support, enrichment, and physical fitness activities.

The addition of the Orcutt Academy's K-8 program to the campus maximizes use of facilities on campus while adding to the social environment for students and staff. Olga Reed and the Academy are sharing the campus and have a common recess and lunch schedule, and also sharing assemblies, while maintaining separate schedules and programs that maintain their unique identities.

Outdoor school has been organized to combine both Olga Reed and Orcutt Academy 6th graders, to create a unifying experience and develop social relationships that extend campus-wide.

The presence on campus of a County Special Education class for students with severe needs is much appreciated by everyone. Olga Reed students and staff have great affection for the students and staff in the class.

The school garden is a place of learning, school unity, and community support. Tara Howard, a classified employee who serves as garden educator, does excellent work with students.

Health and wellbeing issues are taught during Growth and Development lessons, ChildSAFE lessons, Too Good for Drugs lessons, and DARE.

The staff emphasizes Social Emotional well-being with SEL lessons and relationship building activities. Staff have also received trainings on adverse childhood experiences and responding to undesired student behavior. The school also embraces campus-wide behavioral expectations following the PBIS model. Concepts continue to be implemented.

Areas of Concern:

1. Continuing attention needs to be paid to making sure Olga Reed and the Orcutt Academy share the campus harmoniously and with a focus on the best interests of students.
2. The PTSA needs to continue to be viewed by staff, parents, and students as a venue in which all stakeholders can unite in support of the school.
3. Staff would like to continue to drill for emergency situations and to reflect on site implementation of district emergency procedures.
4. Staff would like to expand their knowledge and practices of social/emotional learning.

Action Plan:

1. Continue joint staff meetings at which staff from Olga Reed and the Orcutt Academy can review and discuss issues pertaining to having two schools share a campus. The school principal will continue to provide regular communication, so staff from each school know what is happening at the other school. Staff will continue to organize teams for sports activities in local school sports leagues, dances, music/arts activities, field trips, assemblies, Science Camp, and other activities that bring together students from the two schools.
2. The PTSA will work to organize events that build its brand and unite staff and families at the school. These events will include large events such as the Harvest Festival and the Cinco de Mayo celebration, and smaller events such as spirit day challenges and program accomplishment recognitions. The PTSA will collaborate with the OAK-8 PTSA on events for both schools.
3. Continue to implement emergency drills for emergency situations such as fire, earthquake, lockdown, shelter-in-place, active assailant, etc.
4. Staff will prioritize social/emotional learning and teacher-student relationships, with an increased focus on students exhibiting behaviors that could benefit from added connection with staff.

The School's Physical Environment

Areas of Pride and Strength:

The facilities generally are well kept. The school custodians provide regular attention to facilities, and the district's maintenance department and grounds crew do an excellent job with maintenance of facilities and grounds. Work orders are responded to with promptness and proficiency.

Over the summer and into the school year, the district completed infrastructure elements that allowed for security cameras to be installed and utilized (projects funded by measure G).

Thanks to the district's 1:1 technology initiative, all students now have their own device (either iPad or Chromebook).

Our school boasts the most modern and visually appealing library facility in our district. In addition to rows of shelves stocked with books to meet the reading levels of all our students, the library has a separate reading room and ample space to also serve as an ideal location for staff meetings, training, PTSA meetings, etc. The library also has a makerspace area that has become very popular with students.

The gymnasium is in very good condition. Additionally, three rooms off the gym are being used by the speech therapist, the psychologist, the counselor, and the People Helping People nonprofit foundation.

Ample real estate exists on our campus to meet the physical needs of staff and students. In addition to a playground area that consists of multiple basketball courts, a tennis court, swingsets, a significant new play structure and shaded outdoor eating area, we have a full-size soccer field and track used to support P.E. instruction. Additionally, a large baseball field containing two diamonds (presently unused) sits at the western edge of our campus.

Earthquake, lockdown, shelter-in-place, and fire drills are practiced throughout the school year. The school is located just blocks down Centennial Street from a Santa Barbara County Fire Station.

The Los Alamos Community Library, which is located on campus, is a resource for Olga Reed families. The library includes a selection of books as well as computers with Internet access and a printer. The library is open on weekday afternoons/evenings and during the day on Saturdays. Free tutoring is available to students after school. Olga Reed students and families are capitalizing on the library's resources.

Thanks to the district, all classrooms are featuring new "flexible" furniture that is lighter and more portable for use in classroom groupings, rotations, etc.

The district has installed automated external defibrillators (AEDs) on campus.

Areas of Concern:

1. Some of the facilities still are in need of modernization and/or repair. The older classroom wings are in need of significant upgrades. The gym restrooms also need to be modernized.

2. Graffiti and vandalism occur rarely, but staff still would like to keep an eye on what happens on campus after hours and on weekends. Staff also would like to have a record of what happens in the parking lot, as some parents have experienced some hit-and-run accidents.

3. School grounds are in need of attention. The soccer field features numerous holes and mounds, and the track is rough and in need of leveling. The outside basketball courts need to be improved.

4. While internet speeds and reliability have greatly improved, internet outages still happen more frequently than desired due to power outages on and off campus.
5. The school office and classrooms do not have a security alarm system.
6. No sidewalks are in place along Centennial Street. The school has received several concerns from parents and neighbors about this.
7. Both staff and community members have expressed concern about the unused acreage just south of the school and lying between the campus and the Los Alamos County Park.

Action Plan:

1. Work with the district on plans for facilities modernization funded by Measure G. When projects are planned work closely with the district on plans for interim facilities and associated program adjustments.
2. The school principal will have dialogue with the district about the potential installation of additional cameras to monitor what happens on campus after hours and on weekends and the parking lot during the day. In addition, the principal will continue to invite neighbors who walk the campus to report any issues or suspicious activity to the County Sheriff's Department.
3. Work with the district technology officer in stabilizing consistent internet connections.
4. Work with the district on site grounds needs. Some can be addressed now, while others can be addressed in association with the implementation of Measure G. A near-term priority will be to create a more aesthetically pleasing courtyard in our classroom area and clean up the curbs on the track.
5. The district is aware of the school's needs for more alarm coverage. This will continue to be a priority.
6. The school principal will continue to have dialogue with County Public Works and CalTrans regarding sidewalks and Safe Routes to School.
7. The school principal will work with the district and community volunteers to plan a beautification day for the campus.

The School's Social Environment

Areas of Pride and Strength:

Olga Reed and the Orcutt Academy have launched a campus-wide implementation of a Positive Behavioral Interventions and Supports (PBIS) program. This includes streamlined expectations for student behavior that are based on an acronym, REACH; tickets for prize drawings that can be given to incentivize positive behavior; and documentation of office referrals so as to identify needs and trends. Staff outlined the expectations at the start of the year with a presentation by the principal and subsequent "passport" stations whereby staff go over specific expectations for campus locations such as the playground, restrooms, cafeteria, etc. School staff consistently refer to the expectations when teaching students about appropriate school behaviors, and when recognizing students for exhibiting these behavioral expectations around campus.

Parents report they are pleased with communication from the principal, teachers, and office staff. The community liaison has an instrumental role in facilitating this communication. Spanish speaking parents are appreciative that school-home communication is done in Spanish.

The ASES (After School Education and Safety) program provides a safe, caring, well supervised atmosphere for students after school. Over 90 students participate in the program, which runs from school dismissal until 6:00 p.m. each school day during non-COVID times.

To support students with social/emotional needs, the school has two days of support from a district counselor and district psychologist, 3 days of support from a Casa Pacifica therapist and 5 days of support from an RBT.

A lunchtime makerspace area supervised by the librarian/media specialist has given students another option for play and socialization at lunch recess.

Students have opportunities to be active participants in the social fabric of our school in a variety of ways: through both ASB- and PTSA-planned activities, through community service, and through the ability to compete in athletics (basketball and track) and academic endeavors (Author-Go-Round, Lego robotics, Battle of the Books, North County Math Super Bowl, etc.)

Sixth grade students have the unique opportunity to extend their instruction in social studies and science through their attendance in Outdoor School at the Catalina Island Marine Institute.

Seventh and eighth graders are encouraged to do community service. Much of this voluntarism occurs either on campus in support of school events or in the community in support of such organizations as the Los Alamos Valley Men's Club. The school has received many compliments from community members regarding the student volunteers it provides.

A cross-section of our student body walks in the Los Alamos Old Days Parade each September, carrying a school banner and serving as proud ambassadors to our local community.

Areas of Concern:

1. While PBIS is under way on campus, staff will need to develop an approach to addressing the needs of students with chronic behavioral issues.
2. As possible, staff would like to continue to plan activities and events that unify Olga Reed and OAK-8.
3. Parents have articulated a desire for more and better student supervision in the ASES Program as well as more communication with ASES staff about program activities.

Action Plan:

1. Staff, including the principal, will continue with the development and implementation of PBIS. The focus will be to develop strategies for helping students with chronic behavioral issues. Additionally, the team will analyze data on office discipline referrals to identify "chronic" students and behaviors.
2. Seek collaboration between the Olga Reed and Orcutt Academy PTSA units on school events such as the Harvest Festival. Continue to have the schools' ASBs to plan "joint" dances for students in grades 6-8. Hold staff socials for staff from both schools. Continue planning parent education nights.
3. Work with ASES director to improve student supervision as well as program-parent communication. As a good starting point, the director was able to enroll into the program all students whose parents sought enrollment this past spring.

The School's Culture

Areas of Pride and Strength:

There is a strong partnership among students, staff, and our parent community. Parents have a vested and active interest in wanting our school to be a place where their children come to learn in a comfortable, non-threatening environment.

The school's after-school program (ASES) contributes immeasurably to this sense of well-being by being available to students in grades TK-8 for 3.75 (or more, in the case of TK) hours each day.

The school is blessed with harmonious relations among parents and families. The school has families with different economic situations, lifestyles, ethnicities, and home languages -- but all families come together to do right by the school's students.

The PTSA, School Site Council, English Learners Advisory Council, and Parents in Action group provide parents the opportunity, and responsibility, to become actively involved and have a voice in the direction of our school.

Student Success Team (SST) meetings bring staff and parents together to address the needs of referred students.

Student recognition (Students of the Month and Character Award) is done monthly.

The school's principal frequently posts on the school's social media platforms to keep families and the community aware of the happenings on campus.

A County Special Education class that serves students in grades 6-8 who have severe disabilities plays an important role in the school's culture. Students, staff, and families value the program and its students.

Areas of Concern:

1. The school would like to encourage more participation from families in school and PTSA events and activities. Despite the school-home communication that is in place, some parents say they are unaware of what is happening.
2. Parents would like to see more collaboration between Olga Reed and the state preschool located in Room 1.

Action Plan:

1. Work with available communication such as Parent Square, email, and social media to maximize communication about parent volunteer opportunities.
2. Work with preschool staff on a stronger partnership. Possibly incorporating them into school assemblies and school-wide events.

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Orcutt Academy K-8 Campus

Safe Schools Plan

Orcutt Union School District

2023-2024 School Year

Address: 480 Centennial Street, P.O. Box 161, Los Alamos, CA 93440
Phone: 805-960-5530

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Member Name	Position
Jared Banks	Principal
Lt. Frank Vasquez, SB County Sheriff's Department	Law Enforcement Representative
Stacey Lovell	Teacher
Isabel Riggs	Teacher
Kathleen Stevenson	Office Manager
Matthew Brieske	Custodian
Brad Gitchell	OUSD Director of Maintenance and Operations
Julia Callis	Parent
Jessica Villasenor	Parent

Mission Statement

"Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical violence and psychological harm. They are characterized by sensitivity and respect for all individuals (including those of other cultural and ethnic backgrounds), an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered to students; affiliation and bonding to the school support and recognition for positive behavior, and a sense of community on the school campus. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms."

Taken from "Safe Schools: A Planning Guide for Action"
California State Department of Education

Vision Statement

While maintaining its current positive practices, the Orcutt Academy will implement action plans to provide an emotionally and physically safe school environment for all students, staff, and visitors.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

Teachers emphasize character education with students. School-wide expectations are taught and referred to throughout the year. Character Awards are part of the student recognition program, which is based on the campus' PBIS acronym of REACH.

Leadership, community service, and mentoring skills are fostered via student family groups, the ASB, and campus clubs and teams.

The ASB promotes school spirit by planning schoolwide "spirit days".

A Campus Connection childcare program is available to students both before and after school. The program is located at Patterson Road School.

The school has a continuum of support available for students with academic, behavioral, and other needs (i.e. Resource, Speech, counseling, and other services).

PTSA sponsored activities and "family nights" promote a strong connection between home and school.

Health and well-being issues are taught during Growth and Development, ChildSAFE lessons, Too Good for Drugs, and Drug Abuse Resistance Education (DARE).

The size of the school enables all staff to know all of the school's students. Staff feel connected to all children, not just the children in their respective classrooms.

Extracurricular sports offerings include basketball and track, and soccer may be added in Spring 2024. Lunchtime sports also are an outlet for students in grades 5-8.

The district's swim lesson program for fourth graders in Fall 2023 was well received by students, families, and staff.

The district has provided professional development in pertinent topics such as social-emotional learning, trauma-informed practice, classroom behavior systems, suicide prevention, and crisis response. These trainings have been well received.

The district's efforts around school safety this school year have included the following:

- The district has established a district leadership team on school safety.
- A full day of professional development for certificated and classified employees in critical issues in school safety (September 2023). The Standard Response Protocol was the basis of the training. The day included a four-hour district presentation by nationally recognized safety presenter Jeff Solomon followed by a two-hour site discussion on how to operationalize the Standard Response Protocol.
- A full day of professional development for certificated and classified employees in responding to active assailants (November 2023). The day included a four-hour district presentation by Jeff Solomon followed by a two-hour site discussion reviewing the Standard Response Protocol.
- Two full days of training for members of the district Management Team (August and October 2023).
- In November 2023 the district sent a team to the National Association for Behavioral Intervention and Threat Assessment (NaBITA) Conference.

Areas of Concern:

1. This is the 10th year for OAK-8 on the Los Alamos campus it shares with Olga Reed School. Students, families, and staff desire to preserve their unique "OAK-8" school identity and culture even while sharing a campus with another school.
2. Special attention needs to be paid to making sure OAK-8 and Olga Reed continue to share a campus harmoniously and with a focus on the best interests of students. As possible, it is helpful to plan joint ventures involving both schools.
3. Staff would like to continue to drill for emergency situations and to reflect on site implementation of district emergency procedures.
4. The school is experiencing an increasing amount of extremely severe behavior from a small number of students. Staff would like to prevent these behaviors from occurring.
5. Since COVID-19, older students (seventh and eighth graders) have been more reticent to take on leadership roles in school families and on campus. Staff would like to nurture leadership skills in these students.

Action Plan:

1. Continue the school start-of-school-day ritual of meeting as a group for school announcements, the Pledge of Allegiance, and the Spartan Creed. Continue to plan regular activities for student family groups consisting of one student in each of grades TK-8 (9-10 students per group). The groups will meet periodically to accomplish a variety of tasks, including group discussions, art, games, and cooperative learning. The groups are intended to encourage leadership skills in older students, improve cross-age communication, and facilitate problem solving. Importantly, the student family groups will keep OAK-8 students connected across classrooms. Staff and PTSA will continue to plan an end-of-year school outing at the nearby Los Alamos County Park or the Orcutt Community Park. Teachers have also organized to hold a whole school field trip utilizing parent support welding the staff, student family connection together. Finally, the school principal would like to take OAK-8 teachers on a school visit, conference, or other excursion where they can identify programming, features of culture, or other practices that can make OAK-8 unique.
2. Continue joint staff meetings at which staff from OAK-8 and Olga Reed can review and discuss issues pertaining to having two schools share a campus. The school principal will continue to provide regular communication, so staff from each school know what is happening at the other school. Staff will continue to organize lunchtime sports activities, dances, music/arts activities, field trips, and other activities that bring together students from the two schools. Continue to offer track teams that include students from both schools.
3. Continue to implement emergency drills for emergency situations such as fire, earthquake, lockdown, shelter-in-place, etc. Provide training to all staff surrounding crisis response.
4. Provide training for staff in preventing, managing, and responding to severe behaviors. As needed, provide in-classroom assistance.
5. As possible, provide opportunities for older students to build leadership skills and assume leadership roles on campus.

The School's Physical Environment

Areas of Pride and Strength:

OAK-8 has access to quality facilities on its Los Alamos campus. In addition to its five classrooms and the office, OAK-8 has a classroom -- a "Discovery Room" -- that is devoted to hands-on learning in science and the arts as well as academic intervention. OAK-8 also has access to the rest of the campus, which includes a cafeteria, a gym, a library, an art room, a science lab, a playground, a tennis court, a track, a field, and a school garden.

The district has just completed modernization of a classroom wing including an OAK-8 classrooms and restrooms. The modernization included new carpeting, lighting, windows, whiteboards, and more. Teachers are very pleased with the "new" classrooms. Additionally, the OAK-8 TK/K class has been moved to a classroom with restrooms. The teacher is very pleased with her new location.

Facilities in Los Alamos generally are kept up well. The school custodians provide regular attention to facilities, and the district's maintenance department and grounds crew do an excellent job with maintenance of facilities and grounds. Work orders are responded to with promptness and proficiency.

Earthquake, lockdown, shelter-in-place, and fire drills are practiced throughout the school year. The school is located just blocks down Centennial Street from a Santa Barbara County Fire Station.

The school has a detailed emergency response plan. Exit plans are posted in each classroom. In addition, every classroom/building has an emergency binder and a backpack filled with supplies.

Staff and volunteers wear ID badges and visitors are screened for Megan's Law offenses by the campus Securly system.

After considerable modernization work in 2014, the gymnasium is in very good condition. Among other improvements, the gym received new roofing, new ceiling tiles, new seismic supports, new lighting, and new windows. This is important, as the gym will be a place for school assemblies, school performances, P.E., indoor recess on rainy days, and much more.

Most classrooms on campus, including all OAK-8 rooms, have heating and air conditioning. This is valuable in an area that has a wide disparity of temperatures (from mid-20s to 100-plus) during the school year.

The school garden is a focal point for student learning and fun with regard to agriculture, gardening, science, and healthy food choices.

The middle sandbox (the sandbox with swings and some play equipment) has been filled with a fresh shipment of fibar (wood chips). A significant new play structure and an outdoor shaded eating area was installed late last school year.

The district has installed automated external defibrillators (AEDs) on campus.

Areas of Concern:

1. Some of the facilities still are in need of modernization and/or repair. Rooms 9-14, which are older modular classrooms, have been suffering roof leaks and water damage following rainstorms. In addition, the rooms suffer odor and damage caused by skunks and other rodents inhabiting below the buildings and even above classroom ceilings. Several rain gutters need to be repaired.

