

OROVILLE UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES MEETING AGENDA

Wednesday, April 21, 2021 at 5:30 p.m. at the Transportation Department, located at 2139 Washington Avenue (audience limited to 10 people) and via YouTube

Meeting link: <https://youtu.be/L3shc9JjPQ8>

Our in-person audience will be limited to 10 people on a first come, first served basis. A sign-in sheet will be posted on the door so people can see if there are any seats available. Individuals may still submit comments/questions on an agenda or non-agenda item to ouhsdyoutube@ouhsd.net by 2:00 p.m. on the board meeting date to have them read aloud.

District Goals

1. Provide equitable educational opportunities to every student.
2. Provide a safe, nurturing and supportive environment to every student using Culturally Responsive Positive Behavior Intervention Supports as a framework.
3. Every student will have a goal for college and/or careers, and our district will prepare each for participation in those opportunities.

BOARD MEMBERS:

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

NON-DISCRIMINATION STATEMENT: the Governing Board is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on actual or perceived characteristics of race, color, ancestry, nationality, immigration status, age, ethnicity, religion, parental or pregnancy status, marital status, medical information, mental or physical disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics.

AMERICANS WITH DISABILITIES ACT: Please contact the Superintendent's Office at 538-2300, extension 1107, 48 hours in advance of the meeting should you require a disability-related modification or accommodation in order to participate in meetings or visit the District Office.



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ALL MEETINGS ARE RECORDED

**OROVILLE UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES**

REGULAR MEETING AGENDA

Wednesday, April 21, 2021, 5:30 p.m. in the Transportation Conference Room, located at 2139 Washington Avenue, Oroville, CA 95966 (audience limited to 10 people) and via YouTube (see coversheet for login information)

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** [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]
- **Graduation Requirement Waiver – California Education Code Section 51225.3**

RESULTS OF CLOSED SESSION

PLEDGE OF ALLEGIANCE

APPROVAL OF AGENDA VARIANCE

PUBLIC HEARING (None)

RECOGNITIONS AND PRESENTATIONS

1. **Recognition of Retiree**
Joann Hatcher will be recognized for working as a Bus Driver, Courier and Bus Driver Trainer for 30 years.
2. **Presentation by Pupil Transportation Information, LLC (PTI) on the Pupil Transportation Program Delivery Model System Review and Study Report**
A representative from PTI will present the report in-person and will be available to answer any questions.

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. The President will also read aloud any comments or questions received by 2:00 p.m. on the board meeting date. 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.

REGULAR BOARD AGENDA FOR APRIL 21, 2021

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 listed on the agenda to step to the podium, state their name for the record and make their presentation. The President will also read aloud any comments or questions received by 2:00 p.m. on the board meeting date. Presentations are **limited to three (3) minutes per person and fifteen (15) minutes per subject**

NON-ACTION INFORMATIONAL ITEMS AND REPORTS

3. Board Comments

4. Superintendent

5. Administration

6. Student Board Representative Reports

7. Discussion on Updating the District's Core Beliefs

8. DOJ Update

9. 1st Draft of the 3 Year LCAP

The initial draft of the LCAP is being presented for review. The document is a work in progress and includes input from stakeholders received to date as well as the proposed actions to be taken to meet each goal. The budget figures are not included yet.

10. Recap of COVID Funding

Mrs. Watts will report on the various types of COVID funds received and what those funds have been (or are projected to be) spent on.

11. Quarterly Williams Act Report

There was one complaint received and resolved during the last quarter.

OLD BUSINESS (None)

CONSENT CALENDAR (Recommend approval of the following consent items):

- 12. Minutes from the March 17th and April 12th Board Meetings**
- 13. Check Registers Dated 3/9, 3/11, 3/16, 3/18, 3/23, 3/25, 3/30, 4/1, 4/6 and 4/8**
- 14. Monthly Financial Report**
- 15. 3rd Quarter Scholarship Report**
- 16. Donations to the Hall of Fame**
- 17. Donation of \$1000 from Tiffany Thompson to the LPHS Football Team**
- 18. Disposal of Surplus Equipment**
- 19. 20/21 MOU with BCOE for Additional Nursing Services**
- 20. Graduation Waiver Requests: LPHS #1 and #2 and OHS #10**
- 21. First Reading of Board Policies and Administrative Regulations**
 - o BP 3100 (Budget)

NEW BUSINESS

22. 20/21 General Fund Budget Revisions (Watts)

Budget Revisions are presented for approval in preparation for the Estimated Actuals, which will be included in the 21/22 Original Budget. **Recommend approval**

Enclosure

REGULAR BOARD AGENDA FOR APRIL 21, 2021

23. In-Person Instruction Bonus and Increase in the District's Contribution for Medical Benefits for the Administrative and Confidential/Supervisory Groups (Watts)

A proposal is presented that would provide administrators and confidential/supervisory staff with an in-person instruction bonus and an increase in the District's contribution for medical benefits.

Recommend approval

Enclosure

24. Announcement of the Hall of Fame Class of 2021 (Willenberg)

The Hall of Fame Committee has chosen six nominees to be inducted into the District's Hall of Fame: Tommie Brown, Albert Hottinger, Billie Charles Jackson, Douglas Post, David Tamori and Robert "Benny" Woodson. Due to COVID, last year's induction was postponed and a date for this year's induction dinner and ceremony has not yet been scheduled. The Classes of 2020 and 2021 will be inducted at the same time. **Recommend approval of the Hall of Fame Class of 2021**

25. Two-Year MOU with the Oroville Police Department for School Resource Officer (SRO) Services (Willenberg)

The District is seeking approval of a two-year MOU with the Oroville Police Department for one full-time SRO. The cost is \$87,500 per year for a total of \$175,000 and would be funded by the general fund.

Recommend approval

Enclosure

26. One-Year MOU with the Butte County Sheriff's Office for School Resource Deputy (SRD) Services (Willenberg)

The District is seeking approval of a one-year MOU with the Butte County Sheriff's Office for one full-time SRD. The cost is \$150,000 and would be funded by the general fund. **Recommend approval**

Enclosure

27. Request by OHS PTSA to Waive Facility Rental Fees for a Safe Grad Night Event (Willenberg)

The OHS PTSA is requesting approval for the district to waive \$630 in facility fees to rent the gym for a Safe Grad Night event. **Recommend approval**

Enclosure

28. Resolution to Recognize Classified School Employee Week (Willenberg)

The district recognizes and wishes to honor the contribution of classified employees to quality education by proclaiming the week of May 16th – 22nd as Classified School Employee Week.

Recommend approval of Resolution #13-20/21

Enclosure

29. Resolution to Recognize PTSA Teacher Appreciation Week (Willenberg)

The district recognizes and wishes to honor the contribution of certificated employees to quality education by proclaiming the week of May 3rd – 7th as PTSA Teacher Appreciation Week.

Recommend approval of Resolution #14-20/21

Enclosure

30. Master Services Agreement with Achieve Health Management, LLC for COVID Testing (Willenberg)

The District is seeking approval of a six month agreement with Achieve Health Management, LLC to provide weekly COVID-19 testing for athletes participating in indoor sports. The one-time setup fee of \$900 and the \$20 per athlete per week cost (currently \$700 for volleyball) is funded by COVID funds. **Recommend approval**

Enclosure

REGULAR BOARD AGENDA FOR APRIL 21, 2021

31. Personnel Assignment Order

Approval is requested for the following Personnel Assignment Order:

Certificated

Patrick Cleary
Health Education Framework Rollout and
Implementation Project Stipend —\$603.42

Lamar Collins
Principal - LPHS
Step 4/C \$126,985/y
Effective 7/1/2021

Classified

Albert (Gene) Danner
Custodian
8hrs or/day; 260 days p/yr;
Step/Column 15/A \$16.96 p/hr.
Effective 4/22/2021

32 Items for Next Agenda

ADJOURNMENT

The meeting will be adjourned to a regular board meeting scheduled for Wednesday, May 19, 2021, at 5:30 p.m. at the Transportation Conference Room and via YouTube.

Oroville Union High School District

Oroville City Elementary School District

**Pupil Transportation Program Delivery Model System
Review & Study Report**

April 5, 2021

PTI CONSULTING

Pupil Transportation Information, LLC



April 5, 2021
Dr. Corey Willenberg
Superintendent of Schools
Oroville Union High School District
2211 Washington Avenue
Oroville, CA 95966

Dear Dr. Willenberg,

In January 2021, the Oroville Union High School District (OUHSD) entered into an agreement with Pupil Transportation Information, LLC (PTI) for a study to perform the following:

Scope of Review:

1. A minimum of two (2) pupil transportation consultants will perform a field-study review (not to exceed 2.5 to 3.5 business days on-site) to be determined mutually between both the OUHSD and PTI, of the district's pupil transportation program organizational and delivery system model. PTI will conduct staff interviews for the purpose of reviewing pertinent operational documents, best practices, staffing, program budget, and the districts cooperative contract arrangement with the Oroville City Elementary School District (OCESD).
2. Provide a written draft report within sixty (60) business days of the field study completion providing findings and recommendations to the district per agreed scope of review. A final report will be issued within fifteen (15) business days of the return draft report receipt from the district.
3. General review of the district's pupil transportation program cooperative services contract, supporting pupil transportation for the Oroville City Elementary School District (OCESD) to include, but not limited to the following:
 - District's transportation program cost assessment, to include the district's

general fund contribution, home-to-school and special education pupil cost, and bus cost per mile.

- Assessment of program staffing and organizational design based upon district transportation program size and services provided.
- Review the district's vehicle maintenance program identifying industry standard best practices, compliance with Title 13 Code of Regulations, California Air Resources Board and local Air Quality Management District regulations, vehicle maintenance records, school bus safety checks and district fleet preventative maintenance program design and documentation, inventory control, and district fleet inventory assessment.
- Assessment of the district's transportation facility to include terminal offices, vehicle maintenance repair garages, fueling infrastructure, fleet parking, county storm water requirements and adherence, hazardous materials best practices, and security.
- Implemented routing methodology, bus ridership averages, and cost per mile comparison for both home-to-school and special education transportation routes.
- Assessment of the district's cooperative contract arrangements with the elementary school district for pupil transportation (general education transportation support).
- Analysis of district cooperative contract with any other external transportation providers, i.e. County Office of Education, private for-profit transportation contractors, parent in-lieu transportation contracts, or other school district delivery systems and public transportation.
- District safety and training program design, required school bus driver record maintenance, in-service programs, renewal and original driver candidate recruitment and training design.
- Use of technology for efficiency in general transportation program support areas.

- Program support of district extracurricular, co-curricular and, if applicable, external district field trip support and billing methodology.
- Action plan for district consideration, as requested.
- Study report findings, recommendations, action plan presentation, as requested.

This report contains the study team's findings and recommendations.

We appreciate the opportunity to serve you and extend our thanks to all the staff of the Oroville Union High School and Oroville City Elementary School Districts for their cooperation and assistance during fieldwork.

Sincerely,



Timothy W. Purvis
Principal Consultant
Pupil Transportation Information, LLC

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Introduction

The Oroville Union High School District (OUHSD) is located in eastern Butte County. The current enrollment is approximately 2,300 with approximately 300 general education students transported to and from school. Approximately 85 special education students are also transported. The district educates its students at two comprehensive high schools, one continuation high school, one community day school, and one adult education program that includes special education transition students ages 18-22. Approximately 73% of these students qualify for Free or Reduced-Price Meals, are English Language Learners, and/or are homeless or foster students. This qualifies the district for supplemental and concentration funding under the State's Local Control Funding Formula. The district's enrollment has been relatively steady over recent years.

The OUHSD covers a geography of 668.6 square miles, with 641.7 of that being land, the remainder is water. There are six feeder elementary school districts for the high school district.

For many years, the Oroville Union High School District has provided general education transportation service under contract to one of its feeder elementary school districts, the Oroville City Elementary School District (OCESD). The elementary district has an approximate enrollment of 2,200 students and has been experiencing a steady enrollment decline. The enrollment has been decreasing by approximately 2% in each of the recent years. The district has recently closed two of its schools. It educates its students in four TK-5 elementary schools, two middle schools for grades 6-8, and one special education school that is focused on preschool to 5 years of age. There are approximately 300 general education students who receive transportation service. Approximately 89 OCESD special education students are transported by their district. The district encompasses approximately 86.6 square miles.

