

**ORCUTT UNION SCHOOL DISTRICT**

Regular Meeting of the Board of Trustees

Wednesday, April 17, 2024

District Office Board Room

500 Dyer St., Orcutt, CA 93455

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

**Closed Session at 6:05 p.m.**

**Reconvene in Open Session at approximately 6:45 p.m.**

**I. OPEN SESSION 6:00 PM**

A. Call Meeting to Order

B. Pledge of Allegiance

C. Adoption of the April 17, 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): 2 Cases

B. Conference with Legal Counsel Regarding Anticipated Litigation.

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

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

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

E. Public Employee Discipline/Dismissal/Release/Complaint

F. Public Employee Evaluation of Performance

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

**IV. RECONVENE TO PUBLIC SESSION 6:45 PM**

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

**V. COMMUNICATIONS/DISCUSSION/INFORMATION**

- A. Reports and Presentations
  - 1. OAHS ASB Update
  - 2. Patterson Road Elementary School Presentation
  - 4. Student and Employee Recognition
  - 5. 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](mailto: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. An item not on the agenda must be addressed during the Public Comment segment of the agenda.

A maximum of thirty (30) minutes is set aside for Public Comment; speakers are allowed a maximum of three (3) minutes to address the Board on any 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 March 13, 2024 Regular Board Meeting Minutes
- D. Approval of March 19, 2024 Special Board Meeting Retreat Minutes
- E. Approval of Warrants
- F. Williams/Valenzuela Uniform Complaints Quarterly Report
- G. Audit Service Agreement

H. Orcutt Jr. High and Lakeview Jr. High Choir Overnight Trip to attend Disneyland California Adventure Immersive Storytelling Program, June 2024

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

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**VIII. ITEMS SCHEDULED FOR ACTION**

**A. GENERAL**

1. Acceptance of Donations

The following donations have been offered to the District:

- A. **Mission Wealth Management, LP:** a donation of \$300 to Pine Grove Elementary School for the purchase of various classroom supplies.

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

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

2. Board Bylaw 9320 Meetings and Notices

It is recommended that the Board of Trustees approve the revised Board Bylaw 9320 Meetings and Notices, for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

3. Board Bylaw 9323.2 Actions by the Board

It is recommended that the Board of Trustees approve the revised Board Bylaw 9323.2 Actions by the Board, for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

4. Governance Handbook

It is recommended that the Board of Trustees approve the revisions made to the Governance Handbook, as submitted.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**B. BUSINESS SERVICES**

1. Resolution No.11: Waiver of Attendance Due to Emergency Conditions, District and Charter

It is recommended that the Board of Trustees adopt Resolution No. 11: Waiver of Attendance Due to Emergency Conditions for the District and Charter, as submitted.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

2. Resolution No. 14: Waiver of Attendance Due to Emergency Conditions, Early Learning Center (ELC)  
 It is recommended that the Board of Trustees adopt Resolution No. 14 Waiver of Attendance Due to Emergency Conditions for the ELC, as submitted.  
 Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
  
3. Resolution No. 15 Adoption of School Developer Fee Increase  
 It is recommended that the Board of Trustees adopt Resolution No.15 Adoption of School Developer Fee Increase, as submitted.  
 Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
  
4. Sytech Solutions Document Scanning Management Services Contract  
 It is recommended that the Board of Trustees approve the Sytech Solutions Document Scanning Services Contract utilizing CMAS contact number 3-21-03-1013, in an amount not to exceed \$65,000, as it is in the best interest of the District.  
 Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**C. EDUCATIONAL SERVICES**

1. California Department of Education Library Survey  
 It is recommended that the Board of Trustees acknowledge the District’s completion of the California Department of Education Library Survey requirement for each of our school sites in compliance with the law, as submitted.  
 Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
  
2. Adoption of Santa Barbara County Plan for Expelled Pupils, Triennial Updated, 2024-2027  
 It is recommended that the Board of Trustees adopt the Santa Barbara County Plan for Expelled Pupils, Triennial Update, 2024-2027, as submitted, as submitted.  
 Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**D. HUMAN RESOURCES**

1. 2023/2024 Resolution No. 12 Week of the Teacher  
 It is recommended that the Board of Trustees approve the 2023/2024 Resolution No. 12, Week of the Teacher, May 6-10, 2024, as submitted.  
 Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
  
2. 2023/2024 Resolution No. 13 Classified Employees Week  
 It is recommended that the Board of Trustees approve the 2023/2024 Resolution No. 13, Classified Employees Week, May 20-26, 2024, as submitted.  
 Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

3. Board Policy 4030 Nondiscrimination in Employment  
It is recommended that the Board of Trustees approve the revised Board Policy 4030 Nondiscrimination in Employment, for the first reading and that it be placed on the next Consent Agenda for the second reading.  
Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
  
4. Board Policy 4218 Dismissal/Suspension/Disciplinary Action  
It is recommended that the Board of Trustees approve the revised Board Policy 4218 Dismissal/Suspension/Disciplinary Action, for the first reading and that it be placed on the next Consent Agenda for the second reading.  
Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**IX. GENERAL ANNOUNCEMENTS**

- A. Unless otherwise noticed, the next regular Board Meeting is scheduled for Wednesday May 8, 2024 beginning with Closed Session at 6:05 p.m., Open Session at approximately 6:30 p.m. in the District Office Board Room, 500 Dyer St., Orcutt, CA 93455.

**X. ADJOURN TO CLOSED SESSION (If Needed)**

- A. Motion to Adjourn to Closed Session  
Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
- B. Closed Session items described in Item III. above

**XI. RECONVENE TO OPEN SESSION (If Needed)**

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

**XII. ADJOURN**

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

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



# Orcutt Union School District

## Classified Personnel Action Report

April 17, 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
Babb, Melissa	Patterson Road	Instructional Assistant	12/3	6.0	\$1,000 annually prorated	03/22/2024	Educational Stipend-Bachelor's
Bruno, Brittany	Child Nutrition	Senior Cook	13/1	3.0	\$19.24 per hr.	03/11/2024	New position
Casagrande, Kendall	Instructional Assistant, Special Education	Instructional Assistant I	12/2	6.0	\$19.71 per hr.	04/08/2024	New Hire
Castillo, Claudia	Joe Nightingale, Student Services	Noon Duty Supervisor	7/1	2.0	\$17.33 per hr.	03/28/2024	New Hire
Hernandez, Elizabeth	Child Nutrition	Cook	11/2	6.25	\$19.22 per hr.	03/25/2024	New Hire
Martinez, Stephanie	Child Nutrition	Student Worker	1	Varied	\$16.00 per hr.	03/18/2024	Student Worker
Miller, Blake	Child Nutrition	Student Worker	1	Varied	\$16.00 per hr.	03/18/2024	Student Worker
Mclvor, Chelsea	Orcutt Academy High School	Athletic Trainer	VI	8.0	\$90,699 annually	2024/2025 School Year	New Position
Peacock, Jeffrey	Orcutt Junior High, MOT	Custodian, Head (Day)	18/6	8.0	\$4,832 monthly	03/12/2024	New Position
Sandstrom, LeiLani	Transportation	Bus Driver	19/1	Varied	\$22.30 per hr.	03/08/2024	Substitute Driver
Simpson, William	District Office	Director of Maintenance and Operations	IV	8.0	\$132,820 annually \$50 phone \$100 travel	04/08/2024	New Hire Phone and Travel Stipend
EMP #2526						03/08/2024	Resignation
EMP #239						12/30/2024	Early Retirement Incentive Program
EMP #1358						04/12/2024	Retirement



# Orcutt Union School District

## Certificated Personnel Action Report

April 17, 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
Araujo, Jose	Orcutt Academy Charter HS	VI-4 Stipend Extra Duty	\$76,268 \$3,500 \$451/day	2024-25	Approval of Probationary Contract Athletic Director 11 Extra Days at Daily Rate
Arring, Michelle	Orcutt JHS	VI-8	\$87,057* \$7,500*	2024-25	Approval of Probationary Contract, 60% Signing Bonus Paid Over 2 Years
Barron, Lynn	Alice Shaw	IV-2 Hourly	\$61,984* \$30	2023-24 2/15-2/16/24	Approval of a Temporary Contract, 22% Extra duties as long-term substitute, 2 hrs
Belanger, Rebecca	District	Extra Duty	\$48/hr	2/2-2/29/24	Campus Connection/After School Teacher, 18.75 hrs
Bertoldi, Janet	District	Hourly	\$80 \$50	2/7-2/28/24 2/14/24 2/9-2/21/24 2/14-2/29/24	First 5 Grant, 5.5 hrs CAASPP Training, 1 hr SEE Learning, 3.75 hrs Substitute Administrator, 37 hrs
Beyers, Karly	District	Extra Duty	\$48/hr	2/1-2/29/24	Campus Connection/After School Teacher, 7 hrs
Boger, Matthew	Undetermined	IV	\$128,722 \$360/yr \$1,100	2024-25	Approval of Probationary Administrative Contract, Vice Principal Cell Phone Allowance Mileage Allowance
Brickey, April	District	Hourly	\$30	2/6-2/29/24	ELPAC Proctor, 57.25 hrs
Brown, Lindsay	Joe Nightingale	III-13	\$86,466*	2024-25	Approval of Job Share, 50%
Calderon, Conrad	Orcutt Academy HS	Stipend	\$1,233	2023-24	Baseball Assistant Coach
Callis, Wendy	Patterson Road	V-7	\$80,405*	2024-25	Approval of Temporary Contract, 50% Job Share
Canby, Erin	Alice Shaw	III-3	\$64,225	2024-25	Approval of Temporary Contract
Carter, Krista	District	Extra Duty	\$48/hr	2/1-2/29/24	Home & Hospital, 21.5 hrs
Caruana, Austin	Orcutt JHS	VI-5	\$78,836	2024-25	Completed Master's Degree
Clevenger, Stephanie	Alice Shaw	III-3	\$64,225 \$7,500	2024-25	Approval of Probationary Contract Signing Bonus Paid Over 2 Years
Cornwell, Karen	District	Hourly	\$30	2/6-2/27/24	ELPAC Proctor, 35.75 hrs
Doerksen, Allie	District	Extra Duty	\$48/hr	2/1-2/28/24	Campus Connection/After School Teacher, 20 hrs

\*To be prorated

<b>NAME</b>	<b>SCHOOL</b>	<b>CLASS/STEP</b>	<b>SALARY</b>	<b>EFFECTIVE DATE</b>	<b>ACTION INFORMATION</b>
Edds, John	District	Hourly	\$30	2/7-2/29/24	ELPAC Proctor, 46 hrs
Eisner, Andrew	Lakeview JHS	VI-3	\$73,789	2024-25	Approval of Probationary Contract
Emp# 8				6/6/24	Request to participate in the Early Retirement Program
Emp# 53				6/23/24	Request to participate in the Early Retirement Program
Emp# 758				7/6/24	Request to participate in the Early Retirement Program
Emp# 2201				6/5/24	Resignation
Fargen, Meghan	District	Hourly	\$50	2/5-2/26/24	CASC Mentor, 4 hrs
Felix, Danielle	Patterson Road	V-18	\$110,814*	2024-25	Approval of Job Share, 50%
Freitas, Jennifer	District	Hourly	\$30	2/6-2/27/24	ELPAC Proctor, 40.41 hrs
Hough, Roberta	District	Hourly	\$50	1/9-2/29/24	New Teacher Mentor, 53 hrs
Kozel, Aaron	District	Extra Duty	\$48/hr	2/2-2/29/24	Campus Connection/After School Teacher, 15 hrs
Lear, Jamie	District	Extra Duty	\$48/hr	2/1-2/20/24	Campus Connection/After School Teacher, 7.25 hrs
Mahoney, Gloria	District	Hourly	\$30	2/6-2/27/24	ELPAC Proctor, 21.1 hrs
McCoy, Tiffany	Orcutt Academy HS	Stipend	\$1,233	2023-24	E-Sport Assistant Coach
McIntosh, Kyle	Orcutt Academy HS / Joe Nightingale	II-3	\$109,075	2024-25	Approval of Probationary Contract, SLP
Murch, Tamara	Orcutt JHS	II-6	\$67,702*	2024-25	Approval of Part-Time Contract, 40% and reduction in FTE
Ortiz, Patricia	District	Extra Duty	\$48/hr	2/1-2/29/24	Campus Connection/After School Teacher, 18 hrs
Pankratz, Ellen	Orcutt Academy HS	Hourly	\$30	2/5-2/27/24	Piano Accompanist, 6 hrs
Perez, Cecilia	District	Extra Duty	\$48/hr	2/1-2/29/24	Home & Hospital, 19 hrs
Phillips, Erica	Ralph Dunlap	VI-9	\$89,987*	2024-25	Job Share, 50%
Pickett, Jannah	Joe Nightingale	Stipend	\$1,233	2023-24	Track Coach
Richardson, Laura	Undetermined	II-1	\$57,411 \$7,500	2024-25	Approval of Probationary Contract Signing Bonus Paid Over 2 Years
Riezebos, Devin	District	Extra Duty	\$48/hr	2/1-2/29/24	Campus Connection/After School Teacher, 17 hrs
Salinas, Robert	Orcutt Academy HS	Stipend	\$1,233	2024-25	Football Assistant Coach
Salvesen, Kris	District	Hourly	\$30	2/1-2/29/24	ELPAC Proctor, 48.75 hrs
Schmidt, Shannon	Joe Nightingale	V-11	\$91,785*	2024-25	Approval of Temporary Contract, 50% Job Share

\*To be prorated



<b>NAME</b>	<b>SCHOOL</b>	<b>CLASS/STEP</b>	<b>SALARY</b>	<b>EFFECTIVE DATE</b>	<b>ACTION INFORMATION</b>
Shuffield, Jamie	District	Extra Duty	\$48/hr	2/2-2/27/24	Campus Connection/After School Teacher, 13.75 hrs
Smith, Joy	Undetermined	V-20	\$115,855 \$7,500	2024-25	Approval of Probationary Contract Signing Bonus Paid Over 2 Years
Snow, Cory	District	Extra Duty	\$48/hr	2/1-2/29/24	Home & Hospital, 19 hrs
Staal, Traci	Lakeview JHS	V-11	\$91,785 \$7,500	2024-25	Approval of Probationary Contract Signing Bonus Paid Over 2 Years
Stein, Megan	District	Extra Duty	\$48/hr	2/8-2/27/24	Foster Tutoring, 4.67 hrs
Thompson, Candace	District	Hourly	\$30	2/6-2/29/24	ELPAC Proctor, 57 hrs
Torres, Kiersten	District	Extra Duty	\$48/hr	2/14-2/29/24	Campus Connection/After School Teacher, 2.5 hrs
Uber, Cathryn	Orcutt JHS	VI-7	\$84,226	2024-25	Approval of Probationary Contract
Villanueva, Yvonne	District	Extra Duty	\$48/hr	2/1-2/29/24	Home & Hospital, 13 hrs
Voss, Caitlin	Ralph Dunlap	Stipend	\$1,233	2023-24	Track Coach
Wagonseller, Jeff	District	Hourly	\$50	1/31-2/28/24	CASM Mentor, 18.5 hrs
Willrodt, Kelsey	Undetermined	VI-5	\$78,836	2024-25	Approval of Temporary Contract
Wolcott, Atsuko	District	Hourly	\$30	2/8-2/26/24	Japanese Translator, 25 hrs
Wogahn, Alyssa	District	Extra Duty	\$48/hr	2/7-2/16/24	Foster Tutoring, 2 hrs
Zimmerman, Lauren	Ralph Dunlap	VI-14	\$106,207*	2024-25	Job Share, 50%

\*To be prorated

## Warrants

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

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

**Orcutt Union School District  
Board of Trustees  
Meeting Minutes  
March 13, 2024**

**CALL TO ORDER**

A meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, March 13, 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 Liz Phillips. It was moved by Melanie Waffle seconded by Mark Steller to adopt the March 13, 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 Liz Phillips seconded Mark Steller 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 6:35 p.m. Lisa Morinini reported that in Closed Session, the Board unanimously voted to initiate termination proceeding against a permanent certificated employee.

**SUPERINTENDENT'S REPORT**

OAHS ASB shared with the Board that they recently had an Awards Rally and that the school will hosting a Multi-Cultural Day at the end of March. Rodney Streeper, the Culinary Arts teacher, and some of his 7<sup>th</sup> and 8<sup>th</sup> grade students, gave an overview of the culinary arts programs, highlighting safety, culinary knowledge and skill, and personal and social responsibility. They also surprised the Board and meeting participants with homemade brownies for a special treat. Mary Andrade, Director of Fiscal Services, presented on all aspects of the Business Services Department, including financial reporting, payroll and benefits, and accounts payable. The Board celebrated and congratulated the OAHS Girls Soccer team for making it to the CIF finals and they gave kudos to Leslie Wagon seller, Executive Director of Technology & Education, for being ACSA Region 13 Technology Administrator of the Year award recipient.

**ITEMS FROM THE BOARD**

Shaun Henderson shared his excitement about OAHS and the various teams competing at the CIF playoff level and how every year OAHS steps up to the plate to compete. Mark Steller thanked the leadership team for modeling what great leadership looks like. Melanie Waffle thanked the OCAF team for the success of OCAF Gala and to capitalize on the momentum they have already begun to prepare for the Gala in 2025. Liz Phillips thanked Melanie Waffle and Shaun Henderson for all they did to support the OCAF Gala and stated that a great time was had by those who attended. She is also looking forward to participating in the Teaching Reading & Literacy in the Early Years Showcase that will be held on Friday, March 15 at Joe Nightingale Elementary School. Lisa Morinini is looking forward to having OAHS graduation at the new gym facility. She also stated that hard times are approaching economically, but we can persevere using our creative minds and our partnerships with the community.

**PUBLIC COMMENT**

Keli Zamudio, OEA Vice President, gave an OEA update and spoke about OEA scholarships available. Douglas Anderson, commented on the lack of awards at Patterson Elementary School. Annabell Trefflich commented on a policy change regarding AHC classes and how they affect OAHS credits.

**CONSENT AGENDA ITEMS**

- A. Classified Personnel Action Report
- B. Certificated Personnel Action Report
- C. Approval of February 14, 2024 Regular Board Meeting Minutes

- D. Approval of February 28, 2024 Special Board Meeting Minutes
- E. Approval of Warrants
- F. Orcutt Academy High School Multi Use Room Building Change Order #002 – Quincon, Inc
- G. Notice of Completion: Shade Structures at Alice Shaw, Joe Nightingale, Olga Reed, and Patterson Rd. Elementary School Sites
- H. OAHS Robotics Team Overnight Trip to the First Robotics Central Valley Regional Competition, March 2024
- I. Board Policy 0460 Local Control and Accountability Plan, for second reading
- J. Board Policy 0500 Accountability, for second reading
- K. Board Policy 0520 Intervention in Underperforming Schools, for second reading
- L. Board Policy 5116.2 Involuntary Student Transfers, for second reading
- M. Board Policy 5131.2 Bullying, for second reading
- N. Board Policy 5148.3 Preschool/Early Childhood Education, for second reading
- O. Board Policy 6142.8 Comprehensive Health Education, for second reading
- P. Board Policy 6146.1 High School Graduation Requirements, for second reading
- Q. Board Policy 6146.4 Differential Graduation and Competency Standards for Students with Disabilities, for second reading
- R. Board Policy 6170.1 Transitional Kindergarten, for second reading
- S. Board Policy 3400 Management of District Assets/Accounts, for second reading

Trustee Phillips requested to pull item B, Certificated Personnel Report, from the Consent Agenda items for a separate vote.

It was moved by Melanie Waffled seconded by Shaun Henderson and carried to approve consent agenda items A and C-S as submitted. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

It was moved by Liz Phillips seconded by Melanie Waffled and carried to approve the amended Certificated Personal Report, as submitted. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

**ACTION ITEMS**

**Acceptance of Donations**

- A. **From The Allison Family:** a donation of various sport balls and storage bags worth an estimated value of \$400 to Pine Grove Elementary School.

It was moved by Liz Phillips seconded by Mark Steller and carried to approve that the donation be accepted and that a letter of appreciation be sent to the donors. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

**Information Only**

Sandra Knight, Assistant Superintendent of Business Services, presented the Second Interim Report.

**Orcutt Union School District Second Interim Report 2023-2024**

It was moved by Mark Steller seconded by Shaun Henderson and carried to approve the Second Interim Report 2023-2024. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

**Resolution No. 9, Commit and Uncommit the General Fund Balance**

It is moved by Mark Steller seconded by Shaun Henderson and carried to adopt Resolution No. 9 Commit and uncommit the General Fund Balance, as submitted. Ayes: Morinini, Phillips, Waffle Steller, and Henderson.

**2022-2023 Audit Report**

It was moved by Shaun Henderson seconded by Liz Phillips and carried to approve the 2022-2023 Audit Report, as submitted. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

**2022-2023 Measure G Audit Report**

It is was moved by Shaun Henderson seconded by Mark Steller and carried to approve the 2022-2023-Measure G Audit Report, as submitted. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

**Cooperative Purchasing Agreement for an Electric School Bus**

It was moved by Melanie Waffle seconded by Liz Phillips and carried to approve the Cooperative Purchasing Agreement for the purchase of an Electric School Bus from Model 1 in the amount of \$399,936.08, as it is in the best interest of the District. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

**Pre-Authorization for the Purchase of District Vehicle for the Maintenance and Grounds Department**

It was moved by Liz Phillips seconded by Mark Steller and carried to approve the pre-authorization for the purchase of maintenance/grounds truck not to exceed \$55,000, as submitted. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

**Cooperative Purchasing Agreement for Playground Equipment at Pine Grove Elementary School**

It was moved by Shaun Henderson seconded by Mark Steller and carried to approve the Cooperative Purchasing Agreement for the purchase of playground equipment from Landscape Structures in the amount of \$106,266.83, as it is in the best interest of the District. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

**Extension of Wide Area Network (WAN) Services and Contract (ERATE)**

It is moved by Shaun Henderson seconded by Liz Phillips and carried to approve the one-year contract extension for Wide Area Network ERATE Services in the amount of \$115,532, as submitted. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

**Public Hearing**

A Public Hearing was held regarding the Orcutt Union School District Home to School Transportation Plan. There was no public comment made during the Public Hearing.

**Home to School Transportation Plan**

It is moved by Liz Phillips seconded by Mark Steller and carried to approve the Home to School Transportation Plan, as submitted. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

**GENERAL ANNOUNCEMENTS**

Unless otherwise noticed, the next regular Board Meeting is scheduled for April 17, 2024 beginning with Closed Session at 6:05 p.m., Open Session at approximately 6:30 p.m.in the District Office Board Room, 500 Dyer St., Orcutt, CA 93455.

**ADJOURN**

It was moved by Liz Phillips seconded by Mark Steller and carried to adjourn the meeting at 7:54 p.m. Ayes: Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

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Holly Edds, Ed.D. Board Secretary

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Liz Phillips, Clerk, Board of Trustees

**ORCUTT UNION SCHOOL DISTRICT  
BOARD OF TRUSTEES  
SPECIAL BOARD MEETING MINUTES  
March 19, 2024  
6:00 PM**

**CALL TO ORDER**

A Special Board meeting of the Board of Trustees of the Orcutt Union School District was held on Tuesday, March 19, 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 Melanie Waffle to adopt the March 19, 2024 agenda. Members Present, Morinini, Phillips, Waffle, Steller and Henderson. Administrators Present: Edds.

**PUBLIC COMMENTS**

None

**BOARD/SUPERINTENDENT GOVERNANCE RETREAT**

- Governance Handbook Protocol Review
- President's Expectations for the Year
- District Logo Discussion
- Check in on Superintendents Goals/Evaluation

**GENERAL ANNOUNCEMENTS**

Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, April 17, 2024, with Closed Session starting at 6:05 p.m., Public Session at approximately 6:30 p.m. in the District Office Board Room, 500 Dyer St., Orcutt, CA 93455.

**ADJOURN MEETING**

It was moved by Liz Phillips seconded by Mark Steller and carried to adjourn the meeting at 8:11 p.m. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

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Holly Edds, Ed.D., Board Secretary

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Liz Phillips, Clerk, Board of Trustees

# Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

District: \_\_\_\_\_

Name of person completing this form: \_\_\_\_\_

Title of person completing this form: \_\_\_\_\_

Please provide the date when this information will be reported publicly at the district governing board meeting:

Quarterly report submission date (check one):

April (January — March)

July (April — June)

October (July — September)

January (October — December)

General Subject Area	Total number of complaints	Number of complaints resolved	Number of complaints unresolved
Textbooks and Instructional Materials			
Teacher Misassignment or Vacancies			
Facilities Conditions			
<b>TOTALS</b>			

\_\_\_\_\_  
Signature of district superintendent

\_\_\_\_\_  
Date



This agreement made and entered into this 15<sup>th</sup> of March, 2024, between the Governing Board of the Orcutt Union School District (the District), of Santa Barbara, State of California, hereafter referred to as "District" and Eide Bailly, LLP, Certified Public Accountants, hereafter referred to as "Auditors".

We understand the services we are to provide the District for the years ended June 30, 2024, June 30, 2025, and June 30, 2026.

### **Annual Engagement Letter**

You have requested that we audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the District as of June 30, 2024, and for the year then ended, and the related notes to the financial statements, which collectively comprise the District's basic financial statements. In addition, we will audit the District's compliance over major federal award programs for the period ended June 30, 2024. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter.

Our audits will be conducted with the objectives of our expressing an opinion on each opinion unit and an opinion on compliance regarding the entity's major federal award programs. The objectives of our audit of the financial statements are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (GAAS), and in accordance with *Government Auditing Standards* and state or regulatory audit requirements will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

The objectives of our compliance audit are to obtain sufficient appropriate audit evidence to form an opinion and report at the level specified in the governmental audit requirement about whether the entity complied in all material respects with the applicable compliance requirements and identify audit and reporting requirements specified in the governmental audit requirement that are supplementary to GAAS and Government Auditing Standards, if any, and perform procedures to address those requirements.

Accounting principles generally accepted in the United States of America (U.S. GAAP), as promulgated by the Governmental Accounting Standards Board (GASB) require that certain information be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the GASB, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the required supplementary information (RSI) in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist primarily of inquiries of management regarding their methods of measurement and presentation and comparing



the information for consistency with management's responses to our inquiries. We will not express an opinion or provide any form of assurance on the RSI. The following RSI is required by accounting principles generally accepted in the United States of America. This RSI will be subjected to certain limited procedures but will not be audited:

1. Management's Discussion and Analysis
2. Budgetary Comparison Schedule – General Fund (and all major Special Revenue Fund, if applicable)
3. Schedule of Changes in the District's Total OPEB Liability and Related Ratios
4. Schedule of the District's Proportionate Share of the Net OPEB Liability – MPP Program
5. Schedule of the District's Proportionate Share of the Net Pension Liability
6. Schedule of the District's Pension Contributions
7. Notes to Required Supplementary Information

Supplementary information other than RSI will accompany the District's basic financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the supplementary information to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on the following supplementary information in relation to the financial statements as a whole:

1. Schedule of Expenditures of Federal Awards
2. Reconciliation of Annual Financial and Budget Report with Audited Financial Statements
3. Schedule of Financial Trends and Analysis
4. Other state schedules such as Average Daily Attendance, organizational structure, and instructional time.
5. Combining Balance Sheet – Non-Major Governmental Funds
6. Combining Statement of Revenues, Expenditures, and Changes in Fund Balances – Non-Major Governmental Funds
7. Notes to Supplementary Information

### **Schedule of Expenditures of Federal Awards**

We will subject the schedule of expenditures of federal awards to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the schedule to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on whether the schedule of expenditures of federal awards is presented fairly in all material respects in relation to the financial statements as a whole.

### **Data Collection Form**

Prior to the completion of our engagement, we will complete the sections of the Data Collection Form that are our responsibility. The form will summarize our audit findings, amounts and conclusions. It is management's responsibility to submit a reporting package including financial statements, schedule of expenditure of federal awards, summary schedule of prior audit findings and corrective action plan along with the Data Collection Form to the federal audit clearinghouse. The financial reporting package must be text searchable, unencrypted, and

unlocked. Otherwise, the reporting package will not be accepted by the federal audit clearinghouse. We will assist you in the electronic submission and certification. You may request from us copies of our report for you to include with the reporting package submitted to pass-through entities.

The Data Collection Form is required to be submitted within the *earlier* of 30 days after receipt of our auditors' reports or nine months after the end of the audit period, unless specifically waived by a federal cognizant or oversight agency for audits. Data Collection Forms submitted untimely are one of the factors in assessing programs at a higher risk.

### **Audit of the Financial Statements**

We will conduct our audits in accordance with GAAS, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America; the audit requirements of Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and in accordance with any state or regulatory audit requirements. As part of an audit of financial statements in accordance with GAAS and in accordance with *Government Auditing Standards*, Uniform Guidance and/or any state or regulatory audit requirements, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements or noncompliance may not be detected exists, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards* of the Comptroller General of the United States of America and/or state or regulatory audit requirements.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any other periods.

We will issue a written report upon completion of our audit of the District's basic financial statements. Our report will be addressed to the governing body of the District. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add an emphasis-of-matter or other-matter

paragraph(s), to our auditor's report, or if necessary, withdraw from the engagement. If our opinions on the basic financial statements are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

In accordance with the requirements of *Government Auditing Standards*, we will also issue a written report describing the scope of our testing over internal control over financial reporting and over compliance with laws, regulations, and provisions of grants and contracts, including the results of that testing. However, providing an opinion on internal control and compliance over financial reporting will not be an objective of the audit and, therefore, no such opinion will be expressed.

### **Annual Report – Form and Content, Delivery**

The form and content of the annual audit shall be in conformity, to the extent practicable, with such form and content as may be prescribed by the State of California under Section 41020 of the *Education Code*, including the required compliance audit provisions of the Uniform Guidance, *Audits of State of Local Governments*, issued by the U.S. Office of Management and Budget, as issued pursuant to the Single Audit Act Amendments of 1996 and Title 2 U.S. CFR Part 200, *Uniform Administrative Requirements, Costs Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

The audit shall be completed and the audit report shall be delivered in accordance with time requirements as specified in the current *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by Educational Audit Appeals Panel, unless delayed by circumstances beyond the control of the Auditors.

### **Audit of Major Program Compliance**

Our audit of the District's major federal award program(s) compliance will be conducted in accordance with the requirements of the Single Audit Act, as amended; and the Uniform Guidance and will include tests of accounting records, a determination of major programs in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express such an opinion on major federal award program compliance and to render the required reports. We cannot provide assurance that an unmodified opinion on compliance will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or withdraw from the engagement.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the material noncompliance with applicable laws and regulations, the provisions of contracts and grant agreements applicable to major federal award programs, and the applicable compliance requirements occurred, whether due to fraud or error, and express an opinion on the entity's compliance based on the audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the entity's compliance with the requirements of the federal programs as a whole.

As part of a compliance audit in accordance with GAAS, *Government Auditing Standards*, and state or regulatory audit requirements, we exercise professional judgment and maintain professional skepticism throughout the audit. We also identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks.

Our procedures will consist of determining major federal programs and performing the applicable procedures described in the U.S. Office of Management and Budget *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs, and performing such other procedures as we considers necessary in the circumstances. The purpose of those procedures will be to express an opinion on the District's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Also, as required by the Uniform Guidance, we will obtain an understanding of the District's internal control over compliance relevant to the audit in order to design and perform tests of controls to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each of the District's major federal award programs. Our tests will be less in scope than would be necessary to render an opinion on these controls and, accordingly, no opinion will be expressed in our report. However, we will communicate to you, regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we have identified during the audit.

We will issue a report on compliance that will include an opinion or disclaimer of opinion regarding the District's major federal award programs, and a report on internal controls over compliance that will report any significant deficiencies and material weaknesses identified; however, such report will not express an opinion on internal control.

### **Management Responsibilities**

Our audit will be conducted on the basis that management and, when appropriate, those charged with governance, acknowledge and understand that they have responsibility:

1. For the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America;
2. For the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error;
3. For identifying, in its accounts, all federal awards received and expended during the period and the federal programs under which they were received;
4. For maintaining records that adequately identify the source and application of funds for federally funded activities;
5. For preparing the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the Uniform Guidance;
6. For designing, implementing, and maintaining effective of internal control over federal awards that provides reasonable assurance that the entity is managing federal awards in compliance with federal statutes, regulations, and the terms and conditions of the federal awards;
7. For identifying and ensuring that the entity complies with federal laws, statutes, regulations, rules, provisions of contracts or grant agreements, and the terms and conditions of federal award programs and implementing systems designed to achieve compliance with applicable federal statutes, regulations, and the terms and conditions of federal award programs;

8. For disclosing accurately, currently, and completely, the financial results of each federal award in accordance with the requirements of the award;
9. For identifying and providing report copies of previous audits, attestation engagements, or other studies that directly relate to the objectives of the audit, including whether related recommendations have been implemented;
10. For taking prompt action when instances of noncompliance are identified;
11. For addressing the findings and recommendations of auditors, for establishing and maintaining a process to track the status of such findings and recommendations and taking corrective action on reported audit findings from prior periods and preparing a summary schedule of prior audit findings;
12. For following up and taking corrective action on current year audit findings and preparing a corrective action plan for such findings;
13. For submitting the reporting package and data collection form to the appropriate parties;
14. For making the auditor aware of any significant contractor relationships where the contractor is responsible for program compliance;
15. To provide us with:
  - a. Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements including disclosures, and relevant to federal award programs, such as records, documentation, and other matters;
  - b. Additional information that we may request from management for the purpose of the audit; and
  - c. Unrestricted access to persons within the entity and others from whom we determine it necessary to obtain audit evidence.
16. For adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the current period under audit are immaterial, both individually and in the aggregate, to the financial statements as a whole;
17. For acceptance of nonattest services, including identifying the proper party to oversee nonattest work;
18. For maintaining adequate records, selecting and applying accounting principles, and safeguarding assets;
19. For informing us of any known or suspected fraud affecting the entity involving management, employees with significant role in internal control and others where fraud could have a material effect on compliance;
20. For the accuracy and completeness of all information provided;
21. For taking reasonable measures to safeguard protected personally identifiable and other sensitive information; and
22. For confirming your understanding of your responsibilities as defined in this letter to us in your management representation letter.

With regard to the schedule of expenditures of federal awards referred to above, you acknowledge and understand your responsibility (a) for the preparation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance, (b) to provide us with the appropriate written representations regarding the schedule of expenditures of federal awards, (c) to include our report on the schedule of expenditures of federal awards in any document that contains the schedule of expenditures of federal awards and that indicates that we have reported on such schedule, and (d) to present the schedule of expenditures of federal awards with the audited financial statements, or if the schedule will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the schedule of expenditures of federal awards no later than the date of issuance by you of the schedule and our report thereon.

With regard to the supplementary information referred to above, you acknowledge and understand your responsibility (a) for the preparation of the supplementary information in accordance with the applicable criteria, (b) to provide us with the appropriate written representations regarding supplementary information, (c)

to include our report on the supplementary information in any document that contains the supplementary information and that indicates that we have reported on such supplementary information, and (d) to present the supplementary information with the audited financial statements, or if the supplementary information will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance by you of the supplementary information and our report thereon.

As part of our audit process, we will request from management and, when appropriate, those charged with governance, written confirmation concerning representations made to us in connection with the audit.

We understand that your employees will prepare all confirmations we request and will locate any documents or invoices selected by us for testing.

If you intend to publish or otherwise reproduce the financial statements and make reference to our firm, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

### **Nonattest Services**

With respect to any nonattest services we perform, we agree to perform the following:

- Prepare or assist with preparing financial statements in conformity with U.S. generally accepted accounting principles based on information provided by you.
- Prepare or assist with preparing the Schedule of Expenditures of Federal Awards.
- Complete the auditee's portion of the Data Collection Form.
- Propose conversion entries and roll forward schedules to be reviewed and approved by management which include debt service roll forward schedule and lease schedules.

We will not assume management responsibilities on behalf of the District. The District's management understands and agrees that any advice or recommendation we may provide in connection with our audit engagement are solely to assist management in performing its responsibilities.

The District's management is responsible for (a) making all management decisions and performing all management functions; (b) assigning a competent individual to oversee the services; (c) evaluating the adequacy of the services performed; (d) evaluating and accepting responsibility for the results of the services performed; and (e) establishing and maintaining internal controls, including monitoring ongoing activities.

Our responsibilities and limitations of the nonattest services are as follows:

- We will perform the services in accordance with applicable professional standards.
- The nonattest services are limited to the services previously outlined above. Our firm, in its sole professional judgment, reserves the right to refuse to do any procedure or take any action that could be construed as making management decisions or assuming management responsibilities.

### **Fees and Timing**

Alicia Herrera is the engagement partner for the audit services specified in this letter. The engagement partner's responsibilities include supervising services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report.

Our fees are based on the amount of time required at various levels of responsibility, plus actual out-of-pocket expenses, administrative charges and a technology fee. Invoices are payable upon presentation. We estimate that our fee for the audit will be between \$44,000 for the year ending June 30, 2024; \$47,100 for the year ending June 30, 2025; and \$50,300 for the year ending June 30, 2026.

The final installment will represent the 10% withheld amount pursuant to *Education Code* 14505 and will be presented for payment upon certification by the Controller that the audit report conforms to the reporting provisions of the Audit Guide. All billings for additional audit fees or services will be billed as these services are provided. In accordance with *Education Code* Section 14505 (b), the District shall withhold 50% of the audit fee for any subsequent year of a multi-year contract if the prior year's audit report was not certified as conforming to reporting provisions of the Audit Guide. This contract shall be null and void if a firm or individual is declared ineligible pursuant to subdivision (c) of Section 41020.5. The withheld amount shall not be payable unless payment is ordered by the State Board of Accountancy or the audit report for that subsequent year is certified by the Controller as conforming to reporting provisions of the Audit Guide.

The ability to perform and complete our engagement consistent with the estimated fee included above depends upon the quality of your underlying accounting records and the timeliness of your personnel in providing information and responding to our requests. To assist with this process, we will provide you with an itemized request list that identifies the information you will need to prepare and provide in preparation for our engagement, as well as the requested delivery date for those items. A lack of preparation, including not providing this information in an accurate and timely manner, unanticipated audit adjustments, and/or untimely assistance by your personnel may result in an increase in our fees and/or a delay in the completion of our engagement.

We may be requested to make certain audit documentation available to outside parties, including regulators, pursuant to authority provided by law or regulation or applicable professional standards. If requested, access to such audit documentation will be provided under the supervision of Eide Bailly LLP's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the outside party, who may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies. We will be compensated for any time and expenses, including time and expenses of legal counsel, we may incur in making such audit documentation available or in conducting or responding to discovery requests or participating as a witness or otherwise in any legal, regulatory, or other proceedings as a result of our Firm's performance of these services. You and your attorney will receive, if lawful, a copy of every subpoena we are asked to respond to on your behalf and will have the ability to control the extent of the discovery process to control the costs you may incur.

Should our relationship terminate before our audit procedures are completed and a report issued, you will be billed for services to the date of termination. All bills are payable upon receipt.

A service charge of 1% per month, which is an annual rate of 12%, will be added to all accounts unpaid 30 days after billing date. If collection action is necessary, expenses and reasonable attorney's fees will be added to the amount due.

### **Other Matters**

During the course of the engagement, we will only provide confidential engagement documentation to you via Eide Bailly's secure portal or other secure methods, and request that you use the same or similar tools in providing information to us. Should you choose not to utilize secure communication applications, you acknowledge that such communication contains a risk of the information being made available to unintended

third parties. Similarly, we may communicate with you or your personnel via e-mail or other electronic methods, and you acknowledge that communication in those mediums contains a risk of misdirected or intercepted communications.

Should you provide us with remote access to your information technology environment, including but not limited to your financial reporting system, you agree to (1) assign unique usernames and passwords for use by our personnel in accessing the system and to provide this information in a secure manner; (2) limit access to "read only" to prevent any unintentional deletion or alteration of your data; (3) limit access to the areas of your technology environment necessary to perform the procedures agreed upon; and (4) disable all usernames and passwords provided to us upon the completion of procedures for which access was provided. We agree to only access your technology environment to the extent necessary to perform the identified procedures.

Regarding the electronic dissemination of audited financial statements, including financial statements published electronically on your website or elsewhere, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

Professional standards prohibit us from being the sole host and/or the sole storage for your financial and non-financial data. As such, it is your responsibility to maintain your original data and records and we cannot be responsible to maintain such original information. By signing this engagement letter, you affirm that you have all the data and records required to make your books and records complete.

We may use third party service providers and/or affiliated entities (including Eide Bailly Shared Services Private Limited) (collectively, "service providers") in order to facilitate delivering our services to you. Our use of service providers may require access to client information by the service provider. We will take reasonable precautions to determine that they have the appropriate procedures in place to prevent the unauthorized release of confidential information to others. We will remain responsible for the confidentiality of client information accessed by such service provider and any work performed by such service provider. You acknowledge that your information may be disclosed to such service providers, including those outside the United States.

We agree to retain our audit documentation or work papers for a period of at least eight years from the date of our report.

Further, we will be available during the year to consult with you on financial management and accounting matters of a routine nature.

Neither of us may use or disclose the other's confidential information for any purpose except as permitted under this engagement letter or as otherwise necessary for Eide Bailly to provide the services. Your confidential information is defined as any information you provide to us that is not available to the public. Eide Bailly's confidential information includes our audit documentation for this engagement. Our audit documentation shall at all times remain the property of Eide Bailly LLP. The confidentiality obligations described in this paragraph shall supersede and replace any and all prior confidentiality and/or nondisclosure agreements (NDAs) between us.

You agree to share all facts that may affect your financial statements, even if you first become aware of those facts after the date of the auditor's report but before the date your financial statements are issued.



At the conclusion of our audit engagement, we will communicate to management and the governing board the following significant findings from the audit:

- Our view about the qualitative aspects of the District's significant accounting practices;
- Significant difficulties, if any, encountered during the audit;
- Uncorrected misstatements, other than those we believe are trivial, if any;
- Disagreements with management, if any;
- Other findings or issues, if any, arising from the audit that are, in our professional judgment, significant and relevant to those charged with governance regarding their oversight of the financial reporting process;
- Material, corrected misstatements that were brought to the attention of management as a result of our audit procedures;
- Representations we requested from management;
- Management's consultations with other accountants, if any; and
- Significant issues, if any, arising from the audit that were discussed, or the subject of correspondence, with management.

*Government Auditing Standards* require that we provide, upon request, a copy of our most recent external peer review report and any subsequent review reports to the party contracting for the audit. Accordingly, we will provide a copy of our most recent peer review report at your request.

Eide Bailly LLP is a member of HLB International, a worldwide organization of accounting firms and business advisors, ("HLB"). Each member firm of HLB, including Eide Bailly LLP is a separate and independent legal entity and is not owned or controlled by any other member of HLB. Each member firm of HLB is solely responsible for its own acts and omissions and no other member assumes any liability for such acts or omissions. Neither Eide Bailly LLP, nor any of its affiliates, are responsible or liable for any acts or omission of HLB or any other member firm of HLB and hereby specifically disclaim any and all responsibility, even if Eide Bailly LLP, or any of its affiliates are aware of such acts or omissions of another member of HLB.

Eide Bailly LLP formed The Eide Bailly Alliance Network, a network for small to mid-sized CPA firms across the nation. Each member firm of The Eide Bailly Alliance, including Eide Bailly LLP, is a separate and independent legal entity and is not owned or controlled by any other member of The Eide Bailly Alliance. Each member firm of The Eide Bailly Alliance is solely responsible for its own acts and omissions and no other member assumes any liability for such acts or omissions. Neither Eide Bailly LLP, nor any of its affiliates, are responsible or liable for any acts or omission of The Eide Bailly Alliance or any other member firm of The Eide Bailly Alliance and hereby specifically disclaim any and all responsibility, even if Eide Bailly LLP, or any of its affiliates are aware of such acts or omissions of another member of The Eide Bailly Alliance.

Eide Bailly, LLP has owners that are not licensed as certified public accountants as permitted under Section 5079 of the California Business Code. It is not anticipated that any of the non-licensee owners will be performing services for the District.

## **MEDIATION**

Any disagreement, controversy or claim arising out of or related to any aspect of our services or relationship with you (hereafter a "Dispute") shall, as a precondition to litigation in court, first be submitted to mediation. In mediation, the parties attempt to reach an amicable resolution of the Dispute with the aid of an impartial mediator. Mediation shall begin by service of a written demand. The mediator will be selected by mutual agreement. If we cannot agree on a mediator, one shall be designated by the American Arbitration Association ("AAA"). Mediation shall be conducted with the parties in person in Rancho Cucamonga, California. Each party

will bear its own costs in the mediation. The fees and expenses of the mediator will be shared equally by the parties. Neither party may commence a lawsuit until the mediator declares an impasse.

#### **LIMITED INDEMNITY**

Eide Bailly LLP and its partners, affiliates, officers and employees (collectively "Eide Bailly") shall not be responsible for any misstatements in your financial statements that we may fail to detect as a result of misrepresentations or concealment of information by any of your owners, directors, officers or employees. You shall indemnify and hold Eide Bailly harmless from any claims, losses, settlements, judgments, awards, damages and attorneys' fees arising from any such misstatement or concealment of information.

If through no fault of Eide Bailly we are named as a party to a dispute between you and a third party, you shall indemnify and hold Eide Bailly harmless against any losses, damages, settlements, judgments, awards, and the costs of litigation (including attorneys' fees) we incur in connection with the dispute.

Eide Bailly shall not be entitled to indemnification under this agreement unless the services were performed in accordance with professional standards in all material respects.

#### **LIMITATION OF LIABILITY**

The exclusive remedy available to you for any alleged loss or damages arising from or related to Eide Bailly's services or relationship with you shall be the right to pursue claims for actual damages that are directly caused by Eide Bailly's breach of this agreement or Eide Bailly's violation of applicable professional standards. In no event shall Eide Bailly's aggregate liability to you exceed two times fees paid under this agreement, nor shall Eide Bailly ever be liable to you for incidental, consequential, punitive or exemplary damages, or attorneys' fees.

#### **TIME LIMITATION**

You may not bring any legal proceeding against Eide Bailly unless it is commenced within twenty-four (24) months ("Limitation Period") after the date when we delivered our report, return, or other deliverable under this agreement to you, regardless of whether we do other services for you or that may relate to the audit. The Limitation Period applies and begins to run even if you have not suffered any damage or loss, or have not become aware of a possible Dispute.

#### **GOVERNING LAW AND VENUE**

Any Dispute between us, including any Dispute related to the engagement contemplated by this agreement, shall be governed by California law. Any unresolved Dispute shall be submitted to a federal or state court located in San Bernardino, California.

#### **ASSIGNMENTS PROHIBITED**

You shall not assign, sell, barter or transfer any legal rights, causes of actions, claims or Disputes you may have against Eide Bailly to any person.

Please sign and return the attached copy of this letter to indicate your acknowledgment of, and agreement with, the arrangements for our audit of the financial statements including our respective responsibilities.

We appreciate the opportunity to be your certified public accountants and look forward to working with you and your staff.

Respectfully,



Alicia Herrera  
Partner-Elect

\*\*\*\*\*

RESPONSE:

This letter correctly sets forth our understanding.

Acknowledged and agreed on behalf of Orcutt Union School District by:

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_



## EDUCATIONAL SERVICES MEMORANDUM

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

**FROM:** Joe Dana  
Assistant Superintendent, Educational Services

**BOARD MEETING DATE:** April 17, 2024

**BOARD AGENDA ITEM:** Junior High School Choir Trip to Disney's California Adventure

**BACKGROUND:** OUSD music teacher Kristen Riley is requesting that her junior high school choir, the Orcutt Singers, take an extended-day trip to Disney's California Adventure in Anaheim on Sunday, June 2, 2024. The purpose of the trip is to attend a special arts workshop on immersive storytelling through music. The trip also will serve as a culminating activity for the choir.

The choir will depart from Lakeview Junior High School at 5:00 a.m. and return late that evening. Transportation will be provided by a charter bus.

The expense of the trip will be paid out of funds raised by the students with parents making a payment as well. No student will be denied participation due to the cost.

**RECOMMENDATION:** Staff recommends that the Orcutt Singers' trip to Disney's California Adventure on Sunday, June 2, 2024, be approved as submitted.

**FUNDING:** No impact.

# Orcutt Union School District Field Trip Information Form



PLEASE RESERVE FIELD TRIPS AT LEAST ONE MONTH IN ADVANCE

1. Date of Trip 6/2
2. Destination Disney California Adventure (Arts workshop)  
Telephone # (714) 520-7053 Fax # \_\_\_\_\_
3. Requested Donation per Student (if any) \$40

## TRANSPORTATION

1. Time of Departure 5AM Return Time 12AM
2. Employees Going on the Trip Kristen Riley, Miranda Elkin
3. # Students 17 #Chaperones ON THE BUS \_\_\_\_\_ Student/Staff Ratio on Trip 9:1
4. OUSD Bus \_\_\_\_\_ Walking \_\_\_\_\_ Private Car(s)  Other Bus Source \_\_\_\_\_
5. Other Stops Requested \_\_\_\_\_
6. Purpose of Trip Arts workshop (Immersive Storytelling)
7. Curriculum Connection (list standards if possible) Performing - Anchor Standard 5 - Refine artistic techniques
8. Pick up Location Lakeview Junior High
9. Sack Lunches or Supplies/Additional Clothing Needed? money for meals; Comfortable clothes
10. Account to be Charged OJH + LJH Choir

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

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

KR 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.)

KR 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 Kristen Riley Date 2/13/2024

Principal Approval [Signature] Date 2/14/2024

Copy sent to: Health Services \_\_\_\_\_ Child Nutrition \_\_\_\_\_

### Disney Imagination Campus in the Parks Behavior Contract

I, \_\_\_\_\_ 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 towards all parents, teacher, chaperones, drivers, and Disney staff while on the trip
- Remain in my seat and follow the drivers directions
- Will participate willingly in the Disney workshop and try the best of my ability
- Will stay with my chaperone at all times and adhere to the rules told me
- Respect all Disney California Adventure guidelines and regulations
- Stay in the park with my group. Students may not exit the park until it's time to head home.
- Adhere to all check-ins with chaperones and teachers.
- Will follow school dress code

**~ Any drugs, alcohol, nicotine, and excessive caffeine or energy drinks are prohibited.**

**~ Over- the counter and prescriptions must be listed on medical forms and signed by a Parent/guardian and physician, and turned into 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 doesn't 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 Cell Phone# \_\_\_\_\_

Student Signature: \_\_\_\_\_

Student printed name \_\_\_\_\_

Parent Signature \_\_\_\_\_

Parent Printed Name \_\_\_\_\_

Parent Cell Phone# \_\_\_\_\_

## OJH and LJH Choir Disney Workshop Field Trip Permission Slip

The Orcutt Junior High and Lakeview Junior choirs will be taking our annual Music in the Parks trip June 2, 2024. This trip will be a one day trip.

- Requested Fee: \$40 deposit to hold their spot and \$215 for the total cost of the trip including transportation, workshop, and park ticket. Please note this does not include the cost of food.
- 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 choir, 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 March 1st	\$40 Deposit to hold your spot Please bring cash
Due by March 27th	- \$175 for the rest of the trip Check made payable to Orcutt Junior High Choir or Lakeview Junior High Choir
Trip Dates	Sunday, June 2nd- June 2nd
Disney California Adventure	1313 S. Harbor Blvd. Anaheim, CA 92802
Park Location	Disney California Adventure
Due February 21st	- Behavior Contract and Permission Slip - Medical forms (signed whether medication is needed or not)
Due May 1st	All prescribed medication needed for the trip must be properly labeled and turned into the district nurse no later than Wednesday, May 1st

I give permission for \_\_\_\_\_ To participate in this field trip.  
( student name)

Emergency Contact Name \_\_\_\_\_ phone: \_\_\_\_\_

Will your student require medication on the trip? Circle yes or 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 May 1st.  
 \_\_\_\_\_ Remaining \$175 for the trip is due by Wednesday, March 27th

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Orcutt Singers Disney California Adventure Field trip information

### Disney Imagination Campus: Immersive Storytelling

Kristen Riley~kriley@orcutt-schools.net~805.698.7734



Dear Parents and Guardians,



I'm excited to announce that the Orcutt Singers will have the unique opportunity to go to Disney's California Adventure to ride the amazing rides, and also experience an Immersive Storytelling Workshop. As the choir had a wonderful experience at Disney last year in one of the workshops, I would like to keep the tradition going. Disney Imagineers will help the students explore how to engage all 5 senses in order to bring a story to life. Through this hour and a half workshop, they'll discover how live performances, creative arts, and even culinary arts all work together to bring stories to life. We need a 15 student minimum to make this happen. Please RSVP by February, 14th, 2024.

#### When is it?

The trip will be June 2nd. Parents and families are more than welcome to join us and drive separately. I am looking for more chaperones for the trip. Drop off is Sunday, June 2nd between 4:30 and 4:45 am at the choir room. Pick up is June 2nd just before midnight. Text updates will go out once we leave.

#### Transportation?

Four parents have offered to chaperone and drive their own vehicles. If you wish to drive your own child, that is an option as well.

**Cost? \$40 deposit is required in cash when you sign up.**

This goes towards your total and holds your spot. **This is due by 2/14/2024.**

**Total cost not including food is \$215. Here's the breakdown.**

**Single Park California Adventure ticket \$150**

**Parking and Gas \$25**

**Immersive Storytelling Workshop \$40**

**Food: Students are responsible for purchasing their own meals. Average meal is \$18**



**Fundraising?** A google form will go out where you may indicate how you wish to pay for the trip.

We do have fundraisers planned so the students can earn their way to Disney's California Adventure.

**When is the money due? March 27, 2024**

**Payment plan: yes or no?**

**Fundraising: yes or no?**

**Both making payments and fundraising? Yes or no?**





**ORCUTT UNION SCHOOL DISTRICT**  
**REQUEST FOR ACCEPTANCE OF GIFT**

**SCHOOL:** Pine Grove Date: 3.13.24

**DONOR:** Name: Mission Wealth Management, LP  
Address: 111 Chapala St. Ste 300  
Phone No. Santa Barbara, CA 93101

**GIFT:** Item Donated - or Cash Donation \$300  
(Fill in if money is donated)  
Designated for: classroom supplies  
General Description: -  
Model No.: - Condition:  New  Used  
Value (estimated): \$300  
Purpose of Gift: To purchase classroom supplies as needed  
Will gift be purchased through Business Services Office?  Yes  No  
Donor Conditions of Acceptance: \_\_\_\_\_

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

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

Acceptance Requested By (OUSD Staff Member): [Signature]

Acceptance Approved By (Administrator): [Signature]

RECOMMENDATIONS: Principal or District Representative \_\_\_\_\_

BOARD ACTION: Date Accepted: \_\_\_\_\_ Date Denied: \_\_\_\_\_

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



## SUPERINTENDENT'S MEMORANDUM

TO: Board of Trustees

FROM: Holly Edds, Ed.D  
Superintendent

BOARD MEETING DATE: April 17, 2024

BOARD AGENDA ITEM: Revision to Board Bylaw 9320 - Meetings and Notices

BACKGROUND: Board Bylaw 9320 Meetings and Notices us updated to reflect New Law (AB 2449, 2002 which:

- 1.) requires Boards to maintain and implement a procedure for receiving and resolving requests for reasonable accommodations for individuals with disabilities and to resolve and doubt in favor of accessibility.
- 2.) add procedures for "Teleconferencing During a Personal Emergency" and Teleconferencing for Just Cause".

Board Bylaw 9320 was also updated to reflect New Law (AB 2647,2022) which provides a procedure for complying with the Brown Act when distributing materials to the Board less than 72 hours before a regular meeting and outside of regular business hours.

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

FUNDING: N/A

**Board Bylaws**  
**MEETING AND NOTICES**

**BB 9320 (a)**

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

A Board meeting exists whenever a majority of Board members gather at the same time and location, **including teleconference location as permitted by Government Code 54953**, to hear, discuss, or deliberate or take action upon any item within the subject matter jurisdiction of the Board ~~or district~~. (Government Code 54952.2)

**In accordance with law and as specified in Board Bylaw 9012 - Board Member Electronic Communications**, a majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, including social media and other electronic communications, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. **(Government Code 54952.2)**

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

**In order to help ensure the participation of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. Any doubt about a request for accommodation shall be resolved in favor of accessibility. Notice of the procedure for receiving and resolving such requests for accommodation shall be given in each instance in which notice of the time of a meeting is otherwise given or the agenda for the meeting is otherwise posted. (Government Code 54953, 54953.2, 54954.1, 54954.2)**

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

**Regular Meetings**

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

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

**Consistent with Government Code 54957.5 and Board Bylaw 9322 - Agenda/Meeting Materials**

whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose. **The records shall be posted on the district website at the time the materials are distributed to all or a majority of the Board if distributed outside of business hours.** ~~or on the district web site, consistent with Government Code 54957.5, at the time the materials are distributed to all or a majority of the Board. (Government Code 54957.5)~~

### Special Meetings

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members **on any topic within the subject matter jurisdiction of the Board unless otherwise prohibited by law or as specified in BB 9323.2 - Actions by the Board. (Government Code 54956)** However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the Superintendent assistant superintendent, or other management employee as described in Government Code 3511.11 (Government Code 54956)

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

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

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

### Emergency Meetings

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

The Board may meet in closed session during emergency meetings so long as two-thirds of the members present at the meeting agree or, if less than two-thirds of the members are present, by unanimous vote of the members present. (Government Code 54956.5)

The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

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

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

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

An emergency situation means either of the following:

1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board (Government Code 54956.5)
2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist activity, or threatened terrorist act that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board (Government Code 54956.5)

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

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

#### Adjourned/Continued Meetings

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

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

## Study Sessions, Retreats, Public Forums, and Discussion Meetings

The Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public. The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships. **Any such meeting, regardless of title or topic, shall be held as a regular or special meeting, as appropriate, and shall comply with all other requirements for regular or special meetings. (Government Code 54956)**

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

## Other Gatherings

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

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

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

## Location of Meetings

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

**Unless the Board is holding a teleconference meeting during a proclaimed state of emergency, meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)**

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party
2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property
3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law
4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district
5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction
6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility
7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs
8. Attend conferences on nonadversarial collective bargaining techniques
9. Interview residents of another district regarding the Board's potential employment of an applicant for Superintendent of the district
10. Interview a potential employee from another district

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

All meetings, regardless of location, shall comply with the applicable notice and open meeting requirements. Additionally, no such meeting may be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135, which is inaccessible to individuals with disabilities, or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

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

#### Traditional Teleconferencing

A Board member may participate in any meeting by teleconference, which includes both audio or video/audio so long as the following conditions are met: (Government Code 54953)

1. All votes taken during the meeting are by rollcall

2. The meeting is conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency
3. The location of the Board member participating by teleconference is open and accessible to the public during the meeting, except during closed session, such that members of the public may observe in person the Board member participating by teleconference, may hear/listen to the meeting to the same extent as the Board member participating by teleconference, and may make public comment during the same portion of the agenda as others members of the public from the same location as the Board member participating by teleconference
4. The location of the Board member participating by teleconference is noted in the agenda and the agenda is posted at the location of the Board member participating by teleconference in advance of the meeting as statutorily required based on the type of meeting
5. At least a quorum of the members is within the district boundaries.

