



OROVILLE UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

REGULAR MEETING AGENDA

Wednesday, July 15, 2020

Closed session at 5:30 p.m. followed by open session at approximately 6:00 p.m.

All Regular Meetings Will Take Place at:
Prospect High School, 2060 Second Street, Oroville, CA 95966

District Core Beliefs

We believe:

- Every student can learn and learns at their own pace.
- Active engagement of students by caring adults is key to helping students achieve.
- Every student should have access to services and supports to enhance their learning experience.
- Every student should be exposed to college and/or career opportunities.
- Every student should learn the skills necessary to succeed in post-secondary education or in a career path.
- Every member of the learning community deserves to be part of a safe, caring and nurturing learning environment and should be treated with respect, dignity and worth.

BOARD MEMBERS:

Scott Damon, President
Bonnie King, Vice President
Nannette Walker, Clerk
Amber Englund, Trustee
Ray Sehorn, Trustee

DISTRICT ADMINISTRATION:

Dr. Corey Willenberg, Superintendent
Susan Watts, Asst. Superintendent/CBO
Kevin Simas, Director of Education
Jeff Ochs, Director of Alternative Education
Dan Ramos, Principal, Las Plumas High School
Cristi Tellechea, Principal, Oroville High School
Tim Drury, Continuation School Principal

Agenda materials are available on the district's website (ouhsd.org) and for inspection at the following location:

Superintendent's Office
Oroville Union High School District
2211 Washington Avenue
Oroville, CA 95966

In compliance with the American with Disabilities Act, if you need special assistance to participate in these meetings, please contact the Superintendent's Office at 538-2300, ext. 1107. Notification 48 hours prior to the meeting will enable to district to make reasonable arrangements to ensure accessibility to these meetings.

ALL MEETINGS ARE RECORDED

OROVILLE UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES

REGULAR MEETING AGENDA

Wednesday, July 15, 2020, 5:30 p.m. Prospect High School, 2060 2nd Street, Oroville, CA 95965

CALL TO ORDER

ROLL CALL

Scott Damon, Amber Englund, Bonnie King, Ray Sehorn and Nannette Walker

CLOSED SESSION

- **Personnel-Gov't. Code 54957** [Public employee employment/discipline/dismissal/release]
- **Conference with Legal Counsel-Anticipated or Existing Litigation—Gov't. Code Section 54956.9** [Consideration of Government Claim of Katie Bynum]
- **Conference with Labor Negotiators—Gov't. Code Sec. 54947.6** [OSTA/CSEA: Dr. Corey Willenberg, Superintendent, designated representative]
- **Graduation Requirement Waiver – California Education Code Section 51225.3**

RESULTS OF CLOSED SESSION

PLEDGE OF ALLEGIANCE

APPROVAL OF AGENDA VARIANCE

PUBLIC HEARING

*President asks staff to introduce item
President opens item for public discussion
President closes item for public discussion
Board discussion*

1. Transfer of Monies between Funds Through the Use of Temporary Borrowings (Watts)

In light of potential funding reductions and/or deferrals, a resolution will be needed to allow a transfer of monies between funds to avoid cash deficits through the use of temporary borrowings. A resolution will be voted on later this evening.

STUDENT REPRESENTATIVES REPORTS (None)

RECOGNITIONS AND PRESENTATIONS (None)

REGULAR BOARD AGENDA FOR JULY 15, 2020

RECOGNITION OF INDIVIDUALS WHO WISH TO SPEAK ON NON-AGENDA ITEMS

At this time, the President will invite anyone in the audience wishing to address the Board on a matter not listed on the agenda to step to the podium, state their name for the record and make their presentation. Presentations are **limited to three (3) minutes per person and fifteen (15) minutes per subject**. The Board is prohibited by State law from taking action on any item not listed on the agenda, except under special circumstances as defined in the Government Code.

RECOGNITION OF INDIVIDUALS WHO WISH TO SPEAK ON AGENDA ITEMS

At this time, the President will invite anyone in the audience wishing to address the Board on a matter that is on the agenda to state their name and the item number on which they wish to speak. When that item comes up on the agenda, the person will be asked to step to the podium, repeat their name and give their presentation. Presentations are **limited to three (3) minutes per person and fifteen (15) minutes per subject**.

NON-ACTION INFORMATIONAL ITEMS AND REPORTS

2. Board Comments
3. Superintendent
4. Administration
5. Quarterly Williams Act Complaints
6. 19/20 Butte County Grand Jury Report

OLD BUSINESS (None)

CONSENT CALENDAR (Recommend approval of the following Consent Items):

7. Minutes from the June 17, 2020 Board Meeting
8. Check Registers Dated 6/11, 6/18, 6/25 and 7/2
9. Monthly Financial Report
10. 4th Quarter Scholarship Report
11. Donation of Books Valued at \$1715.35 from Discount Books to the LPHS and OHS Libraries
12. Single Plan for Student Achievement - LPHS
13. Graduation Waiver Request – Amended OHS #3-19/20

NEW BUSINESS

14. 20/21 District Reopening Plan (Willenberg)

In order to prepare for the 20/21 school year, a reopening plan has been developed using input from stakeholders via surveys, Zoom meetings and in person meetings. The plan includes information on instruction, transportation, food services, maintenance/facilities, distance learning, and staff training. Parent/guardian and staff survey results and a draft bell schedule are also enclosed.

Recommend approval

Enclosure

15. Resolution to Transfer Monies between Funds Through the Use of Temporary Borrowings (Watts)

A public hearing was held on this item earlier this evening. The resolution is now being presented for approval. **Recommend approval of Resolution #1-20/21**

Enclosure

REGULAR BOARD AGENDA FOR JULY 15, 2020

16. Elimination of 20/21 Freshmen Sports (Willenberg)

Due to the district facing a structural budget deficit of \$750,000, cuts need to be made to balance the 20/21 budget. The district has already eliminated vacant classified and confidential positions, which saved \$408,000. The cost of cutting freshmen sports is \$30,000 per year. Freshmen would be eligible to try out for junior varsity teams. **Recommend approval**

Enclosure

17. Resolution to Establish a New Student Activity Special Revenue Fund Activity (Watts)

Based on the implementation of Governmental Accounting Standards Board (GASB) Statement No. 84, the District has determined that the activity for the Associated Student Body (ASB) accounts meets the criteria for special revenue fund reporting. The District is proposing to establish Fund 08 for this purpose. The schools will continue to utilize their established ASB account with a local bank. ASB financial information will now be reported in the State's financial software along with all of the other District's financial information. Implementation of GASB No. 84 is required for the 20/21 fiscal year. **Recommend approval of Resolution #2-20/21**

Enclosure

18. Attorney/Client Agreement with Kelly Albrecht (Watts)

The Marvin S. Hollander and Hellen Dobbas Hollander Scholarship was established in 1999. The trust specified that the funds be used to award \$2,000 scholarships to students with a 3.0 GPA who were going to college to become history/social science teachers. Few students have qualified for this scholarship. Jeff Hollander (nephew) contacted Kelly Albrecht and inquired about making the qualifications less restrictive. This would require Mr. Albrecht to file the petition for modifications in court. The estimated cost of filing the petition is \$2,500 - \$5,000. The petition will request that the cost be paid out of the scholarship fund, which has a current balance of \$450,000. **Recommend approval**

Enclosure

19. 20/21 Committee on Assignments Members (Willenberg)

Pursuant to Education Code Section 44258.7, the following people have been selected as members of the Committee on Assignments for 20/21 and will serve to process all teacher waivers for both core and elective subjects: Dr. Corey Willenberg, Chairman, Scott Burket, Assessment Panel Leader, Brian Guthrie, Teisha Hase, Dan Ramos and Cristi Tellechea. **Recommend approval**

20. 20/21 District Investigative Team Members (Willenberg)

The District Investigative Team is responsible for investigating any sexual harassment claims by students or employees. It is recommended that Dr. Corey Willenberg, Chello Metcalf and Gem Henderson be appointed as members with Jeff Ochs, Dan Ramos and Monica Harris serving as alternates. **Recommend approval**

21. Personnel Assignment Order

Approval is requested for the following Personnel Assignment Order:

Certificated

2019/20 Dual Enrollment Stipend
Rich Darrach - \$956.04

Karsten Anderson
Correct initial placement on salary schedule to
Step/Column 4/I
\$44,413 p/yr
Effective 8/10/2020

Classified

Kelly Sapp
Administrative Secretary
Correct effective date to 7/1/20

Tamara Hart
Administrative Secretary
Resignation
Effective 7/21/2020

REGULAR BOARD AGENDA FOR JULY 15, 2020

22. Items for Next Agenda

ADJOURNMENT

The meeting will be adjourned to a regular board meeting scheduled for Wednesday, **August 19, 2020**, at 5:30 p.m. at Prospect High School.

Quarterly Report on Williams Uniform Complaints

[Education Code § 35186(d)]

District: Oroville Union High School District

Person completing this form: Paula Blaney

Title: Executive Assistant

Quarterly Report Submission Date:

(check one)

☐ April 2020

☒ July 2020

☐ October 2020

☐ January 2021

Date for information to be reported publicly at governing board meeting:

Please check the box that applies:

☒ No complaints were filed with any school in the district during the quarter indicated above.

☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Misassignments or Vacancies	0		
Facilities Conditions	0		
CAHSEE Intensive Instruction and Services	0		
TOTALS	0		

Print Name of District Superintendent: Dr. Corey Willenberg

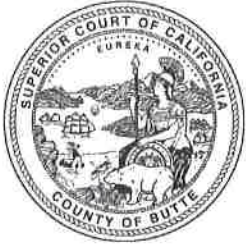
Signature of District Superintendent:



Date: 7/6/20

Send to: Educational Support Services, BCOE
G. Wilson
5 County Center Drive, Oroville, CA 95965
gwilson@bcoe.org or fax 530.532.5828





SUPERIOR COURT OF CALIFORNIA COUNTY OF BUTTE

☒ Butte County Courthouse
One Court Street
Oroville, CA 95965
(530) 532-7002

☐ North Butte County Courthouse
1775 Concord Avenue
Chico, CA 95928
(530) 532-7002

June 19, 2020

Dr. Corey Willenberg
Oroville Union High School District
2211 Washington Ave
Oroville, CA 95966

Dear Dr. Willenberg:

The Final Report of the 2019-2020 Butte County Grand Jury was filed on June 19, 2020 and will be released to the public at the on June 26, 2020.

Per Penal Code §933.05(f): "A grand jury shall provide to the affected agency a copy of the portion of the grand jury report relating to that person or entity two working days prior to its public release and after the approval of the presiding judge. No officer, agency, department, or governing body of a public agency shall disclose any contents of the report prior to the public release of the final report."

As an affected person or entity named in the Final Report, please find enclosed a copy of the relevant sections of the report. **This information remains confidential until the public release of the report in its entirety on Friday, June 26, 2020.**

The complete report will be posted to the Butte County website for viewing after it is released to the public.

Please note that all agencies listed as *Required Respondents* must adhere to the requirements of Penal Code §933/933.05.

Please direct responses to:

**Hon. Michael R Deems, Judge of the Superior Court
c/o Court Administration
Superior Court of California, County of Butte
One Court Street, Oroville, CA 95965**

Sincerely,

Kim Dionne
Court Services Specialist
Superior Court of California, County of Butte

Enc.

Oroville Union High School District

Athletic Facilities

SUMMARY

The 2019-2020 Butte County Grand Jury (BCGJ) chose to look at the Oroville Union High School District (OUHSD), specifically District security cameras, Harrison Stadium, the athletic facilities at Oroville High School (OHS) and Las Plumas High School (LP), and the health and safety of the student population. Both High Schools use OUHSD's Harrison Stadium facilities. OUHSD also uses the facilities for special events. Other than noted, OUHSD takes great care to provide for the health and safety of the students. The BCGJ found areas of concern with the athletic facilities and security cameras.

GLOSSARY

- BCGJ - 2019-2020 Butte County Grand Jury
- LP - Las Plumas High School
- OHS - Oroville High School
- OUHSD - Oroville Union High School District
- SARC - School Accountability Report Card - A required annual report on elementary and secondary schools including the safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair.

BACKGROUND

The 2008 Bond Measure G provided \$12 million for the renovation of Harrison Stadium, used by both LP and OHS. OUHSD contracts with outside entities for special events, such as middle school graduations. OUHSD places facility use fees in a fund for maintenance and refurbishing. Harrison Stadium athletic field consists of an Epic System and artificial turf manufactured by Mondo. The stadium also has an all-weather track, two sets of bleachers, locker room, snack bar and restrooms.

The Epic System of the football field consists of three layers:

- Epic Center - An irrigation cooling system for the turf
- Ecofill® - Black beads (factory-manufactured polyolefin-based granule infill) that provides cushioning
- Turf - Synthetic grass system

In 2010, OUHSD completed the renovation of Harrison Stadium. In 2014, the contractor replaced the football field's infill with Ecofill®.

While California law requires oversight of high school facilities, Harrison Stadium is not part of that mandate. The BCGJ also noted that the most recent School Accountability Report Card (SARC) for both LP and OHS addressed only the restrooms and drinking fountains.

METHODOLOGY

- **Interviewed:**
 - Butte County Superintendent of Schools
 - Superintendent of the Oroville Union High School District
 - Las Plumas High School Athletic Director
 - Oroville High School Athletic Director
 - OUHSD Maintenance Director
 - OUHSD maintenance staff
- **Toured:**
 - Harrison Stadium
 - Las Plumas High School athletic facilities
 - Oroville High School athletic facilities
- **Reviewed:**
 - Manufacturers Recommended Maintenance for Harrison Field
 - Complaints and maintenance records for OHS, LP and Harrison Stadium
- **Websites:**
 - Butte County Superintendent of Schools website:
<http://www.bcoe.org>

- California Department of Education
<https://www.cde.ca.gov/ta/ac/sa/legislation.asp>
- Las Plumas High School
<https://www.ouhsd.org/lphs>
- Oroville High School District
<https://www.ouhsd.org>
- Oroville High School
<https://www.ouhsd.org/ohs>

DISCUSSION

After reviewing the documentation and interviewing key personnel, the BCGJ toured the facilities at Harrison Stadium, and Oroville and Las Plumas High Schools.

Harrison Stadium

OUHSD had not adequately maintained the football field at Harrison Stadium between the end of the football season and the beginning of the soccer season. A layer of black beads covered the field. The black Ecofill® beads were also present in the drainage culvert that drains to the street gutter system and into the Feather River. High rain inflows left a high-level mark in the culvert.

Although the BCGJ asked about the field cooling system, it did not receive any documentation to indicate when the cooling system was used or when regular maintenance of the system was performed.

Issues discovered at Harrison Stadium on January 17, 2020:

- Security cameras were not functional
- Girls' restroom ceiling in the locker room had water damage from a leak; the ceiling had not been repaired and paint was peeling off the walls
- Black Ecofill® beads were in large patches covering the field
- Black Ecofill® beads were in the drain culvert
- Track had a worn area

Girls' Restroom in the Locker Room at Harrison Stadium



Oroville High School

The BCGJ toured OHS facilities including a baseball and a softball diamond, practice football field, track, weight room, wrestling mat room, indoor snack bar, girls' and boys' locker rooms, and a gymnasium. The outside facilities had plush, well-groomed dark green grass. BCGJ found areas of concern, including a damaged weight room drinking fountain with the front push bar broken off and a cracked, vinyl weight bench surface. The weight bench is a health issue due to the potential spread of infection and viruses.

Oroville High School Weight Room



Las Plumas High School

LP is located on 64 acres. The BCGJ toured its practice field, track and the new gymnasium. The BCGJ observed that the practice field surface was uneven, and the grass was sparse. The grass had distinct circular patterns from watering and did not resemble the grass at Oroville High School.

In 2016, the LP Booster Club disbanded due to internal conflicts. Historically, high school booster clubs provide funds and support for athletic programs.

Security Monitoring Cameras

LP and OHS have security cameras in place. The cameras are networked and are monitored through staff's computers and cell phones. Harrison Stadium security cameras are connected via DSL to a local site for viewing. This prevents remote real-time viewing which creates a potential safety and security concern.

COVID-19 Pandemic

During our investigation of the high schools, the BCGJ observed that OUHSD responded to the COVID-19 pandemic in a timely manner. Instructors maintained communication with students, providing online instruction and work packets for those without computer access. OUHSD provided Chromebooks and Hotspots for over 400 students who needed the equipment for online classes.

FINDINGS

- F1. The lack of maintenance documentation at Harrison Stadium for the athletic field creates a lack of accountability.
- F2. The water damage found at Harrison Stadium girls' bathroom, in the locker room, presents a health hazard.
- F3. The water run-off from the Harrison Stadium football field drains into a culvert and out to the street gutter, carrying black Ecofill® beads to the river which creates an environmental concern.
- F4. Security cameras which are not functioning at Harrison Stadium pose a potential safety and security risk.
- F5. The Harrison Stadium security cameras would provide better security if they were networked for remote access for real-time viewing.
- F6. Improved maintenance at the LP practice field would reduce the risk of injuries.
- F7. It would be financially beneficial for LP Athletics to re-establish the Booster Club.
- F8. In the OHS weight room, the broken water fountain push bar creates a safety hazard.
- F9. In the OHS weight room, the cracked, vinyl weight bench surface creates an unhealthy infection and virus control issue.
- F10. OUHSD has responded to the current pandemic with efficiency by providing for students' educational needs.

RECOMMENDATIONS

- R1. OUHSD should document maintenance and retain records of Harrison Stadium athletic field and its equipment, including scheduled maintenance performed, and runtimes of equipment, by January 1, 2021.
- R2. OUHSD should repair the water damage in the Harrison Stadium girls' restroom in the locker room by January 1, 2021.
- R3. OUHSD should groom Harrison Stadium field as recommended by the manufacturer prior to sporting events and document it accordingly by January 1, 2021.
- R4. OUHSD should operate the Harrison Stadium field's cooling water system on a regular basis to maintain functionality and retain documentation, starting no later than October 1, 2020.
- R5. OUHSD should repair or replace the security camera system to provide real time capabilities at Harrison Stadium by January 1, 2021.
- R6. OUHSD should level and maintain LP's practice field by January 1, 2021.
- R7. LP should work to re-establish the Booster Club by September 1, 2021.
- R8. OUHSD should repair or replace the broken, water-fountain push-bar in the OHS weight room by September 1, 2020.
- R9. OUHSD should replace the damaged weight bench in the OHS weight room by September 1, 2020.

REQUIRED RESPONSES

Pursuant to Penal Code sections 933 and 933.05, the following responses are *required*:

From the following governing bodies:

- **Oroville Union High School District:** respond to F1, F2, F3, F4, F5, F6, F7, F8, F9 and R1, R2, R3, R4, R5, R6, R7, R8, R9 within 90 days.

INVITED RESPONSES

The Grand Jury invites the Administration to respond:

- **Las Plumas High School:** respond to F6, F7 and R6, R7 within 60 days
- **Oroville High School:** respond to F8, F9 and R8, R9 within 60 days

The governing bodies indicated above should be aware that comment or response must be conducted subject to the notice, agenda, and open meeting requirements of the Brown Act.

Reports issued by the Grand Jury do not identify individuals interviewed. Penal Code section 929 requires that reports of the Grand Jury not contain the name of any person or facts leading to the identity of any person who provides information to the Grand Jury.

APPENDIX I

OHS Baseball Diamond



OHS Practice Field



APPENDIX II

LP Practice Field



DISCLAIMER

This report was issued by the Grand Jury with the exception of a juror who is affiliated with OUHSD. This grand juror was excluded from all parts of the investigation, including interviews, deliberations, and the writing and approval of this report.

**OROVILLE UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING
June 17, 2020**

MINUTES

CALL TO ORDER

Board President, Mr. Damon, called the meeting to order at 5:04 p.m. on Wednesday, June 17, 2020, via Zoom.

ROLL CALL

Board Members Present: Scott Damon, Amber Englund, Ray Sehorn and Nannette Walker

Administrators Present: Dr. Corey Willenberg, Superintendent, Susan Watts, Assistant Superintendent/CBO, and Kevin Simas, Director of Education

CLOSED SESSION

- **Personnel-Gov't. Code 54957** [Public employee employment/discipline/dismissal/release]
- **Conference with Legal Counsel-Anticipated or Existing Litigation—Gov't. Code Section 54956.9**
[Case name unspecified because disclosure would jeopardize negotiations]
- **Conference with Labor Negotiators—Gov't. Code Sec. 54947.6** [OSTA/CSEA: Dr. Corey Willenberg, Superintendent, designated representative]

The board convened to closed session at 5:05 p.m.

RESULTS OF CLOSED SESSION

At 6:01 p.m., the board reconvened to open session. The following action was taken:

#129-19/20: On a motion by Mr. Sehorn, seconded by Mrs. Walker, the board approved initiating litigation against JUUL and similar defendants regarding damages and abatement related to vaping, and retained Baron & Budd and its co-counsel to file a lawsuit and represent the District by the following vote.

Ayes:	Damon, Englund, Sehorn, Walker
Noes:	None
Abstentions:	None
Absent:	King

Mrs. King arrived at 5:15 p.m.

#130-19/20: On a motion by Mrs. Walker, seconded by Mr. Sehorn, the board approved revocation of the following expulsion orders by the following vote:

For 18/19: #9, 11, 13, 18 and 23

For 19/20: #4, 8, 9, 10, 12, 13, 14, 15, 18, 19, 21, 22, 23, 25, 26 and 27

Ayes:	Damon, Englund, King, Sehorn, Walker
Noes:	None
Abstentions:	None
Absent:	None

PLEDGE OF ALLEGIANCE

MINUTES OF REGULAR MEETING – JUNE 17, 2020

APPROVAL OF AGENDA VARIANCE

#131-19/20: On a motion by Mrs. Walker, seconded by Mrs. King, the board accepted an amended Personnel Assignment Order by the following vote:

Ayes:	Damon, Englund, King, Sehorn, Walker
Noes:	None
Abstentions:	None
Absent:	None

PUBLIC HEARING

1. 2020/2021 Original Budget

Mrs. Watts stated that the budget was prepared on the Governor's May Revise budget and is the worst case scenario. The state hasn't approved a final budget yet. General fund – the estimated enrollment is 2245, which is very close to where we started the 19/20 school year. The LCFF includes a 2.31% COLA but a 10% reduction in funding, for a total 7.92% reduction in funding. There is talk of deferrals in revenue in which 15% of 20/21 funds may not be received until 21/22. We would be fronting expenditures. The legislature approved their own budget, which calls for a 2.31% COLA with no cuts but would increase the apportionment deferrals and would cause a cash shortage. The General Fund includes \$600,000 in federal COVID-19 funds for related costs and can also be used to reopen schools in the fall; a \$984,000 CTEIG grant but she isn't sure the district will be able fund the entire 2-1 match requirement; a \$330,000 K12 Strong Workforce Grant for the ag department; and the transfer of three BCOE special education programs into the district. Salary and benefits total 81% percent of the district's budget. CVT rates increased 3% or \$700 per person for active employees and increased 7% or \$2,000 or more per year per retiree. Our property and liability insurance increased \$108,000 due to the wildfires, COVID and a change in the statute of limitation for sexual abuse allegations. The General Fund will transfer \$224,000 to the Cafeteria Fund to cover the deficit in that fund. The district is spending \$3.4 million for special education over and above what we receive from the state and federal government to fund the program. Mrs. King asked about the cafeteria deficit increase. Mrs. Watts responded that many more meals were served because all students could eat for free, which required us to hire more staff with health benefits. The revenue isn't keeping up with the increased employee costs. Mrs. Walker asked if the state still owes us from the Camp Fire days we were closed. Mrs. Watts responded that we have not been paid for those days. A similar waiver was filed this year for COVID. There is no guarantee we will receive reimbursement for either of the events. Mrs. Englund asked what the change in food service will look like next year. Mrs. Watts responded that the district is working on a reopening plan that will have to evolve with state and health department requirements. Mrs. Watts estimates a deficit of \$1.6 million with \$3.6 million as an ending balance. One hundred thousand has been set aside for Harrison Stadium, \$24,000 has been set aside for vehicle replacement and the money in solar savings has been set aside for annual solar maintenance. The district can meet the state 3% requirement but will only have 5% (\$1.7 million) leftover, which won't meet the board's 12% requirement. Board policy states that there must be a plan for reductions if the reserve falls below 12%. OAE's budget will have a 10% (\$117,000) budget cut. Their reserve has decreased to \$600,000 due to paying off their building loan. They have to make adjustments to balance their budget. The Cafeteria Fund is to receive a \$224,000 transfer from the General Fund but the supper program will end with a \$40,000 balance. There are no expenditures slated from the Capital Facilities Fee. There is \$865,000 to mitigate growth and \$767,000 of RDA funds set aside in the Developer Fee Fund with no expenditures budgeted, \$2.8 million in the Bond and Interest Redemption Fund and \$1.5 million in the Scholarship Fund. The long-term debt summary includes 14 years left on the General Obligation Bond, \$200,000 in accrued vacation, \$2.2 million solar loan, net pension unfunded liability of \$25 million and \$11 million in retiree health benefits unfunded liability. We use a pay-as-you-go method for retiree health benefit premiums. With no COLA or additional funding in the next two years, we would end 21/22 with \$1.5 million, which is only 1% over the 3% state requirement. We would have no reserves left in 22/23. Budget reductions will have to be identified to rectify this. This is why it is important that we have a higher reserve than the 3% reserve required by the state. It allows time to plan and identify budget reductions before it's too late. We will have a cash flow problem because of deferrals. Cash is being closely monitored. BCOE is looking at a countywide TRANS (short-term borrowing opportunity) for districts. We will still have a cash issue next year even if there are no cuts in the state budget. The board passed a resolution last month to borrow between funds,

MINUTES OF REGULAR MEETING – JUNE 17, 2020

like the Developer Fees and Scholarship Funds if cash drops to a negative balance. We might not be able to meet our obligations in 21/22 and will definitely not meet our obligations in 22/23. A financial responsibility resolution is also presented for board approval to commit to identifying the necessary budget reductions to correct the projected deficits to be included in the First Interim budget revision.

2. **2020/2021 District and CSEA Initial Proposals for Negotiations**

Dr. Willenberg stated that CSEA has ratified their document. There were not comments from the audience. Mrs. King asked what CSEA means by equitable salary. Dr. Willenberg responded that is a term they use to earn a fair wage.

STUDENT REPRESENTATIVE REPORTS (None)

RECOGNITIONS AND PRESENTATIONS (None)

HEARING OF INDIVIDUALS ON NON-AGENDA ITEMS (None)

HEARING OF INDIVIDUALS ON AGENDA ITEMS (None)

NON-ACTION INFORMATIONAL ITEMS AND REPORTS

3. **Board Comments**

Mrs. Walker thanked Dr. Willenberg and staff involved in putting on the beautiful graduations. Mr. Sehorn agreed. He thought the graduations were incredible and he didn't hear any complaints. Mr. Damon thought everyone involved did a great job.

4. **Superintendent**

Dr. Willenberg stated that the graduation ceremonies were better than expected. The Oroville Downtown Business Association will be hosting drive in movie nights to show the graduation ceremonies. The ceremonies will also be posted on our school websites for five years. He has been working with the feeder districts on a reopening plan. A stakeholder meeting was held this Monday to solicit additional input. Two more meetings are scheduled. There are many moving parts to the plan, such as instruction, safety, and feeding and transporting students. Some things will have to be negotiated. He plans to make the plan available to the public in the next few weeks. The majority of parents who responded to the parent survey want their students to attend school full-time on campus next year. Any new State or County requirements could require the current draft of our plan to be altered. We need to be prepared to switch to distance learning if the district/schools are required to close again. Changes are being made to the school discipline plans and must be approved by the Department of Justice monitor. Next year's budget will be a challenge. The board will be voting tonight on laying off vacant classified/confidential positions. We need to come up with a plan for budget cuts soon. Mrs. Englund stated that we should also have a plan for power outages if we have to switch to distance learning. She asked how we will deal with staff who feel unsafe returning to school. Dr. Willenberg responded that he will be discussing that issue with the unions. Mr. Damon feels that this is a good time to make big changes, such as combining the school's sports teams like we have done for the band and addressing small AP and other classes. Another board member previously talked to him about combining the schools. He encouraged board members to put other ideas forward. Dr. Willenberg reported that teams are tied to a specific school. They'd have to get approval from the CIF to combine teams. Looking at combining the schools again would require public hearings. The idea hasn't been popular with parents and students in the past. We may have to look at additional layoffs once the budget is known and we know how many students are planning to return to campus. Mr. Sehorn stated that employees must be given notice as early as possible if they may be laid off. Mr. Damon agreed.

5. **Administration**

Mrs. Watts did not give a report. Mr. Simas echoed the board comments about the graduations. He felt people were very appreciative and the staff involved did a great job. He attended a webinar earlier this week on restorative practices dealing with disproportionality in discipline. Restorative practices will have to be implemented into the new discipline plans.

MINUTES OF REGULAR MEETING – JUNE 17, 2020

6. Summer Maintenance Projects

Dr. Willenberg referred to the handout in the packet. There is a lot of painting going on at all sites. Many repairs are being done to resolve safety inspection issues. He feels that Mr. LaGrone has a good plan in place.

OLD BUSINESS (None)

CONSENT CALENDAR

7. Minutes from the May 13, 2020 Board Meeting
8. Monthly Financial Report
9. Check Registers – 5/7, 5/14, 5/21, 5/28 and 6/4
10. Donations to the Hall of Fame
11. 20/21 Agreement for Professional Services with Dannis Woliver Kelley
12. 20/21 Butte County SELPA Local Plan
13. 20/21 Independent Consultant Agreement with BCOE for LAN Services
14. Revisions to Section 125 Plan
15. 20/21 Ag Incentive Grant
16. 20/21 Indian Education Grant
17. Single Plans for Student Achievement – CDS, OHS and PHS
18. 20/21 Local School Wellness Policy Triennial Assessment
19. 20/21 Salary Schedules
20. 20/21 School Connected Organization – LP/O Alliance Band Boosters, OHS Athletic Booster Club and OHS PTSA
21. 20/21 CIF Representatives
22. Graduation Waiver Request – OHS #4-19/20
23. First Reading of Board Policies and Administrative Regulations
 - o BP/AR 0430 (Comprehensive Local Plan for Special Education)
 - o BP/AR 1312.3 (Uniform Complaint Procedure)
 - o AR 1312.4 (Williams Act Complaint Procedure)
 - o BP/AR/E 1340 (Access to District Records)
 - o AR 3231 (Impact Aid)
 - o BP/E 4112.9, 4212.9, 4312.9 (Employee Notifications)
 - o BP/AR/E 4119.42, 4219.42, 4319.42 (Explore Control Plan for Bloodborne Pathogens)
 - o BP/AR 4119.43, 4219.43, 4319.43 (Universal Precautions)
 - o AR 4154 (Health and Welfare Benefits)
 - o BP 5141.1 (Mental Health)
 - o BP/AR 5145.3 (Non-discrimination/Harassment)
 - o BP/AR 6020 (Parent Involvement)
 - o AR 6173.4 (Title VI Indian Education Programs)

#132-19/20: On a motion by Mr. Sehorn, seconded by Mrs. King, the second reading of item #23 was waived and the remainder of the consent calendar was approved as presented by the following vote:

Ayes:	Damon, Englund, King, Sehorn, Walker
Noes:	None
Abstentions:	None
Absent:	None

Mrs. King left the meeting at 6:50 p.m.

NEW BUSINESS

24. LCAP COVID-19 Written Report

#133-19/20: On a motion by Mrs. King, seconded by Mr. Sehorn, the report was approved as presented by the following vote:

MINUTES OF REGULAR MEETING – JUNE 17, 2020

Ayes: Damon, Englund, Sehorn, Walker
Noes: None
Abstentions: None
Absent: King

25. 2020/2021 Original Budget

#134-19/20: On a motion by Mrs. Walker, seconded by Mrs. Englund, the budget was approved as presented by the following vote:

Ayes: Damon, Englund, Sehorn, Walker
Noes: None
Abstentions: None
Absent: King

26. Resolution to Authorize Ongoing Board approved Budget Reductions Based on the Governor's May Revision to the Proposal for the 2020/2021 State Budget

Mrs. Watts stated that cuts will need to be made by December. Mr. Sehorn feels that anyone who might receive a layoff notice should be notified as soon as possible.

#135-19/20: On a motion by Mrs. Walker, seconded by Mrs. Englund, Resolution #19-19/20 was approved as presented by the following vote:

Ayes: Damon, Englund, Sehorn, Walker
Noes: None
Abstentions: None
Absent: King

27. Resolutions Regarding School Board Elections

#136-19/20: On a motion by Mr. Sehorn, seconded by Mrs. Englund, Resolution #20-19/20, #21-19/20 and #22-19/20 were approved as presented by the following vote:

Ayes: Damon, Englund, Sehorn, Walker
Noes: None
Abstentions: None
Absent: King

28. Resolution to Eliminate Vacant Classified/Confidential Positions

#137-19/20: On a motion by Mrs. Englund, seconded by Mrs. Walker, Resolution #23-19/20 was approved as presented by the following vote:

Ayes: Damon, Englund, Sehorn, Walker
Noes: None
Abstentions: None
Absent: King

29. Awarding of Cafeteria Bids

#138-19/20: On a motion by Mr. Sehorn, seconded by Mrs. Walker, the bids were awarded as presented by the following vote:

Ayes: Damon, Englund, Sehorn, Walker
Noes: None
Abstentions: None
Absent: King

MINUTES OF REGULAR MEETING – JUNE 17, 2020

30. Declaration of Need for Fully Qualified Educators

#139-19/20: On a motion by Mrs. Walker, seconded by Mrs. Englund, the Declaration of Need was approved as presented by the following vote:

Ayes:	Damon, Englund, Sehorn, Walker
Noes:	None
Abstentions:	None
Absent:	King

31. Annual Statement of Need for 30-day Substitute Teaching Permits

#140-19/20: On a motion by Mrs. Walker, seconded by Mrs. Englund, the Annual Statement of Need was approved as presented by the following vote:

Ayes:	Damon, Englund, Sehorn, Walker
Noes:	None
Abstentions:	None
Absent:	King

32. 2020/2021 Board Meeting Calendar

#141-19/20: On a motion by Mrs. Walker, seconded by Mrs. Englund, the calendar was approved as presented by the following vote:

Ayes:	Damon, Englund, Sehorn, Walker
Noes:	None
Abstentions:	None
Absent:	King

33. Amended Personnel Assignment Order

#142-19/20: On a motion by Mrs. Walker, seconded by Mrs. Englund, the amended Personnel Assignment Order was approved by the following vote:

Ayes:	Damon, Englund, Sehorn, Walker
Noes:	None
Abstentions:	None
Absent:	King

(Irrespective of effective dates, new employees may not report to their school campus until Personnel Office has communicated completion of pre-employment requirements to site Principal.)

Certificated

Shaina Dickerson
Correction to starting step/class
Step/Class 4/II \$57,366 p/yr.
Effective 8/10/2020

LPHS 2019/20 Coaches

Boys Track Assistant-Andrew Graham
(Paid)

2019/20 TCIP Mentor

Sandy Smith - \$1,434.03

Classified

2019/20 Summer Session

SPED Credit Recovery Para Educator
Chris Latouche
Effective 6/8/20 – 6/26/20

Chris Lowery
Change in return date from Leave of Absence
From 7/1/2020 to 6/22/2020

Dan Rossetta
Retirement w/out District paid benefits
Effective 7/1/2020

MINUTES OF REGULAR MEETING – JUNE 17, 2020

Certificated (Cont.)