2. Graffiti and vandalism occur rarely, but staff still would like to keep an eye on what happens on campus after hours and on weekends.

3. The campus' capacity for wifi and internet are much improved, but the Los Alamos community continues to experience outages.
4. School grounds are in need of attention. The soccer field features numerous holes and mounds, and the track is rough and in need of leveling.

Action Plan:

1. Work with the district on site facilities needs in association with the implementation of Measure G projects.
2. The school principal will work with the district on installing cameras to monitor what happens on campus after hours and on weekends. In addition, the campus will continue to invite neighbors and local residents to keep an eye on the campus after hours and on weekends.
3. Continue to work with district's Technology Department on more consistent internet speed and bandwidth. As possible, advocate for broadband access for the Los Alamos community.
4. Continue to work with the district on site grounds needs.

The School's Social Environment

Areas of Pride and Strength:

OAK-8 and Olga Reed School are revisiting their campus-wide implementation of a Positive Behavioral Interventions and Supports (PBIS) program. This includes streamlined expectations for student behavior that are based on an acronym, REACH; tickets for prize drawings that can be given to incentivize positive behavior; and documentation of office referrals so as to identify needs and trends. Staff outlined the new expectations at the start of the year with a presentation by the principal and subsequent "passport" stations whereby staff go over specific expectations for campus locations such as the playground, restrooms, cafeteria, etc. Turn-around Cards have been successfully implemented at both schools as an intervention for minor behavioral issues.

Teachers establish firm and fair classroom rules and consequences. As a result, there are few instances of students referred to the school office for administrative attention. The suspension rate (< 1 percent) and expulsion rate (no students have been expelled) have been very low at OAK-8..

School attendance has been affected by the COVID-19 pandemic, but diligent efforts by school staff to keep students safe and on campus have resulted with having more students on campus than otherwise would have been.

Internet safety is stressed. Students and parents sign an Acceptable Use Policy agreement before students access the internet. In addition, teachers provide lessons to students on digital citizenship.

Students are able to compete in academic endeavors (i.e. Lego Robotics, Battle of the Books, and North County Math Superbowl).

The PTSA sponsors many social activities throughout the school year to facilitate the school community getting to know each other.

Students have opportunities to hold leadership roles in the school through the Associated Student Body, campus clubs, and family group activities.

Theme days are planned by students to foster school spirit.

Cross-campus relationships have been strengthened as students from both campuses have gone to swim lessons together, attended STARBASE together, and participated in Science Camp together.

Student behavior on the bus ride to and from Orcutt and Santa Maria has been improved by the presence of attendants on each bus.

Areas of Concern:

1. While PBIS is under way on campus, staff will need to develop an approach to addressing the needs of students with chronic behavioral issues.

Action Plan:

1. A cadre of staff, including the principal, will continue to work on "Tier 1" implementation of PBIS. The focus will be to help students and staff build behaviors and practices that are adopted campus-wide. Additionally, the team will analyze data on office discipline referrals to identify areas of need.
2. Staff will continue striving to make the REACH behavioral expectations part of their daily professional practices as they teach students to do the same.

The School's Culture

Areas of Pride and Strength:

There is a strong partnership among students, staff, parents, and family members. Because parents need to “choose” to have their children attend the school, there is strong buy-in among parents.

Parent involvement is highly encouraged. Many parents volunteer for school activities.

There is a close rapport among staff members.

Student award programs recognize students for academics, citizenship, effort, and cooperation.

Areas of Concern:

1. Staff would like to see the return of more school-wide activities which were put aside during the global pandemic, but are an important part of the OAK-8 culture.
2. 7th and 8th grade students resuming roles as school leaders and models of what it means to be a Spartan.

Action Plan:

1. Work with Teachers and PTSA to bring back school-wide events such as International festival and whole-school field trip.
2. Work with upper grade teachers on providing opportunities for students to learn about being a role model and the positive affects of exhibiting those behaviors.

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1. Safe Schools Plan

2. Board Policy and Administrative Regulation

- a) BP 0450 (a)—Comprehensive Safety Plan
- b) BP 5141.4—Child Abuse/Neglect and Reporting Requirements and Procedures
- c) AR 5144.2—Suspension and Expulsion/Due Process
- d) BP 5131.2 (a)—Bullying

3. Safety Procedures

- a) Standard Response Protocol
- b) Evacuation Map
- c) BP 3516—Emergencies & Disaster Preparedness Plan
- d) Disaster Drill Schedule
- e) Emergency Team Duties
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- i) Cardiac Emergency Response Plan
- j) Opioid Overdose Protocol

4. Discipline Procedures

- a) Student Handbook
- b) Discipline Summary
- c) Attendance Summary
- d) BP 4158, 4258, 4358—Notifying Teachers of Dangerous Pupils
- e) BP 3515.2—Employee Use of Technology
- f) Discrimination and Harassment Policy (Annual Notification)

5. School Information

- a) School Accountability Report Card (SARC)
- b) Safe School Questionnaire
- c) Safe Schools Planning Checklist
- d) Electronic Network User Agreements (Student & Staff)
- e) BP 4040—Employee Use of Technology
- f) California Healthy Kids Survey



Orcutt School for Independent Study

Safe Schools Plan

Orcutt Union School District

2023-2024 School Year

Address: 1220 Oak Knoll Road, Santa Maria, CA 93455
Phone: 805-960-5572

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School Safety Committee

Member Name	Position
Cher Manich	Principal
Deedra Garcia	Office Manager
Carole Nishimori	Teacher
Patricia Jorgensen	Teacher
Isabella Gonzalez	Student
Jonathan Patterson	Parent
Krystal Cervantes	Parent
Shawn Swink	Parent
Abe Espinoza	Custodian
Lt. Frank Vasquez	Santa Barbara County Sheriff's Department

Mission Statement

"Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical violence and psychological harm. They are characterized by sensitivity and respect for all individuals (including those of other cultural and ethnic backgrounds), an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered to students; affiliation and bonding to the school support and recognition for positive behavior, and a sense of community on the school campus. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms."

Taken from "Safe Schools: A Planning Guide for Action" California State Department of Education

Vision Statement

While maintaining its current positive practices, the Orcutt School for Independent Study will implement action plans to provide an emotionally and physically safe school environment for all students, staff, and visitors.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

The size of the program enables all staff to know most, if not all, of the school's students. Staff feel connected to all children, not just the children in their respective classrooms. Students, in turn, feel connected to staff. Because many families have multiple children in the program, staff also feel connected to families.

Families in Independent Study are very involved in and responsible for their children's learning and very supportive of the program. When teachers have specific needs, parents respond with generosity.

A skilled team of support service providers (i.e., Resource, Speech, counselor, district psychologist, etc.) is available for students if needed. These providers are based at schools in Orcutt. Student Success Team referrals are available when staff or parents have concerns about individual students.

Learning options such as virtual, hybrid (a blend of in-class and virtual instruction), and dual enrollment has provided continuous options for students based on their own learning needs/styles. These options provide flexible learning that can adapt with students.

Weekly PE, Music, and Art lessons are provided during blended instruction and are available as a drop-in for virtual students. Art, SEL, and digital citizenship lessons are provided during virtual learning experiences.

Small class sizes provide opportunities for individualized instruction, small group, and whole group lesson opportunities to allow for differentiation, intervention, or acceleration as needed.

Health and well-being are taught during our SEL lessons, as well as Child Safe, Too Good for Drugs, and DARE instruction.

Hearing and vision screenings are provided to our students each year by the district nurse and health assistants.

Staff has the opportunity to review data from the California Healthy Kids Survey.

Staff attends professional development to review data, and develop strategies for improving teaching and learning.

Family and student activities are sponsored on campus through OSIS as well as additional opportunities in collaboration with PTSA and Dunlap-sponsored activities, family nights, or festivals.

This school year, our school district's efforts around emergency preparedness this school year have included the following:

- The district has established a district leadership team on school safety.
- A full day of professional development for certificated and classified employees in critical issues in school safety (September 2023). The Standard Response Protocol was the basis of the training. The day included a four-hour district presentation by nationally recognized safety presenter Jeff Solomon followed by a two-hour site discussion on how to operationalize the Standard Response Protocol.
- A full day of professional development for certificated and classified employees in responding to active assailants (November 2023). The day included a four-hour district presentation by Jeff Solomon followed by a two-hour site discussion reviewing the Standard Response Protocol.
- Two full days of training for members of the district Management Team (August and October 2023).
- In November 2023 the district sent a team to the National Association for Behavioral Intervention and Threat Assessment (NaBITA) Conference.

Areas of Concern:

1. Staff and parents would like to continue to plan activities and events that unify the school and increase student engagement with the school.

Action Plan:

1. Continue to plan "spirit days" in which students can show school spirit by wearing apparel along a designated theme or school spirit wear.
2. Continue to plan school-wide field trips to selected locations on the Central Coast and beyond, including virtual field trips (ie. waste management, Griffith Observatory). All students, virtual and hybrid, are invited to participate in all school-wide field trips.
3. Identify events that both staff and parents can get behind with their participation (ie. family game nights, movie nights, winter craft rotations, Leap into Innovation)
4. Reinstate OSIS traditions: bingo night, tie dye craft day, spirit week
5. Additionally, staff plan to host supplemental learning opportunities for students on campus: math festival, tutoring, drop-in learning labs

The School's Physical Environment

Areas of Pride and Strength:

In its new Orcutt Ralph Dunlap campus location, Independent Study has its own facilities as well as facilities shared with Ralph Dunlap. The campus includes its own four classrooms, an office with flexibility for multi-use purposes (home study/parent/student meeting space; school assemblies, one-on-one or small group assessments, staff meetings, and wellness area), and outside tables for snacks, lunch, or outdoor learning. Independent Study shares a library, a blacktop, play structures, spacious fields, a school garden, a multi-use/cafeteria, parking, as well as additional classrooms for PE, Music, Art, and Special Educational Services.

Residents take pride in the school and closely monitor the campus after hours and on weekends. Additionally, cameras on the campus have helped improve safety. The new campus has improved safety and accessibility in the event of an emergency. Parking includes an accessible and nicely paved parking lot on the shared campus of Dunlap.

The facilities are in good condition. The district has devoted considerable time and resources to the classrooms, facilities, and grounds improvements. The district maintenance and grounds crews are very responsive to work order requests. Bark has been added behind the classrooms to provide an additional common area for students to play and learn. Trees have been trimmed or removed for safety.

An automated external defibrillator (AED) has been installed on campus in Dunlap's nurse's office.

Staff continue to monitor and follow all current state and county health guidelines associated with the COVID-19 protocols.

Measure G bond was used to install security fencing and reconfigure the Dunlap office so there is only one point of entry onto campus. Fencing was also redirected for access to the OSIS office. Gates are locked during school hours.

The school is equipped with security alarms that can be heard campuswide.

The principal and staff provide supervision at drop-off and pick-up times, as well as during recess and lunch, to ensure safety.

The staff has updated emergency charts, evacuation route signage, emergency backpacks, and practice emergency drills to ensure quick reference and protocols during an emergency event.

The playground and its structures are monitored and inspected for safety, with the Kindergarten playground having equipment replaced over the summer for safety and accessibility for Transitional Kindergarten and Kindergarten students.

Classroom locks allow teachers to lock doors from the interior as well as the exterior.

Teachers have access to phones and phone lists within the classroom, as well as digital access to student contact information in the event of an emergency. Use of Parent Square is also a parent and staff contact accessibility app utilized for daily communication and/or emergencies.

All staff have also been issued walkie-talkies to utilize for emergencies, particularly if phone or internet wifi are down.

Custodial services are provided daily for cleaning, sanitizing, and vacuuming.

Dunlap and OSIS principals work as a team to provide supervision and support, as well as offer back-up assistance should there be a need.

All staff have been trained in the use of Narcan.

All staff have been trained in CPR and first aid.

Areas of Concern:

1. Emergency preparedness continues to be a focus in our school and across the district.
2. The campus is used by area youth as a park/playground after hours and on weekends. During these times, school buildings are vulnerable to break-ins. The school has some valuable items, such as iPads and MacBooks, that need to be protected. Cameras have been installed and may support vigilance in monitoring school safety before, during, and after school.
3. Add AED to OSIS office.

Action Plan:

1. Continue to work with the Santa Barbara County Sheriff's Department to strengthen communication on community issues.
2. The school will continue to work on emergency preparation, to include (1) regular drills for fire, earthquake, lockdown, and shelter-in-place; and (2) periodic drills for a range of emergency scenarios.

The principal will continue dialogue about the campus and its needs with the Santa Barbara County Sheriff's Department and Santa Barbara County Fire Department. Ask Orcutt School for Independent Study families to provide each child a Ziplock comfort bag that includes a photo of his/her family, a letter from his/her parents, a book, and a stuffed animal or other items that can provide comfort.

3. Continue shared communication with Ralph Dunlap principal and staff, as well as district leaders and staff, to ensure collaborative safety measures and protocols.
4. Staff will participate in district-wide professional development on school safety in conjunction with the Standards Response Protocols from the "I love you guys" foundation.
5. Gates are locked after school hours with the front gate open as a single point of access for after-hours campus facility use. Cameras are positioned at this gate so as to monitor individuals entering and exiting should a situation occur.
6. Inquire about accessibility of water and food resources and secure for distribution.

The School's Social Environment

Areas of Pride and Strength:

Families feel connected to each other and to the school.

Themed days are planned by students and staff to foster school spirit.

On-campus events, assemblies, field trips, and STEM activities are ways the program provides its students with "hands-on" learning experiences.

Students participate in recess and lunch with students from Ralph Dunlap providing a broader social component. Students may also connect in classrooms with lunchtime puzzles and games like Chess.

Teachers have earned compliments for how they establish and maintain a sense of community in their classrooms.

The school holds eighth-grade graduation in June, and the event has been greatly appreciated by all.

The school schedules curriculum-based "open house" events each spring. These are opportunities for parents, family members, and friends to see what students have accomplished.

OSIS has partnered with Ralph Dunlap in the participation of PTA-planned activities such as the Fall Festival, the Scholastic Book Fair, holiday events, and movie nights.

The principal is available and visible on campus and in classrooms. Teachers and staff communicate daily building rapport and support for each other and their students,

The principal is available to greet families upon arrival, dismissal, during enrollment, and as needed for support, and regularly engages in dialogue to promote continued collaboration and partnership.

The principal, office manager, teachers, and parents/families provide orientation to each family that enrolls in our program to support academic success, answer questions, and celebrate student enrollment of choice.

Virtual office hours are available to parents and students to connect on the curriculum and ask questions.

Tutoring is available virtually or in person as requested.

Counseling services are available to support students experiencing anxiety or trauma or other factors affecting emotional health, and special ed or psychological supports are available for support of specified academic needs.

A wellness center has been developed in the school office to provide support for students' physical and emotional health with materials and activities to help students decompress, regulate emotions, and develop skills to reengage in learning.

Positive Behavior Intervention and Support (PBIS) has been implemented through the collaboration of staff and students.

Swimming lessons for grades 3-5 are also provided to build social culture and community safety.

The school has partnered with district junior highs to provide options for 7th and 8th-grade students to participate in sports.

Dunlap support staff is available to OSIS as needed or requested or in collaboration with.

Areas of Concern:

1. Students and parents have a greater interest in having their students participate in field trip opportunities with OSIS and/or other district schools.
2. Student engagement and social development opportunities for virtual students.

Action Plan:

1. Parents will investigate options for participating in PTSA for opportunities for age-alike or cross-age peer engagement, and student advocacy that are specific to OSIS, including options to partner with Ralph Dunlap PTSA to provide collective campus-wide family engagement activities.
2. The school staff and parents will explore options for meet-ups and field trips for classes and the school so as to bring virtual and hybrid students together for experiential, community-based learning experiences.
3. The school principal and teachers will work together with students to continue student council planned activities as well as other options to build student leadership, student voice, and peer interactions including recess and lunch activities like board games and puzzles.
4. Links or digital resources for individual and community emotional and mental health supports have been shared via Clever, Google Classroom, District Webpage, and Parent Newsletter.

The School's Culture

Areas of Pride and Strength:

There is a strong partnership among students, staff, parents, and family members. Because parents "choose" to have their children attend the school, there is strong buy-in among parents.

The office manager creates a welcoming and friendly atmosphere.

Parent involvement is encouraged. Parents volunteer to help with classroom activities, field trips, and events.

There is a close rapport among staff members. Staff feel they are a "family."

All students have received Chromebooks or iPads to facilitate learning using digital curriculum and resources. This allows teachers to also hold virtual meetings with parents and students, provide tutoring during office hours, and offer students options to work together or connect virtually.

Staff and parents appreciate the newsletter that is sent home via Parent Square. The newsletter provides updates on the school, photos of school activities, tips and strategies for teaching/learning, and other pertinent information.

The principal, teachers, and office manager are visible and approachable and are also available through other venues such as Parent Square, emails, phone calls, and virtually to answer questions and connect as parents reach out.

Teachers are provided opportunities to attend professional development and collaboration days with other site and district teachers.

Student Success Team meetings are available to coordinate observations and efforts to ensure student success.

Several staff members are trained in Crisis Prevention and Intervention (CPI).

Students are recognized for success both socially and academically through various options such as prize tickets, verbal praise, parent communication, and peer celebration.

Students across grade levels have opportunities to work together for support, collaboration, or social connection. This builds the model of being more like a "family."

Areas of Concern:

1. Staff and parents value school-home communication and want to maximize their use of the Parent Square platform.
2. Staff and parents would like to elicit more parent involvement in the school.
3. Student-peer connections for virtual students to work together and/or provide social opportunities.

Action Plan:

1. Continue and expand use of Parent Square as a platform for school-home communication.

Parent Square allows the school and individual classroom teachers to send out email messages, texts, and alerts, and will translate information for families needing this service.

Expand the use of our newsletter to highlight staff, students, events, & activities on regular basis.

2. The principal will work with parents to plan more ways to engage Orcutt School for Independent Study parents in the school.
3. Breakout rooms or similar are utilized for students to collaborate virtually on group projects or connect socially.
4. Explore and implement use of a virtual classroom management system that provides a reward system for participation and interaction (ie. Class Dojo, Live School)
5. Explore reward options (ie. coupons to local eateries, lunch with principal, game time, toys, one-on-one with friend of choice, food items, bracelets, virtual games, etc.)