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

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

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

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

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

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

~~All teleconference locations shall be accessible to the public and the public shall have the right to address the Board directly at each teleconference location. Additional teleconference locations may be provided to the public. (Government Code 54953)~~

Teleconferencing by **Individual Board Member Due to Just Cause** for "Just Cause"

Until January 1, 2026, when there is "just cause" preventing a Board member from attending a Board meeting in person, that Board member may participate in that meeting by teleconference without: (Government Code 54953)

1. Including the location of the Board member participating by teleconference in the agenda
2. Making the location of the Board member participating by teleconference open and accessible to the public



### 3. Posting the agenda at the location of the Board member participating by teleconference

~~A Board member may be permitted to appear remotely, pursuant to the provisions below, for just cause for no more than two meetings per calendar year. A Board member appearing for just cause shall notify the Board at the earliest possible opportunity of the need to participate in the meeting remotely, including at the start of a regular meeting. (Government Code 54953)~~ A Board member needing to participate by teleconference for just cause shall notify the Board at the earliest possible opportunity, including at the start of a regular meeting, of the need to do so and include a general description of the circumstances relating to the need to appear by teleconference at the given meeting. (Government Code 54953)

For the Board member to participate by teleconference under this section, all of the following are required: (Government Code 54953)

1. All votes taken during the meeting are by rollcall
2. At least a quorum of the Board participates in person from a singular physical location clearly identified on the agenda
3. The Board member participating by teleconference utilizes both audio and visual technology to participate in the meeting
4. The Board member participating by teleconference publicly discloses, before any action is taken, whether any individual 18 years of age or older is present at the Board member's location and the general nature of the member's relationship with each such individual
5. The public is able to access the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with real-time public comment being allowed via the platform or service, in addition to public comment being available in person

The platform or service may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the district

6. The agenda for the meeting includes information describing how members of the public can access the platform or service

If the platform or service is disrupted such that the public cannot access the meeting or give real-time public comment, the meeting may continue but the Board may not take action on any agenda item until the disruption is resolved. (Government Code 54953)

A Board member shall be permitted to participate by teleconference for just cause for no more than two meetings per calendar year. (Government Code 54953)

For purposes of this section, *Just Cause* may exist for any of the following: (Government Code 54953)

1. A childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires a Board member to participate remotely

2. A contagious illness prevents a Board member from attending in person
3. A Board member has a need related to a physical or mental disability not otherwise reasonably accommodated
4. A Board member is traveling while on official business of the Board or another state or local agency

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

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

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

~~If a disruption prevents broadcasting the meeting to members of the public using the call-in option or internet-based service option, or a disruption that is within the Board's control prevents members of the public from offering public comments using the call-in option or internet-based service option, the Board shall not take action on agenda items until public access to the meeting is restored. (Government Code 54953)~~

#### **Teleconferencing by Individual Board Member Due to Emergency Circumstances**

Until January 1, 2026, when a physical or family medical emergency would prevent a Board member from attending a Board meeting in person, that Board member may request to participate in such meeting by teleconference. The Board member requesting to appear remotely shall submit the request as soon as possible and include a concise general description of the emergency that necessitated the request. The Board member shall not be required to disclose any disability, medical diagnosis, or personal medical information exempt under existing law. (Government Code 54953)

If the request is received timely, it shall be added to the agenda as the first item of business at the meeting, even before any closed session items. If the request is not received timely, it shall be taken up by the Board before the first item of business at the meeting. The request shall only be granted upon a vote by the majority of the Board. (Government Code 54953, 54954.2)

If the request is granted by the Board, the Board member may participate by teleconference without: (Government Code 54953)

1. Including the location of the Board member participating by teleconference in the agenda
2. Making the location of the Board member participating by teleconference open and accessible to the public

3. Posting the agenda at the location of the Board member participating by teleconference  
For the Board member to participate by teleconference due to emergency circumstances, all of the following are required: (Government Code 54953)

For the Board member to participate by teleconference due to emergency circumstances, all of the following are required: (Government Code 54953)

1. All votes taken during the meeting are by rollcall
2. At least a quorum of the Board participates in person from a singular physical location clearly identified on the agenda
3. The Board member participating by teleconference utilizes both audio and visual technology to participate in the meeting
4. The Board member participating by teleconference publicly discloses, before any action is taken, whether any individual 18 years of age or older is present at the Board member's location and the general nature of the member's relationship with each such individual
5. The public is able to access the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with real-time public comment being allowed via the platform or service, in addition to public comment being available in person

The platform or service may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the district

6. The agenda for the meeting includes information describing how members of the public can access the platform or service

If the platform or service is disrupted such that the public cannot access the meeting or give real-time public comment, the meeting may continue but the Board shall not take action on any agenda item until the disruption is resolved. (Government Code 54953)

In total, a Board member may not participate by teleconference due to emergency circumstances alone, or together with teleconference due to just cause, as specified above, for more than 20 percent of the Board's regular meetings or for more than three consecutive months. If the Board meets less than 10 times in a calendar year, a Board member may not appear remotely due to emergency circumstances for more than two meetings. (Government Code 54953)

#### Teleconferencing During a Proclaimed State of Emergency

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

The Board may conduct a Board meeting entirely by teleconference during a proclaimed state of emergency pursuant to Government Code 8625-8629 in any of the following circumstances: (Government Code 54953)

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

The Board may hold a meeting by teleconference during a proclaimed state of emergency without: (Government Code 54953):

1. Including the location of Board members in the agenda
2. Making the locations of Board members open and accessible to the public
3. Posting the agenda at the locations of Board members

For the Board to hold such meeting, all of the following are required: (Government Code 54953)

1. All votes taken during the meeting are by rollcall
2. The public is able to access the meeting via a call-in service or an internet-based platform or service, with real-time public comment being allowed via the platform or service

If an internet-based platform or service is utilized, it may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the district

3. The agenda for the meeting includes information describing how members of the public can access the platform or service

If the platform or service is disrupted such that the public cannot access the meeting or give real-time public comment, the meeting may continue but the Board may not take action on any agenda item until the disruption is resolved. (Government Code 54953)

For any public comment period with a time limit, the Board may not close that public comment period or the opportunity to register until the full time for public comment has elapsed. For any other public comment period, the Board shall allow a reasonable amount of time to allow members of the public to provide public comment and to register to do so. (Government Code 54953)

The Board may continue to conduct all meetings by teleconference throughout one or more 45-day periods so long as, prior to the beginning of each 45-day period, the Board has reconsidered the

circumstances of the state of emergency and determines that it continues to directly impact the ability of the Board to meet safely in person. (Government Code 54953)

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

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

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

3. ~~Members of the public shall be allowed to access the meeting, and the agenda shall provide an opportunity for members of the public to address the Board directly pursuant to Government Code 54954.3~~  
-
4. ~~Members of the public shall not be required to submit public comments in advance of a Board meeting and shall be provided an opportunity to address the Board and offer comments in real time~~  
-
5. ~~Public comment periods shall not be closed until the timed public comment period, if such is offered by the Board, has elapsed or, if not timed, until a reasonable amount of time per agenda item has been allowed~~  
-
6. ~~If during a Board meeting a disruption occurs which prevents the district from broadcasting the meeting to members of the public using the call in option or internet based service option, or in the event of a disruption within the district's control that prevents members of the public from offering public comments, the Board shall take no further action on any agenda item until public access via the call in or internet based service option to the meeting is restored~~

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

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

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

*State* —

Ed. Code 35140 Time and place of meetings  
Ed. Code 35143 Annual organizational meetings; date and notice  
Ed. Code 35144 Special meeting  
Ed. Code 35145 Public meetings  
Ed. Code 35145.5 Agenda; public participation and regulations  
Ed. Code 35146 Closed sessions; student matters  
Ed. Code 35147 Open meeting laws exceptions  
Gov. Code 11135 Prohibition of discrimination  
Gov. Code 3511.1 Local agency executives  
Gov. Code 54950-54963 The Ralph M. Brown Act  
Gov. Code 54953 Oral summary of recommended salary and benefits of superintendent  
Gov. Code 54954 Time and place of regular meetings  
Gov. Code 54954.2 Agenda posting requirements; board actions  
Gov. Code 54956 Special Meetings  
Gov. Code 54956.5 Emergency meetings  
Gov. Code 6252-6270 — California Public Records Act  
Gov. Code 7920.000-7930.170 California Public Records Act  
Gov. Code 8625-8629 — California Emergency Services Act

*Federal* —

28 CFR 35.160 Effective communications for individuals with disabilities  
28 CFR 36.303 Nondiscrimination on the basis of disability; public accommodations; auxiliary aids and services  
42 USC 12101-12213 — Americans with Disabilities Act

*Management Resources* —

Attorney General Opinion: 78 Ops.Cal.Atty.Gen. 327 (1995)  
Attorney General Opinion: 79 Ops.Cal.Atty.Gen. 69 (1996)  
Attorney General Opinion: 84 Ops.Cal.Atty.Gen. 181 (2001)  
Attorney General Opinion: 84 Ops.Cal.Atty.Gen. 30 (2001)  
Attorney General Opinion: 88 Ops.Cal.Atty.Gen. 218 (2005)  
Court Decision: Knight First Amendment Institute at Columbia University v. Trump, (2019) 928 F.3d 226  
Court Decision: Garnier v. Poway Unified School District, (S.D. Cal. September 26, 2019) No. 17-cv-2215-W (JLB), 2019 WL 4736208  
Court Decision: Wolfe v. City of Fremont, (2006) 144 Cal.App. 4th 533  
CSBA Publication: The Brown Act: School Boards and Open Meeting Laws, rev. 2019  
Institute for Local Government Publication: The ABCs of Open Government Laws  
League of California Cities Publication: Open and Public V: A Guide to the Ralph M. Brown Act, 2016  
Website: CSBA District and County Office of Education Legal Services  
Website: CSBA, GAMUT Meetings  
Website: Institute for Local Government  
Website: League of California Cities  
Website: California Attorney General's Office  
Website: CSBA

*State*

Ed. Code 35140: Time and place of meetings  
Ed. Code 35143: Annual organizational meetings; date and notice  
Ed. Code 35144: Special meeting  
Ed. Code 35145: Public meetings  
Ed. Code 35145.5: Agenda; public participation and regulations  
Ed. Code 35146: Closed sessions; student matters  
Ed. Code 35147: Open meeting laws exceptions  
Gov. Code 11135: Prohibition of discrimination  
Gov. Code 3511.1: Local agency executives  
Gov. Code 54950-54963: The Ralph M. Brown Act  
Gov. Code 54953: Oral summary of recommended salary and benefits of superintendent  
Gov. Code 54954: Time and place of regular meetings  
Gov. Code 54954.2: Agenda posting requirements; board actions  
Gov. Code 54956: Special Meetings

Gov. Code 54956.5: Emergency meetings

Gov. Code 7920.000-7930.215: California Public Records Act

Gov. Code 8625-8629: California Emergency Services Act

*Federal*

28 CFR 35.160: Effective communications for individuals with disabilities

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

42 USC 12101-12213: Americans with Disabilities Act

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

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Website: Institute for Local Government

Website: League of California Cities

Website: California Attorney General's Office

Website: CSBA

Bylaw Adopted: ~~5/10/23~~ 5/08/24

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California



## SUPERINTENDENT'S MEMORANDUM

TO: Board of Trustees

FROM: Holly Edds, Ed.D  
Superintendent

BOARD MEETING DATE: April 17, 2024

BOARD AGENDA ITEM: Revision to Board Bylaw 9323.2 - Actions by the Board

BACKGROUND: Board Bylaw 9323.2 - Actions by the Board, was updated to add that the Governing Board may take action on a request by a Board Member to participate by teleconference due to emergency circumstances if it is not on the posted agenda so long as there was not sufficient time to place it on the agenda. Additionally, the bylaw was updated to remove language related to the authority of the district attorney's office or an interested person to file a civil action asking the court to order the board to stop or prevent a Brown Act violation and replace it with language requiring the district attorney's office or interested person to first present a demand to "cure and correct" the alleged violation and, when such occurs, the Board to consult with legal counsel on if and how to respond.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the revised Board Bylaw 9323.2 - Actions by the Board at this first reading and place it on the consent agenda of the next regular board meeting.

FUNDING: N/A



**Board Bylaw**  
**ACTIONS BY THE BOARD**

**BB 9323.2 (a)**

The **Governing** Board of Trustees shall act by a majority vote of all of the membership constituting the Board, unless otherwise required by law. (Education Code 35164, **35165**)

~~(cf. 9000—Role of the Board)~~

~~(cf. 9005—Governance Standards)~~

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

~~(cf. 9200—Limits of Board Member Authority)~~

An "action" by the Board means: (Government Code 54952.6)

1. A collective decision by a majority of the Board members
2. A collective commitment or promise by a majority of the Board members to make a positive or negative decision
3. A vote by a majority of the Board members when sitting as the Board upon a motion, proposal, resolution, order, or ordinance

The Board shall not take action by secret ballot, whether preliminary or final. (Government Code 54953)

Actions taken by the Board in open session shall be recorded in the Board minutes. (Education Code 35145)

~~(cf. 9324—Minutes and Recordings)~~

**Action on Non-Agenda Items**

~~After publicly identifying the item, t~~ The Board may take action on a subject not appearing on the posted meeting agenda **only after publicly identifying the item and if any one of the following conditions are met:** ~~under any of the following conditions:~~ (Government Code 54954.2)

1. When a majority of the Board determines that an emergency situation exists, as defined for emergency meetings pursuant to Government Code 54956.5
2. When two-thirds of the members present, or if less than two-thirds of the members are present then by a unanimous vote of all members present, determine that the need to take immediate action came to the district's attention after the agenda was posted
3. When an item appeared on the agenda of, and was continued from, a meeting that occurred not more than five days earlier

4. Until December 31, 2025, when a Board member requests to participate by teleconference due to emergency circumstances pursuant to Government Code 54953 so long as the timing of the request did not allow for sufficient time to place it on the agenda

~~(cf. 9320 – Meetings and Notices)  
(cf. 9322 – Agenda/Meeting Materials)~~

### Challenging Board Actions

Before seeking to file a civil action to stop or prevent a Brown Act violation or to invalidate a prior action taken by the Board, the district attorney's office or interested person shall first present a demand to "cure and correct" the alleged violation to the district. If the district receives a proper demand from the district attorney's office or any interested person to "cure and correct" an alleged violation of the Brown Act, the Board shall consult with legal counsel on if and how to respond as provided by law. (Government Code 54960-54960.5)

~~The district attorney's office or any interested person may file an action in court to stop or prevent the Board's violation or threats of violations of the Brown Act, to determine the applicability of the Brown Act to ongoing or future threatened Board actions, to determine the validity, under California or federal law, of any Board rule or action to penalize any of its members or otherwise discourage the member's expression, or to compel the Board to audio record its closed sessions because of its violation of any applicable Government Code provision. (Government Code 54960)~~

~~The district attorney or any interested person may present a demand that the Board cure and correct a Board action which he/she alleges is in violation of law regarding any of the following: (Government Code 54960.1)~~

- ~~1. Open meeting and teleconferencing (Government Code 54953)~~
- ~~2. Agenda posting (Government Code 54954.2)~~
- ~~3. Closed session item descriptions (Government Code 54954.5)~~
- ~~4. New or increased tax assessments (Government Code 54954.6)~~
- ~~5. Special meetings (Government Code 54956)~~
- ~~6. Emergency meetings (Government Code 54956.5)~~

~~Any demand to "cure and correct" an alleged violation shall clearly describe the challenged action and the nature of the alleged violation and shall be presented to the Board in writing within 90 days of the date when the action was taken. If the alleged violation concerns action taken in an open session but in violation of Government Code 54954.2 (agenda posting), the written demand must be made within 30 days of the date when the alleged action took place. (Government Code~~

54960.1)

Within 30 days of receiving the demand, the Board shall do one of the following: (Government Code 54960.1)

1. ~~Cure or correct the challenged action and inform the demanding party in writing of its actions to cure or correct.~~
2. ~~Determine not to cure or correct the alleged violation and inform the demanding party in writing of its decision to not cure or correct.~~
3. ~~Take no action. If the Board takes no action within the 30-day review period, its inaction shall be considered a decision not to cure or correct the action.~~

BB 9323.2 (c)

In addition, the district attorney's office or any interested party may file an action in court to determine the applicability of the Brown Act to any past Board action not specified in Government Code 54960.1, if the following conditions are met: (Government Code 54960.2)

1. ~~Within nine months of the alleged violation, a cease and desist letter is submitted to the Board, clearly describing the past Board action and the nature of the alleged violation.~~
2. ~~The time for the Board to respond has expired and the Board has not provided an unconditional commitment to cease and desist from and not repeat the past action alleged to have violated the Brown Act.~~

***Legal Reference:***

***EDUCATION CODE***

~~15266 School construction bonds~~

~~17466 Declaration of intent to sell or lease real property~~

~~17481 Lease of property with residence for nondistrict purposes~~

~~17510-17511 Resolution requiring unanimous vote of all members constituting board~~

~~17546 Private sale of personal property~~

~~17556-17561 Dedication of real property~~

~~17582-17583 District deferred maintenance fund~~

~~35140-35149 Meetings~~

~~35160-35178.4 Powers and duties~~

~~48660-48661 Community day schools, establishment and restrictions~~

***CODE OF CIVIL PROCEDURE***

~~425.16 Special motion to strike in connection with a public issue~~

~~1245.240 Eminent domain vote requirements~~

~~1245.245 Eminent domain, resolution adopting different use~~

***GOVERNMENT CODE***

~~53090-53097.5 Regulation of local agencies by counties and cities~~

~~53724 Parcel tax resolution requirements~~

~~53790-53792 Exceeding the budget~~

~~53820-53833 Temporary borrowing~~

~~53850-53858 Temporary borrowing~~

~~54950-54963—The Ralph M. Brown Act, especially:~~

~~54952.6—Action taken, definition~~

~~54953—Meetings to be open and public; attendance; secret ballots~~

~~54960-54960.5—Actions to prevent violations~~

~~65352.2—Coordination with planning agency~~

#### **PUBLIC CONTRACT CODE**

~~3400—Bid specifications~~

~~20111—Contracts over \$50,000; contracts for construction; award to lowest responsible bidder~~

~~20113—Emergencies; award of contracts without bids~~

#### **COURT DECISIONS**

~~Los Angeles Times Communications LLC v. Los Angeles County Board of Supervisors (2003) 112 Cal.App.4th 1313~~

~~McKee v. Orange Unified School District (2003) 110 Cal.App.4th 1310~~

~~Bell v. Vista Unified School District (2002) 82 Cal.App.4th 672~~

~~Boyle v. City of Redondo Beach (1999) 70 Cal.App.4th 1109~~

#### **CSBA PUBLICATIONS**

~~The Brown Act: School Boards and Open Meeting Laws, 2009~~

#### **ATTORNEY GENERAL PUBLICATIONS**

~~The Brown Act: Open Meetings for Local Legislative Bodies, 2003~~

#### **LEAGUE OF CALIFORNIA CITIES PUBLICATIONS**

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

#### **WEB SITES**

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

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

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

#### *State*

Code of Civil Procedure 1245.240: Eminent domain vote requirements

Code of Civil Procedure 1245.245: Eminent domain; resolution adopting different use

Code of Civil Procedure 425.16: Special motion to strike in connection with a public issue

Ed. Code 15266: School construction bonds

Ed. Code 17466: Declaration of intent to sell or lease real property

Ed. Code 17481: Lease of property with residence for nondistrict purposes

Ed. Code 17510-17512: Leasing for production of gas; resolution requiring unanimous vote

Ed. Code 17546: Private sale of personal property

Ed. Code 17556-17561: Dedication of real property

Ed. Code 35140-35149: Meetings

Ed. Code 35150: Prohibition to terminate superintendent or assistant superintendent at specified meetings or times

Ed. Code 35160-35178.4: Powers and duties

Ed. Code 48660-48661: Community day schools; establishment and restrictions

Gov. Code 53090-53097.5: Regulation of local agencies by counties and cities

Gov. Code 53724: Parcel tax resolution requirements

Gov. Code 53790-53792: Exceeding the budget

Gov. Code 53820-53833: Temporary borrowing

Gov. Code 53850-53858: Temporary borrowing

Gov. Code 54230.5: Disposal of surplus land and receipt of notice of violation

Gov. Code 54230.7: Disposal of surplus land and receipt of notice of violation

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

Gov. Code 54952.6: Action taken; definition

Gov. Code 54953: Meetings to be open and public; attendance

Gov. Code 54960-54960.5: Actions to prevent violations

Gov. Code 65352.2: Communicating and coordinating of school sites

Pub. Cont. Code 20110-20118.44: School district contracts

Pub. Cont. Code 20113: Emergencies; award of contracts without bids

Pub. Cont. Code 20114: Repairs, maintenance, and improvements to district facilities by day labor or force account

Pub. Cont. Code 22034: Uniform Public Construction Cost Accounting Act informal bidding ordinance

Pub. Cont. Code 22035: Repair or replacement of facilities in case of emergency

Pub. Cont. Code 22050: Emergency contracting procedures

Pub. Cont. Code 3400: Bid specifications

*Management Resources*

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

Court Decision: Bell v. Vista Unified School District (2002) 82 Cal.App.4th 672

Court Decision: Boyle v. City of Redondo Beach (1999) 70 Cal.App.4th 1109

Court Decision: Los Angeles Times Communications LLC v. Los Angeles County Board of Supervisors (2003) 112 Cal.App.4th 1313

Court Decision: McKee v. Orange Unified School District (2003) 110 Cal.App.4th 1310

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 2nd Edition, rev. July 2010

Website: CSBA District and County Office of Education Legal Services

Website: Institute for Local Government

Website: California Office of the Attorney General

Website: CSBA

Bylaw Adopted: 3/13/2013 5/08/2024

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California



## **Orcutt Union School District**

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### **Governance Handbook**

April 17, 2024

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#### **Board of Trustees**

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Lisa Morinini, President

Liz Phillips, Clerk

Melanie Waffle, Member

Mark Steller, Member

Shaun Henderson, Member

#### **Superintendent**

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Holly Edds

<p>EFFECTIVE GOVERNANCE Unity of Purpose, Roles, Responsibilities, Norms and Protocols</p>
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*This document reflects the governance team’s work on the creation of a framework for effective governance. This process involves **ongoing** discussions and agreements about unity of purpose, roles, norms and protocols that enable the governance team to continue to perform its responsibilities in a way that best benefits all students.*

*On March 19, 2024, Orcutt Union School District Board of Trustees and Superintendent participated in workshops on Effective Governance. This document reflects the governance team’s discussions about developing and sustaining a framework for effective governance and includes highlights of their conversation about unity of purpose, roles, norms and protocols that enable the governance team to continue to perform its responsibilities in a way that best serves all students.*

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**UNITY OF PURPOSE**

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

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**UNITY OF PURPOSE**

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

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

**UNITY OF PURPOSE**

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

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



## UNITY OF PURPOSE

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

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

## UNITY OF PURPOSE

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### What We Hope to Accomplish as a Team...

- Set an example of teamwork and leadership
- Continuing to advance technology
- Having the district and community work closely in partnership with each other
- Staying focused on our goals and continuing the excellence
- Maintaining the focus on putting students first; focusing on programs that help them prepare for their future – addressing the ‘whole child’
- Appreciating and supporting the staff
- Transparency and stability

## **OUR MISSION**

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

## **OUR VISION**

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 the learning experience in ways that strive 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 faculty, administrators, and 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, and 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, 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.

# **GAINING CLARITY ON ROLES AND RESPONSIBILITIES**

## **The Role of the Board and Superintendent - CSBA:**

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

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

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

## **Performing Board Responsibilities - CSBA:**

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

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

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

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

### **We Provide Support through our behavior and actions by:**

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

**We Ensure Accountability to the Public by:**

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

**We Act as Community Leaders by:**

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

# Orcutt Union School District Governance Team

## AGREEMENTS TO FACILITATE GOVERNANCE LEADERSHIP

### Governance Team Norms and Protocols:

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

### *Our Agreements to Facilitate Governance Leadership:*

## **Norms**

**Our Governance Team wishes to create a culture that models**

...

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

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

## **Meeting Guidelines**

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

# ORCUTT UNION SCHOOL DISTRICT

## Protocols

### STRUCTURE AND PROCESS

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

The following protocols were developed by the Governance Team.

#### *Protocols to Facilitate Governance Leadership:*

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

	<b>Receiving Community or Staff Concerns and/or Complaints</b>
<b>Rationale</b>	<ul style="list-style-type: none"><li>• Board members want to be accessible, responsive, consistent and fair in dealings with complaints and concerns from the community and staff</li><li>• The board values open communication and timely resolution of issues.</li></ul>
<b>Protocol</b>	<p>When approached with an issue or concern, trustees agree to:</p> <ul style="list-style-type: none"><li>• Listen openly, being careful to remain neutral, except when the issue is one that may come before us in our judicial role (personnel issues and student discipline). That information will be shared with the entire Board at the appropriate place and time - during the hearing. In that case, we will explain to the complainant that listening to their concern will require us to recuse ourselves when the matter does come before the Board, much the same way that a juror would be removed from the jury box for hearing evidence outside the courtroom during a trial</li><li>• Remind staff and members of the community that no individual trustee has the authority to solve the issue/concern</li></ul>



	<ul style="list-style-type: none"> <li>• Encourage addressing this with the person who can most directly help with their concern, e.g. teacher, principal, superintendent</li> <li>• Trustees will notify the superintendent of the issue or concern, as appropriate</li> <li>• Forward any written communication (including e-mail) that is received to the Superintendent and, if appropriate, the Board President so the issue can be addressed and to avoid any potential Brown Act violations</li> </ul>
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<b>Requesting Information from Staff</b>	
<b>Rationale</b>	<ul style="list-style-type: none"> <li>• Critical to the ability of trustees to make informed decisions is timely access to information</li> <li>• The superintendent wants to be responsive to requests for information, maintain the focus on district priorities and balance the management of staff time. Staff includes both district and site level leadership</li> </ul>
<b>Protocol</b>	<ul style="list-style-type: none"> <li>• Trustees will always address the superintendent when asking questions or requesting additional information on board meeting agenda items, as well as other district operational matters</li> <li>• The superintendent will ensure timely responses to requests and will provide the information or direct trustees to the correct source if the requested information could be used in decision making. The superintendent will distribute answers to all trustees</li> <li>• If a request for information would take a significant amount of staff time to complete, the request will be brought to the board to decide whether to support the request</li> </ul>

<b>Role of the Board President and Agenda setting</b>	
<b>Rationale</b>	<ul style="list-style-type: none"> <li>• The board has an obligation to set an example of good government in action for the community</li> <li>• The board intends for meetings to proceed professionally, efficiently and effectively</li> <li>• The board president sets the tone and shapes the public's perception of the school board</li> <li>• Each board member must have the opportunity to express his or her viewpoint during board deliberation</li> </ul>
<b>Protocol</b>	<ul style="list-style-type: none"> <li>• The board president should meet with the superintendent at least once a month to develop the board meeting agenda</li> <li>• Board members wishing to place topics on the board agenda will forward them to the board president for discussion with the superintendent at agenda setting meetings</li> </ul>

	<ul style="list-style-type: none"> <li>• The board president facilitates the board meeting, supporting the effective flow of the discussion and encouraging input from all trustees while staying on task and moving forward. The board president will model the tone and manner the board wishes to convey to the community</li> <li>• Following the board meeting, the board president with the superintendent will ensure there is appropriate follow-up and clarification of possible options for the board</li> <li>• The board president serves as the primary spokesperson for the board</li> <li>• The board president position will be determined annually through a rotation process</li> <li>• Direction to the Superintendent/staff shall be at the request of the board, individual board members do not have the authority to direct superintendent/staff work</li> <li>• The board president shall have served at least two years as an OUSD Board Trustee and participate in CSBA Board President training prior to serving as board president</li> </ul>
<b>Visiting Schools and School Events</b>	
<b>Rationale</b>	<ul style="list-style-type: none"> <li>• The board wants to be informed about instructional practices, and the needs of the students and staff with regard to school programs.</li> <li>• Visiting schools provides the opportunity to show appreciation and recognize staff for their work.</li> <li>• Site visits are not meant to be evaluative in nature or disruptive to classroom instruction.</li> </ul>
<b>Protocol</b>	<ul style="list-style-type: none"> <li>• Board members will have access to the school calendars and are encouraged to visit schools and attend school events.</li> <li>• Site visits will be arranged through the Superintendent, who may accompany Board Members on their visits.</li> <li>• The principal or assistant principal will accompany trustees on classroom visits.</li> <li>• The superintendent will ensure that staff is aware of the process and protocols for trustees visiting the classrooms</li> <li>• It is understood that Board members share with the Superintendent, any concerns or issues brought up during a “Board Walk”</li> <li>• Zoom classroom session visitations by Board members will be arranged by the site principal</li> </ul>

<b>Communication</b>	
<b>Rationale</b>	<ul style="list-style-type: none"> <li>• The board wants to communicate a consistent message and common vision to the community</li> </ul>

**Protocol**

- When contacted by the media, board members will refer the media to the board president, and/or the superintendent
- The Superintendent is the spokesperson for the district and the Board President is the spokesperson for the board
- If the press contacts the district office or superintendent, the board will be notified, as necessary
- School board members should always conduct themselves online and in person in a manner that reflects well of the school board and school district
- Comments from the Board at a Board Meeting should be shared at the appropriate time (i.e. closed vs open session)
- When speaking publicly or posting on social media, a board member shall clarify that they are speaking as an individual, and not as an official school board member
- School board members shall refrain from deliberating board business online. The use of social media by board members to discuss board business among themselves is prohibited, including indicating approval such as a “like”
- A school board member shall not make or post statements that make it appear that they have already formed an opinion on matters pending school board approval
- In light of the sensitivity of many school board matters and the risk of inadvertent disclosure of confidential materials, school board members should limit the use of social media to sharing content already released to the public by the school district
- Decisions on matters before the board shall be based on fact rather than supposition, opinion or public favor
- Any communication, including social media posts that were used in the transaction of official business are subject to retention. Correspondence or posts about district business must be retained if the content goes beyond simply sharing existing district content (like a link to the district website) or routine correspondence (such as the date, time, and location of the next board meeting)
- Response to written correspondence (including e-mail) shall be sent by the Board President or Superintendent on behalf of the Board
- Requests to serve or opportunities to represent the Board of Trustees on committees, boards, or other additional duties serving in an official capacity shall be communicated to all eligible Board members by the Board President or their designee. The determination of who is selected/assigned shall be decided by the consensus of the Board in an equitable manner. Once selected, the Trustee shall represent the interests of the Board, not those of an individual
- Do not share the opinions of individual Board members with others outside of the Board

<b>Welcoming/Orienting New Board Members</b>	
<b>Rationale</b>	<p><b><u>We believe:</u></b></p> <ul style="list-style-type: none"> <li>• New board members should feel welcomed and have opportunities to get to know other members of the governance team</li> <li>• It is important to have opportunities to” heal any wounds” from the election process</li> <li>• New board members need educational support and training from the governance team and outside sources (i.e., CSBA Institute for New and First Term Board Members)</li> <li>• New board members need to learn about the district and understand the district’s vision, purpose and culture</li> <li>• New board members need to feel that they are part of our team and should participate in developing agreements about how we will work together</li> </ul>
<b>Protocol</b>	<p><b><u>We Agree that:</u></b></p> <ul style="list-style-type: none"> <li>• Prior to the election an orientation will be held for all School Board Candidates. At this meeting the following information/items will be shared with potential new Board Members: <ul style="list-style-type: none"> <li>○ Information about the district</li> <li>○ School governance and the role of the Board</li> <li>○ The Orcutt Union SD Governance Handbook</li> <li>○ CSBA Professional Governance Standards</li> <li>○ The history and traditions of Orcutt Union SD</li> </ul> </li> <li>• Board candidates will be informed about the dates of the CSBA Annual Conference – and hotel reservations and registration for the New Board Member Orientation and the Annual Conference will be arranged for all new board members</li> <li>• A veteran board member (s) and/or the Superintendent will attend the New Board Member Orientation with new board members</li> <li>• The board will select a “board mentor” to provide support for the new board member as they become familiar with governance team operations and the governance role and responsibilities. Mentors may be current or former board members</li> <li>• The superintendent will meet with each new board member individually to answer any questions and familiarize them with district operations</li> <li>• Each seated board member will arrange a time to have an informal meeting with each new board member as soon as possible after the election (i.e., coffee or lunch, etc.)</li> <li>• The whole governance team will participate in a District New Board Member Orientation and a CSBA “Good Beginnings” workshop</li> </ul>

**Welcoming/Orienting New Board Members**

following the installation of new members. The orientation will include but not be limited to discussions of:

- District Vision, Mission and Goals
- Key District Personnel
- District Operations
- Special District Projects or Programs
- Current Issues Facing the District
- Governance Team Operations
  - Board Bylaws (9000 Series of the Policy Manual)
  - Governance Handbook
- New board members will be encouraged to attend the CSBA Brown Act Workshop, the Institute for New and First Term Board Members and/or the Masters in Governance program. The Board President and/or Superintendent will accompany new Board Members to various workshops

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

Affirmed on this 17th day of April, 2024

\_\_\_\_\_  
Melanie Waffle, Trustee

\_\_\_\_\_  
Shaun Henderson, Trustee

\_\_\_\_\_  
Liz Phillips, Clerk

\_\_\_\_\_  
Lisa Morinini, President

\_\_\_\_\_  
Mark Steller, Trustee

\_\_\_\_\_  
Dr. Holly Edds, Superintendent



## BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees  
Holly Edds, Ed.D

FROM: Sandra Knight  
Assistant Superintendent, Business Services

BOARD MEETING DATE: April 17, 2024

BOARD AGENDA ITEM: Resolution No. 11: Waiver of Attendance Due to Emergency Conditions,  
District and Charter

BACKGROUND: We are required to provide a minimum number of instructional days as well as a minimum number of minutes of instruction each year. Whenever we are closed unexpectedly, it has a negative impact on our ability to meet these minimum requirements. The State of California has a process where we can request a waiver of the requirements due to emergency conditions. Without this waiver, the district and the charter would be financially penalized, and most likely be required to make up the lost minutes and days of instruction.

On the advice of local emergency services, the District closed all offices and school sites, including the charter school sites, on Monday, February 5, 2024 in order to protect the safety of our students and staff and to allow time for improving weather conditions.

RECOMMENDATION: Staff recommends that the Board of Trustees adopt Resolution No. 11, for the district and charter, allowing for the submission of a request for a waiver of attendance requirements due to emergency conditions.

FUNDING: N/A

**ORCUTT UNION SCHOOL DISTRICT**

**Resolution No. 11**

IN THE MATTER OF: DISTRICT TO REQUEST ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS

The following RESOLUTION was duly passed by the Board of Trustees of the Orcutt Union School District, at a regular meeting held on the 17th of April 2024.

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

Signed and approved by me after its passage:

\_\_\_\_\_  
Lisa Morinini, President

Attest:

\_\_\_\_\_  
Liz Phillips, Clerk

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**WHEREAS**, the Governor of California declared a State of Emergency and the Santa Barbara County Sheriff recommended school closure for Santa Barbara County in February 2024 as a result of significant winter storms that threatening property and public safety throughout large portions of the county.

**NOW, THEREFORE, IT IS HEREBY RESOLVED AS FOLLOWS:** that the district closed the school district office and school sites, including the charter school sites, on Monday, February 5, 2024 in order to protect the safety of our students and staff and to allow time for the weather conditions.

AYES:  
NOES:  
ABSENT:

# EXECUTIVE DEPARTMENT STATE OF CALIFORNIA

## PROCLAMATION OF A STATE OF EMERGENCY

**WHEREAS** in early February 2024 a powerful, slow moving, atmospheric river ("early February 2024 storms") struck California beginning February 3, 2024, and is expected to continue for several days threatening life and safety, public and private property and structures, and other critical infrastructure; and

**WHEREAS** the National Weather Service has issued multiple Winter Storm Warnings, High Wind Warnings, Wind Advisories, and Flood and Flash Flood Watches throughout the State in anticipation of the potential impacts from the early February 2024 storms, which include dangerous and life-threatening flooding and debris flows, heavy snow, and damaging wind causing property damage and power outages; and

**WHEREAS** the National Weather Service has also issued high surf advisories impacting coastal communities throughout California, forecasting large breaking waves and dangerous rip currents; and

**WHEREAS** the numerous wildfires over the last several years throughout southern California counties have caused massive burn scars, exacerbating the potential for precipitation to cause mud and debris flows; and

**WHEREAS** repositioning of assets has taken place throughout the State, including the placement of swift water rescue teams, high water vehicles, and equipment for the clearing of debris; and

**WHEREAS** under the provisions of Government Code section 8558(b), I find that conditions of extreme peril to the safety of persons and property exist due to the early February 2024 storms in Los Angeles, Orange, Riverside, San Bernardino, San Diego, San Luis Obispo, Santa Barbara, and Ventura Counties; and

**WHEREAS** under the provisions of Government Code section 8558(b), I find that the conditions caused by the early February 2024 storms, by reason of their magnitude, are or are likely to be beyond the control of the services, personnel, equipment, and facilities of any single local government and require the combined forces of a mutual aid region or regions to appropriately respond; and

**WHEREAS** under the provisions of Government Code section 8625(c), I find that local authority is inadequate to cope with the magnitude of the anticipated impacts caused by the early February 2024 storms; and

**WHEREAS** under the provisions of Government Code section 8571, I find that strict compliance with various statutes and regulations specified in this Proclamation would prevent, hinder, or delay the mitigation of the effects of the early February 2024 storms.

**NOW, THEREFORE, I, GAVIN NEWSOM**, Governor of the State of California, in accordance with the authority vested in me by the State Constitution and statutes, including the California Emergency Services Act, and in particular,



Government Code section 8625, **HEREBY PROCLAIM A STATE OF EMERGENCY** to exist in Los Angeles, Orange, Riverside, San Bernardino, San Diego, San Luis Obispo, Santa Barbara, and Ventura Counties.

**IT IS HEREBY ORDERED THAT:**

1. All agencies of the state government shall utilize and employ state personnel, equipment, and facilities for the performance of any and all activities consistent with the direction of the Office of Emergency Services and the State Emergency Plan. Also, all residents are to obey the direction of emergency officials with regard to this emergency in order to protect their safety.
2. The Office of Emergency Services shall provide assistance to local governments, if appropriate, under the authority of the California Disaster Assistance Act, Government Code section 8680 et seq., and California Code of Regulations, Title 19, section 2900 et seq.
3. As necessary to assist local governments and for the protection of public health and the environment, state agencies shall enter into contracts to arrange for the procurement of materials, goods, and services necessary to quickly assist with the response to and recovery from the impacts of the early February 2024 storms. Applicable provisions of the Government Code and the Public Contract Code, including but not limited to travel, advertising, and competitive bidding requirements, are suspended to the extent necessary to address the effects of the early February 2024 storms.
4. Any fairgrounds the Office of Emergency Services determines suitable to assist individuals impacted by the early February 2024 storms shall be made available to the Office of Emergency Services pursuant to the Emergency Services Act, Government Code section 8589. The Office of Emergency Services shall notify the fairgrounds of the intended use and may immediately utilize the fairgrounds without the fairground board of directors' approval.
5. The California National Guard may be mobilized under Military and Veterans Code section 146 to support disaster response and relief efforts, as directed by the Office of Emergency Services, and to coordinate with all relevant state agencies and state and local emergency responders and law enforcement within the impacted areas. Sections 147 and 188 of the Military and Veterans Code are applicable during the period of participation in this mission, exempting the California Military Department from applicable procurement rules for specified emergency purchases, and those rules are hereby suspended.
6. Any state-owned properties the Office of Emergency Services determines are suitable to address the impacts of the early February 2024 storms shall be made available to the Office of Emergency Services for this purpose in accordance with Government Code section 8570.

7. The provisions of Unemployment Insurance Code section 1253 imposing a one-week waiting period for unemployment insurance applicants are suspended as to all applicants who are unemployed as a direct result of the early February 2024 storms and apply for unemployment insurance benefits during the time period beginning February 4, 2024, and ending on the close of business on August 5, 2024, in Los Angeles, Orange, Riverside, San Bernardino, San Diego, San Luis Obispo, Santa Barbara, and Ventura Counties and who are otherwise eligible for unemployment insurance benefits.
8. Vehicle Code sections 9265(a), 9867, 14901, 14902, and 15255.2, requiring the imposition of fees, are suspended with regard to any request for replacement of an identification card, driver's license card, vehicle registration certificate, or certificate of title, or registration stickers, by any individual who lost such records as a result of the early February 2024 storms in Los Angeles, Orange, Riverside, San Bernardino, San Diego, San Luis Obispo, Santa Barbara, and Ventura Counties. Such records shall be replaced without charge.
9. The provisions of Vehicle Code sections 4602 and 5902, requiring the timely registration or transfer of title are suspended with regard to any registration or transfer of title by any resident of Los Angeles, Orange, Riverside, San Bernardino, San Diego, San Luis Obispo, Santa Barbara, and Ventura Counties, who is unable to comply with those requirements as a result of the early February 2024 storms. The time covered by this suspension shall not be included in calculating any late penalty pursuant to Vehicle Code section 9554.
10. In order to ensure hospitals, clinics, and other health facilities remain open, the Director of the California Department of Public Health (CDPH) may waive any of the licensing requirements of chapters 1, 2, 8, and 8.5 of division 2 of the Health and Safety Code and accompanying regulations with respect to any hospital, clinic, other health facility, home health agency, or hospice agency identified in Health and Safety Code sections 1200, 1250, 1727, or 1746 that is impacted by the early February 2024 storms. Any waiver shall include alternative measures that, under the circumstances, will allow the facilities to remain open while protecting public health and safety. Any health facilities or agencies being granted a waiver shall be established and operated in accordance with their disaster and mass casualty plan or emergency preparedness plan. Any waivers granted pursuant to this paragraph shall be posted on the CDPH website and shall be in effect only so long as necessary to address the direct impacts of the early February 2024 storms in Los Angeles, Orange, Riverside, San Bernardino, San Diego, San Luis Obispo, Santa Barbara, and Ventura Counties.
11. In order to directly respond to the needs of impacted adult and senior care facilities, child care facilities, children's residential facilities, resource family homes, home care organizations, and

other similar care facilities and care providers within the State Department of Social Services' (CDSS) jurisdiction, the Director of CDSS may waive any provisions of the Family Code, Health and Safety Code, or Welfare and Institutions Code, and accompanying regulations or written directives, with respect to the use, licensing, certification, registration or approval of care providers, facilities or homes within CDSS jurisdiction set forth in the California Community Care Facilities Act (Health and Safety Code section 1500 et seq.), Child Care Provider Registration (Health and Safety Code section 1596.60 et seq.), the California Child Day Care Facilities Act (Health and Safety Code section 1596.70 et seq.), Residential Care Facilities for Persons With Chronic Life-Threatening Illness (Health and Safety Code section 1568.01 et seq.), the California Residential Care Facilities for the Elderly Act (Health and Safety Code section 1569 et seq.), Medical Foster Homes for Veterans (Health and Safety Code section 1568.21 et seq.), Continuing Care Contracts (Health and Safety Code section 1770 et seq.), the Home Care Services Consumer Protection Act (Health and Safety Code section 1796.10 et seq.), and the Resource Family Approval Program (Welfare and Institutions Code section 16519.5 et seq.). Any waivers granted pursuant to this paragraph shall be posted on the CDSS website and shall be in effect only so long as necessary to address the direct impacts the early February 2024 storms in Los Angeles, Orange, Riverside, San Bernardino, San Diego, San Luis Obispo, Santa Barbara, and Ventura Counties.

12. In order to directly respond to the needs of behavioral health programs and facilities impacted by the storm, including alcohol and other drug programs, adult alcoholism or drug abuse recovery or treatment facilities, driving-under-the-influence programs, narcotic treatment programs, psychiatric health facilities, mental health rehabilitation centers, social rehabilitation programs, skilled nursing facilities with special treatment programs, Lanterman-Petris-Short designated facilities, community treatment facilities, short term residential therapeutic programs, and children's crisis residential programs, the Director of the Department of Health Care Services (DHCS) may waive any licensing, certification, or approval requirements for such programs under its jurisdiction set forth in Welfare and Institutions Code, Divisions 4, 5 and 9 and in Health and Safety Code, Divisions 2 and 10.5 and accompanying regulations, written standards, or information notices. Any waivers granted pursuant to this paragraph shall be posted on the DHCS website and shall be in effect only so long as necessary to address the direct impacts of the early February 2024 storms in Los Angeles, Orange, Riverside, San Bernardino, San Diego, San Luis Obispo, Santa Barbara, and Ventura Counties.

13. Health and Safety Code sections 103525.5 and 103625, and Penal Code section 14251, requiring the imposition of fees are hereby suspended with regard to any request for copies of certificates of birth, death, marriage, and dissolution of marriage records, by any individual who lost such records as a result of the early February

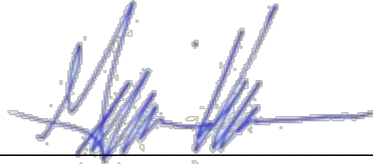
2024 storms in Los Angeles, Orange, Riverside, San Bernardino, San Diego, San Luis Obispo, Santa Barbara, and Ventura Counties. Such copies shall be provided without charge.

14. Drivers may exceed the hours-of-service limits specified in California Vehicle Code section 34501.2 and California Code of Regulations, Title 13, section 1212.5 while operating a vehicle engaged in fuel transportation in support of emergency relief efforts, subject to the following conditions:
  - a. Motor carriers or drivers currently subject to an out-of-service order are eligible for the exemption once the out-of-service order expires or when they have met the conditions for its rescission.
  - b. In accordance with Section 1214, Title 13, California Code of Regulations, no motor carrier operating under the terms of this Proclamation will require or allow an ill or fatigued driver to operate a motor vehicle. A driver who notifies a motor vehicle carrier that they need immediate rest shall be given at least ten consecutive hours off-duty before being required to return to service.
  - c. Drivers shall maintain a driver's record of duty status, regardless of number of hours worked each day. These records shall be prepared, submitted, and maintained as required by Section 1213, Title 13, California Code of Regulations.
15. Consistent with Parts 390 and 395, Title 49, Code of Federal Regulations, drivers may exceed the hours-of-service limits specified while operating a vehicle engaged in fuel transportation in support of emergency relief efforts. These waivers shall be in effect only for the duration of the driver's direct assistance in providing emergency relief, or thirty (30) days from the date of this Proclamation, whichever is less.
16. In order to allow out-of-state contractors and other utilities driving their own vehicles to provide mutual aid assistance for the restoration of electrical power within the counties impacted by storm, applicable provisions of the Vehicle Code including, but not limited to, Vehicle Code section 34620 requiring a motor carrier permit [licensing] and imposition of certain fees, are suspended for motor carriers providing such assistance. Also, the requirements for motor carriers and drivers in Vehicle Code sections 1808.1 [pull-notice program that checks for driver's license violations], 27900 [display name on vehicle], 27901 [size and color of display name on vehicle], 34505.5 [requirement to have been inspected within 90 days], and 34501.12 [requirement to set up home base in California] are suspended while providing mutual aid assistance for the emergency restoration of services.

**I FURTHER DIRECT** that as soon as hereafter possible, this Proclamation be filed in the Office of the Secretary of State and that widespread publicity and notice be given of this Proclamation.

This Proclamation is not intended to, and does not, create any rights or benefits, substantive, or procedural, enforceable at law or in equity, against the State of California, its agencies, departments, entities, officers, employees, or any other person.

**IN WITNESS WHEREOF** I have hereunto set my hand and caused the Great Seal of the State of California to be affixed this 4th day of February 2024.



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GAVIN NEWSOM  
Governor of California

**ATTEST:**

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SHIRLEY N. WEBER, PH. D  
Secretary of State

**REQUEST FOR ALLOWANCE OF ATTENDANCE  
DUE TO EMERGENCY CONDITIONS**

**Form J-13A**

(Revised December 2017)

**California Department of Education**

School Fiscal Services Division

Website: <https://www.cde.ca.gov/fg/>

Telephone: 916-324-4541

Email: [attendanceaccounting@cde.ca.gov](mailto:attendanceaccounting@cde.ca.gov)

# Form J-13A Instructions

## Why file:

The Request for Allowance of Attendance Due to Emergency Conditions, Form J-13A is used to obtain approval of attendance and instructional time credit under one or more of the following conditions:

- When one or more schools were closed because of conditions described in *Education Code (EC) Section 41422*.
- When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC Section 46392* and *California Code of Regulations (CCR)*, Title 5, Section 428.
- When attendance records have been lost or destroyed as described in *EC Section 46391*.

The California Department of Education's (CDE) approval of the J-13A, combined with other attendance records, serve to document the local educational agency's (LEA) compliance with instructional time laws and provide authority to maintain school for less than the required instructional days and minutes without incurring a fiscal penalty to the LEA's Local Control Funding Formula (LCFF) funding.

## How to file:

The Form J-13A is available at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp>. Also available on the J-13A Web page are FAQs and supplemental pages for sections B and C in Excel format. All affidavits must have original signatures.

Charter schools must file separately from the authorizing school district or county office of education (COE).

The LEA governing board must approve each request by completing Section E, Affidavit of School District, County Office of Education, or Charter School Governing Board Members. Once the majority of the governing board members have approved the request, the LEA should keep a copy of the request and then submit the original to the county superintendent who must approve the request before it can be submitted to the State Superintendent of Public Instruction, CDE. Charter schools must submit the request to their authorizing LEA for approval, who will then forward to the county superintendent for approval.

The following summarizes the J-13A submittal and CDE review process:

- The county superintendent executes the Affidavit of County Superintendent of Schools, certifying the approval.
- The COE should keep a copy of the request and mail the original request to the listed CDE address.
- Once CDE has received the Form J-13A, the request will go through a review process. If the request is approved, CDE will e-mail the approval letter and a copy of the request to all contacts listed on the form. CDE will also mail a hardcopy of the approval letter. If the request is denied, CDE will e-mail the denial letter and a copy of the request to all contacts listed on the form. CDE will also mail a hardcopy of the denial letter.

## Where to file:

Mail the entire original Form J-13A to:  
School Fiscal Services Division  
California Department of Education  
1430 N Street, Suite 3800  
Sacramento, CA 95814

## General Instructions:

- Multiple emergency events and schools may be included on one Form J-13A. Be sure to include specific detailed information and supporting documents for each event and school.
- If the emergency event resulted in a closure and material decrease, complete sections B and C.
- Supplemental pages for sections B and C are available in Excel format for a request that requires more lines than allocated on Form J-13A.
- Attach supporting documentation. Redact any personally identifiable information. Examples of required supporting documentation:
  - Declaration of a State of Emergency
  - News articles
  - E-mails
  - Invoices

# Form J-13A Instructions

- A local safety officer letter for any incident involving police activity, threats, cyber threats, etc.
- A county public health officer letter for any incident involving epidemic-type illness. The letter is to specify that the illness was an epidemic or that there was an increase in the number of cases of a disease above what is normally expected of the population in that area.

## SECTION A: REQUEST INFORMATION

Refer to the California School Directory at <https://www.cde.ca.gov/schooldirectory/> for information needed to complete this section.

### PART I: LOCAL EDUCATIONAL AGENCY (LEA)

- LEA Name – Enter the name of the school district, COE, or charter school submitting the Form J-13A.
- County Code – Enter the two-digit county code associated with this entity.
- District Code – Enter the five-digit district code associated with this entity.
- Charter Number – If this request is for a charter school, enter the charter number associated with this entity.
- LEA Superintendent or Administrator Name – Enter the name of the superintendent or administrator associated with this entity.
- Fiscal Year – Enter the fiscal year of the requested emergency closure, material decrease and/or lost or destroyed attendance records.
- Address – Enter the LEA's full address including:
  - Number and street
  - County name
  - City
  - State
  - Zip code
- Contact Information – Enter a contact person for this request. Include the following:
  - Name
  - Title
  - Phone number
  - E-mail address

### PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST

Select the LEA type associated with the request and, for a school district or COE request, if all or select school sites are included in the request. Only one LEA type may be selected.

### PART III: CONDITION(S) APPLICABLE TO THIS REQUEST

Read each condition carefully and select one or more that apply to this request. In addition, indicate if the request is associated with a Declaration of a State of Emergency by the Governor of California.

## SECTION B: SCHOOL CLOSURE

This section is used for closures pursuant to *EC* Section 41422. If the request does not include any school closures, select the "Not Applicable" box on the top right corner and proceed to Section C.

### PART I: NATURE OF EMERGENCY

Use this field to describe in detail the nature of the emergency(s) that caused the school closure.

### PART II: SCHOOL INFORMATION

The fields below correspond to the columns on Form J-13A.

- A. School Name – Enter the school name of each school closed on a separate line. Use the supplemental Excel form at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than 10 lines are needed for this request and select the "Supplemental Page(s) Attached" box on the top right corner.
- B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at <https://www.cde.ca.gov/schooldirectory/> to locate the school code.
- C. Site Type – Enter the site type associated with the school listed in Column A. This site information is need for CDE to determine the specific instructional time requirements for the listed school. Choose one of the following site type options:
  - Charter School
  - Community Day
  - Continuation School
  - County Community
  - Juvenile Court School



# Form J-13A Instructions

- Opportunity School
- Special Education
- Traditional

- D. Days in School Calendar – Provide the number of days in the school calendar. Attach a copy of the school calendar to the request. If the request includes multiple schools, attach a copy of each different school calendar and clearly identify which schools follow each calendar. If all schools have the same school calendar, note “all schools” at the top of the calendar.
- E. Emergency Days Built In – Provide the number of additional days the school has built in to the school calendar to use as make-up days for emergency closures.
- F. Built In Emergency Days Used – Provide the number of built in emergency days the school has used so far in the school year.
- G. Date(s) of Emergency Closure – Enter the date(s) closed for the emergency in the current request.
- H. Closure Dates Requested – Of the dates provided in Column G, enter the dates the school will not be able to make-up, and is requesting as part of the Form J-13A.
- I. Total Number of Days Requested – Enter the total number of days for the dates requested in Column H.

Applicable” box on the top right corner and proceed to Section D.

If the attendance of an LEA or a school is less than or equal to 90 percent of "normal" attendance for a reasonable time during or after an emergency event, the LEA may assume that a case exists for claiming emergency attendance credit for the "material decrease" of attendance. According to CCR, Title 5, Section 428, “normal” attendance is the average daily attendance (ADA) for the month of either October or May of the same school year. If the emergency occurred between July and September of the current year, the LEA must wait to submit the request until after October ADA of the current year can be calculated. The October or May ADA is used as a proxy for a normal day of attendance for the emergency day. However, if an emergency occurs in October or May, the LEA may request to use a different month as a proxy for a normal day of attendance for the emergency day.

Pursuant to EC Section 46392, the 90 percent threshold may be waived when the Governor has declared a “State of Emergency.” A copy of the Governor’s declaration should be included in the submittal. Any reduction of attendance in a necessary small school (NSS), even if less than 10 percent, may be considered material.

Attendance must be provided at the school site level. Approval of a districtwide material decrease is contingent upon the inclusion of all district sites, and a districtwide percentage of 90 percent or less on each emergency day. For non-districtwide emergencies, each school must meet the 90 percent threshold on each emergency day for approval of attendance credit.

## PART III: CLOSURE HISTORY

In this section, provide the closure history for the current and five prior fiscal years for all schools included in the request, regardless if a J-13A request was submitted. For example, if a school had multiple closures in one year, group the closures by fiscal year and nature.

School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No
School #1	0123456	2016-17	12/5, 2/10	Flooding	Yes
School #1	0123456	2016-17	4/17-4/18	Power Outage	No
School #1	0123456	2015-16	12/15-12/6	Road Closures	Yes

## PART I: NATURE OF EMERGENCY

Use this field to describe in detail the nature of the emergency(s) that caused the material decrease in attendance. Provide a detailed explanation for any gap in between emergencies. Request should be accompanied by supporting documents, if applicable.

## PART II: MATERIAL DECREASE CALCULATION

The information provided in Parts II and III will be used to determine if the loss of attendance meets the 90 percent threshold for attendance credit approval (except when the governor declares a state of emergency or in the case of a NSS site), and to calculate the estimated attendance credit

## SECTION C: MATERIAL DECREASE

This section is used to claim attendance for material decreases pursuant to EC Section 46392. If the request does not include any credits for a material decrease in attendance, select the “Not

## Form J-13A Instructions

amount. The fields below correspond to the columns on Form J-13A.

- A. School Name – Enter the school name of each school requesting attendance credit on a separate line. Use the supplemental Excel form at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than 10 lines are needed for this request and select the “Supplemental Page(s) Attached” box on the top right corner.
- B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at <https://www.cde.ca.gov/schooldirectory/> to locate the school code
- C. “Normal” Attendance – Provide the ADA for the school month of October or May of the same school year.

A school month is 20 days, or four weeks of five days each, including legal holidays but excluding weekend makeup classes (*EC* Section 37201). The school calendar begins on the first Monday of the week that includes July 1 or the Monday of the first week of school. As a result, school months can be split between September and October; October and November; April and May; May and June. Therefore, the CDE advises LEAs to use the school month that has the most school days in either October or May.