Brendan Close
Agriculture Teacher - LPHS
Step/Column 1/I \$49,962 p/yr.
Effective 7/1/2020

Regina Stafford
Agriculture Teacher - LPHS
Step/Column 1/I \$49,962 p/yr.
Effective 8/10/2020

Karsten Anderson
0.8 FTE Art Teacher - OHS
Step/Column 3/I \$53,663
Effective 8/10/2020

James Huie
SPED (ED) Teacher - OHS
Step/Column 1/I \$49,962
Effective 8/10/2020

Jennifer Starr
OAE Teacher
Retirement w/out District paid benefits
Effective 9/18/2020

**Teachers will transfer from BCOE to
OUHSD effective 7/1/20 and retain their
seniority date acquired at BCOE. First
date of paid service will be 8/10/2020**

Katherine Bone
SPED (SH) Teacher - LPHS
Step/Column 3/IV \$59,216 p/yr.
Effective 8/10/2020

Janie Henry
SPED (SH) Teacher - LPHS
Step Column 5/III \$61,064 p/yr.
Effective 8/10/2020

LPHS 2020/21 Coaches Football

Varsity Asst.-Don Frasier – Paid
Varsity Asst.-Todd Hayes – Paid
Varsity Asst.-Joe Hothan – Non Paid
Varsity Asst.-Guy Brogan – Non Paid
Varsity Asst.-Chase Hayes – Non Paid
Varsity Asst.-Doug Hunt – Non Paid
JV Head-Christopher Desylva – Paid
JV Asst.-Mark Vaughn–Paid ½ stipend
JV Asst.-Todd Pennell–Paid ½ stipend
JV Asst.-Jeff Wiles–Non Paid
Frosh Head-Toby Thompson – Paid
Frosh Asst.-Sammy Burnett – Paid
Frosh Asst.-Adrian Mahnke–ASB Paid

Classified (Cont.)

Kelly Sapp
Change from Supplemental Ed Tech to
Administrative Secretary (Attendance)
8.0hrs p/day; 240days p/yr.
Step/Column 18/F08 \$22.88phr
Effective 6/18/2020

**Para-Educators will transfer from BCOE to
OUHSD effective 7/1/20 and retain their
seniority date acquired at BCOE. First date of
paid service will be 8/12/20**

Cameron Davis
ED Para Educator - LPHS
5.0hrs p/day; SDO/195days p/yr.
Step/Column 12/E05 \$19.17p/hr.
Effective 8/12/2020

Cynthia Guerra
ED Para Educator - LPHS
6.0hrs p/day; SDO/195days p/yr.
Step/Column 12/E05 \$19.17p/hr
Effective 8/12/2020.

Ginara Guzman
ED Para Educator – LPHS
5.5hrs p/day; SDO/195days p/yr.
"Y-rated" at Step/Column 12/K \$22.88p/hr.
Effective 8/12/2020

Althea Montanez
ED Para Educator – LPHS
5.5hrs p/day; SDO/195days p/yr.
"Y-rated" at Step/Column 12/F \$19.74p/hr.
Effective 8/12/2020

Aaron "Jim" Pike
ED Para Educator – LPHS
5.5hrs p/day; SDO/195days p/yr.
"Y-rated" at Step/Column 12/K \$22.88p/hr.
Effective 8/12/2020

Cathy Underwood
ED Para Educator – LPHS
6.0hrs p/day; SDO/195days p/yr.
"Y-rated" at Step/Column 12/K \$22.88p/hr.
Effective 8/12/2020

Angella Wentz
ED Para Educator - LPHS
5.5hrs p/day; SDO/195days p/yr.
Step/Column 12/D \$18.25p/hr.
Effective 8/12/2020

MINUTES OF REGULAR MEETING – JUNE 17, 2020

Certificated (Cont.)

LPHS 2020/21 Coaches (Cont.)

Football

Frosh Asst.-Tom Gutierrez-Non Paid

Volleyball

Varsity Asst - Michelle Thao-Non Paid

JV Head - Cindy Thao-Paid

JV Asst - Joseph (Paul) Thao-Non Paid

Frosh - Jim Knapp-Paid

Cross Country

Boys Head - Ed Carey-Paid

Girls Head - Kaylie Hull-Paid

Tennis

Girls Head–Rob Rodney – Paid

Cheer

Head - Tami Deal-Paid

Asst. - Melanie Ripley-Non Paid

Classified (Cont.)

Carla Womack

ED Para Educator – LPHS

5.5hrs p/day; SDO/195days p/yr.

“Y-rated” at Step/Column 12/K \$22.88p/hr.

Effective 8/12/2020

34. Items for Next Agenda (None)

ADJOURNMENT

On a motion by Mrs. Walker, seconded by Mrs. Englund, the meeting adjourned at 6:58 p.m.

(Signature of Board Official)

ATTEST:

Secretary to the Board of Trustees

Checks Dated 06/11/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-178697	06/11/2020	GALPERS	01-5800	SSA 218 ANNUAL FEE		1,000.00
3005-178698	06/11/2020	ACCULARM DAN R LEDFORD	01-5620	CCTV INSTALLATION PHS		300.00
3005-178699	06/11/2020	AT&T	01-5900	ACCT. 9391008278 MAY2020	20.96	
				ACCT. 9391008279 MAY2020	20.89	
				ACCT. 9391008280 MAY2020	20.89	
				ACCT. 9391008281 MAY2020	20.89	
				ACCT. 9391008282 MAY2020 DW	1,066.95	
			11-5900	ACCT. 9391008282 MAY2020 DW	29.60	
				ACCT. 9391047160 MAY2020	103.58	
3005-178700	06/11/2020	BEN TOILET RENTALS INC	13-5900	ACCT. 9391008282 MAY2020 DW	15.19	1,298.95
3005-178701	06/11/2020	WILLIAM PATTERSON BETTER BUILT FENCE	01-5800	FOR USED ON SPECIAL EVENT		219.10
3005-178702	06/11/2020	BETTER DEAL EXCHANGE	01-5640	SERVICE DONE AT LP		300.00
			01-4300	MAINT. SUPPLIES/ BILL	136.89	
				MAINT. SUPPLIES/ JACOB	9.07	
				MAINT. SUPPLIES/ JOHNNY	7.57	
				MAINT. SUPPLIES/ MARK	17.29	
				MAINT. SUPPLIES/ RUSSELL	15.97	
3005-178703	06/11/2020	CALIFORNIA WATER SERVICE	01-4360	MAINT. SUPPLIES/ GLENN	21.61	208.40
			01-5505	JUNE BILLING # 9931655860	41.48	
			11-5505	JUNE BILLING # 8767360151	162.47	203.95
3005-178704	06/11/2020	CENTURY LINK	01-5900	05/01/2020-05/31/2020 - BILLING #87101630		.23
3005-178705	06/11/2020	COMCAST	11-5900	JUNE BILLING- #933675892	1,595.44	
3005-178706	06/11/2020	COMERS PRINT SHOP	11-8699	JUNE E-RATE #933675892	1,279.55-	315.89
			01-4300	DEPLOMAS- PHS	68.90	
				GRADUATION PROGRAMS- OHS	817.92	
3005-178707	06/11/2020	JACE CROSSWELL CROSSWELL TRUCKING	01-4300	GRADUATION PROGRAMS- PHS	82.81	969.63
3005-178708	06/11/2020	MIDWEST MOTOR SUPPLY CO. INC.	01-4360	3/4 MISC BASE		367.26
3005-178709	06/11/2020	ELECTUDE USA LLC	01-4300	TRANS. SUPPLIES		189.30
3005-178710	06/11/2020	GOLD STAR FOODS	13-4700	SITE LICENSE- OHS		12,909.00
				MAY 2020 FOOD SUPPLIES- OUHS STATE FEES	119.70	
				MAY 2020 FOOD SUPPLIES- STORAGE FEE	9.90	
3005-178711	06/11/2020	GOODHEART WILLCOX CO INC	01-5850	MAY2020 FOOD SUPPLIES- BOX FEE	16.20	145.80
3005-178712	06/11/2020	HERFF JONES	01-4300	ENGINEERING AND GRAPHIC ONLINE TEXT BOOKS		6,622.56
				2019 DUE BALANCE/ OHS	16.43	
The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.					ESCAPE	ONLINE

Checks Dated 06/11/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-178712	06/11/2020	HERFF JONES	01-4300	DEPLOMA/ OHS	10.66	27.09
3005-178713	06/11/2020	HILLYARD INC.	01-4300	MAINT. SUPPLIES		1,880.21
3005-178714	06/11/2020	HOBBS PEST SOLUTIONS INC	01-5502	JUNE2020 SERVICE/ DO	50.00	
				JUNE2020 SERVICE/ TRANS	75.00	
3005-178715	06/11/2020	HOME DEPOT	11-5502	JUNE2020 SERVICE/ OAE	55.00	180.00
			01-4300	OHS- MAINT/ LARRY	11.91	
				OHS- MAINT/ RUSSELL	25.57	
				OHS- MAINT/ SANTOS	24.67	62.15
3005-178716	06/11/2020	HUNT AND SONS INC	01-4361	DIESEL FUEL PURCHASED		6,384.89
3005-178717	06/11/2020	MJB SALES & SERVICE	01-4300	WELDING SUPPLIES- J.ANDREW	2,490.49	
				WELDING SUPPLIES- W.UPTON	9,879.52	12,370.01
3005-178718	06/11/2020	NOR CAL TROPHIES	01-4300	RETIREMENT BELL FOR MUNN/WEAGANT/OSTERLUND		134.22
3005-178719	06/11/2020	NORMAC INC	01-4300	MAINT SUPPLIES		237.98
3005-178720	06/11/2020	OROVILLE HIGH SCHOOL PETTY CASH FUND	01-4300	PETTY CASH REIMB. SUPPLIES		43.90
3005-178721	06/11/2020	OUHSD TRANSPORTATION DEPT PETTY CASH - JULIE HOWARTH	01-4360	PETTY CASH REIMB. SUPPLIES		207.99
3005-178722	06/11/2020	PG&E	01-5501	MAY BILLING #0290829210-1	355.81	
				MAY BILLING #8353087371-6	458.70	814.51
3005-178723	06/11/2020	PITNEY BOWES INC GLOBAL FINANCIAL SERVICES LLC	01-4300	INK SUPPLIES		87.40
3005-178724	06/11/2020	RAY MORGAN COMPANY	01-5602	4 QTR CONTRACT/ OAE	708.28	
				CONTRACT BASE 5/17/20-8/16/20- OHS	4,892.62	
				CONTRACT BASE 5/17/20-8/16/20- PHS	2,543.20	
			01-5603	CONTRACT BASE 5/17/20-8/16/20- PHS	7.57	
			11-5603	4 QTR CONTRACT/ OAE	284.98	
				CREDIT FOR BASE CONTRACT 7/01/19-6/30/2020- OAE	400.57-	8,036.08
3005-178725	06/11/2020	REFRIGERATION SUPPLIES DISTRIBUTOR	01-4300	SUPPLIES		149.99
3005-178726	06/11/2020	SHERWIN WILLIAMS CO	01-4300	PAINT SUPPLIES- LP	103.52	
				PAINT SUPPLIES- OHS	1,183.09	1,286.61
3005-178727	06/11/2020	STOTT OUTDOOR ADVERTISING	01-5806	DIGITAL AD 6/01/2020-6/14/2020		810.00
3005-178728	06/11/2020	THERMALITO WATER & SEWER DIST	01-5505	JUNE2020- 617301	323.82	
				JUNE2020- 620601	243.19	567.01
3005-178729	06/11/2020	US BANK CORPORATE PAYMENT SYSTEM	01-4200	5501- T. DRURY/ AMAZON	9.64	
			01-4300	0909- R. DARRACH/ METAL SUPPLY	64.56	
				0950- D.RAMOS/ AMAZON	1,143.70	
				0950- D.RAMOS/ ROUND TABLE	127.57	
				5501- T. DRURY/ AMAZON	208.03	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE

ONLINE

Checks Dated 06/11/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-178729	06/11/2020	US BANK CORPORATE PAYMENT SYSTEM	01-4300	5501- T. DRURY/ HOME DEPOT	25.24	
				5501- T. DRURY/ OFFICE DEPOT	1,620.94	
				5501- T. DRURY/ STAPLES	20.37	
				5501- T. DRURY/ WALMART	184.73	
				5996- C.TELLECHEA/ AMAZON	177.99	
				5996- C.TELLECHEA/ BLUEROCK	189.00	
				5996- C.TELLECHEA/ CSF	314.46	
				5996- C.TELLECHEA/ OFFICE DEPOT	131.91	
				6976- J. OCHS/ DRAGON GRAPHICS	229.50	
				6976- J. OCHS/ OROVILLE FLOWER	259.80	
				7952- L. LAFAYETTE/ HARBOR FRIEGHT	189.43	
				8808- J. LAGRONE/ AMAZON	201.56	
			01-4360	0215- R. SANDERS/ COSTCO	16.08	
				0215- R. SANDERS/ GRAINGER	72.95	
				0215- R. SANDERS/ HOME DEPOT	55.59	
				0215- R. SANDERS/ WALMART	107.17	
			01-4362	0215- R. SANDERS/ WALMART	270.30	
			01-4363	0215- R. SANDERS/ CHUCK PATTERSON	46.33	
			01-4400	5501- T. DRURY/ AMAZON	2,150.86	
			01-5200	2510- C. WILLENBERG/ EB VIRTUAL	2,160.00	
				5996- C.TELLECHEA/ TCU	545.00	
			01-5806	2510- C. WILLENBERG/ SCHOOL SPRING	250.00	
				NET		
				5996- C.TELLECHEA/ MERCURY	572.00	
				REGISTER		
			01-5850	8808- J. LAGRONE/ VICTRA	110.03	
			01-5900	5501- T. DRURY/ USPO	137.80	11,592.54
			01-5800	20/21 RENEWAL FIXED ASSETS		700.00
				INVENTORY		
3005-178730	06/11/2020	RCI TECHNOLOGIES INC		Total Number of Checks	34	70,622.65

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	32	69,910.71
11	AdultEducationFund	5	550.95

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

023 - Oroville Union High School District

Generated for Christina Hopper (CHHOPPER), Jun 11 2020
11:27AM

Checks Dated 06/11/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
--------------	------------	---------------------	-------------	---------	-----------------	--------------

Fund Summary

Fund	Description	Check Count	Expensed Amount
13	CafeteriaSpecialRevenueFund	2	160.99
	Total Number of Checks	34	70,622.65
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		70,622.65

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

023 - Oroville Union High School District

Generated for Christina Hopper (CHHOPPER), Jun 11 2020

11:27AM

Checks Dated 06/18/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-179122	06/18/2020	Tellechea, Cristina	01-4300	GRADUATION SUPPLIES		169.82
3005-179123	06/18/2020	BENNY BROWNS ORO DAM AUTO CNTR	01-4360	FILTER WRENCH		14.12
3005-179124	06/18/2020	BETTER DEAL EXCHANGE	01-4300	MAINT. SUPPLIES/ BILL MAINT. SUPPLIES/ JIM	22.28 16.74	
				MAINT. SUPPLIES/ JOHNNY	5.40	
3005-179125	06/18/2020	CA DEPT OF TAX & FEE ADMIN	13-9580	MAINT. SUPPLIES/ SANTOS 2019/2020 ADULT UTAX 2019/2020 CAFETERIA UTAX	15.13 194.26 845.36	59.55 1,039.62
3005-179126	06/18/2020	BUTTE COUNTY SHERIFF	11-5804	FINGER PRINTING FOR PRE EMPLOYMENT		148.00
3005-179127	06/18/2020	THE COLLEGE BOARD	01-5800	AP2020 TESTING- LP		7,092.00
3005-179128	06/18/2020	DAN'S ELECTRICAL SUPPLY	01-4300	30W LED WALLPACK		280.06
3005-179129	06/18/2020	FLORA FRESH INC	01-4300	FLOWERS FOR GRADUATION		86.07
3005-179130	06/18/2020	Geary Pacific Supply	01-4300	KIT FOR HP DEFROST BOARD- LP		143.82
3005-179131	06/18/2020	GOLD STAR FOODS	13-4700	JUNE 2020 FOOD SUPPLIES- BOX FEE JUNE 2020 FOOD SUPPLIES- STORAGE FEE	1.80 47.70	49.50
3005-179132	06/18/2020	GRAINGER INC	01-4300	MAINT. SUPPLIES		137.64
3005-179133	06/18/2020	HILLYARD INC.	01-4300	CUSTODIAL SUPPLIES	438.52	
				CUSTODIAL CREDIT	74.08-	
				CUSTODIAL SUPPLIES	88.53	452.97
3005-179134	06/18/2020	HOME DEPOT	01-4300	OHS- MAINT/ JIM	242.77	
				OHS- MAINT/ SANTOS	67.12	309.89
3005-179135	06/18/2020	NORCAL KENWORTH	01-4363	COOLANT 55 GAL DRUM		313.62
3005-179136	06/18/2020	OFFICE DEPOT	01-4300	DO SUPPLIES LP PALLET OF PAPER LP SUPPLIES	475.10 1,255.27 388.37	
3005-179137	06/18/2020	PG&E	01-5501	MAY BILLING 6255577568-3		2,118.74
3005-179138	06/18/2020	PITNEY BOWES INC GLOBAL FINANCIAL SERVICES LLC	01-5602	LEASING CHARGE #0012724690		463.31
3005-179139	06/18/2020	RIVERSIDE TECHNOLOGIES INC.	01-4300	CHROME BOOKS		154.98
3005-179140	06/18/2020	SOFTCHOICE CORPORATION	01-5850	SOFTWARE SUBSCRIPTION		118,217.15
3005-179141	06/18/2020	SPURR	01-5501	BILLING 4/24/2020-5/22/2020	2,323.21	12,661.56
			11-5501	BILLING 4/24/2020-5/22/2020	39.04	
3005-179142	06/18/2020	STATE OF CALIF DEPT OF JUSTICE	11-5804	FINGERPRINTING CNA		2,362.25
3005-179143	06/18/2020	US BANK CORPORATE PAYMENT SYSTEM	01-4300	0950- D. RAMOS/ AMZON	303.88	192.00
			01-5200	5996- C. TELLECHEA/ AP SEMINAR	500.00	
			01-5806	0950- D. RAMOS/ NEWS PAPER 5501- T. DRURY/ CA NEWSPAPER	572.00 422.00	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE
Page 1 of 2

Checks Dated 06/18/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-179143	06/18/2020	US BANK CORPORATE PAYMENT SYSTEM	01-5850	9689- K. SIMAS/ ZOOM	14.99	
			11-5850	6976- J. OCHS/ CLASSMAKER	396.00	2,208.87
3005-179144	06/18/2020	VOLTAGE SPECIALISTS WILLIAM L BUNCH JR	01-5640	SERVICE CALL/ LP		487.00
Total Number of Checks					23	149,162.54

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	19	147,298.38
11	AdultEducationFund	4	775.04
13	CafeteriaSpecialRevenueFund	2	1,089.12
Total Number of Checks		23	149,162.54
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			149,162.54

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

023 - Oroville Union High School District

Generated for Christina Hopper (CHHOPPER), Jun 23 2020
12:26PM

Checks Dated 06/25/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-179547	06/25/2020	Metcalf, Consuelo A	01-4300	OFFICE SUPPLIES	23.41	
			01-5200	HR SEMINAR	49.00	72.41
3005-179548	06/25/2020	A-1 APPLIANCE	01-4400	49 CU FT REFRIGERATOR- LP		3,553.68
3005-179549	06/25/2020	BATTERIES PLUS	01-4300	12V LEAD BATTERY		1,269.99
3005-179550	06/25/2020	CALIFORNIA WATER SERVICE	01-5505	JUNE BILLING # 0556577777		5,663.17
3005-179551	06/25/2020	DANNIS WOLIVER KELLEY	01-5801	CERT NEGOTIATION #002202	4,648.00	
				CERT NEGOTIATIONS #002202	2,436.00	
				PERSONNEL ISSUE #001106	364.00	
				STUDENTS DISCIPLINE #010319	9,128.00	16,576.00
3005-179552	06/25/2020	ENTEK CONSULTING GROUP, INC.	01-5800	3 YEARS ASBESTOS INSPECTION- SITES		15,000.00
				01/02/03/04		
3005-179553	06/25/2020	EWING IRRIGATION PRODUCTS	01-4300	MAINT SUPPLIES	273.88	
				Unpaid Sales Tax	2.52-	271.36
3005-179554	06/25/2020	GRAINGER INC	01-4300	MAINT. SUPPLIES	50.16	
			01-4360	DP MOTOR STARTER	336.74	
			01-4400	ELECTRIC AIR COMPRESSOR	3,768.75	4,155.65
3005-179555	06/25/2020	HERFF JONES	01-4300	GOLD TASSEL CLASS OF 2020- PHS	80.18	
				Unpaid Sales Tax	.56-	79.62
3005-179556	06/25/2020	HILLYARD INC.	01-4300	CUSTODIAL SUPPLIES	674.44	
				CUSTODIAL SUPPLIES- LP	253.90	
				CUSTODIAL SUPPLIES- SPLIT	773.45	
				CUSTODIAL SUPPLIES	323.20	
				CUSTODIAL SUPPLIES- SPLIT	1,933.62	3,958.61
3005-179557	06/25/2020	JACKSONS GLASS CO	01-4300	1/4" 48X96 FLEXI GLASS- DO	405.94	
				1/8" 48X96 FLEXI GLASS- DO	571.56	
				24X36 CLEAR MIRROR- DO	81.96	1,059.46
3005-179558	06/25/2020	NORCAL KENWORTH	01-4362	55 GALLON DRUM TRANSYND		3,654.52
3005-179559	06/25/2020	PETERSON HOLDING COMPANY	01-5620	TROUBLE SHOOT ENGINES		308.00
3005-179560	06/25/2020	PRACTI-CAL INC	01-5800	MEDI-CAL CLAIMS TRANSF.		894.60
3005-179561	06/25/2020	SCHOOL OUTFITTERS	01-4300	STOOLS FOR S. SMITH CLASSROOM		2,008.17
3005-179562	06/25/2020	SFWP - ACCTS RECEIVABLE	01-5505	JUNE2020 BILLING LP #007847-000	276.64	
				JUNE2020 BILLING LP AG #007833-000	134.75	411.39
3005-179563	06/25/2020	TEHAMA TIRE SERVICE	01-4360	TIRE DISPOSAL 32@\$5.00		160.00
Total Number of Checks					17	59,096.63

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

023 - Oroville Union High School District

Generated for Christina Hopper (CHHOPPER), Jun 29 2020
11:05AM

ESCAPE ONLINE
Page 1 of 2

Checks Dated 06/25/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
--------------	------------	---------------------	-------------	---------	-----------------	--------------

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	17	59,099.71
	Total Number of Checks	17	59,099.71
	Less Unpaid Sales Tax Liability		3.08
	Net (Check Amount)		59,096.63

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

023 - Oroville Union High School District

Generated for Christina Hopper (CHHOPPER), Jun 29 2020

11:05AM

ESCAPE ONLINE

Page 2 of 2

Checks Dated 07/02/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-180013	07/02/2020	American Eagle Enterprises	01-5620	LP EAST GYM LP WEST GYM OHS	2,450.00 2,450.00 2,150.00	7,900.00
3005-180014	07/02/2020	ASBURY ENVIRONMENTAL SERVICES	01-4360	OHS STUDENT UNION OILY SOLID DRUMS USED METAL OIL	850.00 303.04 55.00	358.04
3005-180015	07/02/2020	BETTER DEAL EXCHANGE	01-4300	MAINT. SUPPLIES/BILL MAINT. SUPPLIES/DEAN MAINT. SUPPLIES/RUSSELL MAINT. SUPPLIES/SANTOS	10.38 55.19 138.60 15.41	
3005-180020	07/02/2020	CHICO ER OROVILLE MERCURY NORTH VALLEY COMMUNITY MEDIA	01-4360	TRANS. SUPPLIES/GLEN	10.81	230.39
3005-180016	07/02/2020	BLICK ART MATERIALS	01-4300	SAMANTHA'S CLASS ROOM SUPPLIES		1,651.42
3005-180017	07/02/2020	CA Dept of Tax And Fee Admin Motor Carrier Office	01-4361	4TH Q FUEL TAX		19.99
3005-180019	07/02/2020	CASEY PRINTING	11-5806	2020 FALL CATALOGS		11,406.82
3005-180020	07/02/2020	CHICO ER OROVILLE MERCURY NORTH VALLEY COMMUNITY MEDIA	11-5806	ADULT SCHOOL ADVERTISEMENT		420.00
3005-180021	07/02/2020	CHRISTY WHITE ASSOCIATES	01-5800	2019-20 AUDIT/ SECOND PROGRESS		5,332.50
3005-180022	07/02/2020	THE COLLEGE BOARD	01-5800	AP2020 TESTING- OHS		7,353.00
3005-180023	07/02/2020	DAN'S ELECTRICAL SUPPLY	01-4300	30W LED WALLPACK		466.77
3005-180024	07/02/2020	SANDRA G NIMMO DBA AFFORDA TES T	01-5800	ANNUAL MONITORING CERT.		1,227.00
3005-180025	07/02/2020	DIRKS AUTOMOTIVE & TRANSMISSION	01-5620	AUTO TRANSMISSION		263.33
3005-180026	07/02/2020	GRAINGER INC	01-4300	MAINT. SUPPLIES		92.17
3005-180027	07/02/2020	HILLYARD INC.	01-4300	CUSTODIAL SUPPLIES- SPLIT	447.18	
3005-180028	07/02/2020	HOME DEPOT	01-4300	CUSTODIAL SUPPLIES- SPLIT- LP	69.34	
				CUSTODIAL SUPPLIES- DO	1,623.75	
				CUSTODIAL SUPPLIES- SPLIT	969.61	
				OHS- MAINT/ JIM	153.30	3,109.88
				OHS- MAINT/ RUSSELL	121.75	
				OHS- MAINT/ SANTOS	129.79	
				CHEMISTRY TEXT BOOKS		404.84
				6.8 PROPANE GAS		1,610.57
				YEAR BOOK		18.77
				JUNE2020- MONTHLY INSPECTION		140.00
				5-5 GAL/ DO		150.00
				KITCHEN EQUIPMENTS		41.40
				KITCHEN EQUIPMENTS	15,777.09	
				TRANS SUPPLIES	6,302.45	22,079.54
				TRANS SUPPLIES	308.85	
				TRANS SUPPLIES	147.05	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE
Page 1 of 2

Checks Dated 07/02/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-180035	07/02/2020	OREILLY AUTOMOTIVE INC	01-4363	TRANS SUPPLIES	159.91	615.81
3005-180036	07/02/2020	OROVILLE FORD	01-6400	2020 VAN PURCHASED		26,642.18
3005-180037	07/02/2020	RAY MORGAN COMPANY	01-5602	CONTRACT RATE- LP	46.14	
			01-5603	CONTRACT BASE- OHS	612.15	
3005-180038	07/02/2020	Semingson Architects Inc	25-6200	CONTRACT RATE- LP	202.32	860.61
3005-180039	07/02/2020	SHERWIN WILLIAMS CO	01-4300	OHS GYM HVAC PROJECT		2,812.75
				PAINT SUPPLIES- LP	97.39	
				PAINT SUPPLIES- OHS	424.23	521.62
3005-180040	07/02/2020	TOTAL EDUCATION SOLUTIONS	01-5800	MAY2020 LAS/SLPA SERVICES		6,535.00
3005-180041	07/02/2020	ULTIMATE GRAD COMPANY NRP	11-4300	TASSELS FOR GRADUATION		528.23
3813-180018	07/02/2020	CALIFORNIA'S VALUED TRUST FINANCE DEPARTMENT	76-9544	JULY2020 RETIRE BILLING	50,611.23	
			76-9560	JULY2020 ACTIVE BILLING	340,903.54	391,514.77
Total Number of Checks					29	494,307.40

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	24	87,624.83
11	AdultEducationFund	3	12,355.05
25	CapitalFacilitiesFund	1	2,812.75
76	Warrant/Pass-ThroughFund	1	391,514.77
Total Number of Checks		29	494,307.40
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			494,307.40

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Fiscal13a

Financial Statement

Fund 01 - General Fund

Fiscal Year 2020/21 Through July 2020

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
LCFF Revenue Sources						
8011	LCFFStateAid-CurrentYear	12,870,769.00	12,870,769.00		12,870,769.00	
8012	EduProtectionAccountStAidCurYr	3,016,003.00	3,016,003.00		3,016,003.00	
8021	Homeowners'Exemptions	111,339.00	111,339.00		111,339.00	
8022	TimberYieldTax	15,065.00	15,065.00		15,065.00	
8029	OthrSubventionsIn-LieuTaxes	2,871.00	2,871.00		2,871.00	
8041	SecuredRollTaxes	7,262,263.00	7,262,263.00		7,262,263.00	
8042	UnsecuredRollTaxes	449,834.00	449,834.00		449,834.00	
8043	PriorYearsTaxes	14,665.00	14,665.00		14,665.00	
8044	SupplementalTaxes	89,204.00	89,204.00		89,204.00	
8045	EducatrRevenueAugmentationFund	1,570,896.00-	1,570,896.00-		1,570,896.00-	
8047	CommunityRedevelopmentFunds	962,335.00	962,335.00		962,335.00	
8096	Tms2ChftrSchlInLieuOfPropTaxes	293,536.00-	293,536.00-		293,536.00-	
Total LCFF Revenue Sources		22,929,916.00	22,929,916.00	.00	22,929,916.00	
Federal Revenue						
8181	SpecialEducation-Entitlement	388,269.00	388,269.00		388,269.00	
8290	AllOtherFederalRevenue	1,737,882.00	1,737,882.00		1,737,882.00	
Total Federal Revenue		2,126,151.00	2,126,151.00	.00	2,126,151.00	
Other State Revenues						
8311	OtherStateApportionmentsCurrYr	763,406.00	763,406.00		763,406.00	
8550	MandatedCostReimbursements	126,791.00	126,791.00		126,791.00	
8560	StateLotteryRevenue	444,000.00	444,000.00		444,000.00	
8590	AllOtherStateRevenue	2,361,599.00	2,361,599.00		2,361,599.00	
Total Other State Revenues		3,695,796.00	3,695,796.00	.00	3,695,796.00	
Other Local Revenue						
8660	Interest	75,000.00	75,000.00		75,000.00	
8677	InteragencySrvcBetweenLEAs	734,000.00	734,000.00		734,000.00	
8699	AllOtherLocalRevenue	170,511.00	170,511.00		170,511.00	
8792	TnsfrApportionmentFrmCntyOffcs	487,652.00	487,652.00		487,652.00	
Total Other Local Revenue		1,467,163.00	1,467,163.00	.00	1,467,163.00	
Total Year To Date Revenues		30,219,026.00	30,219,026.00	.00	30,219,026.00	
Expenditure Detail						
Object	Description	Adopted Budget	Revised Budget	Actual	Balance	% Used

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Starting Period = 1, Ending Account Period = 0, Stmt Option? = R,

Zero Amounts? = N, SACS? = N, Restricted? = Y)

ESCAPE

ONLINE

Page 1 of 25

Fund 01 - General Fund Fiscal Year 2020/21 Through July 2020

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Certificated Salaries							
1100	Certificated Teachers Salaries	8,527,348.00	8,527,348.00			8,527,348.00	
1101	Teacher Sub Pay	242,615.00	242,615.00			242,615.00	
1102	Teacher Extra Pay	172,213.00	172,213.00			172,213.00	
1200	Certificated Pupil Support Salaries	914,014.00	914,014.00			914,014.00	
1202	Pupil Support Extra Pay	12,500.00	12,500.00			12,500.00	
1300	Certificated Supervisor Administrative Salary	1,174,000.00	1,174,000.00			1,174,000.00	
1302	Certificated Admin Extra Pay	46,455.00	46,455.00			46,455.00	
1900	Other Certificated Salaries	70,113.00	70,113.00			70,113.00	
1902	Other Certificated Extra Pay	271,290.00	271,290.00			271,290.00	
	Total Certificated Salaries	11,430,548.00	11,430,548.00	.00	.00	11,430,548.00	
Classified Salaries							
2100	Classified Instructional Salary	1,095,561.00	1,095,561.00			1,095,561.00	
2101	Paraprofessional Sub Pay	31,302.00	31,302.00			31,302.00	
2102	Paraprofessional Extra Pay	7,000.00	7,000.00			7,000.00	
2200	Classified Support Salaries	1,789,922.00	1,789,922.00			1,789,922.00	
2201	Class Support Sub Pay	119,000.00	119,000.00			119,000.00	
2202	Class Support Extra Pay	80,962.00	80,962.00			80,962.00	
2300	Class Supervisor Administrative Salary	315,844.00	315,844.00			315,844.00	
2400	Clerical Technical Office Staff Salary	1,315,818.00	1,315,818.00			1,315,818.00	
2401	Clerical Sub Pay	6,000.00	6,000.00			6,000.00	
2402	Clerical Extra Pay	14,000.00	14,000.00			14,000.00	
2900	Other Classified Salaries	43,034.00	43,034.00			43,034.00	
2902	Other Classified Extra Pay	4,000.00	4,000.00			4,000.00	
	Total Classified Salaries	4,822,443.00	4,822,443.00	.00	.00	4,822,443.00	
Employee Benefits							
3101	STRS Certificated Positions	2,854,466.00	2,854,466.00			2,854,466.00	
3102	STRS Classified Positions	10,837.00	10,837.00			10,837.00	
3201	PERS Certificated Positions	16,211.00	16,211.00			16,211.00	
3202	PERS Classified Positions	894,769.00	894,769.00			894,769.00	
3301	OASDI Medicare Alternative Certificated Positions	5,210.00	5,210.00			5,210.00	
3302	OASDI Medicare Alternative Classified Positions	285,165.00	285,165.00			285,165.00	
3311	Medicare Certificated	162,088.00	162,088.00			162,088.00	
3312	Medicare Classified	67,929.00	67,929.00			67,929.00	
3401	Health Welfare Benefits Certificated Positions	2,813,900.00	2,813,900.00			2,813,900.00	
3402	Health Welfare Benefits Classified Positions	1,352,647.00	1,352,647.00			1,352,647.00	

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Starting Period = 1, Ending Account Period = 0, Stmt Option? = R,

Zero Amounts? = N, SACS? = N, Restricted? = Y)

