Orcutt Junior High School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Orcutt Junior High School
Street	608 Pinal Street
City, State, Zip	Orcutt, CA 93455
Phone Number	(805) 938-8700
Principal	Kelly Osborne
E-mail Address	kosborne@orcutt-schools.net
Web Site	http://ojhs.orcuttschools.net/
CDS Code	42-69260-6045785

District Contact Information	
District Name	Orcutt Union School District
Phone Number	(805) 938-8900
Superintendent	Deborah Blow, Ed.D.
E-mail Address	dblow@orcutt-schools.net
Web Site	http://www.orcutt-schools.net

Principal's Message

Orcutt Junior High School is located in the northern region of Santa Maria and serves students in grades seven through eight following a traditional calendar. At the beginning of the 2013-14 school year, 520 students were enrolled, including 10% in special education, 4% qualifying for English Language Learner support, and 33% qualifying for free or reduced price lunch. Orcutt Junior High School achieved a 2013 Academic Performance Index (API) score of 853.

The culture of Orcutt Junior High School reflects a commitment that all students can learn and encourages all students to be academically successful. Our classes are heterogeneously grouped and raising the level of student achievement defines our most important effort. In each academic department, students know what the state mandated content standards are because they are posted in the classroom, listed in their textbooks or kept in their notebooks. Underperforming students are identified early in the school year and interventions like reading, or math support classes are established. In other academic areas, our SBCP (School Based Coordinated Program) funds have been used extensively to provide resource materials and conference opportunities for teachers to meet the needs of their students.

Of the 23 full time certificated teachers on campus, four work with resource, or special education students. All teachers on campus open their classrooms before school, after school and at lunch to assist all students. In addition to statewide testing, students at OJHS are assessed through NWEA two times per year. Students are given assessments in language, reading and mathematics. NWEA assessment data gives vital information to teachers in order to facilitate increased student learning.

Orcutt Junior High School was named a CA Distinguished School in the spring of 2013.

The mission of the Orcutt Union School District is to ensure the educational success of all students by maintaining high expectations, a safe learning environment, a commitment to excellence, and comprehensive programs which empower children to reach their fullest potential as responsible and productive citizens in a continuously changing world.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	287
Grade 8	233
Total Enrollment	520

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	1.2
Asian	2.3
Filipino	1.2
Hispanic or Latino	35.6
Native Hawaiian or Pacific Islander	0.2
White	53.5
Two or More Races	4.4
Socioeconomically Disadvantaged	32.1
English Learners	4.4
Students with Disabilities	9
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	24.45	24.60	25.2	
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners			
Total Teacher Misassignments *			
Vacant Teacher Positions			

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.6	0.5
High-Poverty Schools in District	98.9	1.1
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 1, 2016

All textbooks used in the core curriculum at Orcutt Junior High School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

In October 2016, the Orcutt Union Elementary's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No.7 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-5 McGraw-Hill WONDERS CA Comprehensive System Adoption Year 2016 Grades 6-8 Houghton Mifflin, COLLECTIONS for California 2017 Adoption Year 2016	Yes	0.0%
Mathematics	Holt, CA Geometry. Adoption Year 2009 CPM grade 7-8 Core Connections Courses 2-3 Adoption Year 2015	Yes	0.0%
Science	Holt, Rinehart and Winston, Earth, Life and Physical Science Adoption Year 2007	Yes	0.0%
History-Social Science	Glencoe/McGraw-Hill, Glencoe Discovering our Past. Adoption Year 2005	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Orcutt Junior High School's original facilities were built in 1920's. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Orcutt Junior High School. The day custodian is responsible for:

• Classroom cleaning
• Cafeteria setup/cleanup
• Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