- D. Dates Used for Determining “Normal” Attendance – Enter the date range of the school month used to provide the ADA in Column C.
- E. Date of Emergency – Enter the date of the emergency. **If the emergency lasted for more than one day, use a separate line for each date.**
- F. Actual Attendance – Provide the actual attendance for the school site on the date of emergency listed in Column E.
- G. Qualifier: 90 Percent or Less (F/C) – Calculated field. If the nature of emergency is consistent with *EC* Section 46392, the school may qualify for an attendance

adjustment when the Actual Attendance (Column F) divided by the “Normal” Attendance (Column C) yields a percentage of 90 percent or less. Exclude any emergency day that yields a percentage of more than 90 percent except when the governor declares a state of emergency or in a case of a NSS site.

- H. Net Increase of Apportionment Days (C-F) – Calculated field. The Actual Attendance (Column F) is subtracted from the “Normal” Attendance (Column C) to determine the Net Increase of Apportionment Days (Column H). When attendance on the date of emergency is greater than the “normal” attendance, this field will yield zero and should be removed from the material decrease calculation table.

**If the request is approved, CDE’s approval letter will include the total net increase of apportionment days, which may differ from the amount shown.** The LEA will then divide this number by the days in the applicable P-1, P-2, or Annual reporting period to determine the ADA increase.

### PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS

Continuation education is an hourly program, therefore the attendance must be provided in hours for continuation schools. Three hours equals one apportionment day. The fields below correspond to the columns on Form J-13A.

- A. School Name – Enter the school name of each continuation school requesting attendance credit on a separate line. Use the supplemental Excel file at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than five lines are needed for this request and select the “Supplemental Page(s) Attached” box on the top right corner.
- B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at <https://www.cde.ca.gov/schooldirectory/> to locate the school code.

## Form J-13A Instructions

- C. "Normal" Attendance Hours – Provide the attendance hours for the continuation school on the same day of the week prior to, or the week following the emergency.

Example: If the emergency day is on a Tuesday, provide the attendance hours on the Tuesday of the week prior to or following the emergency.

- D. Date Used for Determining "Normal" Attendance – Enter the date of the school day used to provide the attendance hours in Column C.
- E. Date of Emergency – Enter the date of the emergency. **If the emergency lasted for more than one day, use a separate line for each date.**
- F. Actual Attendance Hours – Provide the actual attendance hours for the continuation school on the date of emergency.
- G. Qualifier: 90 Percent or Less (F/C) – Calculated field. If the nature of emergency is consistent with *EC* Section 46392, the school may qualify for an attendance adjustment when the Actual Attendance Hours (Column F) divided by the "Normal" Attendance Hours (Column C) yields a percentage of 90 percent or less. Exclude any emergency day that yields a percentage of more than 90 percent except when the governor declares a state of emergency or in a case of a NSS site.
- H. Net Increase of Hours (C-F) – Calculated field. The Actual Attendance Hours (Column F) is subtracted from the "Normal" Attendance Hours (Column C) to determine the Net Increase of Hours (Column H). When attendance on the date of emergency is greater than the "normal" attendance, this field will yield zero and should be removed from the material decrease calculation table.

**If the request is approved, the approval letter will include the total net increase of hours for all continuation schools on the form, which may differ from the amount shown.** The LEA will then convert the hours to apportionment days and divide this number by the days in the applicable P-1,

P-2, or Annual reporting period to determine the ADA increase.

### SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

If this request does not include any lost or destroyed attendance records, select the "Not Applicable" box on the top right corner and proceed to Section E.

#### PART I: PERIOD OF REQUEST

Enter the dates of the records that were lost or destroyed.

#### PART II: CIRCUMSTANCES

Provide a detailed explanation on the emergency condition(s) and the extent of the lost or destroyed records.

#### PART III: PROPOSAL

Provide a detailed proposal or estimation in the allotted space.

### SECTION E: AFFIDAVIT

A completed affidavit is required before submitting the entire Form J-13A request to CDE.

#### PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS

- Enter the name of the school district, COE, or charter school.
- Enter the names of the all the board members.
- At least a majority of the board members must sign this affidavit.
- The governing board signatures must be witnessed. The witness person must complete the following fields:
  - Witnessed date
  - Name
  - Signature
  - Title
  - County name

#### PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER

Only complete for a charter school request. Once the governing board members and witness fields have been completed, this request will be submitted to the charter school's authorizer for approval. An authorizer for a charter school may be

## Form J-13A Instructions

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a school district, COE or State Board of Education.

If approved, the superintendent of the charter school's authorizer will complete the following fields:

- Name
- Signature
- Authorizing LEA Name

### **PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS**

All requests must go to the COE for approval. If approved, the COE will complete Part III of the affidavit. The county superintendent's signature must be witnessed.

- Name of the County Superintendent of Schools (or designee)
- Signature of the County Superintendent of Schools (or designee)
- Witnessed date
- Witness name
- Witness signature
- Witness title
- County name
- Contact person/individual responsible for completing the county affidavit. Include the contact person's name, title, phone number and e-mail address.

CALIFORNIA DEPARTMENT OF EDUCATION  
**REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS**  
 FORM J-13A, REVISED DECEMBER 2017

**SECTION A: REQUEST INFORMATION**

- This form is used to obtain approval of attendance and instructional time credit pursuant to *Education Code (EC)* sections 41422, 46200, 46391, 46392 and *California Code of Regulations (CCR)*, Title 5, Section 428.
- Only schools that report Principal Apportionment average daily attendance (ADA) for the purpose of calculating a K-12 Local Control Funding Formula (LCFF) entitlement should submit this form.
- Refer to the instructions and frequently asked questions at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> for information regarding the completion of this form.

**PART I: LOCAL EDUCATIONAL AGENCY (LEA)**

LEA NAME:		COUNTY CODE:	DISTRICT CODE:	CHARTER NUMBER (IF APPLICABLE):
LEA SUPERINTENDENT OR ADMINISTRATOR NAME:				FISCAL YEAR:
ADDRESS:			COUNTY NAME:	
CITY:		STATE:	ZIP CODE:	
CONTACT NAME:	TITLE:	PHONE:	E-MAIL:	

**PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST (Choose only one LEA type):**

<input type="checkbox"/> <b>SCHOOL DISTRICT</b> Choose one of the following: <input type="checkbox"/> All district school sites <input type="checkbox"/> Select district school sites	<input type="checkbox"/> <b>COUNTY OFFICE OF EDUCATION (COE)</b> Choose one of the following: <input type="checkbox"/> All COE school sites <input type="checkbox"/> Select COE school sites	<input type="checkbox"/> <b>CHARTER SCHOOL</b>
--	---	--

**PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:**

<input type="checkbox"/> <b>SCHOOL CLOSURE:</b> When one or more schools were closed because of conditions described in <i>EC</i> Section 41422. LCFF apportionments should be maintained and instructional time credited in Section B for the school(s) without regard to the fact that the school(s) were closed on the dates listed, due to the nature of the emergency. Approval of this request authorizes the LEA to disregard these days in the computation of ADA (per <i>EC</i> Section 41422) without applicable penalty and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to <i>EC</i> Section 46200, et seq. <input type="checkbox"/> There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.
<input type="checkbox"/> <b>MATERIAL DECREASE:</b> When one or more schools were kept open but experienced a material decrease in attendance pursuant to <i>EC</i> Section 46392 and <i>CCR</i> , Title 5, Section 428. Material decrease requests that include all school sites within the school district must demonstrate that the school district as a whole experienced a material decrease in attendance. Material decrease requests for one or more but not all sites within the school district must show that each site included in the request experienced a material decrease in attendance pursuant to <i>EC</i> Section 46392 and <i>CCR</i> , Title 5, Section 428. The request for substitution of estimated days of attendance for actual days of attendance is in accordance with the provisions of <i>EC</i> Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of LCFF apportionments for the described school(s) and dates in Section C during which school attendance was materially decreased due to the nature of the emergency. <input type="checkbox"/> There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.
<input type="checkbox"/> <b>LOST OR DESTROYED ATTENDANCE RECORDS:</b> When attendance records have been lost or destroyed as described in <i>EC</i> Section 46391. Requesting the use of estimated attendance in lieu of attendance that cannot be verified due to the loss or destruction of attendance records. This request is made pursuant to <i>EC</i> Section 46391: <i>"Whenever any attendance records of any district have been lost or destroyed, making it impossible for an accurate report on average daily attendance for the district for any fiscal year to be rendered, which fact shall be shown to the satisfaction of the Superintendent of Public Instruction by the affidavits of the members of the governing board of the district and the county superintendent of schools, the Superintendent of Public Instruction shall estimate the average daily attendance of such district. The estimated average daily attendance shall be deemed to be the actual average daily attendance for that fiscal year for the making of apportionments to the school district from the State School Fund."</i>



**SECTION C: MATERIAL DECREASE**

- Not Applicable (Proceed to Section D)  
 Supplemental Page(s) Attached

**PART I: NATURE OF EMERGENCY** (Describe in detail.)

**PART II: MATERIAL DECREASE CALCULATION** (Use the supplemental Excel file at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than 10 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F)
			-				
			-				
			-				
			-				
			-				
			-				
			-				
			-				
			-				
			-				
		Total:					

**PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS** (Provide the attendance in hours. Use the supplemental Excel file at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than 5 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance Hours	Date Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance Hours	Qualifier: 90% or Less (F/C)	Net Increase of Hours (C-F)
		Total:					

\*Qualifier should be 90% or less except when the governor declares a state of emergency or in the case of a Necessary Small School (NSS) site.

**SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS**

Not Applicable (Proceed to Section E)

**PART I: PERIOD OF REQUEST** The entire period covered by the lost or destroyed records commences with \_\_\_\_\_ up to and including \_\_\_\_\_.

**PART II: CIRCUMSTANCES** (Describe below circumstances and extent of records lost or destroyed.)

**PART III: PROPOSAL** (Describe below the proposal to reconstruct attendance records or estimate attendance in the absence of records.)



**SECTION E: AFFIDAVIT**

**PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS** – All applicable sections below must be completed to process this J-13A request.

We, members constituting a majority of the governing board of \_\_\_\_\_, hereby swear (or affirm) that the foregoing statements are true and are based on official records.

Board Members Names

Board Members Signatures

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

Witness: \_\_\_\_\_ Title: \_\_\_\_\_ of \_\_\_\_\_ County, California  
(Name) (Signature)

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**PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER** (Only applicable to charter school requests)

Superintendent (or designee): \_\_\_\_\_ Authorizing LEA Name: \_\_\_\_\_  
(Name) (Signature)

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**PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS**

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

County Superintendent of Schools (or designee): \_\_\_\_\_  
(Name) (Signature)

Subscribed and sworn (or affirmed) before me, this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

Witness: \_\_\_\_\_ Title: \_\_\_\_\_ of \_\_\_\_\_ County, California  
(Name) (Signature)

COE contact/individual responsible for completing this section:

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

**REQUEST FOR ALLOWANCE OF ATTENDANCE  
DUE TO EMERGENCY CONDITIONS**

**Form J-13A**

(Revised December 2017)

**California Department of Education**

School Fiscal Services Division

Website: <https://www.cde.ca.gov/fg/>

Telephone: 916-324-4541

Email: [attendanceaccounting@cde.ca.gov](mailto:attendanceaccounting@cde.ca.gov)

# Form J-13A Instructions

## Why file:

The Request for Allowance of Attendance Due to Emergency Conditions, Form J-13A is used to obtain approval of attendance and instructional time credit under one or more of the following conditions:

- When one or more schools were closed because of conditions described in *Education Code (EC)* Section 41422.
- When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC* Section 46392 and *California Code of Regulations (CCR)*, Title 5, Section 428.
- When attendance records have been lost or destroyed as described in *EC* Section 46391.

The California Department of Education's (CDE) approval of the J-13A, combined with other attendance records, serve to document the local educational agency's (LEA) compliance with instructional time laws and provide authority to maintain school for less than the required instructional days and minutes without incurring a fiscal penalty to the LEA's Local Control Funding Formula (LCFF) funding.

## How to file:

The Form J-13A is available at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp>. Also available on the J-13A Web page are FAQs and supplemental pages for sections B and C in Excel format. All affidavits must have original signatures.

Charter schools must file separately from the authorizing school district or county office of education (COE).

The LEA governing board must approve each request by completing Section E, Affidavit of School District, County Office of Education, or Charter School Governing Board Members. Once the majority of the governing board members have approved the request, the LEA should keep a copy of the request and then submit the original to the county superintendent who must approve the request before it can be submitted to the State Superintendent of Public Instruction, CDE. Charter schools must submit the request to their authorizing LEA for approval, who will then forward to the county superintendent for approval.

The following summarizes the J-13A submittal and CDE review process:

- The county superintendent executes the Affidavit of County Superintendent of Schools, certifying the approval.
- The COE should keep a copy of the request and mail the original request to the listed CDE address.
- Once CDE has received the Form J-13A, the request will go through a review process. If the request is approved, CDE will e-mail the approval letter and a copy of the request to all contacts listed on the form. CDE will also mail a hardcopy of the approval letter. If the request is denied, CDE will e-mail the denial letter and a copy of the request to all contacts listed on the form. CDE will also mail a hardcopy of the denial letter.

## Where to file:

Mail the entire original Form J-13A to:  
School Fiscal Services Division  
California Department of Education  
1430 N Street, Suite 3800  
Sacramento, CA 95814

## General Instructions:

- Multiple emergency events and schools may be included on one Form J-13A. Be sure to include specific detailed information and supporting documents for each event and school.
- If the emergency event resulted in a closure and material decrease, complete sections B and C.
- Supplemental pages for sections B and C are available in Excel format for a request that requires more lines than allocated on Form J-13A.
- Attach supporting documentation. Redact any personally identifiable information. Examples of required supporting documentation:
  - Declaration of a State of Emergency
  - News articles
  - E-mails
  - Invoices

# Form J-13A Instructions

- A local safety officer letter for any incident involving police activity, threats, cyber threats, etc.
- A county public health officer letter for any incident involving epidemic-type illness. The letter is to specify that the illness was an epidemic or that there was an increase in the number of cases of a disease above what is normally expected of the population in that area.

## SECTION A: REQUEST INFORMATION

Refer to the California School Directory at <https://www.cde.ca.gov/schooldirectory/> for information needed to complete this section.

### PART I: LOCAL EDUCATIONAL AGENCY (LEA)

- LEA Name – Enter the name of the school district, COE, or charter school submitting the Form J-13A.
- County Code – Enter the two-digit county code associated with this entity.
- District Code – Enter the five-digit district code associated with this entity.
- Charter Number – If this request is for a charter school, enter the charter number associated with this entity.
- LEA Superintendent or Administrator Name – Enter the name of the superintendent or administrator associated with this entity.
- Fiscal Year – Enter the fiscal year of the requested emergency closure, material decrease and/or lost or destroyed attendance records.
- Address – Enter the LEA's full address including:
  - Number and street
  - County name
  - City
  - State
  - Zip code
- Contact Information – Enter a contact person for this request. Include the following:
  - Name
  - Title
  - Phone number
  - E-mail address

## PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST

Select the LEA type associated with the request and, for a school district or COE request, if all or select school sites are included in the request. Only one LEA type may be selected.

## PART III: CONDITION(S) APPLICABLE TO THIS REQUEST

Read each condition carefully and select one or more that apply to this request. In addition, indicate if the request is associated with a Declaration of a State of Emergency by the Governor of California.

## SECTION B: SCHOOL CLOSURE

This section is used for closures pursuant to *EC* Section 41422. If the request does not include any school closures, select the "Not Applicable" box on the top right corner and proceed to Section C.

### PART I: NATURE OF EMERGENCY

Use this field to describe in detail the nature of the emergency(s) that caused the school closure.

### PART II: SCHOOL INFORMATION

The fields below correspond to the columns on Form J-13A.

- A. School Name – Enter the school name of each school closed on a separate line. Use the supplemental Excel form at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than 10 lines are needed for this request and select the "Supplemental Page(s) Attached" box on the top right corner.
- B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at <https://www.cde.ca.gov/schooldirectory/> to locate the school code.
- C. Site Type – Enter the site type associated with the school listed in Column A. This site information is need for CDE to determine the specific instructional time requirements for the listed school. Choose one of the following site type options:
  - Charter School
  - Community Day
  - Continuation School
  - County Community
  - Juvenile Court School

# Form J-13A Instructions

- Opportunity School
- Special Education
- Traditional

- D. Days in School Calendar – Provide the number of days in the school calendar. Attach a copy of the school calendar to the request. If the request includes multiple schools, attach a copy of each different school calendar and clearly identify which schools follow each calendar. If all schools have the same school calendar, note “all schools” at the top of the calendar.
- E. Emergency Days Built In – Provide the number of additional days the school has built in to the school calendar to use as make-up days for emergency closures.
- F. Built In Emergency Days Used – Provide the number of built in emergency days the school has used so far in the school year.
- G. Date(s) of Emergency Closure – Enter the date(s) closed for the emergency in the current request.
- H. Closure Dates Requested – Of the dates provided in Column G, enter the dates the school will not be able to make-up, and is requesting as part of the Form J-13A.
- I. Total Number of Days Requested – Enter the total number of days for the dates requested in Column H.

Applicable” box on the top right corner and proceed to Section D.

If the attendance of an LEA or a school is less than or equal to 90 percent of "normal" attendance for a reasonable time during or after an emergency event, the LEA may assume that a case exists for claiming emergency attendance credit for the "material decrease" of attendance. According to CCR, Title 5, Section 428, “normal” attendance is the average daily attendance (ADA) for the month of either October or May of the same school year. If the emergency occurred between July and September of the current year, the LEA must wait to submit the request until after October ADA of the current year can be calculated. The October or May ADA is used as a proxy for a normal day of attendance for the emergency day. However, if an emergency occurs in October or May, the LEA may request to use a different month as a proxy for a normal day of attendance for the emergency day.

Pursuant to EC Section 46392, the 90 percent threshold may be waived when the Governor has declared a “State of Emergency.” A copy of the Governor’s declaration should be included in the submittal. Any reduction of attendance in a necessary small school (NSS), even if less than 10 percent, may be considered material.

Attendance must be provided at the school site level. Approval of a districtwide material decrease is contingent upon the inclusion of all district sites, and a districtwide percentage of 90 percent or less on each emergency day. For non-districtwide emergencies, each school must meet the 90 percent threshold on each emergency day for approval of attendance credit.

### PART III: CLOSURE HISTORY

In this section, provide the closure history for the current and five prior fiscal years for all schools included in the request, regardless if a J-13A request was submitted. For example, if a school had multiple closures in one year, group the closures by fiscal year and nature.

School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No
School #1	0123456	2016-17	12/5, 2/10	Flooding	Yes
School #1	0123456	2016-17	4/17-4/18	Power Outage	No
School #1	0123456	2015-16	12/15-12/6	Road Closures	Yes

### SECTION C: MATERIAL DECREASE

This section is used to claim attendance for material decreases pursuant to EC Section 46392. If the request does not include any credits for a material decrease in attendance, select the “Not

### PART I: NATURE OF EMERGENCY

Use this field to describe in detail the nature of the emergency(s) that caused the material decrease in attendance. Provide a detailed explanation for any gap in between emergencies. Request should be accompanied by supporting documents, if applicable.

### PART II: MATERIAL DECREASE CALCULATION

The information provided in Parts II and III will be used to determine if the loss of attendance meets the 90 percent threshold for attendance credit approval (except when the governor declares a state of emergency or in the case of a NSS site), and to calculate the estimated attendance credit

## Form J-13A Instructions

amount. The fields below correspond to the columns on Form J-13A.

- A. School Name – Enter the school name of each school requesting attendance credit on a separate line. Use the supplemental Excel form at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> if more than 10 lines are needed for this request and select the “Supplemental Page(s) Attached” box on the top right corner.
- B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at <https://www.cde.ca.gov/schooldirectory/> to locate the school code
- C. “Normal” Attendance – Provide the ADA for the school month of October or May of the same school year.

A school month is 20 days, or four weeks of five days each, including legal holidays but excluding weekend makeup classes (*EC* Section 37201). The school calendar begins on the first Monday of the week that includes July 1 or the Monday of the first week of school. As a result, school months can be split between September and October; October and November; April and May; May and June. Therefore, the CDE advises LEAs to use the school month that has the most school days in either October or May.

- D. Dates Used for Determining “Normal” Attendance – Enter the date range of the school month used to provide the ADA in Column C.
- E. Date of Emergency – Enter the date of the emergency. **If the emergency lasted for more than one day, use a separate line for each date.**
- F. Actual Attendance – Provide the actual attendance for the school site on the date of emergency listed in Column E.
- G. Qualifier: 90 Percent or Less (F/C) – Calculated field. If the nature of emergency is consistent with *EC* Section 46392, the school may qualify for an attendance

adjustment when the Actual Attendance (Column F) divided by the “Normal” Attendance (Column C) yields a percentage of 90 percent or less. Exclude any emergency day that yields a percentage of more than 90 percent except when the governor declares a state of emergency or in a case of a NSS site.

- H. Net Increase of Apportionment Days (C-F) – Calculated field. The Actual Attendance (Column F) is subtracted from the “Normal” Attendance (Column C) to determine the Net Increase of Apportionment Days (Column H). When attendance on the date of emergency is greater than the “normal” attendance, this field will yield zero and should be removed from the material decrease calculation table.

**If the request is approved, CDE’s approval letter will include the total net increase of apportionment days, which may differ from the amount shown.** The LEA will then divide this number by the days in the applicable P-1, P-2, or Annual reporting period to determine the ADA increase.

### PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS

Continuation education is an hourly program, therefore the attendance must be provided in hours for continuation schools. Three hours equals one apportionment day. The fields below correspond to the columns on Form J-13A.

- A. School Name – Enter the school name of each continuation school requesting attendance credit on a separate line. Use the supplemental Excel file at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> if more than five lines are needed for this request and select the “Supplemental Page(s) Attached” box on the top right corner.
- B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at <https://www.cde.ca.gov/schooldirectory/> to locate the school code.

## Form J-13A Instructions

- C. "Normal" Attendance Hours – Provide the attendance hours for the continuation school on the same day of the week prior to, or the week following the emergency.

Example: If the emergency day is on a Tuesday, provide the attendance hours on the Tuesday of the week prior to or following the emergency.

- D. Date Used for Determining "Normal" Attendance – Enter the date of the school day used to provide the attendance hours in Column C.
- E. Date of Emergency – Enter the date of the emergency. **If the emergency lasted for more than one day, use a separate line for each date.**
- F. Actual Attendance Hours – Provide the actual attendance hours for the continuation school on the date of emergency.
- G. Qualifier: 90 Percent or Less (F/C) – Calculated field. If the nature of emergency is consistent with *EC* Section 46392, the school may qualify for an attendance adjustment when the Actual Attendance Hours (Column F) divided by the "Normal" Attendance Hours (Column C) yields a percentage of 90 percent or less. Exclude any emergency day that yields a percentage of more than 90 percent except when the governor declares a state of emergency or in a case of a NSS site.
- H. Net Increase of Hours (C-F) – Calculated field. The Actual Attendance Hours (Column F) is subtracted from the "Normal" Attendance Hours (Column C) to determine the Net Increase of Hours (Column H). When attendance on the date of emergency is greater than the "normal" attendance, this field will yield zero and should be removed from the material decrease calculation table.

**If the request is approved, the approval letter will include the total net increase of hours for all continuation schools on the form, which may differ from the amount shown.** The LEA will then convert the hours to apportionment days and divide this number by the days in the applicable P-1,

P-2, or Annual reporting period to determine the ADA increase.

### SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

If this request does not include any lost or destroyed attendance records, select the "Not Applicable" box on the top right corner and proceed to Section E.

#### PART I: PERIOD OF REQUEST

Enter the dates of the records that were lost or destroyed.

#### PART II: CIRCUMSTANCES

Provide a detailed explanation on the emergency condition(s) and the extent of the lost or destroyed records.

#### PART III: PROPOSAL

Provide a detailed proposal or estimation in the allotted space.

### SECTION E: AFFIDAVIT

A completed affidavit is required before submitting the entire Form J-13A request to CDE.

#### PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS

- Enter the name of the school district, COE, or charter school.
- Enter the names of the all the board members.
- At least a majority of the board members must sign this affidavit.
- The governing board signatures must be witnessed. The witness person must complete the following fields:
  - Witnessed date
  - Name
  - Signature
  - Title
  - County name

#### PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER

Only complete for a charter school request. Once the governing board members and witness fields have been completed, this request will be submitted to the charter school's authorizer for approval. An authorizer for a charter school may be

## Form J-13A Instructions

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a school district, COE or State Board of Education.

If approved, the superintendent of the charter school's authorizer will complete the following fields:

- Name
- Signature
- Authorizing LEA Name

### **PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS**

All requests must go to the COE for approval. If approved, the COE will complete Part III of the affidavit. The county superintendent's signature must be witnessed.

- Name of the County Superintendent of Schools (or designee)
- Signature of the County Superintendent of Schools (or designee)
- Witnessed date
- Witness name
- Witness signature
- Witness title
- County name
- Contact person/individual responsible for completing the county affidavit. Include the contact person's name, title, phone number and e-mail address.



CALIFORNIA DEPARTMENT OF EDUCATION  
**REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS**  
 FORM J-13A, REVISED DECEMBER 2017

**SECTION A: REQUEST INFORMATION**

- This form is used to obtain approval of attendance and instructional time credit pursuant to *Education Code (EC)* sections 41422, 46200, 46391, 46392 and *California Code of Regulations (CCR)*, Title 5, Section 428.
- Only schools that report Principal Apportionment average daily attendance (ADA) for the purpose of calculating a K–12 Local Control Funding Formula (LCFF) entitlement should submit this form.
- Refer to the instructions and frequently asked questions at <https://www.cde.ca.gov/fg/aa/paj/13a.asp> for information regarding the completion of this form.

**PART I: LOCAL EDUCATIONAL AGENCY (LEA)**

LEA NAME: <b>Orcutt Union School District</b>		COUNTY CODE: <b>42</b>	DISTRICT CODE: <b>69260</b>	CHARTER NUMBER (IF APPLICABLE):
LEA SUPERINTENDENT OR ADMINISTRATOR NAME: <b>Dr. Holly Edds</b>			FISCAL YEAR: <b>2024</b>	
ADDRESS: <b>500 Dyer Street</b>			COUNTY NAME: <b>Santa Barbara</b>	
CITY: <b>Orcutt</b>		STATE: <b>CA</b>	ZIP CODE: <b>93455</b>	
CONTACT NAME: <b>Sandra Knight</b>	TITLE: <b>Assistant Superintendent Bus</b>	PHONE: <b>805-938-8915</b>	E-MAIL: <b>sknight@orcutt-schools.net</b>	

**PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST** (Choose only one LEA type):

<input type="checkbox"/> <b>SCHOOL DISTRICT</b> Choose one of the following: <input type="checkbox"/> All district school sites <input type="checkbox"/> Select district school sites	<input type="checkbox"/> <b>COUNTY OFFICE OF EDUCATION (COE)</b> Choose one of the following: <input type="checkbox"/> All COE school sites <input type="checkbox"/> Select COE school sites	<input checked="" type="checkbox"/> <b>CHARTER SCHOOL</b>
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**PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:**

**SCHOOL CLOSURE:** When one or more schools were closed because of conditions described in *EC* Section 41422. LCFF apportionments should be maintained and instructional time credited in Section B for the school(s) without regard to the fact that the school(s) were closed on the dates listed, due to the nature of the emergency. Approval of this request authorizes the LEA to disregard these days in the computation of ADA (per *EC* Section 41422) without applicable penalty and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *EC* Section 46200, et seq.

There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

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**MATERIAL DECREASE:** When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. Material decrease requests that include all school sites within the school district must demonstrate that the school district as a whole experienced a material decrease in attendance. Material decrease requests for one or more but not all sites within the school district must show that each site included in the request experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. The request for substitution of estimated days of attendance for actual days of attendance is in accordance with the provisions of *EC* Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of LCFF apportionments for the described school(s) and dates in Section C during which school attendance was materially decreased due to the nature of the emergency.

There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

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**LOST OR DESTROYED ATTENDANCE RECORDS:** When attendance records have been lost or destroyed as described in *EC* Section 46391. Requesting the use of estimated attendance in lieu of attendance that cannot be verified due to the loss or destruction of attendance records. This request is made pursuant to *EC* Section 46391:

*"Whenever any attendance records of any district have been lost or destroyed, making it impossible for an accurate report on average daily attendance for the district for any fiscal year to be rendered, which fact shall be shown to the satisfaction of the Superintendent of Public Instruction by the affidavits of the members of the governing board of the district and the county superintendent of schools, the Superintendent of Public Instruction shall estimate the average daily attendance of such district. The estimated average daily attendance shall be deemed to be the actual average daily attendance for that fiscal year for the making of apportionments to the school district from the State School Fund."*

**SECTION B: SCHOOL CLOSURE**

Not Applicable (Proceed to Section C)

**PART I: NATURE OF EMERGENCY** (Describe in detail.)

Supplemental Page(s) Attached

Severe rain storm and flooding statewide. See Proclamation of State of Emergency signed by Governor Newsom on February 4, 2024.

**PART II: SCHOOL INFORMATION** (Use the supplemental Excel form at <https://www.cde.ca.gov/fg/aa/pa/i13a.asp> if more than 10 lines are needed for this request. Attach a copy of a school calendar. If the request is for multiple school sites, and the sites have differing school calendars, attach a copy of each different school calendar to the request.)

A	B	C	D	E	F	G	H	I
School Name	School Code	Site Type	Days in School Calendar	Emergency Days Built In	Built In Emergency Days Used	Date(s) of Emergency Closure	Closure Dates Requested	Total Number of Days Requested
Orcutt Academy Charter School	0116434	charter	180	0	0	February 5, 2024	February 5, 2024	1
OAK 8 Charter School	0116434	charter	180	0	0	February 5, 2024	February 5, 2024	1

**PART III: CLOSURE HISTORY** (List closure history for all schools in Part II. Refer to the instructions for an example.)

A	B	C	D	E	F
School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No
Orcutt Academy Charter School	6045736	2023	January 10, 2023	Rain and Flooding	Yes
OAK 8 Charter School	6045744	2023	January 10, 2023	Rain and Flooding	Yes

**SECTION C: MATERIAL DECREASE**

**Not Applicable (Proceed to Section D)**  
 **Supplemental Page(s) Attached**

**PART I: NATURE OF EMERGENCY** (Describe in detail.)

**PART II: MATERIAL DECREASE CALCULATION** (Use the supplemental Excel file at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than 10 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F)
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
Total		0.00			0		0.00

**PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS** (Provide the attendance in hours. Use the supplemental Excel file at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than 5 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance Hours	Date Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance Hours	Qualifier: 90% or Less (F/C)	Net Increase of Hours (C-F)
						0.00%	0.00
						0.00%	0.00
						0.00%	0.00
						0.00%	0.00
Total		0.00			0.00		0.00

\*Qualifier should be 90% or less except when the governor declares a state of emergency or in the case of a Necessary Small School (NSS) site.

**SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS**

**Not Applicable (Proceed to Section E)**

**PART I: PERIOD OF REQUEST** The entire period covered by the lost or destroyed records commences with \_\_\_\_\_ up to and including \_\_\_\_\_.

**PART II: CIRCUMSTANCES** (Describe below circumstances and extent of records lost or destroyed.)

**PART III: PROPOSAL** (Describe below the proposal to reconstruct attendance records or estimate attendance in the absence of records.)

**SECTION E: AFFIDAVIT**

**PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS** – All applicable sections below must be completed to process this J-13A request.

We, members constituting a majority of the governing board of \_\_\_\_\_, hereby swear (or affirm) that the foregoing statements are true and are based on official records.

Board Members Names

Board Members Signatures

Shaun Henderson

Lisa Morinini

Liz Phillips

Mark Steller

Melanie Waffle

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this 10th day of April, 2024.

Witness: \_\_\_\_\_ Title: \_\_\_\_\_ of Santa Barbara County, California  
(Name) (Signature)

**PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER** (Only applicable to charter school requests)

Superintendent (or designee): Dr. Holly Edds Authorizing LEA Name: Orcutt Union School District  
(Name) (Signature)

**PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS**

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

County Superintendent of Schools (or designee): \_\_\_\_\_  
(Name) (Signature)

Subscribed and sworn (or affirmed) before me, this \_\_\_\_\_ day of \_\_\_\_\_.

Witness: \_\_\_\_\_ Title: \_\_\_\_\_ of \_\_\_\_\_ County, California  
(Name) (Signature)

COE contact/individual responsible for completing this section:

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_



## EDUCATIONAL SERVICES MEMORANDUM

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

FROM: Joe Dana  
Assistant Superintendent, Educational Services

BOARD MEETING DATE: April 17, 2024

BOARD AGENDA ITEM: Resolution No. 14: Waiver of Attendance Due to Emergency Conditions, Early Learning Center (ELC)

BACKGROUND: When a California State Preschool Program (CSPP) facility needs to close for a day or more due to an emergency, CSPP guidelines indicate a board resolution is needed in association with any request to have the requirement for student attendance waived for that period of time. At the direction of Santa Barbara County Sheriff Bill Brown, our district's CSPP facility, the Orcutt Early Learning Center, was closed on Monday, February 5, 2024, due to anticipated severe rainstorms and flooding in our area. Accordingly, we are presenting 2023/2024 Board Resolution No. 14, which approves our preschool's emergency closure and requests the waiving of attendance requirements due to emergency conditions.

RECOMMENDATION: Staff recommends that the Board of Trustees approve Board Resolution No. 14: Waiver of Attendance Due to Emergency Conditions, Early Learning Center (ELC), as submitted.

FUNDING: This resolution will be part of our district's effort to ensure that the Orcutt Early Learning Center will lose no funding due to its emergency closure on February 5, 2024.

**ORCUTT UNION SCHOOL DISTRICT  
COUNTY OF SANTA BARBARA,  
STATE OF CALIFORNIA RESOLUTION  
AUTHORIZING THE EMERGENCY CLOSURE  
OF THE ORCUTT EARLY LEARNING CENTER**

**2023/2024 RESOLUTION NO. 14**

WHEREAS, Orcutt, CA, and the surrounding communities experienced severe weather, high winds, and flooding during the period of Saturday, February 3, through Monday, February 5, 2024, and the District closed its California State Preschool Program (CSPP), the Orcutt Early Learning Center, on Monday, February 5, 2024, in order to comply with an emergency order from the Santa Barbara County Sheriff; and

WHEREAS, the Superintendent or designee notified the appropriate employees and parents/guardians that school would be closed on February 5, 2024; and

WHEREAS, CSPP students attended school on Friday, February 2, 2024, and on Tuesday, February 6, 2024;

NOW, THEREFORE, BE IT RESOLVED that the governing board of the Orcutt Union School District hereby approves the emergency closure of the Orcutt Early Learning Center and asks the California Department of Education to approve the request for emergency closure during the current 2023-2024 CSPP contract year and waive attendance requirements due to emergency conditions.

BE IT FURTHER RESOLVED that the Superintendent or designee shall be authorized to apply for any and all applicable emergency relief.

AYES:

NOES:

ABSTENTIONS:

ABSENT:

DATED: April 17, 2024 BOARD OF TRUSTEES, ORCUTT UNION SCHOOL DISTRICT

By: \_\_\_\_\_  
Lisa Morinini, Board President



## BUSINESS SERVICES MEMORANDUM

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

FROM: Sandra Knight  
Assistant Superintendent, Business Services

BOARD MEETING DATE: April 17, 2024

BOARD AGENDA ITEM: Resolution No. 15, Adoption of School Developer Fee Increase

BACKGROUND: At its January 24, 2024 meeting, the State Allocation Board increased the residential and commercial/industrial development fees from \$4.79 and \$0.78 to \$5.17 and \$0.84 respectively, as authorized by Government Code section 65995.

SchoolWorks is a facility planning consultant working exclusively with California school districts and we have utilized their services for the past 20 years. In March 2024 SchoolWorks completed a Developer Fee Justification Study for our district. The study confirms and justifies the need for continual reconstruction and construction of our school facilities. The fees are shared 71% with Orcutt Union School district and 29% with Santa Maria Joint Union High School District. Orcutt Union School District share of residential construction fees will increase from the current \$3.42 to \$3.69 and commercial/industrial fees will increase from \$0.56 to \$0.60 effective June 17, 2024.

As required by Government Code section 66016, a 10-day notice of the time and place of a public hearing and meeting, including a general explanation of the matter to be considered has been published in a newspaper and made available at the district office for public inspection and comment. In addition, notices of this meeting were mailed to various government agencies.

RECOMMENDATION: Staff recommends that the Board of Trustees approve Resolution No. 15, Adoption of School Developer Fee Increase as submitted.

FUNDING: Fund 25



BEFORE THE GOVERNING BOARD OF THE  
ORCUTT UNION ELEMENTARY SCHOOL DISTRICT  
SANTA BARBARA COUNTY, CALIFORNIA

In the Matter of	)	
	)	Resolution No. 15
THE ADOPTION OF A FEE	)	
JUSTIFICATION STUDY AND THE	)	
INCREASE IN SCHOOL FACILITIES	)	
FEES AND ADOPTION OF CEQA	)	
NOTICE OF EXEMPTION	)	

WHEREAS, Education Code section 17620 authorizes school districts to levy a fee, charge or dedication against any new construction within its boundaries for the purpose of funding the construction or reconstruction of school facilities; and

WHEREAS, the governing board (“Board”) of the Orcutt Union Elementary School District (“District”) has caused a study to be prepared by SchoolWorks entitled 2024 Developer Fee Justification Study (incorporated herein by reference and hereinafter referred to as the “Study”), which identifies the purpose and use for the fee and sets forth a reasonable relationship between the fee to be imposed, the type of development project on which the fee is to be imposed, and the increased school facilities made necessary by virtue of the burden imposed by the development; and

WHEREAS the Orcutt Union Elementary School District (“District”) by agreement with the high school district[s] sharing geographical territory with the District (“Fee-Sharing Agreement”), may levy 71.43% of the total fees permitted pursuant to Government Code Section 65995 for development in areas in which the District provides school services. The remaining

permitted fees shall be allocated to the high school district(s) within whose boundaries the residential, commercial, or industrial development shall occur; and

WHEREAS, pursuant to the authority of Government Code section 65995, subdivision (b)(3), the fees authorized by Education Code section 17620 have presently been established by the State Allocation Board (“SAB”) in the amount of \$5.17 per square foot for residential development and \$0.84 per square foot for commercial/industrial development; and

WHEREAS based upon the Fee-Sharing Agreement and in accordance with the increased level of fees permitted by the SAB pursuant to Government Code section 65995, the District may levy the following fees, which represent a percentage of the SAB Authorized Fee Amounts

1. \$3.69 per square foot of residential development (71.43% of \$5.17).
2. \$0.60 per square foot of commercial/industrial development (71.43% of \$0.84).

These amounts are justified by the needs of the District alone and do not include the needs of the high school district[s]; and

WHEREAS, Education Code section 17621 specifically exempts the adoption, increase, or imposition of any fee, charge, dedication or other requirement pursuant to Education Code section 17620 from the provisions of the California Environmental Quality Act (“CEQA”)(Pub. Resources Code Section 21000 et seq.); and

WHEREAS, upon a determination that the imposition of school facilities fees under Education Code section 17620 is exempt from CEQA, the District is entitled to file a Notice of Exemption with the County Clerk pursuant to California Code of Regulations, title 14, section 15062.

NOW, THEREFORE, BE IT RESOLVED, that the Board makes the following findings:

1. Prior to the adoption of this resolution (“Resolution”), the Board of the District conducted a public hearing at which oral and/or written presentations were made as part of the Board’s regularly scheduled meeting. Notice of the time and place of the meeting, including a general explanation of the matter to be considered has been published twice in the newspaper in accordance with Government Code sections 66017 and 66018. Additionally, at least 10 days prior to the meeting, the District made all relevant information available to the public indicating the cost, or estimated cost, of the construction or reconstruction of school facilities made necessary by the residential and/or commercial/industrial development to which the fee shall apply.
2. The purpose of the fees is to provide adequate school facilities for the students of the District who will be generated by residential and commercial/industrial development in the District.
3. The fees are to be used to finance the construction and reconstruction of school facilities.
4. There is a reasonable relationship between the need for the imposition of the fee and the types of development projects upon which the fees shall be imposed for the purpose of the construction or reconstruction of school facilities, in that residential, commercial and industrial development will generate students who will attend District schools. These students cannot be housed by the District without additional school facilities, or the reconstruction of existing school

facilities. The fees will be used to fund all, or a portion of, new school facilities, or to reconstruct existing school facilities.

5. There is a reasonable relationship between the amount of the fee and the cost of the additional or reconstructed school facilities attributable to the development upon which the fee shall be imposed, in that the square footage of these developments has a direct relationship to the number of students that will be generated, and thus to the facilities the District must add and/or reconstruct in order to accommodate the additional students.
6. The District maintains a separate capital facilities account, or fund, as required by Government Code section 66006.
7. There are no other adequate sources of funds to meet the District's school facilities needs occasioned by, and resulting from, the construction of new residential and/or commercial/industrial development within the District.

AND BE IT FURTHER RESOLVED that the Board incorporates herein by reference, approves and adopts the Study entitled 2024 Developer Fee Justification Study, prepared by SchoolWorks which documents the need for the school facilities fees.

AND BE IT FURTHER RESOLVED that since the Study justifies fees at or in excess of the SAB Authorized Fee Amounts, the District, in accordance with Education Code sections 17620, et seq., and Government Code sections 65995, et seq., and the Fee-Sharing Agreement, hereby increases fees to the following amounts:

1. \$3.69 per square foot of residential development;
2. \$0.60 per square foot of commercial or industrial development except for Rental Self Storage facilities in which a fee of \$0.06 per square foot is justified.

AND BE IT FURTHER RESOLVED that the amount collected on behalf of both the District and the high school district[s] pursuant to this Resolution shall not exceed a total of \$5.17 per square foot for residential development and \$0.84 per square foot of commercial or industrial development.

AND BE IT FURTHER RESOLVED that the increase in fees shall take effect sixty (60) days after the date of this Resolution.

AND BE IT FURTHER RESOLVED that the Superintendent of the District, or his or her designee, shall give notice of the Board's action herein to all cities and counties with jurisdiction over the territory of the District in accordance with the requirements of Education Code section 17620 and 17621, requesting that no building permits (or, for manufactured homes and mobile homes, certificates of occupancy) be issued on or after the date which is sixty (60) days after the date of this Resolution, without certification from the District that the fee specified herein have been paid. Said notice shall specify that collection of the fees is not subject to the restriction set forth in Government Code section 66007, subdivision (a) but, pursuant to subdivision (b) of that statute, the fees are to be collected prior to issuance of building permits.

AND BE IT FURTHER RESOLVED that developers of commercial or industrial development be provided the opportunity for a hearing to appeal the imposition of the fee on their developments.

AND BE IT FURTHER RESOLVED that nothing contained or expressed in this Resolution shall be construed to affect the District's authority to increase fees, enter into agreements with developers, or otherwise adopt or impose, to the extent permitted by law, additional fees, to fully mitigate the impact of residential and/or commercial/industrial development upon the District's school facilities.

AND BE IT FURTHER RESOLVED that the District's administration is authorized to make expenditures and to incur obligations of the fees for the purposes authorized by law.

AND BE IT FURTHER RESOLVED that the Board hereby finds that the increase in fees hereunder is statutorily exempt from the requirements of CEQA pursuant to Education Code section 17621.

AND BE IT FURTHER RESOLVED that this Board hereby adopts this Resolution and directs the Superintendent, or his or her designee, to file a certified copy of this Resolution, together with all relevant supporting documentation and a map clearly indicating the boundaries of the area subject to the fee, to each city and each county in which the District is situated, pursuant to Education Code section 17621.

This Resolution is adopted this 17th day of April, 2024 by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSTENTIONS: \_\_\_\_\_

ABSENT: \_\_\_\_\_

\_\_\_\_\_  
Clerk of the Governing Board

MARCH 2024

2024 DEVELOPER FEE JUSTIFICATION STUDY  
FOR  
ORCUTT UNION SCHOOL DISTRICT

DR. HOLLY EDDS,  
*SUPERINTENDENT*

*PREPARED BY*

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## **Appendices**

- **SAB 50-01 - Enrollment Certification/Projection**
  
- **Census Data**
  
- **Use of Developer Fees**
  
- **Site Development Costs**
  
- **Index Adjustment on the Assessment for Development – State Allocation Board Meeting of January 24, 2024**
  
- **Annual Adjustment to School Facility Program Grants**

## Executive Summary

This Developer Fee Justification Study demonstrates that the Orcutt Union School District requires its share of the full statutory impact fee to accommodate impacts from development activity.

A fee of \$4.79 per square foot for residential construction and a fee of \$0.78 per square foot for commercial/industrial construction is currently assessed on applicable permits pulled in the District. The new fee amounts are **\$5.17** per square foot for residential construction and **\$0.84\*** per square foot for commercial/industrial construction. This proposed increase represents \$0.38 per square foot and \$0.06 per square foot for residential and commercial/industrial construction, respectively. The District's share of the developer fees is 10/14ths or 71.43%.

The following table shows the impacts of the new fee amounts:

**Table 1**  
**Orcutt Union School District**  
**Developer Fee Collection Rates**

<b>Totals</b>	<u>Previous</u>	<u>New</u>	<u>Change</u>
Residential	\$4.79	\$5.17	\$0.38
Commercial/Ind.	\$0.78	\$0.84	\$0.06
District Share:	71.43%		
<b>Net Impact</b>	<u>Previous</u>	<u>New</u>	<u>Change</u>
Residential	\$3.42	\$3.69	\$0.27
Commercial/Ind.	\$0.56	\$0.60	\$0.04

\*except for Rental Self Storage facilities in which a fee of \$0.06 per square foot is justified.

The total projected number of housing units to be built over the next five years is 675. The average area per unit is 1,834 square feet. This Study demonstrates a need of \$5.95 per square foot for residential construction.

## Background

Education Code Section 17620 allows school districts to assess fees on new residential and commercial construction within their respective boundaries. These fees can be collected without special city or county approval, to fund the construction of new school facilities necessitated by the impact of residential and commercial development activity. In addition, these fees can also be used to fund the reconstruction of school facilities to accommodate students generated from new development projects. Fees are collected immediately prior to the time of the issuance of a building permit by the City or the County.

As new development generates students, additional school facilities or modernization of existing facilities will be needed to house the new students. Because of the high cost associated with constructing school facilities and the District's limited budget, outside funding sources are required for future school construction. State and local funding sources for the construction and/or reconstruction of school facilities are limited.

The authority cited in Education Code Section 17620 states in part "... the governing board of any school district is authorized to levy a fee, charge, dedication or other form of requirement against any development project for the construction or reconstruction of school facilities." The legislation originally established the maximum fee rates at \$1.50 per square foot for residential construction and \$0.25 per square foot for commercial/industrial construction. Government Code Section 65995 provides for an inflationary increase in the fees every two years based on the changes in the Class B construction index. As a result of these adjustments, the fees authorized by Education Code 17620 are currently **\$5.17** per square foot of residential construction and **\$0.84** per square foot of commercial or industrial construction.

## Purpose and Intent

Prior to levying developer fees, a district must demonstrate and document that a reasonable relationship exists between the need for new or reconstructed school facilities and residential, commercial and industrial development. The justification for levying fees is required to address three basic links between the need for facilities and new development. These links or nexus are:

Burden Nexus: A district must identify the number of students anticipated to be generated by residential, commercial and industrial development. In addition, the district shall identify the school facility and cost impact of these students.

Cost Nexus: A district must demonstrate that the fees to be collected from residential, commercial and industrial development will not exceed the cost of providing school facilities for the students to be generated from the development.

Benefit Nexus: A district must show that the construction or reconstruction of school facilities to be funded by the collection of developer fees will benefit the students generated by residential, commercial and industrial development.

The purpose of this Study is to document if a reasonable relationship exists between residential, commercial and industrial development and the need for new and/or modernized facilities in the Orcutt Union School District.

Following in this Study will be figures indicating the current enrollment and the projected development occurring within the attendance boundaries of the Orcutt Union School District. The students generated will then be loaded into existing facilities to the extent of available space. Thereafter, the needed facilities will be determined and an estimated cost will be assigned. The cost of the facilities will then be compared to the area of residential, commercial and industrial development to determine the amount of developer fees justified.

**Enrollment and Impacts**

In 2023/2024 the District's total enrollment (CBEDS) was 4,125 students. The enrollment by grade level is shown here in Table 2.

**Table 2**

**Orcutt Union School District  
CURRENT ENROLLMENT**

<b>Grade</b>	<b>2023/2024</b>
TK/K	533
1	392
2	434
3	414
4	464
5	440
6	462
<hr/>	
TK-6 Total	3,139
7	485
8	501
<hr/>	
7-8 Total	986
<hr/>	
TK-8 Total	4,125

This data will be the basis for the enrollment impacts which will be presented later after a review of the development projections and the student generation factors.

Student Generation Factor

In determining the impact of new development, the District is required to show how many students will be generated from the new developments. In order to ensure that new development is paying only for the impact of those students that are being generated by new homes and businesses, the student generation factor is applied to the number of new housing units to determine development-related impacts.

The student generation factor identifies the number of students per housing unit and provides a link between residential construction projects and projections of enrollment. The State-wide factor used by the Office of Public School Construction is 0.50 for grades TK-8. For the purposes of this Study we will use the local factors to determine the students generated from new housing developments. This was done by comparing the number of housing units in the school district to the number of students in the school district as of the 2020 Census. Table 3 shows the student generation factors for the various grade groupings.

**Table 3**

**Orcutt Union School District  
STUDENT GENERATION FACTORS**

<u>Grades</u>	<u>Students per Household</u>
TK-6	0.24173
7-8	0.07943
<b>Total</b>	<b>0.32116</b>

When using the Census data to determine the average district student yield rate, it is not possible to determine which students were living in multi-family units versus single family units. Therefore, only the total average yield rate is shown. The Census data does indicate that **76.6%** of the total housing units within the district boundaries are single family units. It is reasonable to assume that the construction of new housing units would be similar to the current housing stock, which was confirmed by the various planning departments within the school district boundaries, and therefore the overall student generation rate will be used to determine student yields from the projected developments.

New Residential Development Impacts

The Orcutt Union School District has experienced an average new residential construction rate of approximately 167 units per year over the past three years. This was determined by reviewing the residential permits pulled and school development impact fees paid to the District. After contacting the various planning departments within the school district boundaries, it was determined that the residential construction rate over the next five years will average 135 units per year. Projecting the average rate forward, we would expect that 675 units of residential housing will be built within the District boundaries over the next five years. These are the number of units used in the Districts enrollment projections.

To determine the impact of residential development, a student projection is done. Applying the student generation factor of 0.3212 to the projected 675 units of residential housing, we expect that 217 students will be generated from the new residential construction over the next five years. This includes 163 elementary school students and 54 middle school students.

The following table shows the projected impact of new development. The students generated by development will be utilized to determine the facility cost impacts to the school district.

**Table 4**

**Orcutt Union School District  
DEVELOPMENT IMPACT ANALYSIS**

<u>Grades</u>	<u>Generation Rate</u>	<u>Students Generated</u>
TK to 6	0.2417	163
7 to 8	0.0794	54
<b>Totals</b>	<b>0.3212</b>	<b>217</b>

## Existing Facility Capacity

To determine the need for additional school facilities, the capacity of the existing facilities must be identified and compared to current and anticipated enrollments. The District’s existing building capacity will be calculated using the State classroom loading standards shown in Table 6. The following types of “support-spaces” necessary for the conduct of the District’s comprehensive educational program, are not included as “teaching stations,” commonly known as “classrooms” to the public:

**Table 5**  
**List of Core and Support Facilities**

Library	Resource Specialist
Multipurpose Room	Gymnasium
Office Area	Lunch Room
Staff Workroom	P.E. Facilities

Because the District requires these types of support facilities as part of its existing facility and curriculum standards at its schools, new development’s impact must not materially or adversely affect the continuance of these standards. Therefore, new development cannot require that the District house students in these integral support spaces.

### Classroom Loading Standards

The following maximum classroom loading-factors are used to determine teaching-station “capacity,” in accordance with the State legislation and the State School Building Program. These capacity calculations are also used in preparing and filing the baseline school capacity statement with the Office of Public School Construction.

**Table 6**  
**State Classroom Loading Standards**

TK/Kindergarten	25 Students/Classroom
1 <sup>st</sup> -3 <sup>rd</sup> Grades	25 Students/Classroom
4 <sup>th</sup> -6 <sup>th</sup> Grades	25 Students/Classroom
7 <sup>th</sup> -8 <sup>th</sup> Grades	27 Students/Classroom
Non Severe Special Ed	13 Students/Classroom



Existing Facility Capacity

The State determines the baseline capacity by either loading all permanent teaching stations plus a maximum number of portables equal to 25% of the number of permanent classrooms or by loading all permanent classrooms and only portables that are owned or have been leased for over 5 years. As allowed by law and required by the State, facility capacities are calculated by identifying the number of teaching stations at each campus. All qualified teaching stations were included in the calculation of the capacities at the time the initial inventory was calculated. To account for activity and changes since the baseline was established in 1998/99, the student grants (which represent the seats added either by new schools or additions to existing schools) for new construction projects funded by OPSC have been added. Using these guidelines the District’s current State calculated capacity is shown in Table 7.

**Table 7**

**Orcutt Union School District  
 Summary of Existing Facility Capacity**

<u>School Facility</u>	<u>Permanent Classrooms</u>	<u>Portable Classrooms</u>	<u>Chargeable Portables</u>	<u>Total Chargeable Classrooms</u>	<u>State Loading Factor</u>	<u>State Funded Projects</u>	<u>Total State Capacity</u>
Grades TK-6	108	59	28	136	25	52	3452
Grades 7-8	35	16	8	43	27	40	1201
Special Ed	4	2	1	5	13	0	65
<b>Totals</b>	<b>147</b>	<b>77</b>	<b>37</b>	<b>184</b>		<b>92</b>	<b>4718</b>

OPSC Funded Projects

<u>Name</u>	<u>Project #</u>	<u>TK-6 Grants</u>	<u>7-8 Grants</u>	<u>Special Ed</u>	<u>CR</u>
Olga L Reed	1	52	40	0	4

This table shows a basic summary of the form and procedures used by OPSC (Office of Public School Construction) to determine the capacity of a school district. There were a total of 147 permanent classrooms in the District when the baseline was established. In addition, there were 77 portable classrooms. However, OPSC regulations state that if the number of portables exceeds 25% of the permanent classrooms, then the maximum number of portables to be counted in the baseline capacity is 25% of the permanent classrooms. Therefore, the chart shows the chargeable portables as 37 which is 25% of the permanent classroom count. This results in a total classroom count of 184 and is referred to as the chargeable classrooms since it accounts for the fact that some of the portables were not

included in the total. This is done to account for the fact that portables are typically considered to be temporary, especially when the total number exceeds 25% of the permanent classrooms.

To determine the total capacity based on State standards, the capacity of the chargeable classrooms are multiplied by the State loading standards and then the capacity of the projects completed since 1998/99 (when the baseline was established) are added based on the State funded new construction projects. As Table 7 shows, the total State capacity of the District facilities is 4,718 students.

Unhoused Students by State Housing Standards

This next table compares the facility capacity with the space needed to determine if there is available space for new students from the projected developments. The space needed was determined by reviewing the historic enrollments over the past four years along with the projected enrollment in five years to determine the number of seats needed to house the students within the existing homes. The seats needed were determined individually for each grade grouping. The projected enrollment in the space needed analysis did not include the impact of any new housing units.

**Table 8**

**Orcutt Union School District  
 Summary of Available District Capacity**

<u>School Facility</u>	<u>State Capacity</u>	<u>Space Needed</u>	<u>Available Capacity</u>
Grades TK-6	3,452	3,909	(457)
Grades 7-8	1,201	1,059	142
Special Ed	65	69	(4)
<b>Totals</b>	<b>4,718</b>	<b>5,037</b>	<b>(319)</b>

Since the enrollment space needed exceeds the District capacity there is no excess capacity available to house students from new development.

**Calculation of Development’s Fiscal Impact on Schools**

This section of the Study will demonstrate that a reasonable relationship exists between residential, commercial/industrial development and the need for school facilities in the Orcutt Union School District. To the extent this relationship exists, the District is justified in levying developer fees as authorized by Education Code Section 17620.

School Facility Construction Costs

For the purposes of estimating the cost of building school facilities we have used the State School Building Program funding allowances. These amounts are shown in Table 9. In addition to the basic construction costs, there are site acquisition costs of \$280,000 per acre and service-site, utilities, off-site and general site development costs which are also shown in Table 9.

**Table 9**

**NEW CONSTRUCTION COSTS**

<u>Grade</u>	<u>Base Grant</u>	<u>Fire Alarms</u>	<u>Fire Sprinklers</u>	Per Student
				<u>Total</u>
TK-6	\$31,540	\$38	\$528	\$32,106
7-8	\$33,358	\$50	\$630	\$34,038

**Site Acreage Needs**

<u>Grade</u>	<u>Typical</u>	<u>Average</u>	<u>Projected</u>	<u>Equivalent</u>	<u>Site</u>
	<u>Acres</u>	<u>Students</u>	<u>Unhoused</u>	<u>Sites</u>	<u>Acres</u>
			<u>Students</u>	<u>Needed</u>	<u>Needed</u>
TK-6	10	600	163	0.27	2.72
7-8	20	800	0	0.00	0.00
				<b>TOTAL</b>	<b>2.72</b>

**General Site Development Allowance**

<u>Grade</u>	<u>Acres</u>	Allowance/	<u>Base Cost</u>	<u>% Allowance</u>	<u>Added Cost</u>	<u>Total Cost</u>
		<u>Acre</u>				
TK-6	2.72	\$51,340	\$139,645	6%	\$313,997	\$453,641
7-8	0.00	\$51,340	\$0	6%	\$0	\$0
<b>Totals</b>	<b>2.72</b>					<b>\$453,641</b>

**Site Acquisition & Development Summary**

<u>Grade</u>	<u>Acres</u>	<u>Land</u>	<u>Total</u>	Site	<u>Site</u>	<u>General Site</u>	<u>Total Site</u>
				<u>Development</u>			
	<u>Needed</u>	<u>Cost/Acre</u>	<u>Land Cost</u>	<u>Cost/Acre</u>			
TK-6	2.72	\$280,000	\$761,600	\$339,346	\$923,021	\$453,641	\$1,376,663
7-8	0.00	\$280,000	\$0	\$319,258	\$0	\$0	\$0
<b>Totals</b>	<b>2.72</b>		<b>\$761,600</b>		<b>\$923,021</b>	<b>\$453,641</b>	<b>\$1,376,663</b>

Note: The grant amounts used are twice those shown in the appendix to represent the full cost of the facility needs and not just the standard State funding share of 50%.