ESCAPE

ONLINE

Page 2 of 25

Fund 01 - General Fund

Fiscal Year 2020/21 Through July 2020

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3501	StUnemplmntInsrncCertPositns	10,666.00	10,666.00			10,666.00	
3502	StUnemplmntInsrncCissfidPos	2,346.00	2,346.00			2,346.00	
3601	WInsuranceCertificatdPositns	274,081.00	274,081.00			274,081.00	
3602	WCCompenstInsrnceClassPositn	115,646.00	115,646.00			115,646.00	
3701	OPEBALlocatedCertificatdPositn	409,761.00	409,761.00			409,761.00	
3702	OPEBALlocatedClassifiedPositn	176,292.00	176,292.00			176,292.00	
	Total Employee Benefits	9,452,014.00	9,452,014.00	.00	.00	9,452,014.00	
Books and Supplies							
4100	ApprvdTxbookCorCurriculaMterl	121,000.00	121,000.00	2,081.58		118,918.42	
4200	BooksandOtherReferenceMaterial	2,500.00	2,500.00			2,500.00	
4300	MaterialsandSupplies	1,537,869.00	1,537,869.00	2,965.40		1,534,903.60	
4360	TransportationGenSupplies	20,000.00	20,000.00			20,000.00	
4361	TransportationFuel	110,000.00	110,000.00			110,000.00	
4362	TransportationOilGrease	6,000.00	6,000.00			6,000.00	
4363	TransportationParts	54,000.00	54,000.00			54,000.00	
4364	TransportationTires	15,000.00	15,000.00			15,000.00	
4400	NoncapitalizedEquipment	7,590.00	7,590.00	1,600.69		5,989.31	
	Total Books and Supplies	1,873,959.00	1,873,959.00	6,647.67	.00	1,867,311.33	
Services and Other Operating Expenditures							
5200	TravelandConferences	300,786.00	300,786.00	275.00		300,511.00	
5300	DuesandMemberships	26,200.00	26,200.00	1,000.00	815.00	24,385.00	3.11
5450	OtherInsurance	438,000.00	438,000.00			438,000.00	
5501	GasElectricity	439,909.00	439,909.00			439,909.00	
5502	PestControl	6,400.00	6,400.00			6,400.00	
5503	SewerFees	63,000.00	63,000.00			63,000.00	
5505	Water	67,000.00	67,000.00			67,000.00	
5506	WasteDisposal	57,200.00	57,200.00			57,200.00	
5601	FacilitiesRent	6,000.00	6,000.00			6,000.00	
5602	CopierPostageMeterRents	47,800.00	47,800.00	1,796.71		46,003.29	
5603	CopierMaintenance	32,305.00	32,305.00			32,305.00	
5620	EquipmentRentalsAndRepairs	124,000.00	124,000.00			124,000.00	
5630	ComputerMaintenanceRepairs	21,000.00	21,000.00			21,000.00	
5640	BuildingAndSiteRepairs	230,000.00	230,000.00	27,909.00		202,091.00	
5750	TransfersDirectCostsInterfund	20,000.00-	20,000.00-			20,000.00-	
5800	ProfConsultngSrvcsandOperExpend	720,393.00	720,393.00		1,927.00	718,466.00	0.27

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Starting Period = 1, Ending Account Period = 0, Stmt Option? = R,

Zero Amounts? = N, SACS? = N, Restricted? = Y)

E S C A P E

ONLINE

Page 3 of 25

Fund 01 - General Fund

Fiscal Year 2020/21 Through July 2020

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Services and Other Operating Expenditures (continued)							
5801	LegalFees	100,000.00	100,000.00			100,000.00	
5802	ElectionFees	31,000.00	31,000.00			31,000.00	
5804	PreEmploymentTesting	11,000.00	11,000.00			11,000.00	
5806	Advertising	1,000.00	1,000.00			1,000.00	
5850	SoftwareMaintenanceAndLicences	193,800.00	193,800.00	59,077.50	12,953.64	121,768.86	6.68
5900	Communications	33,250.00	33,250.00	9,144.00		24,106.00	
	Total Services and Other Operating Expenditures	2,930,043.00	2,930,043.00	99,202.21	15,695.64	2,815,145.15	0.54
Capital Outlay							
6400	Equipment	130,326.00	130,326.00	861,357.95		731,031.95-	
	Total Capital Outlay	130,326.00	130,326.00	861,357.95	.00	731,031.95-	
Tuition							
7142	OthhuitnExcsCstsDfctPy2CntyOff	733,284.00	733,284.00			733,284.00	
	Total Tuition	733,284.00	733,284.00	.00	.00	733,284.00	
Transfers of Indirect/direct support costs							
7350	TransIndirectCostsInterfund	77,639.00-	77,639.00-			77,639.00-	
	Total Transfers of Indirect/direct support costs	77,639.00-	77,639.00-	.00	.00	77,639.00-	
Debt Service							
7439	OtherDebtService-Principal	294,737.00	294,737.00			294,737.00	
	Total Debt Service	294,737.00	294,737.00	.00	.00	294,737.00	
	Total Year To Date Expenditures	31,589,715.00	31,589,715.00	967,207.83	15,695.64	30,606,811.53	0.05
Other Financing Sources							
Other Financing Sources							
8919	OthrAuthorizedIntrFundTrnsfrsIn	16,000.00	16,000.00			16,000.00	
	Total Other Financing Sources	16,000.00	16,000.00	.00	.00	16,000.00	
	Total Year To Date Other Financing Sources	16,000.00	16,000.00	.00	.00	16,000.00	
Other Financing Uses							
Interfund Transfers Out							
7616	FromGenFundToCafeFund	224,078.00	224,078.00			224,078.00	
Selection							
Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Starting Period = 1, Ending Account Period = 0, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)							

Fiscal13a

Financial Statement

Fund 01 - General Fund		Fiscal Year 2020/21 Through July 2020				
Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance
Other Financing Uses (continued)						
Total Interfund Transfers Out		224,078.00	224,078.00	.00	.00	224,078.00
Total Year To Date Other Financing Uses		224,078.00	224,078.00	.00	.00	224,078.00

Fiscal13a

Financial Statement

Fund 01 - General Fund		Fiscal Year 2020/21 Through July 2020				
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	30,219,026.00	30,219,026.00			30,219,026.00	
B. Expenditures	31,589,715.00	31,589,715.00	967,207.83	15,695.64	30,606,811.53	0.05
C. Subtotal (Revenue LESS Expense)	1,370,689.00-	1,370,689.00-		15,695.64-	387,785.53-	
D. Other Financing Sources and Uses	16,000.00	16,000.00			16,000.00	
Sources	224,078.00	224,078.00			224,078.00	
LESS Uses						
E. Net Change in Fund Balance	1,578,767.00-	1,578,767.00-		15,695.64-	595,863.53-	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	5,190,001.00	5,190,001.00				
Other Restatements (9795)						
Adjusted Beginning Balance	5,190,001.00	5,190,001.00		.00		
G. Calculated Ending Balance	3,611,234.00	3,611,234.00		15,695.64-		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	3,611,234.00	3,611,234.00				
Other				967,207.83		

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Starting Period = 1, Ending Account Period = 0, Stmt Option? = R,

Zero Amounts? = N, SACS? = N, Restricted? = Y)

ESCAPE

ONLINE

Page 6 of 25

Fiscal13a

Financial Statement

Fund 11 - Adult Education Fund

Fiscal Year 2020/21 Through July 2020

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
8290	All Other Federal Revenue	138,550.00	138,550.00		138,550.00	
	Total Federal Revenue	138,550.00	138,550.00	.00	138,550.00	
Other Local Revenue						
8660	Interest	15,341.00	15,341.00		15,341.00	
8671	Adult Education Fees	218,506.00	218,506.00		218,506.00	
8677	Interagency Svcs Between LEAs	1,044,387.00	1,044,387.00		1,044,387.00	
8699	All Other Local Revenue	42,934.00	42,934.00		42,934.00	
	Total Other Local Revenue	1,321,168.00	1,321,168.00	.00	1,321,168.00	
	Total Year To Date Revenues	1,459,718.00	1,459,718.00	.00	1,459,718.00	

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	Certificated Teachers Salaries	358,188.00	358,188.00			358,188.00	
1101	Teacher Sub Pay	2,250.00	2,250.00			2,250.00	
1300	Critfcd Supvrsvr Adminstrtr Stry	64,816.00	64,816.00			64,816.00	
	Total Certificated Salaries	425,254.00	425,254.00	.00	.00	425,254.00	
Classified Salaries							
2100	Classified Instructional Salary	46,435.00	46,435.00			46,435.00	
2102	Para Ed Extra Pay	150.00	150.00			150.00	
2200	Classified Support Salaries	32,262.00	32,262.00			32,262.00	
2201	Class Support Sub Pay	3,100.00	3,100.00			3,100.00	
2400	Clerid Technicl Offic Staff Stry	177,312.00	177,312.00			177,312.00	
2900	Other Classified Salaries	9,856.00	9,856.00			9,856.00	
	Total Classified Salaries	269,115.00	269,115.00	.00	.00	269,115.00	
Employee Benefits							
3101	STRS Certificated Positions	68,269.00	68,269.00			68,269.00	
3102	STRS Classified Positions	1,592.00	1,592.00			1,592.00	
3202	PERS Classified Positions	53,199.00	53,199.00			53,199.00	
3301	OASDI Medcrl Altrmtv Certfc Positns	140.00	140.00			140.00	
3302	OASDI Medcrl Altrmtv Clas Position	16,276.00	16,276.00			16,276.00	
3311	Medicare Certificated	6,166.00	6,166.00			6,166.00	
3312	Medicare Classified	3,806.00	3,806.00			3,806.00	

Selection: Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Starting Period = 1, Ending Account Period = 0, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

ESCAPE ONLINE
Page 7 of 25

Fiscal13a

Financial Statement

Fund 11 - Adult Education Fund

Fiscal Year 2020/21 Through July 2020

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3401	HlthWlfrBenefitsCertificPositn	149,702.00	149,702.00			149,702.00	
3402	HlthWlfrBenefitClassifdPositn	82,065.00	82,065.00			82,065.00	
3501	StUnemplmntInsurmcCertPositns	212.00	212.00			212.00	
3502	StUnemplmntInsurmcClassifdPos	131.00	131.00			131.00	
3601	WCInsuranceCertificatdPositns	10,198.00	10,198.00			10,198.00	
3602	WCCompensnInsurmcClassPositn	6,454.00	6,454.00			6,454.00	
3701	OPEBAlocatedCertificatdPositn	15,352.00	15,352.00			15,352.00	
3702	OPEBAlocatedClassifiedPositn	9,716.00	9,716.00			9,716.00	
	Total Employee Benefits	423,278.00	423,278.00	.00	.00	423,278.00	
Books and Supplies							
4300	MaterialsandSupplies	8,000.00	8,000.00			8,000.00	
	Total Books and Supplies	8,000.00	8,000.00	.00	.00	8,000.00	
Services and Other Operating Expenditures							
5300	DuesandMemberships	2,260.00	2,260.00			2,260.00	
5501	GasElectricity	23,935.00	23,935.00			23,935.00	
5502	PestControl	700.00	700.00			700.00	
5503	SewerFees	1,400.00	1,400.00			1,400.00	
5505	Water	6,000.00	6,000.00			6,000.00	
5506	WasteDisposal	3,000.00	3,000.00			3,000.00	
5601	FacilitiesRent	42,000.00	42,000.00			42,000.00	
5602	CopierPostageMeterRents	1,000.00	1,000.00			1,000.00	
5603	CopierMaintenance	9,500.00	9,500.00			9,500.00	
5620	EquipmentRentalsAndRepairs	950.00	950.00			950.00	
5750	TransfersDirectCostsInterfund	19,000.00	19,000.00			19,000.00	
5800	ProfConsultngSrvcsandOperExpnd	105,000.00	105,000.00			105,000.00	
5804	PreEmploymentTesting	9,500.00	9,500.00			9,500.00	
5806	Advertising	30,000.00	30,000.00			30,000.00	
5850	SoftwareMaintenanceAndLicences	16,000.00	16,000.00		612.24	15,387.76	3.83
5900	Communications	36,000.00	36,000.00			36,000.00	
	Total Services and Other Operating Expenditures	306,245.00	306,245.00	.00	612.24	305,632.76	0.20
Transfers of Indirect/direct support costs							
7350	TransIndirectCostsInterfund	40,367.00	40,367.00			40,367.00	
	Total Transfers of Indirect/direct support costs	40,367.00	40,367.00	.00	.00	40,367.00	
	Total Year To Date Expenditures	1,472,259.00	1,472,259.00	.00	612.24	1,471,646.76	0.04

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Starting Period = 1, Ending Account Period = 0, Stmt Option? = R,

Zero Amounts? = N, SACS? = N, Restricted? = Y)

ESCAPE

ONLINE

Page 8 of 25

Fiscal13a

Financial Statement

Fund 11 - Adult Education Fund

Fiscal Year 2020/21 Through July 2020

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	1,459,718.00	1,459,718.00			1,459,718.00	
B. Expenditures	1,472,259.00	1,472,259.00		612.24	1,471,646.76	0.04
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses	12,541.00-	12,541.00-		612.24-	11,928.76-	
Sources						
LESS Uses						
E. Net Change in Fund Balance	12,541.00-	12,541.00-		612.24-	11,928.76-	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	624,723.00	624,723.00				
Other Restatements (9795)						
Adjusted Beginning Balance	624,723.00	624,723.00		.00		
G. Calculated Ending Balance	612,182.00	612,182.00		612.24-		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesign/Unapprop (9790)	612,182.00	612,182.00				
Other						

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Starting Period = 1, Ending Account Period = 0, Stmt Option? = R,

Zero Amounts? = N, SACS? = N, Restricted? = Y)

ESCAPE

ONLINE

Page 9 of 25

Fund 13 - CafeteriaSpecialRevenueFund

Fiscal Year 2020/21 Through July 2020

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
8220	ChildNutritionPrograms	955,000.00	955,000.00		955,000.00	
	Total Federal Revenue	955,000.00	955,000.00	.00	955,000.00	
Other State Revenues						
8520	ChildNutrition	85,000.00	85,000.00		85,000.00	
	Total Other State Revenues	85,000.00	85,000.00	.00	85,000.00	
Other Local Revenue						
8634	FoodServiceSales	26,000.00	26,000.00		26,000.00	
8660	Interest	1,000.00-	1,000.00-		1,000.00-	
	Total Other Local Revenue	25,000.00	25,000.00	.00	25,000.00	
	Total Year To Date Revenues	1,065,000.00	1,065,000.00	.00	1,065,000.00	

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Classified Salaries							
2200	ClassifiedSupportSalaries	280,038.00	280,038.00			280,038.00	
2201	ClassSupportSubPay	27,400.00	27,400.00			27,400.00	
2202	ClassSupportExtraPay	8,600.00	8,600.00			8,600.00	
2300	ClassSupvrsrAdministratorsSlry	62,597.00	62,597.00			62,597.00	
2400	CleridTechnicalOfficStaffSlrys	17,728.00	17,728.00			17,728.00	
	Total Classified Salaries	396,363.00	396,363.00	.00	.00	396,363.00	
Employee Benefits							
3202	PERSClassifiedPositions	65,375.00	65,375.00			65,375.00	
3302	OASDIIMedicrAltrmtvClasPosition	23,989.00	23,989.00			23,989.00	
3312	MedicareClassified	5,611.00	5,611.00			5,611.00	
3402	HlthWfrBenefitClassifidPositn	98,750.00	98,750.00			98,750.00	
3502	StUnemplmntInsurmcClassifidPos	192.00	192.00			192.00	
3602	WCCCompensntInsurmcClassPositn	9,504.00	9,504.00			9,504.00	
3702	OPEBAllocatedClassifiedPositn	14,309.00	14,309.00			14,309.00	
	Total Employee Benefits	217,730.00	217,730.00	.00	.00	217,730.00	
Books and Supplies							
4300	MaterialsandSupplies	50,000.00	50,000.00			50,000.00	
4700	Food	564,000.00	564,000.00			564,000.00	
	Total Books and Supplies	614,000.00	614,000.00	.00	.00	614,000.00	

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Starting Period = 1, Ending Account Period = 0, Stmt Option? = R,

Zero Amounts? = N, SACS? = N, Restricted? = Y)

ESCAPE

ONLINE

Page 10 of 25

Fiscal13a

Financial Statement

Fund 13 - CafeteriaSpecialRevenueFund				Fiscal Year 2020/21 Through July 2020			
Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Services and Other Operating Expenditures							
5200	TravelandConferences	500.00	500.00			500.00	
5300	DuesandMemberships	500.00	500.00			500.00	
5750	TransfersDirectCostsInterfund	1,000.00	1,000.00			1,000.00	
5800	ProfConsultingSrvcsandOperExpend	3,000.00	3,000.00			3,000.00	
5804	PreEmploymentTesting	1,700.00	1,700.00			1,700.00	
5850	SoftwareMaintenanceAndLicences	5,900.00	5,900.00			5,900.00	
5900	Communications	500.00	500.00			500.00	
	Total Services and Other Operating Expenditures	13,100.00	13,100.00	.00	.00	13,100.00	
Transfers of Indirect/direct support costs							
7350	TransIndirectCostsInterfund	37,272.00	37,272.00			37,272.00	
	Total Transfers of Indirect/direct support costs	37,272.00	37,272.00	.00	.00	37,272.00	
	Total Year To Date Expenditures	1,278,465.00	1,278,465.00	.00	.00	1,278,465.00	
Object	Description	Adopted Budget	Revised Budget	Actual	Balance	% Used	
Other Financing Sources							
Other Financing Sources							
8916	ToCafeFundFromGenFund	224,078.00	224,078.00			224,078.00	
	Total Other Financing Sources	224,078.00	224,078.00	.00		224,078.00	
	Total Year To Date Other Financing Sources	224,078.00	224,078.00	.00		224,078.00	

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Starting Period = 1, Ending Account Period = 0, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

ESCAPE

ONLINE

Page 11 of 25

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Starting Period = 1, Ending Account Period = 0, Stmt Option? = R,

Zero Amounts? = N, SACS? = N, Restricted? = Y)

ESCAPE

ONLINE

Page 11 of 25

Fiscal13a

Financial Statement

Fund 13 - CafeteriaSpecialRevenueFund		Fiscal Year 2020/21 Through July 2020				
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	1,065,000.00	1,065,000.00			1,065,000.00	
B. Expenditures	1,278,465.00	1,278,465.00			1,278,465.00	
C. Subtotal (Revenue LESS Expense)	213,465.00-	213,465.00-		.00	213,465.00-	
D. Other Financing Sources and Uses	224,078.00	224,078.00			224,078.00	
Sources						
LESS Uses						
E. Net Change in Fund Balance	10,613.00	10,613.00		.00	10,613.00	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	31,845.00	31,845.00				
Other Restatements (9795)						
Adjusted Beginning Balance	31,845.00	31,845.00		.00		
G. Calculated Ending Balance	42,458.00	42,458.00		.00		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesign/Unappropri (9790)	42,458.00	42,458.00				
Other						

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Starting Period = 1, Ending Account Period = 0, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

ESCAPE ONLINE

Page 12 of 25

Fund 25 - Capital/Facilities Fund

Fiscal Year 2020/21 Through July 2020

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	7,000.00	7,000.00		7,000.00	
8681	Mitigation/DeveloperFees	200,000.00	200,000.00		200,000.00	
Total Other Local Revenue		207,000.00	207,000.00	.00	207,000.00	
Total Year To Date Revenues		207,000.00	207,000.00	.00	207,000.00	

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Other Financing Uses							
Interfund Transfers Out							
7619	OthrAuthrizdInterFndTrnsfrsOut	16,000.00	16,000.00			16,000.00	
Total Interfund Transfers Out		16,000.00	16,000.00	.00	.00	16,000.00	
Total Year To Date Other Financing Uses		16,000.00	16,000.00	.00	.00	16,000.00	

Fiscal13a

Financial Statement

Fund 25 - Capital Facilities Fund

Fiscal Year 2020/21 Through July 2020

Description

Revenues, Expenditures, and Changes in Fund Balance

	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
A. Revenues	207,000.00	207,000.00			207,000.00	
B. Expenditures						
C. Subtotal (Revenue LESS Expense)	207,000.00	207,000.00		.00	207,000.00	
D. Other Financing Sources and Uses						
Sources	16,000.00	16,000.00			16,000.00	
LESS Uses						
E. Net Change in Fund Balance	191,000.00	191,000.00		.00	191,000.00	
F. Fund Balance:						
Beginning Balance (9791)	664,029.00	664,029.00				
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	664,029.00	664,029.00		.00		
G. Calculated Ending Balance	855,029.00	855,029.00		.00		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)	855,029.00	855,029.00				
Undesig/Unapprop (9790)						
Other						

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Starting Period = 1, Ending Account Period = 0, Stmt Option? = R,

Zero Amounts? = N, SACS? = N, Restricted? = Y)

ESCAPE

ONLINE

Page 14 of 25

Fiscal13a

Financial Statement

Fund 26 - RDAFeesFund		Fiscal Year 2020/21 Through July 2020			
Object	Description	Adopted Budget	Revised Budget	Revenue	% Rcvd
Revenue Detail					
Other Local Revenue					
8625	ComRdvlpmntFndNotSubjct2LCFFDd	117,000.00	117,000.00		117,000.00
8660	Interest	7,000.00	7,000.00		7,000.00
Total Other Local Revenue		124,000.00	124,000.00	.00	124,000.00
Total Year To Date Revenues		124,000.00	124,000.00	.00	124,000.00

Fiscal13a

Financial Statement

Fund 26 - RDAFeesFund		Fiscal Year 2020/21 Through July 2020				
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	124,000.00	124,000.00			124,000.00	
B. Expenditures						
C. Subtotal (Revenue LESS Expense)	124,000.00	124,000.00		.00	124,000.00	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	124,000.00	124,000.00		.00	124,000.00	
F. Fund Balance:						
Beginning Balance (9791)	642,849.00	642,849.00				
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	642,849.00	642,849.00		.00		
G. Calculated Ending Balance	766,849.00	766,849.00		.00		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)	766,849.00	766,849.00				
Undesig/Unapprop (9790)						
Other						

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Starting Period = 1, Ending Account Period = 0, Stmt Option? = R,

Zero Amounts? = N, SACS? = N, Restricted? = Y)

ESCAPE

ONLINE

Page 16 of 25

Fund 51 - BndIntRdmptFndA			Fiscal Year 2020/21 Through July 2020			
Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotdIndbtDnesLeviHmownrExmptn	4,000.00	4,000.00		4,000.00	
8572	VtdIndbtDnsLevOtrSbvrtnInLuTx	2,000.00	2,000.00		2,000.00	
	Total Other State Revenues	6,000.00	6,000.00	.00	6,000.00	
Other Local Revenue						
8611	VotedIndebtdnssLevieSecurdRol	387,000.00	387,000.00		387,000.00	
8612	VotdIndebtdnssLevieUnscurdRol	26,000.00	26,000.00		26,000.00	
8613	VotdIndebtdnssLeviePrYrTaxes	1,000.00	1,000.00		1,000.00	
8614	VotdIndbtDnssLevieSuplmtntTaxe	6,000.00	6,000.00		6,000.00	
8660	Interest	7,000.00	7,000.00		7,000.00	
	Total Other Local Revenue	427,000.00	427,000.00	.00	427,000.00	
	Total Year To Date Revenues	433,000.00	433,000.00	.00	433,000.00	
Expenditure Detail						
Debt Service						
7433	BondRedemptions	205,865.00	205,865.00		205,865.00	
7434	BondInterestOtherServiceCharge	294,135.00	294,135.00		294,135.00	
	Total Debt Service	500,000.00	500,000.00	.00	500,000.00	
	Total Year To Date Expenditures	500,000.00	500,000.00	.00	500,000.00	

Fiscal13a

Financial Statement

Fund 51 - BndIntRdmpFndA

Fiscal Year 2020/21 Through July 2020

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	433,000.00	433,000.00			433,000.00	
B. Expenditures	500,000.00	500,000.00			500,000.00	
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses	67,000.00-	67,000.00-		.00	67,000.00-	
Sources						
LESS Uses						
E. Net Change in Fund Balance	67,000.00-	67,000.00-		.00	67,000.00-	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	829,290.00	829,290.00				
Other Restatements (9795)						
Adjusted Beginning Balance	829,290.00	829,290.00		.00		
G. Calculated Ending Balance	762,290.00	762,290.00		.00		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	762,290.00	762,290.00				
Other						

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Starting Period = 1, Ending Account Period = 0, Stmt Option? = R,

Zero Amounts? = N, SACS? = N, Restricted? = Y)

ESCAPE

ONLINE

Page 18 of 25

Fund 52 - BndIntRdmpmtFndB		Fiscal Year 2020/21 Through July 2020				
Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotdIndbtdnesLeviHmownrExmptn	3,000.00	3,000.00		3,000.00	
8572	VtdIndbtdnsLevOtrSbvntrnsInLuTx	1,000.00	1,000.00		1,000.00	
	Total Other State Revenues	4,000.00	4,000.00	.00	4,000.00	
Other Local Revenue						
8611	VotedIndebtdnsslLevieSecurdRol	282,000.00	282,000.00		282,000.00	
8612	VotdIndebtdnesLevieUnscurdRol	19,000.00	19,000.00		19,000.00	
8613	VotdIndebtdnesLeviePriYrTaxes	1,000.00	1,000.00		1,000.00	
8614	VotdIndbtdnsslLevieSuplMntlTaxe	4,000.00	4,000.00		4,000.00	
8660	Interest	5,000.00	5,000.00		5,000.00	
	Total Other Local Revenue	311,000.00	311,000.00	.00	311,000.00	
	Total Year To Date Revenues	315,000.00	315,000.00	.00	315,000.00	
Expenditure Detail						
Debt Service						
7433	BondRedemptions	143,142.00	143,142.00		143,142.00	
7434	BondInterestOtherServiceCharge	226,858.00	226,858.00		226,858.00	
	Total Debt Service	370,000.00	370,000.00	.00	370,000.00	
	Total Year To Date Expenditures	370,000.00	370,000.00	.00	370,000.00	

Fiscal13a

Financial Statement

Fund 52 - BndIntRdmpFndB		Fiscal Year 2020/21 Through July 2020				
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	315,000.00	315,000.00			315,000.00	
B. Expenditures	370,000.00	370,000.00			370,000.00	
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses	55,000.00-	55,000.00-		.00	55,000.00-	
Sources						
LESS Uses						
E. Net Change in Fund Balance	55,000.00-	55,000.00-		.00	55,000.00-	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	601,425.00	601,425.00				
Other Restatements (9795)						
Adjusted Beginning Balance	601,425.00	601,425.00		.00		
G. Calculated Ending Balance	546,425.00	546,425.00		.00		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	546,425.00	546,425.00				
Other						

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Starting Period = 1, Ending Account Period = 0, Stmt Option? = R,

Zero Amounts? = N, SACS? = N, Restricted? = Y)

ESCAPE

ONLINE

Page 20 of 25

Fund 53 - BndIntRdmpTndHarrison

Fiscal Year 2020/21 Through July 2020

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VoidIndbtDnesLeviHmownrExmptn	10,000.00	10,000.00		10,000.00	
8572	VoidIndbtDnesLevOtrSbvntrnsInLuTx	3,000.00	3,000.00		3,000.00	
	Total Other State Revenues	13,000.00	13,000.00	.00	13,000.00	
Other Local Revenue						
8611	VotedIndebtdnssLevieSecurdRol	770,000.00	770,000.00		770,000.00	
8612	VoidIndebtdnssLevieUnscurdRol	52,000.00	52,000.00		52,000.00	
8613	VoidIndebtdnssLeviePrYrTaxes	2,000.00	2,000.00		2,000.00	
8614	VoidIndbtDnesLevieSuplmmntlTaxe	11,000.00	11,000.00		11,000.00	
8660	Interest	12,000.00	12,000.00		12,000.00	
	Total Other Local Revenue	847,000.00	847,000.00	.00	847,000.00	
	Total Year To Date Revenues	860,000.00	860,000.00	.00	860,000.00	

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Debt Service							
7433	BondRedemptions	801,474.00	801,474.00			801,474.00	
7434	BondInterestOtherServiceCharge	140,137.00	140,137.00			140,137.00	
	Total Debt Service	941,611.00	941,611.00	.00	.00	941,611.00	
	Total Year To Date Expenditures	941,611.00	941,611.00	.00	.00	941,611.00	

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Starting Period = 1, Ending Account Period = 0, Stmt Option? = R,

Zero Amounts? = N, SACS? = N, Restricted? = Y)

ESCAPE

ONLINE

Page 21 of 25

Fiscal13a

Financial Statement

Fund 53 - BndIntRdmpmtFndHarrison		Fiscal Year 2020/21 Through July 2020				
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	860,000.00	860,000.00			860,000.00	
B. Expenditures	941,611.00	941,611.00			941,611.00	
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses	81,611.00-	81,611.00-		.00	81,611.00-	
Sources						
LESS Uses						
E. Net Change in Fund Balance	81,611.00-	81,611.00-		.00	81,611.00-	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	1,529,353.00	1,529,353.00				
Other Restatements (9795)						
Adjusted Beginning Balance	1,529,353.00	1,529,353.00		.00		
G. Calculated Ending Balance	1,447,742.00	1,447,742.00		.00		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,447,742.00	1,447,742.00				
Other						

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Starting Period = 1, Ending Account Period = 0, Stmt Option? = R,

Zero Amounts? = N, SACS? = N, Restricted? = Y)

ESCAPE

ONLINE

Page 22 of 25

Fund 73 - FoundationPrivPurposeTrustFund Fiscal Year 2020/21 Through July 2020

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	21,000.00	21,000.00		21,000.00	
8699	AllOtherLocalRevenue	34,000.00	34,000.00		34,000.00	
	Total Other Local Revenue	55,000.00	55,000.00	.00	55,000.00	
	Total Year To Date Revenues	55,000.00	55,000.00	.00	55,000.00	
Expenditure Detail						
Services and Other Operating Expenditures						
5800	ProfConsultingSrvcsandOperExpnd	55,000.00	55,000.00		55,000.00	
	Total Services and Other Operating Expenditures	55,000.00	55,000.00	.00	55,000.00	
	Total Year To Date Expenditures	55,000.00	55,000.00	.00	55,000.00	

Fiscal13a

Financial Statement

Fund: 73 - FoundationPrivPurposeTrustFund		Fiscal Year 2020/21 Through July 2020				
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	55,000.00	55,000.00			55,000.00	
B. Expenditures	55,000.00	55,000.00			55,000.00	
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses	.00	.00		.00	.00	
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	.00		.00	.00	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	1,488,965.00	1,488,965.00				
Other Restatements (9795)						
Adjusted Beginning Balance	1,488,965.00	1,488,965.00		.00		
G. Calculated Ending Balance	1,488,965.00	1,488,965.00		.00		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,488,965.00	1,488,965.00				
Other						

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Starting Period = 1, Ending Account Period = 0, Stmt Option? = R,

Zero Amounts? = N, SACS? = N, Restricted? = Y)

ESCAPE

ONLINE

Page 24 of 25

Fiscal13a

Financial Statement

Fund 76 - Warrant/Pass-ThroughFund		Fiscal Year 2020/21 Through July 2020				
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget

Revenues, Expenditures, and Changes in Fund Balance

A. Revenues						
B. Expenditures						
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance						
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance						
G. Calculated Ending Balance						
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other						

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Starting Period = 1, Ending Account Period = 0, Stmt Option? = R,

Zero Amounts? = N, SACS? = N, Restricted? = Y)

ESCAPE ONLINE

Page 25 of 25

Oroville Union High School District
19-20 Scholarship Donations
for Board Approval

Deposit Date	Scholarship Fund:	Donated by:	Amount
1st Quarter			
07/19/19	Dave Bruce Hall of Fame	Paula Felipe	\$200.00
08/06/19	Dave Bruce Hall of Fame	Mike Ramsey	410.00
08/09/19	Dave Bruce Hall of Fame	David Frank	200.00
08/19/19	Dave Bruce Hall of Fame	Tom & Diana Aldridge	100.00
08/19/19	LP Ag	LP ASB	750.00
08/19/19	LP Paul Kafader	LP ASB	250.00
08/30/19	Dave Bruce Hall of Fame	Al Hottinger	186.31
09/13/19	Dave Bruce Hall of Fame	Jim McNulty	100.00
09/13/19	Dave Bruce Hall of Fame	Mooretown Rancheria	500.00
09/13/19	Dave Bruce Hall of Fame	Glen Sparrow	250.00
09/23/19	OHS Environmental Club	OHS ASB/Environmental Club	100.00
09/23/19	Dave Bruce Hall of Fame	Albert & Bonnie King	300.00
			<u>\$3,346.31</u>
2nd Quarter			
10/28/19	Green Rose Golf Scholarship	Karen Green	55.00
11/04/19	Dave Bruce Hall of Fame	Al Hottinger	236.84
12/16/19	Del Whittier Memorial	Beverly Whittier	5,000.00
12/23/19	Dave Bruce Hall of Fame	Al Hottinger	97.68
			<u>\$5,389.52</u>
3rd Quarter			
01/14/20	Del Whittier Memorial	Beverly Whittier	100.00
01/21/20	Dave Bruce Hall of Fame	Class Reunion of 1959	377.51
01/21/20	Del Whittier Memorial	Beverly Whittier	100.00
02/11/20	Del Whittier Memorial	Beverly Whittier	100.00
02/11/20	Del Whittier Memorial	Beverly Whittier	100.00
02/28/20	Dave Bruce Hall of Fame	Al Hottinger	167.46
03/09/20	Dave Bruce Hall of Fame	DWK Attorneys	100.00
03/16/20	Dave Bruce Hall of Fame	Sal Rodriguez Landscapes	100.00
03/16/20	Dave Bruce Hall of Fame	Ray Sehorn	250.00
03/16/20	John R. Johnson	William Garnett	494.00
03/26/20	Dave Bruce Hall of Fame	Amy Pham DDS / Pro Dental	200.00
			<u>\$2,088.97</u>
4th Quarter			
04/02/20	Wise Memorial	Donald Wise	400.00
04/17/20	Dave Bruce Hall of Fame	Oroville Hospital	500.00
05/01/20	Green/Rose Golf Scholarship	Patrick & Renee Cloney	100.00
05/01/20	Dave Bruce Hall of Fame	Barbara Little	300.00
05/01/20	Dave Bruce Hall of Fame	Sunrise Rotary Club of Oroville	100.00
05/01/20	Dave Bruce Hall of Fame	Barbara Little	30.00
05/07/20	Dave Bruce Hall of Fame	OUHSD All Class Reunion	732.10
05/07/20	Charlotte Ross Memorial	Joseph Christensen	75.00
05/07/20	Dennis Burnum Memorial	Joseph Christensen	75.00
05/14/20	PEO Chapter NB	PEO Chapter NB	500.00
05/14/20	Fraternal Order of Eagles PWP	Fraternal Order of Eagles PWP	4,000.00
03/26/20	Dave Bruce Hall of Fame	Gentle Dental / Dr. Parrott DDS	200.00
05/21/20	Dave Bruce Hall of Fame	Al Hottinger	180.48
05/21/20	Dave Bruce Hall of Fame	Lani Fridrich	100.00
05/21/20	Dave Bruce Hall of Fame	Judy McInturf	100.00
05/21/20	Denton Wilson Memorial	Jeff Wilson DDS	500.00
05/29/20	Buffalo Machine & Engineering	John & Susan Casper	273.63
06/05/20	Class of 28 Scholarship	George B Sligar Jr. Farms	130.00
06/05/20	Ella R Sligar Scholarship	George B Sligar Jr. Farms	150.00
06/05/20	Chapter NC PEO	Chapter NC PEO Sisterhood	500.00
06/12/20	Kiwanis Club of Oroville	Kiwanis Club of Oroville	4,500.00
06/19/20	Oroville High Athletic Boosters	OHS Athletic Boosters	300.00
			<u>\$13,746.21</u>
Total YTD			<u><u>\$24,571.01</u></u>

Las Plumas High School Memorandum



DATE: June 22, 2020

TO: Dr. Corey Willenberg and Members of the Board of Trustees

FROM: Daniel Ramos, Jr., Principal

SUBJECT: Donation to Las Plumas and Oroville High School Libraries

Mr. Fawzi Morran, owner of Discount Books at 1515 Myers St., Oroville, CA 95965 has donated new books valued at \$1,715.35 to OUHSD for the libraries at LPHS and OHS. The books will be divided by Mr. Bill McCutchen between the two schools. I request the board approve this donation.