The Butte County Office of Education provided much of the special education transportation service for the districts in the county under a contract with Laidlaw/First Student. The OUHSD provided some of their own special education transportation service during that time. The county did not renew that contract in 2001. At that time, the OUHSD was unable to offer special education transportation service to the OCESD. The OCESD acquired buses and vans and has provided their own special education transportation service since then. The OUHSD transports their approximate 85 special education students

on six routes with a mix of small school buses and non-school bus vans. The OCESD transports their approximate 89 special education students on six routes also with a mix of small school buses and non-school bus vans.

Currently, the OUHSD provides ten general education bus routes. Eight of those routes serve high school students. The routes provide service separately by picking up high school students first and dropping them off at school in the morning. The drivers then go back out and provide the elementary district service. The order of service is reversed in the afternoon, with elementary students transported first, and the high school students transported after them.

Pupil Transportation Information (PTI) was contacted by the OUHSD initially because the Board of Trustees expressed an interest in severing the transportation relationship with the OCESD and cancelling the contract. OUHSD administrators expressed that the Board was concerned about mounting parental pressure and a perception that the OUHSD was compromising their community by serving the transportation needs of the OCESD. There was a general concern that there was little cooperative effort to align calendars and bell times, and that the elementary district community was benefitting with high school students needing to wait longer for their transportation service. This became more pronounced during the back-to-the-classroom efforts during the COVID-19 pandemic, with elementary students being transported in the afternoon at their bell time, and high school students needing to wait for their buses until approximately 3:45 PM. It seems that there were few complaints or concerns regarding the transportation system prior to the return to in-person education.

Ultimately, the OCESD and the OUHSD are cooperating on this study and sharing the cost of the study.

As a further note, due to the impact of COVID-19 on programs and services, PTI generally is relying on cost and route data from the 2018-19 fiscal year, the last full school year of “normal” pupil transportation operations.

Study and Report Composition

Pupil Transportation Information (PTI) contracted with the Oroville Union High School District in March 2021. The contract stipulated that PTI would:

General review of the district's pupil transportation program cooperative services contract, supporting pupil transportation for the Oroville City Elementary School District (OCESD) to include, but not limited to the following:

1. District's transportation program cost assessment, to include the district's general fund contribution, home-to-school and special education pupil cost, and bus cost per mile.
2. Assessment of program staffing and organizational design based upon district transportation program size and services provided.
3. Review the district's vehicle maintenance program identifying industry standard best practices, compliance with Title 13 Code of Regulations, California Air Resources Board and local Air Quality Management District regulations, vehicle maintenance records, school bus safety checks and district fleet preventative maintenance program design and documentation, inventory control, and district fleet inventory assessment.
4. Assessment of the district's transportation facility to include terminal offices, vehicle maintenance repair garages, fueling infrastructure, fleet parking, county storm water requirements and adherence, hazardous materials best practices, and security.
5. Implemented routing methodology, bus ridership averages, and cost per mile comparison for both home-to-school and special education transportation routes.
6. Assessment of the district's cooperative contract arrangements with the elementary school district for pupil transportation (general education transportation support).
7. Analysis of district cooperative contract with any other external transportation providers, i.e. County Office of Education, private for-profit transportation contractors, parent in-lieu transportation contracts, or other school district delivery systems and public transportation.

8. District safety and training program design, required school bus driver record maintenance, in-service programs, renewal and original driver candidate recruitment and training design.
9. Use of technology for efficiency in general transportation program support areas.
10. Program support of district extracurricular, co-curricular and, if applicable, external district field trip support and billing methodology.
11. Action plan for district consideration, as requested.
12. Study report findings, recommendations, action plan presentation, as requested.

PTI visited the district on February 22, 23, and 24, 2021 to conduct interviews, collect data and review documents related to the scope of the contract. This report is the result of those activities and divided into the following sections:

- Transportation Funding and Finance
- Routing and Scheduling
- Staffing
- Vehicle Maintenance, Fleet and Facilities
- Driver Training and Safety
- Contract Review and Assessment
- Technology

Study Team

The study team was composed of the following members:

Timothy W. Purvis*

Owner, Pupil Transportation Information

Director, Transportation

Poway Unified School District

Poway, California

Mr. Purvis has been with the Poway Unified School District for 29 years, first serving as the assistant director of transportation from 1989-1992 and director since 1992. He directs Poway's comprehensive transportation department providing both home-to-school transportation to over 56,500 students and special needs transportation support service to over 920 students daily. He is currently an on-line instructor with the University of Southern California, Rossier School of Education.

Phil Medved

PTI Consultant

Surprise, Arizona

Mr. Medved recently retired after serving over 28 years as the Vehicle Maintenance Supervisor for the Poway Unified School District. In this position he was responsible for the vehicle maintenance and fleet management of the 270-vehicle fleet. Prior to this position he was a fleet manager with Ryder Truck Rental and Leasing for the San Diego region. In addition, he has 26 years of vehicle maintenance and supervision, logistics, and planning experience while on deployment for the U.S. Navy in both active and reserve capacities. He holds numerous certifications in vehicle maintenance and vehicle maintenance management.

Michael G. Rea

PTI Consultant

Sonoma, California

* As a member of this study team, this consultant was not representing their regular employer but was working solely as an independent contractor for PTI.



Mr. Rea served the school districts of Sonoma County as the Joint Powers Authority (JPA) executive director for 29 years. He has experience working with or managing school transportation operations for a contractor, public school district, and for private schools. With an MBA in Transportation Management and full certification as a classroom teacher, he provides a broad-based understanding of childrens' needs and expertise in the field of transportation and its overall functions within a school district.

Executive Summary

Transportation Funding and Finance

Transportation funding for school districts in California has been inadequate for many years. Prior to Proposition 13, districts reported their operational costs and were fully reimbursed for them in the subsequent fiscal year. After that time, the state gradually reduced the percentage of reimbursement. In the 1982-83 fiscal year, the state capped the funding at 80% of the reported costs, and only occasionally have given a cost of living adjustment (COLA). Subsequent reductions during the Great Recession further reduced the amount districts received. With the outset of the Local Control Funding Formula (LCFF) in the 2013-14 fiscal year, the amount was capped at the April 2013 certification, has never received a COLA since, is restricted to transportation use, and has a Maintenance of Effort (MOE) requirement, meaning that district must spend at least as much as they receive for pupil transportation.

The Oroville Union High School District (OUHSD) receives \$468,192 annually. Expenditures for general education pupil transportation for the 2018-19 fiscal year were \$1.6 million. Subtracting the contribution from OCESD of \$557,137, and the abatement for field trip revenue and other services of \$197,534, remains a cost for home-to-school transportation of \$859,397. Add this to the cost for special education transportation of \$311,379 for a total cost of pupil transportation for the high school district of \$1.2 million. The state revenue listed above covers approximately 40% of the overall cost of pupil transportation for the high school district. The cost per bus, per year, is approximately \$83,627, based on 8 general education bus routes and 6 special education bus routes. The cost per pupil, per year is \$2,864 for general education students and approximately \$3,663 per pupil, per year for special education students.

The elementary school district does not separate general education transportation cost from special education transportation cost. By using their payment to the high school district, we can generally deduce their costs separately. The overall 2018-19 fiscal year pupil transportation cost is \$928,974. The elementary school district's payment to the high school district for general education transportation was \$557,137 (this likely includes a cost for transfer miles and shared bus acquisition costs, but they were not clearly articulated in budget documents), leaving a cost for special education transportation of \$371,837. The elementary district receives \$421,670 per year from the state for pupil transportation

support. That amounts to approximately 45.5% of the elementary district's state revenue covering their costs. The cost per bus from the high school district is approximately \$55,713 per year based on ten routes. The cost per bus for the 6 special education bus routes operated is approximately \$61,972 per year. The cost per pupil for general education students per year is approximately \$1,857. The cost per pupil, per year, for special education students is approximately \$4,178.

The high school district charges parts fuel and labor to other district departments for their support vehicle operations and maintenance.

The high school district charges \$9.63 per mile for field trips with a minimum charge of \$150 per trip. There is a \$0.96 charge per mile for van use. These are reasonable charges. The district should annually assess these charges to ensure they are recovering enough revenue to support the programs.

Drivers for the high school district have a clause in the collective bargaining agreement that rounds up their route times to the next highest half hour. This amounts to 3 hours and 19 minutes per day which equates to \$10,686 annually at a Step 1 salary level (for the salary only). The district should ensure that the drivers are rendering service for time they are paid.

The elementary district does not charge fees for pupil transportation. With a low unduplicated percentage, the district could collect approximately \$60,000 per year to help support their pupil transportation program and should consider this possibility.

The elementary district pays Briggs Firestone \$786.50 per month to park its school buses and passenger vans at their location. Although it is convenient for the buses to be there, as this dealership maintains the school buses, the district could save that amount by parking buses by the Maintenance and Operations Office at Sierra Del Oro School.

Routing and Scheduling

The high school district operates ten general education bus routes. Eight of those routes serve the high school district needs. All ten serve the elementary district. They accomplish this by utilizing the bell time separation between both districts, with the buses picking up high school students early in the morning and dropping them off at school, then returning out on routes to pick up the elementary district students to deliver them to school. This is reversed in the afternoon. The high school district operates six routes for special education

students. The elementary district separately operates six routes for their special education students.

General education pupil transportation is not mandated in California, but rather provided based on local desires and needs. Administrative Regulation 3541 stipulates the service areas for pupil transportation. The high school district policy stipulates that it does not transport students who live closer than two miles to the school. The elementary district policy articulates it does not transport TK-3 students who live closer than $\frac{3}{4}$ of a mile, and 4-8 grade students who live closer than one mile. The high school district generally follows their policy, however there are remote areas of the district where transportation service is no longer provided. The elementary district has routinely transported students who live closer than their stated policy limits. The districts should amend their Administrative Regulation 3541 to reflect their actual service areas and protect them from potential challenges to these policies.

With the beginning of the 2022-23 school year, middle schools can begin no earlier than 8:00 AM and high schools no earlier than 8:30 AM. This will not be a challenge for the middle schools, which begin now at 8:25 AM. It will however require a change for the high school transportation, unless the state acts to define “rural” schools, which may exempt Oroville from this. The district will likely need to cooperate on bell time adjustments to continue to benefit from a staggered bell schedule, or add additional bus routes at significant cost to address the change.

The number of average riders on each bus route is rather low. This could be due to the extended geographic areas of the district and the desire to minimize ride times. The districts should continually evaluate bus routes and work to consolidate them for efficiency.

For the high school district, the special services department lists 64 students who require transportation support as a related necessary service. The transportation department lists 85 students that they have been asked to transport. The district should explore this discrepancy. Further, the high school district does not utilize a transportation request form for the special services department to request transportation service for special education students. Although the service has been operating smoothly, this form would provide the necessary information for the transportation department up front.

Currently, the high school district does not have any parents of special education students receiving mileage payment to transport their own children. The district should utilize a

contract for this purpose in the future to protect the district and articulate the amount that will be paid.

The elementary school district allows their students to attend any school in the district. The students are transported from their homes to their school of geographic attendance. Those who wish to attend other schools are shuttled to those schools. Several years ago, at the outset of this program, the district agreed that these additional miles would be paid directly by the elementary district. This amounts to approximately \$46,000 per year. The district may wish to reconsider this policy and practice.

Both districts should continually communicate and cooperate on their calendars, bell times, and minimum day schedules with an eye to their impact on pupil transportation costs and student service.

Both districts should communicate and cooperate relative to student discipline procedures, ensuring that all such discipline aligns with district protocols, while supporting the bus driver's need to ensure that student's behavior on the bus mirrors classroom expectations for the sake of safety.

At the time that Butte County Office of Education did not renew their contract for special education transportation, the high school district was unable to expand quickly enough to assist the elementary district. There are potential benefits of cooperation with special education transportation. Both districts should study the potential for the high school district to gradually take responsibility for elementary district special education transportation.