Impact of New Residential Development

This next table compares the development-related enrollment to the available district capacity for each grade level and then multiplies the unhoused students by the new school construction costs to determine the total school facility costs related to the impact of new residential housing developments.

In addition, the State provides that new construction projects can include the costs for site acquisition and development, including appraisals, surveys and title reports. The District needs to acquire 2.72 acres to meet the needs of the students projected from the new developments. Therefore, the costs for site acquisition and development of the land have been included in the total impacts due to new development.

**Table 10**

**Orcutt Union School District  
 Summary of Residential Impact**

<u>School Facility</u>	<u>Students Generated</u>	<u>Available Space</u>	<u>Net Unhoused</u>	<u>Construction Cost Per Student</u>	<u>Total Facility Costs</u>
Elementary	163	0	163	\$32,106	\$5,233,278
Middle	54	142	0	\$34,038	\$0
Site Purchase: 2.72 acres					\$761,600
Site Development:					\$1,376,663
<b>New Construction needs due to development:</b>					<b>\$7,371,541</b>
<b>Average cost per student:</b>					<b>\$33,970</b>
<b>Total Residential Sq Ft:</b>					<b>1,237,950</b>
<b>Residential Fee Justified:</b>					<b>\$5.95</b>

The total need for school facilities based solely on the impact of the 675 new housing units projected over the next five years totals \$7,371,541. To determine the impact per square foot of residential development, this amount is divided by the total square feet of the projected developments. As calculated from the historic Developer Fee Permits, the average size home built has averaged 1,834 square feet. The total area for 675 new homes would therefore be 1,237,950 square feet. The total residential fee needed to be able to collect \$7,371,541 would be **\$5.95** per square foot.

#### Impact of Other Residential Development

In addition to new residential development projects that typically include new single family homes and new multi-family units, the District can also be impacted by additional types of new development projects. These include but are not limited to redevelopment projects, additions to existing housing units, and replacement of existing housing units with new housing units.

These development projects are still residential projects and therefore it is reasonable to assume they would have the same monetary impacts per square foot as the new residential development projects. However, the net impact is reduced due to the fact that there was a previous residential building in its place. Therefore, the development impact fees should only be charged for other residential developments if the new building(s) exceed the square footage area of the previous building(s). If the new building is larger than the existing building, then it is reasonable to assume that additional students could be generated by the project. The project would only pay for the development impact fees for the net increase in assessable space generated by the development project. Education Code allows for an exemption from development impacts fees for any additions to existing residential structures that are 500 square feet or less.

#### Impact of Commercial/Industrial Development

There is a correlation between the growth of commercial/industrial firms/facilities within a community and the generation of school students within most business service areas. Fees for commercial/industrial can only be imposed if the residential fees will not fully mitigate the cost of providing school facilities to students from new development.

The approach utilized in this section is to apply statutory standards, U.S. Census employment statistics, and local statistics to determine the impact of future commercial/industrial development projects on the District. Many of the factors used in this analysis were taken from the U.S. Census, which remains the most complete and authoritative source of information on the community in addition to the "1990 SanDAG Traffic Generators Report".

#### Employees per Square Foot of Commercial Development

Results from a survey published by the San Diego Association of Governments "1990 San DAG Traffic Generators" are used to establish numbers of employees per square foot of building area to be anticipated in new commercial or industrial development projects. The average number of workers per

1,000 square feet of area ranges from 0.06 for Rental Self Storage to 4.79 for Standard Commercial Offices. The generation factors from that report are shown in the following table.

**Table 11**

Commercial/Industrial Category	Average Square Foot Per Employee	Employees Per Average Square Foot
Banks	354	0.00283
Community Shopping Centers	652	0.00153
Neighborhood Shopping Centers	369	0.00271
Industrial Business Parks	284	0.00352
Industrial Parks	742	0.00135
Rental Self Storage	15541	0.00006
Scientific Research & Development	329	0.00304
Lodging	882	0.00113
Standard Commercial Office	209	0.00479
Large High Rise Commercial Office	232	0.00431
Corporate Offices	372	0.00269
Medical Offices	234	0.00427

*Source: 1990 SanDAG Traffic Generators report*

Students per Employee

The number of students per employee is determined by using the S0802: Means of Transportation to Work by Selected Characteristics 2018-2022 American Community Survey 5-Year Estimates and DP1: Profile of General Population and Housing Characteristics 2020: DEC Demographic Profile for the District. There were 16,479 employees and 13,937 homes in the District. This represents a ratio of 1.1824 employees per home.

There were 4,476 school age children attending the District in 2020. This is a ratio of 0.2716 students per employee. This ratio, however, must be reduced by including only the percentage of employees that worked in their community of residence (20.1%), because only those employees living in the District will impact the District’s school facilities with their children. The net ratio of students per employee in the District is 0.0546.

School Facilities Cost per Student

Facility costs for housing commercially generated students are the same as those used for residential construction. The cost factors used to assess the impact from commercial development projects are contained in Table 10.

Residential Offset

When additional employees are generated in the District as a result of new commercial/industrial development, fees will also be charged on the residential units necessary to provide housing for the employees living in the District. To prevent a commercial or industrial development from paying for the portion of the impact that will be covered by the residential fee, this amount has been calculated and deducted from each category. The residential offset amount is calculated by multiplying the following factors together and dividing by 1,000 (to convert from cost per 1,000 square feet to cost per square foot).

- Employees per 1,000 square feet (varies from a low of 0.06 for rental self storage to a high of 4.79 for office building).
- Percentage of employees that worked in their community of residence (20.1 percent).
- Housing units per employee (0.8457). This was derived from the 2018-2022 ACS 5 Year Estimates and DP1 data for the District, which indicates there were 13,937 housing units and 16,479 employees.
- Percentage of employees that will occupy new housing units (75 percent).
- Average square feet per dwelling unit (1,834).
- Residential fee charged by the District (\$3.69 (71.43% of \$5.17) per square foot).
- Average cost per student was determined in Table 10.

The following table shows the calculation of the school facility costs generated by a square foot of new commercial/industrial development for each category of development.

**Table 12**  
**Orcutt Union School District**

Type	Summary of Commercial and Industrial Uses						
	Employees per 1,000 Sq. Ft.	Students per Employee	Students per 1,000 Sq. Ft.	Average Cost per Student	Cost per Sq. Ft.	Residential offset per Sq. Ft.	Net Cost per Sq. Ft.
Banks	2.83	0.0546	0.155	\$33,970	\$5.25	\$2.44	\$2.81
Community Shopping Centers	1.53	0.0546	0.084	\$33,970	\$2.84	\$1.32	\$1.52
Neighborhood Shopping Centers	2.71	0.0546	0.148	\$33,970	\$5.03	\$2.34	\$2.69
Industrial Business Parks	3.52	0.0546	0.192	\$33,970	\$6.53	\$3.04	\$3.49
Industrial Parks	1.35	0.0546	0.074	\$33,970	\$2.50	\$1.16	\$1.34
Rental Self Storage	0.06	0.0546	0.003	\$33,970	\$0.11	\$0.05	\$0.06
Scientific Research & Development	3.04	0.0546	0.166	\$33,970	\$5.64	\$2.62	\$3.02
Lodging	1.13	0.0546	0.062	\$33,970	\$2.10	\$0.97	\$1.13
Standard Commercial Office	4.79	0.0546	0.262	\$33,970	\$8.88	\$4.13	\$4.75
Large High Rise Commercial Office	4.31	0.0546	0.235	\$33,970	\$7.99	\$3.72	\$4.27
Corporate Offices	2.69	0.0546	0.147	\$33,970	\$4.99	\$2.32	\$2.67
Medical Offices	4.27	0.0546	0.233	\$33,970	\$7.92	\$3.68	\$4.24

\*Based on 1990 SanDAG Traffic Generator Report

Net Cost per Square Foot

Since the Districts share of the State Maximum Fee is now \$0.60 (71.43% of \$0.84) for commercial/ industrial construction, the District is justified in collecting the maximum fee for all categories with the exception of Rental Self Storage. The District can only justify collection of \$0.06 per square foot of Rental Self Storage construction.

Verifying the Sufficiency of the Development Impact

Education Code Section 17620 requires districts to find that fee revenues will not exceed the cost of providing school facilities to the students generated by the development paying the fees. This section shows that the fee revenues do not exceed the impact of the new development.

The total need for school facilities resulting from new development totals \$7,371,541. The amount the District would collect over the five year period at the maximum rate of \$3.69 (71.43% of \$5.17) for residential and \$0.60 (71.43% of \$0.84) for commercial/industrial development would be as follows:

$\$3.69 \times 675 \text{ homes} \times 1,834 \text{ sq ft per home} = \$4,568,036$  for Residential

$\$0.60 \times 9,277 \text{ sq ft per year} \times 5 \text{ years} = \$27,831$  for Commercial/Industrial

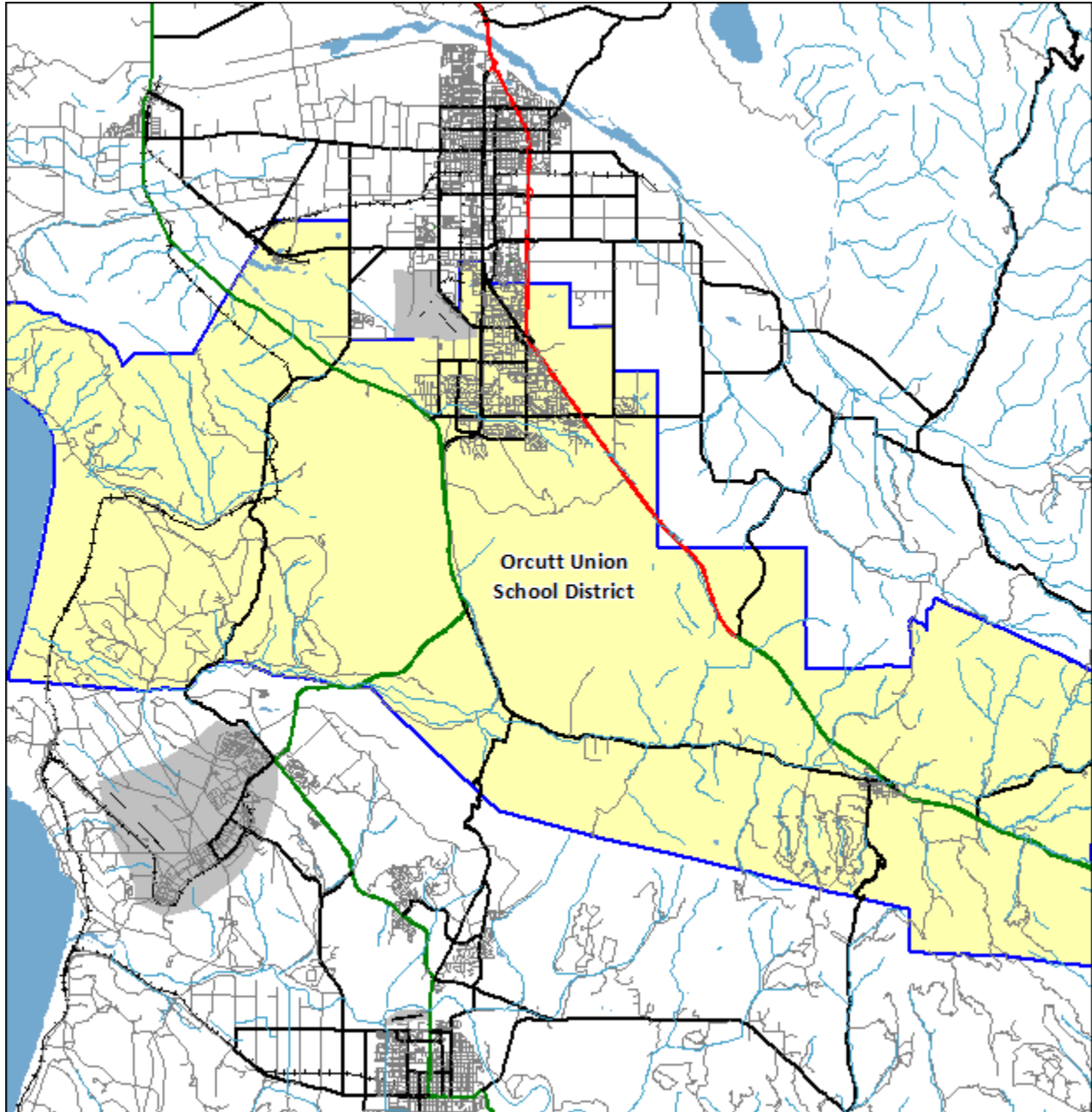
Total projected 5 year income: \$4,595,867

The estimated income is less than the projected facility needs due to the impact of new development projects.



### District Map

The following map shows the extent of the areas for which development fees are applicable to the Orcutt Union School District.



### Conclusion

Based on the data contained in this Study, it is found that a reasonable relationship exists between residential, commercial/industrial development and the need for school facilities in the Orcutt Union School District. The following three nexus tests required to show justification for levying fees have been met:

Burden Nexus: New residential development will generate an average of 0.3212 TK-8 grade students per unit. Because the District does not have adequate facilities for all the students generated by new developments, the District will need to build additional facilities and/or modernize/reconstruct the existing facilities in order to maintain existing level of services in which the new students will be housed.

Cost Nexus: The cost to provide new and reconstructed facilities is an average of \$5.95 per square foot of residential development. Each square foot of residential development will generate \$3.69 (71.43% of \$5.17) in developer fees resulting in a shortfall of \$2.26 per square foot.

Benefit Nexus: The developer fees to be collected by the Orcutt Union School District will be used for the provision of additional and reconstructed or modernized school facilities. This will benefit the students to be generated by new development by providing them with adequate educational school facilities.

The District's planned use of the fees received from development impacts will include the following types of projects, each of which will benefit students from new developments.

- 1) **New Schools:** When there is enough development activity occurring in a single area, the District will build a new school to house the students from new developments.
- 2) **Additions to Existing Schools:** When infill development occurs, the District will accommodate students at existing schools by building needed classrooms and/or support facilities such as cafeterias, restrooms, gyms and libraries as needed to increase the school capacity. Schools may also need upgrades of the technology and tele-communication systems to be able to increase their capacity.
- 3) **Portable Replacement Projects:** Some of the District's capacity is in portables and therefore may not be included in the State's capacity calculations. These portables can be

replaced with new permanent or modular classrooms to provide adequate space for students from new developments. These projects result in an increase to the facility capacity according to State standards. In addition, old portables that have reached the end of their life expectancy, will need to be replaced to maintain the existing level of service. These types of projects are considered modernization projects in the State Building Program. If development impacts did not exist, the old portables could be removed.

- 4) Modernization/Upgrade Projects: In many cases, students from new developments are not located in areas where new schools are planned to be built. The District plans to modernize or upgrade older schools to be equivalent to new schools so students will be housed in equitable facilities to those students housed in new schools. These projects may include updates to the building structures to meet current building standards, along with upgrades to the current fire and safety standards and any access compliance standards.

The District plans to use the developer fees at Pine Grove for additional projects and classrooms.

Per the District's agreement with the High School District, the elementary share of the developer fees collected is 10/14ths or 71.43%. The reasonable relationship identified by these findings provides the required justification for the Orcutt Union School District to levy the maximum fees of \$3.69 (71.43% of \$5.17) per square foot for residential construction and \$0.60 (71.43% of \$0.84) per square foot for commercial/industrial construction, except for Rental Self Storage facilities in which a fee of \$0.06 per square foot is justified as authorized by Education Code Section 17620.

# Appendices

2024 Developer Fee Justification Study

Orcutt Union School District

SCHOOL DISTRICT Orcutt Union Elementary	FIVE DIGIT DISTRICT CODE NUMBER (see California Public School Directory)
COUNTY Santa Barbara	HIGH SCHOOL ATTENDANCE AREA (HSAA) OR SUPER HSAA (if applicable)

Check one:  Fifth-Year Enrollment Projection  Tenth-Year Enrollment Projection  
 HSAA Districts Only - Check one:  Attendance  Residency  
 Residency - COS Districts Only - (Fifth Year Projection Only)

<input type="checkbox"/> Modified Weighting (Fifth-Year Projection Only)	3rd Prev. to 2nd Prev.	2nd Prev. to Prev.	Previous to Current
<input type="checkbox"/> Alternate Weighting - (Fill in boxes to the right):			

**Part G. Number of New Dwelling Units**  
 (Fifth-Year Projection Only) 675

**Part H. District Student Yield Factor**  
 (Fifth-Year Projection Only) .321154

**Part I. Projected Enrollment**  
**1. Fifth-Year Projection**

**Enrollment/Residency - (except Special Day Class pupils)**

K-6	7-8	9-12	<b>TOTAL</b>
4127	953	0	<b>5080</b>

**Special Day Class pupils only - Enrollment/Residency**

	<b>Elementary</b>	<b>Secondary</b>	<b>TOTAL</b>
Non-Severe	0	0	<b>0</b>
Severe	0	0	<b>0</b>
<b>TOTAL</b>	<b>0</b>	<b>0</b>	

**2. Tenth-Year Projection**  
**Enrollment/Residency - (except Special Day Class pupils)**

K-6	7-8	9-12	<b>TOTAL</b>

**Special Day Class pupils only - Enrollment/Residency**

	<b>Elementary</b>	<b>Secondary</b>	<b>TOTAL</b>
Non-Severe			
Severe			
<b>TOTAL</b>			

**Part A. K-12 Pupil Data**

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
	/	/	/	/	2020 / 2021	2021 / 2022	2022 / 2023	2023 / 2024
K					435	447	469	533
1					423	392	413	392
2					419	433	396	434
3					464	425	451	414
4					465	452	435	464
5					456	464	455	440
6					481	457	470	462
7					547	494	492	485
8					527	570	509	501
9					0	0	0	0
10					0	0	0	0
11					0	0	0	0
12					0	0	0	0
<b>TOTAL</b>					<b>4217</b>	<b>4134</b>	<b>4090</b>	<b>4125</b>

**Part B. Pupils Attending Schools Chartered By Another District**

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
				501	0	0	0

**Part C. Continuation High School Pupils - (Districts Only)**

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
9					0	0	0	0
10					0	0	0	0
11					0	0	0	0
12					0	0	0	0
<b>TOTAL</b>					<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Part D. Special Day Class Pupils - (Districts or County Superintendent of Schools)**

	<b>Elementary</b>	<b>Secondary</b>	<b>TOTAL</b>
Non-Severe	0	0	<b>0</b>
Severe	0	0	<b>0</b>
<b>TOTAL</b>	<b>0</b>	<b>0</b>	

**Part E. Special Day Class Pupils - (County Superintendent of Schools Only)**

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
/	/	/	/	2020 / 2021	2021 / 2022	2022 / 2023	2023 / 2024

**Part F. Birth Data - (Fifth-Year Projection Only)**

County Birth Data  Birth Data by District ZIP Codes  Estimate  Estimate  Estimate

8th Prev.	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current

*I certify, as the District Representative, that the information reported on this form and, when applicable, the High School Attendance Area Residency Reporting Worksheet attached, is true and correct and that:*

- I am designated as an authorized district representative by the governing board of the district.
- If the district is requesting an augmentation in the enrollment projection pursuant to Regulation Section 1859.42.1 (a), the local planning commission or approval authority has approved the tentative subdivision map used for augmentation of the enrollment and the district has identified dwelling units in that map to be contracted. All subdivision maps used for augmentation of enrollment are available at the district for review by the Office of Public School Construction (OPSC).
- This form is an exact duplicate (verbatim) of the form provided by the Office of Public School Construction. In the event a conflict should exist, then the language in the OPSC form will prevail.

NAME OF DISTRICT REPRESENTATIVE (PRINT OR TYPE) \_\_\_\_\_

SIGNATURE OF DISTRICT REPRESENTATIVE \_\_\_\_\_

DATE \_\_\_\_\_ TELEPHONE NUMBER \_\_\_\_\_

E-MAIL ADDRESS \_\_\_\_\_

# PROFILE OF GENERAL POPULATION AND HOUSING CHARACTERISTICS



Note: This is a modified view of the original table produced by the U.S. Census Bureau. This download or printed version may have missing information from the original table.

Orcutt Union Elementary School District, California		
Label	Count	Percent
> SEX AND AGE		
> MEDIAN AGE BY SEX		
> RACE		
> TOTAL RACES TALLIED [1]		
> HISPANIC OR LATINO		
> HISPANIC OR LATINO BY RACE		
> RELATIONSHIP		
> HOUSEHOLDS BY TYPE		
✓ HOUSING OCCUPANCY		
✓ Total housing units	14,429	100.0%
Occupied housing units	13,937	96.6%
✓ Vacant housing units	492	3.4%
For rent	95	0.7%
Rented, not occupied	12	0.1%
For sale only	112	0.8%
Sold, not occupied	9	0.1%
For seasonal, recreational, or	135	0.9%
All other vacants	129	0.9%
✓ VACANCY RATES		
Homeowner vacancy rate (percent)	1.0	(X)
Rental vacancy rate (percent) [5]	2.8	(X)
✓ HOUSING TENURE		
✓ Occupied housing units	13,937	100.0%
Owner-occupied housing units	10,625	76.2%
Renter-occupied housing units	3,312	23.8%

# Table Notes

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## PROFILE OF GENERAL POPULATION AND HOUSING CHARACTERISTICS

**Survey/Program:** Decennial Census

**Year:** 2020

**Table ID:** DP1

Note: For information on data collection, confidentiality protection, nonsampling error, subject definitions, and guidance on using the data, visit the 2020 Census Demographic and Housing Characteristics File (DHC) Technical Documentation webpage.

To protect respondent confidentiality, data have undergone disclosure avoidance methods which add "statistical noise" - small, random additions or subtractions - to the data so that no one can reliably link the published data to a specific person or household. The Census Bureau encourages data users to aggregate small populations and geographies to improve accuracy and diminish implausible results.

An "(X)" means not applicable.

An "-" means the statistic could not be computed because there were an insufficient number of observations.

[1] The alone or in combination categories are tallies of responses rather than respondents. That is, the alone or in combination categories are not mutually exclusive. Individuals who reported two races were counted in two separate and distinct alone or in combination race categories, while those who reported three races were counted in three categories, and so on. For example, a respondent who indicated "White **and** Black or African American" was counted in the White alone or in combination category as well as in the Black or African American alone or in combination category. Consequently, the sum of all alone or in combination categories equals the number of races reported (i.e., responses), which exceeds the total population.

[2] "Child" includes biological, adopted, and stepchildren of the householder.

[3] "Own children" includes biological, adopted, and stepchildren of the householder.

[4] The homeowner vacancy rate is the proportion of the homeowner inventory that is vacant "for sale." It is computed by dividing the total number of vacant units "for sale only" by the sum of owner-occupied units, vacant units that are "for sale only," and vacant units that have been sold but not yet occupied; and then multiplying by 100.

[5] The rental vacancy rate is the proportion of the rental inventory that is vacant "for rent." It is computed by dividing the total number of vacant unit "for rent" by the sum of the renter-occupied units, vacant units that are "for rent," and vacant units that have been rented but not yet occupied; and then multiplying by 100.

Source: U.S. Census Bureau, 2020 Census Demographic Profile

# Selected Housing Characteristics



Note: This is a modified view of the original table produced by the U.S. Census Bureau. This download or printed version may have missing information from the original table.

Orcutt Union Elementary School District, California					
Label	Estimate	Margin of Error	Percent	Percent Margin of Error	
▼ HOUSING OCCUPANCY					
▼ Total housing units	13,663	±490	13,663		(
Occupied housing units	13,035	±505	95.4%		±1
Vacant housing units	628	±199	4.6%		±1
Homeowner vacancy rate	0.5	±0.6	(X)		(
Rental vacancy rate	3.3	±2.6	(X)		(
▼ UNITS IN STRUCTURE					
▼ Total housing units	13,663	±490	13,663		(
1-unit, detached	10,465	±476	76.6%		±2
1-unit, attached	870	±204	6.4%		±1
2 units	98	±88	0.7%		±C
3 or 4 units	366	±142	2.7%		±1
5 to 9 units	437	±172	3.2%		±1
10 to 19 units	105	±86	0.8%		±C
20 or more units	210	±102	1.5%		±C
Mobile home	1,103	±177	8.1%		±1
Boat, RV, van, etc.	9	±15	0.1%		±C
▼ YEAR STRUCTURE BUILT					
▼ Total housing units	13,663	±490	13,663		(



# Table Notes

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## Selected Housing Characteristics

**Survey/Program:** American Community Survey

**Year:** 2022

**Estimates:** 5-Year

**Table ID:** DP04

Although the American Community Survey (ACS) produces population, demographic and housing unit estimates, the decennial census is the official source of population totals for April 1st of each decennial year. In between censuses, the Census Bureau's Population Estimates Program produces and disseminates the official estimates of the population for the nation, states, counties, cities, and towns and estimates of housing units for states and counties.

Information about the American Community Survey (ACS) can be found on the ACS website. Supporting documentation including code lists, subject definitions, data accuracy, and statistical testing, and a full list of ACS tables and table shells (without estimates) can be found on the Technical Documentation section of the ACS website.

Sample size and data quality measures (including coverage rates, allocation rates, and response rates) can be found on the American Community Survey website in the [Methodology](#) section.

Source: U.S. Census Bureau, 2018-2022 American Community Survey 5-Year Estimates

Data are based on a sample and are subject to sampling variability. The degree of uncertainty for an estimate arising from sampling variability is represented through the use of a margin of error. The value shown here is the 90 percent margin of error. The margin of error can be interpreted roughly as providing a 90 percent probability that the interval defined by the estimate minus the margin of error and the estimate plus the margin of error (the lower and upper confidence bounds) contains the true value. In addition to sampling variability, the ACS estimates are subject to nonsampling error (for a discussion of nonsampling variability, see ACS Technical Documentation). The effect of nonsampling error is not represented in these tables.

Households not paying cash rent are excluded from the calculation of median gross rent.

Telephone service data are not available for certain geographic areas due to problems with data collection of this question that occurred in 2019. Both ACS 1-year and ACS 5-year files were affected and may take several years in the ACS 5-year files until the estimates are available for the geographic areas affected.

The 2018-2022 American Community Survey (ACS) data generally reflect the March 2020 Office of Management and Budget (OMB) delineations of metropolitan and micropolitan statistical areas. In certain instances, the names, codes, and boundaries of the principal cities shown in ACS tables may differ from the OMB delineation lists due to differences in the effective dates of the geographic entities.

Estimates of urban and rural populations, housing units, and characteristics reflect boundaries of urban areas defined based on 2020 Census data. As a result, data for urban and rural areas from the ACS do not necessarily reflect the results of ongoing urbanization.

Explanation of Symbols:

-

The estimate could not be computed because there were an insufficient number of sample observations. For a ratio of medians estimate, one or both of the median estimates falls in the lowest interval or highest interval of an open-ended distribution. For a 5-year median estimate, the margin of error associated with a median was larger than the median itself.

N

The estimate or margin of error cannot be displayed because there were an insufficient number of sample cases in the selected geographic area.

(X)

The estimate or margin of error is not applicable or not available.

median-

The median falls in the lowest interval of an open-ended distribution (for example "2,500-")

median+

The median falls in the highest interval of an open-ended distribution (for example "250,000+").

\*\*

The margin of error could not be computed because there were an insufficient number of sample observations.

\*\*\*

The margin of error could not be computed because the median falls in the lowest interval or highest interval of an open-ended distribution.

\*\*\*\*\*

A margin of error is not appropriate because the corresponding estimate is controlled to an independent population or housing estimate. Effectively, the corresponding estimate has no sampling error and the margin of error may be treated as zero.

# Means of Transportation to Work by Selected Characteristics



Note: This is a modified view of the original table produced by the U.S. Census Bureau. This download or printed version may have missing information from the original table.

		Orcutt Union Elementary School District, California		
		Total	Car, truck	
Label		Estimate	Margin of Error	
> Workers 16 years and over		16,479	±1,244	
> EARNINGS IN THE PAST 12 MONTHS (IN 2022 INFLATION-ADJUSTED DOLLARS) FOR WORKERS				
> POVERTY STATUS IN THE PAST 12 MONTHS				
> Workers 16 years and over		16,479	±1,244	
✓ Workers 16 years and over who did not work from home		15,092	±1,175	
> TIME OF DEPARTURE TO GO TO WORK				
✓ TRAVEL TIME TO WORK				
Less than 10 minutes		20.1%	±3.2	
10 to 14 minutes		22.7%	±2.9	
15 to 19 minutes		18.7%	±2.5	
20 to 24 minutes		11.5%	±2.2	
25 to 29 minutes		4.2%	±0.9	
30 to 34 minutes		8.6%	±1.9	
35 to 44 minutes		3.0%	±1.0	
45 to 59 minutes		5.5%	±1.8	
60 or more minutes		5.7%	±1.6	
Mean travel time to work (minutes)		21.0	±1.6	
✓ Workers 16 years and over in households		16,371	±1,232	

# Table Notes

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## Means of Transportation to Work by Selected Characteristics

**Survey/Program:** American Community Survey

**Year:** 2022

**Estimates:** 5-Year

**Table ID:** S0802

Although the American Community Survey (ACS) produces population, demographic and housing unit estimates, the decennial census is the official source of population totals for April 1st of each decennial year. In between censuses, the Census Bureau's Population Estimates Program produces and disseminates the official estimates of the population for the nation, states, counties, cities, and towns and estimates of housing units for states and counties.

Information about the American Community Survey (ACS) can be found on the ACS website. Supporting documentation including code lists, subject definitions, data accuracy, and statistical testing, and a full list of ACS tables and table shells (without estimates) can be found on the Technical Documentation section of the ACS website.

Sample size and data quality measures (including coverage rates, allocation rates, and response rates) can be found on the American Community Survey website in the [Methodology](#) section.

Source: U.S. Census Bureau, 2018-2022 American Community Survey 5-Year Estimates

Data are based on a sample and are subject to sampling variability. The degree of uncertainty for an estimate arising from sampling variability is represented through the use of a margin of error. The value shown here is the 90 percent margin of error. The margin of error can be interpreted roughly as providing a 90 percent probability that the interval defined by the estimate minus the margin of error and the estimate plus the margin of error (the lower and upper confidence bounds) contains the true value. In addition to sampling variability, the ACS estimates are subject to nonsampling error (for a discussion of nonsampling variability, see ACS Technical Documentation). The effect of nonsampling error is not represented in these tables.

Foreign born excludes people born outside the United States to a parent who is a U.S. citizen.

Workers include members of the Armed Forces and civilians who were at work last week.

Industry titles and their 4-digit codes are based on the 2017 North American Industry Classification System. The Industry categories adhere to the guidelines issued in Clarification Memorandum No. "NAICS Alternate Aggregation Structure for Use By U.S. Statistical Agencies," issued by the Office of Management and Budget.

Occupation titles and their 4-digit codes are based on the 2018 Standard Occupational Classification.

When information is missing or inconsistent, the Census Bureau logically assigns an acceptable value using the response to a related question or questions. If a logical assignment is not possible, data are filled using a statistical process called allocation, which uses a similar individual or household to provide a donor value. The "Allocated" section is the number of respondents who received an allocated value for a particular subject.

Several means of transportation to work categories were updated in 2019. For more information, see: [Change to Means of Transportation](#).

In 2019, methodological changes were made to the class of worker question. These changes involved modifications to the question wording, the category wording, and the visual format of the categories on the questionnaire. The format for the class of worker categories are now listed under the headings "Private Sector Employee," "Government Employee," and "Self-Employed or Other." Additionally, the category of Active Duty was added as one of the response categories under the "Government Employee" section for the mail questionnaire. For more detailed information about the

2019 changes, see the 2016 American Community Survey Content Test Report for Class of Worker located at [http://www.census.gov/library/working-papers/2017/acs/2017\\_Martinez\\_01.html](http://www.census.gov/library/working-papers/2017/acs/2017_Martinez_01.html).

The 2018-2022 American Community Survey (ACS) data generally reflect the March 2020 Office of Management and Budget (OMB) delineations of metropolitan and micropolitan statistical areas. In certain instances, the names, codes, and boundaries of the principal cities shown in ACS tables may differ from the OMB delineation lists due to differences in the effective dates of the geographic entities.

Estimates of urban and rural populations, housing units, and characteristics reflect boundaries of urban areas defined based on 2020 Census data. As a result, data for urban and rural areas from the ACS do not necessarily reflect the results of ongoing urbanization.

#### Explanation of Symbols:

-

The estimate could not be computed because there were an insufficient number of sample observations. For a ratio of medians estimate, one or both of the median estimates falls in the lowest interval or highest interval of an open-ended distribution. For a 5-year median estimate, the margin of error associated with a median was larger than the median itself.

N

The estimate or margin of error cannot be displayed because there were an insufficient number of sample cases in the selected geographic area.

(X)

The estimate or margin of error is not applicable or not available.

median-

The median falls in the lowest interval of an open-ended distribution (for example "2,500-")

median+

The median falls in the highest interval of an open-ended distribution (for example "250,000+").

\*\*

The margin of error could not be computed because there were an insufficient number of sample observations.

\*\*\*

The margin of error could not be computed because the median falls in the lowest interval or highest interval of an open-ended distribution.

\*\*\*\*\*

A margin of error is not appropriate because the corresponding estimate is controlled to an independent population or housing estimate. Effectively, the corresponding estimate has no sampling error and the margin of error may be treated as zero.



## Use of Developer Fees:

A School District can use the revenue collected on residential and commercial/industrial construction for the purposes listed below:

- Purchase or lease of interim school facilities to house students generated by new development pending the construction of permanent facilities.
- Purchase or lease of land for school facilities for such students.
- Acquisition of school facilities for such students, including:
  - Construction
  - Modernization/reconstruction
  - Architectural and engineering costs
  - Permits and plan checking
  - Testing and inspection
  - Furniture, Equipment and Technology for use in school facilities
- Legal and other administrative costs related to the provision of such new facilities
- Administration of the collection of, and justification for, such fees, and
- Any other purpose arising from the process of providing facilities for students generated by new development.

Following is an excerpt from the Education Code that states the valid uses of the Level 1 developer fees. It refers to construction and reconstruction. The term reconstruction was originally used in the Leroy Greene program. The term modernization is currently used in the 1998 State Building Program and represents the same scope of work used in the original reconstruction projects.

**Ed Code Section 17620.** (a) (1) The governing board of any school district is authorized to levy a fee, charge, dedication, or other requirement against any construction within the boundaries of the district, for the purpose of funding the construction or reconstruction of school facilities, subject to any limitations set forth in Chapter 4.9 (commencing with Section 65995) of Division 1 of Title 7 of the Government Code. This fee, charge, dedication, or other requirement may be applied to construction only as follows: ...

The limitations referred to in this text describe the maximum amounts that can be charged for residential and commercial/industrial projects and any projects that qualify for exemptions. They do not limit the use of the funds received.



**Determination of Average State allowed amounts for Site Development Costs**

Elementary Schools			Original	Inflation	2009 Adjusted	Project	2009	
<u>District</u>	<u>Project #</u>	<u>Acres</u>	<u>OPSC Site Development</u>	<u>Factor</u>	<u>Site Development</u>	<u>Year</u>	<u>Cost/Acre</u>	
Davis Jt Unified	3	9.05	\$532,282	38.4%	\$1,473,469	2004	\$162,814	
Dry Creek Jt Elem	2	8.5	\$516,347	46.2%	\$1,509,322	2002	\$177,567	
Dry Creek Jt Elem	5	11.06	\$993,868	20.1%	\$2,387,568	2006	\$215,874	
Elk Grove Unified	5	12.17	\$556,011	48.2%	\$1,648,316	2001	\$135,441	
Elk Grove Unified	10	11	\$690,120	48.2%	\$2,045,888	2001	\$185,990	
Elk Grove Unified	11	10	\$702,127	48.2%	\$2,081,483	2001	\$208,148	
Elk Grove Unified	14	10	\$732,837	46.2%	\$2,142,139	2002	\$214,214	
Elk Grove Unified	16	9.86	\$570,198	46.2%	\$1,666,733	2002	\$169,040	
Elk Grove Unified	17	10	\$542,662	46.2%	\$1,586,243	2002	\$158,624	
Elk Grove Unified	20	10	\$710,730	43.2%	\$2,034,830	2003	\$203,483	
Elk Grove Unified	25	10	\$645,923	38.4%	\$1,788,052	2004	\$178,805	
Elk Grove Unified	28	10.03	\$856,468	24.4%	\$2,130,974	2005	\$212,460	
Elk Grove Unified	39	9.91	\$1,007,695	20.1%	\$2,420,785	2006	\$244,277	
Folsom-Cordova Unified	1	9.79	\$816,196	20.1%	\$1,960,747	2006	\$200,281	
Folsom-Cordova Unified	4	7.5	\$455,908	46.2%	\$1,332,654	2002	\$177,687	
Folsom-Cordova Unified	5	8	\$544,213	46.2%	\$1,590,776	2002	\$198,847	
Folsom-Cordova Unified	8	8.97	\$928,197	11.2%	\$2,063,757	2007	\$230,073	
Galt Jt Union Elem	2	10.1	\$1,033,044	38.4%	\$2,859,685	2004	\$283,137	
Lincoln Unified	1	9.39	\$433,498	46.2%	\$1,267,148	2002	\$134,947	
Lodi Unified	3	11.2	\$555,999	46.2%	\$1,625,228	2002	\$145,110	
Lodi Unified	10	11.42	\$1,245,492	46.2%	\$3,640,669	2002	\$318,798	
Lodi Unified	19	9.93	\$999,164	11.2%	\$2,221,545	2007	\$223,721	
Lodi Unified	22	10	\$1,416,212	7.7%	\$3,051,426	2008	\$305,143	
Natomas Unified	6	8.53	\$685,284	46.2%	\$2,003,138	2002	\$234,834	
Natomas Unified	10	9.83	\$618,251	43.2%	\$1,770,061	2003	\$180,067	
Natomas Unified	12	9.61	\$735,211	24.4%	\$1,829,275	2005	\$190,351	
Rocklin Unified	8	10.91	\$593,056	46.2%	\$1,733,548	2002	\$158,895	
Stockton Unified	1	12.66	\$1,462,232	7.7%	\$3,150,582	2008	\$248,861	
Stockton Unified	2	10.5	\$781,675	43.2%	\$2,237,946	2003	\$213,138	
Stockton Unified	6	12.48	\$1,136,704	20.1%	\$2,730,703	2006	\$218,806	
Tracy Jt Unified	4	10	\$618,254	46.2%	\$1,807,204	2002	\$180,720	
Tracy Jt Unified	10	10	\$573,006	38.4%	\$1,586,202	2004	\$158,620	
Washington Unified	1	8	\$446,161	46.2%	\$1,304,163	2002	\$163,020	
Washington Unified	4	10.76	\$979,085	7.7%	\$2,109,575	2008	\$196,057	
<b>Totals</b>		<b>341.16</b>			<b>\$68,791,833</b>	<b>Average</b>	<b>\$201,641</b>	<b>2024 Adjusted Value \$339,346</b>

Middle and High Schools			Original	Inflation	2009 Adjusted	Project	2009	
<u>District</u>	<u>Project #</u>	<u>Acres</u>	<u>OPSC Site Development</u>	<u>Factor</u>	<u>Site Development</u>	<u>Year</u>	<u>Cost/Acre</u>	
Western Placer Unified	4	19.3	\$5,973,312	24.4%	\$7,431,085	2005	\$385,030	
Roseville City Elem	2	21.6	\$1,780,588	48.2%	\$2,639,311	2000	\$122,190	
Elk Grove Unified	4	66.2	\$8,659,494	48.2%	\$12,835,704	2000	\$193,893	
Elk Grove Unified	13	76.4	\$9,791,732	48.2%	\$14,513,986	2001	\$189,974	
Elk Grove Unified	18	84.3	\$13,274,562	43.2%	\$19,002,626	2003	\$225,417	
Grant Jt Union High	2	24	\$2,183,840	48.2%	\$3,237,039	2000	\$134,877	
Center Unified	1	21.2	\$1,944,310	46.2%	\$2,841,684	2002	\$134,042	
Lodi Unified	2	13.4	\$1,076,844	46.2%	\$1,573,849	2002	\$117,451	
Lodi Unified	6	13.4	\$2,002,164	46.2%	\$2,926,240	2002	\$218,376	
Galt Jt Union Elem	1	24.9	\$2,711,360	46.2%	\$3,962,757	2002	\$159,147	
Tahoe Truckee Unified	2	24	\$2,752,632	43.2%	\$3,940,412	2003	\$164,184	
Davis Unified	5	23.3	\$3,814,302	43.2%	\$5,460,199	2003	\$234,343	
Woodland Unified	3	50.2	\$8,664,700	46.2%	\$12,663,792	2002	\$252,267	
Sacramento City Unified	1	35.2	\$4,813,386	46.2%	\$7,034,949	2002	\$199,856	
Lodi Unified	4	47	\$7,652,176	46.2%	\$11,183,950	2002	\$237,956	
Stockton Unified	3	49.1	\$8,959,088	43.2%	\$12,824,996	2003	\$261,202	
Natomas Unified	11	38.7	\$3,017,002	38.4%	\$4,175,850	2004	\$107,903	
Rocklin Unified	11	47.1	\$11,101,088	24.4%	\$13,810,282	2005	\$293,212	
<b>Totals</b>		<b>679.3</b>			<b>\$142,058,711</b>	<b>Average</b>	<b>\$209,125</b>	<b>2024 Adjusted Value \$319,258</b>
<b>Middle Schools:</b>		<b>260.7</b>			<b>\$49,447,897</b>	<b>Middle</b>	<b>\$189,704</b>	<b>\$319,258</b>
<b>High Schools:</b>		<b>418.6</b>			<b>\$92,610,814</b>	<b>High</b>	<b>\$221,217</b>	<b>\$372,291</b>

## INDEX ADJUSTMENT ON THE ASSESSMENT FOR DEVELOPMENT

### PURPOSE OF REPORT

To report the index adjustment on the assessment for development, which may be levied pursuant to Education Code Section 17620.

### DESCRIPTION

The law requires the maximum assessment for development be adjusted every two years by the change in the Class B construction cost index, as determined by the State Allocation Board (Board) in each calendar year. This item requests that the Board make the adjustment based on the change reflected using the RS Means index.

### AUTHORITY

Education Code Section 17620(a)(1) states the following: “The governing board of any school district is authorized to levy a fee, charge, dedication, or other requirement against any construction within the boundaries of the district, for the purpose of funding the construction or reconstruction of school facilities, subject to any limitations set forth in Chapter 4.9 (commencing with Section 65995) of Division 1 of Title 7 of the Government Code.”

Government Code Section 65995(b)(3) states the following: “The amount of the limits set forth in paragraphs (1) and (2) shall be increased in 2000, and every two years thereafter, according to the adjustment for inflation set forth in the statewide cost index for class B construction, as determined by the State Allocation Board at its January meeting, which increase shall be effective as of the date of that meeting.”

### BACKGROUND

There are three levels that may be levied for developer’s fees. The fees are levied on a per-square foot basis. The lowest fee, Level I, is assessed if the district conducts a Justification Study that establishes the connection between the development coming into the district and the assessment of fees to pay for the cost of the facilities needed to house future students. The Level II fee is assessed if a district makes a timely application to the Board for new construction funding, conducts a School Facility Needs Analysis pursuant to Government Code Section 65995.6, and satisfies at least two of the requirements listed in Government Code Section 65995.5(b)(3). The Level III fee is assessed when State bond funds are exhausted; the district may impose a developer’s fee up to 100 percent of the School Facility Program new construction project cost.



**STAFF ANALYSIS/STATEMENTS**

A historical comparison of the assessment rates for development fees for 2020 and 2022 are shown below for information. According to the RS Means, the cost index for Class B construction increased by 7.84% percent, during the two-year period from January 2022 to January 2024, requiring the assessment for development fees to be adjusted as follows beginning January 2024:

**RS Means Index Maximum Level I Assessment Per Square Foot**

	<u>2020</u>	<u>2022</u>	<u>2024</u>
Residential	\$4.08	\$4.79	\$5.17
Commercial/Industrial	\$0.66	\$0.78	\$0.84

**RECOMMENDATION**

Increase the 2024 maximum Level I assessment for development in the amount of 7.84 percent using the RS Means Index to be effective immediately.

ATTACHMENT B

**ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS**

State Allocation Board Meeting, January 24, 2024

Grant Amount Adjustments

<b>New Construction</b>	<b>SFP Regulation Section</b>	<b>Adjusted Grant Per Pupil Effective 1-1-23</b>	<b>Adjusted Grant Per Pupil Effective 1-1-24</b>
Elementary	1859.71	\$15,983	\$15,770
Middle	1859.71	\$16,904	\$16,679
High	1859.71	\$21,509	\$21,223
Special Day Class – Severe	1859.71.1	\$44,911	\$44,314
Special Day Class – Non-Severe	1859.71.1	\$30,036	\$29,637
Automatic Fire Detection/Alarm System – Elementary	1859.71.2	\$19	\$19
Automatic Fire Detection/Alarm System – Middle	1859.71.2	\$25	\$25
Automatic Fire Detection/Alarm System – High	1859.71.2	\$43	\$42
Automatic Fire Detection/Alarm System – Special Day Class – Severe	1859.71.2	\$80	\$79
Automatic Fire Detection/Alarm System – Special Day Class – Non-Severe	1859.71.2	\$57	\$56
Automatic Sprinkler System – Elementary	1859.71.2	\$268	\$264
Automatic Sprinkler System – Middle	1859.71.2	\$319	\$315
Automatic Sprinkler System – High	1859.71.2	\$331	\$327
Automatic Sprinkler System – Special Day Class – Severe	1859.71.2	\$846	\$835
Automatic Sprinkler System – Special Day Class – Non-Severe	1859.71.2	\$567	\$559

ATTACHMENT B

**ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS**

State Allocation Board Meeting, January 24, 2024

Grant Amount Adjustments

<b>Modernization</b>	<b>SFP Regulation Section</b>	<b>Adjusted Grant Per Pupil Effective 1-1-23</b>	<b>Adjusted Grant Per Pupil Effective 1-1-24</b>
Elementary	1859.78	\$6,086	\$6,005
Middle	1859.78	\$6,436	\$6,350
High	1859.78	\$8,427	\$8,315
Special Day Class - Severe	1859.78.3	\$19,396	\$19,138
Special Day Class – Non-Severe	1859.78.3	\$12,977	\$12,804
State Special School – Severe	1859.78	\$32,330	\$31,900
Automatic Fire Detection/Alarm System – Elementary	1859.78.4	\$198	\$195
Automatic Fire Detection/Alarm System – Middle	1859.78.4	\$198	\$195
Automatic Fire Detection/Alarm System – High	1859.78.4	\$198	\$195
Automatic Fire Detection/Alarm System – Special Day Class – Severe	1859.78.4	\$544	\$537
Automatic Fire Detection/Alarm System – Special Day Class – Non-Severe	1859.78.4	\$365	\$360
Over 50 Years Old – Elementary	1859.78.6	\$8,454	\$8,342
Over 50 Years Old – Middle	1859.78.6	\$8,942	\$8,823
Over 50 Years Old – High	1859.78.6	\$11,705	\$11,549
Over 50 Years Old – Special Day Class – Severe	1859.78.6	\$26,948	\$26,590
Over 50 Years Old – Special Day Class – Non-Severe	1859.78.6	\$18,019	\$17,779
Over 50 Years Old – State Special Day School – Severe	1859.78.6	\$44,910	\$44,313

ATTACHMENT B

**ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS**

State Allocation Board Meeting, January 24, 2024

Grant Amount Adjustments

<b>New Construction / Modernization / Facility Hardship / Seismic Mitigation / Joint Use</b>	<b>SFP Regulation Section</b>	<b>Adjusted Grant Amount Effective 1-1-23</b>	<b>Adjusted Grant Amount Effective 1-1-24</b>
Therapy/Multipurpose Room/Other (per square foot)	1859.72 1859.73.2 1859.77.3 1859.82.1 1859.82.2 1859.125 1859.125.1	\$262	\$259
Toilet Facilities (per square foot)	1859.72 1859.73.2 1859.82.1 1859.82.2 1859.125 1859.125.1	\$470	\$464
Portable Therapy/Multipurpose Room/Other (per square foot)	1859.72 1859.73.2 1859.77.3 1859.82.1 1859.125 1859.125.1	\$59	\$58
Portable Toilet Facilities (per square foot)	1859.72 1859.73.2 1859.82.1 1859.125 1859.125.1	\$152	\$150


<b>New Construction Only</b>	<b>SFP Regulation Section</b>	<b>Adjusted Grant Amount Effective 1-1-23</b>	<b>Adjusted Grant Amount Effective 1-1-24</b>
Parking Spaces (per stall)	1859.76	\$20,325	\$20,055
General Site Grant (per acre for additional acreage being acquired)	1859.76	\$26,016	\$25,670
Project Assistance (for school district with less than 2,500 pupils)	1859.73.1	\$9,775	\$9,645

## LEVEL I DEVELOPER FEE SPLIT AGREEMENT

This Agreement is entered into by and between the **SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT** and the **ORCUTT UNION SCHOOL DISTRICT**.

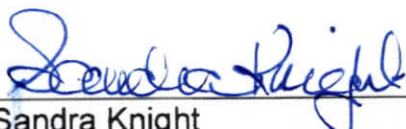
1. The parties agree that the following recitals are true:
  - a. Education Code Section 17620 permits the governing boards of school districts to levy a fee, charge, dedication or other form of requirement on residential, commercial and industrial development for the purpose of funding the construction and reconstruction of school facilities; and
  - b. Section 65995 of the Government Code limits the Level 1 fees levied to **\$5.17** per square foot of residential development and **\$0.84** per square foot of commercial or industrial development; and
  - c. Both the High School and Elementary School are impacted by residential, commercial and industrial development, and it will be necessary for each of them to levy fees pursuant to Education Code Section 17620 as a means of mitigating that impact; and
  - d. The High School District and Elementary School District each desire that a workable process be established so that the revenues generated within the common boundaries can be allocated between the High School and the Elementary School on a fair and reasonable basis.
2. The parties agree that the revenues of developer fees levied and collected within the common boundaries will be allocated pursuant to the relative need of each district for school facilities to serve unhoused students residing within the boundaries of the school districts. That allocation will be made as indicated on the document which is attached as Attachment 1.
3. The parties agree that application of these procedures results in each district being entitled to a specified percentage of the total revenues generated by those fees subject to Government Code Section 65995(b) and collected within the boundaries of the school districts. For purpose of collection, however, and in order to reduce the administrative costs in allocating these revenues, that percentage will be applied to the maximum rate set by Government Code Section 65996(b) or each category of development, as shown in Attachment 1 of this document, and the resulting rate will be established and collected by each district.

4. Both the Elementary School District and the High School District agree to alternate receipt of a ½ cent “round up” difference which occurs with an increase of Level 1 fees. In 2024, the Santa Maria Joint Union High School District received the round-up. The Orcutt Union School District will receive the ½ cent with the next Level 1 increase.
5. The parties agree that this agreement and the rates specified in Attachment 1, dated March 12, 2024, remain in effect beginning May 13, 2024 until changed. The parties further agree that they will review the rates specified in Attachment 1 no later than March 1 (varies) of each calendar year, so that a successor to this agreement can be entered into prior to June 30 of each calendar year. Should one or both of the parties determine that agreement on the rates to be in effect for Fiscal Year 2024-2025 cannot be reached, the parties agree to submit the issue to arbitration as specified in Education Code Section 17623 no later than May 1 of each calendar year, so that a successor agreement can be entered into prior to June 15 of each calendar year.
6. The parties agree that either party may request a review of the existing rates should unforeseen circumstances either reduce the District's capacity to house students or increase the number of students in the District. Should the parties be unable to reach an agreement as to whether the rates should be adjusted based on this review, they agree that the rates specified in Attachment 1 will continue to be in effect for the duration of this Agreement.

  
\_\_\_\_\_  
Yolanda Ortiz  
Asst Superintendent of Business Services

SANTA MARIA JOINT UNION HIGH  
SCHOOL DISTRICT

March 12, 2024  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Sandra Knight  
Asst Superintendent of Business Services

ORCUTT UNION SCHOOL DISTRICT

3/12/24  
\_\_\_\_\_  
Date

## ATTACHMENT 1

### Allocation of Level I Fee Revenue

Effective May 13, 2024, the allocation of the School Facilities Fee agreed by each District in consideration of the reciprocal covenant of each District to the other is as follows:

<u>SCHOOL</u>	<u>RESIDENTIAL PER SQ. FT.</u>	<u>COMMERCIAL PER SQ. FT.</u>	<u>RENTAL SELF-STORAGE</u>
Elementary School District	\$3.69	\$ 0.60	***
Santa Maria Joint Union High School District	<u>\$1.48</u>	<u>\$ 0.24</u>	<u>\$ 0.16</u>
	\$5.17	\$ 0.84	

The Districts hereby agree upon the foregoing allocation of the School Facilities Fees subject to the School Facilities Fee Cap as set forth herein and agree to establish and maintain fees in such amounts until the parties mutually agree to change any condition of this Agreement except as otherwise herein provided.

\*\*\* Dependent upon individual Elementary School District's Developer Fee Justification Studies, the amount varies due to residential offsets that are unique to each District's boundaries.

March 12, 2024



## BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees  
Holly Edds, Ed.D

FROM: Sandra Knight  
Assistant Superintendent, Business Services

BOARD MEETING DATE: April 17, 2024

BOARD AGENDA ITEM: Sytech Solutions Document Scanning

BACKGROUND: The District is required to retain certain student records permanently according to Education Code 433. Prior to the opening of the charter, most students' files were transferred to whichever high school they attended. Since we opened the charter high school, we have been accumulating permanent student records for our graduating students. We have spoken with several different companies over the years and explored the possibility of scanning our records in order to eliminate the paper records and also to aid in timely retrieval of records, when requested.

Sytech Solutions has a California Multiple Award Schedule (CMAS #3-21-03-1013) contract which allows public agencies to place orders directly without going through the formal bidding process. Sytech Solutions has the ability to pick up our student records, scan them, and destroy the records once scanned. The price also includes the hosted document management platform for 12 months.

After the backlog of student records has been scanned in, we will work with OAHS staff to scan in the required documents after students graduate each spring.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the Sytech Solutions Document Management Services contract, CMAS #3-21-03-1013, in an amount not to exceed \$65,000.

FUNDING: Fund 09



State of California

# MULTIPLE AWARD SCHEDULE

## SyTech Solutions

CMAS NUMBER:	<b>3-21-03-1013</b>
CMAS TERM DATES:	03/15/2021 through 11/25/2024
CMAS CATEGORY:	Information Technology Goods & Services
APPLICABLE TERMS & CONDITIONS:	<a href="#">June 7, 2019</a> (www.dgs.ca.gov/-/media/Divisions/PD/Acquisitions/CMAS/IT-CMAS-Terms-and-Conditions.ashx?la=en&hash=B41342080DE511121ECC253A04D62AC90CED6123)
MAXIMUM ORDER LIMIT:	State Agencies: <b>See Purchasing Authority Dollar Threshold provision</b> Local Government Agencies: <b>Unlimited</b>
FOR USE BY:	State & Local Government Agencies
BASE SCHEDULE #:	<a href="#">47QSMA20D08NK</a>
BASE SCHEDULE HOLDER:	Best Copy & Printing, Inc.

This CMAS provides for the purchase and warranty of document conversion and document production on-site and off-site services. (See page 2 for the labor categories and restrictions applicable to this

The most current Ordering Instructions and Special Provisions, CMAS Terms and Conditions, and products and/or services are included herein. All purchase orders issued by State agencies shall incorporate these Ordering Instructions and Special Provisions and CMAS Terms and Conditions.

Agency non-compliance with the requirements may result in the loss of delegated authority to use the CMAS program.

CMAS contractor non-compliance with the requirements may result in termination.

Original Signature on File \_\_\_\_\_ Effective Date: **03/15/2021**  
**KATELYNNE LEISENRING, Program Analyst, California Multiple Award Schedules Unit**

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)  
SYTECH SOLUTIONS  
CMAS NO. 3-21-03-1013**

**CMAS PRODUCT & SERVICE CODES**

Product & Service Codes listed below are for marketing purposes only. Review the base schedule for the products and/or services available.

IT Consult-Document Conversion  
IT Service-Data/Records Mgmt  
IT Service-Document Scanning  
IT Service-Records Tracking  
IT Service-Website Maint  
IT Consult-Software Develop  
IT Consult-Project Mgmt

**AVAILABLE PRODUCTS AND/OR SERVICES**

**See Attachment B for the services available under this agreement.**

The ordering agency must verify all products and/or services are currently available on the base General Services Administration (GSA) schedule. Access the GSA eLibrary at [www.gsaelibrary.gsa.gov](http://www.gsaelibrary.gsa.gov).

Only the following job titles are available within the scope of this CMAS:

Backfile Audit Specialist  
Business Systems Analyst  
Comp. Based Training Specialist  
Comp. Forensics/Data Recovery Specialist  
Data Entry Operator  
Database Administrator  
Document Preparation Clerk  
Document Specialist  
Peripheral Equipment Operator  
Program Manager  
QA Analyst  
Scanning Manager  
Software Architect  
Software Developer  
Software Tester  
Sr. Technical Support Specialist  
Technical Support Analyst/Specialist

You may verify the following current information about the job titles available in the base schedule at the [GSA eLibrary](http://www.gsaelibrary.gsa.gov) ([www.gsaelibrary.gsa.gov](http://www.gsaelibrary.gsa.gov)):

- Description of the functional requirements
- Minimum education and experience requirements
- Maximum pricing allowed (lower pricing acceptable)

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**EXCLUDED PRODUCTS AND/OR SERVICES**

Litigation support services, network connectivity support services and order-level materials are not available under this CMAS.