• Classroom cleaning
• Office area cleaning
• Restroom cleaning

The principal communicates with the custodial staff daily concerning maintenance and school safety issues.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: February 3, 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: February 3, 2016				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	56	62	46	51	44	48
Mathematics	52	59	36	42	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	286	277	96.8	63.9
	8	228	227	99.6	59.5
Male	7	146	141	96.6	58.9
	8	129	128	99.2	46.9
Female	7	140	136	97.1	69.1
	8	99	99	100.0	75.8
Black or African American	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	7	--	--	--	--
	8	--	--	--	--
Filipino	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	7	94	92	97.9	53.3
	8	87	86	98.8	51.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Native Hawaiian or Pacific Islander	7	--	--	--	--
White	7	161	155	96.3	69.7
	8	116	116	100.0	64.7
Two or More Races	7	--	--	--	--
	8	12	12	100.0	66.7
Socioeconomically Disadvantaged	7	88	85	96.6	38.8
	8	80	79	98.8	43.0
English Learners	7	12	11	91.7	36.4
	8	--	--	--	--
Students with Disabilities	7	24	24	100.0	4.2
	8	23	23	100.0	
Foster Youth	7	--	--	--	--
	8	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	285	276	96.8	56.9
	8	228	228	100.0	61.8
Male	7	145	139	95.9	59.7
	8	129	129	100.0	54.3
Female	7	140	137	97.9	54.0
	8	99	99	100.0	71.7
Black or African American	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	7	--	--	--	--
	8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	7	94	92	97.9	42.4
	8	87	87	100.0	54.0
Native Hawaiian or Pacific Islander	7	--	--	--	--
White	7	160	154	96.3	63.0
	8	116	116	100.0	67.2
Two or More Races	7	--	--	--	--
	8	12	12	100.0	75.0
Socioeconomically Disadvantaged	7	88	85	96.6	36.5
	8	80	80	100.0	43.8
English Learners	7	12	12	100.0	33.3
	8	--	--	--	--
Students with Disabilities	7	24	24	100.0	16.7
	8	23	23	100.0	
Foster Youth	7	--	--	--	--
	8	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	80	82	81	72	68	72	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	230	227	98.7	80.6
Male	129	128	99.2	78.9
Female	101	99	98.0	82.8
Hispanic or Latino	87	85	97.7	77.7
White	118	117	99.2	81.2
Two or More Races	12	12	100.0	83.3
Socioeconomically Disadvantaged	80	79	98.8	67.1
Students with Disabilities	23	23	100.0	4.4

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
7	15.9	27.3	37.6

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through automated telephone messages, email, the school marquee, school newsletters, and the PTSA newsletters.

Contact the school office at (805) 938-8700 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
• Chaperone
• Classroom Helper
• Noon Duty Supervisors

Committees
• Parent Teacher Association
• School Site Council

School Activities
• Back to School Night
• Lunch on the Lawn (fall and spring)
• Open House
• Sports Events
• Parent Conferences
• Talent Show

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.8	2.6	6.4	3.1	2.4	3.0	4.4	3.8	3.7
Expulsions	0.0	0.2	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The Comprehensive School Site Safety Plan was developed for Orcutt Junior High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan will be reviewed, updated, and discussed with school staff in the Spring of 2017.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	40.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	31		10	8	28	2	14	4	28	2	14	4
Mathematics	26	5	11	5	25	4	1	4	25	4	1	4
Science	29	1	9	6	29		15	1	29		15	1
Social Science	29		12	4	29	1	12	3	29	1	12	3

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.25	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	.15	N/A
Resource Specialist	1	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$7079.00	$1512.00	$5567	$71,653.00
District	N/A	N/A	$5,267	$75,999
Percent Difference: School Site and District	N/A	N/A	5.7	-0.2
State	N/A	N/A	$5,677	$71,610
Percent Difference: School Site and State	N/A	N/A	18.7	6.5

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

DataQuest
DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about Orcutt Junior High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability.

Public Internet Access Location
Parents may access Orcutt Junior High School's SARC and access the internet at any of the county's public libraries. The closest public library to Orcutt Junior High School is Orcutt Library, a branch of Santa Maria Public Library.

Address: 1157 East Clark Ave. Suite K, Orcutt
Phone Number: (805) 937-6483
WebSite: http://www.ci.santa-maria.ca.us/210.shtml
Number of Computers Available: 2
Orcutt Junior High School 8 2009-10 School Accountability Report Card

Disclosure
The statistical information disclosed in this report is obtained from the California Department of Education and the Orcutt Union Elementary. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in October 2016. Data to prepare the school facilities section were acquired in January 2016.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$41,896	$44,507
Mid-Range Teacher Salary	$66,665	$68,910
Highest Teacher Salary	$88,250	$88,330
Average Principal Salary (Elementary)	$117,271	$111,481
Average Principal Salary (Middle)	$114,490	$115,435
Average Principal Salary (High)		$113,414
Superintendent Salary	$189,000	$169,821
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

All training and curriculum development activities at Orcutt Junior High School revolve around the California State Content Standards and Frameworks. During the 2015-16 school year, Orcutt Junior High School held three staff development days devoted to:

• Data Analysis
• Instructional Strategies

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Orcutt Junior High School supports ongoing professional growth throughout the year on minimum days. Teachers met in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2015-16 school year, Orcutt Junior High School's teachers attended the following events hosted by the Orcutt Union Elementary:

• Professional Learning Communities
• Examining Student Achievement
• Differentiated Instruction
• Addressing the Needs of English Learners

Orcutt Junior High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.