School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Las Plumas High School
Address	2380 Las Plumas Ave Oroville, CA 95966
County-District-School (CDS) Code	04 61515 0434803
Principal	Dan Ramos
District Name	Oroville Union High School District
SPSA Revision Date	06/25/2020
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
School Vision and Mission	5
School Profile.....	5
Stakeholder Involvement	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results	12
Student Population	15
Overall Performance	16
Academic Performance.....	17
Academic Engagement.....	24
Conditions & Climate.....	27
Goals, Strategies, & Proposed Expenditures.....	29
Goal 1.....	29
Goal 2.....	35
Goal 3.....	40
Goal 4.....	44
Annual Review and Update	46
Goal 1.....	46
Goal 2.....	48
Goal 3.....	51
Goal 4.....	54
Budget Summary and Consolidation	56
Budget Summary	56
Allocations by Funding Source.....	56
Expenditures by Funding Source	57
Expenditures by Budget Reference	58
Expenditures by Budget Reference and Funding Source	59
School Site Council Membership	60
Recommendations and Assurances	62
Addendum.....	63
Instructions: Linked Table of Contents.....	63
Appendix A: Plan Requirements for Schools Funded Through the ConApp.....	66
Appendix B: Select State and Federal Programs.....	68

School Vision and Mission

LAS PLUMAS HIGH SCHOOL

Mission: High levels of learning for all.

Vision: LPHS provides a safe, respectful, and equitable learning environment where staff ensures every student has what they need to reach their full potential in achieving 21st century college and career readiness, functions effectively in our community, and makes contributions to the broader society.

Schoolwide Learner Outcomes

Las Plumas High School students will become:

Positive Contributors to Society

I accept responsibility for my own behavior and personal liberty.

I practice good citizenship and sportsmanship.

I respect the diversity and dignity of others.

I am aware of societal standards.

I make positive lifestyle choices about my intellectual, physical, social and emotional well-being.

Career and College Ready

I take initiative for my lifelong learning by establishing and following through with academic, personal and career goals.

I use technology effectively.

I think critically, solve problems, and communicate effectively.

I analyze and synthesize information and perspectives.

I work collaboratively and effectively with peers and staff.

I am proficient in reading, writing, speaking, listening, and presenting in all subject areas.

School Profile

Las Plumas High School (LPHS) was established in 1960 as the second of two comprehensive high schools located in rural Oroville, California. The city has a population of approximately City of Oroville Population - Approximately 19,895, Greater Oroville Area – Approximately 55,000 (approximately 84 square miles) and 220,400 in Butte County. The primary sources of income are government (including education), medical, retail trade, service industries, construction, agriculture, and lumbering. The mean household income in Oroville was \$34,712 in 2018, with an unemployment rate of 11.9%.

The citizens of the greater Oroville area are fortunate to have three local post-secondary institutions within a 30-minute drive from Oroville. Butte Community College and Yuba College offer two year comprehensive programs in many fields. California State University, Chico offers a full spectrum of curricula and Masters Programs in several fields. The advantages of urban life are also within easy access; the San Francisco Bay Area, Reno, Lake Tahoe, and Sacramento are less than a three hour drive from Oroville.

LPHS is the largest high school in the Oroville Union High School District, with 1140 students and nearly 80 staff members. Las Plumas offers a traditional high school time schedule with six periods of class; each 56 minutes in length. The school utilizes a Consultation Schedule, which reduces class periods to 56 minutes and allows for a 24 minute Consultation time at the end of the school day. Additionally, staff works together for one hour on Wednesdays, during a structured Collaboration time. Currently, Las Plumas High School is experiencing an increase in student enrollment; however, state budget uncertainty has resulted in conservative spending projections.

The campus covers 64 acres, drawing students from approximately 663 square miles and from several different elementary districts. LPHS facilities are approximately fifty six years old and undergo requested and routine maintenance under the direction of the district maintenance supervisor. In addition to the original buildings, there are 40 portables on campus. Construction of a new gymnasium, agricultural science lab and classrooms, and a fine arts complex were completed in 2007. Modernization projects to upgrade the original buildings were completed in 2008. Modernization of the athletic field irrigation system was completed in 2011, and relocation of the bus loading zone and paving student parking lot was completed during the summer of 2012. A district-wide solar project was completed in 2017.

There has been an influx of development in the community, such as Walmart, reconstruction of the Oroville Dam spillway, as well as Panda Express, Starbucks, Harbor Freight, Ross, and Smart & Final. The community has seen improvements in recreation facilities with the new River Bend Park, Feather River Parks and Recreation District, Southside Community Center, and the Bedrock Skateboard Park. Martin Luther King Park and Bedrock Park have undergone recent renovations.

Many programs at Las Plumas have community advisory committees including FFA, FHA, and Skills USA. Other organizations exist in support of school programs such as PTSA, and Band Boosters. Top Ten Academic Awards are sponsored by Fellows Club of Oroville. The OASIS committee oversees fundraising for Harrison Stadium improvements and on-going maintenance, in coordination with the Oroville Union High School District. The Citizens' Bond Oversight Committee deals with new construction and modernization in the district funded by an approved bond measure.

The citizens of the greater Oroville area are fortunate to have three local post-secondary institutions within a 30- minute drive from Oroville. Butte Community College and Yuba College offer 2 year comprehensive programs in many fields. California State University, Chico offers a full spectrum of curricula and Masters Programs in several fields. The advantages of urban life are also within easy access; the San Francisco Bay Area, Reno, Lake Tahoe, and Sacramento are less than a three hour drive from Oroville.

According to the 2011 City of Oroville Business and Industry Profile, the Greater Oroville area had a median Household income of \$40,017, with all but 1600 households earning below \$100,000. There is a significant population of unskilled workers holding a high school diploma, with only 10.1% holding an Associates' Degree or higher.

On March 13, 2020, the Butte County Superintendent of Schools announced closure of all schools in Butte County, due to COVID-19 concerns. School was closed and moved to a distance learning model, where students could maintain or improve grades, but were held harmless. Grades did not drop during this time, without regard to the students' performance in all subject areas.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Las Plumas School Site Council meets monthly and oversees the academic and cultural progress for our school. The Las Plumas High School Guiding Coalition develops short term goals and provides direction to staff on how to implement them. Data is reviewed and shared with staff weekly at the Collaboration time on Wednesday mornings.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	8.84%	8.85%	8.77%	95	95	100
African American	2.98%	2.8%	3.07%	32	30	35
Asian	8.09%	8.11%	7.02%	87	87	80
Filipino	0.28%	0.56%	0.44%	3	6	5
Hispanic/Latino	24.93%	24.51%	25.26%	268	263	288
Pacific Islander	0.47%	0.84%	0.61%	5	9	7
White	52.19%	53.03%	53.68%	561	569	612
Multiple/No Response	%	%	1.14%			0
Total Enrollment				1075	1,073	1140

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	315	304	359
Grade 10	244	315	286
Grade 11	273	236	284
Grade 12	243	218	211
Total Enrollment	1,075	1,073	1,140

Conclusions based on this data:

1. After a period of declining enrollment, the student population has stabilized. Projections for the 20-21 school year see a slight increase in enrollment.
2. School-wide goals:
 1. Develop a functional, systematic, flexible, school-wide assessment program that meets the site-based needs of LPHS students.
 2. Using best practices, fully develop and consistently deliver a California Common Core State Standards-based curriculum in all content areas.
 3. Promote a culture of high expectations in a safe and positive environment.
 4. Develop a strong and consistent intervention and remediation program

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	40	27	31	3.7%	2.5%	2.7%
Fluent English Proficient (FEP)	155	187	200	14.4%	17.4%	17.5%
Reclassified Fluent English Proficient (RFEP)	7	9	1	16.3%	22.5%	3.7%

Conclusions based on this data:

1. ANALYSIS OF INSTRUCTIONAL PRACTICES

English Language Learners

All teachers received instruction on SDAIE instructional practices. This is in response to the insufficient progress of the EL population. Additionally, the program has changed courses focused by grade level, to courses focused on English fluency level. Students also receive instruction as a support to core classes. The overall number of EL students has decreased, partly due to the fact that more students are being Redesignated Fluent English Proficient.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	258	234	221	247	221	211	247	221	211	95.7	94.4	95.5
All Grades	258	234	221	247	221	211	247	221	211	95.7	94.4	95.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2600.	2584.	2592.	22.27	19.46	22.75	34.41	32.13	35.07	29.55	28.96	22.27	13.77	19.46	19.91
All Grades	N/A	N/A	N/A	22.27	19.46	22.75	34.41	32.13	35.07	29.55	28.96	22.27	13.77	19.46	19.91

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	26.42	26.24	27.01	50.81	49.32	46.45	22.76	24.43	26.54
All Grades	26.42	26.24	27.01	50.81	49.32	46.45	22.76	24.43	26.54

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	35.10	23.74	36.49	51.84	50.68	43.13	13.06	25.57	20.38
All Grades	35.10	23.74	36.49	51.84	50.68	43.13	13.06	25.57	20.38

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	19.92	14.55	17.54	64.23	70.00	64.45	15.85	15.45	18.01
All Grades	19.92	14.55	17.54	64.23	70.00	64.45	15.85	15.45	18.01

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	36.18	30.45	28.44	51.63	49.09	52.61	12.20	20.45	18.96
All Grades	36.18	30.45	28.44	51.63	49.09	52.61	12.20	20.45	18.96

Conclusions based on this data:

1. ELA CAASPP results indicate that there is room for growth.
2. Overall, ELA has been an area that has improved over the past 3 years.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	260	234	221	248	224	211	248	224	211	95.4	95.7	95.5
All Grades	260	234	221	248	224	211	248	224	211	95.4	95.7	95.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2556.	2541.	2548.	4.84	7.14	4.74	18.15	13.39	15.64	30.24	26.79	30.81	46.77	52.68	48.82
All Grades	N/A	N/A	N/A	4.84	7.14	4.74	18.15	13.39	15.64	30.24	26.79	30.81	46.77	52.68	48.82

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	12.50	11.61	9.48	29.03	24.55	30.81	58.47	63.84	59.72
All Grades	12.50	11.61	9.48	29.03	24.55	30.81	58.47	63.84	59.72

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	12.50	8.93	8.53	46.37	48.21	53.55	41.13	42.86	37.91
All Grades	12.50	8.93	8.53	46.37	48.21	53.55	41.13	42.86	37.91

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	10.89	9.82	8.06	64.52	55.80	54.50	24.60	34.38	37.44
All Grades	10.89	9.82	8.06	64.52	55.80	54.50	24.60	34.38	37.44

Conclusions based on this data:

1. Math performance has lagged, compared to ELA.
2. Most students do not take advanced Math courses, beyond the graduation requirement and are not enrolled in a Math class during grade 11, the year that the CAASPP is administered.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	*	1545.3	*	1531.9	*	1558.2	*	12
Grade 10	*	*	*	*	*	*	*	6
Grade 11	1557.4	*	1535.7	*	1578.5	*	11	*
Grade 12	*	*	*	*	*	*	*	5
All Grades							28	26

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	*	66.67	*	25.00		8.33	*	12
10	*	*	*	*		*		*	*	*
11	*	*	*	*	*	*		*	11	*
12	*	*	*	*		*		*	*	*
All Grades	*	11.54	50.00	61.54	*	19.23		7.69	28	26

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	8.33	*	66.67		16.67		8.33	*	12
10	*	*	*	*		*		*	*	*
11	*	*	*	*		*		*	11	*
All Grades	60.71	26.92	39.29	50.00		15.38		7.69	28	26

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	*	33.33	*	58.33	*	8.33	*	12
10	*	*	*	*	*	*		*	*	*
11	*	*	*	*	*	*		*	11	*
12		*	*	*	*	*		*	*	*
All Grades	*	7.69	39.29	34.62	39.29	53.85	*	3.85	28	26

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	0.00	*	91.67		8.33	*		12
11	*	*	*	*	*	*	11		*
All Grades	50.00	7.69	46.43	80.77	*	11.54	28		26

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	75.00	*	16.67		8.33	*		12
11	*	*	*	*		*	11		*
All Grades	89.29	80.77	*	11.54		7.69	28		26

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	8.33	*	66.67	*	25.00	*		12
10	*	*	*	*	*	*	*		*
11	*	*	*	*	*	*	11		*
All Grades	*	7.69	57.14	80.77	*	11.54	28		26

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	*	91.67		8.33	*	12
11	*	*	*	*		*	11	*
All Grades	46.43	11.54	53.57	84.62		3.85	28	26

Conclusions based on this data:

1. Performance on the ELPAC has improved during the period of analysis.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1073	71.8	2.5	1.0
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	27	2.5
Foster Youth	11	1.0
Homeless	39	3.6
Socioeconomically Disadvantaged	770	71.8
Students with Disabilities	143	13.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	30	2.8
American Indian	95	8.9
Asian	87	8.1
Filipino	6	0.6
Hispanic	263	24.5
Two or More Races	14	1.3
Pacific Islander	9	0.8
White	569	53.0

Conclusions based on this data:

1. The student population is not significantly ethnically diverse.
2. The Socio-economically disadvantaged population is high and there are significant needs related to that population.
3. Resources that serve the socio-economically disadvantages population are limited and the need exceeds the ability to serve those students

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Yellow	Suspension Rate  Orange
Mathematics  Yellow		
College/Career  Yellow		

Conclusions based on this data:

1. Suspension Rate data is an area of concern. Dis-aggregation of this data is underway.
2. The OUHSD District Discipline Plan is being updated, with consideration to cultural, racial, behavioral and social-emotional supports.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 11.6 points above standard Increased ++8.1 points 213	 No Performance Color 62.5 points below standard Maintained -0.3 points 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 42.3 points below standard Declined Significantly -60.5 points 11	 Orange 5 points below standard Maintained -0.6 points 146	 No Performance Color 85.5 points below standard Declined Significantly -18.6 points 24

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 20.1 points below standard Increased ++10.6 points 15	 No Performance Color 48.1 points above standard Increased Significantly ++20.4 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 12.9 points below standard Increased Significantly ++22.2 points 58	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 25.8 points above standard Increased ++10.4 points 109

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 2	Less than 11 Students - Data Not Displayed for Privacy 9	11.4 points above standard Maintained -0.7 points 173

Conclusions based on this data:

1. The shift in Common Core State Standards needs to be further developed, through professional development and implementation of improved strategies.
2. The Socio-economically disadvantaged population has been an area of concern, with regard to dashboard indicators.

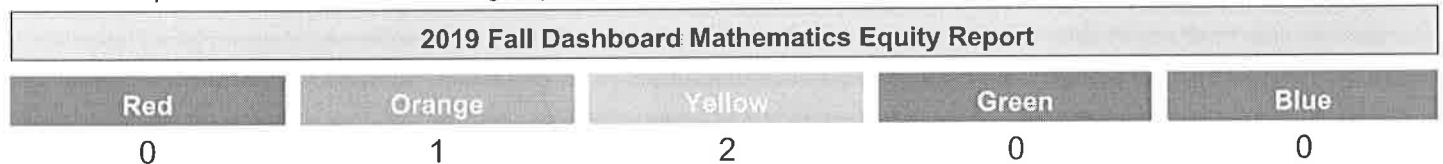
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 77.6 points below standard Increased ++4 points 213	 No Performance Color 108.1 points below standard Increased Significantly ++23.2 points 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 106.1 points below standard Declined Significantly -36.5 points 11	 Orange 88.5 points below standard Maintained -2.5 points 146	 No Performance Color 124.1 points below standard Declined -12.4 points 24

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	American Indian  No Performance Color 103.5 points below standard Declined Significantly -21 points 15	Asian  No Performance Color 41.4 points below standard Increased ++4.6 points 17	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  Yellow 91.4 points below standard Increased Significantly ++37 points 58	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	White  Yellow 69.5 points below standard Increased ++3 points 109

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 2	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 9	English Only 80.8 points below standard Declined -4.5 points 173
---	---	--

Conclusions based on this data:

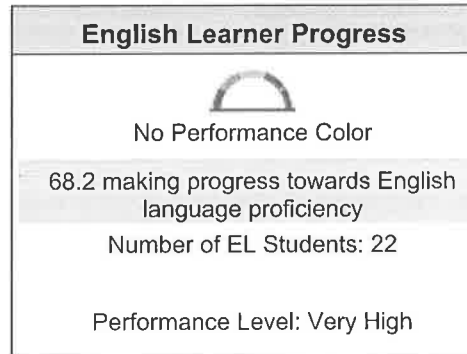
1. Student performance in Math is a major concern.
2. Overall, Math skills are low, when student enter 9th grade.
3. A large number of students begin well below grade level and do not reach the proficiency required to perform well on the CAASPP.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0	7	0	15

Conclusions based on this data:

1. The number of ELL students has decreased, over time. The proficiency level have also risen. This is due to the fact that there are fewer newcomers moving to Oroville. Lower opportunities for employment are a likely factor.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	0	0

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 30.7 Increased +2.2 215	 No Performance Color 0 Maintained 0 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 25 Declined -2.8 20	 Yellow 27.7 Increased +5.4 184	 No Performance Color 4.3 Maintained +1 23

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 15 Declined Significantly -26.2 20	 No Performance Color 50 Increased Significantly +36.4 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 23.9 Increased +8.2 46	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Orange 32.7 Declined -4.1 110

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	28.5 Prepared	30.7 Prepared
Approaching Prepared	30.6 Approaching Prepared	21.4 Approaching Prepared
Not Prepared	40.9 Not Prepared	47.9 Not Prepared

Conclusions based on this data:

1. After analysis of College and Career Preparedness data, it was discovered that students were enrolled in Concurrent Enrollment courses at Butte College; however, the coding in Aeries was incorrect, resulting in under reporting data.
2. This error has been corrected and future data should more accurately reflect College and Career performance.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
-----------------------	-----	--------	--------	-------	------	------------------------

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Chronic absenteeism is a major concern.
2. The SAART process provides additional support for students with the most chronic absence rates.

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance



Red



Orange



Yellow



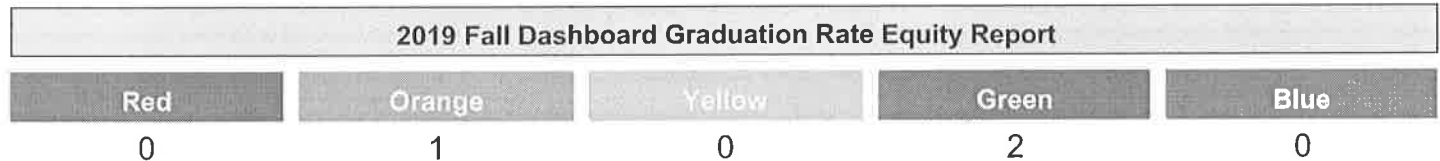
Green



Blue

Highest
Performance

This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Yellow 90.3 Maintained +0.7 217	English Learners No Performance Color 88.9 Increased +2.2 18	Foster Youth No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless No Performance Color 77.3 Declined -6.1 22	Socioeconomically Disadvantaged Green 89.3 Increased +2.1 186	Students with Disabilities No Performance Color 72 Increased +28.7 25

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 100 Increased +11.8 20	 No Performance Color 87.5 Increased +1.1 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 89.1 Declined -7 46	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 91.1 Increased +3.9 112

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
89.7	90.3

Conclusions based on this data:

1. The graduation rate has risen slightly.
2. The transient nature of our student population results in students being included in the cohort that move out of the area and do not enroll in school when they leave.
3. Nearly all students who are continuously enrolled graduate from the school.

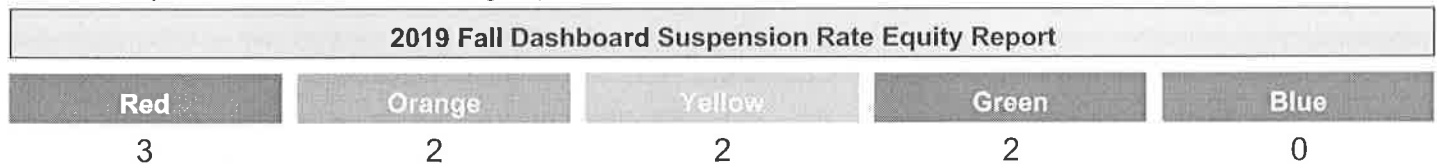
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 10.9 Declined -0.3 1143	English Learners  Green 2.8 Declined -9 36	Foster Youth  No Performance Color 37.5 Increased +24.2 16
Homeless  Orange 15.9 Declined -3.2 69	Socioeconomically Disadvantaged  Red 13.1 Maintained +0.1 831	Students with Disabilities  Yellow 14 Declined Significantly -3.2 157

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Red 25 Increased +1.5 32	American Indian  Red 24 Increased +12.5 104	Asian  Green 2.2 Declined -2 92	Filipino  No Performance Color Less than 11 Students - Data 6
Hispanic  Yellow 7.9 Declined Significantly -2.1 280	Two or More Races  No Performance Color 22.2 Increased +9.7 18	Pacific Islander  No Performance Color Less than 11 Students - Data 9	White  Orange 10.5 Declined -1.7 602

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	11.2	10.9

Conclusions based on this data:

1. Student discipline data is a major area of concern.
2. A Restorative Justice program is being implemented to address suspension and expulsion concerns.
3. The District Discipline plan is being modified and programs are being put in place during the 20-21 school year to address school climate and discipline concerns, as well as racial equity.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Action Plan 1—Assessment

Goal Statement

Develop a functional, systematic, flexible, school-wide assessment program that meets the site-based needs of LPHS students.

LCAP Goal

Links to School-wide Expected Learning Results: This Action Plan directly supports ESLRs 1-5, supporting the development of an Effective Communicator, Critical Thinker, Quality Producer, Self-directed Learner, and Collaborative Worker.

Basis for this Goal

Common assessments and pacing of curriculum must be flexible in order to adjust curriculum, instruction, and assessment to ensure that all students have access to a rigorous standards based curriculum. An assessment program that responds to the changing clientele and needs of LPHS students and staff will allow for better data driven decisions regarding instructional strategies and student achievement.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of Math and ELA instructors utilizing IO Assessment	2018/19 Data	IO Assessment will be utilized in Math and ELA

Planned Strategies/Activities

Strategy/Activity 1

Action Step

Work with the district to build flexibility in the pacing guides and performance tasks that allow for on-site modification of instruction and assessments, as needed, to ensure the success of all students.

PROGRESS

Staff has designated Collaboration time three times per month to address instruction and assessments. All departments use the time to work on pacing guides and discuss on site modification of instruction and assessments. On our site, departments can request additional

time with sub coverage to complete any of the PLC work and individuals can observe exemplar lessons or engage in peer coaching.

Whether it is CTE, ELA, Science, VAPA or any subject area, at Las Plumas High School we all use state and/or national standards in the foundation of and building upon our curricula using the PLC model to guide our work. Over the last three years the district has supported collaboration between the two comprehensive high schools in ELA, math, science, social science, and Spanish and supported changes the teams determined were necessary for improving student outcomes.

The Spanish Departments of the two schools in the district have been granted two separate meeting days in the last two years to meet and discuss the district standards for all class levels. The departments worked with the district to also propose new classes for Spanish Speakers and Spanish II Honors. For all courses we created the curriculum pacing guides, which included guiding questions for each unit, vocabulary, performance tasks and final assessments. The final assessments have been applied in the classes differently, according to the needs and interests of the students (varying in language functions; performative or presentational).

Essential learning outcomes have been identified in social science curriculum maps and assessment cycles. While pacing guides do not drive the cycle of learning at the team level, formative and summative assessments are given in very close proximity to other team members. Performance tasks have been created as quarterly benchmarks by teams with oversight from the Director of Education and Superintendent. Individual site teams are given flexibility on how they choose interventions to district benchmark data. Time is scheduled for advanced trainings with Total School Solutions to align district quarterly benchmarks with Common Core SBAC assessments as well as structured peer evaluations and debrief time.

The World History team (10th grade) has spent considerable time creating and modifying our pacing guide. We had a pacing guide from the era of STAR testing and worked more recently with Nancy Peterson to "massage it". We have also spent days trying to borrow, modify and fine-tune District, Common Formative Assessments. We recently gave one on the French Revolution, will do one on the Sepoy Mutiny (India) near Christmas, and finally one on the Nazis around the 3rd quarter.

There is ample room for flexibility in shop classes because of the nature of the curriculum. Though pacing guides are used to direct the curriculum, the nature of the topics usually lend several days or even weeks for students to be working on specific projects or assignments. Because of this amount of time students usually have no problem working through problems, absences, or lower levels of understanding to catch up with the rest of the class. The school-wide consultation period four days a week also allows time for students to catch up on shop class assignments and projects, as well as after school time scheduled with the teacher.

Math 1 Readiness has a pacing guide. We developed it with Jennifer Cox at a meeting on 5/15/14. The people in attendance at the meeting were: Mike Caratenuto, Dave Gnesda, Rebecca Howard, Scott Giannini, Jennifer Cox. The other courses in math do not have a District Pacing Guide. Also at a district level in Math we decided to have common assessments that are site based not district based to allow for more flexibility. For example, OHS has paced the order of their Math 1 Chapters differently than the order of the curriculum, whereas LPHS has decided to use the curriculum's suggested scope and sequence; our decision was influenced by research guiding the curriculum development and the spiraling of the problems.

This is the first year using the Math 3 curriculum. The Math 3 team at Las Plumas high school is working to create new assessments (in Spanish as well) for the school year. We keep notes for adjustments that need to be made both to the curriculum and instruction, and also to the assessments so the students will not only understand the material better but feel successful. Targeted remediation is being done during consultation to help those students who do not understand the material. Once we are done with this first year, we will then be able to go the district with a better understanding of how to create common assessments for the district for Math 3 and discuss scope and sequence.

In June of 2016, several English teachers from Oroville High School and Las Plumas High School met with Nancy Peterson, our district common core consultant, to review and revise quarterly, grade-specific, district assessment maps. These maps provide teachers with essential standards, academic vocabulary lists, district common assessment information, and recommended materials and resources for teaching core skills. Last summer's meetings enabled teachers to address problems with pieces of the curriculum that failed address student needs, e.g. we changed the first quarter common assessment for juniors because the original assessment features complex terms and argumentative structures that students failed to interpret in past years.

This (ELA) meeting was requested by teachers as a means to discuss application of standards that were originally agreed upon in the 2014 during a week long introduction to common core structures that were being used by other schools throughout the United States. ELA has worked with the district to build flexibility in the pacing guides and performance tasks. Teachers were able to modify the maps to more accurately mirror the concepts and routines being taught in the classroom, which includes a shift toward the paperless classroom, made possible by the acquisition of Chromebooks and the adoption of Google Drive applications like Classroom and Forms.

ELA teams are constantly looking at the instruction and assessments used in the performance tasks and reflecting on how they can be modified or improved in order to ensure the success of all our students. For example, when we first began looking at the Q1 assessment, we revised the writing prompts and rubric in order to ensure our students knew

exactly what was required of them. Also, we have introduced common assessments and assignments that we feel build the students' skills that are expected of them on performance tasks. We are currently communicating with the district about moving our quarterly assessments into the online Google

classroom to emulate the actual CAASPP and to speed up the grading process in an environment that provides instant data feedback for analysis.

ELA has also been given days to grade the district quarterly assessments. In addition, the district is open to hearing our suggestions and making changes as needed (typos, oversights, etc.). Instruction has been left to site teachers to prepare students accordingly. The

district support has helped foster communication among team members and a focus on best practices.

All science courses have worked together within our department and with OHS and have pacing guides in place with built-in flexibility for the semester. We have on going adjustments still to be made with regards to NGSS and it is a work in progress.

Collaboration between SPED and Gen Ed teachers regarding IEP students on Diploma track is ongoing with the main challenge being how to accommodate and modify curriculum for SPED students in the classroom while still preparing students to be successful on district benchmark and state assessments. Certificate of Completion programs have made progress by being extremely flexible in a variety of areas including:

- What constitutes adequate progress towards a certificate of completion based on student IEP goals
- Pacing and delivery of modified core curriculum in the COC classes based on the individual academic levels of students
- The ability of COC students to mainstream into elective courses in the regular classroom setting through modification of curriculum or student grades

All departments report that their pacing guides, instructional strategies and common assessments are constantly referred to and revisited on a regular basis, from minor improvements and updates to major rethinking to modification based on the needs of our student body and the ever-changing demands of our society. Staff agrees that there is a unified effort to lead our students of varying levels and situations to their own success in and out of the classroom.

ACTION STEP

Work with the district to provide district collaboration days following each performance tasks to analyze data from the district exams and collaborate on instructional strategies to ensure student success.

PROGRESS

Collaboration has become a structured part of the instructional week. Teachers meet for one hour on most Wednesday mornings. The work is centered on benchmark exams, formative assessment, and school-wide initiatives, such as Close Reading, Annotation, and Depth of Knowledge. Minutes from the groups are submitted to the Guiding Coalition and shared among the group. This is the first year where there has been a coordinated effort to administer all benchmark exams, grade, and disaggregate data. Prior to this year, participation and implementation was disjointed.

Action Step

Continue to develop site-based common assessments to provide regular data for analysis that is used to improve standards based instruction and student outcomes.

PROGRESS

ELA, with the input and assistance of OHS, has developed quarterly district assessments for each grade level. They are aligned to common core and the SBAC. We are given a grading day for each assessment that the entire grade level team attends together. This gives us a chance to look at the data and assess what students understand and what they need more help with. It also allows us to talk about effective instructional strategies. The assessment data is used to see which students need intervention.

All three ELA teams have created common assessments to use to monitor standards based instruction and student outcomes. For example, English 9 students focused on answering text-dependent questions from Edgar Allen Poe's

short story, "The Cask of Amontillado." The English 9 team was able to identify that freshmen students struggle with providing evidence, and we discussed best practices to scaffold this skill for students.

In addition, this semester we assembled a grade level team for 9th grade. We created the following SMART goal for the skill of writing a claim and supporting it with evidence. We also created a common rubric (see below).

SMART Goal: 100% of 9th grade students will score 100% annotating a document writing a claim with supporting evidence by the end of the second quarter.

Scoring Scale

- 4 Exhibits a level 3 performance and goes beyond what was taught in class.
- 3 Identify claim in two or more pieces of evidence and correctly respond to a prompt with at least one piece of evidence
- 2 Identify main idea or claim in one piece of evidence to support a claim and respond to a prompt
- 1 Can identify a claim with help
- 0 No skill is identified even with help

Biology has a few common assessments in place, we have completed one exam (2016) where we were able to analyze the data and compare with each other. Time has been the biggest problem. Finding time to sit down and compare the data has been very limiting to our progress. Our collaboration time has been useful, but seemingly always devoted to some other task; Assessment mapping, Assessment design, instructional strategies, etc.

Math has been uploading student work and also pictures of the data we have been looking at to the Guiding Coalition's Google classroom. Math 1 Readiness has looked at data for a CH 3 Common Assessment and most students passed with no problems. Math 1 is looking at data from CH 3. We found that students are not justifying their answers even after doing the intervention. CH 4 of Math 2 has factoring and the first CFA was excellent, however when you add special cases and more difficult factoring many students struggle with all the steps. Mrs. Howard is going to do a targeted intervention after Thanksgiving Break and invite any of Mrs. Boehme's students to attend as well. All math teachers on LPHS campus are using common assessments.

Social Studies has developed and assigned District Quarterly benchmarks for 10th and 11th grades. The benchmarks focus on the Common Core standards of writing claims and using evidence to support claims.

Besides benchmark exams, Social Science teams have developed SMART goals around at least one common formative assessment for each unit. We have analyzed the results and whether or not teams met the SMART goals written.

ACTION STEP

Provide staff with Aeries Analytics training and the effective use of data to drive standards-based instruction.

PROGRESS

Teachers provided training to teachers for AERIES Analytics at the beginning of the previous two school years. During the August 2016 workshop, teachers were offered a choice of a basic or an advanced session. In the advanced session, teachers were provided data from a test given to students during the prior school year to demonstrate the importance of locating trends within our test results. This data was used to inform the process for remediation by identifying core areas where students struggled for mastery and distinguishing this problem from poorly-worded questions that introduce ambiguity into the results. Step-by-step instruction were provided on how to create tests in Aeries Analytics, how to weight questions, how to link these tests to assignments in the gradebook, how to print answer sheets, how to upload completed tests into the gradebook with the aid of a scanner, and how to view reports that contain the results data. Since that date, the teacher trainers have held similar sessions with members of the English, Mathematics, and Special Education departments. SPED reported success at being able to create an assessment and run it through AERIES Analytics as a result of this staff development session.

ACTION STEP

Continue to provide structured, site-based collaboration time regarding disaggregated data and time to determine and implement data driven change to curriculum, instruction, interventions, and assessment tools to ensure all students have the opportunity to succeed.

PROGRESS

Las Plumas continues to have Collaboration time three times a month on Wednesday mornings. Each Team brings assessment data, Curriculum material, and intervention information to discuss with fellow team members. The information gathered through these department meetings drives instruction to enhance student learning to help our students be more successful.

This year Math 1 R has done the entire cycle of having a CFA with pre planned intervention and a Unit Plan was submitted to the GCT. We are going to start another cycle in December and will also begin Wednesday Write Ups as a way to tackle the Standards of Mathematical Practices and make it more common for students to explain an argument and justify the reasoning of others. All other teams are using collaboration time and lunch to build CFAs for the new curriculum and share strategies for interventions.

In Physical Education we utilize time during collaboration to implement data driven curriculum, instruction, interventions and assessment tools to ensure all students have the opportunity to succeed. We have the kids do the mile, pacers, shuttle pacers with groups, intervals on the track, daily jogs, fit test assessments, circuits, relay races, team cardio competitions, Insanity, P90X, and strength circuits to enhance the cardio portion on the Fitness Test. To enhance overall strength we do body resistance exercises, utilize medicine balls, and lift weights. The Weight Room is open during consultation for those who need to make up maxes or assessments and to make gains. Interventions used are as follows: Weight Room is open during consultation, parent phone calls, emails, teachers attend Student Study Teams, and 504 meetings. There are a variety of assessments used, such as: pre-tests, unit tests, visual assessments, journals, close-reads, Fit Tests, Target Heart Rate, and maxes in weights. The Weights and Conditioning Classes assess utilizing the Bigger Faster Stronger program.

The home economics department utilizes the state standards in all of our teaching practices. The rigor and depth of knowledge increases after each successful task is completed. As a department we re-teach past tasks to reinforce previous standards.

Instructional strategies used in home economics classes:

Reading-Textbook, articles, blogs, recipes, guide sheets

Writing-Projects-Children's books, International Brochure, Menu & Food Planning, Daycare Center, Child Abuse Brochure and so on), Summaries, Papers (Child Development, Introduction to Home Economics, Consumer and Foreign Foods), Advertising (Introduction to Home Economics), Recipes

Hands on practical application of simulated activities-Following proper lab procedures students put the recipe into motion, equaling a product. Teamwork is essential for success.

Demonstrations-Teacher led and student led

In Science we have focused our collaboration time on setting up assessment maps for biology and designing common assessments. Not much of the time has been devoted to data. Once we have our foundations in place we can then gather and analyze the data and plan strategic interventions where needed.

The Social Science department meets in four collaborative teams. We collaborate and develop unit curriculum maps, develop common summative and formative assessments, and analyze the results. Based on assessment results analyzed by teams, re-teaching and targeted interventions ensure all students are provided the opportunity to learn essential instruction.

The CTE teachers continue utilizing the provided collaboration time to meet weekly to develop and build upon cross curricular ideas/projects. We also reflect upon the ideas that we have investigated and already implemented to address the effectiveness of the content as it pertains to students CTE knowledge.

Students to be Served by this Strategy/Activity

Growth Target: Meet Dashboard growth targets each year for all groups and sub-groups in all content areas. Reduce the percentage of students in all areas and all sub-groups who score Far Below Basic and Below Basic by an average of 5% over six years.