**ISSUE PURCHASE ORDER TO**

Agency purchase orders must be either mailed or emailed to the following:

**SyTech Solutions  
8930 Big Horn Blvd  
Elk Grove, CA 95758  
Attn: Jonathan Pritt**

**E-mail:    jpritt@sytechsolutions.com**

Agencies with questions regarding products and/or services may contact the CMAS contractor as follows:

**Contact:   Jonathan Pritt  
Phone:     (916) 381-3010 Ext. 226  
E-mail:     jpritt@sytechsolutions.com**

**TOP 500 DELINQUENT TAXPAYERS**

In accordance with Public Contract Code (PCC) § 10295.4, and prior to placing an order for IT goods and/or services, **agencies must verify** with the Franchise Tax Board and the California Department of Tax and Fee Administration that this CMAS contractor's name does not appear on either list of the 500 largest tax delinquencies pursuant to Section 7063 or 19195 of the Revenue and Taxation Code. **See next paragraph for information.**

The Franchise Tax Board's list of Top 500 Delinquent Taxpayers is available at [www.ftb.ca.gov/about-ftb/newsroom/top-500-past-due-balances/index.html](http://www.ftb.ca.gov/about-ftb/newsroom/top-500-past-due-balances/index.html).

The California Department of Tax and Fee Administration's list of Top 500 Sales & Use Tax Delinquencies in California is available at [www.cdtfa.ca.gov/taxes-and-fees/top500.htm](http://www.cdtfa.ca.gov/taxes-and-fees/top500.htm).

**CMAS PRICES**

The maximum prices allowed for the products and/or services available are those set forth in the base schedule.

The ordering agency is encouraged to seek prices lower than those in the base schedule. When responding to an agency's Request for Offer (RFO), the CMAS contractor can offer lower prices to be competitive.

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**PRICE DISCOUNTS**

This CMAS contains volume discounts. See the base schedule for the specific percent of discount.

**CALIFORNIA CIVIL RIGHTS LAW CERTIFICATION**

Pursuant to Public Contract Code section 2010, effective January 1, 2017, applicants must certify their compliance with the California Civil Rights laws and Employer Discriminatory Policies (section 51 of the Civil Code, section 12960 of the Government Code). It is the agency's responsibility to verify that the contractor has a California Civil Rights Law Certification on file.

**WARRANTY**

For warranties, see the base schedule, the CMAS Terms and Conditions, General Provisions, and CMAS Warranty.

CMAS contractor personnel shall have the experience, education and expertise as delineated in the base schedule.

**DELIVERY**

30 days after receipt of order, or as negotiated between agency and CMAS contractor and included in the purchase order, or as otherwise stipulated in the contract.

**SHIPPING INSTRUCTIONS**

F.O.B. (Free On Board) Destination. Seller pays the freight charges.

**PURCHASING AUTHORITY DOLLAR THRESHOLD**

Order limits for the purchase of goods and/or services is determined by the individual agency purchasing authority threshold.

No CMAS order may be executed by a State agency that exceeds that agency's purchasing authority threshold. State agencies with approved purchasing authority, along with their dollar thresholds can be obtained at the [List of State Departments with Approved Purchasing Authority](http://www.dgs.ca.gov/PD/Resources/Page-Content/Procurement-Division-Resources-List-Folder/List-of-State-Departments-with-Approved-Purchasing-Authority) website ([www.dgs.ca.gov/PD/Resources/Page-Content/Procurement-Division-Resources-List-Folder/List-of-State-Departments-with-Approved-Purchasing-Authority](http://www.dgs.ca.gov/PD/Resources/Page-Content/Procurement-Division-Resources-List-Folder/List-of-State-Departments-with-Approved-Purchasing-Authority)).

**HOW TO USE CMAS**

Agencies must adhere to the detailed requirements in the State Contracting Manual (SCM) when using CMAS. The requirements for the following bullets are in the SCM, Volume 2, Chapter 6 (for non-IT), the SCM, Volume 3, Chapter 6 (for IT), and the SCM, Volume FISCaI, Chapter 5 (FISCaI):

- Develop a Request for Offer, which includes a Scope of Work (SOW), and Bidder Declaration form. For information on the Bidder Declaration requirements, see the SCM, Volume 2, Section 3.5.7 and Volume 3, Section 3.4.7.

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- Search for potential CMAS contractors on the CMAS website ([www.dgs.ca.gov/PD/About/Page-Content/PD-Branch-Intro-Accordion-List/Acquisitions/California-Multiple-Award-Schedules](http://www.dgs.ca.gov/PD/About/Page-Content/PD-Branch-Intro-Accordion-List/Acquisitions/California-Multiple-Award-Schedules)) and select "Find a CMAS Contractor."
- Solicit offers from a minimum of 3 CMAS contractors including one small business and/or DVBE, if available, who are authorized to sell the products and/or services needed.
- If soliciting offers from a certified DVBE, include the Disabled Veteran Business Enterprise Declarations form (Standard 843) in the Request for Offer. This declaration must be completed and returned by the DVBE prime contractor and/or any DVBE subcontractors. (See the SCM Volumes 2, 3, and FISCal, Chapter 3).
- This is not a bid transaction, so the small business preference, DVBE incentives, protest language, intents to award, evaluation criteria, advertising, etc., are not applicable.
- If less than 3 offers are received, State agencies must document their file with the reasons why the other suppliers solicited did not respond with an offer.
- Assess the offers received using best value methodology, with cost as one of the criteria.
- Issue a Purchase Order to the selected CMAS contractor.
- For CMAS transactions under \$10,000, only one offer is required if the State agency can establish and document that the price is fair and reasonable. The fair and reasonable method can only be used for non-customizable purchases.

Local governments set their own order limits, and are not bound by the order limits on the cover page of this CMAS.

**SPLITTING ORDERS**

Splitting orders to avoid any monetary limitations is prohibited.

Do not circumvent normal procurement methods by splitting purchases into a series of delegated purchase orders, per Public Contract Code (PCC) § 10329.

Splitting a project into small projects to avoid either fiscal or procedural controls is prohibited, per State Administrative Manual (SAM) § 4819.34.

**MINIMUM ORDER LIMITATION**

The minimum dollar value of an order to be issued under this CMAS is \$100.00.

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**ORDERING PROCEDURES**

**1. Purchase Orders**

All Ordering Agency purchase order documents executed under this CMAS must contain the applicable CMAS number as show on page 1.

1. State Departments:

Standard 65 Purchase Documents – State departments not transacting in FISCal must use the Purchasing Authority Purchase Order (Standard 65) for purchase execution. An electronic version of the Standard 65 is available at the DGS-PD website ([www.dgsapps.dgs.ca.gov/osp/StatewideFormsWeb/Forms.aspx](http://www.dgsapps.dgs.ca.gov/osp/StatewideFormsWeb/Forms.aspx)), select Standard STD Forms.

FISCAL Purchase Documents – State departments transacting in FISCal will follow the FISCal procurement and contracting procedures.

2. Local Governmental Departments:

Local governmental agencies may use their own purchase document for purchase execution.

The agency is required to complete and distribute the purchase order. For services, the agency shall modify the information contained on the order to include the service period (start and end date), and the monthly cost (or other intermittent cost), and any other information pertinent to the services being provided. The cost for each line item should be included in the order, not just system totals.

The contractor must immediately reject purchase orders that are not accurate. Discrepancies are to be negotiated and incorporated into the purchase order prior to the products and services being delivered.

**2. Service and Delivery after CMAS Expiration**

The purchase order must be issued before the CMAS expires. However, delivery of the products or completion of the services may be after the CMAS expires (unless otherwise specifically stated in the purchase order).

**3. Multiple CMAS Agreements on a Single Purchase Order**

Agencies wishing to include multiple CMAS agreements on a single FISCal purchase order must adhere to the following guidelines:

- All CMAS must be for the same CMAS contractor.
- The purchase order must go to one contractor location.
- Write the word "CMAS" in the space usually reserved for the contract number. On Standard 65's, this is at the top of the form. The word "CMAS" signifies that the purchase order contains items from multiple CMAS agreements. The purchasing agency may only use one bill code.

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- For each individual CMAS (as differentiated by alpha suffix), the agency must identify and group together the CMAS number with the line items and subtotal per CMAS number (do not include tax in the subtotal), and sequentially identify each individual CMAS as Sub #1, Sub #2, Sub #3, etc. This facilitates accurate billing of administrative fees by the Procurement Division.
- The total of all items on the purchase order must not exceed the purchase order limit identified in the CMAS.
- Do not combine items from both non-IT and Information Technology CMAS agreements. A non-IT CMAS begin with the number "4" and an Information Technology CMAS begins with the number "3." The purchase order limits are different for these two types of CMAS agreements.

#### **4. Amendments to Agency's Purchase Orders**

Agency purchase orders cannot be amended if the CMAS has expired.

The SCM, Volumes 2 & 3, Chapter 6.A5.0 and SCM, Volume FISCal, Chapter 5.A4.0 provides the following direction regarding amendments to all types of LPA purchase orders:

Original orders, which include options for changes (e.g., quantity or time), that were evaluated and considered in the selection for award during the RFO process, may be amended consistent with the terms of the original order, provided that the original order allowed for amendments. If the original order did not evaluate options, then amendments are not allowed unless an NCB is approved for those amendments.

Amendments unique to non-IT services are covered in the SCM, Volume 2, Chapter 6.B2.9 and SCM, Volume FISCal, Chapter 5.A4.1 as follows:

If the original contract permitted amendments, but did not specify the changes (e.g., quantity or time), it may be amended, per Public Contract Code (PCC) § 10335 (d)(1). Only a contract may be amended once under this exemption. The time shall not exceed one year, or add not more than 30% of the original order value and may not exceed \$250,000. If the original contract did not have language permitting amendments, the NCB process must be followed.

Also, see the SCM, Volumes 2 & 3, Chapter 8, Topic 6, for more information on amending purchase orders.

#### **CMAS CONTRACTOR OWNERSHIP INFORMATION**

The CMAS contractor is a certified small business (SB) enterprise. Their Office of Small Business and DVBE Services (OSDS) certification number 21900 expires on 02/28/2022.

If this certification has expired, the current expiration date should be verified at: [Cal eProcure \(caleprocure.ca.gov/pages/index.aspx\)](http://Cal eProcure (caleprocure.ca.gov/pages/index.aspx)) or by contacting the Office of Small Business and DVBE Services at (916) 375-4940. Note that some companies have been assigned a new certification number, so use the company name and/or certification number when checking status on-line.

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**SMALL BUSINESS MUST BE CONSIDERED**

Prior to placing orders under the CMAS program, State agencies shall whenever practicable first consider offers from small businesses that have established CMAS [Government Code (GC) § 14846(b)]. NOTE: The Department of General Services auditors will request substantiation of compliance with this requirement when agency files are reviewed.

CMAS Small Business and Disabled Veteran Partners lists ([www.dgs.ca.gov/PD/About/Page-Content/PD-Branch-Intro-Accordion-List/Acquisitions/California-Multiple-Award-Schedules](http://www.dgs.ca.gov/PD/About/Page-Content/PD-Branch-Intro-Accordion-List/Acquisitions/California-Multiple-Award-Schedules)) can be found on the CMAS website by selecting "Find a CMAS Contractor".

In response to our commitment to increase participation by small businesses, the Department of General Services waives the administrative fee (a fee currently charged to customer agencies to support the CMAS program) for orders to certified small business enterprises.

See the current fees in the DGS Price Book at: [www.dgs.ca.gov/OFS/Price-Book](http://www.dgs.ca.gov/OFS/Price-Book).

**SMALL BUSINESS/DVBE - TRACKING**

State agencies are able to claim subcontracting dollars towards their SB or DVBE goals whenever the CMAS contractor subcontracts a commercially useful function to a certified SB or DVBE. The CMAS contractor will provide the ordering agency with the name of the SB or DVBE used and the dollar amount the ordering agency can apply towards its SB or DVBE goal.

**SMALL BUSINESS/DVBE - SUBCONTRACTING**

1. The amount an ordering agency can claim towards achieving its SB or DVBE goals is the dollar amount of the subcontract award made by the CMAS contractor to each SB or DVBE.
2. The CMAS contractor will provide an ordering agency with the following information at the time the order is quoted:
  - a. The CMAS contractor will state that, as the prime contractor, it shall be responsible for the overall execution of the fulfillment of the order.
  - b. The CMAS contractor will indicate to the ordering agency how the order meets the SB or DVBE goal, as follows:
    - i. List the name of each company that is certified by the Office of Small Business and DVBE Services that it intends to subcontract a commercially useful function to; and
    - ii. Include the SB or DVBE certification number of each company listed, and attach a copy of each certification; and
    - iii. Indicate the dollar amount of each subcontract with a SB or DVBE that may be claimed by the ordering agency towards the SB or DVBE goal; and
    - iv. Indicate what commercially useful function the SB or DVBE subcontractor will be providing towards fulfillment of the order.



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3. The ordering agency's purchase order must be addressed to the prime contractor, and the purchase order must reference the information provided by the prime contractor as outlined above.

**CONSULTING OR PERSONAL SERVICES**

To ensure sufficient expertise for all consulting or personal services, prior to issuing an order, the agency is required to review the resumes of all personnel the CMAS contractor intends to use to fulfill the order. Each agency is responsible for verifying that contractor personnel meet any education or experience requirements listed in the base schedule.

Each order should contain, as a minimum, a description of the task, a statement of the contractor's responsibilities, completion criteria, a list of deliverable items (if any), the estimated starting date, the scheduled completion date, and a fixed cost for each task.

The aggregate of the fixed costs for all tasks constitutes the fixed price ceiling for all tasks described.

**1. Progress Payments**

For an IT service CMAS, see the CMAS IT Terms and Conditions, Provision #75, CMAS Progress Payments & Risk Assessment.

**2. Outsourcing Services**

Careful analysis must be given by State agencies to using contracted personnel rather than using civil service positions within State government.

Government Code (GC) § 19130(c) requires that all persons who provide services to the State under conditions that constitute an employment relationship shall, unless exempted by Article VII (Section 4) of the California Constitution, be retained under an appropriate civil service appointment.

Issuing a CMAS purchase order for services to an independent contractor is permissible when any of the following conditions set forth in Government Code (GC) §19130(b) can be met:

- Exempt under Constitution
- New State function and legislative authority
- Service not available; highly specialized or
- Technical
- Incidental to the purchase or lease
- Conflict of interest; need unbiased findings
- Emergency appointment
- Private counsel, with Attorney General (AG) approval and Governor's Office, if applicable
- Contractor will provide deliverables that are not feasible for the State to provide
- Training when civil service is not available
- Urgent, temporary, or occasional services when civil service delay would frustrate the purpose (see Option 2)

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**When justified as outlined above, personal services must fall under one of the two following options:**

**Option 1.** CMAS orders for personal services such as project management, independent verification and validation, systems analysis and design, and miscellaneous services are not limited to the number of hours or months per year that a consultant can work if the services contracted for are not available within civil service, cannot be performed satisfactorily by civil service employees, or are of such a highly specialized or technical nature that the necessary expert knowledge, experience, and ability are not available through the civil service system (Government Code (GC) § 19130.b (3)).

**Option 2.** CMAS personal services orders for programmers, systems analysts, and technical specialists which are of an urgent, temporary, or occasional nature, such that hiring additional civil service positions is not feasible, are limited to nine months (1548 hours) per consultant within a twelve consecutive month period (Government Code (GC) § 19130.b (10)/California State Constitution, Article VII, Section 5).

This provision is per agency and is inclusive of orders issued on your behalf by another agency. Contractors must wait three months from CMAS order termination/expiration before submitting the candidate's resume for work at the same agency/department.

For both options above, the contractor may conduct training courses for which appropriately qualified civil service instructors are not available, provided that permanent instructor positions in academies or similar settings shall be filled through civil service appointment (Government Code (GC) § 19130.b (9)).

**For each order, the agency must prepare and retain in their file a written justification that includes specific and detailed factual information that demonstrates that the contract meets one or more of the conditions set forth in Government Code (GC) § 19130(b).**

**3. State Personnel Board Requirements**

State Personnel Board (SPB) approval is required for a purchase order based on cost savings to the State as justification for not using civil service personnel.

**4. Statement of Work**

A Statement of Work (SOW) must be prepared as applicable for each purchase order. Information regarding the preparation of a SOW is available at the CMAS website ([www.dgs.ca.gov/PD/About/Page-Content/PD-Branch-Intro-Accordion-List/Acquisitions/California-Multiple-Award-Schedules](http://www.dgs.ca.gov/PD/About/Page-Content/PD-Branch-Intro-Accordion-List/Acquisitions/California-Multiple-Award-Schedules)), select "Statement of Work Information", Agencies are strongly encouraged to use this information when developing SOW requirements that will accompany the Request for Offer and the resulting purchase order.

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**5. Follow-on Contracts Are Prohibited**

No person, firm, or subsidiary thereof who has been awarded a purchase order for consulting services, or a purchase order that includes a consulting component, may be awarded a purchase order for the provision of services, delivery of goods or supplies, or any other related action which is required, suggested, or otherwise deemed appropriate as an end product of the purchase order (Public Contract Code (PCC) § 10365.5).

Therefore, any consultant who develops a program study or provides formal recommendations is precluded from providing any work recommended in the program study or the formal recommendation.

**STATE AND LOCAL GOVERNMENTS CAN USE CMAS**

State and local government agency use of CMAS is optional. A local government is any city, county, city and county, district, or other local governmental body or corporation, including UC, CSU, K-12 schools and community colleges empowered to expend public funds. While the State makes this CMAS available, each local government agency should make its own determination whether the CMAS program is consistent with their procurement policies and regulations.

**UPDATES AND/OR CHANGES**

A CMAS supplement is not required for updates and/or changes once the update and/or change becomes effective for the base schedule, except as follows:

- A CMAS supplement is required when the CMAS is based on specific products and/or services from another contractor's multiple award contract and the contractor wants to add a new manufacturer's products and/or services.
- A CMAS supplement is required for new federal contract terms and conditions that constitute a material difference from existing contract terms and conditions. A material change has a potentially significant effect on the delivery, quantity or quality of items provided, the amount paid to the contractor or on the cost to the State.

**SELF-DELETING BASE SCHEDULE TERMS AND CONDITIONS**

Instructions, or terms and conditions that appear in the Special Items or other provisions of the base schedule and apply to the purchase, license, or rental (as applicable) of products or services by the US Government in the United States, and/or to any overseas location shall be self-deleting. (Example: "Examinations of Records" provision).

Federal regulations and standards, such as Federal Acquisition Regulation (FAR), Federal Information Resources Management Regulation (FIRMR), Federal Information Processing Standards (FIPS), General Services Administration Regulation (GSAR), or Federal Installment Payment Agreement (FIPA) shall be self-deleting. Federal blanket orders and small order procedures are not applicable.

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**ORDER OF PRECEDENCE**

The CMAS Terms and Conditions takes precedence if there is a conflict between the terms and conditions of the contractor's base schedule, packaging, invoices, catalogs, brochures, technical data sheets or other documents (see CMAS Terms and Conditions, CONFLICT OF TERMS).

**APPLICABLE CODES, POLICIES AND GUIDELINES**

All California codes, policies, and guidelines are applicable. The use of CMAS does not reduce or relieve state agencies of their responsibility to meet statewide requirements regarding contracting or the procurement of goods or services. Most procurement and contract codes, policies, and guidelines are incorporated into CMAS agreements. Nonetheless, there is no guarantee that every possible requirement that pertains to all the different and unique State processes has been included.

**PAYMENTS AND INVOICES**

**1. Payment Terms**

Payment terms for this CMAS are net 45 days.

Payment will be made in accordance with the provisions of the California Prompt Payment Act, Government Code (GC) § 927 et. seq. Unless expressly exempted by statute, the Act requires State agencies to pay properly submitted, undisputed invoices not more than 45 days after (1) the date of acceptance of goods or performance of services; or (2) receipt of an undisputed invoice, whichever is later.

**2. Payee Data Record (Standard 204)**

State Agencies not transacting in FISCal, must obtain a copy of the Payee Data Record (Standard 204) in order to process payments. State Ordering Agencies forward a copy of the Standard 204 to their accounting offices. Without the Standard 204, payment may be unnecessarily delayed. State Agencies should contact the CMAS contractor for copies of the Payee Data Record.

**3. DGS Administrative and Incentive Fees**

**Orders from State Agencies:**

The Department of General Services (DGS) will bill each State agency directly an administrative fee for use of CMAS. The administrative fee should NOT be included in the order total, nor remitted before an invoice is received from DGS. This administrative fee is waived for CMAS purchase orders issued to California certified small businesses.

See the current administrative fees in the DGS Price Book ([www.dgs.ca.gov/OFS/Price-Book](http://www.dgs.ca.gov/OFS/Price-Book)).

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**Orders from Local Government Agencies:**

CMAS contractors, who are not California certified small businesses, are required to remit to DGS an incentive fee equal to a percentage of the total of all local government agency orders (excluding sales tax and freight) placed against their CMAS. The incentive fee is in lieu of local government agencies being billed the referenced DGS administrative fee.

See the current incentive fees in the DGS Price Book.

This incentive fee is waived for CMAS purchase orders issued to California certified small businesses.

The check covering this fee shall be made payable to the Department of General Services, CMAS Unit, and mailed to the CMAS Unit along with the applicable Quarterly Report. See the provision in this CMAS entitled "Contractor Quarterly Report Process" for information on when and where to send these checks and reports.

**4. Contractor Invoices**

Unless otherwise stipulated, the CMAS contractor must send their invoices to the agency address set forth in the purchase order. Invoices shall be submitted in triplicate and shall include the following:

- CMAS number
- Agency purchase order number
- Agency Bill Code (State Only)
- Line item number
- Unit price
- Extended line item price
- Invoice total

State sales tax and/or use tax shall be itemized separately and added to each invoice as applicable.

The company name on the CMAS, purchase order and invoice must match or the State Controller's Office will not approve payment.

**5. Advance Payments**

Advance payment is allowed for services only under limited, narrowly defined circumstances, e.g., between specific departments and certain types of non-profit organizations, or when paying another government agency (Government Code (GC) § 11256 – 11263 and 11019).

It is NOT acceptable to pay in advance, except software maintenance and license fees, which are considered a subscription and may be paid in advance if a provision addressing payment in advance is included in the purchase order.

Software warranty upgrades and extensions may also be paid for in advance, one time.

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**6. Credit Card**

The CMAS contractor does not accept the State of California credit card (CAL-Card).

**7. Leasing**

The State reserves the right to select the form of payment for all procurements, be it either an outright purchase with payment rendered directly by the State, or a financing/lease-purchase or operating lease via the State Financial Marketplace (GS SMarT and/or Lease SMarT). If payment is via the financial marketplace, the Supplier will invoice the State and the State will approve the invoice and the selected Lender/Lessor for all product listed on the State's procurement document will pay the supplier on behalf of the State.

Buyers may contact the GS SMarT Administrator, Kris Bianchini via e-mail at [kristopher.bianchini@dgs.ca.gov](mailto:kristopher.bianchini@dgs.ca.gov) for further information.

**CONTRACTOR QUARTERLY REPORT PROCESS**

CMAS contractors are required to submit a detailed CMAS Business Activity Report on a quarterly basis to the CMAS Unit.

This report shall be mailed to:

Department of General Services  
Procurement Division – CMAS Unit  
Attention: Quarterly Report Processing  
PO Box 989052, MS #2-202  
West Sacramento, CA 95798-9052

Reports that include checks for incentive fees must be mailed and shall not be e-mailed. All other reports may be e-mailed to the attention of Quarterly Report Processing as follows:

CMAS Unit E-Mail: [cmas@dgs.ca.gov](mailto:cmas@dgs.ca.gov)

For the full instructions on completing and submitting CMAS Quarterly Business Activity Reports, and a soft copy of a blank quarterly report form, go to the CMAS website ([www.dgs.ca.gov/PD/About/Page-Content/PD-Branch-Intro-Accordion-List/Acquisitions/California-Multiple-Award-Schedules](http://www.dgs.ca.gov/PD/About/Page-Content/PD-Branch-Intro-Accordion-List/Acquisitions/California-Multiple-Award-Schedules)) and then select "File a CMAS Quarterly Report".

Important things to remember regarding CMAS Quarterly Business Activity Reports:

- A report is required for each CMAS, each quarter, even when no new purchase orders are received in the quarter.
- A separate report is required for each CMAS.
- **Each purchase order must be reported only once in the quarter identified by the purchase order date, regardless of when the services were performed, the products were delivered, the invoice was sent, or the payment was received.**
- Purchase orders from State and local government agencies must be separated on the report, as shown in the instructions.

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- CMAS contractors must report the sales activity for all resellers listed on their CMAS.
- Any report that does not follow the required format or excludes required information will be deemed incomplete and returned to the CMAS contractor for corrections.
- Taxes and freight must not be included in the report.
- CMAS contractors must attach to their quarterly report a check covering the required incentive fee for all CMAS sales to local government agencies.
- New CMAS agreements and supplements will be approved only if the CMAS contractor has submitted all required quarterly reports and incentive fees.

CMAS Quarterly Business Activity Reports are due in the CMAS Unit within two weeks after the end of each quarter as shown below:

Quarter 1	January 1 to March 31	Due April 15
Quarter 2	April 1 to June 30	Due July 15
Quarter 3	July 1 to September 30	Due October 15
Quarter 4	October 1 to December 31	Due January 15

**CONTRACTOR QUARTERLY INCENTIVE FEES**

CMAS contractors, who are not California certified small businesses, are required to remit to DGS an incentive fee equal to a percentage of the total of all local government agency orders (excluding sales tax and freight) placed against their CMAS. The incentive fee is in lieu of local government agencies being billed the referenced DGS administrative fee.

See the current incentive fees in the DGS Price Book.

CMAS contractors cannot charge local government agencies an additional charge on a separate line item to cover the incentive fee. The CMAS contractor must include the incentive fee in the price of the products or services offered, and the line item prices must not exceed the applicable base schedule prices.

A local government agency is any city, county, district, or other local governmental body, including the California State University (CSU) and University of California (UC) systems, K-12 public schools and community colleges empowered to expend public funds.

This incentive fee is waived for CMAS purchase orders issued to California certified small businesses.

The check covering this fee shall be made payable to the Department of General Services, CMAS Unit, and mailed to the CMAS Unit **along with the applicable Quarterly Report**. See the provision in this CMAS entitled "Contractor Quarterly Report Process" for information on when and where to send these checks and reports.

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CMAS NO. 3-21-03-1013**

**OBTAINING COPY OF ORIGINAL CMAS AND SUPPLEMENTS**

A copy of a CMAS and supplements, if any, can be obtained at [Cal eProcure \(caleprocure.ca.gov\)](http://Cal eProcure (caleprocure.ca.gov)). A complete CMAS consists of the following:

- CMAS cover pages (which includes the signature page, ordering instructions and special provisions, and any attachments or exhibits as prepared by the CMAS Unit)
- CMAS Terms and Conditions.
- Base schedule terms and conditions
- Product/service listing and prices
- Supplements, if applicable.

It is important for the agency to confirm that the required products, services, and prices are included in the CMAS and are at or below base schedule rates. To streamline substantiation that the needed items are in the base schedule, the agencies should ask the CMAS contractor to identify the specific pages from the base schedule that include the required products, services, and prices. Agencies should save these pages for their file documentation.

**CONTRACTORS ACTING AS FISCAL AGENTS ARE PROHIBITED**

When a subcontractor ultimately provides all of the products or performs all of the services that a CMAS contractor has agreed to provide, and the prime contractor only handles the invoicing of expenditures, then the prime contractor's role becomes that of a fiscal agent because it is merely administrative in nature, and does not provide a Commercially Useful Function (CUF). It is unacceptable to use fiscal agents in this manner because the agency is paying unnecessary administrative costs.

**AGENCY RESPONSIBILITY**

Each agency is responsible for its own contracting program and purchasing decisions, including use of the CMAS program and associated outcomes.

This responsibility includes, but is not necessarily limited to, ensuring the necessity of the services, securing appropriate funding, complying with laws and policies, preparing the purchase order in a manner that safeguards the State's interests, obtaining required approvals, and documenting compliance with Government Code (GC) § 19130.b (3) for outsourcing services.

It is the responsibility of each agency to consult as applicable with their legal staff and contracting offices for advice depending upon the scope or complexity of the purchase order.

If you do not have legal services available to you within your agency, the DGS Office of Legal Services is available to provide services on a contractual basis.

**CONFLICT OF INTEREST**

Agencies must evaluate the proposed purchase order to determine if there are any potential conflict of interest issues. See the CMAS Terms and Conditions, Conflict of Interest, for more information.



**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)  
SYTECH SOLUTIONS  
CMAS NO. 3-21-03-1013**

**FEDERAL DEBARMENT**

When federal funds are being expended, the agency is required to obtain (retain in file) a signed "Federal Debarment" certification from the CMAS contractor before the purchase order is issued.

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 29 CFR Part 98, Section 98.510, Participants; responsibilities. The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 19160-19211).

**CONTRACTOR TRAVEL**

The Travel provision is not applicable to this CMAS.

**LIQUIDATED DAMAGES FOR LATE DELIVERY**

The value of the liquidated damages cannot be a penalty, must be mutually agreed upon by agency and contractor and included in the purchase order to be applicable.

**ACCEPTANCE TESTING CRITERIA**

If the agency wants to include acceptance testing for all newly installed technology systems, and individual equipment, and machines which are added or field modified (modification of a machine from one model to another) after a successful performance period, the test criteria must be included in the purchase order to be applicable.

**AMERICANS WITH DISABILITY ACT (ADA)**

Section 504 of the Rehabilitation Act of 1973 as amended; Title VI and VII of the Civil Rights Act of 1964 as amended; Americans with Disabilities Act, 42 USC 12101; California Code of Regulations, Title 2, Title 22; California Government Code, Sections 11135, et seq.; and other federal and State laws, and Executive Orders prohibit discrimination. All programs, activities, employment opportunities, and services must be made available to all persons, including persons with disabilities. See Attachment A for Procurement Division's ADA Compliance Policy of Nondiscrimination on the Basis of Disability.

Individual government agencies are responsible for self-compliance with ADA regulations.

Contractor sponsored events must provide reasonable accommodations for persons with disabilities.

**DGS PROCUREMENT DIVISION CONTACT AND PHONE NUMBER**

Department of General Services  
Procurement Division, CMAS Unit  
707 Third Street, 2<sup>nd</sup> Floor, MS 2-202  
West Sacramento, CA 95605-2811

Phone # (916) 375-4365

CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)  
SYTECH SOLUTIONS  
CMAS NO. 3-21-03-1013

ATTACHMENT A

ADA NOTICE

Procurement Division (State Department of General Services)  
AMERICANS WITH DISABILITIES ACT (ADA) COMPLIANCE  
POLICY OF NONDISCRIMINATION ON THE BASIS OF DISABILITY

To meet and carry out compliance with the nondiscrimination requirements of the Americans with Disabilities Act (ADA), it is the policy of the Procurement Division (within the State Department of General Services) to make every effort to ensure that its programs, activities, and services are available to all persons, including persons with disabilities.

For persons with a disability needing a reasonable accommodation to participate in the Procurement process, or for persons having questions regarding reasonable accommodations for the Procurement process, please contact the Procurement Division at (916) 375-4400 (main office); the Procurement Division TTY/TDD (telephone device for the deaf) or California Relay Service numbers which are listed below. You may also contact directly the Procurement Division contact person who is handling this procurement.

**Important: To ensure that we can meet your need, it is best that we receive your request at least 10 working days before the scheduled event (i.e., meeting, conference, workshop, etc.) or deadline due-date for procurement documents.**

The Procurement Division TTY telephone numbers are:

Sacramento Office: 916-376-5127 (CALNET 480-5127)

The California Relay Service Telephone Numbers are:

Voice: 1-800-735-2922, or 7-1-1

Speech to Speech Service: 1-800-854-7784

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)  
SYTECH SOLUTIONS  
CMAS NO. 3-21-03-1013**

**ATTACHMENT B**

**Services Available**

**Regular CD to CD Duplication**

**Regular DVD to DVD Duplication**

**Scanning – Autofeed – 8.5 \* 11 B/W or Color** (Original must be in good condition to feed through copier/document feeder for multiple copies)

**Scanning Light Litigation – 8.5 \* 11 B/W or Color** (when a document contains few staples and the original is in good condition with 8.5"x11" or 8.5"x14" size paper)

**Scanning Medium Litigation – 8.5 \* 11 B/W or Color** (when a document has more staples and clips in a variable size original)

**Scanning Heavy Litigation – 8.5 \* 11 B/W or Color** (when a document has multiple staples and clips with sticky notes and document are in various sizes [includes oversize documents] and not in good condition)

**Scanning Extensive Handling – 8.5 \* 11 B/W or Color** (document requires identification and tagging and has large size drawings and onion skin paper and color documents merged together as one file)

**Scanning Heavy Glasswork – 8.5 \* 11 B/W or Color** (document cannot be copied through the feeder due to the poor condition of the document like cardstock or damaged documents. Or the document must be reduced in size to fit the specified size)

**Scanning – 8.5 \* 14 or 11 \* 17 B/W or Color**

**Scanning (Rush Jobs)**

**Conversion of Native Files into PDF with Security Code**

**OCR No editing** (optical character recognition - per image)

**OCR Full Text Editing** (manual text editing for unclear images, useful for old documents)

**PDF Image Only – Any Native file conversion to PDF**

**Microfilm Scanning (16mm)**

**Microfilm Scanning (35mm)**

**Microfiche Scanning (to PDF or TIFF file)**

**Large Format Scanning (Any Size Drawing – Black & White)**

**Large Format Scanning (Any Size Drawing – Color on regular bond paper)**

**Large Format Scanning (Any Size Drawing – Color Matt, Finish, Glossy paper)**

**Pick-up or Drop-Off Box (Regular Size Box)**

**Shredding of Paper Box (Regular Size Box)**

# Project Proposal

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## Document Management Services



Prepared For:  
**Orcutt Union School District**  
**Sandy Knight and Leslie Wagonseller**

**March 20, 2023**  
**As Revised: October 6, 2023**  
**As Revised: March 25, 2024 to Include Updated Pricing**

Prepared By:  
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## OVERVIEW

Orcutt Union School District (OUSD) is currently seeking document management services including conversion and hosting of records currently stored at the district facilities. This document formally describes the proposed approach by SyTech Solutions (SyTech) to scan and electronically organize these records into a methodic, manageable database and upload to 1DocStop. This process will save valuable storage space, provide a backup copy of vital information, and allow staff to efficiently access records.

SyTech Solutions (SyTech) is a leading document management solutions provider and has over 24 years of experience completing conversion projects for public and private agencies statewide. SyTech utilizes a streamlined conversion process that maximizes image quality and batch management, all while providing efficient project management. Equally important, we work well with people and believe that building good relationships with our clients allows for better communication and progressive results. Ultimately, our mission is to forge a long-term partnership with OUSD through delivering the greatest comprehensive value. This proposal outlines our conversion process and explains how SyTech's services will exceed the expectations of OUSD in providing a successful project outcome.

## ABOUT SYTECH SOLUTIONS

SyTech Solutions, Inc. was founded as a California C Corporation in 2000. SyTech has quickly become a leading document management solutions provider and built a solid reputation for outstanding quality and superior customer service. SyTech's core strength is helping agencies digitize records and implement sound records management processes. We have helped over 300 public agencies and 100 school districts across California efficiently manage records and continue to be their source of document management expertise.

There are several important characteristics that set us apart from and above the competition:

- SyTech holds a California Multiple Award Schedule (CMAS #3-21-03-1013). This award allows public agencies to place orders directly with us and independently attest to SyTech's competency and competitive low prices.
- We have received multiple "Best Solution" Awards by Government Technology Conference (GTC) in recognition of our web development and data capture projects across the State of California. The "Best Solution" award recognizes companies that have implemented innovative and successful technology solutions that significantly improve government business. GTC is the nation's largest and most respected technology conference for state and local government, holding annual conferences nationwide.
- SyTech Solutions is a California Certified Small Business; nevertheless, we operate one of the largest facilities in Northern California. We are the optimal size: large enough to handle high volume, yet small enough to value each customer. SyTech's reputation for efficiency results from our people, methodologies, technology, and experience.



- SyTech has deployed the best physical security practices, hardware, and network technology to ensure success. We use biometric doors, security cameras, and 256 bit-AES encryption on all network connections. In addition, our employees are all required to sign confidentiality agreements and understand the sensitive nature of the documents we process.

## PROPOSED APPROACH

SyTech has extensive experience with confidential records. We have helped over 100 CA state agencies manage records and comply with record retention guidelines. Our expertise in this matter will be crucial to the success of OUSD's document management project. Following is an outline of our approach.

SyTech's conversion services involve a complex flow of processes and quality control steps. No other company provides the same level of quality control and data validation. Combined with the utilization of leading software and accurate scanning equipment, this unsurpassed quality assurance process makes our production system highly efficient and precise.



### **Kofax Ascent Capture**

SyTech uses Kofax Ascent Capture software, the industry's leading production-level software. Ascent Capture is designed to support document and data capture, as well as high-end production scanning. It boasts the fastest, most flexible scanning and indexing solution. It processes large numbers of documents and forms with high throughput. The system features a resilient and robust architecture based on ubiquitous technology.

Kofax software is indispensable for high-volume scanning, which is why it plays a key role in SyTech's production process. Kofax tracks each "batch", typically a bankers box of records, through the entire conversion process. It monitors documents from the initial scan to the optical release of the final image. Batches are routed through processing queues which can be altered depending on the conditions of the batch.

Kofax has the ability to enhance scanned images through its "Recognition" process. Poor quality images are automatically enhanced using dithering and other technology. Kofax allows many repetitive processes to be automated, running in the background, eliminating the chance of operator error. Kofax uses these automatic tools to despeckle, deskew, and rotate images on the fly, providing the best possible image output available.



Additionally, Kofax VirtualReScan (VRS) technology provides another level of quality control. It acts as an intelligent monitoring agent and checks image quality as records are scanned. Unacceptable images are flagged and sent to the Quality Control module for virtual rescan without interrupting the scanning process. VRS automatically recovers and restores images from common scanning problems that adversely affect quality, such as scanner misfeeds and paper jams. It also automatically enhances lighter images so that

they are easier to read. The advanced clarity feature reduces file size while maximizing scan time. It is able to eliminate visual noise and allow for greater document integrity.



Original Color



Without VRS



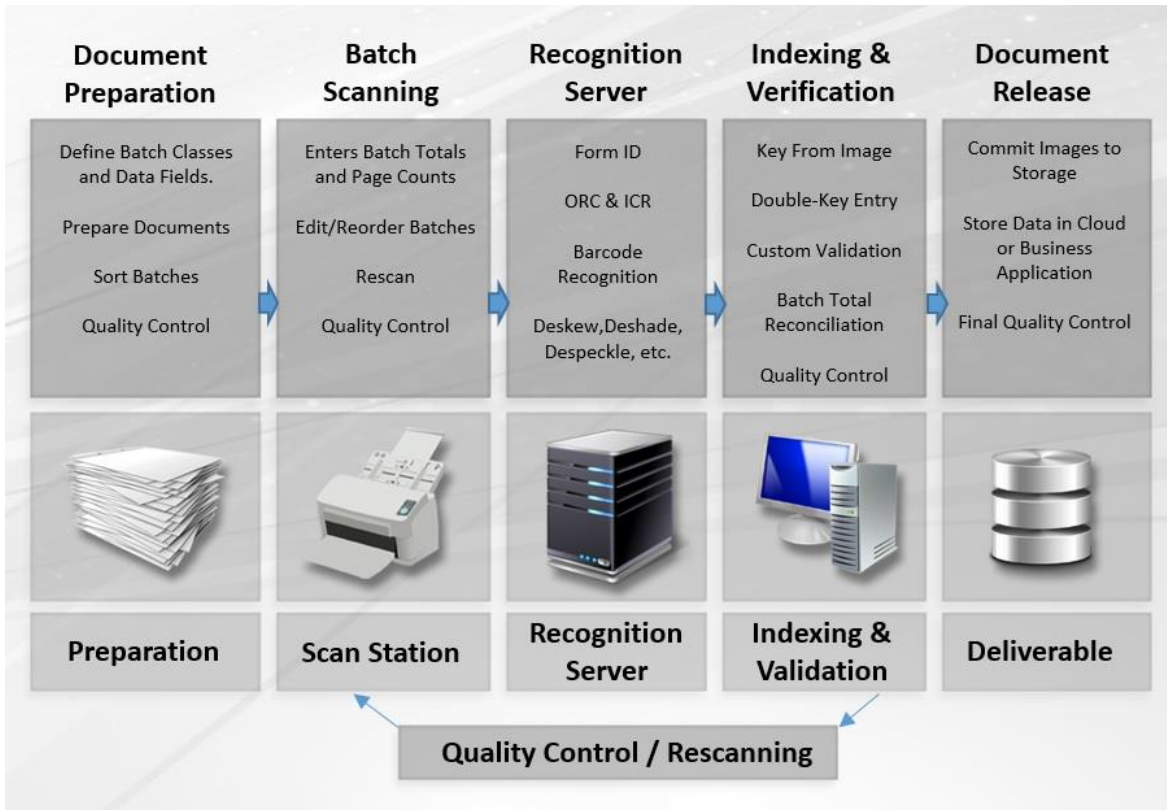
With VRS

While Kofax is more costly than other capture systems, it is simply the best production scanning environment for data accuracy and image quality. While most vendors use Kofax VRS because it is included as an OEM software on most new scanners, they do not use Kofax Ascent software as their production scanning platform. Instead they develop their own internal code or use cheaper alternatives in an effort to decrease annual software license costs. This is a mistake for several reasons. First, in order to gain the full benefit of VRS, it is necessary to use the Kofax Ascent platform for production scanning. In addition, other production scanning platforms do not provide equal batch tracking, image enhancement, and security which are essential for tracking images, establishing data integrity, and chain of custody.

### Scanning Process

Utilizing indispensable Kofax tools, SyTech's production team follows a proven process for conversion projects. Following is our proposed conversion process for OUSD's records:





1. **Project Specifications and Pickup** – We provide pickup and transportation of the documents to our production facility. Upon arrival, each box of documents, or “batch”, will be given a label that tracks the customer, pickup, document type, and box number: for example, OUSD.0001.0103\_11. This standardizes an electronic workflow process that organizes, groups, and tracks each set of records through the various steps of the process.
2. **Document Preparation** – SyTech staff prepares the documents for scanning according to the project specifications. This includes removing staples and otherwise preparing documents for scanning. Canary Bar-coded separator sheets are inserted between documents, along with index sheets if necessary. The tracking label on each batch of documents must be signed off at each stage of the conversion process (prep, scan, restore) by not only the individual prepper, but also by his/her quality control supervisor.
3. **Document Scan** – The prepped batches of documents are scanned into the pre-defined Kofax batch classes. The total image count and document count is automatically generated. If images are being scanned in duplex, blank pages are automatically removed electronically. The images undergo quality control scrutiny and any rejected images are rescanned. Letter/legal size records are scanned at 200 DPI (or 300 DPI if undergoing OCR). All records will be scanned in black and white, unless otherwise specified.
4. **Recognition Server/Image Enhancement** – The scanned images are processed, and, if required by the project specifications, undergo OCR (Optical Character Recognition), ICR (Intelligent Character Recognition), or OMR (Optical Mark Recognition). During this stage of the conversion process, automatic Kofax tools enhance any poor-quality images. Using dithering and other technology, it

despeckles, deskews, deshades, and rotates the images. This provides OUSD with the best image quality output available.

5. **Indexing & Verification** – The images are indexed according to predefined fields. Index information is manually keyed from the documents or index sheets and can be double-key verified to ensure greater accuracy. Double-key verification can be performed by two different index operators as an added quality control measure.
6. **Release** – Final images are release to optical storage in PDF format, unless otherwise specified. The resulting files are uploaded into 1DocStop.
7. **Storage/Destruction** – After OUSD staff verifies the scanned records, SyTech has the capability of destroying the original hard copies using certified destruction. If OUSD decides not to destroy the records or have them returned, SyTech can store the records.

#### **Document Requests**

SyTech can satisfy any document request from OUSD during the conversion process. We access and retrieve files on a consistent basis for many of our current clients. Consequently, the staff is already in place and subscribes to internal policies and procedures to ensure the timely retrieval and response to document requests. Copies of documents can be provided via email, fax, or overnight delivery to authorized parties requesting records in our possession within 24 hours of receipt of the request.

#### **Confidentiality**

SyTech staff adheres to strict confidentiality standards. We consistently work with confidential information and have the proper security and standards in place. All of SyTech's employees have executed confidentiality agreements that protect the documents of third parties.

#### **Support**

SyTech's experience has defined our industry leading two-fold approach to support. It assigns both a Project Manager and a Technical Support lead to oversee Customer Support and to ensure successful project deployment. This systematic approach defines project specifications prior to commencing the project, and then later works to guarantee successful application at the implementation phase once the project is complete. We recognize that success requires both technical know-how and sound project management skills. Our support team will provide you with the required support for your project. SyTech customer support covers any problems or defects associated with the converted electronic images provided by SyTech Solutions. It does not include any issues associated with or that arise from software, hardware, or network system(s) installed by OUSD.

### **1DocSTOP**

1DocStop is a complete document management solution. It gives authorized users instant access to important documents via the web using a login username and password. Users have the ability to search, view, and retrieve documents without installing any software. It includes image layering and mark-up capability to add comments for later review. This forward-thinking approach requires minimal up-front investment and



enables future flexibility. It provides a secure repository for different document types and multiple departments. Compared to traditional client server applications, 1DocStop provides three major advantages.

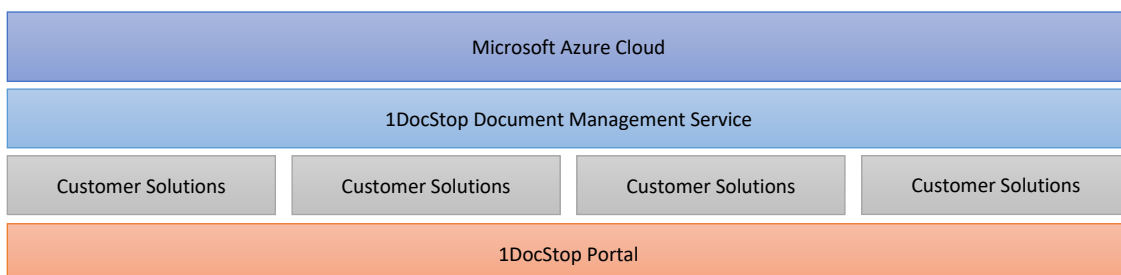
1. **A Completely Extensible API** allows organizations to extend applications, create workflows, and develop specific line of business applications.
2. **No Upfront Software Costs** or user licenses. For a simple monthly fee, you can grant user access for your entire office team.
3. **A Mobile Platform** -- Take your documents with you. Designed with the mobile platform in mind, 1DocStop scales to any device: computer, laptop, tablet, or smart phone. It is a true thin client solution.

The proposed solution will save substantial cost and minimize risk. There are no up-front costs or license fees and it is setup as a month-to-month subscription (SAAS) model. Written specifically for Azure Cloud Services, 1DocStop utilizes SQL Azure, Cloud, and Storage Services (Blob, Table, and Queue). It is easy to deploy and support, addressing OUSD’s existing technology requirements.

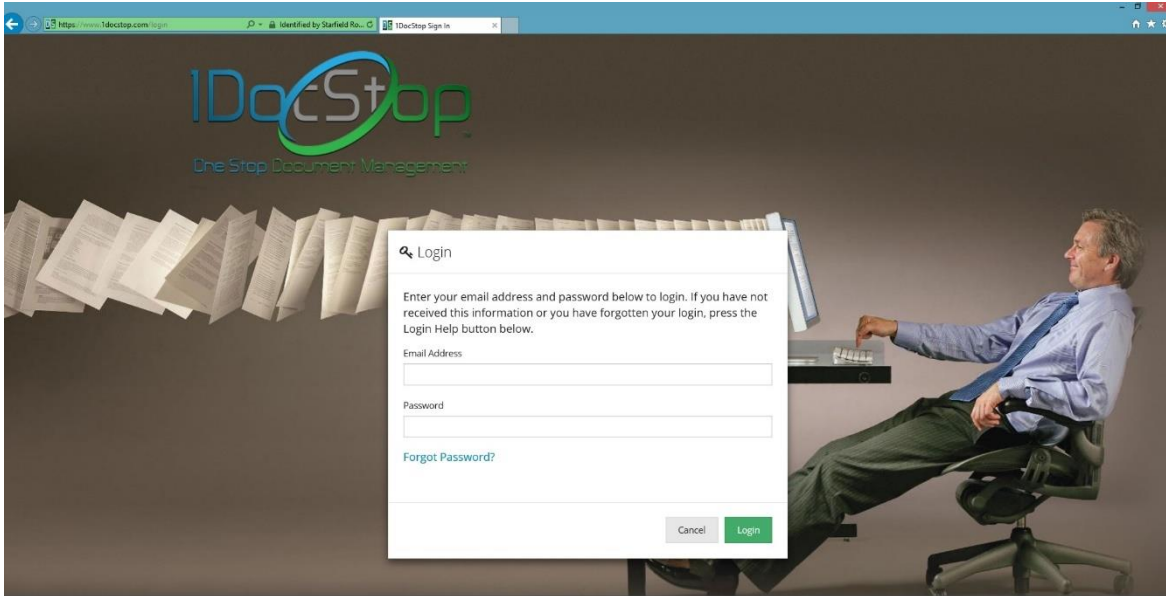
1DocStop is a cloud-based document management service. 1DocStop is a cloud first service designed to help public and private organizations manage enormous quantities of documents without spending a fortune by leveraging cloud resources and only paying for those features that are actually needed.



All documents managed by 1DocStop are stored on Microsoft’s Azure Cloud infrastructure which is leading the performance, availability, and reliability benchmarks that define the modern cloud evolution. 1DocStop runs as a service on top of Microsoft’s proven network of servers whose individual management is abstracted away allowing us to focus on our customers’ needs.



For most users, 1DocStop is the web portal. The web portal provides a browser-based interface to 1DocStop's backend services for managing documents. Logging in to 1DocStop is as simple as providing the user's email address and password.



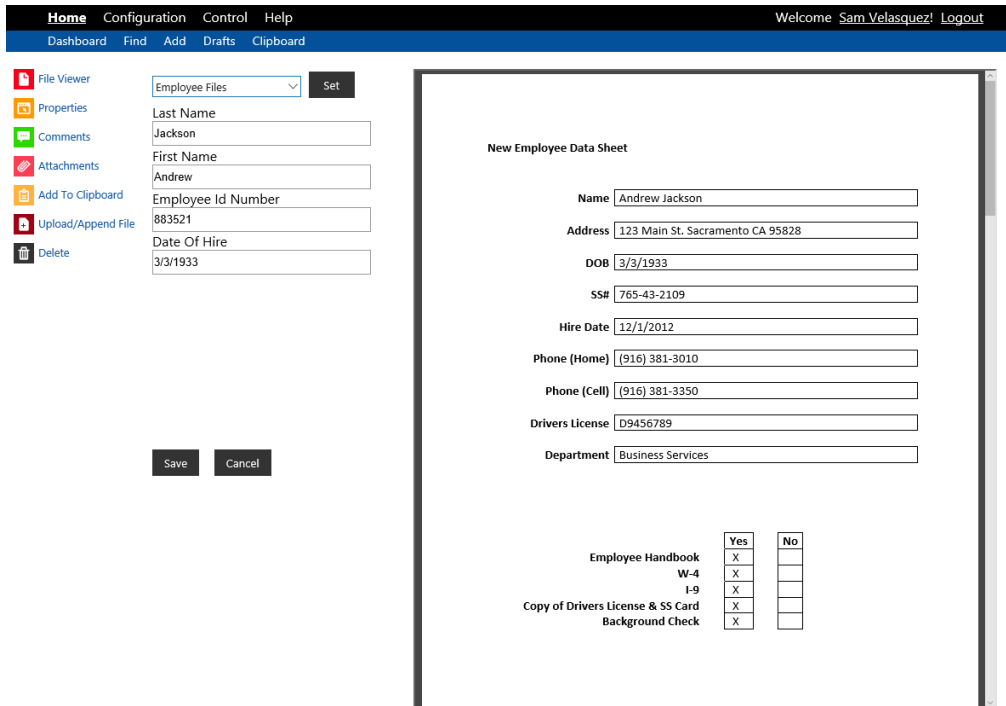
Because of the nature of the types of documents we are responsible for, 1DocStop practices all industry standards for securing confidential data online including 1-way password encryption, current transport layer security protocols, and intrusion detection, geographic analysis, and automatic response algorithms.

All documents in 1DocStop are assigned a document schema which provides instruction on how the document is classified and searched. Document exploration can begin with a simple keyword search for any work or term located in either the metadata or for the case of full-text indexed document types, the content.

The result of this type of search will be a list of the document types containing the search terms and the number of hits per type. Clicking on a line will return the list of matches for that type. Alternatively, you specify the document type you are looking for and will be prompted to enter the search terms for the specific fields that define that type.

Home Configuration Control Help		Welcome Sam Velasquez! Logout
Dashboard Find Add Drafts Clipboard		
Search Results Summary		
New Search		
Document Type	Search Matches	
Permit Drawings	55699	
Certificate Of Occupancy	5370	
Permits Microfiche	4060	
[System] Solution Default	1	

Once a document of interest is found, clicking on that document in the list will open the file viewer dialog.



The screenshot shows a web application interface with a navigation bar at the top containing 'Home', 'Configuration', 'Control', and 'Help'. Below the navigation bar, there are links for 'Dashboard', 'Find', 'Add', 'Drafts', and 'Clipboard'. On the right side of the navigation bar, it says 'Welcome Sam Velasquez! Logout'.

On the left side, there is a sidebar with several icons and labels: 'File Viewer', 'Properties', 'Comments', 'Attachments', 'Add To Clipboard', 'Upload/Append File', and 'Delete'. Below these icons is a form for 'Employee Files' with a dropdown menu and a 'Set' button. The form contains the following fields:

- Last Name: Jackson
- First Name: Andrew
- Employee Id Number: 883521
- Date Of Hire: 3/3/1933

At the bottom of this sidebar form are 'Save' and 'Cancel' buttons.

The main content area displays a 'New Employee Data Sheet' form with the following fields:

- Name: Andrew Jackson
- Address: 123 Main St. Sacramento CA 95828
- DOB: 3/3/1933
- SSN: 765-43-2109
- Hire Date: 12/1/2012
- Phone (Home): (916) 381-3010
- Phone (Cell): (916) 381-3350
- Drivers License: D9456789
- Department: Business Services

At the bottom of the form, there are two columns of checkboxes labeled 'Yes' and 'No':

	Yes	No
Employee Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W-4	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-9	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Copy of Drivers License & SS Card	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Background Check	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Benefits of 1DocStop

The benefits of 1DocStop include the following:

- **Access Anywhere Technology** – Users will have access from any workstation using their username and password. This capability improves efficiency for telecommuters and field personnel.
- **Simple Client Management** – 1DocStop was designed as a thin client application that allows users access to the system without the need for installing any non-standard ActiveX controls or plug-ins.
- **Cross-Platform Uniformity** – 1DocStop is accessible from most Operating System/Browser combinations. The experience is consistent, regardless of the workstation used to access the system.
- **Remote Capture and Upload** – Utilizing existing scanners/MFP devices, records can be uploaded to 1DocStop by scanning to a specified folder on your network. Synchronization is made possible by ExpressLink, a locally installed program that monitors the folder and uploads new records automatically. In addition, electronic documents such as Microsoft Office files and PDFs can be uploaded by users.
- **No per User License Requirements** – Add more users to the system without adding cost. User Management can be provided by SyTech Solutions or OUSD's Information Technology Department.
- **Expandability** – Additional capabilities can be added without the need for coding or application software.

- **Ease of Use** – The web interface is familiar to most end users and SyTech will provide administrator and end user training.

### **Backups**

SyTech will back up the documents and all related data. Related data includes the original index fields that are used to locate the documents in the repository, user account information (passwords omitted), access logs, and document contents. Backup copies will be provided upon a defined schedule, or upon request.

### **Security**

SyTech's 1DocStop platform runs exclusively on Microsoft's Windows Azure Cloud. Files are stored and co-located in Microsoft's ultra-secure Tier-1 Data Centers. 1DocStop's data layer consists of native Azure storage technology including Table, Queue, and Blob storage. The data layer is accessed exclusively through user-authenticated ASP.NET WCF web services. The system complies with California Ed Code Section 49073.1 and FERPA provisions of the "General Educational Provisions Act".

Access to 1DocStop and its respective services are secured using industry standard protocols adopted to protect HIPAA-Class document storage. All communication between services and client browser/application/mobile device(s) are protected by 256-bit transport layer security secured using verified SSL certificates.

All requests to 1DocStop.com requires a valid authentication token or a valid set of credentials. Credentials are comprised of an email address and a user-defined password. All password information is hashed and encrypted using a one-way string encryption before storage. Passwords cannot be recovered from the database and so requires a complete reset should a user forget his or her password.

All 1DocStop service communications are secured using transport layer security. This is the go-to standard practice for all sensitive services available online. It involves both the browser and the server encrypting the packets before they are transported over the internet. These packets are only readable once they have been received by their authorized recipients. Any communication intercepted between the browser and the service is encrypted using 256-bit keys and therefore useless to an unauthorized party.

Authorized users are managed by adding them to Groups within 1DocStop. Each group can be customized to specify the document types that are accessible and the permissions granted with respect to the document type. Permission levels include Read (view), Write (modify), Create, and Delete. There is no limit to the number of user groups that can be created in 1DocStop.

SyTech provides daily monitoring of its hosting network to ensure uptime and identify possible security issues. Current security management includes the monitoring of both application and IIS access logs, server to client communications encryption using secure server certificates (256-bit), and user password encryption.

### **Data Location**

1DocStop stores all customer information on Microsoft's Windows Azure platform in the West US (Northern California) region. Microsoft may transfer Customer Data within a major geographic region (for example, within the United States) for data redundancy or other purposes. Microsoft will not transfer Customer Data outside of the United States.

### **Support**

SyTech's experience has defined our industry leading two-fold approach to support. It assigns both a Project Manager and a Technical Support lead to oversee Customer Support and to ensure successful project

deployment. This systematic approach defines project specifications prior to commencing the project, and then later works to guarantee successful application at the implementation phase once the project is complete. We recognize that success requires both technical know-how and sound project management skills. Our support team will provide OUSD with the required support for the project. SyTech customer support covers any problems or issues associated with 1DocStop and other services provided by SyTech. It does not include any issues associated with or that arise from software, hardware, or network system(s) installed by OUSD staff.