Staffing

The high school transportation department office and shop is currently staffed as follows:

- 1 FTE Maintenance, Operations, and Transportation (MOT) Director
- 1 FTE Transportation Department Lead
- 1 FTE Bus Driver Instructor
- 1 Eleven-Month Transportation Secretary
- 1 FTE Mechanic
- 1 FTE Mechanic Assistant
- 12 Part Time School Bus Drivers
- 2 Part-Time Service Workers

- 2 Part-Time Courier Drivers
- 5 Substitute Courier Drivers
- 2 Substitute Bus Aides

The high school transportation department is facing challenges with the retirement of the lead and two bus drivers at the end of this school year. The district should recruit and fill the Lead position in advance of her retirement so the new individual can be trained and learn from this very experienced incumbent.

The district should use all available recruitment methods to identify candidates for school bus driver training, have regularly scheduled classes, and certify drivers as necessary. The district should explore opening the position to other part-time, mid-day employees with the district who could benefit from full employment with the district.

The earliest school bus driver at the high school facility arrives at 4:45 AM. The earliest staff member does not arrive until 6:00 AM. There should be a staff member on site when the first driver arrives for their regular route assignment.

The driver instructor position is currently vacant. The district should fill the position and ensure that this individual can substitute regularly on bus routes and cover the dispatch position when necessary. The district could also consider assigning the shortest bus route to this individual and substituting for that person when they need to ride along on bus routes to evaluate bus drivers.

The elementary district has a transportation coordinator, school bus drivers, and van drivers to support its position. There was an MOT director who oversaw the program. The position is currently vacant, and it is assumed that the district will recruit and hire a qualified individual into this position. Currently, the MOT secretary has some responsibility relative to maintaining critical school transportation records. She should be trained on these responsibilities.

Vehicle Maintenance, Fleet and Facilities

Annually, the California Highway Patrol (CHP) inspects each school bus. They also inspect maintenance records, driver records and federal drug and alcohol testing program records. They produce a report commonly known as the "Terminal Grade." Over the past several years, OUHSD and OCESD have consistently received CHP's highest grade, which is

“satisfactory.” This indicates general compliance with most laws and regulations governing pupil transportation maintenance and operations.

The high school district has more school buses and non-school bus vehicles than needed. The district should reduce the number of school buses and non-school bus vehicles that transport students. If the district does this, the mechanic staffing is sufficient. If the district does not reduce the fleet size, another mechanic should be hired.

Some of the non-school bus vehicles do not have the district logo on both sides of the vehicle.

The district transports some students in non-school bus vehicles. These vehicles should be maintained the same as school buses to minimize the district’s liability.

Nearly all the high school district school buses are equipped with modern solid-state video systems. Many do not work properly. They should be inspected and maintained with every 45-day inspection interval.

The bus garage is dirty and disorganized. Parts are scattered in numerous storage rooms. Many of the parts are for vehicles the district no longer owns. Tools and equipment are strewn throughout the garage and bus storage area. These areas should be cleaned and organized. Obsolete parts should be turned into vendors for credit or disposed of.

The underground fuel tanks at the facility are quite large, containing an amount of fuel that may take over a year to use. The district should not completely fill the tanks to ensure that fuel is not spoiled.

The elementary district has their school bus maintenance performed by Briggs Firestone. School buses must be inspected and maintained on a mandated schedule. Many of the buses are not maintained on this schedule, and records do not reflect adherence to a preventive maintenance schedule. The district should manage their preventive maintenance schedule and not rely on Briggs Firestone.

The elementary district has a maintenance worker on staff with vehicle maintenance expertise. This individual maintains all the district vans that transport students and the maintenance and operations (M&O) and grounds vehicles along with any other district vehicles. The vans do not appear to have a regular and systematic maintenance schedule

and records do not exist for the past year. The vans that transport students should be inspected and maintained in a similar way to the school buses.

There are some of the elementary district vans that are not identified with the proper district logo.

Driver Training and Safety

School bus driver training is highly regulated. New drivers must receive a minimum of 20 hours of classroom training and a minimum of 20 hours of behind the wheel training. Each category takes closer to 35 hours to adequately teach the curriculum in the California Department of Education's training program. In addition, certified drivers must receive a minimum of ten hours of appropriate training each year.

There is a requirement for a transportation safety plan in the California Education Code section 39831.3. The high school district has a very well-developed plan; however, it must be updated to include the new child check requirements. The elementary district does not have such a plan and must adopt one.

California Education Code section 39831.3 requires that K-6 students registering must be given school transportation safety information. The district must determine if such students require physical escort to cross the street if their home is across the street from the bus stop. Although the high school district performs all elementary district general education transportation, this process is not being followed. It is a best practice for both high school and elementary students, to include this information in the, "first day" packet of information relative to school bus safety and practices. Special education students' families in both districts should receive a booklet of information relative to the service they receive.

School bus safety instruction and evacuation drills must be provided and performed for all students riding school buses. The high school district does so for its high school and elementary students, but the elementary district must do so for its special education students.

Title 13 of the California Code of Regulations, section 1229 requires that all commercial carriers maintain a list of each driver and the vehicles they are proficient to drive. The high school district maintains such a list. The elementary district should train drivers to be proficient on each school bus and maintain a list of this proficiency.

Commercial drivers are required to be enrolled in the DMV's Employer Pull Notice program that generates a driving record history annually, or upon any activity. Both districts have enrolled their school bus drivers. Each district could enroll other non-commercial drivers. The high school district enrolls van drivers but should also enroll any employee who drives a district vehicle and any parent volunteer driver. The elementary district also enrolls van drivers but should also enroll any employee who drives a district vehicle and any parent volunteer driver.

Commercial drivers are also required to participate in the Federal Department of Transportation (DOT) drug and alcohol testing program. Both districts appropriately enroll school bus drivers in this program, and non-school bus drivers who drive students in a separate pool.

Contract Review and Assessment

The high school district has provided general education transportation service for the elementary district for a number of years. The formal contract is renewed annually and stipulates generally accepted terms of the arrangement.

In recent years, the elementary district has been contributing to the purchase of new buses. The contributions are meticulously recorded by the high school district, but there is no mention of this in the contract document.

As reported previously, the elementary district transports students from their geographic school of attendance to any school they wish to attend. The districts have agreed that the elementary district would pay a mileage amount for these miles. This concept of the "transfer miles" is noted in the contract, but it should be more clearly explained and articulated.

Currently, the elementary district pays its share of the general education transportation costs, the transfer miles, and an 8% amount for "intangible services". The high school district takes on a great deal of risk, exposure, and significantly more management work by providing this service. The "intangible services" percentage amount should be at least 10%.

The cost-sharing formula would likely need to be changed if the high school district began providing the special education transportation service for the elementary district in the future, as high school and elementary students could be transported on the same routes.

The contract arrangement between the high school district and the elementary district should be continued. There are cost-sharing benefits due to the economy of scale. If the districts decided to separate, the cost of pupil transportation would be more expensive for both districts.

Technology

There are many school transportation software programs. Both districts utilize technology to some degree. The elementary district only uses a word processing program to develop bus driver route sheets, and they also utilize Nextel direct-connect cellular telephones as communication devices for the drivers.

The high school district utilizes more software programs. They purchased a multi-module software program called TransTraks, but they have recently abandoned the program. It appeared no one was sufficiently trained on the program and it became unusable. The new MOT Director has contracted with a software company for a fleet maintenance program that appears powerful and inexpensive. The lead and secretary utilize common word processing software and Excel tables for their work. The district also operates a two-way radio system that generally covers their entire geography.

There are many options for school bus routing systems, but such a small operation with only 16 routes does not need to invest in such programs. If the district does decide to use such a program, resources must be dedicated to staff support and training in the new software.

The high school district also has a separate software program that assists drivers in performing their daily pre-trip inspections. It also includes a global positioning system (GPS) component, a student tracking feature that the district uses called "Z-Pass," and also has the potential for a parent portal which can notify parents of bus location relative to their bus stop. The district should explore the potential of fully utilizing all the features of this software program or a suitable alternative program.

Findings and Recommendations

Transportation Funding and Finance

School transportation in California has been inadequately funded for many years. Up to 1977, school districts reported their operational costs to the State Department of Education, and the state reimbursed those costs in the subsequent year. Capital costs were never reimbursed. After the passage of Proposition 13 in 1978, the state gradually reduced the percentage of reimbursement. In the 1982-83 school year, only 80% of reported costs were reimbursed, and in that year the state capped the apportionment to each district at 80% of their reported cost amount. Only occasionally through the years have there been any cost-of-living adjustments. As costs have risen, and the revenue has remained rather static, the state's share of the funding covered only approximately 45% of reported costs in the 2008-09 school year. That was the highest recent year of funding and it was identified as each participating school districts' "approved apportionment." During the Great Recession, the state reduced all categorical program funding, including transportation, by approximately 20%. This reduction effectively means that the state is now covering less than approximately 30% of the statewide cost of pupil transportation, with individual districts varying widely in the percentage amount of their funding.

With the implementation of the state's Local Control Funding Formula (LCFF) in the 2013 - 14 fiscal year, school districts continued to receive the amount certified in April 2013. Under LCFF, transportation revenue has never received a cost of living adjustment (COLA), is restricted to transportation use and is subject to a Maintenance of Effort (MOE), that requires districts to spend at least as much as they receive.

Oroville Union High School District

The Oroville Union High School District (OUHSD) annually receives \$468,192 for pupil transportation support from the state. Expenditures for general education pupil transportation for the 2018-19 fiscal year were \$1.6 million. Subtracting the contribution from OCESD of \$557,137, and the abatement for field trip revenue and other services of \$197,534, remains a cost for home-to-school transportation of \$859,397. Add this to the cost for special education transportation of \$311,379 for a total cost of pupil transportation for the high school district of \$1.1 million. The state revenue listed above covers approximately 40% of the overall cost of pupil transportation for the high school district.

The cost per bus, per year, is approximately \$83,627, based on eight general education bus routes and six special education bus routes. This is a very low cost per bus compared to what PTI has seen over the state. The cost per pupil, per year, is \$2,864 for general education students and approximately \$3,663 per pupil, per year, for special education students.

The state ceased collecting pupil transportation data with the outset of the LCFF. At that time, a general education bus route on average cost approximately \$1,500 per student, per year, and a special education bus route cost approximately \$6,500 per pupil on average. The high school district's costs are generally in line with state-wide averages, with a lower cost for special education transportation.

The state pupil transportation revenue that the high school district receives covers a higher percentage of their costs than the statewide average.

When the high school performs maintenance on its non-school bus vehicles or fuels such vehicles, the labor time, fuel and parts are assessed to those other departments.

Tires are purchased on the state bid price and are not charged state excise tax, which is appropriate and a best practice.

The district has both a diesel and gasoline underground fuel tank. Inspection of recent fuel bills indicate that the district is receiving its fuel, minus excise taxes that should not be charged. For reference, federal excise tax should not be charged to school districts for gasoline or diesel fuel. State excise tax should not be charged for diesel, but the district must pay \$0.01 per gallon tax to the State Board of Equalization for all the diesel fuel it purchases. State excise tax is charged on gasoline. School districts must apply annually for these exemptions from the fuel supplier.

The district charges \$9.63 per mile for school bus field trips, with a minimum of \$150 per trip. The district charges the same rate at a 10/1 ratio, or \$0.963 per mile for van use. These rates appear to reasonably assess costs for bus and van use, but the district should regularly assess their fees for trips and van use to ensure that they are adequately charging to recover reasonable costs. For bus field trips, it is reasonable to assume that not all costs would be included in this calculation, as many of the fixed costs are covered in the general route operations. Rather, they utilize the variable costs, or the costs that pertain to operating the bus only for the field trip. For van use, the district may wish to ensure they are covering all operating costs as well as the capital cost for replacement.

The elementary district has been contributing half the cost of new school buses to the high school district with each purchase for an undetermined number of years. Some, but not all the buses have registration slips that list both districts.