Timeline

2020-21 School Year

Person(s) Responsible

Guiding coalition

Proposed Expenditures for this Strategy/Activity

Amount	1,093
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Training

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Action Plan 2—Instruction

Goal Statement

Statement of Area for Improvement: Using best practices, fully develop and consistently deliver a California Common core state standards-based curriculum in all content areas.

LCAP Goal

This Action Plan directly supports ESLRs 1-5, supporting the development of an Effective Communicator, Critical Thinker, Quality Producer, Self-directed Learner, and Collaborative Worker.

Basis for this Goal

All students must be ensured access to a rigorous, standards-based curriculum with a strong instructional program that responds to the changing clientele and needs of LPHS students and staff.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CASPP/Dashboard Indicators	2018-19 Data	Eliminate Red indicators on Dashboard

Planned Strategies/Activities

Strategy/Activity 1

Action Step

Develop and implement a plan whereby staff effectively utilizes regular, ongoing collaboration time to establish student learning expectations, improves instructional strategies, engages in assessment data analysis, makes master schedule adaptations, and explores other means to ensure the success of all students.

PROGRESS

The Guiding Coalition meets every Thursday with focus on school-wide goals and collaboration. Best practices are discussed and then modeled at collaboration meetings. Examples are SMART goals, DOK (Depth of Knowledge), and intervention teams. Staff meets every Wednesday in the morning for an hour to discuss student learning, evaluate data on assessments, and collaboration on curriculum. This allotted time has helped many departments break into small teams for more focused work.

The English 9 team within ELA has worked continually to synchronize instructional practices and curriculum.

MAP data was used to increase the number of sections of Power Reading from one to three. We also used MAP data to determine which students should be placed in English Intervention.

ELA teams have developed common assessments with the aid of a SMART goal (specific, measurable, achievable, relevant, and timely) that is agreed upon by members of the team who weigh the value of the assessment against the

mapped curriculum standards, the learning goals of end of quarter district-assessments, and the readiness-levels of their students. Upon delivering these assessments, data is collected via reports and students work samples, and then analyzed in team meetings for the purpose of implementing effective remediation plans and adopting best practices for student skills mastery in future lessons. During the first quarter, the English 11 team isolated three questions from the quarter one district assessment that emphasized close-reading skills for students. The results revealed that although students could intuitively locate the correct answer to questions asking them to make inferences based on evidence provided in a text, few could identify actual quotes from the text that supported their inferences (only 56% of my students could identify key supporting quotes accurately, even when presented with only four choices). The English 11 team remediated students with the aid of a quote sandwich model used within a definition essay unit that requires students to first explain the context of key quotes and then explain their selected quote's relationship to an assigned topic sentence claim. This practice has revealed the need for precision in language. Expectation for selection of quotes is that they must be justified with accurate and thorough explanations.

Multiple new documents have been developed incorporating sentence starters, rubrics, and graphic organizers for scaffolding this process and found that students of all proficiency levels are able to connect the pieces with a measured approach to instruction of their quote selections.

Action Step

Provide a structure for the effective use of collaboration time among department members and across curriculums to ensure identified areas affecting student learning are met.

PROGRESS

GCT continues to develop ongoing tools to help teams effectively use their Collaboration time. School wide goals were developed prior to the start of the school year and every staff member is aware of these goals. We are using Unit plans as one measure in first semester and also using DOK reflections to increase the rigor of assessments or lesson plans.

The Guiding Coalition implemented a rotational schedule designed to include all collaborative teams in the PLC process. A team starts the meeting by reading collaboration norms, and another team closes the meeting with team successes focusing on instructional strategies, team goals met, and interventions or extensions. Staff shares responsibility to improve student learning outcomes for all students.

During our collaboration time, each discipline is divided up into teams that allow for focused discussion on specific groups of students and classes. Guiding Coalition asks teachers to submit minutes as proof of their collaboration time so that we may see what teachers are talking about and have evidence for the work teachers are doing. Collaboration time has also been used to encourage teachers to discuss instructional strategies, DOK levels, CFAs, and more.

Action Step

Improve communication and collaboration with feeder schools and districts.

PROGRESS

Las Plumas High School continues to host 8th grade parent night, invites middle schools to our annual college fair and projected career fair, and provide correspondence about academic offerings and opportunities based on assessment.

All opportunities provided to the feeder schools are given a minimum two week advanced notice. We also offer an incoming tour of Las Plumas High School to potential freshman and parents.

Action Step

Utilize collaboration time to fully develop a rigorous standards-based curriculum in all content areas and share best practices instructional strategies to engage students in learning.

PROGRESS

As a school, all Las Plumas High School teachers are committed to meeting three Wednesdays a month to use their scheduled Collaboration time to develop and implement their standards-based curriculum lessons and assessments to improve student learning of the all curriculum. Teams within each department break out during this time to share and develop strategies and to reflect on data and best practices.

All our math classes are aligned to the new standards for content and mathematical practices. Teachers have been trained in the use of the CPM curriculum and share best practices in small and whole group discussions. Math 1 is doing a special professional development this year with consultant Nannette Johnson. We observe each other's classes and look for the Standards of Mathematical Practices 1, 3, and 6. These three standards focus on persevering, explaining and justifying arguments, and attending to precision (including the use of mathematical language). We are developing a lesson study for Chapter 5 with the content of sequences for our next meeting with the consultant. Observing others in our department is a long standing norm. We continue to use this strategy to help each other with classroom environment, discipline, content, best practices, etc.

The Advanced Physical Education teachers meet weekly to discuss the current units. Goals are set based on The Alliance for Teacher Excellence Mentor Kit. We are adapting instructional plans and curricular material to meet the assessed learning needs of all students.

Science has been devoting most of our collaboration time to investigate/share best practices instructional strategies with other teachers. Our curriculum is standards based and we continue to implement the NGSS standards.

The Social Science team has used two collaborations developing a shared understanding of Google classroom to share best practice lessons and assessments, specifically targeting the use of Google forms. We have also shared out ways the social science department can engage students using standards-based connections to the presidential election, current events, cross-curricular activities, and Hyperdocs.

Within our weekly meetings CTE teachers are working on DOKs and curriculum concepts that all the CTE courses can implement.

Action Step

Develop and implement a schoolwide set of instructional practices.

PROGRESS

The Guiding Coalition meets each Thursday during lunch. Its purpose is to ensure that teachers are utilizing student-centered best practices based on SMART (specific, measurable, achievable, relevant, and timely) oriented learning targets and expectations in the form of School-wide Goals. We have focused on schoolwide instructional practices beginning with the 2015 2016 school year when one of our schoolwide goals focused on close reading and annotation. Close reading and annotation will be an ongoing focus for incoming freshmen. Last year, the Guiding Coalition decided on the following goals to be implemented for the 2016-2017 school year. Each staff member/department team continues to strive to meet these goals.

2016-2017 LPHS School-wide Goals

#1 All teams/singletons will develop common unit plans and submit their most developed unit plan each semester.

- Celebrate results end of the semester
- Goal = increase from 30% (last year) to 75%

#2 Each semester, all teams/singletons will implement at least one (1) common assessment, analyze the data, and develop effective interventions/enrichment based on a SMART goal(s) for a common unit plan.

- Goal = increase from 25% (last year) to 50%

#3 All teachers will work towards increasing DOK levels of instruction and submit reflections for one assignment/common assessment per quarter.

- Goal = 100%

The Guiding Coalition has collected the results of common unit plans for quarter one, tasked teachers with revising SMART goals that do not meet the criteria for these goals, and set up a Google classroom page for teachers to submit DOK reflections on assignments given to students during the first quarter.

Freshman Intervention Teams are created and working with Dennis King to create a schoolwide set of practices. Freshman teachers are using Close Reading as a strategy to help increase scores in Science, Social Science and English. Math Teachers are trying a Wednesday Write-up exercise and are working to develop the Standards of Mathematical Practice #3 as a new cultural piece to their classrooms (Identify Arguments and critique the work of others).

Additionally, Guiding Coalition met on August 10, 2016 to agree on curriculum for professional development workshops on Depth of Knowledge level awareness, Aeries Gradebook usage, and Aeries Analytics data analysis.

The Guiding Coalition leads the PLC process of identifying essential learning outcomes through the development of curriculum maps, common formative assessments, and assessment analysis. Systematic interventions have begun in some collaborative teams. GC members "get tight" in the process, then return to their collaborative teams and facilitate the team's work.

Action Step

Analyze the impact on EL student outcomes and revise EL program annually.

PROGRESS

EL Class Placement Guidelines are revised to include or omit criteria to reflect changes in policies such as the termination of CAHSEE, CST and CMA and the inclusion of MAP assessment.

Reclassification Form is revised to include or omit criteria to reflect changes in policies such as the termination of CAHSEE and the inclusion of MAP assessment.

CELDT, MAP, and Writing Diagnostic Rubric scores assess student yearly progress in key areas of language development. 2013-2014 school year 19/90 students were reclassified (21%)

2014-2015 school year 23/60 students were reclassified (38%) 2015-2016 school year 17/49 students were reclassified (35%)

Action Step

Develop an alternative program for non-graduating 8th graders and students with 4 or more failing grades at 1st mid quarter progress report. Consider returning Opportunity School to its full functionality, as well as an on site alternative education program.

PROGRESS

Though we feel that having an opportunity program is beneficial to students we have been made aware that due to funding that it is not a viable option.

Currently we are offering workshops to eighth grade non-grads addressing the following topics: Time management/organizational skills

Test taking strategies

Post-secondary opportunities Goal setting

Available personal, social, emotional support

Action Step

Explore means to expand staff hours of Para Educators. Explore means to fund full time bilingual aide in Spanish.

Explore means to update and increase library resources, including technology and librarian time to support student learning

PROGRESS

Additional Para Educators have been added to the staff. We now use a flexed schedule so that Para Educators hours allow for full coverage from 7:30 to 3:30 including all breaks.

We have not yet been able to secure funding to staff a full time bilingual aide in Spanish.

The library hours have been extended to include one evening each week. Several computer labs are open to students during the late start Wednesday mornings. Additional technology labs, including rolling carts of 36 computers that can be checked out by individual teachers

Students to be Served by this Strategy/Activity

Growth Target : The percentage of students at proficient or above on the California Assessment of Student Performance and Progress will increase by 5% per year on average for all sub groups in all areas of the CST.

Timeline

2020-21 School Year

Person(s) Responsible

Guiding Coalition

Proposed Expenditures for this Strategy/Activity

Amount	6,093
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Incentive Program
Amount	44,485
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	59,411
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	66,356
Source	Title I
Budget Reference	3000-3999: Employee Benefits

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Action Plan 3—School Culture

Goal Statement

Statement of Area for Improvement: Promote a culture of high expectations in a safe and positive environment.

LCAP Goal

Links to School-wide Expected Learning Results: This Action Plan directly supports all the ESLRs.

Basis for this Goal

Rationale: Students' ability to learn and meet their potential is directly affected by their emotional well-being.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Implementation of PBIS/MTSS	No formal program exists	There will be research-based behavioral support

Planned Strategies/Activities

Strategy/Activity 1

Action Step

Increase parent involvement by exploring new ways to communicate with parents.

PROGRESS

Parent involvement has historically been judged by the number of parents that come to school for meetings. Through conversations with parents, it has been noted that most parents feel as if they are involved in their child's education. Social media and technology has created a situation where parents can closely monitor student attendance, performance, and discipline online. It may be time to accept that the "face of involvement" is changing and that the school needs to embrace different forms of communication, in order to remain connected to families. There has been a significant increase in the number of ABI Parent Portal accounts. As of Dec. 6, 2016, there are 650 portal accounts out of 1038 students, or 62.6%.

Action Step

Analyze the reasons behind the drop out and attendance rates. Explore viable solutions. Revise Action Plans as needed to implement solutions.

PROGRESS

Lack of parental involvement

Solution: Offer opportunities for parents to be involved on campus.

Lower socioeconomic status contributing to transportation issues, and medical/behavioral health services.

Solution: Connecting families to community resources such as VICTOR, Public Health and School Ties.

A portion of students are not attending due to entering high school with low academic skills making it difficult to catch up.

Solution: Identifying students early on in grade school.

Action Step

Develop and implement a plan to increase awareness of graduation requirements, post-secondary requirements, and post-secondary opportunities.

Analyze the effectiveness of the plan annually and revise as needed.

PROGRESS

We offer a variety of activities throughout the year designed to increase student involvement in their successful completion of high school and readiness for post-secondary education.

Fall Activities

- Senior presentations (transcript review, credit recovery, A-G requirements, NCAA eligibility, college/university requirements and post-secondary opportunities).
- PSAT classroom presentation (informing students of SAT test preparation resources and opportunities).
- District wide college fair.
- Support recruitment efforts for Educational Talent Search and Upward Bound.
- Students attend college/university field trips and work site visitation tours.
- ASVAB (offered to grades 10th through 12th, used as a career exploration tool)
- REG2GO (Butte College representative presents to seniors on their three step registration process).
- Butte College vocational program tours Winter Activities
- Financial Aid (Cash for College) event for seniors.
- Registration process begins for grades 9-11 (transcript review, credit recovery, A-G requirements, career pathways, NCAA eligibility, college/university requirements and post-secondary opportunities).
- Proposing that feeder schools attend high school campus for orientation instead of counselors going to feeder schools (reviewing graduation requirements, career pathways, A-G requirements, and extracurricular opportunities). Parental

involvement encouraged.

- Reg2Go assessments for seniors.
- The enrollment process for the College Connection program begins. Spring Activities
- Students attend college/university field trips.
- AP class presentations on registration process and testing schedule.
- Career Fair
- Reg2Go field trip to Butte College to register for courses and receive campus tour (seniors).
- Butte College vocational program tours
- Scholarship award night

Action Step

Explore means to provide career exploration, school to work skills, and computer skills in all CTE courses at each grade level and encourage high expectations.

PROGRESS

We have many opportunities for students to explore career opportunities. We continue to provide career exposure through enrichment presentations (once a week to offer), fund CTE related field trips, and use ASVAB as a career exploration tool (once a year). We have expanded our spring career fair and invite several other schools, including elementary schools. Career pathways are outlined in student handbook and course selection sheets and we support 2+2 program articulation with the local community college.

Action Step

Develop and implement a long range plan to improve student attitudes about education and career possibilities and to promote students' sense of connection to the school and to school staff.

PROGRESS

We encourage students to participate in extracurricular activities such as:

- Athletics
- Clubs
- Service Organizations (RYLA)

We utilize counselors to mediate between teachers and students in an effort to improve communication. Insure that students continue to be recognized for character and academic accomplishments.

- Honor Roll
- Birthday Grams
- Oroville Exchange Club, Student of the Month (senior)
- PTSA Recognitions (9-12)

Our counseling office has an open door policy for students and staff.

We partnership with local elementary schools to identify high school camp counselors for their programs. This provides opportunities for students to develop leadership skills (Shady Creek).

Action Step

Promote school-wide community service.

PROGRESS

We strive to increase student involvement in community service clubs, such as:

- Key Club
- Interact Club
- Link Crew
- FFA
- Environmental Club

Staff encourage strong academic students to volunteer in the high schools tutoring program.

Action Step

Explore the means to increase funding for the Sheriff's Deputy on campus (SRO)

PROGRESS

The Board of Trustees has taken great interest in increasing the amount of time that the School Resource Deputy is on campus. The District is currently seeking cost estimates from both the Butte County Sheriff's Dept. and the Oroville Police Dept. for a full-time School Resource Officer for the 2017-18 school year.

Action Step

Provide transportation vehicle(s), such as a golf cart, to increase the ability and effectiveness of security personnel to monitor the large campus and provide transport for injured persons.

PROGRESS

A golf cart was purchased during the 2015-16 school year. A special seat/bed was donated by the Class of 2016, which allows for injured students and medical equipment to be transported around campus. The golf cart has increased the ability to supervise and respond to emergencies.

Students to be Served by this Strategy/Activity

Growth Target : Increase participation in clubs, sports, and activities by 10% over two years and decrease the total drop out rate of all four grade levels by 1 % over two years.

Timeline

2020-21 School Year

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Budget Reference

None Specified

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Action Plan 4—Intervention Program

Goal Statement

Statement of Area for Improvement: Develop a strong and consistent intervention and remediation program.

LCAP Goal

Links to School-wide Expected Learning Results: This Action Plan directly supports ESLRs 1-5, supporting the development of an Effective Communicator, Critical Thinker, Quality Producer, Self-directed Learner, and Collaborative Worker.

Basis for this Goal

Rationale: Along with high expectations and the implementation of Common Core, students need support to achieve at high levels.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
5% Reduction in D/F letter grades	2018-19 Data	Reduction in D/F letter grades

Planned Strategies/Activities

Strategy/Activity 1

Action Step

Find ways for all staff members to utilize the mandatory consultation and academic detentions to maximize its effectiveness.

PROGRESS

SEE NEXT STEP

Action Step

Continue to find ways to increase effectiveness of consultation time.

PROGRESS

The Guiding Coalition supports individual and team choice on how consultation is used by staff and students. We support teachers who choose to work only with their students or are willing to team target specific students. We also support teachers who choose to use consultation for test make-up or study hall. We created norms for consultation to guide staff members.

#1 All students need to be in a learning environment.

#2 students are to remain with the teacher/instructor they initially choose for the entire consultation time.

Mandatory consultation has been used when teachers choose to implement targeted instruction. We developed Socratic surveys for staff to share their thoughts on what/how they think consultation can be improved. Surveys are analyzed by the Guiding Coalition and the results are shared with staff. This year, on the advice of the Guiding Coalition, Las Plumas closed the cafeteria study hall to ensure that students would use the consultation period for the purpose of meeting with their teachers to receive supplemental instruction on skills that they are not mastering during

regular class periods. A change in the schedule has been suggested a couple of times, but we are trying to make our current time more effective before we make a change to the schedule. We struggle to make consultation mandatory when attendance cannot be taken, however, once a referral is made, administration is very effective at managing academic detentions for students who do not show up for mandatory consultation.

Teachers report that they are trying a variety of strategies to make consultation as effective as possible. Some hand out mandatory consultation attendance slips as a reminder to students in need of remediation. For assignments with high failure rates on specific topic, some reteach the concept, limiting consultation to students in need of the one item. Some staff use mandatory consultation and academic detentions to work with students who are behind. Others keep consultation voluntary and students catch up on missed work or get help on any assignment.

The Counseling Department has developed student teams of tutors to provide direct support to students who arrive at the regular start of the school day on Wednesdays. Additionally, our school features lectures by community professionals during the consultation period on Thursdays in the band room. As a result, students can learn about occupations and career fields that they might otherwise not consider due to a lack of awareness. These lectures regularly feature members from the military and law enforcement. This has inspired some teachers to have professors from Chico State provide similar meetings in their classroom with the purpose of connecting our students' efforts to the achievement of meaningful life goals.

Students to be Served by this Strategy/Activity

Growth Target : Decrease the number of students who earn D's and F's by 5% each year.

Timeline

2020-2021 School Year

Person(s) Responsible

Guiding coalition

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

Develop a functional, systematic, flexible, school-wide assessment program that meets the site-based needs of LPHS students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of Math and ELA instructors utilizing IO Assessment	IO Assessment will be utilized in Math and ELA	IO Assessment was partially implemented in ELA, Math, and Social Science.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1. Work with the district to build flexibility in the pacing guides and performance tasks that allow for on-site modification of instruction and assessments, as needed, to ensure the success of all students.</p> <p>2. Work with the district to provide district collaboration days following each performance tasks to analyze data from the district exams and collaborate on instructional strategies to ensure student success.</p> <p>3. Provide staff with Aeries Analytics training and the effective use of data to drive standards-based instruction.</p> <p>4. Continue to provide structured, site-based collaboration time regarding disaggregated data and time to</p>	<p>1. The site has input and flexibility in developing pacing guides. Instruction is modified, according to student needs.</p> <p>2. The Director of Student Services has scheduled regular collaboration opportunities for core subject areas to analyze data and modify curriculum.</p> <p>3. Aeries Analytics is not currently utilized. The District is currently using Data Works and IO Assessment to analyze and disaggregate data.</p> <p>4. Staff have one hour for collaboration on each Wednesday. Attention during those times is directed towards curriculum, instruction, assessment, and intervention.</p>	<p>Training 5000-5999: Services And Other Operating Expenditures LCFF</p>	

Analysis

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school. Effectiveness is difficult to measure, due to partial implementation of IO and lack of opportunity to follow up.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

Statement of Area for Improvement: Using best practices, fully develop and consistently deliver a California Common core state standards-based curriculum in all content areas.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CASPP/Dashboard Indicators	Eliminate Red indicators on Dashboard	The most recent CAASPP results do not include any red indicators.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Develop and implement a plan whereby staff effectively utilizes regular, ongoing collaboration time to establish student learning expectations, improves instructional strategies, engages in assessment data analysis, makes master schedule adaptations, and explores other means to ensure the success of all students.	1. Collaboration time is used on Wednesdays for one hour. The work during that time is planned by the Guiding Coalition.	5800: Professional/Consulting Services And Operating Expenditures LCFF	
2. Provide a structure for the effective use of collaboration time among department members and across curriculums to ensure identified areas affecting student learning are met.	2. Some cross-curricular collaboration has occurred, mainly in ELA and Science.	1000-1999: Certificated Personnel Salaries Title I Part A: Allocation	
3. Improve communication and collaboration with feeder schools and districts.	3. Attempts have been made over the past two years to meet with teachers and administration from feeder schools. These meetings did not occur in the 19-20 school year, due to COVID-19 closures.		
4. Utilize collaboration time to fully develop a rigorous standards-based curriculum in all content	4. Work continues to strengthen instruction, so that all students are engaged.		
	5. School-wide instructional practices are being evaluated, particularly since the staff is preparing the Self-Study for the upcoming WASC review.		
	6.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>areas and share best practices instructional strategies to engage students in learning.</p> <p>5. Develop and implement a school-wide set of instructional practices.</p> <p>6. Analyze the impact on EL student outcomes and revise EL program annually.</p> <p>7. Develop an alternative program for non-graduating 8th graders and students with 4 or more failing grades at 1st mid quarter progress report. Consider returning Opportunity School to its full functionality, as well as an on site alternative education program.</p> <p>8. Explore means to expand staff hours of Para Educators. Explore means to fund full time bilingual aide in Spanish. Explore means to update and increase library resources, including technology and librarian time to support student learning</p>	<p>EL students are making good progress. Performance is evaluated annually by the school and district EL program.</p> <p>7. A move to Restorative Practices is changing this focus away from an Opportunity Program.</p> <p>8. Title I funding has decreased in recent years, making expanding hours difficult. Currently, there are not funds to accomplish this goal.</p>		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

There has been good progress in moving towards improving instruction. Most areas are receiving deliberate attention and are seeing gains as a result.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

There have been serious funding limitations and the COVID-19 school closure has interrupted progress.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

Statement of Area for Improvement: Promote a culture of high expectations in a safe and positive environment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Implementation of PBIS/MTSS	There will be research-based behavioral support	The district and school are implementing Restorative Practices to improve the school climate.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1. Increase parent involvement by exploring new ways to communicate with parents.</p> <p>2. Analyze the reasons behind the drop out and attendance rates. Explore viable solutions. Revise Action Plans as needed to implement solutions.</p> <p>3. Develop and implement a plan to increase awareness of graduation requirements, post-secondary requirements, and post-secondary opportunities. Analyze the effectiveness of the plan annually and revise as needed.</p> <p>4. Explore means to provide career exploration, school to work skills, and computer skills in all CTE courses at each grade level and encourage high expectations.</p> <p>5.</p>	<p>1, The COVID-19 school closure has required greater communication with parents through technology. This time has also illustrated that there are many without access to internet and technology. Due to the remote geography in the attendance area, some are unable to connect with the school, as there is no way to communicate, other than by mail.</p> <p>2. Analysis continues, with regard to attendance. The district attendance process is under review and changes to the SAART process are like in the 20-21 school year.</p> <p>3. Counselors are meeting with students to develop a four year plan.</p> <p>4. CTE courses include skills building and participation in CTE courses is actively promoted, beginning in</p>	<p>1000-1999: Certificated Personnel Salaries LCFF</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Develop and implement a long range plan to improve student attitudes about education and career possibilities and to promote students' sense of connection to the school and to school staff.	8th grade through school visits and program promotion.		
6.	5.		
Promote school-wide community service.	A group of staff members is being assembled to promote school culture and the district is providing training in Restorative Practices. A focus on relationships has been set for the 20-21 school year.		
7.	6.		
Explore the means to increase funding for the Sheriff's Deputy on campus (SRO)	There is now a Community Service graduation requirement, establish by the OUHSD Board.		
8.	7.		
Provide transportation vehicle(s), such as a golf cart, to increase the ability and effectiveness of security personnel to monitor the large campus and provide transport for injured persons.	The Butte County Sheriff's Dept has created a county SRO team, which has worked out coverage for all school days.		
	8.		
	The school provides a golf cart to enhance safety and security for the large campus.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Overall, there has been good progress in this area, with big plans to expand the scope and effectiveness of the programs in place.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The steps taken have promoted positive school culture. Data reveals that the discipline practices may be limiting progress in this area, so steps are being taken to refine them so they are socially and culturally responsive to our student population.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

--

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 4

Statement of Area for Improvement: Develop a strong and consistent intervention and remediation program.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
5% Reduction in D/F letter grades	Reduction in D/F letter grades	The analysis in this area is incomplete, due to the COVID-19 school closure.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Find ways for all staff members to utilize the mandatory consultation and academic detentions to maximize its effectiveness. 2. Continue to find ways to increase effectiveness of consultation time.	1. Consultation was moved to the end of the day and is no longer mandatory. 2. Progress was stalled, due to the COVID-19 school closure. The last third of the year was disrupted, and the grading for the end of the year is difficult to evaluate.	None Specified None Specified 0	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The Guiding Coalition shifted the focus from the number of D and F's to the number of students passing classes. This was determined to be a more accurate reflection of student progress, as the accrual of credits are what determine whether a student graduates from high school.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Using D and F data for the past school year will not be an accurate measure of effectiveness. The school closure resulted in a hold harmless situation, and artificially inflated grades. They are not an accurate reflection of academic progress for that time period.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	174,836
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	177,438.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	174,836	-1,509.00

Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
Title I	176,345.00
Title I Part A: Allocation	1,093.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	44,485.00
2000-2999: Classified Personnel Salaries	59,411.00
3000-3999: Employee Benefits	66,356.00
4000-4999: Books And Supplies	6,093.00
5000-5999: Services And Other Operating Expenditures	1,093.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	44,485.00
2000-2999: Classified Personnel Salaries	Title I	59,411.00
3000-3999: Employee Benefits	Title I	66,356.00
4000-4999: Books And Supplies	Title I	6,093.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1,093.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 5 Other School Staff
- 9 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Alex Brown	Parent or Community Member
Annie Baciorek	Classroom Teacher
April Silva	Parent or Community Member
Bret Lawson	Classroom Teacher
Dave Croxell	Other School Staff
Fawna Mix	Parent or Community Member
Fred Ziegenmeyer	Parent or Community Member
Jacqueline Deadmore	Other School Staff
Jaymie Martinez	Other School Staff
	Parent or Community Member
Jennifer Longoria	Parent or Community Member
Keely Frazier	Classroom Teacher
Laura Hillman	Parent or Community Member
Lena Miller	Other School Staff
Matt Kermen	Other School Staff
Sarah Fairbanks	Parent or Community Member
Susan Blood	Principal
	Parent or Community Member
Tracey Johnstone	Parent or Community Member
Dan Ramos	Principal

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Other: School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/16/2019.

Attested:




Principal, Dan Ramos on 6/26/2020

SSC Chairperson, Bret Lawson on 6/26/2020

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program



Reopening Plan for 2020-2021 July 9, 2020

On March 16, 2020, the Oroville Union High School District closed our schools and continued instruction through distance learning. This document is the plan for opening all aspects of the Oroville Union High School District for the 2020-2021 school year using the information we have as of July 9, 2020.

OUHSD sought input from several stakeholders via surveys, virtual meetings and in person meetings. Throughout the process of developing a reopening plan, the safety of students and staff was the primary focus.

In July 2020, OUHSD sent out a parent survey. Of the 459 respondents, 65.2% would prefer a five day a week, 6 period a day schedule. Many parents responded that their children would not attend school if they were required to wear masks.

Instructional

OUHSD has been collaborating with all of the school districts in Butte County regarding reopening plans. OUHSD's ultimate goal is to have students attend school five days a week and six periods a day.

Instructional Models

- **Blended Model:** To limit the number of students at school at any one time, we are exploring an AM/PM bell schedule. Students would attend school daily either from 7:45 to 11:20 or 11:51-3:12. Students will receive direct instruction during their school attendance and be assigned work to do at home for the time they are not attending school. We also understand, however, based on health concerns related to the pandemic, we will be required to wear masks and take other health precautions as outlined by state and local health officials, such as taking of your student's temperature upon arrival at school, washing hands multiple times per day, social distancing to the greatest extent possible, and increasing daily cleaning procedures. A sample bell schedule is included at the end of this document.

- Independent Study Program: Families with unique needs that cannot be met by a daily schedule may be interested in our Independent Study Program. Our Independent Study Program currently provides an independent study environment with some in-person support.

OUHSD staff will be trained in the proper safety measures below to prevent the spread of COVID-19:

- Physical distancing and face coverings;
- Washing hands with soap and water or using 60% ethyl alcohol hand sanitizer;
- Screening of staff and students for symptoms daily; and
- Making sure individuals do not come to school if they have COVID-19 symptoms or have been exposed to someone with COVID-19 in the past 14 days.

Staff and students will be reminded to wash their hands frequently, and use hand sanitizer when entering classrooms and common areas. Students and staff will be required to stay home if they are experiencing symptoms of flu, pneumonia, have a fever of 100.4 degrees or higher, or been exposed to COVID.

Schools will identify access points on their campus and rooms to limit multiple students entering or exiting the school or rooms at the same time. Site Principals will work with the Maintenance/Facilities Supervisor to develop ingress and egress plans.

Hand sanitizer dispensers will be installed in all classrooms and targeted areas throughout the schools before the school year begins.

Classrooms will be sanitized on a daily basis. Staff will be trained to use district approved disinfectants. Schedules of custodial staff may be adjusted to meet the demands of disinfecting schools while students and staff are present.

We will enforce social distancing in classrooms as practicable.

Teachers will assign seats in all of their classes. OUHSD will follow the State of California guidelines for face coverings. Students and staff will be issued face coverings.

All students will be issued a Chromebook for the 20-21 school year. Students will be responsible for bringing their Chromebooks to school on a daily basis. Students that do not bring their Chromebook to school will be issued a loaner Chromebook for the day. If any district schools are forced to close due to a pandemic during the 20-21 school year, we will convert to a distance learning model.

Teachers will set up and utilize Google Classroom with lessons throughout the year. Teachers will be required to utilize Google Classroom and Zoom/Google Meets weekly to ensure they can provide distance learning to all students in the event of a school closure. This will ensure a smooth transition for both teachers and students if we are required to transition to distance learning. All teachers will develop a distance learning plan during the first week of school. Departments will collaborate in the development of subject matter specific plans in the case we have to convert to distance learning.

Time will be set aside during collaboration for distance learning and training to use Zoom, Google Classroom, Google Meets and other programs that can be used to offer high quality distance learning to students.

There are currently five teachers assigned to the independent study program. If the demand for independent study exceeds the current capacity, OUHSD will work with labor and principals to reassign teachers with appropriate credentials and the desire to teach in an independent study model of instruction.

We are exploring the implementation of a distance learning model using online programs like Oddessyware, Edmentum and/or Edgenuity. This model of instruction will be under the direction of a certificated teacher. Students will be required to meet with their teacher weekly and must sign an independent study contract.

Lockers/PE Lockers

Lockers will not be issued at this time.

Visitors/Field Trips/Assemblies

Visitors to campus will be limited. Field trips and assemblies will not be allowed.

Students and/or Staff Who Experience Symptoms at School

1. Place a mask on the student or staff member (unless they are having difficulty breathing, if so call 9-1-1).
2. Isolate the student or staff member in a designated room away from others.
3. Notify Administration
4. Contact parent/guardian to pick the student up immediately.
5. Send the staff member home immediately.

Transportation

We have many students who rely on district provided transportation in order to attend school on a daily basis. We will provide transportation services to as many students as we can. We will prioritize transportation to the students in the outlying areas of the district (Concow, Bangor, Berry Creek, Feather Falls and Honcut). Depending on the availability of buses and appropriately licensed bus drivers, we will extend routes to meet demand.

OUHSD will install hand sanitizer dispensers on every bus and vehicle as practicable.

Students will be required to wear masks on district transportation. Bus drivers will take the student's temperature prior to boarding the school bus or vehicle. If a student's temperature is 100.4 or higher, the student will not be allowed to board the bus. The driver will contact dispatch, who will then notify the parent/guardian.

Students will be seated in busses in every other seat.

Siblings will sit together on the bus. Students will be required to wear a mask to protect themselves and others as they use district transportation.

OUHSD will work with the Oroville City Elementary School District to review the number of students that use transportation and develop a plan collaboratively that will serve the students in both districts in an efficient, manageable framework.

Buses and vehicles will be disinfected after the morning and afternoon routes.

Food Service

Food service staff will wear appropriate PPE (masks and gloves) while preparing and serving food.

Point of sale areas will be configured to serve students and staff. The number of students in the food service area will be limited so they can social distance as much as possible.

We will use the Grab and Go model of distributing food to students if allowed by State and Federal Guidelines.

A plan for student eating areas will be developed before the first day of school.

Maintenance/Facilities

Students and staff will be issued face coverings.

Staff will be trained to use district approved disinfectants.

Hand sanitizing stations in classrooms, libraries and major campus entry points will be installed prior to the start of school.

Principals are developing plans to limit the number of students that enter and exit campus at any time.

Plexiglass at reception areas throughout the district will be installed to limit staff exposure where practicable.

Students must bring liquids from home in their own containers.

A sanitizing schedule for fountains and restrooms will be established prior to the start of school. Some restrooms and water fountains will be closed to limit exposure to staff and students.

Custodial schedules may be adjusted to meet the disinfecting and cleaning needs at each school.

Distance Learning

Each teacher will initially develop a plan and lessons to deliver distance learning to students in case the school and/or district are ordered to close. Teachers will develop a plan to engage students and use the essential standards and/or skills in their subject matter to teach students through a distance learning model.

Teachers will also develop a plan to contact and check on students in the event school and/or district is forced to deliver instruction via distance learning.

To comply with SB 98, distance learning will require daily live interaction. Teachers will also be required to document daily participation for each pupil on each school day.

Teachers need to take into consideration how to deliver distance learning to students that do not have Internet connectivity.

Training

We will use the late start Friday schedule at LPHS and OHS to begin training on distance learning by “school experts” during collaboration time. Training on August 21st and August 28th will be targeted for teachers to develop a week of distance learning plans, and learn how to use Google Classroom and Google Meets for distance learning. Site Principals will select their teacher experts to deliver both training sessions.

Prospect HS will use their collaboration time between August 10th and August 26th to develop distance learning plans and to deliver training by a staff expert(s) on the use of Google Classroom and Zoom.

The first Friday of the month at LPHS and OHS will be used for staff meetings beginning September 4th. (10/9, 11/6, 12/4, 1/8, 2/5, 3/5, 4/16 and 5/7).