SyTech provides on-going support for 1DocStop. Contrary to many other document management systems, the cost for on-going support is included in the monthly cost for 1DocStop. SyTech's expert technicians are available Monday through Friday, 8am – 5pm PST.

Technical Support is tracked and handled via SyTech's internal ticket system. Tickets can be generated by visiting <http://support.1docstop.com/helpdesk/Tickets/New> or via email sent to [support@1docstop.com](mailto:support@1docstop.com). Also, support is available via phone at (916) 381-3010.

Because 1DocStop is a web-based system, support can often be handled via SyTech's access to the 1DocStop portal. Occasionally, support may require remote access to a OUSD workstation. This is typically handled via LogMeIn. This allows our experience technicians to access workstations remotely and make changes and modifications as required. Remote support may require the installation of LogMeIn software on workstations on an as-needed basis. The most common support issue is a user password reset.

Departments may designate one (or more) person per department to be a 1DocStop Administrator. Alternatively, there could be one Administrator for the entire agency. Local OUSD administrators of 1DocStop have the capability to create and modify document types, create and modify user groups, and create and modify user accounts. Often, that capability is all the technical support that is required.

While we feel our technology and experience will produce an outcome that exceeds expectations, the most important element of working with SyTech is our commitment to a *true partnership with our customers*. Simply stated, we try to do the right thing. We watch out for the best interest of our customers and we search for the best alternatives to minimize cost and leverage resources to produce the best outcome. Perhaps the greatest testament of our success is the number of competitor's customers who have switched to SyTech because they were not properly serviced. Our number one focus is to create a long-term partnership with each of our customers – one that ties SyTech to their success. We will do what it takes to make sure the OUSD system and deployment is a complete success.

**PRICING**

SyTech will provide conversion services according to the pricing schedule below. This project can be broken up and completed over several fiscal years as necessary. SyTech estimates there are 512,200 images. This pricing is based on preliminary estimates.

**Scanning (Student Cumulative Records)**

Quantity	Unit	Service or Product	CMAS Price	Unit Price	Ext. Price
788	Hours	Document Preparation (Document Preparation Clerk)	\$ 27.50	\$ 18.00	\$14,184.00
512,200	Images	Document Scanning (Scanning - Autofeed- 8.5*11 B/w or Color)	\$ 0.12	\$ 0.05	\$25,610.00
140	Hours	Indexing - FN, LN, Employee ID# (Key Entry Operator)	\$ 19.80	\$ 19.00	\$ 2,659.50
				<b>Total</b>	<b>\$42,453.50</b>

**1DocStop**

Quantity	Unit	Service or Product	Unit Price	Ext. Price	
12	Months	1DocStop, Hosted Document Management Solution	\$400.00	\$4,800.00	
12	Months	(Optional) Additional Departments	\$200.00		
				<b>Total</b>	<b>\$4,800.00</b>

**Other Services**

Quantity	Unit	Service or Product	CMAS Price	Unit Price
	Boxes	Courier Service (Pick-up or Drop-Off Box Per instance).	\$25.00	\$2.13
	Boxes	(Optional) Courier Service - Boxing up the records and providing boxes (Pick-up or Drop-Off Box)	\$25.00	\$4.00
	Hours	(Optional) Data Backup (Sr Technical Support Specialist)	\$71.50	\$70.00
	Hours	(Optional) Professional IT Services (Database Administrator)	\$77.00	\$75.00
	Boxes	(Optional) Document Destruction (Shredding of Paper Box (Regular Size Box))	\$10.00	\$6.00
	Boxes	(Optional) Document Destruction (Shredding of Paper Box (Large Format Box))	\$10.00	\$7.00
	Images	(Optional) OCR - for full-text searching (OCR No editing)	\$0.085	\$0.005
	Boxes	(Optional) Box Storage (Document Preparation Clerk) – per 20 boxes per month. (Regular Size Box)	\$27.50	\$18.00
	Boxes	(Optional) Box Storage (Document Preparation Clerk) – per 20 boxes per month. (Large Format Box)	\$27.50	\$20.00
	Hours	(Optional) Boxing Up documents (Document Preparation Clerk)	\$27.50	\$18.00

The pricing specified above is based on estimated quantities. If actual quantities vary, the pricing will be adjusted accordingly. SyTech offers additional technical services and support. A comprehensive list of SyTech's pricing for service and installation upgrade options is available upon request. SyTech agrees to allow



OUSD to utilize any of our existing or forthcoming purchasing vehicles, including CMAS, MSA, GSA, and SLP. These can be integrated into future agreements between SyTech and OUSD. Prices do not include applicable taxes.

## CONCLUSION

In conclusion, SyTech's services offer many benefits to OUSD:

- It reduces the backlog of boxes in storage and prevents the degradation of paper files.
- This first step towards a paperless work process and is a strategic move towards improving the efficiency and reducing costs associated with manual paperwork.
- It does not require valuable staff time to scan a cumbersome backlog of records and stops effort from being wasted to search for records in an unorganized system.
- It eliminates the need to purchase a more expensive scanning and retrieval system.
- It provides electronic back-up for disaster recovery purposes.
- It is **simple**. SyTech takes ownership for the project so that your staff can focus on their jobs.
- Long-term, it provides an open solution that can be leveraged to achieve even greater business efficiencies without proprietary limits.

SyTech provides the greatest comprehensive value, combining our experience with document conversion services and our leading technology. The proposed approach offers OUSD a low cost, solution for document management. Finally, and perhaps most important, SyTech is committed to building a **long-term partnership with our customers**— one that ties SyTech to their success. We watch out for the best interest of our customers, and we search for the best alternatives to minimize cost and leverage resources to produce the best outcome. SyTech greatly appreciates your consideration and looks forward to a continued successful partnership with 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: April 17, 2024

BOARD AGENDA ITEM: California Department of Education Library Survey

BACKGROUND: As required by California Education Code 18122, all district elementary and junior high schools have completed the California Department of Education (CDE) School Library Survey for the 2022-2023 school year. The attached results from this online survey are available online at the CDE website.

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

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

FUNDING: No impact.



## School Library Survey Collecting Information from the 2022-23 Academic Year

### Submission Record

**Submission ID:** 22361

**Submission Date:** 1/29/2024 4:00:57 PM PT

**School:** Alice Shaw Elementary (CDS Code: 42692606045736)

#### 1. Did you have a dedicated common area in your school designated as the library in the 2022–23 academic year?

- Yes, our school had a library located on campus.
- Yes, our school had a joint-use school library. A joint-use library is typically defined as two separate library service providers sharing the same building to serve distinct clienteles.
- No, we did not have a designated library facility.
- No, we used a library on an adjacent school campus (provide the name of adjacent library used).

**Name of the adjacent school library:**

No response

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

- This is a new facility and wasn't open in 2022–23.
- It never had a library facility.
- This is a virtual academy (At the end of the evaluation, there is space to specify how students access the library program).
- The library facility closed during the past three years.
- The library facility closed more than three years ago.

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

- Budget cuts
- Administrative decision
- Staffing cuts
- Collection was too old to be useful and the cost to update too prohibitive
- Space needed for other purposes
- Lack of use
- Damaged or destroyed by natural disaster
- Closed during COVID and never reopened
- Other
- I'm not sure

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

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

Specify name of the joint-use partner:  
No response

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

No response

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

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

- Yes
- No

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

No response

## Library Staffing

For purposes of answering questions referring to staff working in the library, stop and think about how the library staff was paid. If staff was paid a teacher contract (annual set salary), select **credentialed**, but if staff was paid a classified hourly salary (paid an hourly wage), select **classified**.

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

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

**Classified Library Staff** – May be called aide, clerk, technician, assistant, etc., but is **NOT paid a teacher contract** (paid an hourly wage and not a set annual contract).

For more information on who can provide library-related services, see the [California Commission on Teacher Credentialing – Authorizations for Librarian Services chart](#).

**5. Did you have at least one paid credentialed staff working in the school library?**  
(Teacher contract and certificated salary schedule) (Contracting for a Librarian of Record does not count at the school level.)

- Yes
- No

**6. What library certification did the credentialed staff hold?**

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

**Please explain certificate held by the credentialed staff.**

No response

**7. Did you have at least one paid classified library staff working in the school library?**  
(Hourly wage, paid by the hour and not a set annual salary)

- Yes
- No

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

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

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

**Specify where you earned your certificate:**

No response

**Specify other classified training:**

No response

Please enter the total number of **weekly hours typically** worked for all paid staff assigned to **this single** school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. Please note if you work part time in the library and part time in another position, only record the hours paid to work in the library. The Full Time Equivalent (FTE) hours will be calculated for you. In the last part of the evaluation you will have an opportunity to share what duties and extra activities you performed in 2022–23.

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

11. **At how many different school libraries did the certificated staff serve in 2022–23?** (If there were no certificated staff serving this site, then mark 0.)  
No response

12. **At how many different school libraries did the classified staff serve in 2022–23?** (If there were no classified staff serving this site, then mark 0.)  
1

13. **Did you have any volunteers, other than students, working in the library?**  
 Yes  
 No

**Approximately how many people volunteered?**  
No response

**Approximately, how many hours in a week did people volunteer?**  
No response

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

## Library Access

### Library Service Hours in a Typical Week

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

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

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

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

16. **Which of the following terms best describes the method used to schedule classes for school library services?**

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

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

- 0
- 1–5
- 6–10
- 11–20
- 21 or more

## Library's Physical Space

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

## Library's Virtual Presence

Did the school library have:

Description	Answer
22. A library website with or without access to online library catalog	<input checked="" type="checkbox"/> With <input type="checkbox"/> Without <input type="checkbox"/> Not applicable (school library did not have website)
23. Collaboration software (e.g., SharePoint, Google Drive, Teams etc.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
24. Was your library program promoted via social media?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

## Computers/Devices

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

25. **How many computers were housed in and available in your school library for direct instruction and/or student use during library programs?** (This would include tablets and/or Chromebooks that were available for use in the library and not carts of devices that are checked out to teachers or classroom.)

0

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

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

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

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

## RESOURCES: School Library Collection

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

## Overall Collection

28. **Did you have a library management system (e.g., Follett Destiny, Alexandria, etc.)?**

- Yes
- No

**Do you have access to run reports in the library management system or do you know who to ask to run reports?**

- Yes  
 No

29. Enter the number of print books in the school library collection at the end of the 2022–23 academic year. Include reference books in your count, and count each reference volume as one.

- 2,499 or less  
 2,500–4,999  
 5,000–7,499  
 7,500–9,999  
 10,000–12,499  
 12,500–14,999  
 15,000–17,499  
 17,500–19,999  
 20,000–22,499  
 22,500–24,999  
 25,000–27,499  
 27,500–29,999  
 30,000–34,999  
 35,000 or more

30. Were electronic book (e-Book) titles purchased for library use during the 2022–23 academic year?

- Yes  
 No  
 Not Applicable

31. Enter the number of subscriptions to magazines and newspapers during the 2022–23 academic year (count subscriptions, not individual titles or issues).

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

## Age of Collection

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

- Count the number of books in all of the Dewey section being surveyed.
- Next, add the copyright dates of all the books in the Dewey section being surveyed.
- Divide the sum of the copyright dates by the total number of books in the Dewey section being surveyed.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the Dewey section being surveyed and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then:  $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$ . Then  $12,004 \div 6 = 2001$  (rounded off to a whole number).
- Correct entry: 2001.
- If there is no possible way for you to calculate the average age, then answer 0000.

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

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

33. Enter the average copyright date of the books in your whole collection. Include books in the circulating section, reference section, and the digital titles owned by the library.

Average copyright date of books in your whole collection. If you cannot calculate the average age of the whole collection using the library management system, then answer with 0000. Round off to a four digit year. 1999

## Licensed Databases

34. Did your library offer access to any online subscription information databases for students in the 2022–23 academic year? This question does not apply to databases offered by the local public library, California’s K–12 Online Resources, or search engines.

Examples of subscription information databases include: EBSCO *Ultra*, *World Book Online*, etc.

Yes  No  I am not sure

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

Yes  No  I am not sure

## 2022–23 Budget

Answer these questions to the best of your ability. This is an excellent section to sit down and discuss with your principal. If you are uncertain of an answer, then we encourage you to work with your principal and/or office staff to answer questions related to how the school funded and supported the library program.

36. a) How much money was spent in the school library for the purchase of library books during the 2022–23 academic year? Include both print titles and digital titles (eBooks that you own). Include processing costs if purchased with library books.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more
- I am not sure

b) Was the budget to purchase library books provided at the site level and/or the district level? District

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

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

**Correct entry:** 150000.

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

No response

38. a) How much money was spent in the school library for the purchase of library materials other than books during the 2022–23 academic year? Include periodicals (paper or electronic), technology and media resources, online subscriptions to resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000 or more
- I am not sure

b) Was the budget to purchase library materials other than books provided at the site level and/or the district level?

District

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

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

**Correct entry:** 150000.

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



No response

40. Check one or more of the following funds used to purchase library materials during the 2022–23 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)
- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- CARES Act Funds
- Other (One-time discretionary grants to districts, etc.)
- None of the above
- I am not sure

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

- Yes
- No

Was the library funding tied to your LCAP?

- Yes
- No

## Curriculum and Instruction

### General Programming

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

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

- Yes
- No

43. When was the last time library staff job descriptions were updated and approved? (if you do not know the answer or where to find it, then answer "not sure")

2006

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

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

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

If no training or professional development is offered at the district level, would you be interested in learning about opportunities to improve your skills?

- Yes
- No

### Basic Services

This section of questions asks about general services and basic instruction that might be performed by any and all library staff regardless of credential and/or title. If you work in the library at multiple sites, or work part time in the library and part time in another area on campus and/or work less than full time, then we do not expect to see all of these services being provided. The questions reflect the ideal based on the *Model School Library Standards*, and with limited staffing and hours it is not possible to provide the ideal program.

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

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

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

47. A typical/average class session lasted:

- 5-20 minutes or less
- 21-30 minutes
- 31-45 minutes
- 46-60 minutes
- 61-90 minutes or block schedule
- Varied depending on class and project needs
- Not applicable - no class sessions

## Teaching Approaches

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

This section of questions aligns with the [California Commission on Teacher Credentialing – Authorizations for Librarian Services chart](#) that outlines who can provide library-related duties.

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

Question	Answer
48. Planned collaborative instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian <input type="checkbox"/> Not part of my job description
49. Taught students how to be digitally literate	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian <input type="checkbox"/> Not part of my job description
50. a) Managed the library, including collection development, analysis of the collection (e.g., overall age and relevance; diversity, equity, & inclusion representation), and supervision of ordering	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian <input type="checkbox"/> Not part of my job description

b) Our collection development included weeding, de-selection, and withdrawals

- Select One...
- More than once per week
- Once per week
- 2-3 times per month
- Once per month
- Less than once per month
- Never
- With guidance and support from district librarian
- Not part of my job description

51. What entity managed the collection?

- Schoolsite
- District
- Count Office of Education
- Agreement with public library

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

- Yes
- No

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

No response

53. How did you implement the CA MSLS?

- Aligned the standards to our library instruction.
- Embedded the standards into the curriculum.
- While we were familiar with the standards, we did not use them to guide instruction.
- We were not familiar with these standards.
- Familiar with the standards and implementation, but instruction is not part of my job description.

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

- Yes
- No

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

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

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

No response

These final few questions are new and based on feedback you shared. It is clear from your comments that you are doing many things within your workday as well as outside your workday. Some of these activities/duties have a direct positive impact on your students and school community, while others take time away from working directly with students and teachers.

55. a) Library staff was responsible for distribution, tracking, and management of assets (check all that apply):

- Laptops, Chromebooks, and/or Tablets (this does not include devices or computers used exclusively in the library)
- Textbooks
- Musical Instruments
- Other
- Not applicable, staff were not responsible for tracking assets

b) Choose the description that best summarizes the amount of time staff spent distributing, tracking, and managing assets:

- 75 percent or more of staff time was spent managing assets
- 50–74 percent of staff time was spent managing assets
- 25–49 percent of staff time was spent managing assets
- 10–24 percent of staff time was spent managing assets
- Less than 10 percent of staff time was spent managing assets
- Not applicable, staff was not responsible for assets

56. Was library staff pulled from the library to assist in another position as needed (e.g., substituting or covering classes, filling in for support staff, etc.)?

- Yes
- No

Approximately how many times a year was staff pulled from the library?

No response

57. a) Library staff supported literacy by providing some of the following services, and/or offering extra activities (check all that apply):

- Coached Battle of the Books Team (or similar reading team event)
- California Young Reader Medal (CYRM)
- Book Clubs
- Book Fairs
- Hour of Code
- MakerSpace Club
- Family literacy events
- Supported Social, Emotional, Learning (SEL) by providing a safe, welcoming space
- Worked on Diversifying the collection
- Other
- Not applicable, possibly due to limited hours or too many other duties

b) Which best describes when staff offered these services?

- During the regular work hours
- Volunteered time after work hours
- Combination of regular work hours and volunteer time
- Other
- Not Applicable

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

No response

## Contact Information

### Respondent Information

**Name:** Rosemary Weddle  
**Title:** Media Specialist  
**Email:** rweddle@orcutt-schools.net  
**Phone:** 805-938-8872  
**Library website URL:** No response  
 (If your library has a website.)

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

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

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

California Department of Education  
1430 N Street  
Sacramento, CA 95814

Web Policy



## School Library Survey Collecting Information from the 2022-23 Academic Year

### Submission Record

**Submission ID:** 22336

**Submission Date:** 1/29/2024 1:03:08 PM PT

**School:** Joe Nightingale Elementary (CDS Code: 42692606045777)

#### 1. Did you have a dedicated common area in your school designated as the library in the 2022–23 academic year?

- Yes, our school had a library located on campus.
- Yes, our school had a joint-use school library. A joint-use library is typically defined as two separate library service providers sharing the same building to serve distinct clienteles.
- No, we did not have a designated library facility.
- No, we used a library on an adjacent school campus (provide the name of adjacent library used).

#### Name of the adjacent school library:

No response

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

- This is a new facility and wasn't open in 2022–23.
- It never had a library facility.
- This is a virtual academy (At the end of the evaluation, there is space to specify how students access the library program).
- The library facility closed during the past three years.
- The library facility closed more than three years ago.

#### If your school had a library facility in the past but no longer does, what were the reasons for the closure of the school library?

##### Please check all that apply:

- Budget cuts
- Administrative decision
- Staffing cuts
- Collection was too old to be useful and the cost to update too prohibitive
- Space needed for other purposes
- Lack of use
- Damaged or destroyed by natural disaster
- Closed during COVID and never reopened
- Other
- I'm not sure

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

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

Specify name of the joint-use partner:

No response

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

No response

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

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

- Yes
- No

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

No response

## Library Staffing

For purposes of answering questions referring to staff working in the library, stop and think about how the library staff was paid. If staff was paid a teacher contract (annual set salary), select **credentialed**, but if staff was paid a classified hourly salary (paid an hourly wage), select **classified**.

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

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

**Classified Library Staff** – May be called aide, clerk, technician, assistant, etc., but is **NOT paid a teacher contract** (paid an hourly wage and not a set annual contract).

For more information on who can provide library-related services, see the [California Commission on Teacher Credentialing – Authorizations for Librarian Services chart](#).

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

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

- Yes
- No

**6. What library certification did the credentialed staff hold?**

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

**Please explain certificate held by the credentialed staff.**

No response

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

(Hourly wage, paid by the hour and not a set annual salary)

- Yes
- No

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

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

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

**Specify where you earned your certificate:**

No response

**Specify other classified training:**

No response

Please enter the total number of **weekly hours typically** worked for all paid staff assigned to **this single** school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. Please note if you work part time in the library and part time in another position, only record the hours paid to work in the library. The Full Time Equivalent (FTE) hours will be calculated for you. In the last part of the evaluation you will have an opportunity to share what duties and extra activities you performed in 2022–23.

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

11. **At how many different school libraries did the certificated staff serve in 2022–23?** (If there were no certificated staff serving this site, then mark 0.)  
No response

12. **At how many different school libraries did the classified staff serve in 2022–23?** (If there were no classified staff serving this site, then mark 0.)  
1

13. **Did you have any volunteers, other than students, working in the library?**  
 Yes  
 No

**Approximately how many people volunteered?**  
No response

**Approximately, how many hours in a week did people volunteer?**  
No response

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

## Library Access

### Library Service Hours in a Typical Week

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

14. **How many hours total was school library service available per week, typically (e.g., 32 hours)?** 35

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

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

16. **Which of the following terms best describes the method used to schedule classes for school library services?**

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

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

- 0
- 1–5
- 6–10
- 11–20
- 21 or more



## Library's Physical Space

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

## Library's Virtual Presence

Did the school library have:

Description	Answer
22. A library website with or without access to online library catalog	<input checked="" type="checkbox"/> With <input type="checkbox"/> Without <input type="checkbox"/> Not applicable (school library did not have website)
23. Collaboration software (e.g., SharePoint, Google Drive, Teams etc.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
24. Was your library program promoted via social media?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

## Computers/Devices

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

25. **How many computers were housed in and available in your school library for direct instruction and/or student use during library programs?** (This would include tablets and/or Chromebooks that were available for use in the library and not carts of devices that are checked out to teachers or classroom.)  
10

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

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

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

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

## RESOURCES: School Library Collection

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

### Overall Collection

28. **Did you have a library management system (e.g., Follett Destiny, Alexandria, etc.)?**

- Yes
- No

**Do you have access to run reports in the library management system or do you know who to ask to run reports?**

- Yes  
 No

29. Enter the number of print books in the school library collection at the end of the 2022–23 academic year. Include reference books in your count, and count each reference volume as one.

- 2,499 or less  
 2,500–4,999  
 5,000–7,499  
 7,500–9,999  
 10,000–12,499  
 12,500–14,999  
 15,000–17,499  
 17,500–19,999  
 20,000–22,499  
 22,500–24,999  
 25,000–27,499  
 27,500–29,999  
 30,000–34,999  
 35,000 or more

30. Were electronic book (e-Book) titles purchased for library use during the 2022–23 academic year?

- Yes  
 No  
 Not Applicable

31. Enter the number of subscriptions to magazines and newspapers during the 2022–23 academic year (count subscriptions, not individual titles or issues).

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

## Age of Collection

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

- Count the number of books in all of the Dewey section being surveyed.
- Next, add the copyright dates of all the books in the Dewey section being surveyed.
- Divide the sum of the copyright dates by the total number of books in the Dewey section being surveyed.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the Dewey section being surveyed and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then:  $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$ . Then  $12,004 \div 6 = 2001$  (rounded off to a whole number).
- Correct entry: 2001.
- If there is no possible way for you to calculate the average age, then answer 0000.

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

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

33. Enter the average copyright date of the books in your whole collection. Include books in the circulating section, reference section, and the digital titles owned by the library.

Average copyright date of books in your whole collection. If you cannot calculate the average age of the whole collection using the library management system, then answer with 0000. Round off to a four digit year. 2001

## Licensed Databases

34. Did your library offer access to any online subscription information databases for students in the 2022–23 academic year? This question does not apply to databases offered by the local public library, California’s K–12 Online Resources, or search engines.

Examples of subscription information databases include: EBSCO *Ultra*, *World Book Online*, etc.

Yes  No  I am not sure

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

Yes  No  I am not sure

## 2022–23 Budget

Answer these questions to the best of your ability. This is an excellent section to sit down and discuss with your principal. If you are uncertain of an answer, then we encourage you to work with your principal and/or office staff to answer questions related to how the school funded and supported the library program.

36. a) How much money was spent in the school library for the purchase of library books during the 2022–23 academic year? Include both print titles and digital titles (eBooks that you own). Include processing costs if purchased with library books.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more
- I am not sure

b) Was the budget to purchase library books provided at the site level and/or the district level? both

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

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

**Correct entry:** 150000.

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

No response

38. a) How much money was spent in the school library for the purchase of library materials other than books during the 2022–23 academic year? Include periodicals (paper or electronic), technology and media resources, online subscriptions to resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000 or more
- I am not sure

b) Was the budget to purchase library materials other than books provided at the site level and/or the district level? district

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

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

**Correct entry:** 150000.

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

No response

40. Check one or more of the following funds used to purchase library materials during the 2022–23 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)
- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- CARES Act Funds
- Other (One-time discretionary grants to districts, etc.)
- None of the above
- I am not sure

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

- Yes
- No

Was the library funding tied to your LCAP?

- Yes
- No

## Curriculum and Instruction

### General Programming

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

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

- Yes
- No

43. When was the last time library staff job descriptions were updated and approved? (if you do not know the answer or where to find it, then answer "not sure")

2006

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

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

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

If no training or professional development is offered at the district level, would you be interested in learning about opportunities to improve your skills?

- Yes
- No

### Basic Services

This section of questions asks about general services and basic instruction that might be performed by any and all library staff regardless of credential and/or title. If you work in the library at multiple sites, or work part time in the library and part time in another area on campus and/or work less than full time, then we do not expect to see all of these services being provided. The questions reflect the ideal based on the *Model School Library Standards*, and with limited staffing and hours it is not possible to provide the ideal program.

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

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

46. What was the average number of classes that had a library session in a typical week? 26

47. A typical/average class session lasted:

- 5-20 minutes or less
- 21-30 minutes
- 31-45 minutes
- 46-60 minutes
- 61-90 minutes or block schedule
- Varied depending on class and project needs
- Not applicable - no class sessions

## Teaching Approaches

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

This section of questions aligns with the [California Commission on Teacher Credentialing – Authorizations for Librarian Services chart](#) that outlines who can provide library-related duties.

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

Question	Answer
48. Planned collaborative instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian <input type="checkbox"/> Not part of my job description
49. Taught students how to be digitally literate	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian <input type="checkbox"/> Not part of my job description
50. a) Managed the library, including collection development, analysis of the collection (e.g., overall age and relevance; diversity, equity, & inclusion representation), and supervision of ordering	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian <input type="checkbox"/> Not part of my job description

**b) Our collection development included weeding, de-selection, and withdrawals**

- Select One...
- More than once per week
- Once per week
- 2–3 times per month
- Once per month
- Less than once per month
- Never
- With guidance and support from district librarian
- Not part of my job description

**51. What entity managed the collection?**

- Schoolsite
- District
- Count Office of Education
- Agreement with public library

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

- Yes
- No

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

No response

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

- Aligned the standards to our library instruction.
- Embedded the standards into the curriculum.
- While we were familiar with the standards, we did not use them to guide instruction.
- We were not familiar with these standards.
- Familiar with the standards and implementation, but instruction is not part of my job description.

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

- Yes
- No

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

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

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

No response

These final few questions are new and based on feedback you shared. It is clear from your comments that you are doing many things within your workday as well as outside your workday. Some of these activities/duties have a direct positive impact on your students and school community, while others take time away from working directly with students and teachers.

**55. a) Library staff was responsible for distribution, tracking, and management of assets (check all that apply):**

- Laptops, Chromebooks, and/or Tablets (this does not include devices or computers used exclusively in the library)
- Textbooks
- Musical Instruments
- Other
- Not applicable, staff were not responsible for tracking assets

**b) Choose the description that best summarizes the amount of time staff spent distributing, tracking, and managing assets:**

- 75 percent or more of staff time was spent managing assets
- 50–74 percent of staff time was spent managing assets
- 25–49 percent of staff time was spent managing assets
- 10–24 percent of staff time was spent managing assets
- Less than 10 percent of staff time was spent managing assets
- Not applicable, staff was not responsible for assets

56. Was library staff pulled from the library to assist in another position as needed (e.g., substituting or covering classes, filling in for support staff, etc.)?

- Yes
- No

Approximately how many times a year was staff pulled from the library?

No response

57. a) Library staff supported literacy by providing some of the following services, and/or offering extra activities (check all that apply):

- Coached Battle of the Books Team (or similar reading team event)
- California Young Reader Medal (CYRM)
- Book Clubs
- Book Fairs
- Hour of Code
- MakerSpace Club
- Family literacy events
- Supported Social, Emotional, Learning (SEL) by providing a safe, welcoming space
- Worked on Diversifying the collection
- Other
- Not applicable, possibly due to limited hours or too many other duties

b) Which best describes when staff offered these services?

- During the regular work hours
- Volunteered time after work hours
- Combination of regular work hours and volunteer time
- Other
- Not Applicable

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

No response

## Contact Information

### Respondent Information

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

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

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

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

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

California Department of Education  
1430 N Street  
Sacramento, CA 95814

Web Policy





## School Library Survey Collecting Information from the 2022-23 Academic Year

### Submission Record

Submission ID: 22369

Submission Date: 1/30/2024 10:36:41 AM PT

School: Olga L. Reed Elementary (CDS Code: 42692606045702)

#### 1. Did you have a dedicated common area in your school designated as the library in the 2022–23 academic year?

- Yes, our school had a library located on campus.
- Yes, our school had a joint-use school library. A joint-use library is typically defined as two separate library service providers sharing the same building to serve distinct clienteles.
- No, we did not have a designated library facility.
- No, we used a library on an adjacent school campus (provide the name of adjacent library used).

#### Name of the adjacent school library:

No response

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

- This is a new facility and wasn't open in 2022–23.
- It never had a library facility.
- This is a virtual academy (At the end of the evaluation, there is space to specify how students access the library program).
- The library facility closed during the past three years.
- The library facility closed more than three years ago.

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

- Budget cuts
- Administrative decision
- Staffing cuts
- Collection was too old to be useful and the cost to update too prohibitive
- Space needed for other purposes
- Lack of use
- Damaged or destroyed by natural disaster
- Closed during COVID and never reopened
- Other
- I'm not sure

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

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

Specify name of the joint-use partner:

No response

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

No response

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

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

- Yes
- No

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

No response


## Library Staffing

For purposes of answering questions referring to staff working in the library, stop and think about how the library staff was paid. If staff was paid a teacher contract (annual set salary), select **credentialed**, but if staff was paid a classified hourly salary (paid an hourly wage), select **classified**.

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

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

**Classified Library Staff** – May be called aide, clerk, technician, assistant, etc., but is **NOT paid a teacher contract** (paid an hourly wage and not a set annual contract).

For more information on who can provide library-related services, see the [California Commission on Teacher Credentialing – Authorizations for Librarian Services chart](#) 

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

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

- Yes
- No

**6. What library certification did the credentialed staff hold?**

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


**Please explain certificate held by the credentialed staff.**

No response

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

(Hourly wage, paid by the hour and not a set annual salary)

- Yes
- No

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

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

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

**Specify where you earned your certificate:**

No response

**Specify other classified training:**

No response

Please enter the total number of **weekly hours typically** worked for all paid staff assigned to **this single** school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. Please note if you work part time in the library and part time in another position, only record the hours paid to work in the library. The Full Time Equivalent (FTE) hours will be calculated for you. In the last part of the evaluation you will have an opportunity to share what duties and extra activities you performed in 2022–23.

Profession	Weekly Hours	FTE
9. Credentialed staff	0.00	0.000
10. Classified staff	20.00	0.500
<b>Totals:</b>	20.00	0.500

11. **At how many different school libraries did the certificated staff serve in 2022–23?** (If there were no certificated staff serving this site, then mark 0.)  
No response

12. **At how many different school libraries did the classified staff serve in 2022–23?** (If there were no classified staff serving this site, then mark 0.)  
1

13. **Did you have any volunteers, other than students, working in the library?**  
 Yes  
 No

**Approximately how many people volunteered?**  
No response

**Approximately, how many hours in a week did people volunteer?**  
No response

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

## Library Access

### Library Service Hours in a Typical Week

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

14. **How many hours total was school library service available per week, typically (e.g., 32 hours)?** 20

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

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

16. **Which of the following terms best describes the method used to schedule classes for school library services?**

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

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

- 0
- 1–5
- 6–10
- 11–20
- 21 or more

## Library's Physical Space

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

## Library's Virtual Presence

Did the school library have:

Description	Answer
22. A library website with or without access to online library catalog	<input checked="" type="checkbox"/> With <input type="checkbox"/> Without <input type="checkbox"/> Not applicable (school library did not have website)
23. Collaboration software (e.g., SharePoint, Google Drive, Teams etc.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
24. Was your library program promoted via social media?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

## Computers/Devices

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

25. **How many computers were housed in and available in your school library for direct instruction and/or student use during library programs?** (This would include tablets and/or Chromebooks that were available for use in the library and not carts of devices that are checked out to teachers or classroom.)

15

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

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

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

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

## RESOURCES: School Library Collection

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

## Overall Collection

28. **Did you have a library management system (e.g., Follett Destiny, Alexandria, etc.)?**

- Yes
- No

**Do you have access to run reports in the library management system or do you know who to ask to run reports?**

- Yes  
 No

29. Enter the number of print books in the school library collection at the end of the 2022–23 academic year. Include reference books in your count, and count each reference volume as one.

- 2,499 or less  
 2,500–4,999  
 5,000–7,499  
 7,500–9,999  
 10,000–12,499  
 12,500–14,999  
 15,000–17,499  
 17,500–19,999  
 20,000–22,499  
 22,500–24,999  
 25,000–27,499  
 27,500–29,999  
 30,000–34,999  
 35,000 or more

30. Were electronic book (e-Book) titles purchased for library use during the 2022–23 academic year?

- Yes  
 No  
 Not Applicable

31. Enter the number of subscriptions to magazines and newspapers during the 2022–23 academic year (count subscriptions, not individual titles or issues).

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

## Age of Collection

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

- Count the number of books in all of the Dewey section being surveyed.
- Next, add the copyright dates of all the books in the Dewey section being surveyed.
- Divide the sum of the copyright dates by the total number of books in the Dewey section being surveyed.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the Dewey section being surveyed and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then:  $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$ . Then  $12,004 \div 6 = 2001$  (rounded off to a whole number).
- Correct entry: 2001.
- If there is no possible way for you to calculate the average age, then answer 0000.

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

Average copyright date of “Native American” books. Round off to a four digit year. 1993

33. Enter the average copyright date of the books in your whole collection. Include books in the circulating section, reference section, and the digital titles owned by the library.

Average copyright date of books in your whole collection. If you cannot calculate the average age of the whole collection using the library management system, then answer with 0000. Round off to a four digit year. 1997

## Licensed Databases

34. Did your library offer access to any online subscription information databases for students in the 2022–23 academic year? This question does not apply to databases offered by the local public library, California’s K–12 Online Resources, or search engines.

Examples of subscription information databases include: EBSCO *Ultra*, *World Book Online*, etc.

Yes  No  I am not sure

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

Yes  No  I am not sure

## 2022–23 Budget

Answer these questions to the best of your ability. This is an excellent section to sit down and discuss with your principal. If you are uncertain of an answer, then we encourage you to work with your principal and/or office staff to answer questions related to how the school funded and supported the library program.

36. a) How much money was spent in the school library for the purchase of library books during the 2022–23 academic year? Include both print titles and digital titles (eBooks that you own). Include processing costs if purchased with library books.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more
- I am not sure

b) Was the budget to purchase library books provided at the site level and/or the district level? District

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

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

**Correct entry:** 150000.

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

No response

38. a) How much money was spent in the school library for the purchase of library materials other than books during the 2022–23 academic year? Include periodicals (paper or electronic), technology and media resources, online subscriptions to resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000 or more
- I am not sure

b) Was the budget to purchase library materials other than books provided at the site level and/or the district level? district

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

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

**Correct entry:** 150000.

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

No response

40. Check one or more of the following funds used to purchase library materials during the 2022–23 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)
- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- CARES Act Funds
- Other (One-time discretionary grants to districts, etc.)
- None of the above
- I am not sure

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

- Yes
- No

Was the library funding tied to your LCAP?

- Yes
- No

## Curriculum and Instruction

### General Programming

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

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

- Yes
- No

43. When was the last time library staff job descriptions were updated and approved? (if you do not know the answer or where to find it, then answer "not sure")

2006

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

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

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

If no training or professional development is offered at the district level, would you be interested in learning about opportunities to improve your skills?

- Yes
- No

### Basic Services

This section of questions asks about general services and basic instruction that might be performed by any and all library staff regardless of credential and/or title. If you work in the library at multiple sites, or work part time in the library and part time in another area on campus and/or work less than full time, then we do not expect to see all of these services being provided. The questions reflect the ideal based on the *Model School Library Standards*, and with limited staffing and hours it is not possible to provide the ideal program.

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

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

46. What was the average number of classes that had a library session in a typical week? 13

47. A typical/average class session lasted:

- 5-20 minutes or less
- 21-30 minutes
- 31-45 minutes
- 46-60 minutes
- 61-90 minutes or block schedule
- Varied depending on class and project needs
- Not applicable - no class sessions

## Teaching Approaches

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

This section of questions aligns with the [California Commission on Teacher Credentialing – Authorizations for Librarian Services chart](#) that outlines who can provide library-related duties.

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

Question	Answer
48. Planned collaborative instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian <input type="checkbox"/> Not part of my job description
49. Taught students how to be digitally literate	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian <input type="checkbox"/> Not part of my job description
50. a) Managed the library, including collection development, analysis of the collection (e.g., overall age and relevance; diversity, equity, & inclusion representation), and supervision of ordering	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian <input type="checkbox"/> Not part of my job description



b) Our collection development included weeding, de-selection, and withdrawals

- Select One...
- More than once per week
- Once per week
- 2-3 times per month
- Once per month
- Less than once per month
- Never
- With guidance and support from district librarian
- Not part of my job description

51. What entity managed the collection?

- Schoolsite
- District
- Count Office of Education
- Agreement with public library

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

- Yes
- No

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

No response

53. How did you implement the CA MSLS?

- Aligned the standards to our library instruction.
- Embedded the standards into the curriculum.
- While we were familiar with the standards, we did not use them to guide instruction.
- We were not familiar with these standards.
- Familiar with the standards and implementation, but instruction is not part of my job description.

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

- Yes
- No

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

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

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

No response

These final few questions are new and based on feedback you shared. It is clear from your comments that you are doing many things within your workday as well as outside your workday. Some of these activities/duties have a direct positive impact on your students and school community, while others take time away from working directly with students and teachers.

55. a) Library staff was responsible for distribution, tracking, and management of assets (check all that apply):

- Laptops, Chromebooks, and/or Tablets (this does not include devices or computers used exclusively in the library)
- Textbooks
- Musical Instruments
- Other
- Not applicable, staff were not responsible for tracking assets

b) Choose the description that best summarizes the amount of time staff spent distributing, tracking, and managing assets:

- 75 percent or more of staff time was spent managing assets
- 50–74 percent of staff time was spent managing assets
- 25–49 percent of staff time was spent managing assets
- 10–24 percent of staff time was spent managing assets
- Less than 10 percent of staff time was spent managing assets
- Not applicable, staff was not responsible for assets

56. Was library staff pulled from the library to assist in another position as needed (e.g., substituting or covering classes, filling in for support staff, etc.)?

- Yes
- No

Approximately how many times a year was staff pulled from the library?

No response

57. a) Library staff supported literacy by providing some of the following services, and/or offering extra activities (check all that apply):

- Coached Battle of the Books Team (or similar reading team event)
- California Young Reader Medal (CYRM)
- Book Clubs
- Book Fairs
- Hour of Code
- MakerSpace Club
- Family literacy events
- Supported Social, Emotional, Learning (SEL) by providing a safe, welcoming space
- Worked on Diversifying the collection
- Other
- Not applicable, possibly due to limited hours or too many other duties

b) Which best describes when staff offered these services?

- During the regular work hours
- Volunteered time after work hours
- Combination of regular work hours and volunteer time
- Other
- Not Applicable

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

I run the school's Makerspace program during the children's lunch break. Besides all the benefits of learning through the STEAM program it helps kids to see the joy of being in the library itself. I also run the Battle of the Books program and set up an area in the library specifically for it. The students are able to track their progress and get excited to read the next book. Not enough money in my budget always makes keeping up with new books while continuing to provide educational ones is a challenge.

## Contact Information

### Respondent Information

**Name:** Courtney Grimnes

**Title:** Media Specialist

**Email:** cgrimnes@msn.com

**Phone:** 805-344-2401

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

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

**Name:** Joe Dana

**Email:** jdana@orcutt-schools.net

**Phone:** 805-938-8930

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

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

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California Department of Education  
1430 N Street  
Sacramento, CA 95814

Web Policy



## School Library Survey Collecting Information from the 2022-23 Academic Year

### Submission Record

**Submission ID:** 22367

**Submission Date:** 1/30/2024 10:50:36 AM PT

**School:** Orcutt Academy Charter (CDS Code: 42692600116434)

#### 1. Did you have a dedicated common area in your school designated as the library in the 2022–23 academic year?

- Yes, our school had a library located on campus.
- Yes, our school had a joint-use school library. A joint-use library is typically defined as two separate library service providers sharing the same building to serve distinct clienteles.
- No, we did not have a designated library facility.
- No, we used a library on an adjacent school campus (provide the name of adjacent library used).

**Name of the adjacent school library:**

No response

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

- This is a new facility and wasn't open in 2022–23.
- It never had a library facility.
- This is a virtual academy (At the end of the evaluation, there is space to specify how students access the library program).
- The library facility closed during the past three years.
- The library facility closed more than three years ago.

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

- Budget cuts
- Administrative decision
- Staffing cuts
- Collection was too old to be useful and the cost to update too prohibitive
- Space needed for other purposes
- Lack of use
- Damaged or destroyed by natural disaster
- Closed during COVID and never reopened
- Other
- I'm not sure

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

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

Specify name of the joint-use partner:  
No response

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

No response

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

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

- Yes
- No

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

No response

## Library Staffing

For purposes of answering questions referring to staff working in the library, stop and think about how the library staff was paid. If staff was paid a teacher contract (annual set salary), select **credentialed**, but if staff was paid a classified hourly salary (paid an hourly wage), select **classified**.

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

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

**Classified Library Staff** – May be called aide, clerk, technician, assistant, etc., but is **NOT paid a teacher contract** (paid an hourly wage and not a set annual contract).

For more information on who can provide library-related services, see the [California Commission on Teacher Credentialing – Authorizations for Librarian Services chart](#).

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

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

- Yes
- No

**6. What library certification did the credentialed staff hold?**

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

**Please explain certificate held by the credentialed staff.**

No response

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

(Hourly wage, paid by the hour and not a set annual salary)

- Yes
- No

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

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

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

**Specify where you earned your certificate:**

No response

**Specify other classified training:**

No response

Please enter the total number of **weekly hours typically** worked for all paid staff assigned to **this single** school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. Please note if you work part time in the library and part time in another position, only record the hours paid to work in the library. The Full Time Equivalent (FTE) hours will be calculated for you. In the last part of the evaluation you will have an opportunity to share what duties and extra activities you performed in 2022–23.

Profession	Weekly Hours	FTE
9. Credentialed staff	0.00	0.000
10. Classified staff	32.50	0.813
<b>Totals:</b>	32.50	0.813

11. **At how many different school libraries did the certificated staff serve in 2022–23?** (If there were no certificated staff serving this site, then mark 0.)  
No response

12. **At how many different school libraries did the classified staff serve in 2022–23?** (If there were no classified staff serving this site, then mark 0.)  
1

13. **Did you have any volunteers, other than students, working in the library?**  
 Yes  
 No

**Approximately how many people volunteered?**  
No response

**Approximately, how many hours in a week did people volunteer?**  
No response

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

## Library Access

### Library Service Hours in a Typical Week

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

14. **How many hours total was school library service available per week, typically (e.g., 32 hours)?** 30

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

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

16. **Which of the following terms best describes the method used to schedule classes for school library services?**

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

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

- 0
- 1–5
- 6–10
- 11–20
- 21 or more

## Library's Physical Space

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

## Library's Virtual Presence

Did the school library have:

Description	Answer
22. A library website with or without access to online library catalog	<input checked="" type="checkbox"/> With <input type="checkbox"/> Without <input type="checkbox"/> Not applicable (school library did not have website)
23. Collaboration software (e.g., SharePoint, Google Drive, Teams etc.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24. Was your library program promoted via social media?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

## Computers/Devices

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

25. **How many computers were housed in and available in your school library for direct instruction and/or student use during library programs?** (This would include tablets and/or Chromebooks that were available for use in the library and not carts of devices that are checked out to teachers or classroom.)

25

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

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

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

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

## RESOURCES: School Library Collection

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

## Overall Collection

28. **Did you have a library management system (e.g., Follett Destiny, Alexandria, etc.)?**

- Yes
- No

**Do you have access to run reports in the library management system or do you know who to ask to run reports?**

- Yes  
 No

29. Enter the number of print books in the school library collection at the end of the 2022–23 academic year. Include reference books in your count, and count each reference volume as one.

- 2,499 or less  
 2,500–4,999  
 5,000–7,499  
 7,500–9,999  
 10,000–12,499  
 12,500–14,999  
 15,000–17,499  
 17,500–19,999  
 20,000–22,499  
 22,500–24,999  
 25,000–27,499  
 27,500–29,999  
 30,000–34,999  
 35,000 or more

30. Were electronic book (e-Book) titles purchased for library use during the 2022–23 academic year?

- Yes  
 No  
 Not Applicable

31. Enter the number of subscriptions to magazines and newspapers during the 2022–23 academic year (count subscriptions, not individual titles or issues).

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

## Age of Collection

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

- Count the number of books in all of the Dewey section being surveyed.
- Next, add the copyright dates of all the books in the Dewey section being surveyed.
- Divide the sum of the copyright dates by the total number of books in the Dewey section being surveyed.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the Dewey section being surveyed and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then:  $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$ . Then  $12,004 \div 6 = 2001$  (rounded off to a whole number).
- Correct entry: 2001.
- If there is no possible way for you to calculate the average age, then answer 0000.

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

Average copyright date of “Native American” books. Round off to a four digit year. 1994

33. Enter the average copyright date of the books in your whole collection. Include books in the circulating section, reference section, and the digital titles owned by the library.

Average copyright date of books in your whole collection. If you cannot calculate the average age of the whole collection using the library management system, then answer with 0000. Round off to a four digit year. 1996

## Licensed Databases

34. Did your library offer access to any online subscription information databases for students in the 2022–23 academic year? This question does not apply to databases offered by the local public library, California’s K–12 Online Resources, or search engines.



Examples of subscription information databases include: EBSCO *Ultra*, *World Book Online*, etc.

Yes  No  I am not sure

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

Yes  No  I am not sure

## 2022–23 Budget

Answer these questions to the best of your ability. This is an excellent section to sit down and discuss with your principal. If you are uncertain of an answer, then we encourage you to work with your principal and/or office staff to answer questions related to how the school funded and supported the library program.

36. a) How much money was spent in the school library for the purchase of library books during the 2022–23 academic year? Include both print titles and digital titles (eBooks that you own). Include processing costs if purchased with library books.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more
- I am not sure

b) Was the budget to purchase library books provided at the site level and/or the district level? No response

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

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

**Correct entry:** 150000.

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

No response

38. a) How much money was spent in the school library for the purchase of library materials other than books during the 2022–23 academic year? Include periodicals (paper or electronic), technology and media resources, online subscriptions to resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000 or more
- I am not sure

b) Was the budget to purchase library materials other than books provided at the site level and/or the district level?

Site

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

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

**Correct entry:** 150000.

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

No response

40. Check one or more of the following funds used to purchase library materials during the 2022–23 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)
- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- CARES Act Funds
- Other (One-time discretionary grants to districts, etc.)
- None of the above
- I am not sure

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

- Yes
- No

Was the library funding tied to your LCAP?

- Yes
- No

## Curriculum and Instruction

### General Programming

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

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

- Yes
- No

43. When was the last time library staff job descriptions were updated and approved? (if you do not know the answer or where to find it, then answer "not sure")

not sure

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

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

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

If no training or professional development is offered at the district level, would you be interested in learning about opportunities to improve your skills?

- Yes
- No

### Basic Services

This section of questions asks about general services and basic instruction that might be performed by any and all library staff regardless of credential and/or title. If you work in the library at multiple sites, or work part time in the library and part time in another area on campus and/or work less than full time, then we do not expect to see all of these services being provided. The questions reflect the ideal based on the *Model School Library Standards*, and with limited staffing and hours it is not possible to provide the ideal program.

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

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

46. What was the average number of classes that had a library session in a typical week? 3

47. A typical/average class session lasted:

- 5-20 minutes or less
- 21-30 minutes
- 31-45 minutes
- 46-60 minutes
- 61-90 minutes or block schedule
- Varied depending on class and project needs
- Not applicable - no class sessions

## Teaching Approaches

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

This section of questions aligns with the [California Commission on Teacher Credentialing – Authorizations for Librarian Services chart](#) that outlines who can provide library-related duties.

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

Question	Answer
48. Planned collaborative instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian <input checked="" type="checkbox"/> Not part of my job description
49. Taught students how to be digitally literate	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian <input checked="" type="checkbox"/> Not part of my job description
50. a) Managed the library, including collection development, analysis of the collection (e.g., overall age and relevance; diversity, equity, & inclusion representation), and supervision of ordering	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian <input type="checkbox"/> Not part of my job description

**b) Our collection development included weeding, de-selection, and withdrawals**

- Select One...
- More than once per week
- Once per week
- 2–3 times per month
- Once per month
- Less than once per month
- Never
- With guidance and support from district librarian
- Not part of my job description

**51. What entity managed the collection?**

- Schoolsite
- District
- Count Office of Education
- Agreement with public library

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

- Yes
- No

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

No response

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

- Aligned the standards to our library instruction.
- Embedded the standards into the curriculum.
- While we were familiar with the standards, we did not use them to guide instruction.
- We were not familiar with these standards.
- Familiar with the standards and implementation, but instruction is not part of my job description.

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

- Yes
- No

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

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

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

No response

These final few questions are new and based on feedback you shared. It is clear from your comments that you are doing many things within your workday as well as outside your workday. Some of these activities/duties have a direct positive impact on your students and school community, while others take time away from working directly with students and teachers.

**55. a) Library staff was responsible for distribution, tracking, and management of assets (check all that apply):**

- Laptops, Chromebooks, and/or Tablets (this does not include devices or computers used exclusively in the library)
- Textbooks
- Musical Instruments
- Other
- Not applicable, staff were not responsible for tracking assets

**b) Choose the description that best summarizes the amount of time staff spent distributing, tracking, and managing assets:**

- 75 percent or more of staff time was spent managing assets
- 50–74 percent of staff time was spent managing assets
- 25–49 percent of staff time was spent managing assets
- 10–24 percent of staff time was spent managing assets
- Less than 10 percent of staff time was spent managing assets
- Not applicable, staff was not responsible for assets

56. Was library staff pulled from the library to assist in another position as needed (e.g., substituting or covering classes, filling in for support staff, etc.)?

- Yes
- No

Approximately how many times a year was staff pulled from the library?

10

57. a) Library staff supported literacy by providing some of the following services, and/or offering extra activities (check all that apply):

- Coached Battle of the Books Team (or similar reading team event)
- California Young Reader Medal (CYRM)
- Book Clubs
- Book Fairs
- Hour of Code
- MakerSpace Club
- Family literacy events
- Supported Social, Emotional, Learning (SEL) by providing a safe, welcoming space
- Worked on Diversifying the collection
- Other
- Not applicable, possibly due to limited hours or too many other duties

b) Which best describes when staff offered these services?

- During the regular work hours
- Volunteered time after work hours
- Combination of regular work hours and volunteer time
- Other
- Not Applicable

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

I would like a yearly budget for brand new young adult books.

## Contact Information

### Respondent Information

**Name:** April Meehan  
**Title:** Library Media Career Tech  
**Email:** ameehan@orcutt-schools.net  
**Phone:** 805-938-8580  
**Library website URL:** No response  
 (If your library has a website.)

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

**Name:** April Meehan  
**Email:** ameehan@orcutt-schools.net  
**Phone:** 805-938-8580

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

California Department of Education  
1430 N Street  
Sacramento, CA 95814

Web Policy



## School Library Survey Collecting Information from the 2022-23 Academic Year

### Submission Record

**Submission ID:** 22294

**Submission Date:** 1/26/2024 9:45:01 AM PT

**School:** Orcutt Junior High (CDS Code: 42692606045785)

#### 1. Did you have a dedicated common area in your school designated as the library in the 2022–23 academic year?

- Yes, our school had a library located on campus.
- Yes, our school had a joint-use school library. A joint-use library is typically defined as two separate library service providers sharing the same building to serve distinct clienteles.
- No, we did not have a designated library facility.
- No, we used a library on an adjacent school campus (provide the name of adjacent library used).

#### Name of the adjacent school library:

No response

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

- This is a new facility and wasn't open in 2022–23.
- It never had a library facility.
- This is a virtual academy (At the end of the evaluation, there is space to specify how students access the library program).
- The library facility closed during the past three years.
- The library facility closed more than three years ago.

#### If your school had a library facility in the past but no longer does, what were the reasons for the closure of the school library?

##### Please check all that apply:

- Budget cuts
- Administrative decision
- Staffing cuts
- Collection was too old to be useful and the cost to update too prohibitive
- Space needed for other purposes
- Lack of use
- Damaged or destroyed by natural disaster
- Closed during COVID and never reopened
- Other
- I'm not sure

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

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

Specify name of the joint-use partner:

No response

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

No response

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

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

- Yes
- No

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

No response

## Library Staffing

For purposes of answering questions referring to staff working in the library, stop and think about how the library staff was paid. If staff was paid a teacher contract (annual set salary), select **credentialed**, but if staff was paid a classified hourly salary (paid an hourly wage), select **classified**.

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

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

**Classified Library Staff** – May be called aide, clerk, technician, assistant, etc., but is **NOT paid a teacher contract** (paid an hourly wage and not a set annual contract).

For more information on who can provide library-related services, see the [California Commission on Teacher Credentialing – Authorizations for Librarian Services chart](#). 

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

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

- Yes
- No

**6. What library certification did the credentialed staff hold?**

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


**Please explain certificate held by the credentialed staff.**

No response

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

(Hourly wage, paid by the hour and not a set annual salary)

- Yes
- No

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

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

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

**Specify where you earned your certificate:**

No response

**Specify other classified training:**

No response



Please enter the total number of **weekly hours typically** worked for all paid staff assigned to **this single** school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. Please note if you work part time in the library and part time in another position, only record the hours paid to work in the library. The Full Time Equivalent (FTE) hours will be calculated for you. In the last part of the evaluation you will have an opportunity to share what duties and extra activities you performed in 2022–23.

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

11. **At how many different school libraries did the certificated staff serve in 2022–23?** (If there were no certificated staff serving this site, then mark 0.)  
No response

12. **At how many different school libraries did the classified staff serve in 2022–23?** (If there were no classified staff serving this site, then mark 0.)  
1

13. **Did you have any volunteers, other than students, working in the library?**  
 Yes  
 No

**Approximately how many people volunteered?**  
No response

**Approximately, how many hours in a week did people volunteer?**  
No response

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

## Library Access

### Library Service Hours in a Typical Week

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

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

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

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

16. **Which of the following terms best describes the method used to schedule classes for school library services?**

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

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

- 0
- 1–5
- 6–10
- 11–20
- 21 or more

## Library's Physical Space

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

## Library's Virtual Presence

Did the school library have:

Description	Answer
22. A library website with or without access to online library catalog	<input type="checkbox"/> With <input type="checkbox"/> Without <input checked="" type="checkbox"/> Not applicable (school library did not have website)
23. Collaboration software (e.g., SharePoint, Google Drive, Teams etc.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
24. Was your library program promoted via social media?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

## Computers/Devices

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

25. **How many computers were housed in and available in your school library for direct instruction and/or student use during library programs?** (This would include tablets and/or Chromebooks that were available for use in the library and not carts of devices that are checked out to teachers or classroom.)

1

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

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

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

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

## RESOURCES: School Library Collection

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

## Overall Collection

28. **Did you have a library management system (e.g., Follett Destiny, Alexandria, etc.)?**

- Yes
- No

**Do you have access to run reports in the library management system or do you know who to ask to run reports?**

- Yes  
 No

29. Enter the number of print books in the school library collection at the end of the 2022–23 academic year. Include reference books in your count, and count each reference volume as one.

- 2,499 or less  
 2,500–4,999  
 5,000–7,499  
 7,500–9,999  
 10,000–12,499  
 12,500–14,999  
 15,000–17,499  
 17,500–19,999  
 20,000–22,499  
 22,500–24,999  
 25,000–27,499  
 27,500–29,999  
 30,000–34,999  
 35,000 or more

30. Were electronic book (e-Book) titles purchased for library use during the 2022–23 academic year?

- Yes  
 No  
 Not Applicable

31. Enter the number of subscriptions to magazines and newspapers during the 2022–23 academic year (count subscriptions, not individual titles or issues).

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

## Age of Collection

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

- Count the number of books in all of the Dewey section being surveyed.
- Next, add the copyright dates of all the books in the Dewey section being surveyed.
- Divide the sum of the copyright dates by the total number of books in the Dewey section being surveyed.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the Dewey section being surveyed and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then:  $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$ . Then  $12,004 \div 6 = 2001$  (rounded off to a whole number).
- Correct entry: 2001.
- If there is no possible way for you to calculate the average age, then answer 0000.

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

Average copyright date of “Native American” books. Round off to a four digit year. 1993

33. Enter the average copyright date of the books in your whole collection. Include books in the circulating section, reference section, and the digital titles owned by the library.

Average copyright date of books in your whole collection. If you cannot calculate the average age of the whole collection using the library management system, then answer with 0000. Round off to a four digit year. 2005

## Licensed Databases

34. Did your library offer access to any online subscription information databases for students in the 2022–23 academic year? This question does not apply to databases offered by the local public library, California’s K–12 Online Resources, or search engines.

Examples of subscription information databases include: EBSCO *Ultra*, *World Book Online*, etc.

Yes  No  I am not sure

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

Yes  No  I am not sure

## 2022–23 Budget

Answer these questions to the best of your ability. This is an excellent section to sit down and discuss with your principal. If you are uncertain of an answer, then we encourage you to work with your principal and/or office staff to answer questions related to how the school funded and supported the library program.

36. a) How much money was spent in the school library for the purchase of library books during the 2022–23 academic year? Include both print titles and digital titles (eBooks that you own). Include processing costs if purchased with library books.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more
- I am not sure

b) Was the budget to purchase library books provided at the site level and/or the district level? District

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

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

**Correct entry:** 150000.

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

No response

38. a) How much money was spent in the school library for the purchase of library materials other than books during the 2022–23 academic year? Include periodicals (paper or electronic), technology and media resources, online subscriptions to resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000 or more
- I am not sure

b) Was the budget to purchase library materials other than books provided at the site level and/or the district level?