Bus driver step 1 salaries begin at \$17.83 per hour with 14 steps ranging up to 31 years of experience. Bus drivers working 4 hours per day receive full family health and welfare benefits that are currently capped at \$12,870 annually. This amount generally does not cover full family benefits and would require some employee contribution.

Drivers receive approximately 30 minutes for bus check out time. This includes 15 minutes for a break (in certain situations), and 15 minutes for sweep and clean up time each day. These are generally accepted times for such procedures. Drivers also have a clause in their collective bargaining agreement that rounds up each route time to the nearest half hour. If a route is 4 hours and 10 minutes, the driver is paid 4 hours and 30 minutes per day. The contract is not clear whether the driver must render some kind of service for this time, but the district should ensure that drivers are doing something for this pay. This amounts to an overall quantity of “round up” time of 3 hours and 19 minutes per day. This translates to a cost of \$10,686 per year for a 180-day school year (Step 1 salary level, not including salary-driven benefits).

In the 2018-19 fiscal year, the high school district charged the elementary district \$46,083 for “transfer miles”. At some point in time, the elementary district allowed students to attend any of its schools regardless of where they lived. The district further wished to provide transportation for students to access their school of choice. To do this, drivers pick up students on routes near their home and transport them to their school of geographic attendance. Then there are buses that shuttle students from school to school to accomplish the transfer. The high school district charges the elementary district the same mileage rate as field trips for this service, and this is over and above their annual assessment for the general education bus routes.

The high school district does not charge fees for pupil transportation. The California Supreme Court ruled in 1992 that charging fees for pupil transportation was legal, but no fees must be charged to special education students or students who are “indigent”, a term that is generally interpreted as students who qualify for free or reduced-price lunches. This is codified in California Education Code section 39807.5. With an unduplicated percentage of 73% of their population that would likely qualify for a free or reduced-price bus pass, it would not be worth the time or effort to collect a paltry sum of money. PTI has determined

that if any district's unduplicated percentage is above 40%, it likely is not worth the effort to charge fees for pupil transportation.

Oroville City Elementary School District

The elementary school district budget documents do not separate general education transportation from special education transportation. By using their payment to the high school district, we can generally deduce their costs separately. Their overall 2018-19 pupil transportation costs are \$928,974. Their payment to the high school district for general education transportation was \$557,137. There was a cost for transfer miles of \$46,083 in addition to this amount, that is assessed for shuttling students between elementary schools, and additional cost for general education transportation (there was also likely a shared bus acquisition cost, but this was not clearly articulated in budget documents), leaving a cost for special education transportation of \$325,754. The elementary district receives \$421,670 per year from the state for pupil transportation support. That amounts to approximately 45.5% of the elementary district's state revenue covering their costs. The cost per bus from the high school district is approximately \$60,322 per year based on ten routes, which is a very reasonable cost. The cost per bus for the six special education bus routes that the elementary district operates is approximately \$54,292 per year. The cost per pupil for general education students per year is approximately \$2,010. The cost per pupil, per year, for special education students is approximately \$3,660.

As reported above, the state ceased collecting pupil transportation data with the outset of the LCFF. At that time, a general education bus route on average cost approximately \$1,500 per student, per year. A special education bus route on average cost approximately \$6,500 per pupil. The elementary school district's costs are generally in line with statewide averages, with a lower cost for special education transportation.

The elementary school district does not charge fees for pupil transportation. The California Supreme Court in 1992 ruled that charging fees for pupil transportation was legal, but no fees must be charged to special education students or students who are "indigent", a term that is generally interpreted as students who qualify for free or reduced-price lunches. This is codified in California Education Code Section 39807.5. With an unduplicated percentage of 29% of their population that would likely qualify for a free or reduced-price bus pass, it might be worth the time and effort for the elementary district to explore charging fees for pupil transportation. PTI has determined that where the unduplicated percentage is above 40%, it would not be worth the time or effort to charge fees. In this case, the district could

reasonably charge fees. PTI has also discovered that where the fees are more than \$400 per pupil, per year, fewer students ride and revenue declines. Assuming 200 students would qualify to pay fees, with an annual rate of \$300 per year, the amount of revenue is \$60,000. One would also have to factor in the clerical cost of administering the program to determine if there is value for the district to charge fees for pupil transportation.

The district currently pays \$786.50 per month to park their vehicles at Briggs Firestone, a local tire dealership and auto repair facility in town. This increases annually and currently amounts to \$9,438 per year. The district should assess whether it makes sense to continue to pay this amount, or to park buses on district property adjacent to the current maintenance facility near Sierra Del Oro School. The benefit of parking at Briggs Firestone is that they perform the maintenance on the school buses. The district does have a mechanic that performs maintenance on all the non-school bus vehicles at the Sierra Del Oro School site. There would be a cost of transporting the buses to Briggs Firestone for their regular inspections and maintenance if the buses were parked at the school. Currently, there is a cost for transporting the non-school bus vans to the school for their maintenance.

The Oroville City Elementary School District does not own or operate any fueling infrastructure, but fuels buses at a local fuel cardlock station. PTI did not view any fuel bills to determine if the district was properly exempt from federal and state excise taxes.

The salary schedule for school bus drivers at OCESD has a step 1 salary for bus drivers at \$19.38 per hour with 19 steps ranging to 38 years of experience. This salary level is higher than the high school district. District employees receive full-family health and welfare benefits at six hours per day/ten months work schedule. From 4-6 hours the health benefits are pro-rated. The cap for full-family benefits is \$11,820, which is less than the high school district and requires a higher contribution from the employees.

Recommendations

The high school district should:

1. Annually review field trip and van use charges per mile to assure they adequately recover costs.
2. Ensure that drivers are rendering service for the amount of time they are paid.

The elementary school district should:

1. Determine whether charging fees for pupil transportation would generate a sufficient revenue to warrant doing so.
2. Determine whether there is value in parking buses at Briggs Firestone and paying for that service or saving that expense and parking buses at Sierra Del Oro School.

Routing and Scheduling

Oroville Union High School District

The provision of pupil transportation service is usually articulated in Board Policy or Administrative Regulation 3541. Typically, this policy would identify eligible service areas, often known as walking distances to schools, within which service would not be provided. The high school district generally abides by their policy, which is that transportation is not provided within two miles of the school. Although this is the case, in some of the remote areas of district transportation, service has been adjusted or ceased over the years. This requires students who live further than two miles from the school to be transported to the nearest bus stop (which could be further than two miles from their home), or parents choose to transport students to school in lieu of the bus service. In either case, the Administrative Regulation 3541 should be amended to specifically identify areas where such service has been amended or cancelled over time to limit the district's potential liability.

The high school district has historically provided general education transportation for its geography, as well as one of its feeder elementary school districts, the Oroville City Elementary School District. Currently (during non-COVID-19 times) there are ten general education bus routes. Eight of the routes serve high school students, and all ten serve the elementary district. There are approximately 300 general education students on those routes, or approximately 37.5 students per route. At 2 students per seat for a high school district, there are approximately 52 available seats. The district is not maximizing its bus use, but one must remember the extremely large geography of the high school district. The routing has likely evolved so that students are not on buses for an excessive amount of time.

The routes are generally configured that drivers transport high school district students first in the morning and then pick up elementary students to deliver them to school. This is reversed in the afternoon. The high schools generally begin at approximately 7:50 AM for first period. The elementary schools generally begin at approximately 8:20-8:25 AM. High school students arrive at school generally between 7:10 AM and 7:30 AM, with the buses going back out to transport elementary students. This is a very efficient use of buses and drivers. Nearly every route has two "runs" in the morning and two in the afternoon. The ride times for general education are kept reasonably short.

One of the concerns raised by the Board of Trustees was a lack of coordination and cooperation between the high school district and elementary district relative to general education transportation. It appears that during non-COVID-19 times, there is a general cooperation, but occasionally uncoordinated minimum days at the elementary level impact the high school routes. During COVID-19 route schedules, it does appear that there was a lack of communication and coordination that resulted in high school students waiting in the afternoon in independent study until their buses arrived back at school at about 3:45 PM. This can reasonably be rectified for the remainder of the COVID-19 period with some local communication and coordination.

There will be a concern at the beginning of the 2022-23 school year when high schools will be required to start no earlier than 8:30 AM and middle schools no earlier than 8:00 AM. The schools will need to cooperate on shifting their bell schedules to continue to accommodate the practice of having two runs per route. If not, there would have to be additional bus routes added at a significant cost.

Overall, the districts have worked to consolidate bus routes over time for efficiency. It was reported by district staff that 25 years ago there were four more routes for general education than there are today. The district should continually evaluate the potential to consolidate bus routes. Consolidating bus routes also conserves the dwindling and precious resource of drivers, while reducing costs.

In addition, the high school district operates six special education bus routes transporting approximately 85 students. Approximately four of these are provided on school buses, with the remaining two on non-school bus vans. These van routes transport the smallest number of students who go to the Deaf and Hard of Hearing (DHH) program in Durham, or another special education program in Chico. There are approximately 85 special education students transported on these six routes, or an average of 14.2 students per route. This indicates highly efficient special education bus routing.

The special education department indicated that there are approximately 349 students in the district who have Individualized Education Programs (IEPs), with approximately 64 of those having transportation as a related required service in their IEP. The district should explore why the transportation department is transporting approximately 85 special education students. With 85 students receiving transportation, this is a ratio of approximately 24.4% of the special education students who require transportation. This is a relatively high ratio compared to what PTI sees in the field (with approximately 15% being

representative of a district that more closely manages their IEP's and the requirement for transportation as a related service). However, PTI understands that as a high school district, students matriculate who already have IEPs with a transportation requirement, which is difficult to remove or revise in high school.

The Director of Student Services for the district indicated that there is no "decision tree" used to determine under what conditions students would receive special education transportation service in the IEP. However, the Transportation Safety Plan has a very developed decision tree included in it for IEP teams to determine if transportation is a related service.

Often there are questions relative to the recommended or maximum ride times for special education students on school bus routes. Many districts articulate a maximum of one hour, but it is generally not codified in writing. In the Transportation Safety Plan, there is a written parameter of no ride being longer than 2 hours. Most students are not on the bus this long, but this allowance can create additional route efficiency, particularly in rural areas with large geographies.

There is no transportation request form for the Special Services department to request special education transportation. Most districts use such a form to formalize the process to request transportation and ensure that all the information that is necessary is communicated. This includes health issues and special equipment. Although another step in the process, it would be recommended for the district to develop a transportation request form. A sample transportation request form is included in Appendix A.

In some school districts, parents drive their special education students to and from school in lieu of receiving transportation service from the district and are paid for their mileage to do so. Currently, there are no "in-lieu" students at the high school district. This is generally the least expensive form of paying for transportation for special education students. The district does not have a formal contract when this occurs. PTI has some sample In-Lieu contracts included as Appendix B to this report. Such contracts limit the district's liability and specify the amount that will be paid to the parent.

There is no special education parent handbook, but there is a simple trifold that articulates the rules and expectations of pupil transportation. Perhaps the district should consider developing a special education parent handbook that has more detailed information for

these parents. A sample special education parent handbook is included in this report as Appendix C.

The Student Services Department has indicated that they are pleased with the service provided and the responsiveness of the transportation department relative to the transportation service provided to special education students.

The high school district employs all the general education bus drivers for the high school district and the elementary district. One of the features of the collective bargaining agreement requires that the district round up routes to the next highest half hour. This rounding requires the district to pay an additional 3 hours and 19 minutes per day. The district should ensure that bus drivers are productively engaged in meaningful work during this time.

Transportation has continued during COVID-19. The district has interpreted that physical distancing would limit the total number of students on a bus or van to approximately 14 on a big bus and two or three on a small bus. There is no legal requirement for this of which PTI is aware, only local health department rules. Most county health departments do not specify physical distancing on a school bus. The district should evaluate their local conditions, seek guidance from the health department, and determine the safest bus loading factors during COVID-19 and each of its color-coded stages.