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- e) BP 3515.2—Employee Use of Technology
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5. School Information

- a) School Accountability Report Card (SARC)
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- d) Electronic Network User Agreements (Student & Staff)
- e) BP 4040—Employee Use of Technology
- f) California Healthy Kids Survey



Orcutt Academy Charter High School

Safe Schools Plan

Orcutt Academy Charter High School

2023-2024 School Year

Address: 610 Pinal Ave., Orcutt, CA 93455
Phone: 805-938-8550

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School Safety Committee

Member Name	Position
Rhett Carter	Principal
Joshua Ostini	Vice Principal
Joe Dana	Assistant Superintendent Ed. Services
Ana Perez	Counselor
Bridgette DePalma	Teacher
Jordan Willis	Teacher
Lt. Frank Vasquez, SB County Sheriff's Department	Law Enforcement Representative
Vannessa Gonzales	Office Manager
Julia Colon	Parent
April Huckabey	Parent
Matthew Gerber	Parent
Sandra Bravo	Parent
Krishna Flores	Parent
Sabian Lewis	Student
Yoselin Barcelo	Student

Mission Statement

“Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. They are characterized by:

- Sensitivity and respect for all individuals (including those of other cultural and ethnic backgrounds);
- An environment of nonviolence;
- Clear behavioral expectations;
- Disciplinary policies that are consistently and fairly administered;
- Students’ affiliation and bonding to the school;
- Support and recognition for positive behavior; and
- A sense of community on the school campus.

Safe schools also are characterized by proactive security procedures, a secure campus, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms.”

Taken from “Safe Schools: A Planning Guide for Action”
California State Department of Education

Vision Statement

While maintaining its current positive rules, procedures, and practices, Orcutt Academy will implement action plans to provide an emotionally and physically safe school environment for all students, staff, and visitors.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

The size of our school enables staff to know all of the school's students. Spartan Homeroom provides students with a chance to bond with one teacher throughout their school career at Orcutt Academy High School.

ASB-Leadership is a class that has elected officers that organize assemblies for the purpose of recognizing sports, clubs, and special events as well as highlighting school spirit. ASB (Associated Student Body) promotes school spirit by planning school wide "spirit days" as well as other activities including middle school visits, lunch time activities, and dances.

Community service is an expectation. Students must earn at least an average of 10 or more hours a year with guidance from their counselors, Career/Media Specialist, and Spartan Homeroom teachers. Graduation is only possible when 40 hours or more of community service have been earned by the end of senior year.

Clubs are generated by students and staff for students. Teacher advisers use time during lunch and after school to keep the clubs active and relevant. Clubs are another strong source of pride and positive involvement for our students.

PTSA sponsored activities and meetings provide opportunities for community service and help to raise money to supplement teacher budgets and assist the school in funding broad initiatives.

Athletic Boosters sponsored activities and meetings provide opportunities for athletic support and help to raise money to supplement athletic budgets and assist the school in funding sport initiatives.

SOAAR sponsored activities and meetings provide opportunities for academic support and help to raise money to assist the school in funding academic initiatives for all 9-11th grade students.

Edgenuity Credit Recovery was offered again during the summer as well as during different times throughout the year to help those students that have fallen behind academically.

The high school offers an after-school intervention program for students with less than a 2.0 GPA three days a week. Each after-school intervention program is supervised by a credentialed hourly teacher. Math and English support are also offered before/after school. Math tutors are available after school to all students that may be struggling in math at any level. Peer Tutors help students with all subjects while concurrently earning college credit and/or community service hours. As a result of these programs, approximately 94% of the students at the high school have a GPA of 2.0 or higher.

An in school support class was created in the Fall 2023 called Academic Seminar. Academic Seminar is a year-long course designed using academic research to aid students in need of support in improving their listening, speaking, reading, and writing skills in all core subjects according to the California Common Core State Standards (CCSS). This course is built around the research-supported academic reinforcement of school connectivity and emotional intelligence.

Freshman Success (PROD 301) and the Senior Success 103 series are required classes helping students to focus on career goals and plan a clear pathway towards achieving those goals. The students also work on their plans from the class during their sophomore and junior year through the course follow up modules which happen in their English classes.

Early College Cadre continued its second year of implementation with 30 new freshman starting their pathway to an AA Degree in Liberal Studies while simultaneously earning their high school diploma with a combination of College Now! and Concurrent Enrollment courses.

CTE Pathways are under way at Orcutt Academy High School in the areas of Information & Communication Technologies (Intro to Computer Science, AP Computer Science Principles & Cybersecurity), Arts, Media & Entertainment (Introduction to Drama, Technical Theatre, Advanced Drama and Advanced Technical Theatre) as well as Education, Child Development, and Family Services (Early Childhood Studies and Education 130).

The district has established a district leadership team on school safety.

A full day of professional development for certificated and classified employees in critical issues in school safety (September 2023). The Standard Response Protocol was the basis of the training. The day included a four-hour district presentation by nationally recognized safety presenter Jeff Solomon followed by a two-hour site discussion on how to operationalize the Standard Response Protocol.

A full day of professional development for certificated and classified employees in responding to active assailants (November 2023). The day included a four-hour district presentation by Jeff Solomon followed by a two-hour site discussion reviewing the Standard Response Protocol.
Two full days of training for members of the district Management Team (August and October 2023).

In November 2023 the district sent a team to the National Association for Behavioral Intervention and Threat Assessment (NaBITA) Conference.

Areas of Concern:

1. Continue to support students who are having challenges academically and/or socio-emotionally.
2. Build more and improve on already existing career technical education offerings by utilizing the K12 Strong Workforce-CTE grant.

Action Plan:

1. After-school intervention will be supervised by two or three credentialed teachers. Paid teachers make free tutoring available to students needing help before and after school. Peer Tutors will continue to be available by appointment and walk-in for students struggling in any subject.
2. In Fall 2024, students, parents, and staff will complete a School Climate survey (California Healthy Kids Survey) to assess our continued progress in the areas of school safety, academic instruction, professionalism, and overall school climate. The results will be compared to those of the past four years to determine areas of strength and concerns.
3. In August 2024, two fully bilingual counselors will continue to be available to support student programs already in place and work to help align the counseling program to the ASCA national model.
4. Continue work in Senior Success classes to prepare students for college applications and scholarships as well as career choices. Continue to use and improve SPIN (Specialized Instruction) as an intervention for struggling students but also a resource for students wanting help in preparing for college-entrance exams (PSAT, SAT, ACT, AP).
5. We have two full time counselors providing support services for students as well as a school psychologist. We are also continuing to work closely with a program called MWEL (Mental Health, Wellness & Education) which connects our students that are struggling socially/emotionally with resources to help support them. This program is through a grant along with SBCEO.

6. Our psychologist, counselors, and teachers will continue to work to identify students who need Student Success Team meetings and/or intervention. This will also include possible communication with MWEL (mentioned above) and social service groups outside of the school.
7. The principal and vice principal will notify and meet with all students in need of 504 Accommodation Plans at the start of the school year and as needed throughout.
8. Students who are struggling academically will be identified and offered extra support services in the form of support classes such as Academic Seminar and/or tutoring.
9. Edgenuity Credit Recovery will allow for credit deficient students to get back on track. It will continue to be offered during the summer. As needed, we will communicate with students about other avenues for credit recovery.
10. Explore professional development opportunities and collaboration for faculty and support staff regarding Career Technical Education (CTE). Work with a committee to determine next steps in CTE pathways and how to best utilize K12 Strong Workforce-CTE grant.

The School's Physical Environment

Areas of Pride and Strength:

A school-wide evacuation plan is fully executed at least one time every school year.

Earthquake, lock-down, and fire drills are practiced throughout the school year in accordance with the county-wide procedures: Standard Response Protocol (SRP).

The school has a detailed emergency response plan. Exit plans are posted in each classroom. In addition, every classroom/building has an emergency flip chart and a backpack filled with supplies.

The facilities are in decent repair. The district has devoted considerable time and resources to classroom, facility, and grounds improvements. The district's maintenance and ground crews respond to hundreds of work orders to keep the facility running effectively and safely as well as to keep our campus looking beautiful.

We have an Art Club that is continues to add to the pride of our campus through murals and other shared projects.

Students have opportunities to participate, via their Spartan Homeroom classes as well as our ASB-Leadership, in school Spirit Days.

The junior high and high school P.E. staffs work together to best maximize the use of the gym, fields, weight room, tennis courts, and fitness center.

Off campus coaches are required to have background checks, fingerprint clearance, be current in First Aid/CPR, and have a completed CIF certification. Volunteer drivers that help to transport students to off campus events must go through a stringent paperwork and background process to make sure that they are qualified to help.

The school has 17 cameras set up throughout the campus as well as our entrances/exits to provide students and staff more safety.

We have added secure gates keeping the campus closed to outside interruptions as well as extra people and cameras to help supervise students/site during lunch and breaks.

We are in the process of building a Gym/Multi-Use building for the High School. This will provide a place for students to participate in extracurricular activities on our campus as well as holding rallies, dances, and other events at the High School.

Areas of Concern:

1. The school needs additional access to fields that can be properly used by athletic teams for practices and games.
2. The school still needs the back part of the campus more fully secured by fencing.

Action Plan:

1. The new Multi-Use Room is also being built as we speak and should be available for use by the end of the 2023-2024 school year.
2. Continue to stress and monitor volunteers and visitors follow proper check in procedures before entering and exiting the campus. Keep improving our campus security check system for any and all visitors.
3. It is necessary for the School Safety Plan to be evaluated and assessed each year. Evacuation procedures, exit routes, and the school map need to be adjusted to accommodate new students and staff who join our campus.
4. Newer and more advanced security cameras continue to be added and maintained all over campus in order to provide a way to monitor campus activity.
5. CrisisGo's safety platform has been approved by the School Board to help Orcutt Union School District to be better prepared to respond and recover from all crisis situations. All administration, Classified and Certificated staff continue to receive training and professional development.
6. Help custodial staff stay consistent cleaning classrooms and buildings on the school site through improved communication.
7. Work with students to maintain campus cleanliness by picking up trash, holding each other accountable, and monitoring peer behavior. Students will be given opportunities through Spartan Homeroom classes and clubs to volunteer for community service and campus beautification opportunities.
8. Measure G funds have been utilized by the district to update student restrooms and convert to high school specifications (main restroom facility was originally built for elementary students) as well as improvements in the office and fencing. Keep finding sources of income to improve our campus and its diverse needs.
9. Continue field maintenance has been a focus and additional grounds worker has been added to help maintain the fields and better control the gopher problem with hopes of full rehabilitation of field to support all athletic programs at Orcutt Academy High School.

The School's Social Environment

Areas of Pride and Strength:

Expectations for student behavior are communicated in our Student Handbook, Freshman Orientation, Spartan Code, Spartan Homerooms, Video Announcements, classrooms, as well as through our online Newsletter.

Teachers establish firm and fair classroom rules and consequences. When misbehavior occurs, teachers generally are able to address it in classrooms. Accordingly, discipline referrals are low. The school's suspension rate has continued to be very low compared to high schools across the state of California.

Health and well-being issues are taught during health classes and reinforced in Spartan Homeroom discussions. Health classes have a curriculum that addresses drug/alcohol abuse, teen pregnancy, digital citizenship, etc.

Internet safety is stressed. Students and parents sign an Acceptable Use Policy Agreement before students access the Internet.

Teachers uses Common Sense Media lessons to teach Digital Citizenship lessons during Spartan Homeroom.

Students are able to compete in athletic and academic endeavors (Varsity/Junior Varsity sports, FIRST Robotics competition, etc.), ASB, and various club activities.

PTSA, Boosters, and SOAAR sponsor social activities throughout the school year to facilitate the school community getting to know each other as well as making connections with the students and staff.

Students have opportunities to hold leadership roles in the school through the ASB, campus clubs, sports teams and membership in PTSA, Boosters, School Advisory Council, etc.

The library is open throughout the day. Maker Space also allows students to gain STEAM experiences while being involved in some fun growth/learning opportunities in their free time.

School Spirit days are planned by ASB-leadership to allow school pride and culture to flourish and grow.

Students may choose to participate in the College Now! program, Early College Cadre, as well as take Concurrent Enrollment courses at the High School which will allow them the opportunity to earn college and high school credits at the same time.

Band, choir, robotics, athletics, and drama all have opportunities to perform as representatives of the school and for the community.

Community Career Day is held annually to enlighten our students to career options/opportunities as well as to help make better community connections.

Freshman Connect Crew helps promote school wide student support connecting all grade levels and different age groups to the school as well as each other.

Community and parent attendance and participation in and of extracurricular events and activities helps build school pride.

There is a strong partnership among students, staff, parents, community and family members. Because parents need to "choose" to have their children attend the school, there is strong buy-in among parents as well as a pride that comes along with being chosen to be an Orcutt Academy Spartan.

To meet students' mental health needs, the district is in its second year of collaboration with the Santa Barbara County Education Office on a Mental Health Student Services Act-funded program to provide students access to a community navigator. Navigators currently are assigned to the district's junior high schools and high school but are available to serve any district students with intensive needs.

Areas of Concern:

1. Staff wish to continue their efforts to support positive behavior and to recognize student achievement.
2. Social emotional issues and depression among students continues to be a focus as we work with more systems of support.
3. High risk activities targeting students via different types of social media.

Action Plan:

1. We have brought on more support for students suffering from Social/Emotional issues as well as depression through the MWEL (Mental Health, Wellness & Education) Program through SB County. We have a Mental Health Navigator on campus once a week who meets with referred students and connects them to appropriate resources.
2. The principal, vice principal, counselors, and teachers will work with students to support acceptable student behavior (Spartan Code) through classroom instruction and increased campus supervision (including cameras). Academic and athletic awards will continue to be held to recognize student achievement.
3. The administration and teachers will provide opportunities in which students can participate in community performances and events (e.g., Chamber of Commerce luncheon, Christmas Parade, etc.).
4. Students in robotics, choir, clubs, athletics and other elective classes will continue to present before the Board at regular scheduled School Board meetings. We will continue to share accomplishments with local media to continue to build a positive image and high achievement for our school.
5. A variety of speakers and activities such as College Shirt days and Spartan Pride days as well as College/Career days and other relevant trips will be created and encouraged to students.
6. College Field Trips will take place at every grade level (9th Grade, CSU; 10th Grade, UC; 11th Grade, Private College; 12th Grade, Community College).
7. Counselors and Psychologist meet consistently with students that are struggling. Utilize counselors and MWEL as a guide to develop the social-emotional, self-management, social awareness, relationship and responsible decision-making skills for struggling students.
8. Student led groups (such as ASB and FCC) will explore and help to implement ideas to strengthen student pride and overcome issues on our campus.
9. Digital Citizenship curriculum will be introduced in our PROD 301 courses and followed up in Spartan Homerooms.
10. Implementation of Success classes will assist counselors, students, and teachers with a 10-year advisement plan to support student behavior and goals.

The School's Culture

Areas of Pride and Strength:

There is a strong partnership among students, staff, parents, community and family members. Because parents need to “choose” to have their children attend the school, there is strong buy-in among parents as well as a pride that comes along with being chosen to be a Spartan.

The school is small enough to allow the students and staff to really know each other and work together to help students to overcome challenges and meet goals.

The front office staff creates a welcoming and friendly atmosphere as well as providing support for staff and student success.

The school library is open during lunch, and throughout the school day to offer a warm place for students to use computers, Makerspace, study, read, receive Peer Tutoring as well as research careers and colleges.

Parent involvement is highly encouraged. Parents support our sports teams, clubs, and field trips as well as much of the organization that helps support our students and their programs.

There is a close rapport among staff members; teachers eat lunch together in the staff room and the OAHS Social Club creates opportunities for the staff to collaborate as well as celebrate birthdays, holidays, and other special events.

Student Success Team (SST) meetings bring staff and parents together to help students in need of academic or behavioral support. Staff and parents can help to make referrals to SST.

Student award programs recognize students for academic, athletic and club accomplishments.

A variety of different clubs and staff lead groups promote a culture of acceptance, belonging, and respect amongst students and their various beliefs.

Areas of Concern:

1. Being able to maintain and build and even stronger culture of pride and passion for achievement to become the best version of ourselves at OAHS.
2. Building a strong focus around a Culture of Wellness at Orcutt Academy.

Action Plan:

1. Counselors will organize and coordinate parent nights on various topics. Most will be related to college and career awareness as well as assistance to earning scholarships and financial aid.
2. New and improved marketing strategies for Orcutt Academy Information Nights and OA campus tours to talk about the school and answer questions for future Spartans.
3. Parents, students, staff, and community members will continue to be given a platform to provide input on plans for upcoming programs.

4. Continue to update and advertise our website to ensure that all parents know what is happening at OAHS. Continue to encourage all parents to use the Aeries portal consistently to keep updated on their child's progress.
5. Embed multiculturalism into the core curriculum and school culture through new classes (i.e. Ethnic Studies) and programs. Develop strategies to promote acceptance of differences, in classroom instruction and by providing extra-curricular school sponsored activities.
6. Continue to be up to date and have access to the latest trends in educational technology to prepare students for success in the fast moving 21st Century.
7. Implement evidence-based practices around a culture of wellness and provide training to support all students and staff at a universal level of social/emotional wellness.

Appendix

1. Safe Schools Plan

2. Board Policy and Administrative Regulation

- a) BP 0450 (a)—Comprehensive Safety Plan
- b) BP 5141.4—Child Abuse/Neglect and Reporting Requirements and Procedures
- c) AR 5144.2—Suspension and Expulsion/Due Process
- d) BP 5131.2 (a)—Bullying

3. Safety Procedures

- a) Standard Response Protocol
- b) Evacuation Map
- c) BP 3516—Emergencies & Disaster Preparedness Plan
- d) Disaster Drill Schedule
- e) Emergency Team Duties
- f) Disaster Duties & Responsibilities
- g) Disaster Procedures
- h) Procedures for Lock-down/Shelter Evacuation
- i) Cardiac Emergency Response Plan
- j) Opioid Overdose Protocol

4. Discipline Procedures

- a) Student Handbook
- b) Discipline Summary
- c) Attendance Summary
- d) BP 4158, 4258, 4358—Notifying Teachers of Dangerous Pupils
- e) BP 3515.2—Employee Use of Technology
- f) Discrimination and Harassment Policy (Annual Notification)

5. School Information

- a) School Accountability Report Card (SARC)
- b) Safe School Questionnaire
- c) Safe Schools Planning Checklist
- d) Electronic Network User Agreements (Student & Staff)
- e) BP 4040—Employee Use of Technology
- f) California Healthy Kids Survey



EDUCATIONAL SERVICES MEMORANDUM

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

FROM: Joe Dana
Assistant Superintendent, Educational Services

BOARD MEETING DATE: February 14, 2024

BOARD AGENDA ITEM: Revision to Board Policy 0460 – Local Control and Accountability Plan

BACKGROUND: As per guidance from the California School Boards Association, we are updating Board Policy 0460 on the Local Control and Accountability Plan (LCAP) to reflect a new law, SB 114 (2023), that requires numerous changes to the LCAP for use in the 2024-2025 school year. Among these changes is the inclusion of “long-term English Learners,” defined by a new law (SB 141, 2023) as students who have not attained English language proficiency within seven years of initial classification, as a numerically significant subgroup whose needs must be addressed by the LCAP.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the revised Board Policy 0460 at this first reading and place it on the consent agenda of the next regular board meeting.