District

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

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

**Correct entry:** 150000.

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

No response

40. Check one or more of the following funds used to purchase library materials during the 2022–23 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)
- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- CARES Act Funds
- Other (One-time discretionary grants to districts, etc.)
- None of the above
- I am not sure

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

- Yes
- No

Was the library funding tied to your LCAP?

- Yes
- No

## Curriculum and Instruction

### General Programming

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

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

- Yes
- No

43. When was the last time library staff job descriptions were updated and approved? (if you do not know the answer or where to find it, then answer "not sure")

Not Sure

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

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

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

If no training or professional development is offered at the district level, would you be interested in learning about opportunities to improve your skills?

- Yes
- No

### Basic Services

This section of questions asks about general services and basic instruction that might be performed by any and all library staff regardless of credential and/or title. If you work in the library at multiple sites, or work part time in the library and part time in another area on campus and/or work less than full time, then we do not expect to see all of these services being provided. The questions reflect the ideal based on the *Model School Library Standards*, and with limited staffing and hours it is not possible to provide the ideal program.

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

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

46. What was the average number of classes that had a library session in a typical week? 1

47. A typical/average class session lasted:

- 5-20 minutes or less
- 21-30 minutes
- 31-45 minutes
- 46-60 minutes
- 61-90 minutes or block schedule
- Varied depending on class and project needs
- Not applicable - no class sessions

## Teaching Approaches

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

This section of questions aligns with the [California Commission on Teacher Credentialing – Authorizations for Librarian Services chart](#) that outlines who can provide library-related duties.

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

Question	Answer
48. Planned collaborative instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian <input type="checkbox"/> Not part of my job description
49. Taught students how to be digitally literate	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian <input type="checkbox"/> Not part of my job description
50. a) Managed the library, including collection development, analysis of the collection (e.g., overall age and relevance; diversity, equity, & inclusion representation), and supervision of ordering	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian <input type="checkbox"/> Not part of my job description

b) Our collection development included weeding, de-selection, and withdrawals

- Select One...
- More than once per week
- Once per week
- 2–3 times per month
- Once per month
- Less than once per month
- Never
- With guidance and support from district librarian
- Not part of my job description

51. What entity managed the collection?

- Schoolsite
- District
- Count Office of Education
- Agreement with public library

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

- Yes
- No

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

No response

53. How did you implement the CA MSLS?

- Aligned the standards to our library instruction.
- Embedded the standards into the curriculum.
- While we were familiar with the standards, we did not use them to guide instruction.
- We were not familiar with these standards.
- Familiar with the standards and implementation, but instruction is not part of my job description.

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

- Yes
- No

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

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

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

No response

These final few questions are new and based on feedback you shared. It is clear from your comments that you are doing many things within your workday as well as outside your workday. Some of these activities/duties have a direct positive impact on your students and school community, while others take time away from working directly with students and teachers.

55. a) Library staff was responsible for distribution, tracking, and management of assets (check all that apply):

- Laptops, Chromebooks, and/or Tablets (this does not include devices or computers used exclusively in the library)
- Textbooks
- Musical Instruments
- Other
- Not applicable, staff were not responsible for tracking assets

b) Choose the description that best summarizes the amount of time staff spent distributing, tracking, and managing assets:

- 75 percent or more of staff time was spent managing assets
- 50–74 percent of staff time was spent managing assets
- 25–49 percent of staff time was spent managing assets
- 10–24 percent of staff time was spent managing assets
- Less than 10 percent of staff time was spent managing assets
- Not applicable, staff was not responsible for assets

56. Was library staff pulled from the library to assist in another position as needed (e.g., substituting or covering classes, filling in for support staff, etc.)?

- Yes
- No

Approximately how many times a year was staff pulled from the library?

5

57. a) Library staff supported literacy by providing some of the following services, and/or offering extra activities (check all that apply):

- Coached Battle of the Books Team (or similar reading team event)
- California Young Reader Medal (CYRM)
- Book Clubs
- Book Fairs
- Hour of Code
- MakerSpace Club
- Family literacy events
- Supported Social, Emotional, Learning (SEL) by providing a safe, welcoming space
- Worked on Diversifying the collection
- Other
- Not applicable, possibly due to limited hours or too many other duties

b) Which best describes when staff offered these services?

- During the regular work hours
- Volunteered time after work hours
- Combination of regular work hours and volunteer time
- Other
- Not Applicable

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

No response

## Contact Information

### Respondent Information

**Name:** Sharon McGinnis  
**Title:** Media Specialist  
**Email:** smcginnis@orcutt-schools.net  
**Phone:** 805-938-8745  
**Library website URL:** No response  
 (If your library has a website.)

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

**Name:** Kara Lane  
**Email:** klane@orcutt-schools.net  
**Phone:** 805-938-8686

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



California Department of Education  
1430 N Street  
Sacramento, CA 95814

Web Policy



## School Library Survey Collecting Information from the 2022-23 Academic Year

### Submission Record

**Submission ID:** 22370

**Submission Date:** 1/30/2024 10:19:04 AM PT

**School:** Orcutt School for Independent Study (CDS Code: 42692600141168)

#### 1. Did you have a dedicated common area in your school designated as the library in the 2022–23 academic year?

- Yes, our school had a library located on campus.
- Yes, our school had a joint-use school library. A joint-use library is typically defined as two separate library service providers sharing the same building to serve distinct clientele.
- No, we did not have a designated library facility.
- No, we used a library on an adjacent school campus (provide the name of adjacent library used).

**Name of the adjacent school library:**

No response

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

- This is a new facility and wasn't open in 2022–23.
- It never had a library facility.
- This is a virtual academy (At the end of the evaluation, there is space to specify how students access the library program).
- The library facility closed during the past three years.
- The library facility closed more than three years ago.

#### If your school had a library facility in the past but no longer does, what were the reasons for the closure of the school library?

**Please check all that apply:**

- Budget cuts
- Administrative decision
- Staffing cuts
- Collection was too old to be useful and the cost to update too prohibitive
- Space needed for other purposes
- Lack of use
- Damaged or destroyed by natural disaster
- Closed during COVID and never reopened
- Other
- I'm not sure

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

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

Specify name of the joint-use partner:

No response

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

No response

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

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

- Yes
- No

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

No response

## Library Staffing

For purposes of answering questions referring to staff working in the library, stop and think about how the library staff was paid. If staff was paid a teacher contract (annual set salary), select **credentialed**, but if staff was paid a classified hourly salary (paid an hourly wage), select **classified**.

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

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

**Classified Library Staff** – May be called aide, clerk, technician, assistant, etc., but is **NOT paid a teacher contract** (paid an hourly wage and not a set annual contract).

For more information on who can provide library-related services, see the [California Commission on Teacher Credentialing – Authorizations for Librarian Services chart](#) 

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

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

- Yes
- No

**6. What library certification did the credentialed staff hold?**

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


**Please explain certificate held by the credentialed staff.**

No response

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

(Hourly wage, paid by the hour and not a set annual salary)

- Yes
- No

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

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

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

**Specify where you earned your certificate:**

No response

**Specify other classified training:**

No response

Please enter the total number of **weekly hours typically** worked for all paid staff assigned to **this single** school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. Please note if you work part time in the library and part time in another position, only record the hours paid to work in the library. The Full Time Equivalent (FTE) hours will be calculated for you. In the last part of the evaluation you will have an opportunity to share what duties and extra activities you performed in 2022–23.

Profession	Weekly Hours	FTE
9. Credentialed staff	No response	No response
10. Classified staff	No response	No response
<b>Totals:</b>	No response	No response

11. **At how many different school libraries did the certificated staff serve in 2022–23?** (If there were no certificated staff serving this site, then mark 0.)  
No response

12. **At how many different school libraries did the classified staff serve in 2022–23?** (If there were no classified staff serving this site, then mark 0.)  
No response

13. **Did you have any volunteers, other than students, working in the library?**  
 Yes  
 No

**Approximately how many people volunteered?**  
No response

**Approximately, how many hours in a week did people volunteer?**  
No response

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

## Library Access

### Library Service Hours in a Typical Week

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

14. **How many hours total was school library service available per week, typically (e.g., 32 hours)?** No response

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

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

16. **Which of the following terms best describes the method used to schedule classes for school library services?**

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

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

- 0
- 1–5
- 6–10
- 11–20
- 21 or more

## Library's Physical Space

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

## Library's Virtual Presence

Did the school library have:

Description	Answer
22. A library website with or without access to online library catalog	<input type="checkbox"/> With <input type="checkbox"/> Without <input type="checkbox"/> Not applicable (school library did not have website)
23. Collaboration software (e.g., SharePoint, Google Drive, Teams etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No
24. Was your library program promoted via social media?	<input type="checkbox"/> Yes <input type="checkbox"/> No

## Computers/Devices

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

25. **How many computers were housed in and available in your school library for direct instruction and/or student use during library programs?** (This would include tablets and/or Chromebooks that were available for use in the library and not carts of devices that are checked out to teachers or classroom.)

No response

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

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

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

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

## RESOURCES: School Library Collection

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

## Overall Collection

28. **Did you have a library management system (e.g., Follett Destiny, Alexandria, etc.)?**

- Yes
- No

**Do you have access to run reports in the library management system or do you know who to ask to run reports?**

- Yes  
 No

29. Enter the number of print books in the school library collection at the end of the 2022–23 academic year. Include reference books in your count, and count each reference volume as one.

- 2,499 or less  
 2,500–4,999  
 5,000–7,499  
 7,500–9,999  
 10,000–12,499  
 12,500–14,999  
 15,000–17,499  
 17,500–19,999  
 20,000–22,499  
 22,500–24,999  
 25,000–27,499  
 27,500–29,999  
 30,000–34,999  
 35,000 or more

30. Were electronic book (e-Book) titles purchased for library use during the 2022–23 academic year?

- Yes  
 No  
 Not Applicable

31. Enter the number of subscriptions to magazines and newspapers during the 2022–23 academic year (count subscriptions, not individual titles or issues).

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

## Age of Collection

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

- Count the number of books in all of the Dewey section being surveyed.
- Next, add the copyright dates of all the books in the Dewey section being surveyed.
- Divide the sum of the copyright dates by the total number of books in the Dewey section being surveyed.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the Dewey section being surveyed and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then:  $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$ . Then  $12,004 \div 6 = 2001$  (rounded off to a whole number).
- Correct entry: 2001.
- If there is no possible way for you to calculate the average age, then answer 0000.

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

Average copyright date of “Native American” books. Round off to a four digit year. No response

33. Enter the average copyright date of the books in your whole collection. Include books in the circulating section, reference section, and the digital titles owned by the library.

Average copyright date of books in your whole collection. If you cannot calculate the average age of the whole collection using the library management system, then answer with 0000. Round off to a four digit year. No response

## Licensed Databases

34. Did your library offer access to any online subscription information databases for students in the 2022–23 academic year? This question does not apply to databases offered by the local public library, California’s K–12 Online Resources, or search engines.

Examples of subscription information databases include: EBSCO *Ultra*, *World Book Online*, etc.

Yes  No  I am not sure

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

Yes  No  I am not sure

## 2022–23 Budget

Answer these questions to the best of your ability. This is an excellent section to sit down and discuss with your principal. If you are uncertain of an answer, then we encourage you to work with your principal and/or office staff to answer questions related to how the school funded and supported the library program.

36. a) **How much money was spent in the school library for the purchase of library books during the 2022–23 academic year? Include both print titles and digital titles (eBooks that you own). Include processing costs if purchased with library books.**

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more
- I am not sure

b) **Was the budget to purchase library books provided at the site level and/or the district level?** No response

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

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

**Correct entry:** 150000.

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

No response

38. a) **How much money was spent in the school library for the purchase of library materials other than books during the 2022–23 academic year? Include periodicals (paper or electronic), technology and media resources, online subscriptions to resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.**

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000 or more
- I am not sure

b) **Was the budget to purchase library materials other than books provided at the site level and/or the district level?** No response

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

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

**Correct entry:** 150000.

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

No response

40. Check one or more of the following funds used to purchase library materials during the 2022–23 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)
- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- CARES Act Funds
- Other (One-time discretionary grants to districts, etc.)
- None of the above
- I am not sure

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

- Yes
- No

Was the library funding tied to your LCAP?

- Yes
- No

## Curriculum and Instruction

### General Programming

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

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

- Yes
- No

43. When was the last time library staff job descriptions were updated and approved? (if you do not know the answer or where to find it, then answer "not sure")

No response

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

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

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

If no training or professional development is offered at the district level, would you be interested in learning about opportunities to improve your skills?

- Yes
- No

### Basic Services

This section of questions asks about general services and basic instruction that might be performed by any and all library staff regardless of credential and/or title. If you work in the library at multiple sites, or work part time in the library and part time in another area on campus and/or work less than full time, then we do not expect to see all of these services being provided. The questions reflect the ideal based on the *Model School Library Standards*, and with limited staffing and hours it is not possible to provide the ideal program.

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



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

46. What was the average number of classes that had a library session in a typical week? No response

47. A typical/average class session lasted:

- 5-20 minutes or less
- 21-30 minutes
- 31-45 minutes
- 46-60 minutes
- 61-90 minutes or block schedule
- Varied depending on class and project needs
- Not applicable - no class sessions

## Teaching Approaches

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

This section of questions aligns with the [California Commission on Teacher Credentialing – Authorizations for Librarian Services chart](#) that outlines who can provide library-related duties.

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

Question	Answer
48. <b>Planned collaborative instructional unit with teachers</b>	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian <input type="checkbox"/> Not part of my job description
49. <b>Taught students how to be digitally literate</b>	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian <input type="checkbox"/> Not part of my job description
50. a) <b>Managed the library, including collection development, analysis of the collection (e.g., overall age and relevance; diversity, equity, &amp; inclusion representation), and supervision of ordering</b>	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian <input type="checkbox"/> Not part of my job description

b) Our collection development included weeding, de-selection, and withdrawals

- Select One...
- More than once per week
- Once per week
- 2–3 times per month
- Once per month
- Less than once per month
- Never
- With guidance and support from district librarian
- Not part of my job description

51. What entity managed the collection?

- Schoolsite
- District
- Count Office of Education
- Agreement with public library

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

- Yes
- No

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

No response

53. How did you implement the CA MSLS?

- Aligned the standards to our library instruction.
- Embedded the standards into the curriculum.
- While we were familiar with the standards, we did not use them to guide instruction.
- We were not familiar with these standards.
- Familiar with the standards and implementation, but instruction is not part of my job description.

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

- Yes
- No

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

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

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

No response

These final few questions are new and based on feedback you shared. It is clear from your comments that you are doing many things within your workday as well as outside your workday. Some of these activities/duties have a direct positive impact on your students and school community, while others take time away from working directly with students and teachers.

55. a) Library staff was responsible for distribution, tracking, and management of assets (check all that apply):

- Laptops, Chromebooks, and/or Tablets (this does not include devices or computers used exclusively in the library)
- Textbooks
- Musical Instruments
- Other
- Not applicable, staff were not responsible for tracking assets

b) Choose the description that best summarizes the amount of time staff spent distributing, tracking, and managing assets:

- 75 percent or more of staff time was spent managing assets
- 50–74 percent of staff time was spent managing assets
- 25–49 percent of staff time was spent managing assets
- 10–24 percent of staff time was spent managing assets
- Less than 10 percent of staff time was spent managing assets
- Not applicable, staff was not responsible for assets

56. Was library staff pulled from the library to assist in another position as needed (e.g., substituting or covering classes, filling in for support staff, etc.)?

- Yes
- No

Approximately how many times a year was staff pulled from the library?

No response

57. a) Library staff supported literacy by providing some of the following services, and/or offering extra activities (check all that apply):

- Coached Battle of the Books Team (or similar reading team event)
- California Young Reader Medal (CYRM)
- Book Clubs
- Book Fairs
- Hour of Code
- MakerSpace Club
- Family literacy events
- Supported Social, Emotional, Learning (SEL) by providing a safe, welcoming space
- Worked on Diversifying the collection
- Other
- Not applicable, possibly due to limited hours or too many other duties

b) Which best describes when staff offered these services?

- During the regular work hours
- Volunteered time after work hours
- Combination of regular work hours and volunteer time
- Other
- Not Applicable

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

No response

## Contact Information

### Respondent Information

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

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

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

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

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

California Department of Education  
1430 N Street  
Sacramento, CA 95814

Web Policy



## School Library Survey Collecting Information from the 2022-23 Academic Year

### Submission Record

**Submission ID:** 22313

**Submission Date:** 1/28/2024 10:00:40 AM PT

**School:** Patterson Road Elementary (CDS Code: 42692606045793)

#### 1. Did you have a dedicated common area in your school designated as the library in the 2022–23 academic year?

- Yes, our school had a library located on campus.
- Yes, our school had a joint-use school library. A joint-use library is typically defined as two separate library service providers sharing the same building to serve distinct clienteles.
- No, we did not have a designated library facility.
- No, we used a library on an adjacent school campus (provide the name of adjacent library used).

**Name of the adjacent school library:**

No response

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

- This is a new facility and wasn't open in 2022–23.
- It never had a library facility.
- This is a virtual academy (At the end of the evaluation, there is space to specify how students access the library program).
- The library facility closed during the past three years.
- The library facility closed more than three years ago.

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

- Budget cuts
- Administrative decision
- Staffing cuts
- Collection was too old to be useful and the cost to update too prohibitive
- Space needed for other purposes
- Lack of use
- Damaged or destroyed by natural disaster
- Closed during COVID and never reopened
- Other
- I'm not sure

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

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

Specify name of the joint-use partner:  
No response

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

No response

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

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

- Yes
- No

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

No response

## Library Staffing

For purposes of answering questions referring to staff working in the library, stop and think about how the library staff was paid. If staff was paid a teacher contract (annual set salary), select **credentialed**, but if staff was paid a classified hourly salary (paid an hourly wage), select **classified**.

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

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

**Classified Library Staff** – May be called aide, clerk, technician, assistant, etc., but is **NOT paid a teacher contract** (paid an hourly wage and not a set annual contract).

For more information on who can provide library-related services, see the [California Commission on Teacher Credentialing – Authorizations for Librarian Services chart](#). 

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

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

- Yes
- No

**6. What library certification did the credentialed staff hold?**

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


**Please explain certificate held by the credentialed staff.**

No response

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

(Hourly wage, paid by the hour and not a set annual salary)

- Yes
- No

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

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

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

**Specify where you earned your certificate:**

No response

**Specify other classified training:**

No response

Please enter the total number of **weekly hours typically** worked for all paid staff assigned to **this single** school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. Please note if you work part time in the library and part time in another position, only record the hours paid to work in the library. The Full Time Equivalent (FTE) hours will be calculated for you. In the last part of the evaluation you will have an opportunity to share what duties and extra activities you performed in 2022–23.

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

11. **At how many different school libraries did the certificated staff serve in 2022–23?** (If there were no certificated staff serving this site, then mark 0.)  
No response

12. **At how many different school libraries did the classified staff serve in 2022–23?** (If there were no classified staff serving this site, then mark 0.)  
8

13. **Did you have any volunteers, other than students, working in the library?**  
 Yes  
 No

**Approximately how many people volunteered?**  
3

**Approximately, how many hours in a week did people volunteer?**  
2

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

## Library Access

### Library Service Hours in a Typical Week

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

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

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

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

16. **Which of the following terms best describes the method used to schedule classes for school library services?**

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

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

- 0
- 1–5
- 6–10
- 11–20
- 21 or more

## Library's Physical Space

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

## Library's Virtual Presence

Did the school library have:

Description	Answer
22. A library website with or without access to online library catalog	<input checked="" type="checkbox"/> With <input type="checkbox"/> Without <input type="checkbox"/> Not applicable (school library did not have website)
23. Collaboration software (e.g., SharePoint, Google Drive, Teams etc.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24. Was your library program promoted via social media?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

## Computers/Devices

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

25. **How many computers were housed in and available in your school library for direct instruction and/or student use during library programs?** (This would include tablets and/or Chromebooks that were available for use in the library and not carts of devices that are checked out to teachers or classroom.)

4

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

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

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

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

## RESOURCES: School Library Collection

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

### Overall Collection

28. **Did you have a library management system (e.g., Follett Destiny, Alexandria, etc.)?**

- Yes
- No

**Do you have access to run reports in the library management system or do you know who to ask to run reports?**



- Yes  
 No

29. Enter the number of print books in the school library collection at the end of the 2022–23 academic year. Include reference books in your count, and count each reference volume as one.

- 2,499 or less  
 2,500–4,999  
 5,000–7,499  
 7,500–9,999  
 10,000–12,499  
 12,500–14,999  
 15,000–17,499  
 17,500–19,999  
 20,000–22,499  
 22,500–24,999  
 25,000–27,499  
 27,500–29,999  
 30,000–34,999  
 35,000 or more

30. Were electronic book (e-Book) titles purchased for library use during the 2022–23 academic year?

- Yes  
 No  
 Not Applicable

31. Enter the number of subscriptions to magazines and newspapers during the 2022–23 academic year (count subscriptions, not individual titles or issues).

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

## Age of Collection

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

- Count the number of books in all of the Dewey section being surveyed.
- Next, add the copyright dates of all the books in the Dewey section being surveyed.
- Divide the sum of the copyright dates by the total number of books in the Dewey section being surveyed.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the Dewey section being surveyed and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then:  $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$ . Then  $12,004 \div 6 = 2001$  (rounded off to a whole number).
- Correct entry: 2001.
- If there is no possible way for you to calculate the average age, then answer 0000.

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

Average copyright date of “Native American” books. Round off to a four digit year. 2003

33. Enter the average copyright date of the books in your whole collection. Include books in the circulating section, reference section, and the digital titles owned by the library.

Average copyright date of books in your whole collection. If you cannot calculate the average age of the whole collection using the library management system, then answer with 0000. Round off to a four digit year. 2004

## Licensed Databases

34. Did your library offer access to any online subscription information databases for students in the 2022–23 academic year? This question does not apply to databases offered by the local public library, California’s K–12 Online Resources, or search engines.

Examples of subscription information databases include: EBSCO *Ultra*, *World Book Online*, etc.

Yes  No  I am not sure

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

Yes  No  I am not sure

## 2022–23 Budget

Answer these questions to the best of your ability. This is an excellent section to sit down and discuss with your principal. If you are uncertain of an answer, then we encourage you to work with your principal and/or office staff to answer questions related to how the school funded and supported the library program.

36. a) How much money was spent in the school library for the purchase of library books during the 2022–23 academic year? Include both print titles and digital titles (eBooks that you own). Include processing costs if purchased with library books.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more
- I am not sure

b) Was the budget to purchase library books provided at the site level and/or the district level? both

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

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

**Correct entry:** 150000.

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

No response

38. a) How much money was spent in the school library for the purchase of library materials other than books during the 2022–23 academic year? Include periodicals (paper or electronic), technology and media resources, online subscriptions to resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000 or more
- I am not sure

b) Was the budget to purchase library materials other than books provided at the site level and/or the district level?

No response

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

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

**Correct entry:** 150000.

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

No response

40. Check one or more of the following funds used to purchase library materials during the 2022–23 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)
- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- CARES Act Funds
- Other (One-time discretionary grants to districts, etc.)
- None of the above
- I am not sure

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

- Yes
- No

Was the library funding tied to your LCAP?

- Yes
- No

## Curriculum and Instruction

### General Programming

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

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

- Yes
- No

43. When was the last time library staff job descriptions were updated and approved? (if you do not know the answer or where to find it, then answer "not sure")

not sure

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

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

Who was responsible for organizing and leading these meetings (if there were no meetings, answer N/A)? Kara Lane, Leslie Wagonseller, Joe Dana

If no training or professional development is offered at the district level, would you be interested in learning about opportunities to improve your skills?

- Yes
- No

### Basic Services

This section of questions asks about general services and basic instruction that might be performed by any and all library staff regardless of credential and/or title. If you work in the library at multiple sites, or work part time in the library and part time in another area on campus and/or work less than full time, then we do not expect to see all of these services being provided. The questions reflect the ideal based on the *Model School Library Standards*, and with limited staffing and hours it is not possible to provide the ideal program.

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

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

46. What was the average number of classes that had a library session in a typical week? 25

47. A typical/average class session lasted:

- 5-20 minutes or less
- 21-30 minutes
- 31-45 minutes
- 46-60 minutes
- 61-90 minutes or block schedule
- Varied depending on class and project needs
- Not applicable - no class sessions

## Teaching Approaches

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

This section of questions aligns with the [California Commission on Teacher Credentialing – Authorizations for Librarian Services chart](#) that outlines who can provide library-related duties.

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

Question	Answer
48. Planned collaborative instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian <input type="checkbox"/> Not part of my job description
49. Taught students how to be digitally literate	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian <input type="checkbox"/> Not part of my job description
50. a) Managed the library, including collection development, analysis of the collection (e.g., overall age and relevance; diversity, equity, & inclusion representation), and supervision of ordering	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input checked="" type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian <input type="checkbox"/> Not part of my job description

**b) Our collection development included weeding, de-selection, and withdrawals**

- Select One...
- More than once per week
- Once per week
- 2–3 times per month
- Once per month
- Less than once per month
- Never
- With guidance and support from district librarian
- Not part of my job description

**51. What entity managed the collection?**

- Schoolsite
- District
- Count Office of Education
- Agreement with public library

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

- Yes
- No

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

No response

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

- Aligned the standards to our library instruction.
- Embedded the standards into the curriculum.
- While we were familiar with the standards, we did not use them to guide instruction.
- We were not familiar with these standards.
- Familiar with the standards and implementation, but instruction is not part of my job description.

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

- Yes
- No

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

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

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

No response

These final few questions are new and based on feedback you shared. It is clear from your comments that you are doing many things within your workday as well as outside your workday. Some of these activities/duties have a direct positive impact on your students and school community, while others take time away from working directly with students and teachers.

**55. a) Library staff was responsible for distribution, tracking, and management of assets (check all that apply):**

- Laptops, Chromebooks, and/or Tablets (this does not include devices or computers used exclusively in the library)
- Textbooks
- Musical Instruments
- Other
- Not applicable, staff were not responsible for tracking assets

**b) Choose the description that best summarizes the amount of time staff spent distributing, tracking, and managing assets:**

- 75 percent or more of staff time was spent managing assets
- 50–74 percent of staff time was spent managing assets
- 25–49 percent of staff time was spent managing assets
- 10–24 percent of staff time was spent managing assets
- Less than 10 percent of staff time was spent managing assets
- Not applicable, staff was not responsible for assets

56. Was library staff pulled from the library to assist in another position as needed (e.g., substituting or covering classes, filling in for support staff, etc.)?

- Yes
- No

Approximately how many times a year was staff pulled from the library?

No response

57. a) Library staff supported literacy by providing some of the following services, and/or offering extra activities (check all that apply):

- Coached Battle of the Books Team (or similar reading team event)
- California Young Reader Medal (CYRM)
- Book Clubs
- Book Fairs
- Hour of Code
- MakerSpace Club
- Family literacy events
- Supported Social, Emotional, Learning (SEL) by providing a safe, welcoming space
- Worked on Diversifying the collection
- Other
- Not applicable, possibly due to limited hours or too many other duties

b) Which best describes when staff offered these services?

- During the regular work hours
- Volunteered time after work hours
- Combination of regular work hours and volunteer time
- Other
- Not Applicable

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

The budget awarded each school is definitely not enough to upgrade the age of collections. I have donated \$4000 of my own money in the past year trying to patch the holes.

## Contact Information

### Respondent Information

**Name:** Virginia Flegel  
**Title:** Media Specialist  
**Email:** vflegel@orcutt-schools.net  
**Phone:** 360-430-1540  
**Library website URL:** No response  
 (If your library has a website.)

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

**Name:** Virginia Flegel  
**Email:** vflegel@orcutt-schools.net  
**Phone:** 360-430-1540

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

California Department of Education  
1430 N Street  
Sacramento, CA 95814

Web Policy



## School Library Survey Collecting Information from the 2022-23 Academic Year

### Submission Record

**Submission ID:** 22176

**Submission Date:** 1/25/2024 11:40:22 AM PT

**School:** Pine Grove Elementary (CDS Code: 42692606045801)

#### 1. Did you have a dedicated common area in your school designated as the library in the 2022–23 academic year?

- Yes, our school had a library located on campus.
- Yes, our school had a joint-use school library. A joint-use library is typically defined as two separate library service providers sharing the same building to serve distinct clienteles.
- No, we did not have a designated library facility.
- No, we used a library on an adjacent school campus (provide the name of adjacent library used).

**Name of the adjacent school library:**

No response

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

- This is a new facility and wasn't open in 2022–23.
- It never had a library facility.
- This is a virtual academy (At the end of the evaluation, there is space to specify how students access the library program).
- The library facility closed during the past three years.
- The library facility closed more than three years ago.

#### If your school had a library facility in the past but no longer does, what were the reasons for the closure of the school library?

**Please check all that apply:**

- Budget cuts
- Administrative decision
- Staffing cuts
- Collection was too old to be useful and the cost to update too prohibitive
- Space needed for other purposes
- Lack of use
- Damaged or destroyed by natural disaster
- Closed during COVID and never reopened
- Other
- I'm not sure

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

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

Specify name of the joint-use partner:

No response

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

No response



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

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

- Yes
- No

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

No response

## Library Staffing

For purposes of answering questions referring to staff working in the library, stop and think about how the library staff was paid. If staff was paid a teacher contract (annual set salary), select **credentialed**, but if staff was paid a classified hourly salary (paid an hourly wage), select **classified**.

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

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

**Classified Library Staff** – May be called aide, clerk, technician, assistant, etc., but is **NOT paid a teacher contract** (paid an hourly wage and not a set annual contract).

For more information on who can provide library-related services, see the [California Commission on Teacher Credentialing – Authorizations for Librarian Services chart](#). 

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

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

- Yes
- No

**6. What library certification did the credentialed staff hold?**

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


**Please explain certificate held by the credentialed staff.**

No response

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

(Hourly wage, paid by the hour and not a set annual salary)

- Yes
- No

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

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

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

**Specify where you earned your certificate:**

No response

**Specify other classified training:**

No response

Please enter the total number of **weekly hours typically** worked for all paid staff assigned to **this single** school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. Please note if you work part time in the library and part time in another position, only record the hours paid to work in the library. The Full Time Equivalent (FTE) hours will be calculated for you. In the last part of the evaluation you will have an opportunity to share what duties and extra activities you performed in 2022–23.

Profession	Weekly Hours	FTE
9. Credentialed staff	0.00	0.000
10. Classified staff	25.00	0.625
<b>Totals:</b>	25.00	0.625

11. **At how many different school libraries did the certificated staff serve in 2022–23?** (If there were no certificated staff serving this site, then mark 0.)  
No response

12. **At how many different school libraries did the classified staff serve in 2022–23?** (If there were no classified staff serving this site, then mark 0.)  
1

13. **Did you have any volunteers, other than students, working in the library?**  
 Yes  
 No

**Approximately how many people volunteered?**  
No response

**Approximately, how many hours in a week did people volunteer?**  
No response

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

## Library Access

### Library Service Hours in a Typical Week

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

14. **How many hours total was school library service available per week, typically (e.g., 32 hours)?** 25

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

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

16. **Which of the following terms best describes the method used to schedule classes for school library services?**

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

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

- 0
- 1–5
- 6–10
- 11–20
- 21 or more

## Library's Physical Space

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

## Library's Virtual Presence

Did the school library have:

Description	Answer
22. A library website with or without access to online library catalog	<input checked="" type="checkbox"/> With <input type="checkbox"/> Without <input type="checkbox"/> Not applicable (school library did not have website)
23. Collaboration software (e.g., SharePoint, Google Drive, Teams etc.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24. Was your library program promoted via social media?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

## Computers/Devices

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

25. **How many computers were housed in and available in your school library for direct instruction and/or student use during library programs?** (This would include tablets and/or Chromebooks that were available for use in the library and not carts of devices that are checked out to teachers or classroom.)

4

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

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

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

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

## RESOURCES: School Library Collection

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

## Overall Collection

28. **Did you have a library management system (e.g., Follett Destiny, Alexandria, etc.)?**

- Yes
- No

**Do you have access to run reports in the library management system or do you know who to ask to run reports?**

- Yes  
 No

29. Enter the number of print books in the school library collection at the end of the 2022–23 academic year. Include reference books in your count, and count each reference volume as one.

- 2,499 or less  
 2,500–4,999  
 5,000–7,499  
 7,500–9,999  
 10,000–12,499  
 12,500–14,999  
 15,000–17,499  
 17,500–19,999  
 20,000–22,499  
 22,500–24,999  
 25,000–27,499  
 27,500–29,999  
 30,000–34,999  
 35,000 or more

30. Were electronic book (e-Book) titles purchased for library use during the 2022–23 academic year?

- Yes  
 No  
 Not Applicable

31. Enter the number of subscriptions to magazines and newspapers during the 2022–23 academic year (count subscriptions, not individual titles or issues).

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

## Age of Collection

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

- Count the number of books in all of the Dewey section being surveyed.
- Next, add the copyright dates of all the books in the Dewey section being surveyed.
- Divide the sum of the copyright dates by the total number of books in the Dewey section being surveyed.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the Dewey section being surveyed and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then:  $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$ . Then  $12,004 \div 6 = 2001$  (rounded off to a whole number).
- Correct entry: 2001.
- If there is no possible way for you to calculate the average age, then answer 0000.

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

Average copyright date of “Native American” books. Round off to a four digit year. 1995

33. Enter the average copyright date of the books in your whole collection. Include books in the circulating section, reference section, and the digital titles owned by the library.

Average copyright date of books in your whole collection. If you cannot calculate the average age of the whole collection using the library management system, then answer with 0000. Round off to a four digit year. 2002

## Licensed Databases

34. Did your library offer access to any online subscription information databases for students in the 2022–23 academic year? This question does not apply to databases offered by the local public library, California’s K–12 Online Resources, or search engines.

Examples of subscription information databases include: EBSCO *Ultra*, *World Book Online*, etc.

Yes  No  I am not sure

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

Yes  No  I am not sure

## 2022–23 Budget

Answer these questions to the best of your ability. This is an excellent section to sit down and discuss with your principal. If you are uncertain of an answer, then we encourage you to work with your principal and/or office staff to answer questions related to how the school funded and supported the library program.

36. a) **How much money was spent in the school library for the purchase of library books during the 2022–23 academic year? Include both print titles and digital titles (eBooks that you own). Include processing costs if purchased with library books.**

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more
- I am not sure

b) **Was the budget to purchase library books provided at the site level and/or the district level? Both**

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

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

**Correct entry:** 150000.

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

No response

38. a) **How much money was spent in the school library for the purchase of library materials other than books during the 2022–23 academic year? Include periodicals (paper or electronic), technology and media resources, online subscriptions to resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.**

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000 or more
- I am not sure

b) **Was the budget to purchase library materials other than books provided at the site level and/or the district level?**

District

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

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

**Correct entry:** 150000.

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

No response

40. Check one or more of the following funds used to purchase library materials during the 2022–23 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)
- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- CARES Act Funds
- Other (One-time discretionary grants to districts, etc.)
- None of the above
- I am not sure

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

- Yes
- No

Was the library funding tied to your LCAP?

- Yes
- No

## Curriculum and Instruction

### General Programming

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

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

- Yes
- No

43. When was the last time library staff job descriptions were updated and approved? (if you do not know the answer or where to find it, then answer "not sure")

2006

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

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

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

If no training or professional development is offered at the district level, would you be interested in learning about opportunities to improve your skills?

- Yes
- No

### Basic Services

This section of questions asks about general services and basic instruction that might be performed by any and all library staff regardless of credential and/or title. If you work in the library at multiple sites, or work part time in the library and part time in another area on campus and/or work less than full time, then we do not expect to see all of these services being provided. The questions reflect the ideal based on the *Model School Library Standards*, and with limited staffing and hours it is not possible to provide the ideal program.

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

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

46. What was the average number of classes that had a library session in a typical week? 20

47. A typical/average class session lasted:

- 5-20 minutes or less
- 21-30 minutes
- 31-45 minutes
- 46-60 minutes
- 61-90 minutes or block schedule
- Varied depending on class and project needs
- Not applicable - no class sessions

## Teaching Approaches

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

This section of questions aligns with the [California Commission on Teacher Credentialing – Authorizations for Librarian Services chart](#) that outlines who can provide library-related duties.

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

Question	Answer
48. Planned collaborative instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian <input type="checkbox"/> Not part of my job description
49. Taught students how to be digitally literate	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian <input type="checkbox"/> Not part of my job description
50. a) Managed the library, including collection development, analysis of the collection (e.g., overall age and relevance; diversity, equity, & inclusion representation), and supervision of ordering	<input type="checkbox"/> Select One... <input checked="" type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian <input type="checkbox"/> Not part of my job description

b) Our collection development included weeding, de-selection, and withdrawals

- Select One...
- More than once per week
- Once per week
- 2–3 times per month
- Once per month
- Less than once per month
- Never
- With guidance and support from district librarian
- Not part of my job description

51. What entity managed the collection?

- Schoolsite
- District
- Count Office of Education
- Agreement with public library

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

- Yes
- No

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

No response

53. How did you implement the CA MSLS?

- Aligned the standards to our library instruction.
- Embedded the standards into the curriculum.
- While we were familiar with the standards, we did not use them to guide instruction.
- We were not familiar with these standards.
- Familiar with the standards and implementation, but instruction is not part of my job description.

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

- Yes
- No

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

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

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

No response

These final few questions are new and based on feedback you shared. It is clear from your comments that you are doing many things within your workday as well as outside your workday. Some of these activities/duties have a direct positive impact on your students and school community, while others take time away from working directly with students and teachers.

55. a) Library staff was responsible for distribution, tracking, and management of assets (check all that apply):

- Laptops, Chromebooks, and/or Tablets (this does not include devices or computers used exclusively in the library)
- Textbooks
- Musical Instruments
- Other
- Not applicable, staff were not responsible for tracking assets

b) Choose the description that best summarizes the amount of time staff spent distributing, tracking, and managing assets:



- 75 percent or more of staff time was spent managing assets
- 50–74 percent of staff time was spent managing assets
- 25–49 percent of staff time was spent managing assets
- 10–24 percent of staff time was spent managing assets
- Less than 10 percent of staff time was spent managing assets
- Not applicable, staff was not responsible for assets

56. Was library staff pulled from the library to assist in another position as needed (e.g., substituting or covering classes, filling in for support staff, etc.)?

- Yes
- No

Approximately how many times a year was staff pulled from the library?

No response

57. a) Library staff supported literacy by providing some of the following services, and/or offering extra activities (check all that apply):

- Coached Battle of the Books Team (or similar reading team event)
- California Young Reader Medal (CYRM)
- Book Clubs
- Book Fairs
- Hour of Code
- MakerSpace Club
- Family literacy events
- Supported Social, Emotional, Learning (SEL) by providing a safe, welcoming space
- Worked on Diversifying the collection
- Other
- Not applicable, possibly due to limited hours or too many other duties

b) Which best describes when staff offered these services?

- During the regular work hours
- Volunteered time after work hours
- Combination of regular work hours and volunteer time
- Other
- Not Applicable

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

No response

## Contact Information

### Respondent Information

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

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

**Name:** Joe Dana  
**Email:** jdana@orcutt-schools.net  
**Phone:** 805-938-8930

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

California Department of Education  
1430 N Street  
Sacramento, CA 95814

Web Policy



## School Library Survey Collecting Information from the 2022-23 Academic Year

### Submission Record

**Submission ID:** 22315

**Submission Date:** 1/29/2024 8:41:27 AM PT

**School:** Ralph Dunlap Elementary (CDS Code: 42692606045744)

#### 1. Did you have a dedicated common area in your school designated as the library in the 2022–23 academic year?

- Yes, our school had a library located on campus.
- Yes, our school had a joint-use school library. A joint-use library is typically defined as two separate library service providers sharing the same building to serve distinct clienteles.
- No, we did not have a designated library facility.
- No, we used a library on an adjacent school campus (provide the name of adjacent library used).

#### Name of the adjacent school library:

No response

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

- This is a new facility and wasn't open in 2022–23.
- It never had a library facility.
- This is a virtual academy (At the end of the evaluation, there is space to specify how students access the library program).
- The library facility closed during the past three years.
- The library facility closed more than three years ago.

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

- Budget cuts
- Administrative decision
- Staffing cuts
- Collection was too old to be useful and the cost to update too prohibitive
- Space needed for other purposes
- Lack of use
- Damaged or destroyed by natural disaster
- Closed during COVID and never reopened
- Other
- I'm not sure

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

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

Specify name of the joint-use partner:  
No response

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

No response

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

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

- Yes
- No

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

No response


## Library Staffing

For purposes of answering questions referring to staff working in the library, stop and think about how the library staff was paid. If staff was paid a teacher contract (annual set salary), select **credentialed**, but if staff was paid a classified hourly salary (paid an hourly wage), select **classified**.

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

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

**Classified Library Staff** – May be called aide, clerk, technician, assistant, etc., but is **NOT paid a teacher contract** (paid an hourly wage and not a set annual contract).

For more information on who can provide library-related services, see the [California Commission on Teacher Credentialing – Authorizations for Librarian Services chart](#) 

**5. Did you have at least one paid credentialed staff working in the school library?**  
(Teacher contract and certificated salary schedule) (Contracting for a Librarian of Record does not count at the school level.)

- Yes
- No

**6. What library certification did the credentialed staff hold?**


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

**Please explain certificate held by the credentialed staff.**

No response

**7. Did you have at least one paid classified library staff working in the school library?**  
(Hourly wage, paid by the hour and not a set annual salary)

- Yes
- No

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

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

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

**Specify where you earned your certificate:**

No response

**Specify other classified training:**

No response

Please enter the total number of **weekly hours typically** worked for all paid staff assigned to **this single** school library. For example, if there were two school/teacher librarians and one worked 40 hours per week and the other worked 20 hours per week, enter 60 for the weekly hours. If there were no hours worked, then mark 0. Please note if you work part time in the library and part time in another position, only record the hours paid to work in the library. The Full Time Equivalent (FTE) hours will be calculated for you. In the last part of the evaluation you will have an opportunity to share what duties and extra activities you performed in 2022–23.

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

11. **At how many different school libraries did the certificated staff serve in 2022–23?** (If there were no certificated staff serving this site, then mark 0.)  
No response

12. **At how many different school libraries did the classified staff serve in 2022–23?** (If there were no classified staff serving this site, then mark 0.)  
1

13. **Did you have any volunteers, other than students, working in the library?**  
 Yes  
 No

**Approximately how many people volunteered?**  
No response

**Approximately, how many hours in a week did people volunteer?**  
No response

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

## Library Access

### Library Service Hours in a Typical Week

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

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

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

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

16. **Which of the following terms best describes the method used to schedule classes for school library services?**

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

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

- 0
- 1–5
- 6–10
- 11–20
- 21 or more

## Library's Physical Space

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

## Library's Virtual Presence

Did the school library have:

Description	Answer
22. A library website with or without access to online library catalog	<input checked="" type="checkbox"/> With <input type="checkbox"/> Without <input type="checkbox"/> Not applicable (school library did not have website)
23. Collaboration software (e.g., SharePoint, Google Drive, Teams etc.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24. Was your library program promoted via social media?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

## Computers/Devices

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

25. **How many computers were housed in and available in your school library for direct instruction and/or student use during library programs?** (This would include tablets and/or Chromebooks that were available for use in the library and not carts of devices that are checked out to teachers or classroom.)  
5

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

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

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

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

## RESOURCES: School Library Collection

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

### Overall Collection

28. **Did you have a library management system (e.g., Follett Destiny, Alexandria, etc.)?**

- Yes
- No

**Do you have access to run reports in the library management system or do you know who to ask to run reports?**

- Yes  
 No

29. Enter the number of print books in the school library collection at the end of the 2022–23 academic year. Include reference books in your count, and count each reference volume as one.

- 2,499 or less  
 2,500–4,999  
 5,000–7,499  
 7,500–9,999  
 10,000–12,499  
 12,500–14,999  
 15,000–17,499  
 17,500–19,999  
 20,000–22,499  
 22,500–24,999  
 25,000–27,499  
 27,500–29,999  
 30,000–34,999  
 35,000 or more

30. Were electronic book (e-Book) titles purchased for library use during the 2022–23 academic year?

- Yes  
 No  
 Not Applicable

31. Enter the number of subscriptions to magazines and newspapers during the 2022–23 academic year (count subscriptions, not individual titles or issues).

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

## Age of Collection

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

- Count the number of books in all of the Dewey section being surveyed.
- Next, add the copyright dates of all the books in the Dewey section being surveyed.
- Divide the sum of the copyright dates by the total number of books in the Dewey section being surveyed.
- Enter whole numbers only. Do not use letters, words, or any form of punctuation.
- Example: Assuming you had only six books in the Dewey section being surveyed and their copyright dates were 1984, 1992, 2001, 2005, and two books from 2011, then:  $1984 + 1992 + 2001 + 2005 + 2011 + 2011 = 12,004$ . Then  $12,004 \div 6 = 2001$  (rounded off to a whole number).
- Correct entry: 2001.
- If there is no possible way for you to calculate the average age, then answer 0000.

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

Average copyright date of “Native American” books. Round off to a four digit year. 1984

33. Enter the average copyright date of the books in your whole collection. Include books in the circulating section, reference section, and the digital titles owned by the library.

Average copyright date of books in your whole collection. If you cannot calculate the average age of the whole collection using the library management system, then answer with 0000. Round off to a four digit year. 2002

## Licensed Databases

34. Did your library offer access to any online subscription information databases for students in the 2022–23 academic year? This question does not apply to databases offered by the local public library, California’s K–12 Online Resources, or search engines.

Examples of subscription information databases include: EBSCO *Ultra*, *World Book Online*, etc.

Yes  No  I am not sure

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

Yes  No  I am not sure

## 2022–23 Budget

Answer these questions to the best of your ability. This is an excellent section to sit down and discuss with your principal. If you are uncertain of an answer, then we encourage you to work with your principal and/or office staff to answer questions related to how the school funded and supported the library program.

36. a) How much money was spent in the school library for the purchase of library books during the 2022–23 academic year? Include both print titles and digital titles (eBooks that you own). Include processing costs if purchased with library books.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000–\$29,999
- \$30,000–\$34,999
- \$35,000–\$39,999
- \$40,000–\$44,999
- \$45,000–\$49,999
- \$50,000 or more
- I am not sure

b) Was the budget to purchase library books provided at the site level and/or the district level? Both

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

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

**Correct entry:** 150000.

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

No response

38. a) How much money was spent in the school library for the purchase of library materials other than books during the 2022–23 academic year? Include periodicals (paper or electronic), technology and media resources, online subscriptions to resources, and related equipment. Do not include salaries, conference expenses, routine supplies, maintenance agreements, district purchases of shared electronic databases, etc.

- No Budget
- Less than \$1,000
- Less than \$2,000
- Less than \$3,000
- Less than \$4,000
- Less than \$5,000
- \$5,000–\$9,999
- \$10,000–\$14,999
- \$15,000–\$19,999
- \$20,000–\$24,999
- \$25,000 or more
- I am not sure

b) Was the budget to purchase library materials other than books provided at the site level and/or the district level?

Both

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

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

**Correct entry:** 150000.

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



No response

40. Check one or more of the following funds used to purchase library materials during the 2022–23 academic year.

- General/LCFF (district or site)
- State Lottery Funds
- Fundraising (parent groups, book fairs, etc.)
- Title I (federal)
- Local Bond Measure
- Start-up Funds (special reserve fund)
- CARES Act Funds
- Other (One-time discretionary grants to districts, etc.)
- None of the above
- I am not sure

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

- Yes
- No

Was the library funding tied to your LCAP?

- Yes
- No

## Curriculum and Instruction

### General Programming

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

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

- Yes
- No

43. When was the last time library staff job descriptions were updated and approved? (if you do not know the answer or where to find it, then answer "not sure")

2007

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

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

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

If no training or professional development is offered at the district level, would you be interested in learning about opportunities to improve your skills?

- Yes
- No

### Basic Services

This section of questions asks about general services and basic instruction that might be performed by any and all library staff regardless of credential and/or title. If you work in the library at multiple sites, or work part time in the library and part time in another area on campus and/or work less than full time, then we do not expect to see all of these services being provided. The questions reflect the ideal based on the *Model School Library Standards*, and with limited staffing and hours it is not possible to provide the ideal program.

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

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

46. What was the average number of classes that had a library session in a typical week? 22

47. A typical/average class session lasted:

- 5-20 minutes or less
- 21-30 minutes
- 31-45 minutes
- 46-60 minutes
- 61-90 minutes or block schedule
- Varied depending on class and project needs
- Not applicable - no class sessions

## Teaching Approaches

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

This section of questions aligns with the [California Commission on Teacher Credentialing – Authorizations for Librarian Services chart](#) that outlines who can provide library-related duties.

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

Question	Answer
48. Planned collaborative instructional unit with teachers	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian <input type="checkbox"/> Not part of my job description
49. Taught students how to be digitally literate	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input checked="" type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian <input type="checkbox"/> Not part of my job description
50. a) Managed the library, including collection development, analysis of the collection (e.g., overall age and relevance; diversity, equity, & inclusion representation), and supervision of ordering	<input type="checkbox"/> Select One... <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per week <input checked="" type="checkbox"/> 2–3 times per month <input type="checkbox"/> Once per month <input type="checkbox"/> Less than once per month <input type="checkbox"/> Never <input type="checkbox"/> With guidance and support from district librarian <input type="checkbox"/> Not part of my job description

**b) Our collection development included weeding, de-selection, and withdrawals**

- Select One...
- More than once per week
- Once per week
- 2–3 times per month
- Once per month
- Less than once per month
- Never
- With guidance and support from district librarian
- Not part of my job description

**51. What entity managed the collection?**

- Schoolsite
- District
- Count Office of Education
- Agreement with public library

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

- Yes
- No

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

No response

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

- Aligned the standards to our library instruction.
- Embedded the standards into the curriculum.
- While we were familiar with the standards, we did not use them to guide instruction.
- We were not familiar with these standards.
- Familiar with the standards and implementation, but instruction is not part of my job description.

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

- Yes
- No

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

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

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

No response

These final few questions are new and based on feedback you shared. It is clear from your comments that you are doing many things within your workday as well as outside your workday. Some of these activities/duties have a direct positive impact on your students and school community, while others take time away from working directly with students and teachers.

**55. a) Library staff was responsible for distribution, tracking, and management of assets (check all that apply):**

- Laptops, Chromebooks, and/or Tablets (this does not include devices or computers used exclusively in the library)
- Textbooks
- Musical Instruments
- Other
- Not applicable, staff were not responsible for tracking assets

**b) Choose the description that best summarizes the amount of time staff spent distributing, tracking, and managing assets:**

- 75 percent or more of staff time was spent managing assets
- 50–74 percent of staff time was spent managing assets
- 25–49 percent of staff time was spent managing assets
- 10–24 percent of staff time was spent managing assets
- Less than 10 percent of staff time was spent managing assets
- Not applicable, staff was not responsible for assets

56. Was library staff pulled from the library to assist in another position as needed (e.g., substituting or covering classes, filling in for support staff, etc.)?

- Yes
- No

Approximately how many times a year was staff pulled from the library?

4

57. a) Library staff supported literacy by providing some of the following services, and/or offering extra activities (check all that apply):

- Coached Battle of the Books Team (or similar reading team event)
- California Young Reader Medal (CYRM)
- Book Clubs
- Book Fairs
- Hour of Code
- MakerSpace Club
- Family literacy events
- Supported Social, Emotional, Learning (SEL) by providing a safe, welcoming space
- Worked on Diversifying the collection
- Other
- Not applicable, possibly due to limited hours or too many other duties

b) Which best describes when staff offered these services?

- During the regular work hours
- Volunteered time after work hours
- Combination of regular work hours and volunteer time
- Other
- Not Applicable

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

No response

## Contact Information

### Respondent Information

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

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

**Name:** Suzanne Butler  
**Email:** sbutler@orcutt-schools.net  
**Phone:** 805-938-8500

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

California Department of Education  
1430 N Street  
Sacramento, CA 95814

Web Policy



## EDUCATIONAL SERVICES MEMORANDUM

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

FROM: Joe Dana  
Assistant Superintendent, Educational Services

BOARD MEETING DATE: April 17, 2024

BOARD AGENDA ITEM: Adoption of Santa Barbara County Plan for Expelled Pupils, Triennial Update, 2024-2027

BACKGROUND: When Section 48926 of the California Education Code requires the County Superintendent of Schools, in conjunction with superintendents of the school districts within the County, to develop a plan for providing services to expelled pupils.

The county-wide plan shall:

- Enumerate existing educational alternatives;
- Identify gaps in educational services;
- Identify plans for filling those service gaps; and
- Identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their required rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Local governing boards are asked to accept and acknowledge the plan to address the needs of all expelled students in Santa Barbara County, as required by Education Code Section 48926.

RECOMMENDATION: Staff recommends that the Board of Trustees accept and acknowledge the Santa Barbara County Plan for Expelled Students.

FUNDING: No impact.

**SANTA BARBARA COUNTY**

**PLAN FOR EXPELLED STUDENTS**

**TRIENNIAL UPDATE 2024-27**

**SBCEO Board Approval: June 20, 2024**



**Santa Barbara County Education Office**

**Dr. Susan Salcido, Santa Barbara County Superintendent of Schools**

4400 Cathedral Oaks Road, Santa Barbara, CA 93110

(805) 964-4711 [www.sbceo.org](http://www.sbceo.org)

**Collaborative Plan By:**

Ballard School District  
Blochman Union School District  
Buellton Union School District  
Carpinteria Unified School District  
Cold Spring School District  
College School District  
Cuyama Joint Unified School District  
Goleta Union School District  
Guadalupe Union School District  
Hope School District  
Lompoc Unified School District  
Los Olivos School District  
Manzanita Charter School  
Montecito Union School District  
Olive Grove Charter School  
Orcutt Union School District  
Peabody Charter School  
Santa Barbara Charter School  
Santa Barbara County Education Office  
Santa Barbara Unified School District  
Santa Maria-Bonita School District  
Santa Maria Joint Union High School District  
Santa Ynez Valley Union High School District  
Solvang School District  
Trivium Charter School  
Vista del Mar Union School District



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## ***Legal Requirements of a Countywide Expulsion Plan***

California Education Code (EC) Section 48916.1(a) provides that, at the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an education program is provided to the pupil during the expulsion period. EC Section 48926 requires county superintendents, in conjunction with district superintendents within the county, to develop a plan for providing education services to all expelled pupils in that county. The initial plan was to be adopted by the governing board of each school district within the county and by the county board of education and submitted to the State Superintendent of Public Instruction (SSPI) in 1997. EC Section 48926 also requires that each county superintendent of schools, in conjunction with district superintendents in the county, submit a triennial update to that plan to the SSPI.

EC Section 48926 provides that:

The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and provide strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

### **Countywide Plan Requirements and Recommendations**

The recommended content of the Countywide Plan must address additional, more detailed questions that were raised and supported by the State School Attendance Review Board and Student Programs and Services Steering Committee of the California County Superintendents Educational Services Association. These questions concern behavioral intervention approaches used to minimize the number of suspensions and expulsions, including a focus on how such practices may impact the disproportionate number of minority students being suspended or expelled.

1. The Countywide Plan must list and describe the educational alternative currently available for expelled students. It is recommended that the plan also describe strategies for improvement during the next three years, including:
  - a. Any behavioral intervention practices, at the site and district levels, and options used to:
    - i. Minimize the number of suspensions leading to expulsions
    - ii. Minimize the number of expulsions being ordered
    - iii. Support students returning from expulsions
  - b. Specific explanation of how these practices relate to any disproportionate representation of minority students in such interventions.

2. The Countywide Plan must address gaps in educational services and strategies for filling them. If a 2021 Countywide Plan identified gaps in educational services to expelled pupils, it is recommended the 2024 plan include the following information regarding the implementation of strategies outlined for filling those service gaps:
  - a. Were the strategies successful or not? If not, explain why and how they were or were not successful.
  - b. Were any additional strategies implemented? If so, explain why and how they were or were not successful.
3. Identify alternative placements for pupils who are expelled and placed in a district community day school program but who fail to meet the terms and conditions of their rehabilitation plan or pose a danger to other district pupils, as determined by the governing board.

The countywide plans require a regional perspective. Discuss the articulation and coordination between school districts and the county office of education in providing educational placements for expelled pupils. The desired outcome is to ensure that appropriate educational placement options are available for students who have been expelled, as well as other at-promise students. This will also result in:

- Closing the achievement gap
- Decreasing the dropout rate
- Increasing the graduation rate

In addition, under the Local Control Funding Formula (LCFF), county offices of education are required to adopt a Local Control and Accountability Plan (LCAP) for county-operated schools and programs which includes goals, actions, and expected measurable outcomes in 10 state priority areas for all pupils and subgroups of pupils identified in EC Section 52052. Included among the priorities, a county office LCAP must address how it will coordinate the instruction of expelled students under EC Section 48926. Thus, the Countywide Plan will contribute to the information presented in the LCAP and provide a regional perspective on meeting the needs of expelled pupils.

### ***Santa Barbara County Demographic Profile***

Santa Barbara is a culturally rich and diverse county that includes twenty independent school districts, 10 charter schools, and one county education office. Each school district operates under the leadership of its own governing board. Santa Barbara County is comprised of:

- 14 Elementary School Districts
- 2 High School Districts
- 4 Unified School Districts
- 10 Charter Schools

Nearly 67,000 Transitional Kindergarten - 12<sup>th</sup> grade students are educated in Santa Barbara County’s public schools.

**Table 1.1 Student Demographics in the County for 2022-23**

Year	Total	African American	American Indian and Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
20-21	67,470	522	238	1004	671	48,068	70	14,437	1,854	606
21-22	67,137	528	236	944	641	48,321	61	13,962	1,909	535
22-23	66,758	510	245	942	596	48,382	54	13,476	1,901	652

Approximately 44,000 (66%) of our county’s students are considered low-income, which is an increase of 6% in the past three years and is consistently higher than the statewide average. In 2022-23, Santa Barbara County educated 7,626 homeless youth and 265 foster youth. This means that approximately one in ten Santa Barbara County students fell into the category of homeless or foster youth. Santa Barbara County’s rate of homeless youth is more than 3.5 times that of the state average.