Face coverings are required on buses. The guidance acknowledges that a full 6 feet of physical distancing may not be practicable on buses, therefore face coverings are essential. Physical distancing should be maximized to the extent practicable and two windows on a bus should be opened fully at a minimum. California Department of Public Health guidance is available at the following link:

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Schools-FAQ.aspx>

The high school district provides field trip and athletic trip services for their own programs as well as the needs of the elementary school district. In the California School Employees Association (CSEA) collective bargaining agreement it states that when a trip would require more than two vans, the program must consider using a school bus. The department also shared that they often use vans on Saturday trips where the trip would exceed 16 hours (usually wrestling tournaments) and require the driver to cease service (school bus drivers are limited to 16 consecutive hours on duty). There does seem to be a rather large fleet of non-school bus passenger vans or other passenger-carrying vehicles. After reviewing the

total number of van and bus trips during a regular school year, it appears that there are only about 80 van trips per year, and approximately 60 bus trips per year for the high school district (the elementary district used the high school district to provide approximately 106 bus trips in addition to these for their needs). It appears that with these trips spread out over the year, many of the vans and other passenger carrying vehicles sit idle most of the time. It might be reasonable to reduce the total number of vans. Methods of doing so are explained in the section of this report that examines the fleet.

Article 17 of the collective bargaining agreement stipulates language for the transportation department. This is a common feature in such agreements, and this one is well developed with language on route bidding, field trip rotation assignments, requirements for training for certain trips, and the like. This specific language likely assists in reducing challenges and grievances relative to these issues.

Oroville City Elementary School District

Board Policy or administrative regulation generally dictates the parameters whereby students qualify for general education bus transportation service. This is usually codified in Administrative Regulation 3541. In that regulation, it states that students grades K-3 that live closer than $\frac{3}{4}$ of a mile from a school do not qualify for transportation. Those in grades 4-8 living closer than 1 mile does not qualify for transportation. The high school district reported that the elementary district has historically and traditionally provided service within these no-service zones. The district should revise their policy to reflect their intentional service area.

As reported above, the high school district has historically provided general education transportation for the elementary school district. There are ten general education bus routes that transport approximately 300 students. This creates a loading factor of approximately 30 students per route. At the highest morning number, there are 353 student riders, amounting to approximately 35 students per route. This is a relatively low loading factor. Many of these buses would fit up to 84 passengers with three in a seat, meaning the buses are less than half full-on average. It is likely the routes are configured this way due to the relatively large geography, but also to minimize ride times. Also, the time parameters are rather constrictive. There is approximately an hour or so for most routes to drop off their high school students, pick up the elementary students and get back to the schools before bell time (even a little earlier for breakfast).

As noted above, the high school district charges separately for the route mileage necessary to transfer students who wish to attend another school from their geographic school of attendance. This amounts to approximately \$46,000 per year.

The district does provide its own special education transportation service. There are three school bus routes and three non-school bus van routes that serve approximately 89 students. This translates to an efficiency of approximately 14.8 students per route, which is very good routing efficiency.

The elementary district collective bargaining agreement does have a transportation article and it has language relative to field trip assignments and extra duty work.

General Education Transportation for Both Districts

California does not mandate general education pupil transportation service. Special education transportation service is mandated under federal law for students who require transportation as a necessary related service to access their educational opportunities. Rural areas of the state, such as Butte County, have relied on school transportation service to transport students to and from school where there are few other safe options. Generally, walking and biking to school is not practical, and public transit does not have a fully evolved infrastructure to support the entire county's geography. This creates a need for general education pupil transportation, even though the state does not properly fund the service.

For OUHSD and OCESD, cooperating on this service has yielded benefits over the years that has created a more efficient pupil transportation system and reduced costs for both districts by sharing the burden. One of the top recommendations that PTI usually offers for small operations is working to align bell schedules to create at least two tiers of runs (separate parts of a route) so that drivers receive more work hours, and the same bus is serving more than one school or district. This is already in place for the general education transportation service as explained above.

Due to the nature of this intentional cooperation, both districts should work to align their calendars, bell schedules and minimum days to reduce the need for excess transportation. Although it does appear that the districts have worked to make their minimum days coincide, the way it is configured does cost more to transport students. In the morning, the drivers can start later, transport the elementary students, and then pick up high school students who have a late start, with little cost difference in their contractual hours. In the

afternoon however, on the Wednesdays where the elementary schools dismiss early, the bus drivers transport elementary students' home, then wait until the regular high school dismissal time, causing additional cost for the districts. With the looming requirement for a later start for middle schools and high schools as described above, there will be a need for both districts to work cooperatively on a solution.

A cause of concern for the transportation department was the lack of consistent support relative to student discipline on the school bus. The new director of MOT has worked to insist that there is better cooperation from the principals, vice principals and deans relative to student discipline. Previously, the bus drivers had significant responsibility relative to doling out discipline, including suspensions from the bus. School administrators should actively participate in this process in a supportive way to ensure that students view the bus as an extension of school, and their good behavior is essential to a safe bus environment.

As stated above, a little cooperation during the COVID-19 return to school with A-B schedules could have avoided the conflicts that caused the community concern for the high school district. Overall communication and cooperation, ensuring that the transportation department is a part of the conversations, will go a long way to assure that the service operates smoothly, and the needs of both districts are met.

In 2001, at the time that the Butte County Office of Education did not renew the contract for special education transportation, it forced districts to immediately staff up to provide the service. At the time, the high school district declined to offer special education transportation service to the elementary school district. There are potential benefits that could enhance efficiency and cost effectiveness with cooperation, and it might not have to happen all at once. There could be a gradual folding of the elementary district routes into the high school district's program. For example, both districts have vans transporting students to the DHH program in Durham. One vehicle could do that service for both districts and save the cost of a route. If the districts retain their current bell times, the same cooperative savings that occurs with general education transportation might be able to flow to the special education transportation program. In other words, one bus could perform two runs. One run into the high school first in the morning, and then back out to a second run to transport elementary student's home. That same level of efficiency might be a little more challenging, as general education high school students are dropped off at school earlier than bell time and supervised until they need to be in class. There could be a

challenge to the special education staff to provide that supervision support. Nonetheless, some level of cooperation and savings could flow from this cooperative effort.

Recommendations

The high school district should:

1. Amend Administrative Regulation 3541 to reflect the current provision of service.
2. Ensure that bus drivers have duties to perform during the “round up” hours for which they receive pay.
3. Cooperate with the elementary district regarding the late start requirement for high schools and middle schools beginning with the 2022-23 school year.
4. Continually evaluate the potential to consolidate general education bus routes for efficiency.
5. Explore the discrepancy between the special education department’s data that indicates 64 students require transportation, while the transportation department is transporting 85.
6. Utilize a transportation request form to formalize the process to request transportation service for special education students.
7. Consider developing a contract for parents who wish to transport their children in lieu of district transportation services and receive payment for their mileage for special education transportation.
8. Consider developing a special education transportation parent handbook.

The elementary school district should:

1. Revise Administrative Regulation 3541 to reflect intentional general education service zones.
2. Work with the high school district to consolidate bus routes, if possible.
3. Consider eliminating the need for transfer routes to reduce costs.

Both districts should:

1. Communicate and cooperate relative to bell times, minimum days, and calendars to minimize pupil transportation costs. Discuss and cooperate on the looming requirement for later starts for high school and middle school students and that impact on general education pupil transportation.
2. Communicate and cooperate relative to pupil discipline on school buses.

3. Study the potential of the high school district gradually performing more of the elementary district special education transportation.

Staffing

Oroville Union High School District

The OUHSD transportation department office and shop are currently staffed as follows:

- 1 FTE MOT Director
- 1 FTE Transportation Department Lead (6 AM -3 PM)
- 1 .625 FTE Bus Driver Instructor (currently vacant)
- 1 11-month Transportation Secretary
- 1 FTE Mechanic (6 AM -3 PM)
- 1 FTE Mechanic Assistant (8:30 AM-5:30 PM)
- 10 part-time School Bus Drivers (two to retire 6/30/2021)
- 2 part-time Service Workers (drivers who work 12 months a year at reduced time: one at .375, one at .325)
- 2 part-time Courier Drivers
- 5 Substitute Courier Drivers
- 2 Substitute Bus Aides

The MOT director has a broad responsibility for many functions of the district support services. Unlike many MOT directors who know little regarding school transportation, this incumbent has been a school bus driver and an MOT director at a previous employer. He knows more than the average MOT director regarding school transportation, which is a benefit for the district. He began with the district a few years ago as an M&O director. This past August, with the retirement of the previous transportation director, he also became responsible for transportation. He has made several positive contributions already to the department. He has very capable leads in most of his areas of responsibility.

The transportation lead serves as the dispatcher. She has been with the district for 25 years and is planning retirement at the end of this school year. Although there are some drivers who have substituted in the dispatcher position, there are none who are fully competent to step into the job. It would be beneficial for the district to hire a replacement individual for this position prior to the retirement of the incumbent to provide some training for the new individual.

As noted above, there are only 10 school bus drivers. There are ten general education school bus routes and up to four special education bus routes performed on school buses.

Two additional school bus drivers will be retiring soon. The district has been able to move more of its special education school bus routes on to vans to accommodate this change. The district should continually work to consolidate and reduce general education bus routes, which would alleviate some of the bus driver shortage issue. The district should fast-track bus driver training to fill the open positions.

PTI had provided OUHSD with some bus driver recruitment tips while on site. The district was already working on creative ways to get the word out. Some of those included communications from the district's social media and communications individual. PTI recommends not relying on EdJoin to recruit for school bus drivers. The district should continue to use its banner posted at the bus yard. In addition, the district may also want to consider a banner affixed to the side of a bus that is parked at a strategic location in town and moved to other locations occasionally. School bulletins and newsletter can highlight the district's need for drivers, as well as posting in the Adult Education course catalogue. Most districts with a transportation department of this size would generally schedule one class during the school year and one during the summer to fulfill their on-going needs and increase the number of classes as necessary. A class can consist of one or more individuals. Be aware, as candidates and trainees learn more about the position and their responsibilities, there is some attrition. PTI finds that 50% or more of the candidates who begin training to become a school bus driver often drop out prior to certification.

One recruitment tool that is used by many small school districts would employ the part time school bus drivers in complementary positions at the district. Since drivers work in the morning bringing students to school and the afternoon bringing them home, part-time district jobs in the middle of the day are attractive and could offer full-time, or nearly full-time work. These complementary positions could be in food service, as campus supervisors, or classroom aides. PTI has found that for districts that share positions like this, their supervisors need to carefully manage both jobs to ensure that the duties are performed.

The OUHSD does require all the transportation support positions to hold school bus driver certificates. In addition to the MOT director, who will shortly be working on re-certifying as a school bus driver, the transportation lead, driver instructor, transportation secretary, mechanic and mechanic assistant are all certified school bus drivers who do substitute on bus routes as necessary. It must be noted, however, that when they substitute on a bus route, their regular job is not being performed, to the general detriment of the department.

The district has the classification of “courier,” which is the van driver position. These individuals are not school bus drivers, but regularly drive students in vans on special education bus routes. Hiring individuals into this classification, and then grooming them to become school bus drivers is also a pathway that many school districts utilize in their school bus driver recruitment strategies. As a courier, it is important to provide some training in defensive driving and student management at the very least.

The earliest driver clocks in at 4:45 AM with the latest route returning to the bus yard at 4:45 PM. There is some staff coverage in the evening, but the earliest office or shop staff person to arrive in the morning is at 6:00 AM. It is important to have a staff member at the facility when the first driver clocks in. This would not require additional staffing, but rather adjusting shifts. Currently the transportation lead directly takes the calls from drivers at home during the night or early morning when they are calling in sick. They then arrange for substitutes prior to coming to work in the morning.

The department is properly staffed for the size of its operation. More information about shop staffing is included in the section on vehicle maintenance. One of the pressing issues for which the district requested guidance was the position of the driver instructor. It appeared that the driver instructor is a .625 FTE. Having a competent driver instructor on staff is key to any transportation department’s success. Without the ability to train their own drivers, districts are at the whim of independent instructors, if any exist in the area. If the district’s ability to train its own drivers is ever compromised, its ability to provide transportation service is diminished. Currently, the transportation secretary acts as the dispatcher from 3 PM to 4 PM. After 4 PM the mechanic assistant becomes the dispatcher, although it is questionable if he is always monitoring all incoming telephone calls or the two-way radio. A shop environment can be very noisy, and critical calls can be missed. PTI would recommend that a full 1.0 FTE driver instructor position is hired for the district. This individual should be available to substitute on all routes as necessary and cover the dispatch needs. Further, the district could consider utilizing the driver instructor as a regular driver and assigning the shortest bus route to this driver instructor. When the instructor needs to ride along with other drivers to evaluate them, a substitute would cover their route.