FUNDING: No impact.

LOCAL CONTROL AND ACCOUNTABILITY PLAN

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions which are aligned with the district budget and to facilitate continuous improvement of district practices.

The Board shall adopt a districtwide local control and accountability plan (LCAP) **and an annual update to the LCAP**, based on the **most up-to-date** template adopted by the State Board of Education (SBE), that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. ~~The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and two subsequent two fiscal years.~~ **and the annual update shall be adopted or updated, as required, on or before July 1 of each year.** (Education Code 52060, 52064; 5 CCR 15494-15497))

The LCAP **and the annual update** shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming. (Education Code 52060, 52064)

~~Unduplicated students include students who are~~ **An "unduplicated student" is a student who is eligible for free or reduced-price meals, who is an English learners, and or who is a foster youth,** as defined in Education Code 42238.01 ~~for purposes of the local control funding formula (LCFF).~~ (Education Code 42238.02)

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, **long-term English learners**, students with disabilities, foster youth, and ~~homeless-students~~ **experiencing homelessness**, when there are at least 30 students in the subgroup or at least 15 foster youth, ~~or homeless-students~~ **experiencing homelessness, or long-term English learners.** (Education Code 52052)

Beginning July 1, 2025, if the district is identified by the California Department of Education (CDE) as needing an improvement plan pursuant to 34 CFR 300.600-300.647, the Board shall adopt, and update on an annual basis, an Individual with Disabilities Education Act (IDEA) Addendum, based on the template adopted by SBE. However, if the district adopts an improvement plan after being identified, but before July 1, 2025, the IDEA Addendum shall be developed upon expiration of the adopted improvement plan, but no later than July 1, 2028, whichever occurs first. The IDEA addendum shall be developed, reviewed, and approved in conjunction with and in the same manner as the LCAP and the annual update ~~to the LCAP~~, and shall be submitted to CDE within 15 days of adoption by the Board. (Education Code 52064.3)

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The Superintendent or designee shall review the school plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

The LCAP shall also be aligned with other district and school plans, to the extent possible, in order to minimize duplication of effort and provide clear direction for program implementation.

As part of the LCAP adoption and annual update ~~to the LCAP~~, the Board shall separately adopt an ~~LCFF~~ **local control funding formula** budget overview for parents/guardians, based on the template developed by SBE, which includes specified information relating to the district's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update. (Education Code 52064.1)

~~Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 – Uniform Complaint Procedures. (Education Code 52075)~~

~~Plan Development~~

LCAP Development and Consultation

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in ~~various~~ student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP **and the annual update**. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, ~~student advisory~~ **and** committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

~~Public Review and Input~~

~~The Board shall establish a parent advisory committee to provide advice on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include parents/guardians of unduplicated students as defined above and parents/guardians of students with disabilities. (Education Code 52063, 5 CCR 15495)~~

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~~Beginning July 1, 2024, unless a student advisory committee is established to provide advice to the Board and Superintendent, two students shall be included as full members of the parent advisory committee. The students shall serve for a renewable term of one full school year. (Education Code 52063)~~

~~Student members of the parent advisory committee or the student advisory committee shall represent the diversity of the district's students, including geographical, socioeconomic, cultural, physical, and educational diversity, and particular effort shall be made to reach out to at-risk or disadvantaged students to serve as members of such committees. (Education Code 52063)~~

~~Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English Learners to review and comment on the LCAP. (Education Code 52063, 5 CCR 15495)~~

~~The Superintendent or designee shall present the LCAP to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s).~~

~~The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)~~

~~As part of the parent/guardian and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)~~

~~The Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which the district is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities. (Education Code 52062)~~

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP and the annual update. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending

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notices by mail. All written notifications related to the LCAP and the annual update shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP and the annual update. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100—Budget. Board Policy 3100 - Budget. (Education Code 42127, 52062)

~~Adoption of the Plan~~

Adoption and Submission

The Board shall adopt the LCAP the annual update prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

~~The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)~~

~~Submission of Plan to County Superintendent of Schools~~

Not later than five days after adoption of the LCAP, the annual update, the district budget, and the budget overview for parents/guardians, the Board shall file the LCAP, the annual update, the budget, and the budget overview with the County Superintendent of Schools. (Education Code 42127, 52064.1, 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP and the annual update, the Board shall respond in writing within 15 days of the request. If the County Superintendent, then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

If the County Superintendent does not approve the district's LCAP and the annual update, the Board shall accept technical assistance from the County Superintendent focused on revising the plan LCAP and the annual update so that it they can be approved. (Education Code 52071)

Revisions

The Board may adopt revisions to the LCAP and the annual update at any time during the period in which it is in effect, provided the Board follows the process to adopt the LCAP and the annual update pursuant to Education Code 52062 and the revisions are adopted in a public meeting.

Monitoring Progress and Complaints

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by the Superintendent and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to Administrative Regulation 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

Technical Assistance

~~The Superintendent or designee shall seek and/or accept technical assistance or other intervention that may be required pursuant to Education Code 52071 or 52072 or 20 USC 6311 when a school or a numerically significant student subgroup is not making sufficient progress toward the goals in the LCAP.~~

If the district's LCAP and the annual update are not approved, the district shall accept technical assistance or other intervention that may be required pursuant to Education Code 52071.

Legal Reference:

State—

5-CCR 15494-15497: Local control and accountability plan and spending requirements

Ed. Code 17002 : State School Building Lease Purchase Law, including definition of good repair Ed. Code

305-306: English language education

Ed. Code 33430-33436: Learning Communities for School Success Program; grants for LCAP implementation

Ed. Code 41020 : Requirement for annual audit

Ed. Code 41320-41322: Emergency apportionments

Ed. Code 42127 : Public hearing on budget adoption

Ed. Code 42238.01-42238.07: Local control funding formula

Ed. Code 44258.9: County superintendent review of teacher assignment

Ed. Code 47604.33: Submission of reports by charter schools

Ed. Code 47606.5: Charter schools; local control and accountability plan

Ed. Code 48985: Notices to parents in language other than English

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

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

Ed. Code 52052 : Numerically significant student subgroups

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~~Ed. Code 52059.5: Statewide system of support~~

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

~~Ed. Code 52302 : Regional occupational centers and programs~~

~~Ed. Code 52372.5: Linked learning program~~

~~Ed. Code 54692 : Partnership academies~~

~~Ed. Code 60119 : Sufficiency of textbooks and instructional materials; hearing and resolution~~

~~Ed. Code 60605.8: California Assessment of Academic Achievement; Academic Content Standards Commission~~

~~Ed. Code 64001: School plan for student achievement; consolidated application programs~~

~~Ed. Code 99300-99301: Early Assessment Program~~

~~W&I Code 300: Dependent child of the court~~

Federal

~~20 USC 6311: State plan~~

~~20 USC 6312: Local educational agency plan~~

~~20 USC 6826: Title III funds; local plans~~

~~34 CFR 300.600-300.647L Education of students with disabilities; monitoring, enforcement, confidentiality, and program information~~

~~34 USC 300.600: State monitoring and enforcement *Management Resources*~~

~~CA Department of Education Publication: California School Accounting Manual~~

~~California Department of Education Publication: California Career Technical Education Model Curriculum Standards, 2013~~

~~California Department of Education Publication: LCFF Frequently Asked Questions~~

~~California Department of Education Publication: Local Control and Accountability Plan and Annual Update (LCAP) Template~~

~~California Department of Education Publication: California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013~~

~~California Department of Education Publication: California Common Core State Standards: Mathematics, rev. 2013~~

~~California Department of Education Publication: California English Language Development Standards, 2012~~

~~California Department of Education Publication: California School Dashboard~~

~~California Department of Education Publication: Family Engagement Framework: A Tool for California School Districts, 2014~~

~~CSBA Publication: The California School Dashboard and Small Districts, October 2018~~

~~CSBA Publication: Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016~~

~~CSBA Publication: LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016~~

~~Website: CSBA District and County Office of Education Legal Services~~

~~Website: California School Dashboard~~

~~Website: CSBA~~

~~Website: California Department of Education~~

State

~~5 CCR 15494-15497: Local control and accountability plan and spending requirements~~

~~Ed. Code 17002: State School Building Lease-Purchase Law, including definition of good repair~~

~~Ed. Code 305-306: English language education~~

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Ed. Code 33430-33436: Learning Communities for School Success Program; grants for LCAP implementation
Ed. Code 41020: Requirement for annual audit
Ed. Code 41320-41322: Emergency apportionments
Ed. Code 42127: Public hearing on budget adoption
Ed. Code 42238.01-42238.07: Local control funding formula
Ed. Code 44258.9: County superintendent review of teacher assignment
Ed. Code 47604.33: Submission of reports by charter schools
Ed. Code 47606.5L: Charter schools; local control and accountability plan
Ed. Code 48985: Notices to parents in language other than English
Ed. Code 51210: Course of study for grades 1-6
Ed. Code 51220: Course of study for grades 7-12
Ed. Code 52052: Numerically significant student subgroups
Ed. Code 52059.5: Statewide system of support
Ed. Code 52060-52077: Local control and accountability plan
Ed. Code 52302: Regional occupational centers and programs
Ed. Code 52372.5: Linked learning program
Ed. Code 54692: Partnership academies
Ed. Code 60119: Sufficiency of textbooks and instructional materials; hearing and resolution
Ed. Code 60605.8: California Assessment of Academic Achievement; Academic Content Standards Commission
Ed. Code 60900: California Longitudinal Pupil Achievement Data System
Ed. Code 64001: School plan for student achievement; consolidated application programs
Ed. Code 99300-99301: Early Assessment Program
W&I Code 300: Dependent child of the court

Federal

20 USC 6311: State plan
20 USC 6312: Local educational agency plan
20 USC 6826: Title III funds; local plans
34 CFR 300.600-300.647: Education of students with disabilities; monitoring, enforcement, confidentiality, and program information
34 USC 300.600: State monitoring and enforcement

Management Resources

California Department of Education Publication: California Career Technical Education Model Curriculum Standards, 2013
California Department of Education Publication: LCFF Frequently Asked Questions
California Department of Education Publication: Local Control and Accountability Plan and Annual Update (LCAP) Template
California Department of Education Publication: California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013
California Department of Education Publication: California Common Core State Standards: Mathematics, rev. 2013
California Department of Education Publication: California English Language Development Standards, 2012
California Department of Education Publication: California School Dashboard
California Department of Education Publication: Family Engagement Framework: A Tool for California School Districts, 2014
California Department of Education Publication: California School Accounting Manual
CSBA Publication: The California School Dashboard and Small Districts, October 2018
CSBA Publication: Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016
CSBA Publication: LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016

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Website: [CSBA District and County Office of Education Legal Services](#)

Website: [California School Dashboard](#)

Website: [CSBA](#)

Website: [California Department of Education](#)

Policy Adopted: ~~3/8/2023~~ **3/13/2024**

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: February 14, 2024

BOARD AGENDA ITEM: Revision to Board Policy 0500 – Accountability

BACKGROUND: As per guidance from the California School Boards Association, we are updating Board Policy 0500 on school and district accountability to reflect that the U.S. Department of Education declined the California Department of Education’s waiver request that would have allowed for the continued use of modified methods for calculating the Academic and Graduation Rate indicators on the California School Dashboard. The policy also has been revised to accomplish the following:

- Add “long-term English Learners” as a numerically significant subgroup in accordance with a new law, SB 114 (2023);
- Create a new basis for technical assistance when the district fails to meet specified data submission requirements; and
- Specify when the California Collaborative for Educational Excellence (CCEE) will consult with the district and any provider of technical assistance to determine if CCEE support is necessary.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the revised Board Policy 0500 at this first reading and place it on the consent agenda of the next regular board meeting.

FUNDING: No impact.

ACCOUNTABILITY

The ~~Board of Trustees~~ **Governing Board** recognizes its responsibility to ensure accountability to the public for the performance of **the district and each district** school. The Board shall regularly review the effectiveness of ~~the~~ district's programs, personnel, and fiscal operations, with a focus on the ~~district's effectiveness in improving~~ **capacity to improve** student achievement. The Board shall establish appropriate processes and measures to monitor results and to evaluate progress toward accomplishing the district's vision and goals **set forth in the local control and accountability plan (LCAP)**.

~~(cf. 0000—Mission)~~

~~(cf. 0200—Goals for the School District)~~

~~(cf. 2140—Evaluation of the Superintendent)~~

~~(cf. 3460—Financial Accountability and Reports)~~

~~(cf. 4115—Evaluation/Supervision)~~

~~(cf. 4215—Evaluation/Supervision)~~

~~(cf. 4315—Evaluation/Supervision)~~

~~(cf. 6011—Academic Standards)~~

~~(cf. 6141—Curriculum Development and Evaluation)~~

~~(cf. 6190—Evaluation of the Instructional Program)~~

~~Indicators of district progress in improving student achievement shall include, but are not limited to, the state Academic Performance Index (API) and the measures of "adequate yearly progress" (AYP) required under the federal accountability system.~~

~~(cf. 6162.5—Student Assessment)~~

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

District and school performance shall be annually evaluated based on multiple measures specified in the California Accountability and Continuous Improvement System as reported on the California School Dashboard.

The district and each district school shall demonstrate comparable improvement in academic achievement, ~~as measured by the API~~, for all numerically significant student subgroups. Numerically significant subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, **long-term English learners**, students with disabilities, and foster youth, **and students experiencing homelessness**, when the subgroup consists of at least 30 students with a valid test score or 15 foster youth, **long-term English learners, or students experiencing homelessness**. (Education Code 52052)

The Superintendent shall provide regular reports to the Board and the public regarding district and school performance. Opportunities for feedback from students, parents/guardians, staff, and

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community members shall be made available as part of any review and evaluation of district programs and operations and as part of the development or annual update of the LCAP.

Evaluation results may be used as a basis for revising district or school goals, updating the LCAP or other comprehensive plans, identifying and developing strategies to address disparities in achievement among student subgroups, implementing programmatic changes, determining the need for additional support and assistance, awarding incentives or rewards, and establishing other performance-based consequences.

The district shall accept technical assistance or other intervention that may be required pursuant to Education Code 52071 or 52072. If the County Superintendent of Schools is required to provide technical assistance to the district, the district shall accept the technical assistance by providing timely documentation to, and maintaining regular communication with, the County Superintendent. (Education Code 52071)

(cf. 0400—Comprehensive Plans)

(cf. 0420—School Plans/Site Councils)

Legal Reference:

~~EDUCATION CODE~~

~~33127-33129—Standards and criteria for fiscal accountability~~

~~33400-33407—California Department of Education evaluation of district programs~~

~~44660-44665—Evaluation of certificated employees~~

~~51041—Evaluation of the educational program~~

~~52052-52052.1—Academic Performance Index~~

~~52055.57-52055.59—Districts identified or at risk of identification for program improvement~~

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

~~CODE OF REGULATIONS, TITLE 5~~

~~1068-1074—Alternative schools accountability model, assessments~~

~~15440-15463—Standards and criteria for fiscal accountability~~

~~UNITED STATES CODE, TITLE 20~~

~~6311—Accountability, adequate yearly progress~~

~~6312—Local educational agency plan~~

~~6316—School and district improvement~~

~~CODE OF FEDERAL REGULATIONS, TITLE 34~~

~~200.13-200.20—Adequate yearly progress~~

~~200.30-200.53—Program improvement~~

~~Management Resources:~~

~~WEB SITES~~

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

~~California Department of Education, Accountability: <http://www.cde.ca.gov/ta/ac> U.S. Department of Education:~~

~~<http://www.ed.gov>~~

State

5 CCR 1068-1074: Alternative schools accountability model; assessments

5 CCR 15440-15464: Standards and criteria for fiscal accountability

Ed. Code 33127: Standards and criteria for local budgets and expenditures

Ed. Code 33400-33407: California Department of Education evaluation of district programs

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Ed. Code 44660-44665: Evaluation of certificated employees
Ed. Code 51041: Evaluation of the educational program
Ed. Code 52052: Accountability; numerically significant student subgroups
Ed. Code 52060-52077: Local control and accountability plan
Ed. Code 56366 Nonpublic, nonsectarian schools
Ed. Code 60640-60648.5: California Assessment of Student Performance and Progress
Ed. Code 60900: California Longitudinal Pupil Achievement Data System

Federal

20 USC 6311: State plan
20 USC 6312: Local educational agency plan
34 CFR 200.12-200.24 State accountability system
34 CFR 200.30-200.48 State and LEA report cards and plans

Management Resources

Website: California Department of Education, California Longitudinal Pupil Achievement Data System (CALPADS)
Website: CSBA District and County Office of Education Legal Services
Website: California Department of Education, Accountability
Website: California School Dashboard
Website: CSBA
Website: U.S. Department of Education

Policy Adopted: ~~02/10/2016~~ 3/13/2024

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: February 14, 2024

BOARD AGENDA ITEM: Revision to Board Policy 0520 – Intervention in Underperforming Schools

BACKGROUND: As per guidance from the California School Boards Association, we are updating Board Policy 0520 on intervention in underperforming schools to accomplish the following:

- Expand technical assistance based on a student subgroup not making sufficient progress toward Local Control and Accountability Plan (LCAP) goals to include numerically significant student subgroups that are low performing or experiencing significant disparities from other students or subgroups as identified on the California School Dashboard;
- Establish a new basis for technical assistance when the district fails to meet data submission requirements that include identifying areas of strength and weakness in the identified goals, actions, and services addressed in the LCAP; and
- Specify when the California Collaborative for Educational Excellence (CCEE) will consult with the district and any provider of technical assistance to determine if CCEE support is necessary.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the revised Board Policy 0520 at this first reading and place it on the consent agenda of the next regular board meeting.

FUNDING: No impact.

INTERVENTION FOR UNDERPERFORMING SCHOOLS

The Governing Board desires that all district schools provide a high-quality educational program that maximizes the achievement of each district student. The district shall provide assistance to schools to support the continuous improvement of student performance within the priorities identified in the district's local control and accountability plan (LCAP) and to enhance the achievement of low-performing student subgroups.