Training on topics specific to the areas of culturally responsive teaching and learning, distance learning and mandated topics will be on the second Friday of the month beginning with September 11th (10/16, 11/20, 12/11, 1/15, 2/12, 3/12, 4/23, and 5/14). All administrative and certificated staff will participate in a session with Sharroky Hollie on Culturally Responsive Teaching and Learning on August 10, 2020.

Collaboration on using student data to improve instruction and improve school culture will take place on the third Friday of the month beginning with September 18th (10/23, 1/22, 2/26, 3/19, 4/30 and May 21st).

The remaining Fridays that are not scheduled by the district will be used for areas of need and/or concern at each site and will be scheduled by the Principal.

Safety Guidelines

<u>Sanitization:</u>	<u>Personal Protective Equipment (PPE):</u>	<u>Health and Health Screenings:</u>	<u>Social Distancing:</u>
<ul style="list-style-type: none"> • Hand sanitizer dispensers will be in place at each entry/exit point of schools, offices, classrooms, and common areas of school grounds. • Disinfecting surfaces completed daily and throughout the day when needed. • Ongoing review and modifications of cleaning protocols to ensure proper disinfecting. • Schools will limit the sharing of supplies between students and disinfect between uses. • Hand sanitizer dispensers on buses • Buses will be sanitized daily. • Maximize air flow in all classrooms. 	<ul style="list-style-type: none"> • Protective facial coverings (masks or shields) as mandated by state or local agencies when social distancing is not feasible. • Food handlers will wear required PPE. 	<ul style="list-style-type: none"> • Teach and reinforce healthy sanitization procedures. • Signage to remind school community to not enter if they are experiencing any symptoms of illnesses. • Daily wellness checks, thermometer at each site before entering school grounds and buses. • Anyone with a temperature over 100.4 degrees will not be allowed on the bus or admitted to the classroom. • Promote self screenings for respiratory symptoms such as coughs/ shortness of breaths prior to coming to school. Students and adults experiencing those symptoms cannot attend. 	<ul style="list-style-type: none"> • Social distance signage will be in place to remind students and staff to maintain social distancing. • Physical barriers will be installed in high traffic areas on campus where needed when social distancing is not possible, such as, front offices and cafeterias. • Classroom furniture/ equipment will be arranged to facilitate social distancing as much as possible. • No assemblies or field trips.

Athletics

Currently, athletics are not permitted to start per State and Butte County guidelines. The district is working with OHS and LPHS administration and Athletic Directors to develop a plan for athletics.

A plan for summer training for volleyball and football has been developed. Other sports will be added as guidance permits.

Guidance for athletic events and gatherings may be amended once guidance is received from the State and CIF.

2020/2021 Blended Instruction Bell Schedule

Monday/Wednesday Schedule (A Days)

Group A

Advisory & Period 1	7:50 AM	9:03 AM
Period 2	9:09 AM	10:02 AM
Break	10:02 AM	10:12 AM
Period 3	10:18 AM	11:11 AM
Grab and Go Lunch	11:11 AM	11:45 AM

Group B

Advisory & Period 1	11:51 AM	1:04 PM
Period 2	1:10 PM	2:03 PM
Break	2:03 PM	2:13 PM
Period 3	2:19 PM	3:12 PM

Tuesday/Thursday Schedule (B Days)

Group A

Advisory & Period 4	7:50 AM	9:03 AM
Period 5	9:09 PM	10:02 PM
Break	10:02 PM	10:12 PM
Period 6	10:18 AM	11:11 AM
Grab and Go Lunch	11:11 AM	11:45 AM

Group B

Advisory & Period 4	11:51 AM	1:04 PM
Period 5	1:10 AM	2:03 AM
Break	2:03 AM	2:13 AM
Period 6	2:19 PM	3:12 PM

Friday Schedule (Rotating A/B Days)

Teacher Collaboration 7:45 AM 8:50 AM

Group A

Advisory & Period 1/4	8:56 AM	9:58 AM
Period 2/5	10:04 AM	10:46 AM
Break	10:46 AM	10:56 AM
Period 3/6	11:02 AM	11:44 AM
Grab and Go Lunch	11:44 AM	12:18 PM

Teacher Collaboration 7:45 AM 8:50 AM

Group B

Advisory & Period 1/4	12:24 PM	1:26 PM
Period 2/5	1:32 PM	2:14 PM
Break	2:14 PM	2:24 PM
Period 3/6	2:30 PM	3:12 PM

Parent Survey Comments/Concerns

1. Appropriate social distancing
2. At this point in time, I would only feel comfortable doing the blended schedule. If the situation worsens over the next month, I will end up off opting for independent study program. Thank you very much for sending out the survey to incoming freshman classes. I wish you the best of luck. I work at Helen Wilcox and I understand how incredibly painful this has all been. Thank you for working so incredibly hard to ensure the safety of all students and staff.
3. My student has full IEP and CP needs classroom settings
4. My student wants to do online schooling but also wants to play football is that possible? Thank you
5. Can I change my choice if COVID situation gets worse?
6. Can my child go on independent study if school year does not occur to graduate by December instead for his senior year so he can then just enter his next level of education earlier than wasting a year of home school that does not work for him?
7. Can students have a chance where there allowed to take their mask off to get fresh air
8. Could we change the choice for the learning schedule, later if we choose?
9. Full time would be best kids have less chance of getting the virus anyhow and three day exposure is the same as five. Once you're exposed what's it matter? Exposure is exposure.
10. Having no internet service at home makes distant learning almost impossible also working parents with multiple children it puts such a hardship on us
11. He has a IEP in place
12. hello, I would have to put my student in home school due to we have high risk people in our home and with the virus going on my student will have to be put in home school thanks
13. Honestly I am on the fence between traditional and blended. There is so much unknown about this situation. If it is a blended schedule will kids be required/have the opportunity to participate via zoom on days that they don't attend? Also if I chose blended above does that mean my student will automatically be enrolled in that type of schedule or will be able to decide for sure at a later date?
14. How is social distancing really going to be enforced...safety is my concern.
15. How many days will she attend campus for the second option? Part time campus and the other time home?
16. I am comfortable with both traditional at school learning and independent learning as long as it will not interfere with college applications and their chances of being accepted into colleges. I want them to have plenty of support and guidance throughout the school year to help guide and direct their studies so that they have every opportunity to succeed and meet academic goals.
17. I am concerned about my daughter having to wear mask all day. She already has asthma.
18. I am concerned because he got 3 F's last report card and not sure how he is going to catch up in order to graduate
19. I am concerned that the level of learning will be as lax as it was the last half of '19-'20 school year. If teachers and school staff are not prepared to do remote learning via streaming for the length of a normal school day with the normal amount of work then traditional school sessions should be used.
20. I am hopeful that school work return to normal. Online school is not something I am going to be able to help with. We all work in the family. And can honestly say. After working a 10 hour day, I am not going to want try and teach my daughter. I know it sounds harsh but I am not trained to teach. Thank you for wanting our input.
21. I am hoping that a neck tube that can cover a face will be ok instead of a mask.
22. I am hoping that depending on what is going on with the pandemic, the specific plans are laid out for us with plenty of time to prepare. I have another son who is supposed to be registered and there was no one to talk to. He is supposed to go to special ed. program at las Plumas so I will need a schedule that won't put us in a bind. Also, I hope my student has the option to ride the bus if needed. Not sure if our location makes him not qualified.
23. I am ok with traditional learning, blending is good but not full time at home
24. I am too scared to send my kids to school with this virus.
25. I choose traditional school only if my child is NOT required to wear a mask.

26. I chose independent study not because I'm afraid of a VIRUS but because I don't want my children wearing a mask all day! I have to wear one at work and it's miserable!
27. I do not want my child to wear a mask and neither does she. It is coming out that it would be bad to wear a mask unless you are sick or have underlined health issues. How are you going to go about this?
28. I don't want my child to be forced to have to wear a mask all day. It is not good for her overall health.
29. I don't believe wearing masks is a reasonable expectation for high school students if their learning is to be rigorous.
30. I don't feel comfortable yet with my child in a social setting with a group of others. Safety of my child and others are very important.
31. I don't think it's be a good idea to have students together for a long time due to covid-19. It could be dangerous.
32. I don't want my child in school all day everyday with this COVID-19
33. I echo everything I said for my other son. NO, NO. You do not have the staff to pull this off and the kids don't have the will nor do they care, you will create more infection. Socially distance when possible. Really!! Now think about those kids that you will be sending home to siblings, parents, or grandparents that they live with pre-existing medical conditions. You don't say anything about testing because your thermometer check will not detect all cases and you will have it spreading like wildfire. You are choosing to play a dangerous game with people's children to try and bring them back together as cases rise in our county not just in older people but there are plenty in people under the age of 17. Do what you may.
34. I feel that as long as things are sanitized everyday it should be ok.
35. I feel that my children are capable of social distancing and making the right decisions. I however do not want them to stay home and learn from a computer. I feel that on hands training and learning is best for child development and will help them become stronger adults. Being home and not interacting with people is a disadvantage to become a strong adult. If the children have to stay home and do distance learning then I should be paid for having to teach or explain things to my child and the taxes I pay for the school system should be abolished. Also with internet, we as a family do not get any cost breaks what so ever and I don't feel that I should have to pay more for internet. We have four children in our home.
36. I find it ridiculous we are even considering not letting them attend band in the traditional sense. They need their friends! They need to have more than just academics... this isolation has NOT been good for their mental health.
37. I have 2 other 9th grade freshman without student ID # yet. They both have IEP how do I send survey for them
38. I have a 9th grader and 11th they both prefer traditional.
39. I hope that sports are available to the students. Distant learning should be a last resort.
40. I hope that you require all staff and students to wear PPE and to sanitize often.
41. I need information about bus routes and times, as I am unable to locate this information on your website.
42. I never got the first survey I kept looking for it in my email. My sister got one but I thought it was only for upcoming freshman. The school should send out a voicemail about this email. Thanks
43. I think he does English language development services but not sure
44. I think it is important that students have the opportunity to gain some sense of normalcy. My student prefers the structure of being in the classroom daily, however, I support the blended learning model as well. I think it's really up to the environment we are in once we get to August and a lot can change between now and then. Whatever option is exercised once school opens has the understanding that teaching staff needs to be flexible and able to adapt between classroom learning and distance learning quickly and some of the challenges that happened during the 19/20 school year do not occur moving forward.
45. I think the choice should ultimately be up to the parent/guardian. I take care of two elderly one of which has stage for colon cancer and cannot risk getting them sick (my parents) No matter how much you check temperatures, symptoms do not show for 2 to 14 days and it Sits dormant midst spreading the virus and not even knowing you have it. This is why in a situation like this it should not be up to the government or school administration to decide what is best for our kids.
46. I truly believe that ALL schools should do one year of distant learning so no child is exposed and to give the opportunity for this disease to be controlled

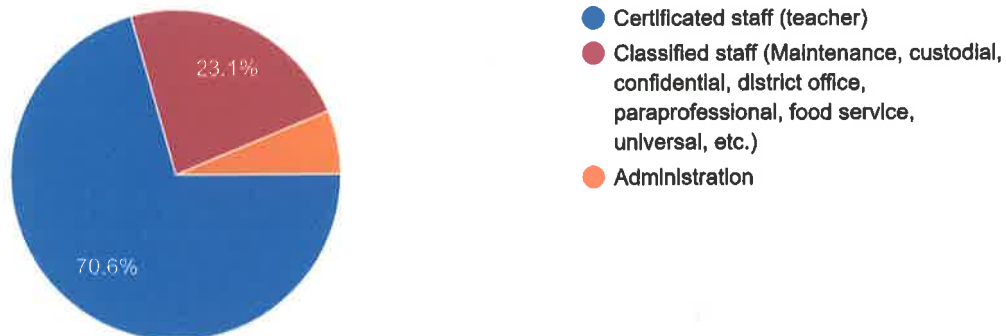
47. I want my children to have the high school experience while being safe as possible. Home school I felt put them behind and they are going to struggle so I feel if we can do as normal as possible for these kids while being safe is the best.
48. I want to know how much contact, if any will my kids have with other kids? If I do not feel safe about my kids, I will want them to go to independent studies.
49. I will not have my child forced to wear a mask, so if that is a requirement we will do independent study. This is not my 1st choice but I will not send my child to a school that supports and conforms to mask wearing
50. I would consider and be interested in the blended schedule if more information was provided.
51. I would like more about grades for the quarters during the COVID shut down.
52. I would like to see a traditional schedule but wouldn't be opposed to a blended learning schedule only if needed
53. I would like to see a traditional school schedule but wouldn't be opposed to the blended schedule if needed.
54. I'd like my child to hold off the first couple of weeks and slowly adjust into the blended model? Will that be possible? How will safety be reinforced on the campus? Will ALL students be REQUIRED to wear mask? Will they be checked daily? If, and when, someone is positive for the virus after school begins, how will that impact the class? School? District? What are the plans in place?
55. I'd like the cafeteria to be open to students with hot meals not just bagged lunches or breakfasts. I don't want my daughter to have to wear a mask. I'd like sports to start when school starts. I feel like my daughter learns best face to face hands on. I feel like the students need to have some type of structure and normalcy back in their lives.
56. I'm concerned about wearing masks. My daughter has asthma so hopefully masks won't be required. If so, she won't be wearing one. I know there are many feelings on the matter, but I come from a medical family and going off of the science, we don't believe they are necessary in this setting.
57. If blended is implemented please consider sibling schedules.
58. If masks will be required my daughter wants to use independent study for the school year.
59. If my child will be required to wear a mask at school then I will place her in independent studies due to the negative side effects that are associated with wearing a mask for long periods of time, my child will not be asked to restrict the oxygen to her brain and lungs as she is an athlete and thus could be detrimental to her health and future. She will however play sports even though she is on independent study as this issue is out of our hands and she would never ask to be on independent studies.
60. If the students are able to receive a Chromebook to use for online/digital learning and the students would be going to class for only 3 days a week would they be able to take their Chromebook home for the other two days of the week? Independent study is the safest thing to do in these circumstances especially with COVID cases rising and all of the cleaning/disinfecting procedures that would have to be maintained while having hundreds of students in a campus.
61. If they go back to school, will masks be required?
62. If things improve, do I have the flexibility to switch to the traditional learning model if I want to? Can they come back full-time partway through if COVID circumstances improve?
63. If we should continue with distance learning please provide live classroom instruction daily (even if it is only one class a day) to help keep them on track and provide extra instruction for those students needing it.
64. Is the blended model optional later if we change our mind?
65. Just get back to normal. Remote learning only works for families who have a stay at home parent.
66. Just want to keep my child safe and at the same time comfortable while learning. My concern is him wearing a mask for hours while having bad asthma.
67. My student is a type 1 diabetic, so he is high risk regarding COVID-19, however distance learning was stressful and hard, so he would like traditional. Is there a way for the high risk kids to have extra precautions during the traditional school year?
68. Kids need normalcy. This virus is being blown out of proportion and ruining so much for such a small threat. Back to school as usual please
69. My student is really far behind. We have asked for an IEP.
70. Let the kids go to school

71. Long distance learning will not benefit my student at all he does better learning in a school environment.
72. May be comfortable with traditional as well, but we are continuing to watch how things progress in our local community.
73. Might need to change schedule type depending on progression of pandemic.
74. My child does better with the traditional structure of schooling and needs the interaction with her teachers and peers. Staying safe with a lot of hand washing and disinfecting and temperature check at each class door seems ok but I don't know how well it will go with a mask all day. What about the kids that have asthma like my child? Do we need a doctor's note and put them at risk to go into a dr. right now?
75. My child was supposed to receive evaluations for EIP services and because of COVID19 she was not able to receive her assessments
76. My child would prefer the traditional schedule, but will the school be COVID-ready by August? Will my student have the option to switch to the schedule that better suits him? For example, if online classes aren't working for him, how easy would it be for him to switch over to the traditional schedule?
77. My concern is her falling behind if we have to do school at home because she learns way better with in classroom instruction because it's all tight routine with little distraction.
78. My concern is the rise in Covid19 in the past month in Butte County. Is this not a concern to the Public Health Department?
79. My daughter is a 504 student and don't know where to put that.
80. My daughter is in College Connections, so the survey doesn't apply. However, if she were to be on campus for her senior year, I would want traditional learning. Thanks.
81. MY KID WILL NOT BE WEARING A MASK TO SCHOOL!!!!!! THIS IS INSANE
82. My kids were not productive with online school work, they also need socializing.
83. My son was excepted in college connect his senior year how is that gonna work out or is that canceled
84. My son is on home hospital schooling.
85. My son will be attending as a freshman but we don't have a student ID for him yet.
86. My son would like a traditional setting to be able to make new friends. I'm more concerned with how that can happen and he try to avoid getting COVID-19. So, I'm more leaning towards a hybrid if that is deemed safer. If it has to move towards a completely online learning situation, how can you engage new freshman in forging new friendships?
87. My student does not learn in an online setting. He is capable and learns by teacher lectures and interaction with class.
88. Our second choice is blended but feel it is important to go back to normal as much as possible, blended schedule being our second choice.
89. Please no masks!!!
90. Prefer traditional but if a mixture is implemented siblings should be considered or done by grades.
91. Social distancing and face masks are not healthy
92. Sorry, on the first response I didn't realize the students would have to wear masks. I do NOT want my student wearing a mask. Thank you!
93. Sports are essential Kids learn a lot. It's not just a game. If we need to we parents can sit in the fields 6 ft. apart. Don't cancel them. Thank you
94. Sports.
95. Strongly believe distant learning is not for most kids or working parents
96. Thank you for all you do and for working so hard to plan for the upcoming school year.
97. The blended learning schedule, does that work for someone who has an IEP?
98. The thing my child cares about most is band. He wants to ensure he can continue with music. Other than that, our family is flexible. If we had to do independent study, and band weren't available, then we'd put him in private lessons, so it's OK, but it's worth noting he's pretty much a straight A kid, but it's music that keeps him engaged...

99. there is no way the staff at this school is going to be able to get every student follow your sings, the teachers will be far too busy telling everyone to stay away from one another, there will be no learning. Nor does your grand plans even bring up the fact of those that have pre-existing conditions or siblings with them!! This is very disappointing, how do you expect a parent to choose from options that all fall far beyond expectation. My children are not science experiments and will not be attending school face to face however your online distance learning was terrible.
100. There is several questions. I might need to talk to someone.
101. This is my nephew. I have full guardianship of him he has a full IEP. There is.no way he can do school without class settings not being a freshman
102. Too much work is assigned by each teacher when taking classes online
103. Transportation in Palermo Area
104. Transportation is a concern. We are all the way in Thermalito almost to the airport and if there is not a bus I can't get my child to school because of my work schedule
105. Transportation. Will it still be provided for students with an IEP?
106. We are also open to part time schedules.
107. We are hopeful that all of our children will be given the needed opportunity to return to school full time.
108. "We are undecided ... Our son has done excellent on the independent studies program but is excited to go to regular class again but I'm worried to send him ... we discussed the blended program which seems to be a better fit but our concern is his sports and football program. Will our son being on blended or full home school program effect his eligibility to participate in the last to miss high school football team?
109. We would like the students to be in school full time as long as they are spaced out in the classrooms allowing for social distance. Students need the in class instruction from their teachers and the ability to ask questions in person. If a blended model is what is needed for the health and safety of the students and staff, then I would prefer to start the year that way. It would be unreasonable to expect staff and students to wear masks all day.
110. What about band, or PE
111. What about sports?
112. What is the plan for sports?
113. What safety precautions will the school board and employees be taking to ensure my child's health is not compromised?
114. When to get a scholarship for College?
115. When will we know what the outcome of this survey is?
116. Why are Zoom classes not being utilized by all teachers? Last semester not one teacher had an online class. Drivers Ed was compromised by not one lecture.
117. Will College Connection still happen?
118. Will it be closed or open campus?
119. WILL NOT send my child to a school where she can possibly get sick and the school districts think they will get children to "social distance"! That will not happen, high school or elementary! It definitely tugs at my heart that my daughter will go into her senior year homeschooled! But my job as a parent is to keep my children safe and healthy so hopefully our world will go back to normal....one day.
120. Will students that are blended and or independent study be allowed to participate in sport activities if there's going to be any?
121. Will the independent study be the same as the e-learning this year? Will the teachers be more available this upcoming school year?
122. Will the students have a chance to take their mask off to get some fresh air at some point?
123. Will there be help with at home studies if we go completely independent?
124. Will they be wearing mask and if so how will she be able to run with her mask on cutting off all oxygen
125. Will you be providing students with clean masks daily?
126. With the cases in Butte County I don't feel it is safe for the students to return to school without modifications.

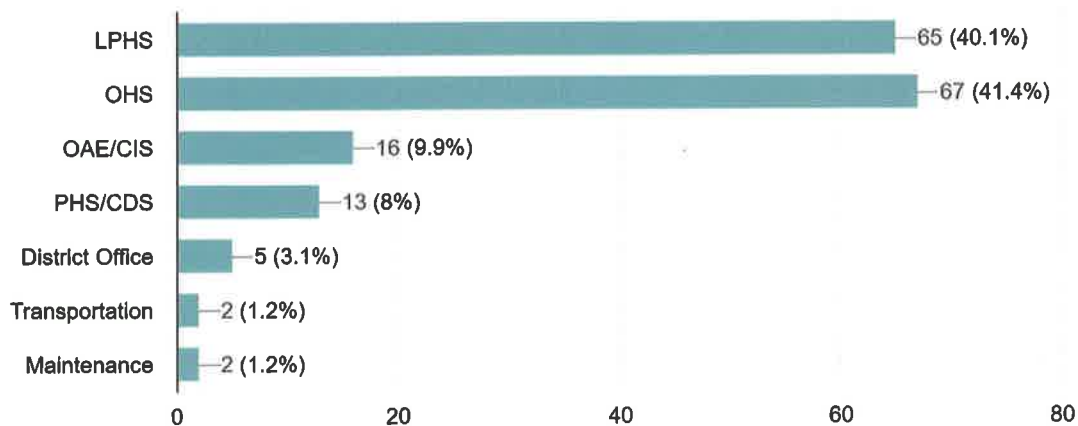
1) What is your role in our district?

160 responses



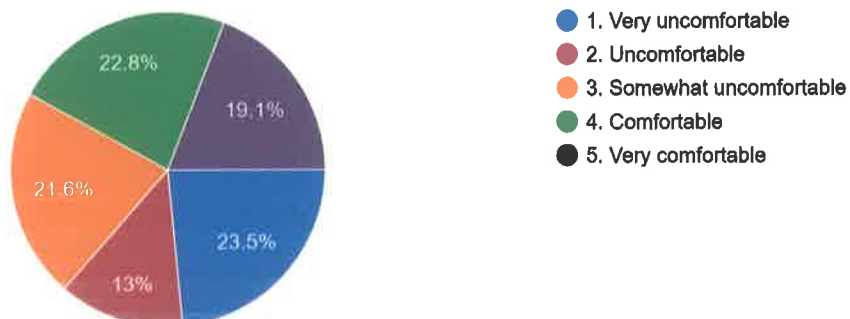
2) School Site

162 responses



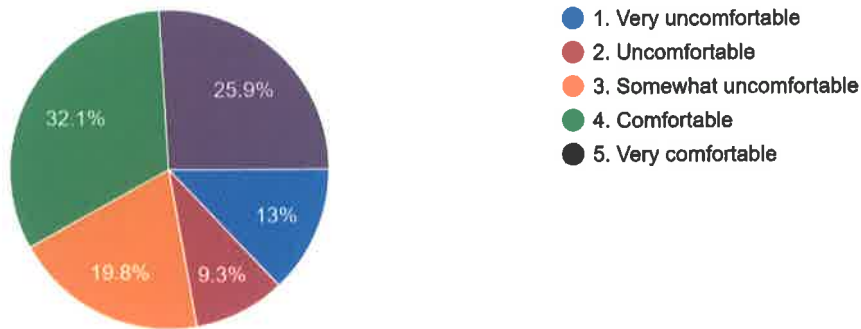
3) If OUHSD schools reopen in a traditional, 5-day per week, on-site model in August, how comfortable would you feel returning to school?

162 responses



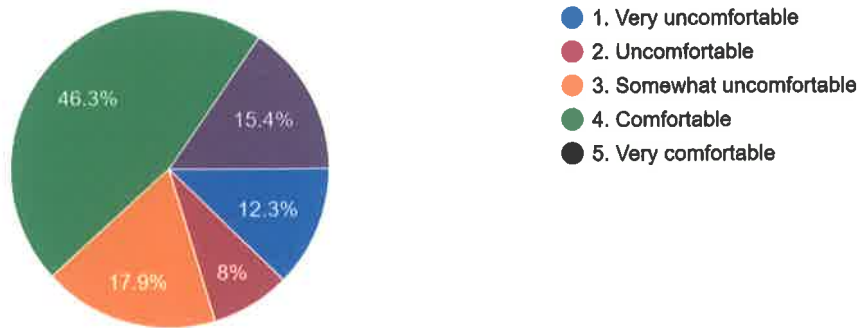
4) If OUHSD reopens in a full Independent Study/Distance Learning format in August, how comfortable would you feel returning to school?

162 responses



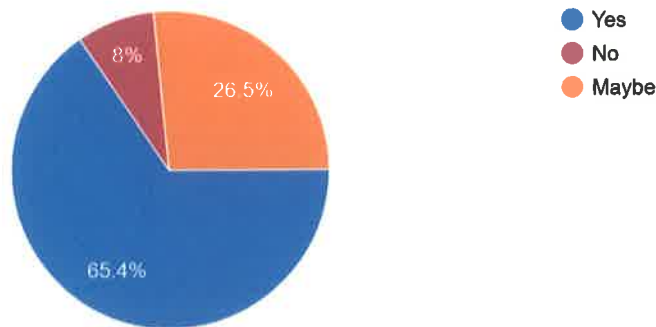
5) If OUHSD reopens in a Blended Learning format in August (students attend part time on-site, part time distance learning in order to reduce nu...w comfortable would you feel returning to school?

162 responses

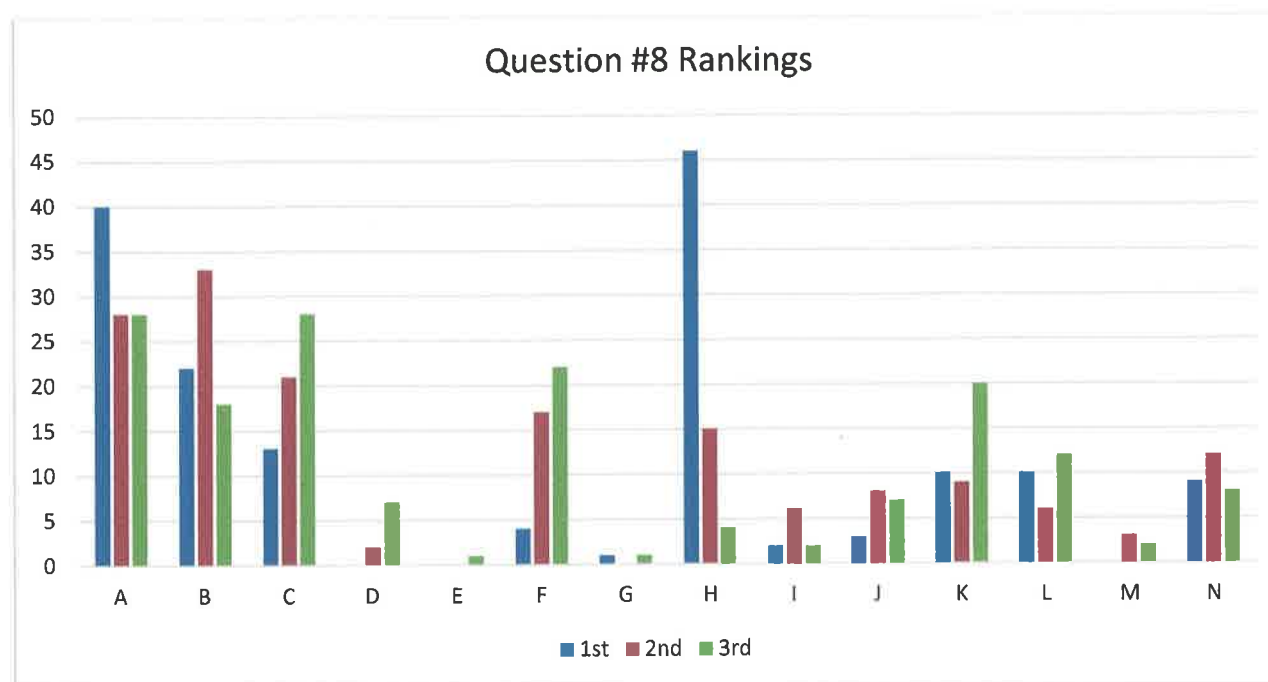


6) If CDE and Butte County guidance state that it is safe to return to on-site instruction in August, would you feel comfortable returning to onsite instruction?

162 responses



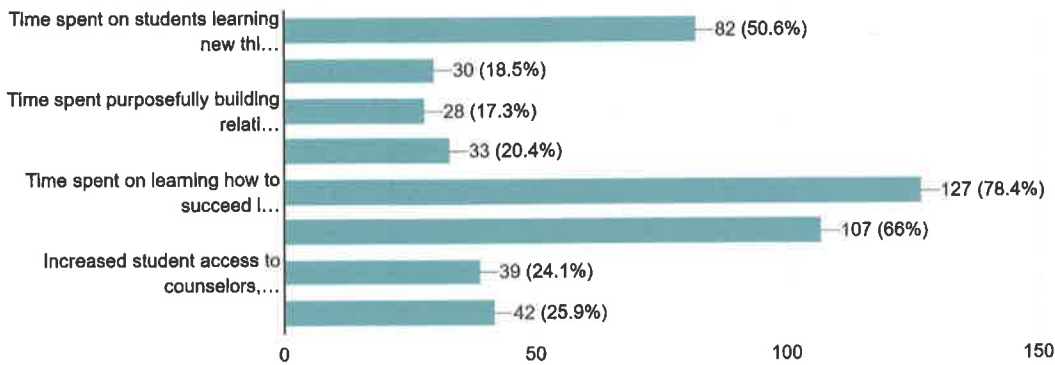
8) Multiple safety, health, and hygiene measures are important to consider and implement when we reopen schools, as guidance indicates that one measure alone may not provide as much preventive effect. Please rank the following cleaning/distancing/safety items in order of your preference for how to prioritize them (1 indicating your highest priority; 13 indicating your lowest priority) if schools reopen in the fall. Please mark all 14 items in your ranking.



- A. Enhanced cleaning (disinfecting and sanitizing on a nightly basis) of surfaces in the schools
- B. Limiting classroom seating to the number of students that would allow for social distancing according to state and county guidelines
- C. Staggering schedules to reduce crowding
- D. Strict social distancing in hallways and common areas
- E. Cafeteria seating is spaced for proper social distancing and food is individually packaged
- F. Hand sanitizer is provided in each classroom and is frequently used
- G. Buses run at reduced capacity to ensure social distancing
- H. Masks are required to be worn by staff and students
- I. Masks are recommended to be worn by staff and students
- J. Providing and requiring staff to wear face shields in addition to masks
- K. Taking student and staff temperatures before they enter campus
- L. Training staff and students on CDC guidance to reduce the likelihood of COVID-19 transmission
- M. Requiring regular, adult-supervised hand sanitizing for students
- N. Maximize the use of outside air to circulate indoor space and use hospital filters

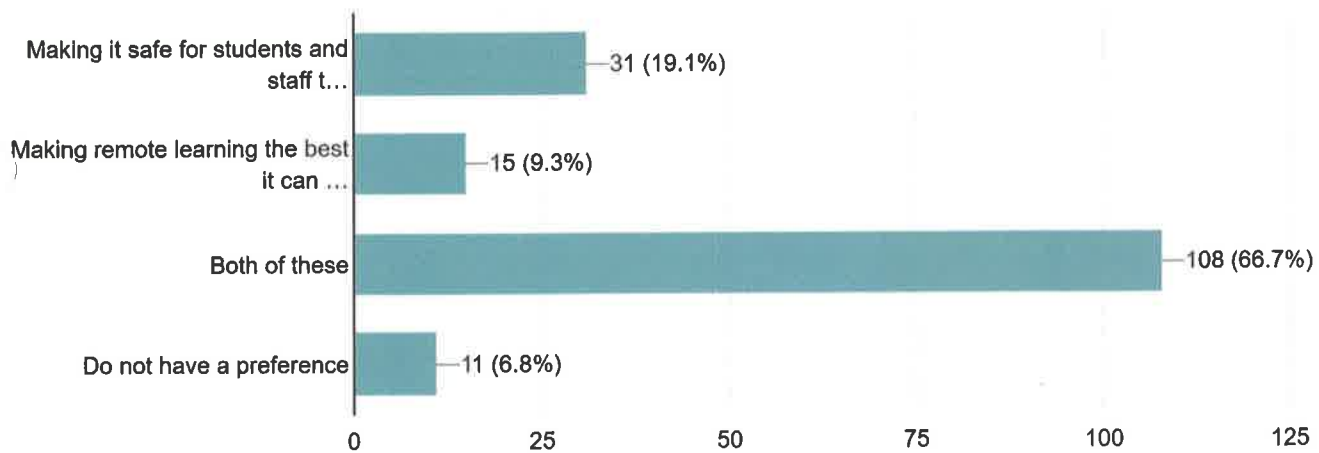
10) Considering your experience with emergency distance education implemented during Spring 2020, which 3 items below would be most beneficial...d in Fall 2020. Please check your top 3 choices.

162 responses



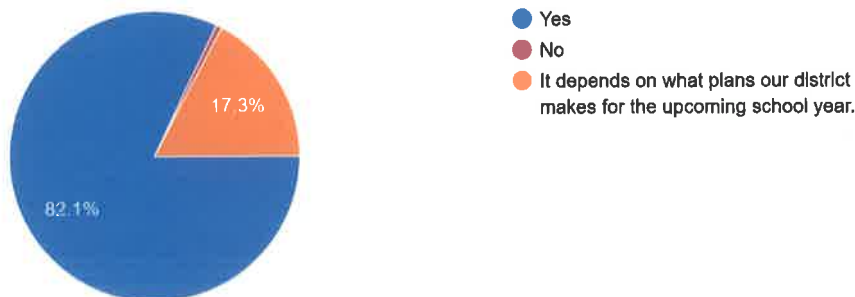
14) Given what we know about the COVID-19 pandemic, where do you prefer that our school district focus our efforts?

162 responses



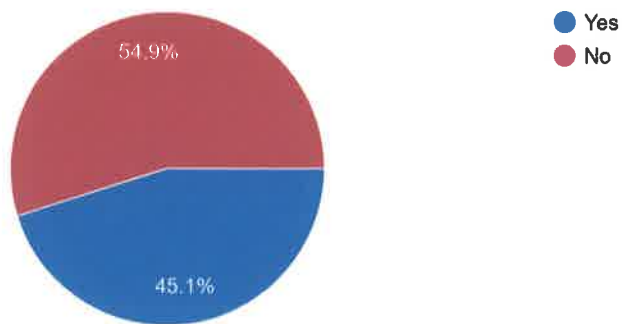
15) At this time, are you planning to return to your school for the 2020-21 school year?

162 responses



16) Are you or someone you care for at high-risk in the event of a Coronavirus infection? (Please see CDC description here: <https://www.cdc.gov/c...ed-extra-precautions/people-at-higher-risk.html>)

162 responses



7) If "Maybe", please explain.

"guidance" can be interpreted differently - What are similar schools doing?

??? Yes

As long as face masks and social distancing in the classrooms is being mandated, I will feel comfortable.

As long as there are no restrictions

Concerns: the amount of bodies in the classroom (45), the nature of the needs and behaviors of our students, and the amount of students that are immune compromised (along with myself).