The district should work to certify a delegated behind-the-wheel-instructor. This is a special class of bus driver instructor certified by the State Department of Education who works

under the state certified instructor in the department and can only perform some in-service training and behind-the-wheel training.

Oroville City Elementary School District

The transportation department is staffed as follows:

- 1 MOT Director (currently vacant)
- 1 MOT Secretary
- 1 part-time Transportation Coordinator
- 3 part-time School Bus Drivers
- 1 Substitute School Bus Driver
- 1 Van Driver
- 1 Substitute Van Driver

The transportation coordinator is also one of the part-time school bus drivers. The coordinator oversees the maintenance and inspections of the school buses and vans and communicates with the team at Briggs Firestone when buses or vans need any maintenance. This coordinator also works as a dispatcher and covers routes for sick drivers and the like.

Like the high school district, the elementary district struggles with full bus driver staffing. The elementary district utilized the bus driver instructor at the high school district to perform some of their training, but also utilized instructors at Thermalito and Palermo Union School Districts (also feeders into the OUHSD). The current school bus drivers for the district also work as classroom aides.

Since the retirement of the MOT director, the MOT secretary has assumed the duties of maintaining the binder that includes DMV Employer Pull Notices, DOT drug and alcohol testing, and driver training records. These are all critical records. The MOT secretary has not received comprehensive training on all these aspects of pupil transportation. It is assumed that the elementary district will hire a new MOT director soon.

Recommendations

The high school district should:

1. Recruit and fill the transportation lead position in advance of the incumbent's retirement to allow for some reasonable training time.
2. Regularly recruit for school bus drivers, train drivers, and consider encouraging other part-time mid-day district support employees to train to be school bus drivers.
3. Adjust the earliest morning staff on-duty time to begin at 4:45 AM when the first driver clocks in.
4. Fill the vacant driver instructor position. Fill the position as 1.0 FTE. Consider a regular assignment of this individual the shortest bus route.

The elementary school district should:

1. Ensure the MOT secretary receives adequate training on DMV Employer Pull Notice program, DOT Drug and Alcohol Testing program, and the rudimentary maintenance of driver training records.

Vehicle Maintenance, Fleet and Facilities

General Vehicle Maintenance Information

Annually, the California Highway Patrol (CHP) Motor Carrier Inspector Unit inspects buses, vehicle maintenance records, driver records, driver timekeeping records and Federal Drug and Alcohol Testing records. They produce a report of their findings entitled the "Safety Compliance Report/Terminal Record Update," more commonly known as the "Terminal Grade". "Satisfactory" is the highest grade awarded to any motor carrier. It indicates general compliance with laws and regulations governing school bus safety. In essence, it is your school transportation safety report card. An "unsatisfactory" grade is very serious. In each case, CHP clearly advises that a failure to correct the deficiencies can result in a recommendation to the Public Utilities Commission (PUC) to revoke the district's motor carrier operating authority, filing a complaint with the district attorney for potential prosecution, and filing an injunction. Criminal charges can be brought against the Board and the superintendent for failure to address these issues.

School buses are required to be inspected every 45 days or 3,000 miles, whichever occurs first, as per Title 13 of the California Code of Regulations, Section 1232 (13 CCR 1232). In addition, this section requires that each motor carrier shall have a written preventive maintenance program for its vehicles. Further, each driver shall perform a daily inspection on each school bus they drive. They must submit the report by the end of the day, which may also include defects that are discovered. There is a required procedure for the maintenance department to review all these reports, inspect and repair the defects, and report completion on the form submitted back to the driver.

Oroville Union High School District

Vehicle Maintenance

The OUHSD provided PTI with their two latest terminal grade reports performed on May 2, 2019 and July 29, 2020. Both indicate a satisfactory grade, and include ratings from the four previous years, also indicating a satisfactory rating. This indicates that generally, the OUHSD operates a relatively safe program. However, CHP does not perform an exhaustive inspection of all buses and records for this inspection, and there may be elements that could be improved.

PTI had a school transportation vehicle maintenance expert on-site who inspected the bus maintenance records for all school buses in the fleet. The maintenance records on file are from August 2020 to the date the current MOT Director took over responsibility of the department. All the 45-day, 3000-mile inspections have been done faithfully. If any bus is out of service for a period longer than this, a notation is generally made on the inspection forms. That has been regularly done. PTI's vehicle maintenance expert also physically inspected 20 buses. This included the ten regular route buses and ten spare buses. No critical defects were detected. In all cases, the buses were clean inside and out. There was only very minor body damage on two buses. Drivers perform their daily bus inspections. Any defects are reviewed by the shop and work orders are created to inspect and repair the defect. All repairs are properly documented.

Reasonable practices for parts and supply purchasing are in place, with the MOT director reviewing and approving all purchases.

Staffing for the shop includes a mechanic, a mechanic assistant and two drivers who work as service workers. This is adequate staffing for the vehicles that are operated daily. However, the size of the fleet is significantly larger than the daily needs. If the district intends to keep the fleet at its current size, another mechanic will need to be hired to assist in the inspection and repair of all the vehicles.

Non-school bus vehicles that transport students and other district support vehicles are currently scheduled for preventive maintenance inspections every 5,000 miles or every 90 days, whichever comes first. A fluid level inspection and service, as well as a full inspection occurs every 90 days on these vehicles. Some of the support vehicles do not have the district logo affixed to the vehicle.

The mechanics appear to have adequate tools for their work, and do not outsource very much work.

Fleet

The high school district fleet consists of the following on-road vehicles:

- 34 CHP certified school buses (average age 14 years)
 - (of these #68, 71, 79, 80, 84 are special education buses)
- 6 special education route nine-passenger vans (#15-1, 15-3, 15-4, 15-5, 17-1, 17-2)
- 8 passenger vans (nine-passenger capacity plus one driver position)

- 6 Chevrolet Suburbans (eight-passenger capacity, including driver)
- 1 GMC Yukon (eight-passenger capacity, including driver)
- 4 automobiles
- 2 custodial vehicles
- 2 grounds keeper vehicles
- 4 maintenance vehicles
- 6 adult transition vehicles (nine-passenger vans plus one driver position)
- 1 kitchen vehicle
- 2 Las Plumas High School Agriculture Department vehicles.

There are far more general education school buses than the district needs for the number of routes it provides for the two districts. There are ten general education bus routes and four special education bus routes that currently utilize school buses (if there are enough certified drivers). The district should consider replacing some of the larger buses with some additional spare special education buses. When there are a number of special education buses out of service, the district utilizes more vans to transport special education students (at an increased cost, as the vans carry fewer students so more vans must be placed in service). Occasionally, the district utilizes the larger general education buses to transport some special education students. In some cases, bigger buses cannot perform the same service as a special education bus that often turns around in a family's driveway and the like. The larger buses are simply incapable of this tighter maneuvering. The district should have ten larger buses for general education routes, and at least seven additional larger buses for spares and field trips that conflict with regular route times. There should be at least eight special education school buses. That would bring the fleet of school buses down to approximately 25, allowing the district to surplus nine of the school buses. The district should carefully consider this, as its oldest buses could be valuable assets relative to bus replacement grants. To qualify for most school bus replacement grant programs, the bus needs to be continuously certified by CHP for the past 5 years at minimum.

The district has received electric school buses on recent replacement grants and another is on the way. The district should factor the range of these buses into their route needs. They will likely be limited to approximately 90 miles a day. This range may be lessened during cold weather due to a reduced cold weather charging capacity of the batteries, and the need to run the electric passenger heaters. They should be assigned to the shortest routes and are not best for field trips.

The district has far more passenger vans than it needs. There are six vans that are assigned to the transportation department for special education bus routes, and another eight that can be used for small groups of high school students. It appears that there is little use of these vans. In a report that PTI received, in one particular school year the vans were only used 80 times. The highest number of van uses in a single month was 19. It seems that there are rarely more than four vans a day that are used by the high schools. Further, the collective bargaining agreement with the bus drivers states that any field trip that requires more than two vans would be converted to a school bus. It is not clear if the Suburbans, the Yukon, or the other automobiles are used very often, if at all. The district should evaluate the need for so many vehicles and surplus those that aren't necessary. The six Chevrolet Suburbans and one GMC Yukon can be surplused (unless there is some need of which PTI is unaware). Through attrition you can reduce the fleet of passenger vans from eight to six. PTI is unsure of the need for six adult transition vehicles, but this should be enough for the daily need including one reliable spare van.

Currently, all these vehicles are parked at the transportation facility. Drivers must request a vehicle, go to the bus yard, and check the vehicle out. When they are done, they must return the vehicle with the required mileage reports. The transportation department manages this process. As an alternate, some high school districts assign the vehicles to schools. The schools are still required to bring the vans to the transportation department for service, inspection, and maintenance. In this case, if three vans were available to each high school, they could control their own use. This would result in less flexibility for days when there were multiple groups wishing to use the vans. With the vans at the transportation department, they can ensure that the vans are cleaned, fueled, and prepared for any use.

PTI strongly recommends that any non-school bus vehicles that transport students are maintained similar to a school bus, with inspections every 45 days to ensure their safety for the students.

There are video cameras installed on most buses. The newest buses (#88-93) do not yet have video cameras installed. Many of the older camera systems, it was reported, do not work properly and are essentially unusable. They should be replaced or repaired. Only school officials and the police can view the video. Parents cannot view school bus video for the privacy and protection of all students. Each bus is outfitted with an industry-standard global positioning system (GPS). This is a product that allows drivers to electronically

perform a pre-trip inspection on the bus. The GPS can provide real-time location of the buses as well as provide a path report with each action recorded and timed, such as when a bus is at a bus stop. This system is also the platform utilized for bus passes, with each student having a radio frequency identification (RFID) card that they use to tag in and off each time they board or exit the bus. This is challenging for all students every day, but the department reports that they have approximately 75% usage, which is quite good.

Facility

The shop facility is quite large and is more than adequate for the needs of the district. At the west end of the building is a bay that can be used to wash and clean buses. Most of the bus maintenance is performed at the east end of the building. There are several double bays for buses in between these areas where buses are parked under cover and secured. There are approximately 10 buses that are parked in the garage area. All other school buses are parked outside. The facility was originally a municipal swimming pool, and the outside bus parking is approximately where the pool was.

The shop is extremely messy and disorganized. There are multiple parts storage areas, and parts, supplies, and tools strewn throughout the facility. There needs to be some attention to consolidating the existing parts and cleaning up the entire facility. A modern school bus shop no longer requires a large parts storage, as most parts can be had from local auto parts stores or shipped overnight. Although not often a requirement in a district's fiscal audit, a transportation department's parts supply can often range well above \$100,000 in value. Most auditors are unaware that these stores exist. It is a good practice for the transportation department to organize and inventory the parts. It appears that there is a rather large parts supply for buses the district no longer owns or operates. Many parts suppliers will take these parts back and credit the district for them. Others might have to be disposed of.

The district has two underground fuel tanks. One is a 10,000-gallon gasoline tank. The other is a 10,000-gallon diesel tank. This is a huge supply capacity for an operation of this size. One would be concerned about the fuel aging and spoiling. The district should consider only keeping a smaller quantity of fuel on hand rather than filling the tanks to capacity. There is no electronic fuel management system. Employees that fuel their vehicles record the fuel use on a clipboard. The pumps are turned off at the electric panel inside when the shop is closed, and it is unlikely that there is any unauthorized fueling of personal vehicles.

Oroville City Elementary School District

Vehicle Maintenance

PTI received a copy of the district's CHP Terminal Inspection report dated November 18, 2020. The district received a "satisfactory" rating generally indicating that they operate a safe pupil transportation program. As noted above, the CHP does not evaluate each vehicle.