~~(cf. 0460—Local Control and Accountability Plan)~~

~~(cf. 0500—Accountability)~~

At its discretion, the Board may submit a request to the County Superintendent of Schools for technical assistance regarding the following: (Education Code 52071)

1. Identifying the district's strengths and weaknesses in regard to state priorities addressed in the LCAP, including collaboration between the district and County Superintendent to review performance data on the state and local indicators included in the California School Dashboard, **educator qualifications** data, and other relevant local data and to identify effective, evidence-based programs or practices that address any areas of weakness
2. **Identifying student subgroups that are low performing or experiencing significant disparities from other subgroups as identified on the California School Dashboard in order to identify and implement effective programs and practices to improve the outcomes and opportunities for these students**
3. Securing assistance from an academic, programmatic, or fiscal expert, or team of experts, to identify and implement effective programs and practices that are designed to improve performance in any areas of weakness identified by the district
4. **Identifying areas of strengths and weaknesses in the identified goals, actions, and services addressed in the LCAP, with a particular focus on those areas considered to be contributing toward meeting the increased or improved services requirement and all required goals**
5. **Reviewing the district's data management policies and collection and submission processes, including monitoring and oversight of the student information system, to ensure the submission of accurate data according to the processes and timelines established by the California Department of Education (CDE)**

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0520 (b)

In the event that the County Superintendent requires the district to receive technical assistance based on a determination that one or more numerically significant student subgroups in a district school meet the performance criteria established pursuant Education Code 52064.5, the Board shall ~~work with the County Superintendent and shall provide the County Superintendent timely documentation of the district's completion of the activities listed in items #1-2 above or substantially similar activities. (Education Code 52071)~~ **for a minimum of two years maintain regular communication with, and provide timely documentation to, the County Superintendent regarding the district's completion of the activities listed in Items #1-5 above, or substantially similar activities. (Education Code 52071)**

~~With the approval of the County Superintendent,~~ The district may, at its own expense, engage another service provider, including, but not limited to, another school district, the county office of education, or a charter school, to act as a partner to the district in filling the district's need for technical assistance. (Education Code 52071)

~~If referred to the California Collaborative for Educational Excellence by either the County Superintendent or the Superintendent of Public Instruction (SPI), the district shall implement the recommendations of that agency in order to accomplish the goals set forth in the district's LCAP. (Education Code 52071, 52074)~~

~~If the SPI identifies the district as needing intervention, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following: (Education Code 52072)~~

- ~~1. Revision of the district's LCAP~~
- ~~2. Revision of the district's budget, in conjunction with changes in the LCAP, that would allow the district to improve the outcomes for all student subgroups in regard to state and local priorities~~
- ~~3. — A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement~~

~~In addition, any school identified by the California Department of Education for comprehensive support and improvement, targeted support and improvement, or additional targeted support and improvement shall develop and implement a school plan in accordance with 20 USC 6311. Such schools may be required to partner with an external entity, agency, or individual with demonstrated expertise and capacity to identify and implement more rigorous interventions.~~

~~(cf. 0420—School Plans/Site Councils)~~

~~(cf. 0520.1—Comprehensive and Targeted Support and Improvement)~~

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0520 (c)

The district shall consider any recommendations from the California Collaborative for Educational Excellence in order to accomplish the goals set forth in the district's LCAP. (Education Code 52071, 52072, 52074)

If the Superintendent of Public Instruction (SPI) identifies the district as needing intervention, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following: (Education Code 52072.1)

1. Revision of the district's LCAP
2. Revision of the district's budget, in conjunction with changes in the LCAP, that would allow the district to improve the outcomes for all student subgroups in regard to state and local priorities
3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

In addition, any school identified by CDE for comprehensive support and improvement, targeted support and improvement, or additional targeted support and improvement shall develop and implement a school plan in accordance with 20 USC 6311. Such schools may be required to partner with an external entity, agency, or individual with demonstrated expertise and capacity to identify and implement more rigorous interventions.

Legal Reference:

~~EDUCATION CODE~~

~~52052 Numerically significant student subgroups~~

~~52059.5 Statewide system of support~~

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

~~60640-60649 California Assessment of Student Performance and Progress~~

~~64001 School plan for student achievement UNITED STATES~~

~~CODE, TITLE 20~~

~~6311-6322 Improving basic programs for disadvantaged students, especially: 6311 State plans~~

~~Management Resources:~~

~~CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS~~

~~California School Dashboard~~

~~CSI/TSI/ATSI Frequently Asked Questions~~

~~California ESSA Consolidated State Plan, 2017~~

~~U.S. DEPARTMENT OF EDUCATION PUBLICATIONS~~

~~Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments, 2016~~

~~WEB SITES~~

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

~~California School Dashboard: <http://www.caschooldashboard.org>~~

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

State

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0520 (d)

Ed. Code 52052: Numerically significant student subgroups
Ed. Code 52059.5: Statewide system of support
Ed. Code 52060-52077: Local control and accountability plan
Ed. Code 60640-60648.5: California Assessment of Student Performance and Progress
Ed. Code 64001: School plan for student achievement; consolidated application programs

Federal

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

Management Resources

California Department of Education Publication: Targeted/Additional Targeted Support & Improvement Frequently Asked Questions
California Department of Education Publication: 2022 Dashboard Technical Guide: Every Student Succeeds Act School Support, December 2022
California Department of Education Publication: California ESSA Consolidated State Plan, 2022
California Department of Education Publication: Comprehensive Support and Improvement Frequently Asked Questions
US DOE Publications: Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments, September 2023
Website: CSBA District and County Office of Education Legal Services
Website: California Collaborative for Educational Excellence
Website: California School Dashboard
Website: U.S. Department of Education
Website: California Department of Education

Policy Adopted ~~12/11/19~~ 3/13/24

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: February 14, 2024

BOARD AGENDA ITEM: Revision to Board Policy 5116.2 – Involuntary Student Transfers

BACKGROUND: As per guidance from the California School Boards Association, we are updating Board Policy 5116.2 on involuntary student transfers to clarify that the policy only addresses involuntary transfers to other schools within the district and to reflect new California Department of Education guidance regarding legal requirements and recommended best practices governing voluntary and involuntary student transfers. A point of emphasis in this guidance is that involuntary transfers be made in a nondiscriminatory manner.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the revised Board Policy 5116.2 at this first reading and place it on the consent agenda of the next regular board meeting.

FUNDING: No impact.

INVOLUNTARY STUDENT TRANSFERS

The ~~While the~~ Governing Board desires to enroll students in the school of their choice, ~~but it~~ recognizes that circumstances sometimes necessitate the involuntary transfer of some students to another school or program in the district.

The Superintendent or designee shall develop procedures to facilitate the **involuntary** transition of such students. ~~into their new school of enrollment.~~

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

~~(cf. 5116.1—Intradistrict Open Enrollment)~~

~~(cf. 5144.1—Suspension and Expulsion/Due Process)~~

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

~~6173.3—Education for Juvenile Court School Students)~~

~~As applicable, when determining the best placement for a student who is subject to involuntary transfer,~~ **and as permitted by law,** the Superintendent or designee shall review all educational options for which the student is eligible, the student's academic progress and needs, the enrollment capacity at district schools, **or programs to which the student could be involuntarily transferred,** and the availability of support services and other resources.

~~Whenever a student is involuntarily transferred, the Superintendent or designee shall provide timely written notification to the student and his/her parent/guardian and an opportunity for the student and parent/guardian to meet with the Superintendent or designee to discuss the transfer.~~

The Superintendent or designee shall ensure that involuntary transfers are made in a non-discriminatory manner as specified in Board Policy 0410 - Nondiscrimination In District Programs And Activities.

~~Students Convicted of Violent Felony or Misdemeanor~~

Involuntary Transfer of a Student Convicted of Violent Felony or Misdemeanor Related to Possession of Firearms

A student may be transferred to another district school if he/she is convicted of a violent felony, as defined in Penal Code 667.5(c), or a misdemeanor listed in Penal Code 29805 and is enrolled at the same school as the victim of the crime for which ~~he/she~~ **the students** was convicted. (Education Code 48929) **However, before recommending such a transfer, the Superintendent, the principal, or other designee shall notify the student and the student's parent(s)/guardian(s) of the right to request a meeting with the principal or designee and shall attempt to resolve the conflict using restorative justice, counseling, or other such services. Participation of the victim in any conflict resolution program shall be voluntary, and the victim shall not be subjected to any disciplinary action for refusing to participate. (Education Code 48929)**

Students

BP 5116.2 (b)

~~Before transferring such a student, the Superintendent or designee shall attempt to resolve the conflict using restorative justice, counseling, or other such services. He/she shall also notify the student and his/her parents/guardians of the right to request a meeting with the principal or designee. (Education Code 48929)~~

If the attempt to resolve the conflict using restorative justice, counseling, or other such services is not successful or the victim elects not to participate, the principal or designee may submit to the Superintendent or designee a recommendation that the student should be involuntarily transferred. If the Superintendent or designee agrees with the recommendation, the Superintendent shall submit such recommendation to the Board for approval. The Superintendent's recommendation to the Board shall include the date by which the Superintendent or designee will review the involuntary transfer to determine whether to recommend to the Board that the student be permitted to transfer back to the student's original school.

~~(cf. 5138—Conflict Resolution/Peer Mediation)~~

~~(cf. 5144—Discipline)~~

~~(cf. 6164.2—Guidance and Counseling Services)~~

The Board shall, in accordance with Board Bylaw 9321 - Closed Session, deliberate and vote on the recommendation, as well as any subsequent recommendation to permit the student to transfer back to the student's original school, in closed session to maintain the confidentiality of student information, unless a parent/guardian or adult student submits a written request that the matter be addressed in open session and doing so would not violate the privacy rights of any other student. The Board's decisions in these instances shall be final.

~~Participation of the victim in any conflict resolution program shall be voluntary, and he/she shall not be subjected to any disciplinary action for his/her refusal to participate in conflict resolution.~~

~~The principal or designee shall confer with the Superintendent or designee to determine whether or not the student should be transferred. If the Superintendent or designee determines that a transfer would be in the best interest of the students involved, he/she shall submit such recommendation to the Board for approval. If it is determined that it would be in the best interest of the students involved, for the student to remain at the school, a plan will be developed, implemented and monitored by the Superintendent or designee and the principal.~~

~~The Board shall deliberate in closed session to maintain the confidentiality of student information, unless the parent/guardian or adult student submits a written request that the matter be addressed in open session and doing so would not violate the privacy rights of any other student. The Board's decision shall be final.~~

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

~~The decision to transfer a student shall be subject to periodic review by the Superintendent or designee.~~

Students

BP 5116.2 (c)

~~The Superintendent or designee shall annually notify parents/guardians of the district's policy authorizing the transfer of a student pursuant to Education Code 48929. (Education Code 48980)~~

~~(cf. 5145.6—Parental Notifications)~~

~~Other Involuntary Transfers~~

~~Students may be involuntarily transferred under either of the following circumstances:~~

~~1. If a high school student commits an act enumerated in Education Code 48900 or is habitually truant or irregular in school attendance, he/she may be transferred to a continuation school. (Education Code 48432.5)~~

~~(cf. 6184—Continuation Education)~~

~~2. If a student is expelled from school for any reason, is probation referred pursuant to Welfare and Institutions Code 300 or 602, or is referred by a school attendance review board or another formal district process, he/she may be transferred to a community day school. (Education Code 48662)~~

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

~~(cf. 6173.1—Education for Foster Youth)~~

~~(cf. 6185—Community Day School)~~

Involuntary Transfers to a Continuation Education Program or Class within the District

The Superintendent or designee may involuntarily transfer a high school student to a continuation education program or class in the district if the student commits an act enumerated in Education Code 48900 or is habitually truant or irregular in school attendance and either of the following conditions are met: (Education Code 48432.5)

1. Other means to improve the student's behavior have failed
2. It is the first time the student committed an act enumerated in Section 48900 and the principal of the student's school determines that the student's presence causes a danger to person(s) or property or threatens to disrupt the instructional process.

Prior any final decision to involuntarily transfer a student, the Superintendent or designee shall notify the student and the student's parent(s)/guardian(s) of the right to request a hearing with the Superintendent or designee. If such a hearing is requested, the Superintendent or designee shall provide the specific facts and reasons for the proposed transfer, including all documents relied upon. At the hearing, the Superintendent or designee shall also allow the student or the student's parent(s)/guardian(s) to question any evidence or witnesses presented and present evidence, including witnesses, on the student's behalf. The student shall be allowed to bring one or more representatives to present at the hearing. (Education Code 48432.5)

Students

BP 5116.2 (d)

If the Superintendent or designee decides to involuntarily transfer the student, the Superintendent or designee shall provide the decision to the student and the student's parent(s)/guardian(s) in writing. The decision shall include the facts and reasons for the decision and whether the decision is subject to periodic review and the periodic review procedure. (Education Code 48432.5)

The decision shall also include the date by which the student may transfer back to the student's original school, which shall be no longer than the end of the semester following the semester during which the acts leading directly to the involuntary transfer occurred. (Education Code 48432.5)

The final decision to involuntarily transfer the student may not involve a member of the staff of the school in which the student is enrolled at the time that the decision is made. (Education Code 48432.5)

Involuntary Transfers to a Community Day School within the District

If a student is expelled from school for any reason in accordance with Board Policy 5144.1 - Suspension And Expulsion/Due Process, is probation-referred pursuant to Welfare and Institutions Code 300 or 602, or is referred by a school attendance review board or another formal district process, the student may be transferred to a district community day school as specified in Board Policy 6185 - Community Day School. (Education Code 48662)

Notice, Information, and Reports

The Superintendent or designee shall include notice of this policy in the annual notification to parents/guardians in accordance with Education Code 48980. (Education Code 48929)

Whenever 15 percent or more of the students enrolled in a district school speak a single primary language other than English, as determined from the California Department of Education census data collected pursuant to Education Code 52164, all notices and reports sent to the parent(s)/guardian(s) of any such student shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language. (Education Code 48981, 48985)

Whenever an employee learns that a student's parent/guardian is unable to understand the district's printed notifications or reports for any reason, the employee shall inform the principal or designee, who shall work with the parent/guardian to establish other appropriate means of communication.

When a foster youth or American Indian Student, as defined in Welfare and Institutions Code 224.1, is being considered for an involuntary transfer, all notices, documents, and information that would be provided to parents/guardians shall be provided to the foster youth's educational rights

holder, attorney, and county social worker and the American Indian Student's tribal social worker and, if applicable, county social worker. (Education Code 48853.5)

Students

BP 5116.2 (e)

Legal Reference:

~~EDUCATION CODE~~

~~35146 Closed sessions; student matters~~

~~48430-48438 Continuation classes, especially: 48432.5~~

~~Involuntary transfer to continuation school 48660-48666~~

~~Community day schools, especially:~~

~~48662 Involuntary transfer to community day school~~

~~48900 Grounds for suspension and expulsion~~

~~48929 Transfer of student convicted of violent felony or misdemeanor~~

~~48980 Notice at beginning of term~~

~~PENAL CODE~~

~~667.5 Violent felony, definition~~

~~29805 Misdemeanors involving firearms~~

~~WELFARE AND INSTITUTIONS CODE~~

~~300 Minors subject to jurisdiction~~

~~602 Minors violating laws defining crime; ward of court *Management*~~

State

Ed. Code 234.1: Monitoring, review, and assessment of antidiscrimination, antiharassment, anti-intimidation, and antibullying requirements

Ed. Code 35146: Closed sessions; student matters

Ed. Code 48430-48438: Continuation classes

Ed. Code 48432.5: Involuntary transfer to continuation school

Ed. Code 48660-48666: Community Day schools

Ed. Code 48662: Involuntary transfer to community day school

Ed. Code 48853.5: Foster children; notice of educational rights; educational liaison; duties; continuation at school of origin; complaint of noncompliance

Ed. Code 48900: Grounds for suspension or expulsion

Ed. Code 48915: Expulsion

Ed. Code 48929: Transfer of student convicted of violent felony or misdemeanor

Ed. Code 48980: Parent/Guardian notifications

Ed. Code 48981: Timing and method of parent/guardian notifications

Ed. Code 48985: Notices to parents in language other than English

Ed. Code 52164: Census of pupils of limited English proficiency

Pen. Code 29805: Misdemeanors involving firearms

Pen. Code 667.5: Definition of violent felony

W&I Code 224.1: Indian child; definition

W&I Code 300: Minors subject to jurisdiction

Management Resources

California Department of Education Memorandum: Overuse and Improper Use of Voluntary and Involuntary Transfers, September 2023

Court Decision: Nathan G. v. Clovis Unified School District (2014) 224 Cal.App.5th 1393

Website: CSBA District and County Office of Education Legal Services

Website: California Department of Education

Website: CSBA

Policy Adopted: ~~08/11/21~~ 3/13/24

ORCUTT UNION SCHOOL DISTRICT



EDUCATIONAL SERVICES MEMORANDUM

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

FROM: Joe Dana
Assistant Superintendent, Educational Services

BOARD MEETING DATE: February 14, 2024

BOARD AGENDA ITEM: Revision to Board Policy 5131.2 – Bullying

BACKGROUND: As per guidance from the California School Boards Association, we are updating Board Policy 5131.2 on bullying to align with a new law, AB 1078 (2023), that requires district policies prohibiting discrimination, harassment, intimidation, and bullying include a statement that the policy applies to all acts of the Governing Board and superintendent in enacting policies and procedures that govern the district. Additionally, the policy now states that district families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the revised Board Policy 5131.2 at this first reading and place it on the consent agenda of the next regular board meeting.

FUNDING: No impact.

BULLYING

This policy shall apply to all acts constituting bullying related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board of Trustees recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide safe and supportive school environments that protect students from physical, mental, and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

~~(cf. 5131—Conduct)~~
~~(cf. 5136—Gangs)~~
~~(cf. 5145.3—Nondiscrimination/Harassment)~~
~~(cf. 5145.7—Sexual Harassment)~~
~~(cf. 5145.9—Hate-Motivated Behavior)~~

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

~~(cf. 1220—Citizen Advisory Committees)~~
~~(cf. 1400—Relations Between Other Governmental Agencies and the Schools)~~ (cf. 6020—Parent Involvement)

Such strategies may be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

~~(cf. 0420—School Plans/Site Councils)~~
~~(cf. 0450—Comprehensive Safety Plan)~~
~~(cf. 0460—Local Control and Accountability Plan)~~

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying,

Students

BP 5131.2 (b)

the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

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

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

~~(cf. 5116.1—Intradistrict Open Enrollment)~~

~~(cf. 5117—Interdistrict Attendance)~~

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

~~(cf. 4118—Dismissal/Suspension/Disciplinary Action)~~

~~(cf. 4119.21/4219.21/4319.21—Professional Standards)~~

~~(cf. 4218—Dismissal/Suspension/Disciplinary Action)~~

Legal Reference:

EDUCATION CODE

~~200-262.4 Prohibition of discrimination~~

~~32282 Comprehensive safety plan~~

~~32283.5 Bullying; online training~~

~~35181 Governing board policy on responsibilities of students~~

~~35291-35291.5 Rules~~

~~46600 Student transfers~~

~~48900-48925 Suspension or expulsion~~

~~48985 Translation of notices~~

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

PENAL CODE

~~422.55 Definition of hate crime~~

~~647 Use of camera or other instrument to invade person's privacy; misdemeanor~~

~~647.7 Use of camera or other instrument to invade person's privacy; punishment~~

~~653.2 Electronic communication devices, threats to safety~~

CODE OF REGULATIONS, TITLE 5

~~4600-4670 Uniform complaint procedures~~

~~UNITED STATES CODE, TITLE 47~~

Students

BP 5131.2 (c)

254 Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Notification of nondiscrimination on the basis of age

COURT DECISIONS

Wynar v. Douglas County School District, (2013) 728 F.3d 1062

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094 Lavine v.