Depends on safety measures taken by district and site administration

Depends on the safety precautions, state of the virus, ability to maintain safety for students AND staff.

depends on the virus spread

depends on what the Covid numbers in Butte County are doing

Depends on what those guidelines are at the time and how we are able to enforce them.

Depends on what's motivating them to declare schools safe. If it's clear they're not reopening schools because of budgetary issues, then I would feel safe returning.

Governments make decisions for many reasons. Not often are those reasons based on the safety of the public.

I answered "yes" and still required to answer here.

I answered "yes"

I answered "yes"

I choose Yes

I did not answer maybe, I said I would go back.

I did not answer maybe, I said I would go back.

I did not answer maybe.

I did not say maybe.

I didn't answer maybe

I didn't answer maybe!

I didn't put maybe. But I see no way that either organization will say it is safe to return without PPE's.

I don't want to wear a mask all day. Research has shown that there are adverse health effects wearing masks for long periods of time.

I feel comfortable returning

I feel comfortable returning to school.

I haven't seen a model proposed yet where I would feel safe without the inclusion of controlled crowds, numbers, and other health monitoring controls in place like all students and staff wearing masks and being checked for symptoms.

I haven't seen a model proposed yet where I would feel safe without the inclusion of controlled crowds, numbers, and other health monitoring controls in place like all students and staff wearing masks and being checked for symptoms.

I just have concerns about contracting the virus and bringing it home to my family in Chico.

I responded with a yes to question 6.

I said YES

I said yes

I said yes but this is required to have a response

I selected Yes for my answer

I teach at CIS so I have much more control with student contact and other risk factors than many others in our district.

I will adhere to the guidance.

I would feel comfortable if we take precautions like face coverings and temperature checks.

I would like to return to a traditional classroom 5 days a week.

I would need to know that CDC guidelines for safe opening were followed

I would only feel comfortable if COVID was truly no longer a threat to my health, the health of my family, or the health of my students and their families. However, this seems very unlikely due to current widespread and even increasing guidelines and restrictions from the government, medical professionals, and businesses.

I would only feel comfortable if masking was a requirement and efforts were put into place to educate staff and students about proper safety during pandemics.

I would want to follow the guidance in the most conservative manner. For example, I would interpret the current guidance as recommending 6ft of physical distance and everyone wearing masks.

I would want to see guidance from Department of Health in Butte and surrounding counties supporting a return to school.

I wouldn't feel comfortable with more than 16 students in my classroom and all students would need to be required to wear masks and sanitize their tables and hands; seems like too much to handle and keep track of while trying to instruct with a mask on myself; I wouldn't feel comfortable since there is no way to prevent myself from being in contact with someone who is carrying covid19 due to constantly being in contact with so many students and families as a teacher; someone my age (under 40) just went into a coma

I'd like to have masks/face covering required as well as some decrease in number of students in each class at a time.

If everyone sticks to and follows through with strict guidelines in place, than yes.

If the highest level of protection for staff and student health are implemented; students and families are educated, and staff are trained for their role in public health protection in the pandemic; protection for staff commensurate with their role as front-line workers in the pandemic the same as medical workers in Covid 19 wards; extended sick leave benefits for staff who need to be quarantined or hospitalized.

Isn't it safe to go back now? There are just too many restrictions to adhere to.

It depends on if we can afford to follow the guidelines for being safe upon return to on-site instruction. If they recommend we have small class sizes and distancing but we cannot do that, then I would not feel as comfortable.

it depends on the requirements.

It is either safe or it isn't, and I don't think we fully understand this to make that decision either way. I would feel much more comfortable with distance learning until January with the hope of vaccine being available. Would also allow us to see what the winter brings. If we rush this, could lead to catastrophic situation for families, teachers, athletics, or our district. Despite what the "experts" and government officials continue to say, we really don't understand or have a grip on dealing with this health risk.

It really depends on what that day would look like. I currently get all groceries and necessities for my elderly parents and grandmother. I would hate to catch it and not be able to help them, or worse give it to them.

It would depend if safety measures were put in place. I am doubtful it would be safe to return in August without social distancing and wearing masks.

It would depend on how things are going state-wide. If we are truly seeing a decrease in cases and testing has become available for all, then I would feel more comfortable with that decision.

m

ma

Means IDK

My answer is not "maybe".

My answer was yes

Our classroom will have 45 people in it at any given time and most, if not all of our students (and some staff) are immune compromised.

Proper safety guidelines should be in place

Provided masks were required of students and staff.

Rules on mask, social distancing in classes and on campus/lining up, and shielding are still concerns

s

Safe with what precautions? Masks? Cleaning? Social Distancing?

The CDC seems to get it right and wrong. Just because we meet guidelines does not mean that we address human concerns. The guidelines are a good place to start.

The risk of the virus.

The student will not socially distance. The classrooms are small and poorly ventilated. We are already facing a substitute teacher crisis and I am concerned about having subs for teachers who go out with COVID-19.

The student will not socially distance. The classrooms are small and poorly ventilated. We are already facing a substitute teacher crisis and I am concerned about having subs for teachers who go out with COVID-19.

Things change so often that you never know if it's really safe

What are they basing their decision on. What do we know about airborne transmission. What safety measures are put in place for teachers and a solid plan for closing down in case of a spike. What can teachers do about a student who refuses to wear a mask or socially distance? Will we have a district plan like the H1N1 that was removed from the district website. Will we be doing temperature checks on both students and faculty? How will we respond to a situation where a student or faculty member has contracted the virus. If we are exposed, am I using my own sick time to get over the virus or quarantine?

With COVID cases continuing to rise, I am not sure how being indoors with people who are outside our shelter in place group, with no opportunity to separate, really, could possibly be safe.

with safety guidelines in place

With safety precautions in place.

x

Yes

Yes

Yes

Yes

yes

yes

yes

yes

Yes, but I've been feeling a little anxiety when in rooms with more than 10 people.

Yes, I am ready to return.

Yes, I would feel comfortable

Plus 65 N/A or NONE

9) What other health and safety factors or conditions would make you feel most comfortable returning to on-site instruction?

Knowing which students and families have been exposed to COVID-19 or tested.

These ranked choices contain all the options I see for us. I do not have anything to add.

How to keep all staff and students safe

Having a plan for all teachers to talk with all students the first week of school about how times are different and the changes that are a result to that as well as having a uniform response for students who test the boundaries (a student who coughs on another student or teacher and jokingly says 'COVID' under his/her breath).

The list above covers everything I would recommend.

Limit parents coming in offices/on campus.

I don't want to wear a mask all day in the classroom

Hiring a health aide to work at least half day to figure out who should go home etc.

Reminder signs of the COVID rules around campus.

Reduced class size

Having some realistic understanding of the threat posed to all stakeholders.

A janitor on site during the day rather than at night.

Those students that have a fever, I hope will comply and parents will come pick them up in a timely manner. Can we clean the desks every period, not just nightly? May I ask my students to clean their hands at the sinks in my classroom before class starts. Can we be provided with the proper cleaning materials....Good disinfectant spray, gloves, towels, Lysol spray etc so I can make sure my classroom is safe for my students, me, and my Family I go home to?

I worry about catching COVID and then having to be out of school for weeks at a time, it would be nice to have a backup plan where a teacher can move classes online in the event of them testing positive.

"1. Can we get a ""health professional""? - We used to have a nurse

2. Better cleaning of bathrooms!! (There are not enough adult female bathrooms in normal conditions)

3. Need to space out breakfast/lunch lines! (+ where the napkins & condiments are located)

4. No contact sports..."

If students came in individually like independent study. Once weekly.

Awareness, masks, disinfectants, and social distancing would make me comfortable.

Send home staff for kids who show any symptoms

Sanitation between classes by teachers or staff and a deep sanitation by custodial as much as possible.

Reduced class size

No other factors, I would go back no with no changes

The allowance of more sick days, in case they are needed for myself / family.

Cannot think of any others

Limiting number of students, staff and visitors to the office areas.

I just think everybody needs to be on the same page as far as adhering two specific guidelines that the school and the health department has issued for the reopening of schools.

Sneeze guards installed in office spaces/counseling rooms, providing more pencils so students aren't forced to share/borrow, sanitizing of student bathrooms, drinking fountains, and classroom/main room door handles throughout the day, hand washing/sanitizing stations set up throughout campus, limiting PE to activities that don't require shared equipment and sanitizing equipment that is used daily.

If everyone wears masks, the threat of spreading the virus is greatly reduced. Enforcement is a huge concern. That still does not address the germs we carry on our skin. Wiping down surfaces between classes is unrealistic but necessary (including door handles). If we do that, I would like supplies provided. Smaller groups are needed to address management concerns. The face shields should not be needed if we are all wearing masks. The temperature checks sound invasive but would be a nice option and valuable for students displaying cold symptoms.

No matter what is suggested, unless admin is willing to enforce, none of this works. How will you handle the student who coughs or sneezes on you purposely. Turn the other way like has been done when verbally or physically abused.

Sanitation between classes by teachers or staff and a deep sanitation by custodial as much as possible.

spread kids out, clean desks, wash hands

Requiring everyone who is sick to not come to school.

Temperatures on the bus and not bringing students to school that do not pass. Eliminating transportation for students selecting distance to reduce numbers on buses.

Community reduction of outbreak

Keeping groups small and only having students on campus when necessary

"screening for signs of covid

strict monitoring of all safety conditions

reduced schedule--no gathering in the cafeteria or quad

no staff meetings other than zoom

a phased approach to reopening

most students use a distance learning model"

Work at home option

face coverings, temp checks and sanitizing of campus

"If a student comes to school sick (fever, coughing, etc.) they must go home or be in a quarantine space at school.

Regular testing for staff. I worry about asymptotic staff going to work."

Ensuring that safety protocol is followed consistently throughout school. Providing teachers with tools that would support social distancing in the classroom. For example, allowing add-ons in google such as pear deck to be used to encourage engagement without having students share paper/ notebooks during think-pair-shares.

Sanitation between classes by teachers or staff and a deep sanitation by custodial as much as possible.
"I am concerned that we will not have enough support on and around campus throughout day to ensure that we keep all 1100 students adhering to the social distancing guidelines.

How will we handle sick students who cannot reach a parent or emergency contact to pick them up? "
Student temps take prior to riding the bus. Masks required on the bus. Admin support to enforce guidelines.
Allowing Teachers to decide what is best for their classrooms. Can not question health of each teacher or student of why they are not wearing a mask if it is recommend. This would violate ones HIPPA rights
Temp taking prior to entering the bus and mask required on the bus. Admin support to enforce guidelines.
Knowing that school admins actually believe in what they are implementing for safety protocols.
Pencils borrowed be organized by used and clean. Maybe have containers that have things that need to be sanitized and things that are sanitized. Everything that is touched needs to be sanitized. Quality training for students and teachers at the beginning of starting the school year is going to be essential. Also repetition of rules and procedures will be necessary.

Reduce number of students on campus per day to reduce exposure.

Reduce the number of people on campus at any one time. Stagger the schedule and have longer periods.

Following best, most up-to-date, scientific recommendations.

Medical grade N95 masks provided to staff, regularly. Plexiglas barrier at teacher desks. microphone head sets to enhance voice projection while wearing masks in teacher talk sessions.

UV lighting to kill airborne molecules in between classes.

Making sure students are washing their hands and sanitizing.

I feel that taking the same precautions in ALL work spaces and for all staff and students is important. For example, I don't understand why we would have plexiglass barriers in the office for administrative staff when we still have 36 students in each classroom with no social distancing or barriers for teachers and students. The majority of people on campus would still be confined to small rooms with large numbers of people for extended periods of time, so the office barriers would only protect office staff. Why not take the same precautions for everyone?

Supporting students who become sick and helping them return to school.

I think knowledge is key

I'm already cautious

PPE

Make a block schedule similar to college style and have students have their own Chromebooks they use for the entire school year.

I can't think of anything.

CDE and Butte says it's safe to return.

Plexiglas around teachers desk "cubicle"

I feel comfortable coming back to on-site instruction

No other factors, I would go back no with no changes

Decisions on reopening are science based and not made because of financial reasoning. Safety is the number one priority. Transmission to the elderly and community with underlying health conditions from students going into highly populated areas and then into their homes. There is the concern of individuals who are asymptomatic. Is the district going to be compassionate to student and staff needs?

Require students that are out for illness to be tested for COVID19

no virus

Assurance of a plan for if and when a student/staff member tests positive for covid 19 or is exposed to it. It would be impossible to identify all individuals on campus who may have been exposed by the initial person, and unfair as well as unsafe to tell teachers to just keep teaching when others are instructed to quarantine at home when they have been exposed.

im good to go

Coming up with a protocol or checklist for students, staff, and parents to guide them on when NOT to come to school. For example, if they have a temperature or if they live with someone who has been diagnosed with COVID, etc. Coming up with a protocol for how to handle/communicate with those who can't or don't comply with the guidance. Ideally, students in classrooms should not be facing each other in close proximity.

How much time is being used to sanitize per class?

teachers in class rooms podcasting lessons to students at home

Staggered schedule at the minimum, as much distant learning as possible.

Consider using shields instead of masks

"1. Soap and water is better than hand sanitizer products that make your hands raw after too much usage.

2. Need a designated "Health Aid" on staff.

3. What's the plan for when a student or staff member are identified as positive?"

Eliminating all physical contact at PE, Increasing hand washing stations/ opportunities.

Cleanliness and hygiene expectations

Keeping families informed that if their student's are sick, they should be kept home.

Requiring masks and social distancing.

Air purifiers, shields/partitions between student workspaces, ...a vaccine!!!

I feel comfortable returning to school.

Maybe staggering class schedules so only half of the students are on campus at a time. Monday Tuesday kids a-g

Wednesday a total disinfect of campus Thursday Friday kids h-z.

"Big upgrade and renovation of our ventilation system,

Plexi-glass guard around my desk, 4 feet tall."

it will be uncomfortable when cold and flu season hits . I can see how students and staff will harbor lots of anxiety. I can see lots of students missing time for sickness or parents afraid to send to have their child attend when covid infects a student .

not allowing anyone to come on campus feeling ill

The 14 choices cover all the bases for now.

Remote options for work

none, lets get back to work and move on from this nonsense

everyone wearing face masks and everyone using antibacterial product frequently; we should just offer distance learning 100%

Not really sure as this is all so new

Make sure all staff is trained properly and make sure ALL staff follows the rules

"Implementation of ultraviolet light in c-band spectrum in classroom settings. CDC and other studies have shown that ultraviolet light in c-band or uv-c is highly effective in killing microorganisms including virus in the air.

Studies coming out of Germany and China are also showing that COVID-19 is lasting much longer in enclosed spaces than previously believed due to it surviving in places with moisture like indoor air duct systems. Currently all data indicates that any enclosed placed, like a classroom, with numerous individuals who can be asymptomatic is highly dangerous. In addition, studies have linked prolonged contact along with density of contact with COVID-19 causing increased symptoms.

On-site instruction is simply not safe nor feasible for students or staff until at the very least we have a vaccine in place."

Distance and cover up such as mask

Limited interaction with students

There are really no conditions on campus that would make me feel most comfortable. Being among people while instructing students, we will breathe the same air. A sneeze can travel 30 feet across a room. Distance Learning isn't the best education, however, it is the only way to ensure that no one contracts Covid-19 nor brings it home to family.

EVERYONE needs a mask on. This is required now by law when working with the public.

knowing that our district has a solid contingency plan in place when schools need to be closed again.

I feel comfortable going back to the way things were before all of this. I have no reservations or concerns about returning to work.

I teach at CIS so my risk is much much lower than for other teachers. I would appreciate being allowed to bring in my hepa air filter, and to have students to wear masks. This next suggestion might be more difficult for teachers than for other staff because we move around a bunch, but at least for cafeteria workers and bus drivers is it feasible for them to have plexiglass dividers similar to ones now used in stores?

If there are any restrictions at all, i don;t feel comfortable. If it's not safe to return without restrictions, then it is not safe enough to return. It will be IMPOSSIBLE to maintain social distancing. I know I won;t have a job if we don;t come back but, if it's not safe without restrictions, then it's not safe.

No restrictions. No mask no six ft apart.

Monitoring students to enforce safety guidelines

UV light tech that kills viruses,

That we return to normal!

I'm completely comfortable.

Masks required!!! If masks are an option in some classes or parts of the campus, it will create a huge divide.

I don't believe it's possible, but no sharing of technology or materials in the classroom.

having cleaning supplies available at all times in all rooms

I don't believe it's possible, but no sharing of technology or materials in the classroom.

Reduction in class size to allow for social distancing.

PLUS 47 N/A, NONE, NOTHING, ETC.

11) Please describe any other priorities for use of instructional time.

Parents need to be an intricate part of their students distance learning. They should be linked to whatever Google Classrooms their students are in so that they have access to the work that needs to be completed.

The only thing that was of any use during the emergency distance learning was the relationships we had built with the students prior to being separated. These relationships helped us form the foundation of anything we did during lockdown. If we start the year online, our priority needs to be building relationship first because it's essential to get learning done.

I would add increased time with counselors and social workers

Use of technology for students

More than ever before, teachers should collaborate regarding distance learning and grading to create consistency for student learning. An A in one geography class should be the same as an A in another geography class. Teachers should also be required to focus on essential learning/standards. Even more, core classes (math, English, science) should focus on preparing students to be successful on CAASPP.

If distance learning takes place, we need "face time" with our students, either virtually or in person. I think regular class times, or at least virtual (or in person) office hours would be beneficial for those students that can take participate.

ALL staff need to be working with students everyday since they are being paid to work full-time.

Balance grading between traditional and distance learning models

Need more training on all the capabilities of Google Suite

Flexible (not set) time for students to log in and view what needs to be done in their classes.

Creating quality online learning opportunities

Skills practice across multiple academic subjects.

Technical help for students. Better basic IT instruction for teachers to help students with technical issues. Google class, chrome books etc.

Each student needs a textbook to have at home just in case we go to DL. OR those that do not have access to internet, need to have a book at home in order to complete assignments so grades can be valid.

Making sure staff and students are aware of how to utilize online platforms in the event of school closure

"1. Some students received the wrong packets or didn't have a device/wifi to do their work... So, perhaps time set aside for student academic support?

2. A significant percentage of students didn't do much at all, but still passed. That can't continue. The kids need to know that the work ""counts"".

3. Make books (text and novels) available - Most kids do better with an actual book. (no electricity / wifi / computer skills needed)"

Emotional and physical well being of families during this time

I feel we should teach. We need to teach as much of the curriculum as we can, even if we have to go to distance learning. Teach the students how to get their parents to help them.

Encouraging compassionate behavior in students

Rename distance learning to "online instruction" mainly so students know this will count for something as when the did "distance learning" there was no accountability.

Creating quality online learning opportunities

No other priorities at this time

The ability to provide on hands instructional time.

Rigor

Make sure the kids are learning!! Not super confident in "packet work". Find on-line lessons and programs that include quizzes and tests to insure the students are learning the material, not just answering questions to complete the assignments.

We just need to make sure that the students are maximizing their learning with the little bit of time that they do have with us.

Improve the technological skill of parent/student (ability to use Google classroom and check school email), increase parent/student access to reliable internet connection, increase student access to printing documents, increase technological skills of instructional staff, obtain updated personal email addresses and cell phone numbers for all students/parents.

There are videos that I would like to use to supplement and add to instruction that can't be used in a distance environment. I have put a lot of thought into next year so far and it is always a puzzle. This year is more challenging if we go to the distance or blended model in terms of how to approach the material. I think that modeling skills and teaching students how to reach out to their teachers and peers when/if they get stuck will be the key. Stressing that students need to do their own work will also be a priority. Because we have a lot of reading assignments, I will need to find ways to model good reading protocols to scaffold learning as well.

Make clear expectations

Rename distance learning to "online instruction" mainly so students know this will count for something as when the did "distance learning" there was no accountability.

90% of kids didn't turn anything in so ELD students and other at risk students need to be on campus to complete work - they cant do it at home - they can't follow the directions

Return to as close to the normal program as possible is most desired outcome.

We need rigor of instruction and daily engagement of students

Increased use of digital resources for distance learning and preparation for post-secondary opportunities.

Must have more Zoom/Google Meets and teacher check-ins.

Student accountability for work completion

"all students need access to devices and wifi

all contact information must be updated

communication with parents and guardians must be a priority"

Expectations, Checklists, Remote support and Accountability. Teach new things, but do not expect the pace of the year to go as fast as traditional.

Focus instructional time on essential information and guidance on how to be successful in distance learning while staying healthy.

CIS teacher

Student access to online support in mathematics

"If teachers can use in class time early on to build student ability to use technology tools AND to build strong relationships with students, then teachers can better help students learn new things!

Access to counselors when there is tremendous potential for students to be dealing with trauma in this global pandemic with economic concerns layered over the top is critical, because students who are in emotional crisis can't concentrate to learn."

Social/emotional, relationship building with students.

Rename distance learning to "online instruction" mainly so students know this will count for something as when the did "distance learning" there was no accountability.

Student access to online support in mathematics

More special ed support.

More SPED support

I am unclear on what question ten is asking - which teaching model we referring to? Traditional day, complete distance learning, or a hybrid? I would answer differently depending on which model we are discussing.

Have students take a survey to see what they prefer and how they feel about learning during social distance. Goal would be to create a better focus and safe learning environment for them.

Student engagement and learning is a top priority.

Culturally Responsive PBIS with student and community input as stakeholders

Provide support for distance learning study groups or online group work... Timely, staff instruction on successful distance learning tools and strategies. Instruction for students and families regarding Covid19 health protection measures before they return to school. School wide assessment of all students understanding of COVid19 concerns.

Covid quiz.

Focus on concept-based teaching/learning, and build understanding through reinforcement of what is being taught.

Time-management and study skills for students to help them stay on track and be more independent (this may have to do with how to succeed in distance/online learning).

Need to find a way to give direct instruction even during the Covid time. For our student, this is most effective based on the participation rate of the spring time distance learning emergency.

Family support

Teaching the special Ed students the importance of social distancing in a way they can understand

Teacher contact with students

get some grant \$ for students who need internet and provide them with it so every student has internet access at home

Making sure teachers have the necessary items or equipment for instructional time.

More student accountability.

Secure testing.

Assign students or allow them to choose study teams. A group that's designed to provide assistance for students. (Kind of like a virtual Home Room). If we provided a Google Classroom link for this, or something to that effect, students could reach out to each other when they have questions about assignments or they just need to feel connected. Colleges do this. They assign or allow students to sign up for a virtual group. It was helpful to have a place to safely ask questions about assignments or even vent frustration. Students might find this very helpful if we move to distance learning.

real world skills, ability to read and articulate info & identifying bias. +practice self care

Teacher, student and parent communication weekly.

No other priorities at this time

I would like to incorporate social and emotional learning into some of my lessons.

Mandatory face to face time via Zoom one time a week. Teachers would have to schedule several times a week.

training students in using masks when in close proximity to others, training students in hand-washing, training students in how to best access distance learning.

Students being held accountable for the work and assignments given to ensure we do not fall further behind.

Major tech support is needed

Could there be an opportunity for individual in person instruction with a teacher with safety precautions in place? Like they do with independent study.

Training so that I can use distance learning tools to best support my students who need extra help, have IEPs, or lack significant support from family to complete work at home.

Observing students interacting with course materials

zoom classrooms for student/teacher interaction

Educating students on how to use distance learning software/ access.

Training on communications of all stakeholders during closures times.

If distance learning, face-to-face individual instruction for students with iep's

Access for all-- to either online materials or texts/materials

Time spent developing meaningful curriculum.

I can't think of anything else.

Need to teach the use of the video chat and online communication technology to students, including using email.

My chrome books are gone , if I am back in the classroom I need them again .

I am not a teacher but I believe PE is very important for health

Ensuring that all students have access to the Internet/wifi.

Give students time to interact with one another

chromebooks assigned to students that remain with them

Make it worthwhile and NO busy work!

We're going to need to emphasize contact with students and avenues of contact in order to full-fill ADA.

Chromebook and one-on-one instruction.

Training on additional technological platform.

Students need more time working with technology, so that they will take the online learning more seriously.

adopting a true distance learning curriculum such as Edmentum or Edgenuity

We need time this summer to collaborate for the curriculum of next school year.

Study skills are especially crucial when not in the typical school setting. Students need guidance (and accountability) in making and meeting daily/weekly/monthly academic goals.

Having online classes not just sending home packets or assigning work for students to complete on their own. Teacher's can teach from their classrooms via zoom. students attend class online and have live interaction with teachers and other students.

Doing zoom school

Answer keys for the multiple subjects paras are required to assist students with

I know that there is supposed to be daily interaction, but I don't see how that is possible.

Making and keeping connections with students so they stay in school.

more teachers teaching

Dedicate more time on how to properly navigate online learning and how to stay on top of online learning (scheduling time, checking emails, etc.)

12) Which of the following statements best describes your overall feeling about returning to school? (Please check all that apply).

I am happy to have a job and have no concerns regarding Covid. I look forward to getting back to business as usual and serving students in the classroom

I don't feel like these options represent my choices. I will return under whatever guidelines are placed because I love my job and need my job. I would hope that stricter guidelines are put in place to protect me.

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I don't want to wear a mask all day in the classroom. Research has shown that there are adverse health effects wearing masks for long periods of time.

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will return because it is my job and I love it. I am, however, extremely uncomfortable with the amount of exposure I will have given the current plan.

Again, it is either safe or it is not. I don't want to hope it will be okay and then shut down again. I don't believe we can say that it is, I would only feel comfortable returning to full instruction when some sort of vaccine or preventive measures are in place that truly show protection from the virus.

I don't think temperature checks should be enforced, and I don't think social distancing can be enforced (ie. are we going to kick a student out if they are sitting by a friend but wearing a face mask?) but I would like to see face masks required.

I will return based on whatever safeguards our district has in place, I will return because I am grateful I have a job.

I need my job, so I will return regardless but I will feel very uncomfortable doing so if we do not create social distancing and other health measures

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I would like there to be staggered or independent study options for teachers and students alike.

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will return because it is my job and I love it. I am, however, extremely uncomfortable with the amount of exposure I will have given the current plan.

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will return based on whatever safeguards our district has in place

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place, I have no issues/qualms/fears...I strongly believe that all HS students need a face to face component every other day...Blended schedule, A/B days something other than 100% DL

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I don't want to get sick or see others get sick. It is my hope that social distancing applies to classroom numbers as well. The stakes are too high if this is done incorrectly.

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced, Unless, admin is willing to enforce none of this works.

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will return based on whatever safeguards our district has in place

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced, I will return based on whatever safeguards our district has in place

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced, I will return based on whatever safeguards our district has in place

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will return based on whatever safeguards our district has in place

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are encouraged

I will return based on whatever safeguards our district has in place

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are encouraged, I

will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are encouraged, I

will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I feel comfortable returning to school traditionally it is the way to go for mental and physical health and well-being..

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will return based on whatever safeguards our district has in place

I will return, even if it's unsafe, because I know the kids (perhaps more than ever!) will need the support of teachers who love them.

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will only return if face-covering guidelines and temperature checks are enforced.

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

Follow CDC and state guidelines

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are encouraged

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are encouraged

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are encouraged

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will return based on whatever safeguards our district has in place

CDE and Butte County saying it is safe to return.

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced, I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are encouraged, I will return based on whatever safeguards our district has in place

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are encouraged, I need to work to support my family so I will have to do what ever is asked but I hope that the district thinks long and hard about the ramifications for jumping in without following all CDC guidelines. Not as a threat but we can't afford to lose any student or staff because of our rush to get back to "normal".

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I plan on returning with what our district puts in place, but would be uncomfortable if guidlines are not enforced.

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will return based on whatever safeguards our district has in place

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will return based on whatever safeguards our district has in place

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are encouraged, I will return based on whatever safeguards our district has in place

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are encouraged

I will return, but hope guidelines are in place, followed, and clear expectations are communicated to students and families when expectations are not followed

I will return based on whatever safeguards our district has in place

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are encouraged, I will return based on whatever safeguards our district has in place

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are encouraged

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will return based on whatever safeguards our district has in place

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are encouraged
I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced
If the school re-opens I will return, however, I would strongly recommend that social distancing , hand washing, face covering, and temperature checks are enforced.

still unsure

lets get back to our regularly scheduled program

I will return based on whatever safeguards our district has in place

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

Along with "I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced" I would included other measures such as use of uv-c, staggered schedules, outdoor seating when available, etc.

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are encouraged

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced, I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are encouraged, I will return based on whatever safeguards our district has in place

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will return based on whatever safeguards our district has in place

I will return no matter what. I would prefer to go back to the way things were and would like to not wear a mask.

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place, I will return under whatever is required just to keep my job however, as stated before, i won't feel comfortable or safe if there are ANY restrictions. If it's not safe enough without restrictions, then it's not safe.

I will return based on whatever safeguards our district has in place, No face mask, no social distancing,

I will return based on whatever safeguards our district has in place

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will return based on whatever safeguards our district has in place

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced, I have concerns about inconsistencies in implementations and spread if we return to a traditional school schedule.

I will return based on whatever safeguards our district has in place

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced, I have concerns about inconsistencies in implementations and spread if we return to a traditional school schedule.

I will return based on whatever safeguards our district has in place

13) What are your minimum requirements for returning to traditional, on-site, 5-day per week instruction?

Mask worn by students and staff; santizing when entering and exiting the classroom.

Mandatory masks and frequent hand washing, stringent cleaning protocols and clear communication about and an atmosphere of seriousness about the risks and responsibilities we all have to each other in a time of public health crisis. That state and county guidance permits on-site education.

Masks, sanitizer

All staff deliver the same message about our new normal.

I would like social distancing and nightly sanitizing to be practiced, with face coverings.

hand sanitizer everywhere, hand washing stations and requirements for staff and students, educating students on hygiene and practices to stay healthy.

No masks required nor recommended. Research has shown that there are adverse health effects wearing masks for long periods of time.

Plan for substitutes-What am I going to do if I or a family member get sick?

I have no minimum requirements. I respect my district and am trusting my district to respect me and my safety. Do not knowing put me in harms way.

Sanitation plan in place.

Reduced student presence

An environment that all individuals can reasonably assume that they are safe from contracting the virus.

Face mask requirement

I would like all of the items provided to make sure my classroom is safe for my students, me, and my family. Masks, Shield, disinfectant spray, gloves, towels, hand sanitizer, soap for hand cleaning, touch less thermometer. I don't mind doing all of these every period and for every student as long as I do not have to use my own money to buy it.

Social distancing and temperature checks

LOWER CLASS SIZE AND LITTLE TO NO SPREAD OF THE DISEASE

Smaller classes with face coverings and disinfectants

Awareness, masks, disinfectants, and social distancing

Masks and sufficient sanitation

Social distance when possible. I am also not opposed to temperature checks.

Reduced student presence

Temp Checks, Sanitizing of Desks, Air Flow

Distancing guidelines, temperature checks, hand washing, masks

Our administrator has been communicating with us and taking all our desires into consideration.

Everyone needs to wear a mask the roads need to be kept clean and sanitized and social distancing needs to be adhered.

Required use of face masks, temperature checks, hand washing, sanitizing.

Blended schedule, smaller class sizes (social distancing), required face masks, clean surfaces, cleaning supplies provided, temperature checks

Enforce social distancing, masks, staggered starts

Social distance when possible. I am also not opposed to temperature checks.

Clean desks

Safety protocols in place, according to current health guidance.

Business as usual.

Social distancing, masks, increased sanitation

Masks, hand washing, physical distancing as much as possible

Face Masks , Temperature checks, staggered schedules

Social distance, clean and sanitized surfaces, masks when in contact with others

reduced student attendance/staggered schedule/mask requirement/all safety measures enforced/regular testing

Safety for Staff and Students is the #1 priority. If Butte County cases have not risen for two weeks. Social Distancing and use of masks can be enforced.

face coverings, temperature checks and cleaning the classrooms

Masks. Social distancing.

Clear information and guidelines

Classrooms with enough room to have students far enough apart

Require that all students and teachers be trained on how to keep OHS a safe place for everyone.

Strict enforcement of any policies/safeguards implemented by OUHSD.

Face coverings required for all ESPECIALLY if classes aren't going to be decreased in size.

answer to #12

Social distance when possible. I am also not opposed to temperature checks.

I don't really know at this time.

Strict enforcement of any policies/safeguards implemented by OUHSD.

Trying to follow county and state guidelines as well as possible. I know it won't be perfect to everybody's standards, but at least we are trying to take in their consideration somehow.

Masks required, gloves provided, temps checked prior to entering bus/campus and taken throughout the day, reduced classroom size or hybrid schedule model to allow for social distancing, and hand sanitizer provided.

Face masks are not required.

masks required, gloves provided, Temp taking prior to entering transportation (buses) or campus if parents transport, reduce class size or hybrid scheduling to allow for social distancing, hand sanitizer provided.

Temperature checks. Also, as teachers will be on the front lines and most at risk I would like any time off for corona related illness/quarantine will not be counted against teachers sick leave or adversely affect their income.

A vaccine and mandatory vaccination in order to return.

Making sure everything that is being touched is being sanitized, everybody are six feet apart or wearing their masks.

mandatory face-coverings

Face to Face Time combined with distance learning seems the best solution.

I trust our district admin to make the best decisions.

That the district is demonstrating understanding of scientific best-practices.

Covid19 Vaccine, County wide rate of new infection reduced to 0 and effective contact tracing in place. Maintenance of high standards of health protection standards

Staggered schedules, and or a hybrid model that includes at least 5 days of instruction and support and 5 days of distance learning.

none

n/a

At minimum, I strongly feel that there needs to be social distancing in the classroom setting, since COVID is most easily spread by being in close contact with large groups of people for extended periods of time, which is exactly what happens in a traditional classroom setting.

Follow CDC guidelines and pivot as they change

No mask requirement

I won't return if masks are mandatory

Clear information and guidelines

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are encouraged my top 10 priorities I selected above

My requirements is just follow CDC and Butte County Health guide lines

CDC and Butte County saying it is safe to return.

Safety of Staff and Students enforced

Daily Sanitizing and Temperatures taken

NA

temp checks, distancing, & face coverings

Covid training

None

I would like to follow CDC guidelines and Butte County Health directives. I would like to hear from administration about a clear plan for our site.

Vaccinations and a solid guarantee that I will not be exposed because of lack of safety protocols.

social distancing in classrooms and some way to reduce crowding in hallways or other places on campus

none

Less students in a class, assurance and clear communication of the plan for potential exposure, adequate supply of cleaning materials available for cleaning supplies between classes, wet wipes to have desks/seats wiped down between classes (1 per seat/desk per period), accountability plan established to support continued learning when distance learning once again is needed, time for teachers to collaborate on work plans to make up for last year.

That the school district follows the state and CDC guidelines.

none at this time

i have none

Unless things change with regard to treatment of Covid or a Vaccine, I would want to be able to enforce physical distance and wearing masks for all.

I just want staff and students to be safe. I think cutting corners is risky.

Reduced class size to maintain distancing in class, boundary markers and shielding in place where possible
vaccine for covid, diminished presence of covid

There is no scenario where we return to a traditional method without putting both students and teachers at a serious and unnecessary risk.

Encouraging general attention to good hygiene practices

Required face masks, hand washing, temperature checks, social distancing and reduced class sizes.

Safety guidelines are met by the county CDC

None

Safety of all

That it is considered safe with CDC and BCOE

face masks, sanitation centers, lunch in classroom, tempt taking

Limiting number of bodies in a closed room, face covering recommendation, social distancing recommended, daily cleaning of all rooms used by individuals

Masks.