As reported previously, the buses and vans used to transport students are parked at the Briggs Firestone dealer in Oroville. The district pays a fee for parking the buses and vans at this location. The district further utilizes Briggs Firestone to perform the 45-day, 3,000-mile inspections on the school buses. Briggs Firestone utilizes the CHP 108-A form, which is their preferred form for these inspections. However, the inspections are not performed at the required intervals. PTI discovered significant lapses in these inspections. Although some bus maintenance forms indicate that the bus was out of service due to lack of use (COVID-19), the bus showed mileage use without inspections. Further, the forms were dated and documented improperly, giving an uneven and inadequate record of inspections. Many of the inspections exceeded 45 days. Briggs Firestone does not appear to have knowledge or understanding of the Title 13 regulations that govern school bus maintenance. Lube, oil and filter changes are not performed on a regular schedule, with some as close as 4,000 miles and others exceeding 8,000 miles between this service.

The vans are serviced and maintained by a district maintenance department employee who also maintains the other district vehicles. It appears that the vans are scheduled for service in March and October of each year. No mileage interval is used for service. A review of these records found limited documentation of services performed, and there were no maintenance records beyond March of 2020. Although COVID-19 has suspended some of the vehicles, PTI's understanding is that they were being used to transport students daily, and should have been inspected or maintained regularly through this time. The district should maintain these non-school bus vans in the same fashion as school buses.

Fleet

The elementary district has four van-type school buses (with wheelchair lifts), four non-school bus vans and one Dodge Caravan (minivan). Van #5 is identified as "Feather Falls Union School District" on one side and "Oroville City Elementary School District" on the

other side. The Dodge Caravan does not have a District identification number or fleet number. The size of the fleet appears to be adequate for the special education needs of the district.

There are two older school buses parked at the M&O office near Sierra Del Oro School. These are out of service buses that are no longer in use. The district was unable to tell PTI if they had been surplused and are awaiting sale, or if they are being kept for a future bus replacement grant program. If the second is the case, the buses would need to be continually certified by the CHP. This means they would need to be in operational shape and fully maintained. When PTI was on-site several district officials expressed that they had helped the high school district with bus replacement grants by using their “eligibility”. PTI is unsure what this means. Generally, bus replacement grants for a school district are won based on the age and mileage of the bus, and the type of fuel (generally diesel) of the bus that is owned by the district applying for the grant. If the bus is old enough to be replaced, there is a requirement that it has been certified and in use continually up to the time of replacement. These grants most often require that once the new bus is received the engine of the old bus is rendered useless, and the bus itself must be crushed with supporting documentation from the demolition firm. It appears the elementary school district has not applied for bus replacement grants, only the high school district has done so.

Facility

As reported earlier, the elementary school district parks its buses at the Briggs Firestone dealership in the city of Oroville. The drivers can park their personal cars in the lot when they report for work. They have a small cabinet that houses their paperwork and some minimal supplies for the vehicles. They can wash their buses on site.

The district has a small auto repair facility at the M&O site located at Sierra Del Oro School. It has a vehicle lift and tools for the maintenance employee who does the work there on the district’s non-school bus fleet vehicles. This includes the vans that regularly transport special education students.

Recommendations

The high school district should:

1. Hire another mechanic if the district intends to keep and maintain its current fleet.
2. Ensure all support vehicles have the district logo prominently displayed.

3. Consider reducing the size of the school bus fleet. Calculate the usefulness of the electric buses in this consideration.
4. Consider reducing the size of the non-school bus fleet.
5. Ensure that any non-school bus vehicle is maintained the same as a school bus for the safety of students.
6. Maintain bus video systems so they are more reliable.
7. Clean and organize parts and garage.
8. Do not completely fill the fuel tanks so the fuel does not age or spoil.

The elementary school district should:

1. Directly manage the preventive maintenance schedules for school buses and not rely on Briggs Firestone to schedule the work at their convenience.
2. Maintain all non-school bus vans that transport students the same as school buses.
3. Properly identify non-school bus vehicles.

Driver Training and Safety

General Driver Training and School Bus Safety Information

School bus driver training is highly regulated. New drivers must receive a minimum of 20 hours of classroom training and a minimum of 20 hours of Behind-the-Wheel training. Each category takes closer to 35 hours to adequately teach all of the curriculum in the California Department of Education's training program. In addition, certified drivers must receive a minimum of 10 hours of appropriate training each year. The training can only be conducted by a State Certified School Bus Driver Instructor (E.C. 40084.5). Behind the wheel training may be given by a Delegated Behind the Wheel Instructor, which is another certification allowed by law and performed by the California Department of Education's Office of School Transportation. The training must be meticulously recorded. In addition, school bus drivers must submit to a background check (fingerprinting) for licensing and employment. Drivers must also be enrolled in the DMV's Employer Pull Notice Program which provides the district with an annual copy of the driver's record as well as updates upon any moving violation, citation, accident, and drug and alcohol testing in compliance with Federal DOT rules (49CFR382).

Oroville Union High School District

The district's state certified school bus driver instructor stepped down in December 2020 and is utilizing available leave time until her retirement in April 2021. PTI was unable to interview this individual but did review the driver training records. The driver training records were in excellent condition and up to date. Little of the annual training for school bus drivers was behind-the-wheel, and there appeared to be little classroom or behind-the-wheel training for new drivers indicated in those records.

Typically, a school transportation department's training program consists of the following:

- A beginning of the school year orientation and training program that includes mandated annual training such as drug and alcohol testing program requirements and some selected in-service training relative to safe school bus driving. This is often a full-day training program. In addition, drivers also perform a full dry run of their bus route during the regular bus driving times.
- Monthly in-service training that would include a variety of topics and reminders.
- Ride-alongs with drivers to evaluate their safe driving practices and procedures.

- Follow-up behind-the-wheel training to refresh drivers on skills.
- Renewal classroom training sessions for drivers who are renewing their special driving certificates.
- Original classroom training for new candidates to drive a school bus.
- Original behind-the-wheel training for new candidates to drive a school bus.
- Post-accident refresher training which could be both classroom and behind-the-wheel training.
- In addition, the driver instructor has the responsibility to maintain all the driver training records and the records of their commercial license, special certificate, medical, first aid and any other expiration dates. The driver instructor often receives, interprets, and logs the DMV Employer Pull Notice Program reports.

The district has been able to hire on an occasional contract retired state-certified school bus driver instructor who previously worked for Yuba City Unified School District. She is quite qualified but has only just begun assisting the district. PTI did interview her, and she is willing to assist the district in any way necessary with their school bus driver training.

Title 13, Section 1229 of the California Code of Regulations (13CCR 1229) requires that any commercial driver must demonstrate proficiency on each different type of vehicle before operating that vehicle on the road unsupervised. The department does maintain a list of each driver's vehicles for which they are proficient. The training is evident in the training documentation, and the list is posted and available for anyone to review.

A Transportation Safety Plan generally in compliance with E.C. 39831.3 is in place. A few years ago, a new law passed that required transportation safety plans to be revised to include new child check requirements. This ensures that drivers check their bus at the conclusion of each route and that no child is left on the bus unattended. This plan has not been revised as required and should be done. A plan must be in place and available for inspection by a CHP officer at each school. The existing plan is more comprehensive than most plans that PTI views.

Annually, according to E.C. 39831.5 school bus emergency evacuation drills and student safety instruction must be performed, and specific records kept for students in grades K-6. Also, specific safety information must be announced prior to every field trip. The transportation department is aware of these regulations and appears to have conducted such drills for all the general education and special education bus routes at the beginning of

the 2019-20 school year. The district has performed the evacuation drills as well for the 2020-21 school year.

The Transportation Safety Plan does have a limited visibility policy in compliance with vehicle code 34501.6. This law requires that such a policy is in place and gives the drivers the discretionary authority to cease operation of the vehicle when visibility is less than 200 feet.

The bus routes generally list the time and the physical location of the bus stop. The bus routes do not include specific directions (rights and lefts). This apparently has not been an issue, as all of the drivers are very familiar with the area of the district and the specifics of the bus routes. California Education Code section 39831.5 further requires that upon registration of students in pre-kindergarten, kindergarten and grades 1-6, they shall be provided with written school bus safety information, and shall determine if any students require to be escorted across the road at their bus stop. Although the district does require all general education students to register for a bus pass, the process does not provide the family the critical safety information that is required under this code, and also does not specifically identify if the location of the student's home requires the driver to escort the student across the street. This lack of process places drivers and students in danger, as a student could impulsively run across the street at their bus stop. Route sheets should be expanded to include specific driving directions and the location of each escorted crossing bus stop.

The transportation director also enrolls, monitors, and manages the district's compliance with the Federal DOT Drug and Alcohol Testing Program for commercial drivers. All school bus drivers must be enrolled in the pool, including any other commercial driver in the district. The federal program requires that drivers are tested pre-employment for drugs, random for drug and/or alcohol, post-accident (very specific criteria), and for-cause (reasonable suspicion). There must be an individual in the district who has been trained in for-cause or reasonable suspicion identification, as is required by the law. The MOT Director has received the training. The district utilizes the Butte Schools Self-Insurance Joint Powers Authority (JPA) as the management company that randomly selects the drug or alcohol tests. When a test is required, the driver is given the paperwork and sent to a local clinic for testing. Notification of the test must occur immediately before, during, or after the shift. Urine samples must be taken immediately.

Any driver of a vehicle transporting students where that work is considered a regular part of their assignment must be enrolled in a drug and alcohol testing program, similar to school bus drivers (but in a separate testing pool), in compliance with California Vehicle Code Section 34520.3 (VC34520.3). It appears that the district does require that all non-school bus van drivers and special education transition program teachers who drive those students are in this type of pool for testing of drugs and alcohol. Teachers, coaches, and occasional parent volunteer drivers are not required to be in such a drug and alcohol testing pool, unless the driving is a regular and consistent part of their job.

The transportation director also enrolls, receives, and monitors commercial driver's Department of Motor Vehicles (DMV) Employer Pull Notice (EPN). This program is required for commercial drivers and upon enrollment, the district receives a copy of the driver's record. Further, upon any activity, the district receives the record of any moving violation or accident, or when any certificate is renewed. The reports should be generated annually with no activity. At times, the DMV process does not generate the reports. However, the CHP Motor Carrier Inspectors expect to find the records up to date in the driver files when they do their inspections. It is important that a management or responsible employee continuously monitor these pull notices to ensure they are up to date and to request a report when one has not been automatically generated.

Although the DMV EPN is required for commercial drivers, it can be utilized for any district employee or volunteer. All the non-commercial non-school bus van drivers are in the pool and the district receives their pull notices. The teachers, coaches, or parent volunteers who drive these non-school bus vans are not in the pool. Other district employees who drive district vehicles such as custodians, food service, M&O, and grounds employees should be included in the pool for safety and risk management purposes.

Teachers, coaches, or volunteer parents who drive students in the district's non-school bus vehicles receive no significant training in the operation of the vehicles they are driving. The driver instructor should develop a training program that can be utilized to train these drivers in the rudiments of a pre-trip inspection, the driving characteristics of these larger vehicles and defensive driving techniques. It was reported that all these vehicles are outfitted with the GPS devices. The GPS reports on these vehicles should be monitored to ensure that these drivers do not exceed posted speed limits on the routes they travel.

The district has developed a very small parent safety trifold that has some very basic school transportation safety information. As reported above and earlier in this report, the district

should develop school transportation safety information in compliance with CEC 39831.5 and should distribute it in the packet of information that all parents receive at the beginning of each school year. There should be a special education transportation parent handbook that is distributed annually to all families receiving that service.

Oroville City Elementary School District

The district does not have a state certified school bus driver instructor on staff, and as reported earlier in this report, they utilize the services of various other school bus driver instructors in the area. This includes the previous instructor at the high school district, and the instructors at Thermalito and Palermo school districts.

PTI reviewed the driver training records and found them to be in general disarray. It appeared that all drivers had been receiving their annual 10 hours of required training, however it was difficult to follow this. The district has relied on the several driver instructors to add documents to the records, but no specific instructor has full responsibility for this. Only a state certified school bus driver instructor can document training hours on the required T-01 form, but others could be trained in best practices to keep the records in order relative to certificate expiration dates and the like.