Blaine School District, (2002) 279 F.3d 719 Management Resources:

CSBA PUBLICATIONS

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012 Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

Cyberbullying: Policy Considerations for Boards, Policy Brief, July Revised 2010

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying Module

California's Social and Emotional Learning: Guiding Principles, 2018

Social and Emotional Learning in California: A Guide to Resources, 2018

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Bullying at School, 2003

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist

California K-12 Schools in Responding to Immigration Issues, April 2018

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

Guidance to America's Schools: Bullying of Students with Disabilities, October 2014

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

Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student

Harassment on the Basis of Sex; Race, Color and National Origin; and Disability, October 26, 2010

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

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

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ss>

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

Center on Great Teachers and Leaders: <http://gtlcenter.org>

Collaborative for Academic Social and Emotional Learning: <http://casel.org>

Common Sense Media: <http://www.commonsensemedia.org>

National School Safety Center: <http://www.schoolsafety.us>

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

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

State

5 CCR 4600-4670: Uniform complaint procedures

Bus. and Prof. Code 22589-22589.4 Cyberbullying Protection Act

Students

BP 5131.2 (d)

Ed. Code 200-262.4: Prohibition of discrimination
Ed. Code 32280-32289.5: School safety plans
Ed. Code 35181: Governing board authority to set policy on responsibilities of students
Ed. Code 35291-35291.5: School discipline rules
Ed. Code 46600: Student transfers
Ed. Code 48900-48925: Suspension and expulsion
Ed. Code 48985: Notices to parents in language other than English
Ed. Code 52060-52077: Local control and accountability plan
Pen. Code 422.55: Definition of hate crime
Pen. Code 647: Use of camera or other instrument to invade person's privacy; misdemeanor
Pen. Code 647.7: Use of camera or other instrument to invade person's privacy; punishment
Pen. Code 653.2: Electronic communication devices; threats to safety

Federal

28 CFR 35.107: Nondiscrimination on basis of disability; complaints
34 CFR 104.7: Section 504; Designation of responsible employee and adoption of grievances procedures
34 CFR 106.8: Designation of coordinator; dissemination of policy, and adoption of grievance procedures
34 CFR 110.25: Notification of nondiscrimination on the basis of age
47 USC 254: Universal service discounts (E-rate)

Management Resources

CA Office of the Attorney General Publication: Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018
California Department of Education Publication: Social and Emotional Learning in California: A Guide to Resources, October 2018
California Department of Education Publication: Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008
California Department of Education Publication: Bullying at School, 2003
California Department of Education Publication: Online Bullying Training Module and Bullying Module
California Department of Education Publication: California's Social and Emotional Learning: Guiding Principles, 2018
Court Decision: J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094
Court Decision: Lavine v. Blaine School District, (2002) 279 F.3d 719
Court Decision: Wynar v. Douglas County School District, (2013) 728 F.3d 1062
CSBA Publication: Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009
CSBA Publication: School Safety: Bullying and Cyberbullying, Policy Brief, October 2023
CSBA Publication: Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
CSBA Publication: Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012
CSBA Publication: Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010
CSBA Publication: Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014
CSBA Publication: Legal Guidance on Rights of Transgender and Gender Nonconforming Students in Schools, October 2022
U.S. DOE Office for Civil Rights Publication: Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014
U.S. DOE Publication: Creating Inclusive and Nondiscriminatory School Environments for LGBTQI+ Students, June 2023
U.S. DOE, Office for Civil Rights Publication: Dear Colleague Letter: Addressing Discrimination Against Jewish Students, May 2023

Students

BP 5131.2 (e)

U.S. DOE, Office for Civil Rights Publication: Dear Colleague Letter: Discrimination, Including Harassment, Based on Shared Ancestry or Ethnic Characteristics, November 2023

U.S. DOE, Office for Civil Rights Publication: Dear Colleague Letter: Harassment and Bullying, October 2010

US Department of Health and Human Services: Social Media and Youth Mental Health: The U.S. Surgeon General's Advisory, 2023

US Dept of Health and Human Services Publication: Our Epidemic of Loneliness and Isolation: The U.S. Surgeon General's Advisory on the Health Effects of Social Connection and the Community, 2023

Website: U.S. Department of Health and Human Services, Stop Bullying

Website: CSBA District and County Office of Education Legal Services

Website: National School Safety Center

Website: Partnership for Children and Youth

Website: Center on Great Teachers and Leaders

Website: Collaborative for Academic Social and Emotional Learning

Website: Common Sense Media

Website: California Department of Education, Safe Schools

Website: California Office of the Attorney General

Website: CSBA

Website: U.S. Department of Education

Policy Adopted: ~~02/12/2020~~ 3/13/24

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: February 14, 2024

BOARD AGENDA ITEM: Revision to Board Policy 5148.3 – Preschool/Early Childhood Education

BACKGROUND: As per guidance from the California School Boards Association, we are updating Board Policy 5148.3 on preschool and early childhood education to indicate that the district may enroll a transitional kindergarten student in a California State Preschool Program such as the Orcutt Early Learning Center before and/or after the regular school day if space is available in order to provide families with the option of a full-day, high-quality instructional program. (This option may not be as sought by families in our district, as TK students are able to be enrolled in the Campus Connection childcare program.)

RECOMMENDATION: Staff recommends that the Board of Trustees approve the revised Board Policy 5148.3 at this first reading and place it on the consent agenda of the next regular board meeting.

FUNDING: No impact.

PRESCHOOL/EARLY CHILDHOOD EDUCATION

The Governing Board recognizes the value of high-quality preschool experiences to enhance children's social-emotional development and acquisition of instructional knowledge, skills, and abilities. The Board desires to provide a supervised and cognitively rich learning environment designed to facilitate the transition to kindergarten for three- and four-year-old children.

The Superintendent or designee shall collaborate with the local child care and development planning council, the county office of education, other public agencies, organizations, and/or private preschool providers to assess the availability of preschool programs in the community and the extent to which the community's preschool needs are being met. The Board encourages the development of a comprehensive districtwide and/or countywide plan to increase children's access to high-quality preschool programs.

The Superintendent or designee shall provide information about preschool options in the community to parents/guardians upon request.

To receive preschool services, a child and the child's parent(s)/guardian(s) shall be required to provide evidence of residency in California. However, any person identified as experiencing homelessness shall only be required to submit a declaration that the person resides in California. (5 CCR 17745)

Preschool eligibility determinations shall be made without regard to a child's immigration status or that of the child's parent(s)/guardian(s) unless the child or the child's parent(s)/guardian(s) are under a final order of deportation from the United States Department of Homeland Security. (5 CCR 17745)

District Preschool Programs

When the Board determines that it is feasible, the district may contract with the California Department of Education (CDE) to provide preschool services in facilities at or near district schools, either directly or through a subcontract with a public or private provider.

District preschool programs shall comply with all health and safety laws and regulations, including, when applicable, licensure requirements pursuant to 22 CCR 101156.

The Board shall approve, for the district's preschool program, a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR 17701-17711 and the accompanying administrative regulation. (5 CCR 17701)

Students

BP 5148.3 (b)

The Board shall set priorities for establishing or expanding services as resources become available, giving consideration to the benefits of providing early education programs for at-risk children and/or children residing in the attendance areas of the lowest performing district schools.

Preschool classroom needs shall be addressed in the district's facilities master plan, including an assessment as to whether adequate and appropriate space exists on school sites. As necessary, the Superintendent or designee shall provide information to the Board regarding facilities financing options for preschool classrooms and/or facilities available through partnering organizations or agencies.

Because parents/guardians are essential partners in supporting the development of their children, the Superintendent or designee shall involve them in program planning.

The Superintendent or designee shall coordinate the district's preschool program, transitional kindergarten program (TK), and elementary education program to provide a developmental continuum that builds upon children's growing skills and knowledge. **In order to provide families with the option of a full-day, high-quality instructional program, the district may enroll children who are in a TK or kindergarten program in a California State Preschool Program (CSPP) before and/or after the regular school day.**

If an early enrollment child is enrolled in the district's TK program, the district shall concurrently offer the child enrollment in the district's CSPP program, subject to available space. (Education Code 48000.15)

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or child care program. (Education Code 8205, 48000)

The district's program shall be aligned with preschool learning foundations and curriculum frameworks developed by CDE which identify the knowledge, skills, and competencies that children typically attain as they complete their first or second year of preschool. The program shall be designed to facilitate children's development in essential skills in the areas of language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

The Superintendent or designee shall identify dual language learners in district preschool programs, and shall collect and report related data to CDE as required by Education Code 8241.5. The district's preschool program shall include activities and services that meet the needs of dual language learners for support in the development of their home language and English. (Education Code 8203)

Students

BP 5148.3 (c)

The district's preschool program shall serve children with exceptional needs as required by Education Code 8208. Children with exceptional needs attending any CSPP program shall be educated in the least restrictive environment accordance with 20 USC 1412.

The district's preschool program shall provide appropriate services to support the needs of at-risk children.

To maximize the ability of children to succeed in the preschool program, the program shall support children's health through proper nutrition and physical activity and shall provide or make referrals to available health and social services as needed.

The district shall encourage volunteerism by families participating in the program and shall communicate frequently with parents/guardians of enrolled children regarding their child's progress.

The Superintendent or designee shall ensure that administrators, teachers, and paraprofessionals in district preschool programs possess the appropriate permit(s) issued by the Commission on Teacher Credentialing, meet any additional qualifications established by the Board, and participate in professional development opportunities designed to continually enhance their knowledge and skills.

Preschool admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and a health examination requirement. (5 CCR 17743; 22 CCR 101218.1)

The Superintendent or designee shall ensure that subsidized preschool is provided to eligible families to the extent that state and/or federal funding is available and shall establish enrollment priorities in accordance with Education Code 8208, 8210, and 8211 and 5 CCR 17746-17748.

The Superintendent or designee shall recommend strategies to link the district's preschool program with other available child care and development programs in the district or community in order to assist families whose child care needs extend beyond the length of time that the district's ~~part-day~~ preschool program is offered.

The Superintendent or designee shall ensure that the plan to provide access to full-day learning programs the year before kindergarten addresses the needs of preschool children and their families as specified in ~~BP~~ **Board Policy** 6170.1 - Transitional Kindergarten. (Education Code 8281.5 ~~8322~~)

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR 17709-17711)

Students

BP 5148.3 (d)

The district's uniform complaint procedures, with modifications as necessary, shall be used to investigate and resolve complaints alleging violation of applicable health or safety requirements for license-exempt programs operating under the California State Preschool Program CSPP. However, licensed programs shall refer complaints alleging health and safety violations to the California Department of Social Services. (Education Code 8212; 5 CCR 4610, 4611, 4690-4694, 17781)

The Superintendent or designee shall regularly report to the Board regarding enrollment in district preschool programs and the effectiveness of the programs in preparing preschoolers for transition into the elementary education program.

Legal Reference:

EDUCATION CODE

State _____ *Description*

~~22 CCR 101151 101191~~ _____ Licensing and application procedures

~~22 CCR 101151 101239.2~~ General requirements; licensed child care centers

~~22 CCR 101212 101231~~ _____ Continuing requirements

~~22 CCR 101237 101239.2~~ Facilities and equipment

~~5 CCR 14001 14036:~~ School housing

~~5 CCR 17700 17833:~~ California State Preschool Program

~~5 CCR 17701 17711:~~ General Program Requirements

~~5 CCR 17746 17748:~~ Enrollment priorities

~~5 CCR 18295:~~ Waiver of qualifications for site supervisor

~~5 CCR 4600 4670:~~ Uniform complaint procedures

~~5 CCR 4690 4694:~~ Complaints regarding health and safety issues in license exempt preschool programs

~~5 CCR 80105 80125:~~ Commission on Teacher Credentialing; child care and development permits

~~Ed. Code 17375:~~ California Preschool, Transitional Kindergarten, and Full Day Kindergarten Facilities Grant Program

~~Ed. Code 44065:~~ Issuance of and functions requiring credentials Ed.

~~Code 44256:~~ Authorization for teaching credentials

~~Ed. Code 48000:~~ Transitional kindergarten

~~Ed. Code 48985:~~ Notices to parents in language other than English

~~Ed. Code 8200 8340:~~ California State Preschool Program

~~Ed. Code 8203.5:~~ Contracts to provide preschool services

~~Ed. Code 8205:~~ Definitions

~~Ed. Code 8207:~~ California State Preschool Program administration

~~Ed. Code 8208L:~~ Eligibility of three or four year old child for state preschool program

~~Ed. Code 8209:~~ Physical examination and immunizations

~~Ed. Code 8210:~~ Priority for part day programs

~~Ed. Code 8211:~~ Priority for full day programs

~~Ed. Code 8212:~~ Complaints related to preschool health and safety issues

~~Ed. Code 8213:~~ Income eligible; definition

~~Ed. Code 8214:~~ Order of disenrollment

~~Ed. Code 8217:~~ Enrollment of three and four year old children in state preschool programs Ed.

~~Code 8220 8221:~~ Family literacy services

~~Ed. Code 8241:~~ Staffing ratios for center based program

~~Ed. Code 8252 8254:~~ Early childhood education family fees

Students

BP 5148.3 (e)

Ed. Code 8298: Program director qualifications
Ed. Code 8322: California Prekindergarten Planning and Implementation Grant Program
Ed. Code 8489 8489.1: Expulsion and Suspension Procedures
H&S Code 120325 120380: Immunization against communicable diseases
H&S Code 1596.70 1596.895: California Child Day Care Act
H&S Code 1596.90 1597.21: Day care centers
W&I Code 10207 10215: General provisions
W&I Code 10207 10490: Child Care and Development Services Act
W&I Code 10217 10224.5 : Resource and referral programs
W&I Code 10225 10234: Alternative payment programs
W&I Code 10235 10238: Migrant child care and development programs W&I
Code 10240 10243: General child care and development programs
W&I Code 10250 10252: Family child care home education networks
W&I Code 10260 10263: Child care and development services for children with special needs
W&I Code 10480 10487: Local planning councils

Federal

20 USC 1400 1482	Individuals with Disabilities Education Act
20 USC 6311 6322	Title I, relative to preschool
20 USC 6391 6399	Education of migratory children
42 USC 9831 9852e	Head Start programs
42 USC 9857 9858r	Child Care and Development Block Grant
45 CFR 1301.1 1305.2	Head Start

Management Resources

CDE Publication: Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed., 2009
CDE Publication: Prekindergarten Learning Development Guidelines, 2000
CDE Publication: First Class: A Guide for Early Primary Education, 1999
CDE Publication: California Preschool Learning Foundations
CDE Publication: Dream Big for Our Youngest Children: Final Report of the California Early Learning Quality Improvement System Advisory Committee, 2010
CDE Publication: First Class: A Guide for Early Primary Education, 1999
CSBA Publication: What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016
U.S. Dept. of Ed. Publication: Good Start, Grow Smart, April 2002
U.S. Dept. of Ed. Publication: Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings, 2016
Website: CSBA District and County Office of Education Legal Services
Website: National Institute for Early Education Research
Website: California Head Start Association
Website: California Preschool Instructional Network
Website: Child Development Policy Institute
Website: California Association for the Education of Young Children
Website: First 5 California
Website: California Department of Social Services
Website: California County Superintendents Educational Services Association
Website: Cities Counties and Schools Partnership
Website: CSBA
Website: U.S. Department of Education
Website: California Department of Education

State

Students

BP 5148.3 (f)

22 CCR 101151-101191: Licensing and application procedures
22 CCR 101151-101239.2 General requirements; licensed child care centers
22 CCR 101212-101231: Continuing requirements
22 CCR 101237-101239.2: Facilities and equipment
5 CCR 14001-14036: School housing
5 CCR 17700-17833: California State Preschool Program
5 CCR 17701-17711: General Program Requirements
5 CCR 17746-17748: Enrollment priorities
5 CCR 18295: Waiver of qualifications for site supervisor
5 CCR 4600-4670: Uniform complaint procedures
5 CCR 4690-4694: Complaints regarding health and safety issues in license-exempt preschool programs
5 CCR 80067: Professional Clear Early Childhood Education Specialist Instruction Credential
5 CCR 80105-80125: Commission on Teacher Credentialing; child care and development permits
Ed. Code 17375: California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program
Ed. Code 44065: Issuance of and functions requiring credentials
Ed. Code 44256: Authorization for teaching credentials
Ed. Code 48000-48003: Kindergartens
Ed. Code 48985: Notices to parents in language other than English
Ed. Code 60910: Data for students enrolled in California State Preschool Program
Ed. Code 69617: Golden State Teacher Grant Program
Ed. Code 8200-8340: California State Preschool Program
Ed. Code 8489-8489.1: Expulsion and suspension procedures
H&S Code 120325-120380: Immunization against communicable diseases
H&S Code 1596.70-1596.895: California Child Day Care Act
H&S Code 1596.90-1597.21: Day care centers
W&I Code 10207-10215: General provisions
W&I Code 10207-10492.2: Child Care and Development Services Act
W&I Code 10217-10224: Resource and referral programs
W&I Code 10225-10234: Alternative payment programs
W&I Code 10235-10238: Migrant child care and development programs
W&I Code 10240-10243: General child care and development programs
W&I Code 10250-10252: Family child care home education networks
W&I Code 10260-10263: Child care and development services for children with special needs
W&I Code 10480-10487: Local planning councils

Federal

20 USC 1400-1482: Individuals with Disabilities Education Act
20 USC 6311-6322: Title I, relative to preschool
20 USC 6391-6399: Education of migratory children
42 USC 9831-9852c: Head Start programs
42 USC 9857-9858r: Child Care and Development Block Grant
45 CFR 1301.1-1305.2: Head Start

Management Resources

CA Commission on Teacher Credentialing Publication: Proposed Amendments to Title 5 of the California Code of Regulations Pertaining to the PK-3 Childhood Education Specialist Credential, Coded Correspondence 23-02, February 10, 2023

California Department of Education Publication: California State Preschool Program and Children with Disabilities (Exceptional Needs), Early Education Division Management Bulletin 23-02, February 2023

Students

BP 5148.3 (g)

California Department of Education Publication: Part-day California State Preschool Program as an Extended Learning and Care Option, Early Education Division Management Bulletin 23-05, April 2023
California Department of Education Publication: Assessment and Reporting of Family Fees for Fiscal Year (FY) 2023–24, Early Education Division Management Bulletin 23-07, September 2023
California Department of Education Publication: Suspension and Expulsion in the California State Preschool Program, Early Education Division Management Bulletin 23-08, September 2023
California Department of Education Publication: Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed., 2009
California Department of Education Publication: California Preschool Learning Foundations
California Department of Education Publication: First Class: A Guide for Early Primary Education, 1999
CSBA Publication: The Importance of Early Childhood Education Programs, September 2019
CSBA Publication: The Preschool Landscape in California and Strategies for Expansion, January 2020
U.S. Department of Education Publication: Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings, 2016
Website: California Department of Education, Universal PreKindergarten, California’s Great Start
Website: California Office of Administrative Law
Website: California County Superintendents Educational Services Association
Website: CSBA District and County Office of Education Legal Services
Website: California Commission on Teacher Credentialing
Website: National Institute for Early Education Research
Website: California Head Start Association
Website: California Preschool Instructional Network
Website: Child Development Policy Institute
Website: California Association for the Education of Young Children
Website: First 5 California
Website: California Department of Social Services
Website: Cities Counties and Schools Partnership
Website: CSBA
Website: U.S. Department of Education
Website: California Department of Education

Policy Adopted: ~~3/8/2023~~ 3/13/2024

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: February 14, 2024

BOARD AGENDA ITEM: Revision to Board Policy 6142.8 – Comprehensive Health Education

BACKGROUND: As per guidance from the California School Boards Association, we are updating Board Policy 6142.8 on comprehensive health education to reflect new U.S. Surgeon General guidance related to (1) the importance of socialization and social connections in individual and societal health and wellbeing and (2) the impact of social media on children and adolescents. The policy also is updated to include the requirement that health education courses in junior high school and high school include mental health instruction.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the revised Board Policy 6142.8 at this first reading and place it on the consent agenda of the next regular board meeting.