See above

Increased cleaning, hand sanitizer, lots of fresh air.

Temp checks and enforced face masks for all

Strict social distancing, face coverings, temperature checks, staggering students

Whatever the medical professional community suggests

Masks and social distancing.

Mask and hand sanitizer available in every room

Sanitizer stations throughout school and temperature checks

Mask and hand sanitizer available in every room

N/A

Mask and hand sanitizer available in every room

Masks required for everyone, students included.

Mask and hand sanitizer available in every room

Mask and hand sanitizer available in every room

I would hope if anyone has contracted covid as a employee I would hope that using sick days would be looked at . 10 days per year may not be enough .

N/A

social distancing, temp check, sanitation daily

Masks required, social distancing enforced as much as possible.

Mandatory face masks and social distancing.

unsure

none

none

Classroom size is cut in half and we have a block schedule so we come to school part time, everyone wears face masks, hand washing is frequent, students are spread completely out; I prefer distance learning to be 100% please

I need a shield, not a mask. Students will need to have staggered schedules and be spread apart.

Safe spacing, consistent education to all and enforce it!!!

none

Traditional, on-site, 5-day per week instruction is a disaster waiting to happen for both students and staff - it is not feasible.

Same hours but have a flexible work schedule.

na

All safety guidelines are met.

Students required to wear masks.

Class reductions to comply with social distance guidelines. Masks to be worn by staff and students. Improved air filtration and lots of hand sanitizer and or disinfecting wipes in all classrooms.

Covid numbers need to be under control

I have no reservation about returning to work. I would like to go back to traditional learning.

I work at CIS so my risk is much lower than working at one of the comprehensives. I would like to be allowed to bring in my hepa air filter, keep social distancing protocols and have mask worn both by me and my students.

I will return under whatever is required just to keep my job however, as stated before, i won't feel comfortable or safe if there are ANY restrictions. If it's not safe enough without restrictions, then it's not safe.

No restrictions, just come to school and do your job

Na

face masks, sanitizing, smaller classes for social distancing

Students and teachers able to maintain social distance, 100% face coverings and no undermining of safety following at least social distancing and washing hands rule

I have no requirements, I just want to be back in the classroom. I'm not sure I would stay as a teacher if we continued distant learning.

N/A

I have no minimum requirements.

Masks required AND enforced!!!!

Everything on the 14 variable question if we do not offer online as an option.

temp checks and cleaning supplies

Everything on the 14 variable question if we do not offer online as an option.

Increased cleaning, access to PPE, and implementation of social distancing when at all possible.

PLUS 26 NONE, N/A, etc.

17) Open ended comments can provide us very valuable information. Is there anything else you would like to tell us that would help us support you and your work during this pandemic?

I'm a CIS teacher so I'm reticent to suggest how teachers in the regular ed programs should proceed.

Teachers alone cannot be in charge of training the kids on safety protocol when we return. The kids will need consequences for not wearing masks, etc beyond what teachers implement.

Why are we considering opening our schools if all of the CSU systems are heavily restricting the amount of individuals for their classes? Restaurants are being forced to close again due to the increasing threat of COVID-19, yet we are considering putting upwards of thirty students in one classroom for six periods a day. Nightly sanitation will not protect staff or students, this seems to be a bandage for a serious problem.

"One thing that bugged me was the disparity in teaching loads during distance learning. English teachers were teaching students how to write an argumentative essay while PE teachers had students turn in a weekly activity log. How does a physical activity log prepare students for career or college? All teachers should learn how to make distance learning most effective for their discipline.

Also, SPED teachers and paraeducators should be included as teachers in every general education teacher's google classroom where they share students."

As stated above, we have to be realistic with ourselves and our plan. Is it safe or not? The more restrictions and requirements we create can lead to added stress of compliance. We can prepare for as many situations as we want, but more problems are bound to come up. It would be prudent to do the best we can until at least the end of the first semester, giving us time to find out what we are dealing with and hope for the possibility of a vaccine.

I think that continuing to have open, ongoing communication from and with administration will help staff feel valued and supported. Planning for what is truly best for the lives, health, and safety of our students and all staff members should be the top priority.

I understand we are in an impossible situation. There is no way we can do all the outstanding things and services that we normally provide, and keep ourselves and our community safe. I feel that we all will have to work twice as hard to obtain half the results. Ideally in my opinion, we do some sort of blend. Meet with half the students Monday/ Wed and the other half Tuesday/ Thurs. The students would be given paper/ digital assignments to finish on their off days and Friday. Friday is for teachers to plan, design lessons and design activities that can be done with social distancing, and Zoom meeting with students who need help. All students and staff would be required to wear masks while indoors. The students would wipe down the desks with soap and water after class (each class could have a bucket with sponges). Chromebooks and hotspots for students who need, maybe bus the students who live in rural areas without hotspot connection to a center place (library? girls and boys club? one of the churches?) Are these ideas great for the staff and students, I would say "not really", but it might be the best we can do to still teach, while keeping everyone as safe as possible.

I appreciate your efforts. Enhanced communication between teachers during this year is a big priority for me. I do not have all of the answers. This aspect can include sharing of best practices like using Zoom. I use the summers to plan and prepare. This coming year is a very complicated puzzle. Again, thank you for all you do.

I WANT to be teaching and helping my students in the classroom, full time. My subject matter is very challenging to distance teach and I cannot imagine trying to teach new content online even if it were for a short period of time. I just want to make sure that we are ALL being as safe as possible.

our school is large compared to small schools that can support a combination of distance learning and students on campus...so we should be continuing distance learning and come to school very minimally...maybe we can have students come at most once a week to give them time to ask teachers questions and to pick up their work from teachers with everyone wearing masks

"Distance learning was a 0 in my opinion - didn't work at all

#8 was really hard to fill out and I wasn't able to see the whole thing or be accurate so my answers don't reflect my ideas I would hope that the district has a contingency plan in place for when schools are required to shut down campus again Make a well thought out decision and stick with it.

No others at this time.

Math Teachers are feeling a huge need for collaboration this summer. We are already behind from distance learning last year and if we need to go to distance learning this year we will be even more behind. Please pay teachers to collaborate this summer.

Would like to see more training for staff on technologies that would be useful for online instruction.

The masks and social distancing are going to make people feel more anonymous, I would like to see that anonymity reduced.

Enforce

Well, I have to be careful before returning to school because my husband has cancer and he's at high risk in case he does get infected so I just want to know that it's safe to come back with minimal risk if any.

"I think the ideal would be some kind of split schedule alternating in class and remote learning blocks so that students get in person instruction in subject matter AND technology and for building connections to peers and teachers. Teachers need to know more about how to support students in remote learning AND need more training in maintaining connections with students with remote learning."

please follow the guidelines! Always better safe than sorry.

Thank you!

I would like everyone to listen to each and everyones view points, not just a one sided view. I feel this has been turned into more of a political thing. We can not live in a bubble, immunities need to come naturally.

A staggered class schedule combined with distance learning makes the most sense.

"I support herd immunity. Please note: Herd immunity occurs when a large portion of a community (the herd) becomes immune to a disease, making the spread of disease from person to person unlikely. As a result, the whole community becomes protected — not just those who are immune. ""Staying home"" and limiting contact does not allow the virus to contact a host and slows herd immunity. Given the unknowns in the beginning, I understand and supported the social distancing and shut down. Now time has passed, we know more and now fear should not drive us, sound evidence and lessons learned should.

Allow families and kids who want to distance learn do so thru independent study or a new district set up. Allow those who want to return to do so and make the experience great."

n/a

Working with other local school districts so that we are all doing the same for the opening of the 20-21 school year. This helps with staff with students at multiple schools and also many of our staff have children of their own that attend another school and would need those schedules to be the same.

Possibly consider an "isolation" room for any students who are sick or not feeling well while waiting to be picked up that is not in my office.

I think we have worked very hard to ensure that the return is as safe as it can be considering the circumstances. The district has already been very supportive to ensure we are providing equipment, supplies and materials to ensure a safe return.

At this time, I am concerned about school opening on the traditional 5-Day model. I am also considered about a 100% Distance Learning model. I need to meet my students and have an opportunity to build relationships with them. Our mutual respect for each other is what made the Spring 2020 semester somewhat successful.

I think we need to remember what is most important for the students. If we stay remote we are not doing what is best for the students learning. A lot of our students will be watching siblings, don't have internet or quality internet, don't have transportation, or home is not a safe environment for them. Keep kids home that want to stay and let others come to school.

We really just need to go back to normal before all of this. We are all going to be fine.

i think forehead temp devices would be helpful for the bus drivers to use prior to picking students up. and could possibly be utilized by first period teachers.

Not at this time.

We need to given time in the day to develop lesson in case we are all required to shelter in place again after the school year has begun.

Thank you for your work on this Kevin and team. I appreciate your attention to seeking stakeholder ideas.

I love OUHSD!

I will return under whatever guidelines are required just to keep my job however, as stated before, I won't feel comfortable or safe if there are ANY restrictions. If it's not safe enough to return without restrictions, then it's not safe.

I think everyone is entitled to do what they feel is best for them such as wearing a mask, etc. as long as they're practicing proper sanitation and social distancing measures

I appreciate our district thoughtfully surveying employees, none of us have lived through a pandemic before, so we are all learning as we go! I appreciate Cory's emails keeping us informed in a timely manner, it makes me feel involved and respected, thank you. I also realize there is a financial burden to every precaution we put in place and we are in the middle of a budget shortfall so thank you for looking at all options; this takes courage and I am very grateful!

We have to have technology available to students for distance learning. It won't work without it.

I am appreciative that I have a job. I appreciate and know the district will do what is best for our staff and students. I will do what is best to create a safe and clean environment for everyone. I would like the items provided so I may do that.

See #9 & #13

I have nothing to add, except thanks to all of you. I appreciate all efforts going into making these tough decisions.

N/A

Every department is going to have their own obstacles they will face depending on how school opens back up, could there be extra allocated days at the beginning of the school year to help prep?

I think it will be important to follow CUSD as many of our staff have kids attending school in Chico.

"Math teachers need time to collaborate and strategize for the upcoming year. We are already significantly behind due to Distance Learning last year, and without a plan these students will continue to fall behind and not progress as they should. We will have to have multiple plans for instruction, and our curriculum does not immediately and easily transition to online or social distancing since much of our work is group discovery/activity based. More than many subjects, success in subsequent years highly depends on your mastery of topics in previous years, and we need to meet the needs of students. Please pay teachers to collaborate and plan/restructure our year to support our students.

We need to be very cognizant of the fact that many of us are at high risk or live/care for others who are. I have not yet heard the plan/protocol for what happens if school staff/students are exposed or become infected with the coronavirus.

Communication with staff and families of requirements will be great

I was shocked and then saddened, that the district tried to roll out a plan to return to school with no safety changes at all. That shows their true feelings about the employees.

I think it is going to be very hard for students to stay away from each other. Cases are increasing and if we return back to traditional learning there is a very high chance of higher number of cases. I think school should be focused on virtual and online learning. Teachers should have trainings on how to do virtual learning and collaborate more often.

There are still many unknowns related to the spread of the Corona Virus, but most of the research shows that we are most vulnerable to Covid infections in indoor environments with a concentration of large numbers of people. For this reason, schools might be particularly susceptible to Covid 19 spread.

"In order to reduce exposure to COVID, stagger class schedules for students. Ex. Cohort 1: attend in-person classes Monday and Tuesday and distance learning for the remainder of the week. Deep clean and sanitize Wednesday. Cohort 2: attend in-person classes on Thursday and Friday and distance learning the remainder of the week.

To protect students and staff, masks should be required. Students may self-report medical reason for not wearing a mask and other safety precautions can be offered to said student.

I need training and resources in the next month that will prepare me to deliver instruction effectively. If there is the chance that we will be remote, we need to plan how to be inclusive and learn the tools available. We cannot return to the crisis learning environment we held in the Spring because it was not effective in growing our students, just a stop-gap to keep them floating. We have the chance to prepare, to be thoughtful and planful for the semester ahead.

Although I don't specifically care for someone at my home, visiting my family would come at a cost with high exposure due to have a mother with diabetes and poor health. It would really upset me if I couldn't visit home during the holidays because masks weren't required and I was exposed.

I know we are all still learning, this is new for all of us. I really appreciate the time and energy you are all putting into helping us be safe. I realize only two people have died in Butte County but the more people are around each other, without the proper precautions, the more that number will rise.

We'll need to have plenty of disposable masks on hand to supply to anyone who shows up without them

I need everyone to wear masks if we have to go back to work. It makes me uneasy that other schools in the state are not going back to school and we are entertaining it. If masks are truly enforced I can go back to work after I am not a caretaker. With my husband ending cancer treatment at the beginning of August I get VERY uneasy about returning to

school if its at full capacity. It makes me think about the kids who live at home with relatives who are immuno compromised. I feel like we need to make ALL of the above changes before the school is safe to go back to work. I know that's impossible. Thanks Kevin and everyone else for your efforts!!

It's very frightening and anxiety provoking to know that I may have to work in an environment interacting with the public where I might bring home this deadly virus. I am equally concerned about our students taking home this virus from school. My family members depend on me, and they are also at very high risk. I don't want to bring the virus home to them.

Please consider the variety and severity of needs of our student population (SPED).

PLEASE consider the special education classrooms are far different than typical classroom environments: toileting/Lifting/Medical Procedures/mobility assistance, students that struggle with physical distancing, students that require close proximity, partial physical, full physical (ex: hand-over-hand) prompting in order to complete tasks or access curriculum, students with Sensory Processing Disorder (SPD) that are unable to wear PPE/EPG, avoiding unintended student segregation from peers, and the varied modalities of learning for greatest access.

We need to get back to business any way we can.

In order to be of help to my students, I need to meet with them in person. It would be fine even if we met for a few hours each week.

I love my job and I miss the kids. However, I have an autoimmune disease and take medications that suppress my immune system which makes me more at risk. I also care for my parents who are at risk due to their age and health. Since reading the district's reopening plan, I have had to seriously consider a resignation. I do not want to do that, so I appreciate that the union AND the district is taking our concerns in to consideration.

Just be supportive and understanding. Check on staff to see how they are holding up.

Make efforts toward providing anything and everything that will decrease the spread of any mucus substances projecting from or being secreted by individuals to other individuals...think of reducing airborne particulates and droplets as much as possible!

We all work as public servants to the community, and if the community requires us to be in the classroom on a normal 5 day a week schedule to help students be successful, then we should be prepared to do exactly that.

"I have a family member that I take care of and live with that has an autoimmune disorder. I am extremely worried about passing COVID on to this individual because of this. I love my job, staff members and my students dearly but I have to make the safety of my family member a priority as well.

I am very worried about how this year will look, I feel caught in the middle."

I just want to help the kids anyway I can to adjust to the new normal.

If we have a distance learning model I think that it would be wise to invest in some online curriculum for core classes.

The "worksheet" model does not allow enough support for students who do not attend zoom meetings/ office hours.

If we have a distance learning model I think that it would be wise to invest in some online curriculum for core classes.

The "worksheet" model does not allow enough support for students who do not attend zoom meetings/ office hours.

I think everyone should be able to make their own choices as long as they meet the safety requirements of OUHSD

I don't want to wear a mask all day in the classroom. Research has shown that there are adverse health effects wearing masks for long periods of time.

We need to return to school with as normal/traditional of a schedule as is safe for students and staff...

No restrictions,

We need to get back to school. Kids need structure, guidance and routine.

We need to get back to school. Kids need structure, guidance and routine.

I am happy with the lengths our district is going to ensure our safety.

Math Teachers are feeling a huge need for collaboration this summer. We are already behind from distance learning last year and if we need to go to distance learning this year we will be even more behind. Please pay teachers to collaborate this summer.

"Remote distance learning with printing centers on campus where students check in would be more comfortable than a contained student setting.

Could home visits be used to help make connections during distance learning?"

It is best to err on the side of caution. Students and staff can catch up on lost time. A human life is lost forever. Every year teachers get sick in the course of our jobs. COVID-19 presents an additional risk to us and students. I am concerned that if we over expose ourselves and our students we will be right back in the position of emergency closure. Our numbers are rising currently, not going down. I would rather be cautious than have to shut it all down suddenly. Our students have been through enough. I believe a sudden closure would be traumatic and academically ineffective. Every year teachers get sick in the course of our jobs. COVID-19 presents an additional risk to us and students. I am concerned that if we over expose ourselves and our students we will be right back in the position of emergency closure. Our numbers are rising currently, not going down. I would rather be cautious than have to shut it all down suddenly. Our students have been through enough. I believe a sudden closure would be traumatic and academically ineffective. If we continue a distance learning/ independent style, I hope that we make sure all students have access to the tools needed to be successful from home. I also hope that we find a method to ensure that we do not lose contact with some of our students.

Brainstorm on contract options available to parents who have elementary students enrolled in a school that is not planning on returning to a traditional 5 day a week model. A parent can not simultaneously report to work 5 days a week and act as a distance learning teacher to their children at home, should schools and/or districts differ in their reopening plans. Childcare via grandparents is not a safe option for many families, full day daycare is hard to find, expensive, and doesn't provide distance learning instruction, inviting babysitters into the home poses contagion issues, and finding quality childcare applicants willing to take on distance learning during a pandemic will be challenging at best. All need to Unite to beat this situation! Follow the rules and enforce

I think it is inevitable that we will need to social distance - at the very least - on August 12th. It is impossible to do this with the schedule we use now. I think all students should sign an independent study contract at the beginning of the year - which will allow us to use that model for all or part of their day. Staff will not need to be reduced -- Students should have more access to individuals that can help them navigate the waters of distance learning - whether it be the technology, the assignment completion expectations or the material. Office staff, paras, and bus drivers that would normally be dealing with students in person, should be zooming with them and helping. Teachers and classified can be paired up -several teachers to one classified person - that can address one on one issues with student learning. If students are to be on campus's hygiene and social distancing need to be enforced not just encouraged. If we are going distance learning their needs to be parent/ student trainings on how to access and use technology software and staff training.

Let's ensure safety - and also understand with few subs and fewer staff who may return, we must be ready for some tough days. Ideally, every student, every day.... Safety wise, we may need to interpret the guidelines in a way to stretch what we can count as minutes, train staff to work from home, allow ZOOM attendance to count as attended minutes, and do what we can without putting staff, student, or anybody's family at risk.

Extra staff helping make sure students are following safety

Spacing in distant learning, sanitizing/ cleaning supplies to clean the place between class period, and mask/cover up for the safety of the students and staff.

I will trust our Admin to put together a plan to keep our sites safe.

I would be putting myself and family members at risk daily. I would prefer to have a choice in teaching from home. I want to continue teaching in this district and hope that the needs for teachers who need to stay home for safety reasons are met.

My child is not yet in the district but if they were and you required face masks, I would choose online learning. Face masks/shields needs to be a personal decision for students and staff (granted the state "order" ends).

My child is not yet in the district but if they were and you required face masks, I would choose online learning. Face masks/shields needs to be a personal decision for students and staff (granted the state "order" ends).

My child is not yet in the district but if they were and you required face masks, I would choose online learning. Face masks/shields needs to be a personal decision for students and staff (granted the state "order" ends).

If students could help select which classes they feel they need to be on campus for to receive direct instruction, and the remainder of classes (electives, PE) could be taught through distance learning.

I think we need to make it a priority to get every family online access. This will enable teachers to create video lessons so that we can continue with curriculum if/when school closes. Paper packets do not allow for continuing education, they are just busy work.

Whatever plan we choose, we need to be flexible, take time to evaluate the results, and continue to adjust our plan to get the best results.

exercise class for employees

We need to provide a safe environment for our students and staff. I am confident we have a teaching staff that will be able to provide an innovative new way to reach as many students as we can in this new world we live in.

I believe that our district has and will continue to make student and staff safety a priority.

I believe that our district has and will continue to make student and staff safety a priority.

I am concerned that the leadership in the district is NOT modeling safe behaviors.

I have high levels of anxiety about returning to campus with students who forget to wear masks or refuse. How do we teach when we have to spend time reminding students to wear a mask. We closed school when there were 1497 covid cases and 27 deaths from covid-19 in California. Now California has had 238,957 covid cases and 6171 deaths from covid-19. And you want to bring students and staff together in the same room all day? This is crazy.

our rooms need to be cleaned everyday and we need to be given cleaning supplies so we can spray everything down during the day to protect our students and staff

"I am very apprehensive about our reopening. We have many students with families and staff that are at increased & high risk. Plus, we have a hard time staffing with teachers being out period. Many of my classes are at full capacity and there is no way to do this responsibly with that many kids on campus or in classes. With our COVID numbers continuing to rise this could be very bad very quick. I think we have a lot to do before we are ready, especially after reading over the CDC - K-12 considerations.

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/School-Admin-K12-readiness-and-planning-tool.pdf>

This is just part of the intro:

Lowest Risk: Students and teachers engage in virtual-only classes, activities, and events.

- More Risk: Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects.

- Highest Risk: Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities."

I truly believe that a teachers impact is so much more when in-person. Our students need us to be present and distance learning makes that very very challenging.

Besides possible health risks, my big concern involves preparing to deliver effective instruction in a distance learning format and overcoming learning loss.

Please make sure that we use the most accurate, most up-to-date, scientific based information and recommendations to ensure student and staff safety.

I am glad that you are requesting staff input on this matter. Thank you.

"I know there is a lot to consider on administrations side of things, where monies are coming from, and the education of our students. Please also think of the long term consequences of opening a traditional setting for both our staff and students.

We're likely to have a vaccine out in January to March territory if not sooner. It only makes sense we wait for that as a requirement to return to school - yes, even that is not a guarantee but we have vaccines for far less deadly virus as a requirement for return.

I'm fearful for my family, my students, and my colleagues if we are to return to a workplace that is enclosed and is in contact with many different individuals - I honestly cannot believe there is another option other than distance learning currently.

How many outbreaks have you seen on the news that have been linked to people from different households attending single event gatherings in an enclosed place - and here we are talking about doing that on a daily basis... that's nuts!"

All parties need to be FLEXIBLE during these times. Families, teachers/staff and the district. The I cant or we cant do that mentality wont work. It's going to take some give and take from all involved. Uncharted territories. May take some tweaking along the way.

Thank you for asking all of these great questions. It is very much appreciated.

I have had family members that have tested positive and have seen first hand how easy it is to transmit. I know people are very split on how they feel, I personally feel better at home so maybe give the option where available to keep social distancing.

I just want to make sure that safety is the number one priority. Human life is the the most important aspect. Our district is in a position to help protect the community and decision making should take that into consideration. When ranking the 14 items above, most of those were my number one priority. I am also concerned how we balance safety in this political climate were are facing. I believe that we will see an uptick in defiance.

"Unfortunately, the risk of this virus is so great that even hospitals are struggling with safety.

Our district simply does not have the capacity to make the school environment truly safe. If one single student or teacher comes to school infectious (36 X 6), the consequences will be dire and the school will have to be shut down anyway. You would be wise to focus on the best possible distance learning possible until it is safe to return. "

OROVILLE UNION HIGH SCHOOL DISTRICT

**Resolution to Establish Temporary Interfund Transfers of
Special or Restricted Fund Monies**

Resolution #1-20/21

WHEREAS, the Governing Board of any school district may direct that monies held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations as authorized by Education Code Section 42603; and

WHEREAS, the transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account; and

WHEREAS, amounts transferred shall be repaid either in the same fiscal year, or in the following year if the transfer takes place within the final 120 calendar days of a fiscal year;

NOW, THEREFORE BE IT RESOLVED, that the Board of Trustees of the Oroville Union High School District, in accordance with the provisions of the Education Code section 42603 adopts the following authorization for fiscal year 2020-21 to temporarily transfer funds between the following funds provided that all transfers are approved by the Superintendent of his designee:

General Fund (01), Food Services Fund (13), Capital Facilities Fund (25), and for Scholarship Fund (73).

PASSED AND ADOPTED by the Governing Board on July 15, 2020, by the following vote:

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA
BUTTE COUNTY

I, Corey Willenberg, Clerk of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution passed and adopted by the Board at a regularly called and conducted meeting held on said date.

WITNESSED, my hand this 15th day of July, 2020.

Attest: _____
Corey Willenberg, Clerk, Board of Trustees



To: Oroville Union High School District Board of Trustees
From: Corey Willenberg, EdD, Superintendent
Date: July 7, 2020
Subject: Request Approval to Eliminate Freshmen Athletic Teams for 20-21 Year

In the Governor's May Budget, the Oroville Union High School District was facing a potential \$2.9 million reduction in the 2020-2021 budget. While the final State budget did not include the funding cuts originally proposed, we still have a structural budget deficit of \$750,000 to address.

Now that the 2020-2021 budget has been signed by the Governor, we need to address the \$750,000 budget deficit. We also need to prepare for deferrals of our revenue for the 2020-2021 school year. We have to ensure that we have enough cash on hand to meet our monthly obligations and spending more than we are earning just adds to the existing cash shortages caused by the State deferring the payment of our apportionments until after the end of the fiscal year.

We have already reduced approximately \$408,000 with eliminating vacant positions. I am proposing that we eliminate freshmen athletic teams for the 2020-2021 school year. The approximate cost is \$30,000. Freshman will still be eligible to try out for the junior varsity teams. Currently, there are freshman teams for football, volleyball and basketball.

OROVILLE UNION HIGH SCHOOL DISTRICT

RESOLUTION #2-20/21

ESTABLISHMENT OF STUDENT ACTIVITY SPECIAL REVENUE FUND

WHEREAS, the Oroville Union High School District wishes to establish a Student Activity Special Revenue Fund (08), in accordance with the provisions of Governmental Accounting Standards Board's Statement 84: and

WHEREAS, the purpose or purposes for which this fund shall be established is to account for governmental associated student body activities: and

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of said School District that a Student Activity Special Revenue Fund shall be established in the amounts as needed for said purpose or purposes; and

BE IT FURTHER RESOLVED, that the Board of Education shall authorize, by this resolution, that the funds related to the associated student body activities be maintained in bank accounts previously established for this purpose.

PASSED AND ADPOTED by the Board of Education of the Oroville Union High School District on July 15, 2020, by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

ABSTAIN: _____

President, Board of Education

ATTEST:

Clerk/Secretary, Board of Education



2211 Washington Avenue
Oroville, CA 95966
(530) 538-2300 Business
(530) 538-2308 FAX – Dist. Office
(530) 538-2357 FAX – Supt. Office

Superintendent
(530) 538-2300, ext. 1107

Asst. Supt. of Business
(530) 538-2300, ext. 1103

Director of Alternative Education
(530) 538-5350

Educational Services
(530) 538-2300, ext. 1104

Las Plumas High School
2380 Las Plumas Avenue
Oroville, CA 95966
(530) 538-2310
Fax: (530) 534-5974

Oroville High School
1535 Bridge Street
Oroville, CA 95966
(530) 538-2320
Fax: 534-6203

Prospect High School/
Community Day School
2060 2nd Street
Oroville, CA 95965
(530) 538-2330
Fax: (530) 538-2338

Oroville Adult Education
Career & Technical Center
2750 Mitchell Avenue
Oroville, CA 95966
(530) 538-5350
Fax: (530) 538-5396

Memorandum

To: Board of Education

From: Susan Watts *[Signature]*

Date: 6/23/20

Re: Approval of Attorney/Client Agreement with Kelly Albrecht

The District received funds from the Marvin S. Hollander Revocable Trust to establish the Marvin S. Hollander and Hellen Dobbas Hollander Scholarship Fund. The Trust specified these funds were to be used to grant \$2,000, annually, to students with a 3.0 GPA that were going to college to become a History/Social Studies teacher. Students may reapply annually throughout their college years to renew the scholarship.

Since the requirements to grant this scholarship are very specific, few students have qualified for it. Mr Hollander's nephew contacted Kelly Albrecht and inquired about making the qualifications to grant this scholarship less restrictive. Kelly Albrecht has offered to file the petition for modifications in court. The agreement provides for payment of fees the hourly rate of \$250, plus filing fees and other costs. The petition will request that these costs be paid out of the scholarship fund. If the petition is unsuccessful, the District will be responsible for the costs but not the hourly fees. Mr. Albrecht estimated the total of filing the petition to be \$2,500 - \$5,000.

KELLY ALBRECHT

Attorney at Law

1440 Lincoln Street, Oroville, California 95965

Facsimile
(530) 534-0867

Telephone
(530) 534-9900

March 23, 2020

E-Mail
albrechtlaw@cncnet.com

Donna Logasa
Oroville Union High School District
2211 Washington Avenue
Oroville, CA 95966

RE: The Marvin S. Hollander Revocable Trust
Hollander Scholarship Fund
Our File No. 09-049

Dear Ms. Logasa:

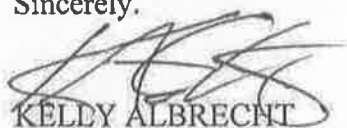
The lack of scholarship awards from the Hollander Scholarship Fund has again been brought to my attention by Mr. Hollander's nephew Jeff Hollander.

You may recall that we have discussed the possibility of modifying the scholarship restriction built into this fund from those pursuing a career in secondary education with emphasis in history to something much less restrictive. Jeff Hollander is in favor of this and suggests that agriculture, nursing/medicine, and education in general should be considered.

I told him that the petition for modification to be filed with the Court must be made by the District, and that I was willing to represent the District in the matter. Assuming that District counsel would prefer me to prepare the petition, I have enclosed a retainer agreement for signature by the appropriate person within the District and return to me.

The agreement provides for payment of fees at my hourly rate of \$275.00, plus filing fees and other costs to be advanced by me. The petition will request reimbursement from the fund, and I expect that such relief will be granted. If the petition is unsuccessful the District will be responsible for costs but not fees. I trust you will find this approach to be reasonable. Please let me know if you have any questions or comments. Otherwise, please return the signed agreement and we will begin.

Sincerely,



KELLY ALBRECHT

KA/lbw

cc: Jeff Hollander

ATTORNEY-CLIENT FEE AGREEMENT

This Attorney-Client Fee Contract ("Contract") is entered into by and between **OROVILLE UNION HIGH SCHOOL DISTRICT**, 2211 Washington Avenue, Oroville, California 95966 ("Client") and **KELLY ALBRECHT** ("Attorney"), 1440 Lincoln Street, Oroville, California 95965.

1. **Conditions.** This Contract will not be effective, and Attorney will have no obligation to provide legal services, until Client returns a signed copy of this Contract and pays the retainer fee (if applicable) set forth under paragraph 5.
2. **Scope and Duties.** Client hires Attorney to provide legal services to Client in seeking court authority to modify the current scholarship restrictions found in the gift agreement between the Marvin S. Hollander Revocable Trust dated December 15, 1999 and Client establishing the **MARVIN S. HOLLANDER AND HELLEN DOBBAS HOLLANDER SCHOLARSHIP FUND** (the "Matter"). Attorney agrees to provide legal representation to the Client regarding the Matter. In the event that the Client wishes to engage Attorney for services beyond the scope of the Matter, Attorney and Client agree to negotiate in good faith the terms upon which Attorney shall proceed as Client's legal counsel. Attorney shall provide only those legal services reasonably required to represent Client and shall take reasonable steps to keep Client informed of progress and to respond to Client's inquiries. After the conclusion of the Matter, Attorney will not represent Client unless Client and Attorney make a different agreement in writing.
3. **Limitations on Scope and Duties.** The Matter is deemed concluded on completion of modification procedures to be brought before the Butte County Superior Court, and does not include any appeal from an adverse decision by that Court.
4. **Client Duties.** Client agrees to cooperate with Attorney by providing Attorney and the Court with all relevant scholarship award history, scholarship payment records, and scholarship fund balances; to keep Attorney informed of developments relating to the Matter, to abide by this Contract, to pay Attorney's bills on time, and to keep Attorney advised of Client's pertinent contact information.
5. **Fee/Deposit.** Client will be obligated to provide a retainer deposit ("Deposit") of \$ N/A. Attorney's hourly charges will be credited against the Deposit. Attorney may request additional deposits at any time to replenish the Deposit. Client agrees to pay all further deposits after the initial Deposit within fifteen (15) days of Attorney's request. Any unused further deposit at the conclusion of Attorney's services will be refunded after application of the remaining deposit funds against outstanding sums due.
6. **Legal Fees and Billing Practices.**
 - (a) Client agrees to pay by the hour for time spent on Client's Matter by Attorney and Attorney's legal personnel. Attorney's current hourly rates for legal personnel (and

other billing rates) are set forth in the attached rate schedule. The rate schedule also provides for periodic increases.

(b) Attorney will charge for time Attorney spends on the telephone calls and in e-mail correspondence relating to Client's Matter, including calls with Client.

7. Costs.

(a) In General. Attorney may incur various costs and expenses in performing legal services under the Contract. Client agrees to pay for those costs and expenses in addition to the hourly fees. The costs and expenses commonly include court filing fees, recording fees, long distance telephone calls, messenger and other delivery fees, postage, parking and other travel expenses, photocopying and other reproduction costs, and other similar items. All costs and expenses will be charged to Client at Attorney's cost.

(b) Out of Town Travel. Client agrees to pay transportation, meals, lodging, and all other costs of any necessary out of town travel by Attorney or Attorney's personnel, which shall not be incurred without Client's pre-approval. Client will also be charged the hourly rates for the time legal personnel spend traveling. Attorney will charge for waiting time and travel time, both local and out of town. Attorney shall not travel out of town without the prior express written consent of Client.

8. Billing Statements. The petition for modification in this matter will seek authority to pay attorney's fees and costs from the scholarship fund to be benefitted thereby. If the petition is unsuccessful, Client will be responsible only to reimburse costs incurred, but not attorney's fees for services.

9. Discharges and Withdrawal. Client may discharge Attorney at any time. Attorney may withdraw at any time in which such withdrawal from representation will not prejudice Client's interests in any then-pending legal matter, or otherwise with Client's consent or for good cause. Good cause includes Client's breach of this agreement, Client's refusal to cooperate with Attorney, or to follow Attorney's advice on a material matter or any fact or circumstance that would render Attorney's continuing representation unlawful or unethical. When Attorney's services conclude, all unpaid charges will immediately become due and payable. After Attorney's services conclude, Attorney will, upon Client's request, release to Client the contents of his or her file to which he or she is entitled, along with any funds or property of Client's in Attorney's possession.

10. Disclaimer of Guarantee. Nothing in this Contract and nothing in Attorney's statements to Client will be construed as a promise or guarantee about the outcome of Client's Matter. Attorney's comments about the outcome of Client's Matter are expressions of opinion only.

11. Effective Date. This Contract will take effect when Client has performed the conditions stated in Paragraph 1. The date of the beginning of this Contract if any is for reference only.

12. Arbitration. If any dispute arises out of, or related to, a claimed breach of this Agreement,

the professional services rendered by Attorney, or Client's failure to pay fees for professional services and other expenses specified, or any other disagreement of any nature, type or description regardless of the facts or the legal theories which may be involved, such dispute shall be resolved by arbitration under the provisions of California Code of Civil Procedure Section 1280 et seq.

Dated: ~~April~~ ^{July} 16, 2020.

"Client"

"Attorney"

OROVILLE UNION HIGH
SCHOOL DISTRICT

BY: _____
Name: _____

KELLY ALBRECHT

RATE SCHEDULE

A. **Hourly Rates for Legal Personnel:**

Kelly Albrecht, Esq.	\$275.00 per hour
Paralegal	\$ 65.00 per hour

B. **Standard Charges:** None

C. **Subject to Change:** The rates on this schedule are subject to change on ten (10) days written notice. If Client declines to pay any increase rates, Attorney will have the right to withdraw as Client's lawyer.