**Table 1.2 Number of English Learners by Language Designation 2022-23**

Grade	English Learners			RFEP	Total (Ever-EL)
	EL 0-3 Years	EL 4-5 Years	EL 6+ Years		
Kindergarten	2,444	0	0	1	2,445
1	2,067	0	0	47	2,114
2	2,007	1	0	125	2,133
3	1,588	426	0	174	2,188
4	128	1,689	2	392	2,211
5	143	1,169	347	859	2,518
6	117	54	1,164	1,236	2,571
7	99	45	821	1,694	2,659
8	110	46	674	1,753	2,583
9	99	43	472	2,108	2,722
10	100	53	436	2,190	2,779
11	142	46	388	2,319	2,895
12	89	46	387	2,414	2,936
<b>Total County</b>	<b>9,133</b>	<b>3,618</b>	<b>4,691</b>	<b>15,312</b>	<b>32,754</b>

Santa Barbara has the 5th largest percentage of English Learners (ELs) among all 58 counties in California. Approximately 26% of the students in Santa Barbara County are ELs, which translates to 17,442 students. Spanish is the home language for 83% of our county’s ELs, followed by Mixteco at 14%. The table above reflects the variety of our ELs, including our Redesignated Fluent English Proficient (RFEP) students by grade level for 2022-23.

**Table 1.3 Four-Year Adjusted Graduation Rate by Ethnicity**

	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>African American</b>	80.6%	94.6%	94.6%
<b>American Indian and Alaskan Native</b>	81.0%	76.9%	86.7%
<b>Asian</b>	94.4%	95.6%	98.8%
<b>Filipino</b>	94.1%	97.0%	95.6%
<b>Hispanic or Latino</b>	89.4%	91.8%	90.8%
<b>Pacific Islander</b>	*	*	*
<b>White</b>	90.4%	94.6%	94.7%
<b>Two or More Races</b>	86.5%	96.4%	88.3%
<b>Not Reported</b>	*	*	*
<b>Total</b>	89.5%	92.7%	91.8%
<b>Statewide</b>	83.6%	87.0%	86.2%

*\*To protect student privacy, data are suppressed (\*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less. Additionally, on the Ethnicity reports, "Not Reported" is suppressed, regardless of actual cell size, if the student population for one or more other ethnicity groups is suppressed*

According to 2022-23 data, the graduation rate in Santa Barbara County is consistently higher than the state average. A gap in graduation rate continues to exist between white students and the student groups of Hispanic or Latino, American Indian and Alaskan Native, and Two or More Races; the gap has reduced since the 2020-21 school year. The high school dropout rate in Santa Barbara County is 4.3% (2022-23) and has dropped significantly since the 2019-2020 school year, and remains lower than the state average (8.2%). Although the high school dropout rate has decreased over the years, Hispanic or Latino students continue to have a higher dropout rate than the County average (4.9%).

### Santa Barbara County Suspensions

In 2022-23, schools in Santa Barbara County reported 4,088 suspensions. The majority of these offenses were violence without injury (1,879), violence with injury (854), and Illicit Drug Related (815). The table below disaggregates suspension types and suspension rate by school district.

**Table 1.4 Santa Barbara County suspensions by district for 2022-23**

Name	Total Suspensions	Suspension Rate	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
Ballard Elementary	0	0.0%	0	0	0	0	0	0
Blochman Union Elementary	9	0.6%	0	7	1	1	0	0
Buellton Union Elementary	8	1.3%	0	6	0	1	0	1
Carpinteria Unified	211	5.8%	12	90	9	36	60	4
Cold Spring Elementary	0	0.0%	0	0	0	0	0	0
College Elementary	15	3.1%	3	12	0	0	0	0
Cuyama Joint Unified	2	0.6%	0	1	0	0	0	1
Goleta Union Elementary	17	0.4%	1	13	1	1	0	1
Guadalupe Union Elementary	66	3.7%	31	7	6	21	0	1
Hope Elementary	4	0.5%	0	3	1	0	0	0
Lompoc Unified	926	5.6%	130	414	45	256	50	31
Los Olivos Elementary	3	1.8%	1	1	0	1	0	0
Montecito Union Elementary	1	0.3%	1	0	0	0	0	0
Orcutt Union Elementary	340	4.7%	60	208	15	33	1	23

Name	Total Suspensions	Suspension Rate	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
Santa Barbara CEO	43	10.3%	12	24	0	0	1	6
Santa Barbara Unified	570	2.6%	127	261	29	113	17	23
Santa Maria Joint Union High	626	4.8%	343	65	42	150	17	9
Santa Maria-Bonita	1,142	4.0%	128	734	59	186	0	35
Santa Ynez Valley Union High	80	6.1%	5	33	2	24	14	2
SBE - Olive Grove Charter	0	0.0%	0	0	0	0	0	0
Solvang Elementary	25	3.2%	5	12	2	3	0	3
Vista del Mar Union	0	0.0%	0	0	0	0	0	0
County Wide	4,088	3.8%	859	1,891	212	826	160	140
State Wide	337,507	3.6%	54,834	172,501	13,015	63,270	21,720	12,167

### Santa Barbara County Expulsions

In 2022-23, schools in Santa Barbara County reported 86 expulsions, which is 21 more expulsions from the previous year. The majority of these offenses were violence with injury (57), violence without injury (14), and Weapons Possession (10). The Santa Barbara County expulsion rate of 0.13% is above the statewide expulsion rate of 0.08%. The table below disaggregates expulsion type and expulsion rate by school district.

**Table 1. 5 Santa Barbara County expulsions by district for 2022-23**

Name	Total Expulsions	Expulsion Rate	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
Ballard Elementary	0	0.0%	0	0	0	0	0	0
Blochman Union Elementary	0	0.0%	0	0	0	0	0	0

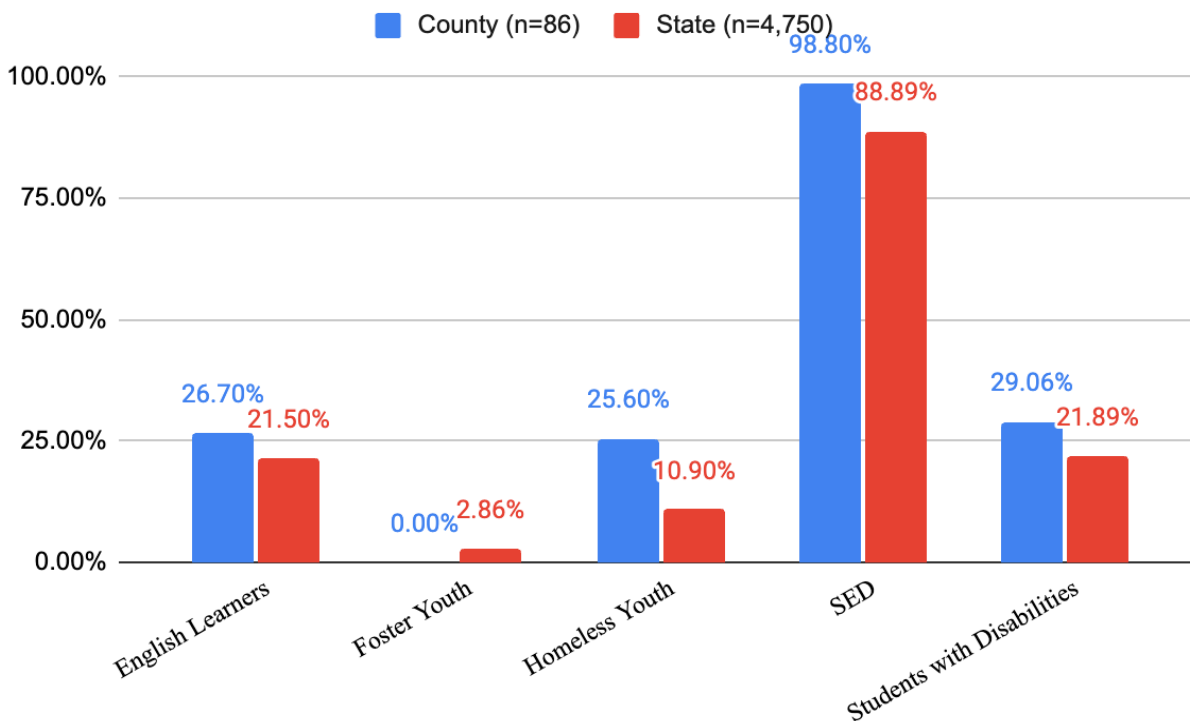
Name	Total Expulsions	Expulsion Rate	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
Buellton Union Elementary	0	0.0%	0	0	0	0	0	0
Carpinteria Unified	10	0.48%	5	2	2	0	1	0
Cold Spring Elementary	0	0.0%	0	0	0	0	0	0
College Elementary	0	0.0%	0	0	0	0	0	0
Cuyama Joint Unified	0	0.0%	0	0	0	0	0	0
Goleta Union Elementary	0	0.0%	0	0	0	0	0	0
Guadalupe Union Elementary	0	0.0%	0	0	0	0	0	0
Hope Elementary	0	0.0%	0	0	0	0	0	0
Lompoc Unified	12	0.12%	10	0	1	1	0	0
Los Olivos Elementary	0	0.0%	0	0	0	0	0	0
Montecito Union Elementary	0	0.0%	0	0	0	0	0	0
Orcutt Union Elementary	0	0.0%	0	0	0	0	0	0
Santa Barbara CEO	0	0.0%	0	0	0	0	0	0
Santa Barbara Unified	17	0.12%	5	8	2	2	0	0
Santa Maria Joint Union High	45	0.47%	36	3	5	1	0	0
Santa Maria-Bonita	1	0.01%	0	1	0	0	0	0
Santa Ynez Valley Union High	1	0.11%	1	0	0	0	0	0



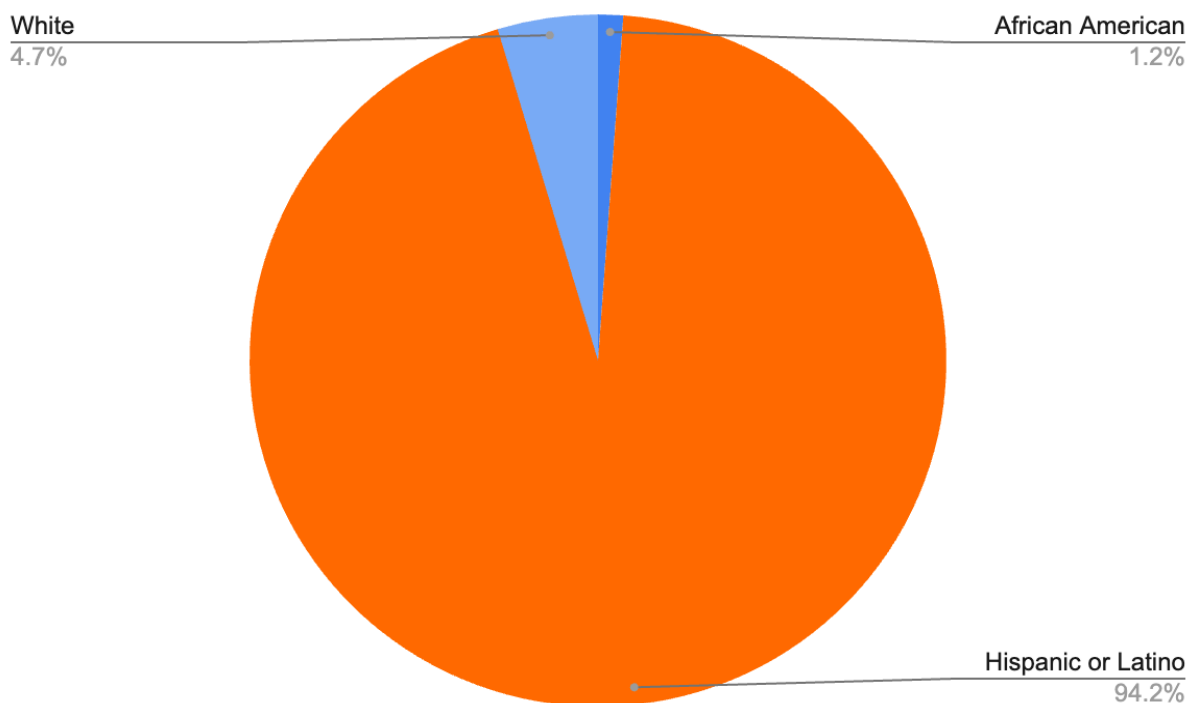
Name	Total Expulsions	Expulsion Rate	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
SBE - Olive Grove Charter	0	0.0%	0	0	0	0	0	0
Solvang Elementary	0	0.0%	0	0	0	0	0	0
Vista del Mar Union	0	0.0%	0	0	0	0	0	0
County Wide	86	0.13%	57	14	10	4	1	0
State Wide	4,750	0.08%	1,555	1,347	690	1,043	14	101

The disaggregated expulsion data for 2022-23 shows that the significant majority of the expulsions are Hispanic or Latino (94.2%) and Socio-Economically Disadvantaged (98.8%) students. Additionally, our expulsion rate for the unduplicated student groups is higher than the state for all categories, except for foster youth. Please see the following graphs that illustrate expulsions by student group and ethnicity.

**Table 1.6 County and State Expulsions by Student Group (duplicated) for 2022-23**



**Table 1.7 County Expulsions by Ethnicity (Unduplicated) for 2022-23**



***Best Practice Intervention Strategies***

In Santa Barbara County, districts utilize a variety of evidence-based prevention and intervention programs to support at-risk youth, promote positive outcomes, and mitigate potential disruption to the educational process. These strategies are also used to reduce the disproportionality of the use of exclusionary discipline between student groups. Listed below are some of the promising practices employed by Santa Barbara County schools:

- Attendance Interventions**  
 Each district operates its own process for handling truancy, many of which operate School Attendance Review Boards (SARB). The program enforces the law regarding compulsory education, and also includes prevention and intervention dedicated to identifying the root causes of truancy. Many districts focus on the multi-step process when working with students and families to improve student attendance. It is the high-level engagement with the families that often leads to positive results.
- College and Career Opportunities**  
 College and career opportunities and guidance are important student supports that foster student advocacy and goal-setting. College and career opportunities include building awareness regarding options; helping students create goals and develop plans; helping students with skill sets such as resume writing, interviewing, and developing professional

work habits; providing Career Technical Education (CTE) coursework; helping students gain professional certifications; and helping students gain internships and employment opportunities. Additionally, many of our junior high and high schools have Advancement Via Individual Determination (AVID) programs. The AVID program targets students in the academic middle who have the desire to go to college and the willingness to work hard. AVID places academically average students in advanced classes and provides them with an elective class designed to prepare them to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities to enroll in four-year colleges.

- **Behavioral Health Support**

Behavioral health support comes in a variety of strategies that include schoolwide preventive measures such as universal screening and education. Most of our schools offer group and individual counseling led by licensed therapists. Additionally, many of our high schools have a Wellness Center for students to use on a regular basis.

- **Mentorship**

A mentorship program provides mentors, which can be college-age, peer, or community members, for students. Mentor programs provide students the opportunity to gain and refine important skills, such as problem-solving, interpersonal, and critical thinking. Often mentor programs include goal-setting, guidance for the future, and the opportunities to develop a relationship with a trusting adult.

- **Multi-Tiered Systems of Support (MTSS)**

MTSS is an integrated, comprehensive framework that focuses on improving academic, social/emotional, and behavioral outcomes for students. Attention is focused on creating and sustaining Tier 1 supports (all students), Tier 2 supports (identified students), and Tier 3 supports (individualized) to strategically address student needs in schools and districts.

- **Positive Behavior Intervention and Support (PBIS)**

PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum designed to promote a positive and safe school climate. In this model, effective classroom management is essential for supporting teaching and learning.

- **Prosocial Engagement Opportunities**

Making sure that students have a variety of activities and opportunities to select from during non-instructional time is critical to supporting the development of prosocial skills, strengthening interpersonal relationships, and fostering a sense of belonging. Some of our elementary schools ensure that there are plenty of structured and supervised activities during recess. Many high schools have robust athletic programs and student-led clubs.

- **Restorative Justice**

Restorative Justice involves practices that focus on problem solving and based on three basic concepts: when crime (or wrongdoing) occurs, the focus is on the harm that has been done to people and relationships; when harm has been done, obligations are created; and the way forward involves the wrongdoer engaging in efforts to heal the harm and put things right. It requires students to think about themselves and how they deal with others in their

community and to work on developing healthy relationships by learning how to manage conflict in a healthy manner.

- **Social Emotional Learning (SEL)**

SEL is the process through which young people and educators acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

- **Trauma Informed Practices**

Trauma Informed Practices is an organizational structure and treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma. Traumatic stress can arise from a variety of sources, including bullying and exposure to events such as divorce or homelessness. In a trauma-informed school, adults are prepared to recognize and respond to those who have been impacted by traumatic stress. The goal is to not only provide tools to cope with extreme situations but to create an underlying culture of respect and support.

### ***Educational Options for Expelled Youth by District***

A student whose behavior has resulted in an expulsion is provided a rehabilitation plan which ensures placement in an educational program. The school district of residence continues to maintain responsibility for developing rehabilitation plans for their expelled students and ensuring that educational programs are provided to expelled students (EC 48915).

In order to ensure the needs of expelled and at-risk students, the following educational options, as approved by local district governing boards, are provided. However, all educational alternatives provided by Santa Barbara County school districts are not available to all expelled students. The type of offense, location of offense, grade level and nature of the student's individualized needs all have the potential to affect the educational alternatives available to the student during the period of expulsion.

Expelled students for specific offenses outlined in Section 48915(a) or (c) of the California Education Code cannot enroll in district-operated programs during expulsion, except for community day schools (E.C. 48915.2). All expelled students must be referred to an educational placement that can accommodate discipline issues, located away from comprehensive middle, junior, or senior high schools, and not at the site where the offense occurred (E.C. 48915).

Furthermore, district size, alternatives at the district and county levels, Local Control Accountability Plans, and district philosophy are additional factors influencing a governing board's decisions on suitable educational alternatives for expelled students. The table below details the educational options for expelled youth by district.

<b>District</b> (enrollment for 22-23 school year)	<b>District Educational Options for Expelled Youth</b>
<b>Ballard School District</b> Enrollment: 118	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p><i>Ballard's small size and remote geographic location limit expulsion options; the Ballard District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<b>Blochman Union School District</b> Enrollment: 189	<p>Expulsion with subsequent transfer to another district.</p> <p>Expulsion with subsequent transfer to a charter school.</p> <p><i>The Blochman District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<b>Buellton Union School District</b> Enrollment: 519	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p>Expulsion, suspended order, with subsequent transfer to a charter school.</p> <p>Expulsion, suspended order, with subsequent transfer to private school. Parents are responsible for the cost of school.</p> <p>Expulsion, suspended order, with subsequent transfer to another district.</p> <p>Expulsion with subsequent transfer to another district.</p>

	<p>Expulsion with subsequent transfer to a private school. Parents are responsible for the cost of school.</p> <p><i>Buellton Union School District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<p><b>Carpinteria Unified School District</b> Enrollment: 2,010</p>	<p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p>In grades TK-5, there is no expulsion. Other means are used to support the student.</p>
<p><b>Cold Spring School District</b> Enrollment: 193</p>	<p>Expulsion, suspended order, with placement on the same campus.</p> <p><i>The Cold Spring School District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<p><b>College School District</b> Enrollment: 193</p>	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p>Expulsion, suspended order, with subsequent transfer to a charter school.</p> <p>Expulsion, suspended order, with subsequent transfer to private school. Parents are responsible for the cost of school.</p> <p>Expulsion, suspended order, with subsequent transfer to another district.</p> <p><i>The College School District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<p><b>Cuyama Joint Unified School District</b> Enrollment: 182</p>	<p>Expulsion, suspended order, with placement in district continuation school, if the student is over 16 years old and the parent consents.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is</p>

	<p>an appropriate alternative for the student and the parent consents.</p>
<p><b>Goleta Union School District</b> Enrollment: 3,416</p>	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order, with placement on a different school campus within the district.</p> <p>Expulsion, suspended order, with subsequent transfer to another district.</p> <p>Expulsion with subsequent transfer to another district.</p> <p><i>The Goleta Union School District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<p><b>Guadalupe Union School District</b> Enrollment: 1,279</p>	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p>Expulsion, suspended order, with subsequent transfer to another district.</p> <p>Expulsion with subsequent transfer to a private school. Parents are responsible for the cost of school.</p> <p>When needed, there is a possibility to work with a neighboring district that funds the County Community School to allow for a student to attend.</p>
<p><b>Hope School District</b> Enrollment: 839</p>	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order, with placement on a different school campus within the district.</p> <p><i>The Hope School District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<p><b>Lompoc Unified School District</b> Enrollment: 9,514</p>	<p>Expulsion with subsequent transfer to another district.</p> <p>Expulsion with referral to the district’s Community Day School.</p>

<p><b>Los Olivos School District</b> Enrollment: 163</p>	<p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p><i>Los Olivos's small size and remote geographic location limit expulsion options; the Los Olivos District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<p><b>Montecito Union School District</b> Enrollment: 353</p>	<p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p>Expulsion, suspended order, with subsequent transfer to private school. Parents are responsible for the cost of school.</p> <p>Expulsion with subsequent transfer to another district.</p> <p>Expulsion with subsequent transfer to a private school. Parents are responsible for the cost of school.</p> <p><i>The Montecito Union School District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<p><b>Orcutt Union School District</b> Enrollment: 4,717</p>	<p>Expulsion, suspended order, with placement on a different school campus within the district.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p>When needed, there is a possibility to work with a neighboring district that funds the County Community School to allow for a student to attend.</p>
<p><b>Santa Barbara Unified School District</b> Enrollment: 13,647</p>	<p>Expulsion, suspended order, with placement on a different school campus within the district.</p> <p>Expulsion to an alternative program within the district.</p>
<p><b>Santa Maria-Bonita School District</b> Enrollment: 16,703</p>	<p>Expulsion, suspended order, with placement on a different school campus within the district.</p> <p>Expulsion with referral to the County Community School.</p>



<p><b>Santa Maria Joint Union High School District</b> Enrollment: 9,251</p>	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order, with placement on a different school campus within the district.</p> <p>Expulsion, suspended order, with placement in district continuation school, if the student is over 16 years old and the parent consents.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p>Expulsion, with referral to County Community School.</p>
<p><b>Santa Ynez Valley Union High School District</b> Enrollment: 853</p>	<p>Expulsion, suspended order, with placement in district continuation school, if the student is over 16 years old and the parent consents.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p>
<p><b>Solvang School District</b> Enrollment: 593</p>	<p>Expulsion, suspended order, with subsequent transfer to another district.</p> <p>Expulsion with subsequent transfer to another district.</p> <p><i>The Solvang School District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<p><b>Vista del Mar Union School District</b> Enrollment: 39</p>	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p><i>Vista del Mar's small size and remote geographic location limit expulsion options; the Vista del Mar Union District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>

## ***Educational Options for Those Students that Fail to Meet Their Terms and/or Continue to be a Safety Issue***

Although uncommon, if a student fails to complete their rehabilitation plan and/or poses a safety concern, most districts maintain the student in their current educational placement. Depending on the district's location, collaboration with a nearby district or charter school may be considered for an appropriate educational alternative. Staff will also assess the existing rehabilitation plan, ensuring interventions are effective in equipping the student with the skills needed to return to their original school or another within the district. This assessment may involve creating a behavior support plan, conducting a threat assessment, a Special Education assessment, or providing additional support to the family.

### ***County Community School and Community Day School Overview***

#### **County Community School - Peter G. FitzGerald**

Peter G. FitzGerald County Community School is located in Santa Maria and provides an educational option for the expelled youth in the Santa Maria-Bonita School District and Santa Maria Joint Union School District. The main goal for the school is to support students in successfully completing their rehabilitation plan so that they are able to return to their school of residence in as little as a semester. Additionally, FitzGerald is able to support students if they do not meet their rehabilitation plan in the expected time.

Services included at FitzGerald:

- A safe and clean school site that includes a gym for their physical education courses.
- Teacher support and academic guidance that includes an Individualized Learning Plan.
- Guidance from a College and Career Counselor and Youth Outreach Mentor.
- Small class sizes that include paraprofessional support.
- Expulsion rehabilitation plan support that includes counseling and community service opportunities.
- Anywhere Learning System (PEAK) online credit recovery coursework.
- English Learner support through trained teachers and specialized curriculum.
- Career Technical Education courses taught by a CTE-credentialed teacher.
- Opportunities to participate in learning and recreational activities through community partnerships.
- Opportunities for parent involvement through parent/teacher conferences, workshops, and participation on advisory committees.

Many students enrolled at FitzGerald have trauma related to conditions such as poverty, domestic violence, gang affiliation, substance abuse, and sexual abuse. FitzGerald provides comprehensive

counseling support through collaboration with the Council on Alcohol and Drug Abuse (CADA), Family Service Agency (FSA), and One Community Action as shown in the following table.

COUNSELING SERVICES	AGENCY/PROVIDER
Drug & Alcohol	Council on Alcohol and Drug Abuse (CADA)
Individual Counseling	Council on Alcohol and Drug Abuse (CADA) & Family Service Agency (FSA)
Group Counseling	One Community Action

**Referral Process**

FitzGerald serves students in grades 7-12 under a Memorandum Of Understanding (MOU) with two local school districts, Santa Maria–Bonita School District and Santa Maria Joint Union High School District. Both districts refer expelled students.

When a district submits a referral to FitzGerald, it must include the following supporting documents to support the transition:

- Transcript
- All testing records (SBAC, CELDT, ELPAC, etc.)
- Immunization records w/ TDAP
- Discipline/behavior records
- School attendance records
- Expulsion documents
- Rehabilitation plan to return to district

Upon receipt of a referral completed packet, staff at FitzGerald will contact the parent/guardian to arrange an enrollment and orientation meeting. The enrollment and orientation meeting includes support in completing the necessary enrollment paperwork as well as a tour of the school campus. Once the parent/guardian and student have completed the enrollment and orientation process, the student can begin school the following day or in certain circumstances the same day.

**Transition Back to Home District**

Students typically transition back to their district of residence at the end of the semester. However, their exact timeline is based on the type of placement and whether or not the student has successfully completed their rehabilitation plan. Staff at FitzGerald work closely with the staff at the home school of the student to ensure a smooth transition. This may also include virtual meetings between the student, FitzGerald staff, and the staff at the home school.

**Community Day School, Lompoc Unified School District - Bob Forinash**

Bob Forinash Community Day School is located in the city of Lompoc and provides an educational option for Lompoc Unified School District students in grades 7-12 who have been expelled, transitioning from the juvenile hall, and for those referred by the Alternative Placement Committee (APC). The main goal of the school is to support students in successfully completing their rehabilitation plan so that they are able to return to their school of residence or another school in the district in as little as a semester. Additionally, the school is able to support students if they do not meet their rehabilitation plan in the expected time.

Services included at Bob Forinash:

- A safe and clean school site that includes outdoor areas for their physical education courses. Additionally, they have partnered with Parks and Recreation to have access to the gym at the City Parks and Recreation Building named Anderson.
- Teacher support and academic guidance that includes an Individualized Learning Plan.
- Guidance from a College and Career Counselor who also provides Social Emotional Learning support.
- An Outreach Liaison that works with families, conducting home visits and connecting families to services in the community.
- Small class sizes that include paraprofessional support.
- Expulsion rehabilitation plan support that includes counseling and community service opportunities.
- Online credit recovery coursework through the APEX program.
- English Learner support through trained teachers and specialized curriculum.
- Opportunities to participate in learning and recreational activities and field trips with community partners, including college visits.
- Opportunities for parent involvement through parent/teacher conferences, workshops, and participation on advisory committees.

Many students enrolled at Bob Forinash have trauma related to conditions such as poverty, domestic violence, gang affiliation, substance abuse, and sexual abuse. Therefore, the school provides comprehensive counseling support in partnership with the following community-based organizations: YOR Place, Family Service Agency (FSA), and CommUnify.

COUNSELING SERVICES	AGENCY/PROVIDER
Drug & Alcohol	YOR Place
Individual Counseling	Family Service Agency and CommUnify
Group Counseling	Family Service Agency and YOR

**Referral Process**

Students are referred to Bob Forinash through the expulsion process or by the Alternative Placement Committee (APC). The APC is made up of appointed district staff that review student information and referrals from school sites. The APC follows specific processes in district Board Policies and Administrative Regulations to make sure that the placement to Bob Forinash is appropriate. Upon receipt of a referral, staff at Bob Forinash contacts the parent to arrange an enrollment and orientation meeting. The enrollment and orientation meeting includes support in completing the necessary enrollment paperwork, a review of the school expectations, and a tour of the school campus. Once the parent and student have completed the enrollment and orientation process, the student can begin school the following day or in certain circumstances the same day.

**Transition Back to Home School or Another School Within the District**

Upon completion of the rehabilitation plan, students typically transition back to their school of residence or another school within the district at the end of the semester. Staff at Bob Forinash work closely with the staff at the home school to ensure a smooth transition. This includes in-person meetings between the student, Bob Forinash staff, and the staff at the home school. Additionally, the site principal of Bob Forinash will follow up with students to ensure that their transition continues successfully.

*Countywide Service Gaps*

**Identified Service Gaps in the 2024-27 Countywide Expulsion Plan**

There are two identified gaps that exist with respect to providing educational services to expelled pupils in Santa Barbara County. Below is an overview of the identified gaps and strategies to address the gaps. These strategies will be implemented during the 2024-27 school years.

Service Gaps	County/District Strategy to Address Gaps 2024-27
<b>Service Gap 1: School districts have limited placement options for expelled youth.</b>	
<p>With the exception of three school districts, Santa Maria Joint Union High, Santa Maria-Bonita, and Lompoc Unified, all of the other school districts (17 in total) have limited placement options for expelled youth.</p> <p>Many of our districts that do expel students are geographically isolated and/or located far away from the County Community School that is currently being operated through an</p>	<p>SBCEO will continue to offer support to districts in exploring creative educational placements for expelled youth. Unique solutions will be reviewed, such as a referral to other district programs, charter schools, and other available alternative placement options.</p> <p>Support school districts in researching and creating a Community Day School in their district.</p>

<p>MOU with two districts. Having students attend the County Community School (located in the northern portion of the County) and/or another school district creates transportation issues. Historically, the number of expelled students has been small in these districts and it has not been financially feasible to create special classes or schools for these students.</p> <p>Lastly, the majority of our districts (14 out of the 20) are small, elementary districts and they generally expel very few, if any, students during the course of a school year. These districts have found educational placements within their district and/or a neighboring district through the suspended expulsion process.</p>	
<p><b>Service Gaps 2: Inconsistent Practices Related to Expelled Youth between Districts and Charter Schools</b></p>	
<p>Throughout our County, there has been a high focus on supporting schools with curriculum, instruction, and inclusion. There have been many countywide opportunities that allow for networking, learning together, articulation, and collaboration. However, in the area of supporting expelled youth or those students who are experiencing exclusionary discipline at high rates, there have not been regular countywide opportunities.</p> <p>There appears to be a need for regular countywide opportunities that include workshops, collaborations, and articulations between districts and charter schools to strengthen practices, foster communication, and build capacity for staff when working with expelled youth and those students experiencing exclusionary discipline at high rates.</p>	<p>In order to understand what district and charter school leaders and staff need, a Needs Assessment will be conducted. This will help identify the topics related to the area of supporting expelled youth and those students who are experiencing exclusionary discipline at high rates.</p> <p>Based on the Needs Assessment, a learning network will be created. The learning network will include regular opportunities for staff to learn strategies and strengthen practices as they build their capacity. These opportunities will also allow for staff to network and support one another, which will improve communication and consistency of practices.</p>

**Previously Identified Service Gap from the 2021-24 Countywide Expulsion Plan**

There was one identified gap that existed with respect to providing educational services to expelled pupils in the 2021-24 countywide expulsion plan. Below is a table that lists the identified gap from the 2021-24 Countywide Plan and a review of our success in effectively implementing the strategies related to the identified gap.

Service Gap	County/District Strategy to Address Gap 2021-24	Implementation Effectiveness
<p><b>Service Gap 1: Small rural school districts have limited placement options for expelled youth.</b></p>		
<p>Small rural school districts have limited placement options for expelled youth. These districts generally expel very few students during the course of a school year. Therefore, it is difficult to have special classes available for these students. These districts are often geographically isolated, creating transportation issues that are not financially feasible.</p>	<p>The majority (14) of our 20 districts are considered small sized districts with less than 2,500 students. The small size and remote geographical location of many districts continue to limit placement options for expelled youth. While our county continues to offer a continuum of available placement options for expelled youth, options are limited due to transportation, and the availability of alternative education settings.</p> <p>To address this gap in service, SBCEO will continue to offer support to districts in exploring creative educational placements for expelled youth. Unique solutions will be reviewed, such as a referral to other district programs, charter schools, and other available alternative placement options.</p>	<p>The Santa Barbara County Education Office, specifically the Student and Community Services division, maintained availability and visibility for school districts as a thought partner and support in exploring creative educational placements for expelled youth. However, during the past three years, mostly due to the COVID pandemic, there have been very few expelled youth. There were no identified needs or requests from school districts related to expelled youth placements.</p> <p>Additionally, the County Community School which is operated under a MOU with two districts, Santa Maria Joint Union High School District and Santa Maria-Bonita School District, has grown in size. For the 2023-24 school year, SBCEO was able to meet the needs of the two districts and add two additional classrooms (one junior high and one high school) and accompanying staff.</p>

***References: Educational Codes that Relate to Suspension and Expulsion***

<b>Section</b>	<b>Title of Section</b>
Section 48900	<a href="#"><u>Enumerated acts grounds for suspension or expulsion</u></a>
Section 48900.1	<a href="#"><u>Policy requiring parent or guardian to attend portion of school day in child's classroom</u></a>
Section 48900.2	<a href="#"><u>Sexual harassment</u></a>
Section 48900.3	<a href="#"><u>Hate violence</u></a>
Section 48900.4	<a href="#"><u>Harassment, threats or intimidation directed against district personnel or pupils</u></a>
Section 48900.5	<a href="#"><u>Suspension only when other means of correction fail; exception; other means of correction defined</u></a>
Section 48900.6	<a href="#"><u>Community service</u></a>
Section 48900.7	<a href="#"><u>Terroristic threats against school officials or property</u></a>
Section 48900.8	<a href="#"><u>Offenses specifically identified in records of pupils</u></a>
Section 48900.9	<a href="#"><u>Counseling for victims and witnesses of school bullying</u></a>
Section 48901	<a href="#"><u>Smoking or use of tobacco or product containing tobacco or nicotine products</u></a>
Section 48901.1	<a href="#"><u>Provisions for charter schools</u></a>
Section 48901.5	<a href="#"><u>Electronic signaling devices</u></a>
Section 48901.7	<a href="#"><u>Policies regarding smart phones</u></a>
Section 48902	<a href="#"><u>Notification to law enforcement authorities</u></a>
Section 48903	<a href="#"><u>Total number of days for which pupil may be suspended</u></a>
Section 48904	<a href="#"><u>Parental liability for minor's misconduct resulting in injury or death or property damage</u></a>
Section 48904.3	<a href="#"><u>Withholding of grades, diploma or transcripts by district to which pupil has transferred</u></a>
Section 48905	<a href="#"><u>Action by district requested by employee against pupil or parent for injury or damage</u></a>
Section 48906	<a href="#"><u>Release of minor pupil to peace officer for purpose of removing minor from school premises</u></a>
Section 48907	<a href="#"><u>Freedom of speech and press</u></a>
Section 48908	<a href="#"><u>Duty of pupils</u></a>
Section 48909	<a href="#"><u>Notice to superintendent of district concerning commission of certain offenses by pupil</u></a>
Section 48910	<a href="#"><u>Suspension of pupil from class by teacher</u></a>
Section 48911	<a href="#"><u>Suspension of pupil by principal, principal's designee or superintendent of district</u></a>
Section 48911.1	<a href="#"><u>Assignment of pupil to supervised suspended classroom</u></a>



Section 48911.2	<a href="#"><u>Pupils suspended during prior school year exceed 30 percent of school's enrollment</u></a>
Section 48911.5	<a href="#"><u>Duties and responsibilities of site principal of contracting school providing services to individuals with exceptional needs</u></a>
Section 48912	<a href="#"><u>Closed sessions by governing board when considering suspension or disciplinary action</u></a>
Section 48912.5	<a href="#"><u>Suspension of pupil enrolled in continuation school or class</u></a>
Section 48913	<a href="#"><u>Completion of assignments or tests missed during suspension</u></a>
Section 48913.5	<a href="#"><u>Homework assignments provided to suspended pupils</u></a>
Section 48914	<a href="#"><u>Meeting with parent or guardian of suspended pupil</u></a>
Section 48915	<a href="#"><u>Enumeration of acts for which expulsion may be recommended</u></a>
Section 48915.01	<a href="#"><u>Referral of pupil to program of study at community day school</u></a>
Section 48915.1	<a href="#"><u>Hearing when pupil expelled by another district requests enrollment in school maintained by district</u></a>
Section 48915.2	<a href="#"><u>Enrollment of pupil expelled from school in another school or district</u></a>
Section 48915.5	<a href="#"><u>Suspension or expulsion of individual with exceptional needs</u></a>
Section 48916	<a href="#"><u>Readmission of expelled pupil</u></a>
Section 48916.1	<a href="#"><u>Educational program provided expelled pupil for period of expulsion</u></a>
Section 48916.5	<a href="#"><u>Enrollment in county-supported drug rehabilitation program</u></a>
Section 48917	<a href="#"><u>Suspension of enforcement of expulsion order and assignment to rehabilitation program</u></a>
Section 48918	<a href="#"><u>Procedures for expulsion of pupils</u></a>
Section 48918.1	<a href="#"><u>Notice of recommendation of expulsion when pupil foster child</u></a>
Section 48918.5	<a href="#"><u>Expulsion hearing procedures when expulsion for allegations pursuant to section 48900(n)</u></a>
Section 48918.6	<a href="#"><u>Immunity provided pupil witness</u></a>
Section 48919	<a href="#"><u>Appeal to county board when pupil expelled from school</u></a>
Section 48919.5	<a href="#"><u>Hearings in class 1 or 2 counties heard by hearing officer or impartial administrative panel</u></a>
Section 48920	<a href="#"><u>Appeal hearing heard in closed session unless public hearing requested by pupil</u></a>
Section 48921	<a href="#"><u>Appeal hearing determined upon the record of hearing before governing board</u></a>
Section 48922	<a href="#"><u>Review by county board limited</u></a>
Section 48923	<a href="#"><u>Decision of county board limited</u></a>
Section 48924	<a href="#"><u>Decision of county board final and binding</u></a>
Section 48925	<a href="#"><u>Definitions</u></a>
Section 48926	<a href="#"><u>Plan for providing education services to expelled pupils in county operating community schools</u></a>
Section 48927	<a href="#"><u>Applicability to state schools for the blind and deaf; definitions</u></a>

# Orcutt Union School District

**2023/2024 Resolution No. 12  
Week of the Teacher  
May 6-10, 2024**

**Whereas**, quality education represents society’s greatest and most lasting gift to new generations; and

**Whereas**, the future of our district depends largely on the work of dedicated and professional teachers; and

**Whereas**, teachers have the important task of helping today’s students become tomorrow’s leaders; and

**Whereas**, along with academics and instruction, teachers provide students with valuable guidance, support and encouragement; and

**Whereas**, it is appropriate that all Orcutt District Staff recognize and appreciate the many contributions teachers make to the Orcutt Union School District.

**Now Therefore, Be It Resolved**, we, the Board of Trustees and Administrators of the Orcutt Union school District, proclaim May 6-10, 2024, as “Week of the Teacher” in Orcutt, California and urge all Orcutt citizens to participate in an observance that expresses their appreciation of our dedicated teaching staff.

**Passed and Adopted** by the Board of Trustees of the Orcutt Union School District, County of Santa Barbara, State of California, at a regular meeting, the 17<sup>th</sup> day of April, 2024.

Ayes:

\_\_\_\_\_   
President

Noes:

Absent:

\_\_\_\_\_   
Clerk

\_\_\_\_\_   
Member

\_\_\_\_\_   
Member

\_\_\_\_\_   
Member

# Orcutt Union School District

## 2023/2024 Resolution No. 13 Classified School Employees Week

**Whereas**, the education of youth is essential to the future of our community, state, country and world; and

**Whereas**, classified employees work directly with students, educators, parents, volunteers, business partners and community members; and

**Whereas**, classified employees support the smooth operation of offices, the safety and maintenance of buildings and property, and the safe transportation, healthy nutrition and direct instruction of students; and

**Whereas**, our community depends upon and trusts classified employees to serve students; and

**Whereas**, classified employees, with their diverse talents and true dedication, nurture students throughout their school years

**Now Therefore, Be It Resolved**, that the Orcutt Union School District Board of Trustees and Administrator proclaims May 20-24, 2024 to be Classified School Employees Appreciation Week.

**Be it Further Resolved** that the Orcutt Union School District Board of Trustees strongly urges employees, parents and community members to join in this observance, recognizing the dedication and hard work of our classified employees.

Adopted this 17<sup>th</sup> day of April, 2024.

Ayes:

\_\_\_\_\_  
President

Noes:

Absent:

\_\_\_\_\_  
Clerk

\_\_\_\_\_  
Member

\_\_\_\_\_  
Member

\_\_\_\_\_  
Member



## HUMAN RESOURCES MEMORANDUM

TO: Board of Trustees  
Holly Edds, Ed.D

FROM: Susan Salucci  
Assistant Superintendent, Human Resources

BOARD MEETING DATE: April 17, 2024

BOARD AGENDA ITEM: Revision to Board Policy 4030 - Nondiscrimination in Employment

BACKGROUND: Board Policy 4030 Nondiscrimination in Employment has been updated to reflect New Law (SB 523, 2022) which adds reproductive health decisionmaking as a form of prohibited discrimination. This will prohibit an employer from requiring an applicant or employee to disclose information relating to an employee's reproductive health decisionmaking.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the revised Board Policy 4030 Nondiscrimination in Employment at this first reading and place it on the consent agenda of the next regular board meeting.

FUNDING: N/A

## NONDISCRIMINATION IN EMPLOYMENT

The Governing Board is determined to provide a safe, positive environment where all district employees are assured of full and equal employment access and opportunities, protection from harassment or intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. For purposes of this policy employees include job applicants, interns, volunteers, and persons who contracted with the district to provide services, as applicable.

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, color, ancestry, national origin, age, religious creed, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran or military status, gender, sex, sexual orientation, gender identity, gender expression, or association with a person or group with one or more of these actual or perceived characteristics.

The district shall not inquire into any employee's immigration status nor discriminate against an employee on the basis of immigration status, unless there is clear and convincing evidence that the district is required to do so in order to comply with federal immigration law. (2 CCR 11028)

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

1. Hiring, compensation, terms, conditions, and other privileges of employment
2. Taking of an adverse employment action, such as termination or the denial of employment, promotion, job assignment, or training
3. Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities, or that has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, or offensive work environment
4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:
  - a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status
  - b. Religious creed discrimination based on an employee's religious belief or observance, including religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement.
  - c. Requiring medical or psychological examination of a job applicant, or an inquiry into

## NONDISCRIMINATION IN EMPLOYMENT

- whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity
- d. Failure to make reasonable accommodation for the known physical or mental disability of an employee or to engage in a timely, good faith, interactive process with an employee who has requested such accommodations in order to determine the effective reasonable accommodations, if any to be provided to the employee.
  - e. **Requiring an applicant or employee to disclose information relating to the employee's reproductive health decisionmaking**

The Board also prohibits retaliation against any district employee who opposes any discriminatory employment practice by the district or its employees, agents, or representatives or who complains, reports an incident, testifies, assists, or in any way participates in the district's complaint process pursuant to this policy. No employee who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940; CCR 11028)

No employee shall, in exchange for a raise or bonus or as a condition of employment or continued employment, be required to sign any document that releases the employee's right to file a claim against the district or to disclose information about harassment, discrimination, or other unlawful acts in the workplace, including any conduct that the employee has reasonable cause to believe is unlawful. (Government Code 12964.5)

Complaints concerning employment discrimination or harassment or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment, including harassment of an employee or nonemployee, shall report the incident to the Superintendent or designated coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy, including providing training and information to employees about how to recognize harassment, discrimination, or other prohibited conduct, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

The district shall maintain and preserve all applications, personnel, membership, or employment referral records and files for at least four years after the records are initially created or received or,

for an applicant or a terminated employee, for four years after the date the employment action was taken. However, when the district is notified that a complaint has been filed with the California Department of Fair Employment and Housing, records related to the employee involved shall be

**All Personnel**

BP 4030(c)

## **NONDISCRIMINATION IN EMPLOYMENT**

maintained and preserved until the later of the first date after the time for filing a civil action has expired or the first date after the complaint has been fully and finally disposed of and all administrative proceedings, civil actions, appeals, or related proceedings have been terminated. (Government Code 12946)

### *State*

2 CCR 11006-11086: Discrimination in employment

2 CCR 11023: Harassment and discrimination prevention and correction

2 CCR 11024: Required training and education on harassment based on sex, gender identity and expression, and sexual orientation

2 CCR 11027-11028: National origin and ancestry discrimination

5 CCR 4900-4965: Nondiscrimination in elementary and secondary education programs

**CA Constitution Article 1, Section 1: Inalienable rights**

Civ. Code 51.7: Freedom from violence or intimidation

Ed. Code 200-262.4: Educational equity; prohibition of discrimination on the basis of sex

Gov. Code 11135: Unlawful discrimination

Gov. Code 11138: Rules and regulations

Gov. Code 12900-12996: Fair Employment and Housing Act

Gov. Code 12940-12952: Unlawful employment practices

Gov. Code 12960-12976: Unlawful employment practices; complaints

Pen. Code 422.56: Definitions, hate crimes

### *Federal*

20 USC 1681-1688: Title IX of the Education Amendments of 1972

28 CFR 35.101-35.190: Americans with Disabilities Act

29 USC 621-634: Age Discrimination in Employment Act

29 USC 794: Rehabilitation Act of 1973, Section 504

34 CFR 100.6: Compliance information

34 CFR 104.7: Designation of responsible employee for Section 504

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

34 CFR 106.8: Designation of responsible employee and adoption of grievance procedures

~~34 CFR 106.9: Severability~~

34 CFR 110.1-110.39: Nondiscrimination on the basis of age

42 USC 12101-12213: Americans with Disabilities Act

42 USC 2000d-2000d-7: Title VI, Civil Rights Act of 1964

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

42 USC 2000ff-2000ff-11: Genetic Information Nondiscrimination Act of 2008

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

42 USC 6101-6107: Age discrimination in federally assisted programs

**Executive Order 11246: "Know Your Rights: Workplace Discrimination is Illegal" poster**

**U.S. Constitution, First Amendment: Free exercise, free speech, and establishment clauses**

### *Management Resources*

**CA Civil Rights Department Publication: Family Care and Medical Leave and Pregnancy**

**Disability Leave**

**CA Civil Rights Department Publication: California Law Prohibits Workplace Discrimination and Harassment**

CA Dept of Fair Employment and Housing Publication: Transgender Rights in the Workplace

CA Dept of Fair Employment and Housing Publication: California Law Prohibits Workplace Discrimination and Harassment

CA Dept of Fair Employment and Housing Publication: Workplace Harassment Guide for California Employers

CA Dept of Fair Employment and Housing Publication: Your Rights and Obligations as a Pregnant Employee

Court Decision: Kennedy v. Bremerton (2022) 142 S.Ct. 2407

Court Decision: Shephard v. Loyola Marymount, (2002) 102 Cal.Appl 4th 837

Court Decision: Thomson v. North American Stainless LP, (2011) 131 S.Ct. 863

U.S. DOE Office for Civil Rights Publication: Notice of Non-Discrimination, August 2010

**U.S. Equal Employment Opportunity Comm Publication: Know Your Rights: Workplace Discrimination is Illegal, October 2022**

U.S. Equal Employment Opportunity Comm Publication: Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999

U.S. Equal Employment Opportunity Comm Publication: EEOC Compliance Manual

**Website: U.S. Department of Labor, Office of Federal Contract Compliance Program**

**Website: CSBA District and County Office of Education Legal Services**

**Website: California Civil Rights Department**

~~Website: California Department of Fair Employment and Housing~~

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

Website: U.S. Equal Employment Opportunity Commission

Policy Adopted: ~~12/14/22~~ **05/08/24**

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: April 17, 2024

BOARD AGENDA ITEM: Revision to Board Policy 4218- Dismissal/Suspension/Disciplinary Action

BACKGROUND: Board Policy 4218 Dismissal/Suspension/Disciplinary Action as been updated to reflect New Law (AB 2413, 2022) which prohibits a district from suspending, demoting, or dismissing a permanent classified employee who requests a hearing pending the outcome of that hearing, in a timely manner.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the revised Board Policy 4218 Dismissal/Suspension/Disciplinary Action at this first reading and place it on the consent agenda of the next regular board meeting.

FUNDING: N/A

## Personnel

### DISMISSAL/SUSPENSION/DISCIPLINARY ACTION

The Governing Board expects all employees to perform their jobs satisfactorily and to exhibit professional and appropriate conduct. A classified employee may be disciplined for unprofessional conduct or unsatisfactory performance in accordance with law or any applicable collective bargaining agreement, Board policy, or administrative regulation.

Disciplinary actions shall be based on the particular facts and circumstances involved and the severity of the employee's conduct or performance.

~~An employee's private exercise of personal beliefs and activities, including religious, political, cultural, social, or other beliefs or activities, or lack thereof, shall not be grounds for disciplinary action against the employee, provided that the beliefs or activities do not involve coercion of students or any other violation of law, Board policy, or administrative regulation.~~

~~In addition, an employee shall not be suspended, disciplined, reassigned, transferred, dismissed, or otherwise retaliated against solely for acting to protect a student engaged in exercising any free speech or press right authorized by, or for refusing to infringe upon a student's conduct protected pursuant to, Education Code 48907 or 48950.~~

The Superintendent or designee shall ensure that disciplinary actions are taken in a consistent, nondiscriminatory manner and are appropriately documented. **In addition, an employee shall not be suspended, disciplined, reassigned, transferred, dismissed, or otherwise retaliated against solely for engaging in protected activities, or for acting to protect a student engaged in exercising any free speech or press right authorized by, or for refusing to infringe upon a student's conduct protected pursuant to, Education Code 48907 or 48950.**

Disciplinary actions may include, but are not limited to, verbal and written warnings, involuntary reassignment, demotion, suspension **or leave** without pay, reduction of **wages** ~~pay step in class,~~ ~~compulsory leave,~~ and **or** dismissal.

A probationary classified employee may be dismissed without cause at any time **before the probationary period expires.** ~~prior to the expiration of the probationary period.~~

Permanent classified employees shall be subject to disciplinary action only for cause **as specified in the accompanying administrative regulation. (Education Code 45113)**

#### **Procedures for Serious Disciplinary Proceedings**

**The Superintendent or designee shall develop disciplinary procedures for use when dismissal, suspension, demotion, involuntary reassignment, or other serious disciplinary action is contemplated against an employee. The procedures for such discipline shall include an opportunity for an employee for whom any such disciplinary action is recommended to meet**

with, or respond in writing to, a designated district official ("Skelly officer") who will determine whether the recommended discipline should proceed further or be modified or withdrawn.

After meeting with the employee or considering the employee's written response, if the Skelly officer determines that the recommended discipline should proceed, the Superintendent or designee shall send the employee a notice of the recommended disciplinary action, a statement of charges, and the results of the Skelly review process. The notice shall include a statement advising the employee of the right to request a Board hearing on the matter. (Education Code 45113, 45116)

If the employee fails to request a hearing within the time specified in the notice, the employee is deemed to have waived the right to do so, and the Board may order the recommended disciplinary action into effect immediately.

If a timely request is submitted, a hearing shall be conducted by the Board or by a third-party hearing officer, in accordance with law. (Education Code 45113, 45312)

A classified employee who timely requests a hearing may only be suspended, demoted, or dismissed pending the outcome of the hearing in accordance with Education Code 45113 and as specified in the accompanying administrative regulation.

The hearing shall be held at the earliest convenient date, taking into consideration the established schedule of the Board and the availability of legal counsel and witnesses. The employee shall be notified of the time and place of the hearing.

The hearing shall be held in closed session unless the employee requests that the matter be heard in an open session meeting. (Government Code 54957)

The employee shall be entitled to appear personally, produce evidence, and be represented by legal counsel.

The Board may use the services of its legal counsel in ruling upon procedural questions, objections to evidence, and issues of law. The Board may review and consider the records of any prior personnel action proceedings against the employee in which disciplinary action was ultimately sustained, and any records contained in the employee's personnel files and introduced into evidence at the hearing. The Board shall not be bound by rules of evidence used in California courts. Informality in any such hearing shall not invalidate any order or decision made by the Board.

At any time before a matter is submitted to the Board for decision, the Superintendent or designee may, with the consent of the Board, serve on the employee and file with the Board an amended or supplemental recommendation of disciplinary action. If the amended or supplemental recommendation includes new causes or allegations, the employee shall be afforded a reasonable opportunity to prepare a defense. Any new causes or allegations shall be deemed controverted and any objections to the amended or supplemental causes or allegations may be made orally at the hearing and shall be noted on the record.

Following the hearing or, if the employee has not requested a hearing, after reviewing the Superintendent or designee's recommendation for disciplinary action, the Board shall affirm, modify, or reject the recommended disciplinary action. The decision of the Board shall be in writing and shall contain findings of fact and the disciplinary action approved, if any. The decision of the Board shall be final.

Within 10 working days of the Board's final decision, a copy of the decision shall be delivered to the employee and/or designated representative personally or by registered mail.

Except for an allegation of egregious misconduct in which a minor is involved, the Board may delegate the authority to determine whether sufficient cause exists for disciplinary action to an impartial third-party hearing officer. When a matter is heard by a third-party hearing officer, the Board shall review the determination and adopt or reject the recommended decision. (Education Code 45113)

When any matter involves an allegation of egregious misconduct as defined in Education Code 44932 and involves a witness who is a minor, the matter shall be referred to an administrative law judge to determine whether sufficient cause exists for disciplinary action against the employee. In such cases, the ruling of the administrative law judge shall be binding on the district and the employee. (Education Code 45113)

### Compulsory Leave of Absence

Upon being informed that a classified employee has been charged with a mandatory leave of absence offense, the Superintendent or designee shall immediately place the employee on a compulsory leave of absence. (Education Code 44940, 44940.5, 45304)

#### ~~State~~

~~CA Constitution Article 1, Section 1: Inalienable rights~~

~~Ed. Code 35161: Board delegation of any powers or duties~~

~~Ed. Code 44009: Conviction of specified crimes~~

~~Ed. Code 44010: Sex offense; definitions~~

~~Ed. Code 44011: Controlled substance offense~~

~~Ed. Code 44940: Compulsory leave of absence for certificated persons~~

~~Ed. Code 44940.5: Procedures when employees are placed on compulsory leave of absence~~

~~Ed. Code 45101: Definitions; disciplinary action and cause~~

~~Ed. Code 45109: Fixing of duties~~

~~Ed. Code 45113: Notification of charges; classified employees~~

~~Ed. Code 45123: Employment after conviction of controlled substance offense~~

~~Ed. Code 45302: Demotion and removal from permanent classified service~~

~~Ed. Code 45303: Additional cause for suspension or dismissal of employee charge with mandatory or optional leave of absence offense~~

~~Ed. Code 45304: Compulsory leave of absence for classified persons~~

~~Veh. Code 1808.8: School bus drivers; dismissal for safety-related cause~~

#### ~~Federal~~

~~42 USC 12101-12213: Americans with Disabilities Act~~

~~U.S. Constitution: Amendment 1, Free exercise, free speech, and establishment clauses~~

~~Management Resources~~

~~Court Decision: Kennedy v. Bremerton (2022) 142 S.Ct. 2407~~

~~Court Decision: California School Employees v. Livingston Union School District (2007) 149 Cal. App. 4th 391~~

~~Court Decision: CSEA v. Foothill Community College District (1975) 52 Cal. App. 3rd 150~~

~~Court Decision: Skelly v. California Personnel Board (1975) 15 Cal.3d 194~~

~~Website: Office of the Attorney General~~

~~Website: Office of Administrative Hearings~~

~~Website: Department of General Services, About Teacher Dismissal Case Type~~

~~Website: CSBA District and County Office of Education Legal Services~~

**State**

CA Constitution Article 1, Section 1: Inalienable rights

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Ed. Code 44009: Conviction of specified crimes

Ed. Code 44010: Sex offense; definitions

Ed. Code 44011: Controlled substance offense

Ed. Code 44940: Compulsory leave of absence for certificated persons

Ed. Code 44940.: Procedures when employees are placed on compulsory leave of absence

Ed. Code 45101: Definitions; disciplinary action and cause

Ed. Code 45109: Fixing of duties

Ed. Code 45113: Notification of charges; classified employees

Ed. Code 45116: Notice of disciplinary action

Ed. Code 45123: Employment after conviction of controlled substance offense

Ed. Code 45302: Demotion and removal from permanent classified service

Ed. Code 45303: Additional cause for suspension or dismissal of employee charged with mandatory or optional leave of absence offense

Ed. Code 45304: Compulsory leave of absence for classified persons

Gov. Code 12954: Employment discrimination; cannabis use

Veh. Code 1808.8: School bus drivers; dismissal for safety-related cause

**Federal**

~~42 USC 12101-12213: Americans with Disabilities Act~~

~~U.S. Constitution, First Amendment: Free exercise, free speech, and establishment clauses~~

~~Management Resources~~

~~Court Decision: Visalia Unified School District v. Public Employment Relations Board (2024) 98 Cal.App.5th 844~~

~~Court Decision: Kennedy v. Bremerton (2022) 142 S.Ct. 2407~~

~~Court Decision: California School Employees v. Livingston Union School District (2007) 149 Cal. App. 4th 391~~

~~Court Decision: CSEA v. Foothill Community College District (1975) 52 Cal. App. 3rd 150~~

~~Court Decision: Skelly v. California Personnel Board (1975) 15 Cal.3d 194~~

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

~~Website: Office of the Attorney General~~

~~Website: Office of Administrative Hearings~~

~~Website: Department of General Services, About Teacher Dismissal Case Type~~

~~Website: CSBA District and County Office of Education Legal Services~~

~~Website: U.S. Department of Education~~

~~Website: CSBA~~

Policy Adopted: ~~12/14/22~~ 5/08/24

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, CA