FUNDING: No impact.

COMPREHENSIVE HEALTH EDUCATION

~~The Board of Trustees intends to promote the health and well-being of students and staff. Toward this end the Board is committed to provide for physical education, health services, nutrition services, a safe and healthy school environment, and involvement of parents/guardians and community members.~~

The ~~Board of Trustees~~ **Governing Board** believes that health education should foster the knowledge, skills, and attitudes that students need in order to lead healthy lives and avoid high-risk behaviors **and that creating a safe, supportive, inclusive, and nonjudgmental environment is crucial in promoting healthy development for all students.** The district's health education program shall be part of a coordinated school health system **which supports the well-being of students and is linked to district and community services and resources.** ~~which recognizes that mental health and social connection are critical to student's overall health, well-being, and academic success, supports the physical, mental, and social well-being of students, reflects the importance of digital and media literacy, and is linked to district and community services and resources.~~

~~(cf. 1020—Youth Services)
(cf. 3513.3—Tobacco Free Schools)
(cf. 3514—Environmental Safety)
(cf. 3550—Food Service/Child Nutrition Program)
(cf. 3554—Other Food Sales)
(cf. 5131.6—Alcohol and Other Drugs)
(cf. 5131.63—Steroids)
(cf. 5141.22—Infectious Diseases)
(cf. 5141.23—Asthma Management)
(cf. 5141.3—Health Examinations)
(cf. 5141.32—Health Screening for School Entry)
(cf. 5141.4—Child Abuse Prevention and Reporting)
(cf. 5141.6—School Health Services)
(cf. 5141.7—Sun Safety)
(cf. 5142—Safety)
(cf. 5146—Married/Pregnant/Parenting Students)
(cf. 6164.2—Guidance/Counseling Services)~~

Goals for the district's health education program shall be designed to promote student wellness and shall include, but not be limited to, goals for nutrition education and physical activity **and other school-based activities that promote student well-being.**

~~(cf. 0200—Goals for the School District)
(cf. 5030—Student Wellness)
(cf. 6142.7—Physical Education)~~

Students

BP 6142.8 (b)

Any health education course offered to middle or high school students shall include instruction in mental health that meets the requirements of Education Code 51925-51926, and as specified in Administrative Regulation 6143 - Courses of Study.

The district shall provide a planned, sequential, research-based, and developmentally appropriate health education curriculum for students in grades K-12 which is aligned with the state's content standards and curriculum framework **and integrated with other content areas of the district's curriculum**. The Superintendent or designee shall determine the grade levels and subject areas in which health-related topics will be addressed, in accordance with law, Board policy, and administrative regulation.

~~(cf. 6011—Academic Standards)~~

~~(cf. 6141—Curriculum Development and Evaluation)~~

~~(cf. 6142.1—Sexual Health and HIV/AIDS Prevention Instruction) (cf. 6143—Courses of Study)~~

As appropriate, the Superintendent or designee shall involve school administrators, teachers, school nurses, health professionals representing various fields of health care, parents/guardians, community-based organizations, and other community members in the development, implementation, and evaluation of the district's health education program. Health and safety professionals may be invited to provide related instruction in the classroom, school assemblies, and other instructional settings.

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

~~(cf. 1240—Volunteer Assistance)~~

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

~~(cf. 1700—Relations Between Private Industry and the Schools)~~

~~(cf. 6020—Parent Involvement)~~

~~(cf. 6145.8—Assemblies and Special Events)~~

~~(cf. 6162.8—Research)~~

As appropriate, the Superintendent or designee shall involve school administrators, teachers, school nurses, health professionals representing various fields of health care, parents/guardians, community-based organizations, and other community members in the development, implementation, and evaluation of the district's health education program. Health and safety professionals may be invited to provide related instruction in the classroom, school assemblies, and other instructional settings.

The Superintendent or designee shall provide professional development as needed to ensure that health education teachers are knowledgeable about academic content standards, the **state curriculum framework**, and effective instructional methodologies.

~~(cf. 4131—Staff Development)~~

Students

BP 6142.8 (c)

The Superintendent or designee shall provide periodic reports to the Board regarding the implementation and effectiveness of the district's health education program, which may include, but not be limited to, a description of the district's program and the extent to which it is aligned with the state's content standards and curriculum framework, the amount of time allotted for health instruction at each grade level, student achievement of district standards for health education, and the manner in which the district's health education program supports the physical, mental, and social well-being of students.

Legal Reference:

EDUCATION CODE

~~8850.5 Family relationships and parenting education~~

~~35183.5 Sun protection~~

~~49413 First aid training~~

~~49430 49436 Pupil Nutrition, Health and Achievement Act of 2001~~

~~49490 49494 School breakfast and lunch programs~~

~~49500 49505 School meals~~

~~51202 Instruction in personal and public health and safety~~

~~51203 Instruction on alcohol, narcotics and dangerous drugs~~

~~51210 Areas of study~~

~~51210.8 State content standards for health education~~

~~51220.5 Parenting skills; areas of instruction~~

~~51260 51269 Drug education~~

~~51513 Personal beliefs~~

~~51880 51881.5 Health education, legislative findings and intent~~

~~51890 51891 Comprehensive health education programs~~

~~51913 District health education plan~~

~~51920 Inservice training, health education~~

~~51930 51939 Comprehensive sexual health and HIV/AIDS prevention education~~

CALIFORNIA CODE OF REGULATIONS, TITLE 5

~~11800 11801 District health education plan~~

Management Resources:

CSBA PUBLICATIONS

Asthma Management in the Schools, Policy Brief, March 2008

Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007

Physical Education and California Schools, Policy Brief, rev. October 2007

Promoting Oral Health for California's Students: New Roles, New Opportunities for Schools, Policy Brief, March 2007

Sun Safety in Schools, Policy Brief, July 2006

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006

AMERICAN ASSOCIATION FOR HEALTH EDUCATION PUBLICATIONS

National Health Education Standards: Achieving Excellence, 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008

Health Framework for California Public Schools: Kindergarten Through Grade Twelve, 2003

WEB SITES

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

American Association for Health Education: <http://www.aahperd.org>

American School Health Association: <http://www.ashaweb.org>

California Association of School Health Educators: <http://www.cashe.org>

Students

BP 6142.8 (d)

~~California Department of Education, Health Education: <http://www.cde.ca.gov/ei/he>~~

~~California Department of Public Health: <http://www.cdph.ca.gov>~~

~~California Healthy Kids Resource Center: <http://www.californiahealthykids.org>~~

~~California Subject Matter Project, Physical Education Health Project: <http://esmp.ucop.edu/cpehp>~~

~~Center for Injury Prevention Policy and Practice: <http://www.cipp.org>~~

~~Centers for Disease Control and Prevention: <http://www.cdc.gov>~~

~~National Center for Health Education: <http://www.nche.org>~~

~~National Hearing Conservation Association: <http://www.hearingconservation.org>~~

State

5 CCR 11800-11801: District health education plan

Ed. Code 35183.5: Sun protection

Ed. Code 49413: First aid and cardiopulmonary resuscitation training

Ed. Code 49430-49434: Pupil Nutrition, Health, and Achievement Act of 2001

Ed. Code 49490-49494: School breakfast and lunch programs

Ed. Code 49500-49505: School meals

Ed. Code 51202: Instruction in personal and public health and safety

Ed. Code 51203: Instruction on alcohol, narcotics and dangerous drugs

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

Ed. Code 51210.8: Health education curriculum

Ed. Code 51220.5: Parenting skills; areas of instruction

Ed. Code 51225.36: Instruction in sexual harassment and violence; districts that require health education for graduation

Ed. Code 51225.6: Instruction in cardiopulmonary resuscitation; districts that require health education for graduation

Ed. Code 51260-51269: Drug education

Ed. Code 51513: Personal beliefs

Ed. Code 51880-51881.5: Health education; legislative findings and intent

Ed. Code 51890-51891: Comprehensive health education programs and community participation; definitions

Ed. Code 51900.6: Sexual abuse and sexual assault awareness and prevention instruction

Ed. Code 51913: District health education plan

Ed. Code 51920: Inservice training; health education

Ed. Code 51925-51929: Mandatory mental health education and in-service training

Ed. Code 51930-51939: California Healthy Youth Act

Ed. Code 67386: Student safety; affirmative consent standard

Ed. Code 8850.5: Family relationships and parenting education

Federal

42 USC 1751-1769: School Lunch Program

42 USC 1758b: Local wellness policy

42 USC 1771-1793: Child Nutrition Act

Management Resources

California Department of Education Publication: Health Education Framework for California Public Schools: Kindergarten Through Grade Twelve, 2019

California Department of Education Publication: Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

CSBA Publication: Integrating Oral Health into School Health Programs and Policies, May 2010

CSBA Publication: Promoting Healthy Relationships for Adolescents: Board Policy Considerations, August 2014

CSBA Publication: Integrating Physical Activity into the School Day, April 2016

CSBA Publication: Preventing Catastrophic Health Illness, Governance Brief, July 2018

CSBA Publication: The Impact of Marijuana Legalization on K-12: The Effect of Marijuana on the Brain, November 2018

CSBA Publication: Why Schools Hold the Promise for Adolescent Mental Health, Governance Brief, May 2019

Students

BP 6142.8 (e)

CSBA Publication: Sun Safety in Schools, Policy Brief, July 2006
CSBA Publication: Asthma Management in the Schools, Policy Brief, March 2008
CSBA Publication: Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006
CSBA Publication: Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, rev. 2012
CSBA Publication: Promoting Oral Health for California's Students: New Roles, New Opportunities for Schools, Policy Brief, November 2008
Human Rights Campaign Foundation Publication: California LGBTQ Youth Report, January 2019
Society of Health & Physical Educators Publication: National Health Education Standards: Achieving Excellence, rev. November 2012
US Department of Health and Human Services: Social Media and Youth Mental Health: The U.S. Surgeon General's Advisory, 2023
US Dept of Health and Human Services Publication: Our Epidemic of Loneliness and Isolation: The U.S. Surgeon General's Advisory on the Health Effects of Social Connection and the Community, 2023
Website: SHAPE America, Society of Health and Physical Educators
Website: CSBA District and County Office of Education Legal Services
Website: Human Rights Campaign Foundation
Website: U.S. Department of Health and Human Services
Website: American School Health Association
Website: California Association of School Health Educators
Website: California Department of Education, Health Education
Website: National Center for Health Education
Website: National Hearing Conservation Association
Website: California Subject Matter Project, Physical Education-Health Project
Website: Center for Injury Prevention Policy and Practice
Website: Centers for Disease Control and Prevention
Website: CSBA
Website: California Department of Public Health
Website: California Healthy Kids Resource Center

Policy Adopted ~~4/8/09~~ 3/13/2024

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: February 14, 2024

BOARD AGENDA ITEM: Revision to Board Policy 6146.1 – High School Graduation Requirements

BACKGROUND: As per guidance from the California School Boards Association, we are updating Board Policy 6146.1 on high school graduation requirements to reflect two new laws, SB 114 (2023) and SB 141 (2023), that do the following:

- Specify that the exemption for a student with a disability from all coursework and other district-adopted requirements in addition to statewide course requirements applies to a student with a disability who entered ninth grade in 2022-2023 or later;
- Revise the eligibility criteria for the exemption; and
- Provide that participation in graduation activities by a student with a disability exempted from district-adopted graduation requirements may not be construed as a termination of the district's responsibility to provide a free appropriate public education unless the student's individualized education program team has determined that the student has completed high school.

The policy also was updated to add to the list of permissible recipients of retroactive diplomas current and former members of the military who are residents of California.

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~~ **Unless** exempted as provided in "Exemptions from District-Adopted Graduation Requirements," ~~below,~~ **district students shall also complete other course requirements adopted by the Board..** 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)

Successful completion of an approved computer science course that is classified as a "category c" course based on the **University of California (UC) and California State University (CSU)** "A-G" admission requirements shall be counted toward the satisfaction of additional graduation requirements in mathematics. (Education Code 51225.3, 51225.35)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)
4. Three courses in social studies, including United States (**U.S.**) 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)

Instruction

BP 6146.1 (b)

5. 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)

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)

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)
7. 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 takes 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, 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.

Instruction

BP 6146.1 (c)

Within 30 days of the transfer into a school by a foster youth, 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)

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.~~

Additionally, a student with disabilities shall be eligible for an exemption from all coursework and other requirements adopted by the Board in addition to the statewide course requirements for high school graduation, if the student's individualized education program (IEP) provides for both of the following requirements: (Education Code 51225.31)

1. That the student is eligible to take the alternate assessment 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

The district's responsibility to provide a free appropriate public education shall not terminate when a student with a disability who is exempted from district- adopted graduation requirements

Instruction

BP 6146.1 (d)

participates in graduation activities unless the IEP team, which includes the parent/guardian and student, has determined that the student has completed the high school experience. (Education Code 51225.31)

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.

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

Instruction

BP 6146.1 (e)

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. **Are former members of the military, a resident of California, and received an honorable discharge, or, are current members of the military, a resident of California, and a resident of California when entering the military**

In determining whether to award a diploma under these circumstances, the Superintendent or designee shall evaluate classes completed in any high school, community college, or state college, grant credit toward graduation for military service and training received while in the military, and if satisfied that the person has completed the equivalent of the requirements for graduation from high school, grant the person a diploma of graduation.

5. 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)

Legal reference:

~~Ed. Code 48412~~

~~Certificate of proficiency~~

~~Ed. Code 48430~~

~~Continuation education schools and classes~~

~~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~~

Instruction

BP 6146.1 (f)

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>
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

State

- 5 CCR 1600-1651: Graduation of students from grade 12 and credit toward graduation
- 5 CCR 4600-4670: Uniform complaint procedures
- Ed Code 60900.2: Students with Disabilities Graduation Reporting
- 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
- 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

Instruction

BP 6146.1 (g)

Ed. Code 51225.3: High school graduation requirements
Ed. Code 51225.31: Graduation 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 51225.9: Courses of study, grades 7 to 12; career technical education
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

Federal

20 USC 7011: Definition of newcomer student
34 CFR 300.1-300.818: Individuals with Disabilities Education Act

Management Resources

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: ~~5/10/23~~ 3/13/24

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: February 14, 2024

BOARD AGENDA ITEM: Revision to Board Policy 6146.4 – Differential Graduation and Competency Standards for Students with Disabilities

BACKGROUND: This revision to Board Policy 6146.4 on differential graduation and competency standards for students with disabilities is a companion to the proposed revision to Board Policy 6146.1 on high school graduation requirements. As per guidance from the California School Boards Association, we are updating Board Policy 6146.4 to reflect two new laws, SB 114 (2023) and SB 141 (2023), that do the following:

- Specify that the exemption for a student with a disability from all coursework and other district-adopted requirements in addition to statewide course requirements applies to a student with a disability who entered ninth grade in 2022-2023 or later;
- Revise the eligibility criteria for the exemption; and
- Provide that participation in graduation activities by a student with a disability exempted from district-adopted graduation requirements may not be construed as a termination of the district's responsibility to provide a free appropriate public education unless the student's individualized education program team has determined that the student has completed high school.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the revised Board Policy 6146.4 at this first reading and place it on the consent agenda of the next regular board meeting.

FUNDING: No impact.

DIFFERENTIAL GRADUATION AND COMPETENCY STANDARDS FOR STUDENTS WITH DISABILITIES

The Governing Board recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the district's regular course may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and districtwide assessments.

Exemption from District-Established Graduation Requirements

District students shall complete all course requirements for high school graduation as specified in Board Policy 6146.1 - High School Graduation Requirements. However, a student with a disability may be exempted from all coursework and other requirements adopted by the Board that are in addition to the statewide course requirements for high school graduation if the student's IEP provides for both of the following requirements: (Education Code 51225.31).

1. That the student **is eligible to** 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

~~Prior to the beginning of grade 10, the IEP team for each student with a disability shall determine whether the student is eligible for the exemption, and if so, notify the student's parent/guardian of the exemption. (Education Code 51225.31)~~

Any such exempted student shall receive a diploma and be eligible to participate in any graduation ceremony and school activity related to graduation in which a student of similar age without a disability would be eligible to participate. (Education Code 51225.31)

The district's responsibility to provide FAPE shall not terminate when a student with a disability who is exempted from district-adopted graduation requirements participates in graduation activities unless the student's IEP team, which includes the parent/guardian and student, has determined that the student has completed the high school experience. (Education code 51225.31)

Certificate of Educational Achievement or Completion

Instruction

BP 6146.4 (b)

Instead of a high school diploma, a student with a disability may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

1. Satisfactorily completed a prescribed alternative course of study approved by the board of the district in which the student attended school or the district with jurisdiction over the student as identified in ~~his/her~~ **the student's** IEP
2. Satisfactorily met the student's IEP goals and objectives during high school as determined by the IEP team
3. Satisfactorily attended high school, participated in the instruction as prescribed in his/her IEP, and met the objectives of the statement of transition services

A student with a disability who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate. (Education Code 56391)

Legal Reference:

State

~~5 CCR 3070: Graduation~~

~~Ed. Code 51225.31: Graduation exemption for students with disabilities~~

~~Ed. Code 56341: Individualized education program team~~

~~Ed. Code 56345: Individualized education program contents~~

~~Ed. Code 56390-56392: Recognition for educational achievement; special education **Federal**~~

~~20 USC 1400-1482: Individuals with Disabilities Education Act~~

~~34 CFR 300.1-300.818: Individuals with Disabilities Education Act~~

~~34 CFR 300.320: Definition of IEP~~

Management Resources

~~Website: CSBA District and County Office of Education Legal Services~~

~~Website: U.S. Department of Education, Office of Special Education and Rehabilitative Services~~

~~Website: California Department of Education~~

State

5 CCR 3070L Graduation

Ed Code 60900.2: Students with Disabilities Graduation Reporting

Ed. Code 51225.31: Graduation exemption for students with disabilities

Ed. Code 56341: Individualized education program team

Ed. Code 56345: Individualized education program contents

Ed. Code 56390-56392: Recognition for educational achievement; special education

Federal

20 USC 1400-1482: Individuals with Disabilities Education Act

34 CFR 300.1-300.818: Individuals with Disabilities Education Act

34 CFR 300.320: Definition of IEP

Management Resources

Website: CSBA District and County Office of Education Legal Services

Instruction

BP 6146.4 (c)

Website: U.S. Department of Education, Office of Special Education and Rehabilitative Services

Website: California Department of Education

Policy Adopted: ~~9/13/2023~~ 3/13/2024

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: February 14, 2024

BOARD AGENDA ITEM: Revision to Board Policy 6170.1 – Transitional Kindergarten

BACKGROUND: As per guidance from the California School Boards Association, we are updating Board Policy 6170.1 on transitional kindergarten to clarify that the district may admit into the TK program a child whose fifth birthday is after the date specified for admittance for the applicable year provided that upon the recommendation of the Superintendent or designee the Governing Board determines that enrollment in a TK program is in the child's best interest and the child's parents/guardians approved. Additionally, the policy is updated to reflect a new law, SB 141 (2023), that allows a district offering TK to enroll a TK student in a California State Preschool Program such as the Orcutt Early Learning Center before and/or after the regular school day if space is available.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the revised Board Policy 6170.1 at this first reading and place it on the consent agenda of the next regular board meeting.

FUNDING: No impact.

TRANSITIONAL KINDERGARTEN

The Governing Board desires to offer a high-quality transitional kindergarten (TK) program for eligible children who do not yet meet the minimum age criterion for kindergarten. The TK program shall assist students in developing the academic, social, and emotional skills they need to succeed in kindergarten and beyond.

The district’s TK program shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in the development, implementation, and evaluation of the district’s TK program.

Eligibility

The district’s transitional kindergarten program shall admit children as follows (Education Code 4800):

1. ~~For the 2021-22 school year, children whose fifth birthday is between September 2 through December 2~~ **For the 2023-24 school year, children whose fifth birthday is between September 2 and April 2**
2. ~~For the 2022-23 school year, children whose fifth birthday is between September 2 and February 2~~ **For the 2024-25 school year, children whose fifth birthday is between September 2 and June 2**
3. ~~For the 2023-24 school year, children whose fifth birthday is between September 2 and April 2~~ **For the 2025-26 school year, and in each school year thereafter, children who turn four by September 1**

~~For the 2024-25 school year, children whose fifth birthday is between September 2 and June 2~~

~~For the 2025-26 school year, and in each school year thereafter, children who turn four by September 1~~

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or childcare program, **including, but not limited to, a Head Start program, a childcare center serving children through an alternative payment program, a general childcare and development program, a California State Preschool Program (CSPP), a migrant childcare and development program, childcare and development services for children with special needs, or a program serving children through a CalWORKs Stage 1, Stage 2, or Stage 3 program.** (Education Code 48000).

Instruction

BP 6170.1 (b)

Parents/guardians of eligible children shall be notified of the availability of the TK program and of the age, residency, immunization, and any other enrollment requirements. Enrollment in the TK program shall be voluntary.

On a case-by-case basis, a child whose fifth birthday is on or before September 1 may be admitted into the district's TK program upon request of a child's parents/guardians, if the Superintendent or designee determines that it is in the child's best interest.

At any time during the school year, the district may admit into the TK program a child whose fifth birthday is after the date specified for admittance for the applicable year as described above, provided that ~~the Superintendent or designee recommends~~ upon the recommendation of the Superintendent or designee, the Board determines that enrollment in a TK program is in the child's best interest and the child's parents/guardians approve. Prior to such enrollment, the child's parents/guardians shall be provided information regarding the advantages and disadvantages and any other explanatory information about the effect of early admittance. (Education Code 48000)

Additionally, the district may enroll an early enrollment child in TK whose fourth birthday is between June 3 and September 1, inclusive, preceding the school year during which they are enrolled in TK. The Superintendent or designee shall maintain any classroom that includes an early enrollment child with a classroom enrollment that does not exceed 20 students and an adult-to-student ratio of at least one adult to every 10 students. Additionally, if an early enrollment child is enrolled in TK, the district shall concurrently offer enrollment to the child in the district's CSPP, subject to available space. (Education Code 48000.15)

Curriculum and Instruction

The district's TK program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education (CDE). It shall be designed to facilitate students' development in essential skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

The Board shall establish the length of the school day in the district's TK program, which shall be at least three hours but no more than four hours long except for TK students enrolled in expanded learning opportunity programs provided by the district pursuant to Education Code 46120. If the district has adopted an extended-day kindergarten, the length of the school day for the TK program may be different than the length of the school day kindergarten program either at the same or different school sites. The Superintendent or designee shall annually report to the CDE as to

Instruction

BP 6170.1 (c)

whether the district's TK programs are offered full day, part day, or both. (Education Code 37202, 46111, 46117, 48003)

The Superintendent or designee shall ~~develop a plan for how all children in the attendance area of the district~~ collaborate with parents/guardians and relevant community groups, in accordance with the plan developed for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten that meet the needs of parents/guardians, including through partnerships with the district's expanded learning offerings, the After School Education and Safety Program, the California State Preschool Program (CSPP), Head Start programs, and other community-based early learning and care programs. ~~The Superintendent or designee shall present such plan for consideration by the Board at a public meeting on or before June 30, 2022. (Education Code 8281.5)~~

TK students may be placed in the same classrooms as kindergarten students, when necessary, provided that the instructional program is differentiated to meet student needs.

TK students may be commingled with 4-year-old students from a CSPP program as long as the commingled program meets all of the requirements of each program as well as the following requirements: (Education Code 8207, 48000):

1. The classroom does not include students enrolled in TK for a second year or students enrolled in a regular kindergarten
2. An early childhood environment rating scale, as specified in 5 CCR 18281, is completed for the classroom
3. All children enrolled for 10 or more hours per week are evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272
4. The classroom is taught by a teacher that holds a credential issued by the Commission on Teacher Credentialing (CTC) in accordance with Education Code 44065 and 44256
5. The classroom is in compliance with the adult-child ratio specified in Education Code 8241
6. Contractors of the district report the services, revenues, and expenditures for children in the preschool program in accordance with 5 CCR 18068 except for contractors of the TK program

The district shall maintain an average TK class enrollment of not more than 24 students for each school site, not including students who are continuously enrolled in and meet the minimum day requirement for independent study for more than 14 school days in a school year. (Education Code 48000)

Instruction

BP 6170.1 (d)

Staffing

The Superintendent or designee shall ensure that teachers assigned to teach in TK classes possess a teaching credential or permit from the ~~Commission on Teacher Credentialing~~ (CTC) that authorizes such instruction.

A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall, by August 1, ~~2023–2025~~, have at least 24 units in early childhood education and/or child development, comparable experience in a preschool setting, and/or a child development teacher permit **or an early childhood specialist credential** issued by the CTC. (Education Code 48000)

The Superintendent or designee may provide professional development as needed to ensure that TK teachers are knowledgeable about the standards and effective instructional methods for teaching young children, including, but not limited to, developing competencies in serving inclusive classrooms and dual language learners.

The district shall, ~~commencing with the 2022–23 school year~~, maintain an average of at least one adult for every 12 students for TK classrooms and, contingent upon an appropriation of funding, maintain an average of at least one adult for every 10 students commencing with the ~~2023–24~~ **2025-26** school year. (Education Code 48000)

Continuation to Kindergarten

Students who complete the TK program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed Kindergarten Continuance Form for kindergarten attendance.

However, whenever children who would otherwise be age-eligible for kindergarten are enrolled in TK, the Superintendent or designee shall obtain a Kindergarten Continuance Form signed by the parent/guardian near the end of the TK year consenting to the child's enrollment in kindergarten the following year.

A student shall not attend more than two years in **kindergarten or** a combination of TK and kindergarten. (Education Code 46300)

Assessment

The Superintendent or designee may develop or identify appropriate formal and/or informal assessments of TK students' development and progress. The Superintendent or designee shall monitor and regularly report to the Board regarding program implementation, the progress of students in meeting related academic standards, and student preparedness for future education.

Instruction

BP 6170.1 (e)

Legal reference:

State—

~~Ed. Code 37202: Equal time in all schools~~

~~Ed. Code 44258.9: County superintendent review of teacher assignment~~

~~Ed. Code 46111: Kindergarten, hours of attendance~~

~~Ed. Code 46114-46119: Minimum school day, kindergarten~~

~~Ed. Code 46300: Method of computing average daily attendance~~

~~Ed. Code 48000: Minimum age of admission for kindergarten; transitional kindergarten~~

~~Ed. Code 48002: Evidence of minimum age required to enter kindergarten or first grade~~

~~Ed. Code 48003: Kindergarten annual report~~

~~Ed. Code 48200: Compulsory attendance~~

~~Ed. Code 8235: California State Preschool Program~~

~~Ed. Code 8970-8974: Early primary program, including extended-day kindergarten Ed. Code 8973: Extended-day kindergarten~~

Management Resources—

~~California Department of Education Publication: California Preschool Curriculum Framework, Vol. 1, 2010~~

~~California Department of Education Publication: California Preschool Curriculum Framework, Vol. 2, 2011~~

~~California Department of Education Publication: California Preschool Curriculum Framework, Vol. 3, 2013~~

~~California Department of Education Publication: California Preschool Learning Foundations, Vol. 1, 2008~~

~~California Department of Education Publication: Desired Results Developmental Profile, 2015~~

~~California Department of Education Publication: Transitional Kindergarten FAQs~~

~~California Department of Education Publication: Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers, 2013~~

~~California Department of Education Publication: California Preschool Learning Foundations, Vol. 2, 2010~~

~~California Department of Education Publication: California Preschool Learning Foundations, Vol. 3, 2012~~

~~CSBA Publication: What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016~~

~~Website: Transitional Kindergarten California~~

~~Website: California Kindergarten Association~~

~~Website: Commission on Teacher Credentialing~~

~~Website: CSBA~~

~~Website: California Department of Education~~

State

~~5 CCR 18000-18308: Early Learning and Care Programs~~

~~5 CCR 80067: Professional Clear Early Childhood Education Specialist Instruction Credential~~

~~Ed. Code 17375: California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program~~

~~Ed. Code 33050: Waiver authority and exceptions~~

~~Ed. Code 37202: Equal time in all schools~~

~~Ed. Code 44065: Issuance of and functions requiring credentials~~

~~Ed. Code 44256: Authorization for teaching credentials~~

~~Ed. Code 44258.9: County superintendent review of teacher assignment~~

~~Ed. Code 44300: Emergency permits~~

~~Ed. Code 46111: Kindergarten; hours of attendance~~

~~Ed. Code 46114-46119: Minimum school day; kindergarten~~

~~Ed. Code 46120: Expanded learning opportunities~~

~~Ed. Code 46300: Method of computing average daily attendance~~

~~Ed. Code 48000: Minimum age of admission for kindergarten; transitional kindergarten~~

~~Ed. Code 48000.15: Early enrollment in transitional kindergarten~~

~~Ed. Code 48002: Evidence of minimum age required to enter kindergarten or first grade~~

~~Ed. Code 48003: Kindergarten annual report~~

~~Ed. Code 48010: Minimum age of admission to first grade~~

Instruction

BP 6170.1 (f)

Ed. Code 48011: Promotion/retention following one year of kindergarten
Ed. Code 48200: Compulsory attendance
Ed. Code 8203.3: Development of pre-kindergarten learning development guidelines
Ed. Code 8207: California State Preschool Program administration
Ed. Code 8241: Staffing ratios for center-based program
Ed. Code 8281.5: California Prekindergarten Planning and Implementation Grant Program
Ed. Code 8970-8974: Early primary program, including extended-day kindergarten

Management Resources

CA Commission on Teacher Credentialing Publication: Proposed Amendments to Title 5 of the California Code of Regulations Pertaining to the PK-3 Childhood Education Specialist Credential, Coded Correspondence 23-02, February 10, 2023
California Department of Education Publication: Universal Prekindergarten FAQs
California Department of Education Publication: Transitional Kindergarten FAQs
California Department of Education Publication: Desired Results Developmental Profile: A Developmental Continuum from Early Infancy up to Kindergarten Entry, 2015
California Department of Education Publication: California Preschool Curriculum Framework, Vol. 1, 2010
California Department of Education Publication: California Preschool Curriculum Framework, Vol. 2, 2011
California Department of Education Publication: California Preschool Curriculum Framework, Vol. 3, 2013
California Department of Education Publication: California Preschool Learning Foundations, Vol. 1, 2008
California Department of Education Publication: California Preschool Learning Foundations, Vol. 2, 2010
California Department of Education Publication: California Preschool Learning Foundations, Vol. 3, 2012
CSBA Publication: Advancing Universal Transitional Kindergarten, April 2022
CSBA Publication: The Importance of Early Childhood Education Programs, September 2019
Website: California Department of Education, Universal PreKindergarten, California's Great Start
Website: California Office of Administrative Law
Website: CSBA District and County Office of Education Legal Services
Website: Transitional Kindergarten California
Website: California Kindergarten Association
Website: Commission on Teacher Credentialing
Website: CSBA
Website: California Department of Education

Policy Adopted: ~~03/09/2022~~ 3/13/2024

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



HUMAN RESOURCES MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D

FROM: Susan Salucci
Assistant Superintendent, Human Resources

BOARD MEETING DATE: February 14, 2024

BOARD AGENDA ITEM: Approval of Classified Administrative Position: One (1) Athletic Trainer

BACKGROUND: Since 2017, the District has been contracting with Santa Maria Valley Physical Therapy Group for an Athletic Trainer for Orcutt Academy High School. Santa Maria Valley Physical Therapy Group will no longer be contracting with the district starting in the 2024-25 school year. The District will need to hire this position as a direct hire instead of a contractor.

RECOMMENDATION: It is recommended that the Board of Trustees approve the hiring of one (1) Athletic Trainer, as submitted.

FUNDING: Athletic Trainer will be placed at the appropriate step of the attached Athletic Trainer salary schedule.

JOB DESCRIPTION FOR ATHLETIC TRAINER

TITLE: High School Athletic Trainer

DEPARTMENT(S) : Athletics, Physical Education

POSITION : Classified Management

REQUIREMENTS: Maintain current certification and continuing education requirements as set forth by the National Athletic Trainers' Association Board of Certification Maintain current state licensure in accordance with the California Board of Athletic Trainer Examiners. Maintain current certification in CPR/Emergency Cardiac Care.

REPORTS TO: Principal

PRIMARY FUNCTION: Provide athletic trainer coverage for high school athletic programs.

MAJOR DUTIES AND RESPONSIBILITIES: The athletic trainer will practice said profession within the parameters of the California Athletic Trainers Licensing Law as laid out by the California Board of Athletic Trainer Examiners, and will follow both the Standards of Practice and Code of Ethics as set forth by the National Athletic Trainers Association. These duties are based on the needs of the school and its athletic programs. The athletic trainer's duties, enumerated in this document, should not be considered all inclusive. The Athletic Director, as necessary, shall modify duties. The athletic trainer will be present at home athletic contests and practices and shall attend other post-season and home-hosted contests as directed by the Athletic Director.

- Establish an effective athletic training program for high school athletics.
- Provide 1st aid and injury assessment/treatment/rehabilitation/reconditioning for Orcutt Academy High School student-athletes. The athletic trainer will also be responsible for making appropriate physician referral.
- Provide coverage at home events and practices from the beginning of the fall sport season to the conclusion of the spring season.
- Coordinate the annual required athletic physicals and supervise the clearance of injured athletes prior to and during the sport seasons.
- Maintain a line of communication with the team physician(s) regarding athletic health care and recommended treatment/rehabilitation for all athletic injuries.
- Assist coaching staff in evaluating and implementing sport specific conditioning programs and methods.
- Maintain an effective and efficient athletic training room.
- Maintain communication with parents on the care & treatment of their student-athlete. • File all necessary reports associated with athletic injuries and/or incidents.
- Maintain a daily treatment log.
- Oversee the ordering of supplies and equipment pertaining to the athletic training room and maintain an up to date inventory. Provide the Athletic Director with an annual budget for supplies and equipment.
- Equip each team with appropriate medical equipment.
- Assist in the selection and fitting of protective equipment, including special taping, pads or braces. Create a safe playing environment by monitoring and controlling environmental risks

- Assists the Athletic Director with the development of the athletic schedules
- Assists the Athletic Director in ensuring that all applicable laws and regulations relating to athletics are applied and followed, including Title IX and other federal laws and regulations, state laws and regulations.
- Responsible to carry out all other duties assigned by the Athletic Director and/or a site administrator.
- Share professional literature relative to athletic training with the school's coaching staff.

TERMS OF EMPLOYMENT: 215 days. 8 hours per day. The athletic trainer will work in accordance with a schedule to be determined by the Principal and Athletic Director. Weekly schedules will vary according to the athletic season.

EVALUATION: Will be evaluated annually by the Principal in accordance with California laws and regulations.

ORCUTT UNION SCHOOL DISTRICT

**Classified Management Salary Schedule
Occupational Therapist, Behavior Intervention Specialist, and Athletic Trainer**

Effective 2023-24

	I	II	III	IV	V	VI	# of Days
Behavior Intervention Specialist (BCBA)	87,351	90,699	95,311	102,463	104,996	110,246	195
Occupational Therapist (OT)	87,351	90,699	95,311	102,463	104,996	110,246	195
Athletic Trainer	71,067	74,620	78,350	82,268	86,381	90,699	215

Hourly Rate - BCBA/OT	55.99	58.14	61.10	65.68	67.31	70.67
Hourly Rate - Athletic Trainer	41.31	43.38	45.55	47.83	50.22	52.73

Longevity - Annual

After 10 Years	\$	3,200
After 15 Years	\$	4,600
After 20 Years	\$	6,000
After 25 Years	\$	7,400

Pending Board Approval