The previous MOT director managed the DMV EPN program and the Federal DOT Drug and Alcohol Testing program. Upon his retirement, it appeared that there was a bit of disorder relative to who had responsibility for these programs. The transportation coordinator, the CBO, and the MOT secretary all participated in some part of the responsibilities, but all communicated that they were unsure who had the complete authority for all of the duties. The CHP motor carrier inspector can provide some training in the DMV EPN and the DOT Drug and Alcohol Testing program. The CHP school bus officer can provide training in driver training record keeping.

It was reported that the non-school bus van drivers are included in the DMV EPN program, however PTI did not locate any of their pull notices in the binder of records. None of the other district employees who drive district vehicles are in the DMV EPN program. As reported in the section above, the program requires all commercial vehicle drives must be in this program (including school bus drivers). Other drivers can be in the program. For the sake of minimizing the district's risk, any district employee or parent volunteer who drives a district vehicle or who drives district students should be in the DMV EPN program.

The school bus drivers are in a drug and alcohol testing pool managed by the Butte Self Insured Schools JPA. As reported above, the non-school bus van drivers must also be in a separate pool that tests in a similar way to school bus drivers in compliance with California Vehicle Code Section 34520.3. They are included in a separate pool for testing for the OCESD.

Although the OCESD is included in the transportation safety plan for the high school district for their general education students, the district operates a separate transportation program for their elementary students. This would generally also require a Transportation Safety Plan in compliance with EC 39831.3.

The district does not have any transportation safety information in compliance with EC 39831.3, or a special education parent handbook. The parent handbook, although not legally required, would be valuable and beneficial information for the families that receive pupil transportation support.

The district is required to perform school bus safety instruction and evacuation drills in compliance with EC 39831.5. PTI did not receive any record of these evacuation drills. It is more complex to perform such drills with special education students, however it must be done.

The district is also required to have a listing of all drivers and the vehicles on which they have been declared proficient to drive in compliance with 13 CCR 1229. PTI did not see such a list. Although the district has a small fleet, and most of the buses are similar, the requirement still exists. This need does not require a state certified instructor to perform the proficiency training.

PTI did not see that the district has a limited visibility policy in compliance with California Vehicle Code section 34501.6

Recommendations

The high school district should:

1. Revise its transportation safety plan to include the new child check requirements.
2. Ensure that the district is aware when students need to cross the street at their bus stop and ensure that information is printed on route sheets including specific driving directions.

3. Develop school transportation safety information that families receive when registering for school and transportation compliant with California Education Code Section 39831.5
4. Include all district employees and volunteers who drive district vehicles in the DMV EPN program.

The elementary school district should:

1. Ensure that there is one responsible individual who manages the DMV EPN program, the drug and alcohol testing program, and the driver training records. Ensure that the individual has training in all these programs.
2. Develop a transportation safety plan in compliance with California Education Code Section 39831.3
3. Develop transportation safety information that should be distributed to every special education family that receives transportation service in compliance with EC 39831.3.
4. Annually perform school bus safety instruction and evacuation drills for all special education students who ride the school bus.
5. Ensure the district has a record of which drivers are proficient to drive which school buses according to 13 CCR 1229.
6. Develop and adopt a limited visibility policy in compliance with VC 34501.6.

Technology

There are a great number of school transportation software programs available on the market. Some are stand-alone products that perform just one function. Others can integrate with other software providers, and at least one provides a comprehensive suite of programs that address all the department's needs. When one attends school transportation or school business trade shows it is easy to succumb to the notion that a transportation department can't operate efficiently without such software. PTI would recommend caution with this approach. Not all software is necessary for an operation, and a completely manual program can suffice. PTI does not recommend specific software programs, but rather the types of technology that could benefit a program.

It does not appear that the elementary district employs any school transportation software technology. The elementary district transportation coordinator does use a word processing program to develop the driver bus routes. The elementary district also utilizes a Nextel direct-connect cellular device to communicate between drivers, buses, and school offices (like a two-way radio).

The remainder of this section contains information that might be valuable for the elementary district's transportation department, but generally focuses on the current technology needs and potential recommendations for the high school district.

The prior transportation director had purchased a school transportation software suite called TransTraks. This software has several modules that included student tracking, bus routing and scheduling, driver training, bus pass generation, and vehicle maintenance tracking. Many of these modules could be integrated into other software to track fuel use or create work orders. The district was not successful in implementing the software and abandoned this software contract recently.

The new MOT director committed to Fleet Maintenance Pro, a low-cost vehicle maintenance software program. Despite its low, monthly cost, the program is very powerful and allows inputting customized maintenance schedules and alerts. It can also track the bus driver's expiration dates for licensing and create valuable management assistance reports. The district should continue to utilize this software.

Most districts presume that they need a software program to route and schedule their student transportation needs. Although there are many small school districts that

Contract Review and Assessment

As stated previously, the OUHSD has provided general education transportation service for the OCESD for many years. The current contract is for the term of July 1, 2020 through June 30, 2021.

Of the over 1,050 school districts in California, approximately 960 provide some type of pupil transportation. Of those 960 school districts over 60% operate fewer than ten school buses. Particularly in regions where there is a high school district and feeder elementary school districts, it is ripe for cooperative efforts in pupil transportation. A larger operation can benefit from routing efficiencies and economies of scale that a smaller operation just cannot provide.

PTI has seen some cooperative efforts in California that work very well. In some cases, elementary school districts are the lead provider for a high school district's total transportation program. In other cases, the cooperation might be more minor where a school district with a well-developed vehicle maintenance program provides bus maintenance to a neighboring school district, or one district provides field trip service for another district when they have drivers and buses available. Some of these efforts are much more formal and a Joint Powers Agreement (JPA) is formed.

In the case of Oroville, this relationship has appeared to work very well over the years. The cooperative effort has allowed the high school district to employ a larger support staff than they could have if they were a stand-alone program. It further has allowed the high school district to generate some additional revenue to support its program. It has allowed the elementary district the benefit of receiving high quality service without the investment in facilities and staff that they otherwise would have had to outlay.

The contract covers the common and expected elements of such contracts with a recitation of the services provided and a formula that distributes costs to the elementary district. The contract stipulates that the high school district will have a robust safety program in place, including driver training, and that the program will be insured through the Butte Schools Self-Insurance JPA.

There is an article relative to force majeure with typical language indicating that if the districts are closed due to acts of God, such as fire or flood, the elementary district would not be required to pay. PTI is not aware if this stipulation has ever been enforced, as the

elementary district is not charged daily, but rather the formula stipulates their total cost that is invoiced twice a year. It is important to note that the elementary district did not enforce any of this with the COVID-19 school closures. Both districts have collective bargaining agreements with the California School Employee Association (CSEA), and those classified employees have continued to be paid throughout this past year. If the elementary district did not pay the high school district, there would be no guarantee that the drivers would be available for school start up.

When a cooperative effort such as this has been in existence for such a long time, the greater community relies on that cooperative service. If the high school district did cancel the contract and service for the elementary district, there would be significant challenges for both districts. The high school district would need to assess the fleet and transfer title of some buses to the elementary district as they have contributed to bus purchases. Some of the support staff and bus drivers would need to be laid off. The additional revenue to support school transportation would cease, increasing the high school districts costs to operate their program, and the economies of scale would disappear. For the elementary district, they would be faced with a nearly insurmountable challenge of creating a transportation facility, procuring buses, hiring a leadership and support team, and the like. It would be nearly impossible to staff up with the necessary number of drivers immediately. The cost for the elementary district would certainly be higher.

Although the elementary district has contributed approximately 50% to the purchase of all the most recent buses, the contract does not clearly articulate this stipulation. If it is clearly understood and accepted by both parties, there should be language in the contract to reflect this. PTI did not review every ownership certificate to determine those of joint ownership, but the high school district did report that they have detailed records to demonstrate the portion of ownership of the buses that have had purchase contributions from the elementary school district.

The contract stipulates that the budget is set in advance, and it appears that the percentage of contribution is also set in advance of the fiscal year. That certainly makes it easier for the elementary district to plan for their contribution. The payments occur in two payments, one in December and the second in May. This can be a burden to the high school district's cash flow, as they are shouldering the burden from August with no contribution from the elementary district until December, and then again at the end of the school year. This also might be a challenge for the elementary district's cash flow to come up with such large

payments twice a year. PTI would recommend that the payments occur up front, and perhaps four times a year, such as August 1, October 1, January 1, and April 1. In this way, the payments can be spread out and better support the high school district. Field trips and other services are invoiced monthly after they are performed, which is reasonable.

The contract only mentions the “transfer miles”, and that amount is estimated at the beginning of the year and trued up at the end of the school year. It would be reasonable that these are also billed quarterly, but the contract should specify in more detail what these miles are.

The formula that is used appears to be one that was recommended by the Mid Placer Schools Transportation Agency, a JPA of school districts in the Auburn, California area. The formula utilizes home to school miles for each district to develop a percentage, then it doubles the minutes of each route for each district and then it divides by three. This formula slightly favors the labor percentage. It is certainly a reasonable formula to distribute costs.

The ultimate percentages of the budget that are charged to each district currently are 50%, which is remarkable that the costs are evenly split. It would be critical to assure that the high school district transportation budget is covering the cost of the transportation program, and that there are no costs left out. PTI often sees that districts neglect to include is the cost of insurance. The high school district budget does include a cost for insurance, but it would be important to guarantee that the cost includes the buses as well as the buildings and facility. The high school district also charges an 8% cost over and above the cost the formula projects for “intangible services”. The high school district has an indirect cost rate of 3.84%. The high school district is assuming a great deal of risk and responsibility for providing the elementary district transportation service. Bus drivers often consume a significant amount of the district Human Resources department time, legal time for challenging human resource issues as well as the time for accounts payable, receivable and payroll. Bus driver salary calculations are often the most complex for a business department. In addition, all administrators as well as the superintendent are lassoed into management and issues of the transportation department and usually spend a great deal of time. In our interviews, the MOT director for the high school district estimated that approximately 60% of his time was spent on transportation issues. PTI recommends this “intangible services” percentage to be 10%, which is very reasonable.

The transfer miles are added to the cost for the elementary district along with the cost for “intangible services”. For the 2020-21 fiscal year, the high school district estimated their budget at \$1.3 million with the elementary district paying \$697,149. In the 2020-21 fiscal year, there was no estimation of the transfer miles because at the time it was uncertain if general education transportation service would be provided.

As mentioned above, the high school district and elementary district should consider the potential benefits of efficiency and economy of scale for the high school district to expand this contract and provide the elementary district’s special education transportation service. If this were done, the district might wish to consider a separate formula, particularly if high school and elementary students were riding on the same routes. Further, if the need to revise routing occurs due to the requirement for later bell times for high school and middle school students, and high school and elementary students are riding on the same routes, it would certainly require a different formula to distribute costs.

Recommendations

The high school district should:

1. Continue to contract with the Elementary district to benefit from the economy of scale. Both districts will pay more if the contract is abandoned.
2. Include language in the contract that stipulates the contribution for bus replacement.
3. Include clarifying language in the contract that defines and explains transfer miles.
4. Ensure that all costs are included in the transportation budget.
5. Consider increasing the charge for the percentage of “intangible services” to 10%.
6. Consider the benefits of the high school district providing all service for the elementary district, and the potential need to revise the cost-sharing formula.

successfully implement TransTraks or other programs for bus routing, PTI generally recommends that in a district under 50 routes, the routing can be done by hand with some effort by a skilled dispatcher or router with good knowledge of the community. There should be some type of tracking of student information and bus stop information with the ability to create driving directions. This can all be done using Excel tables, commonly available word processing programs, and free mapping programs like Google Maps. The district is aware that TransTraks is a rather reasonably priced program. Many of the higher-powered routing software programs can cost upwards of \$50,000 to purchase with annual licensing charges of well over \$5,000.

If the district decides to explore or invest in any software program, it must also invest in training and staffing to support that new software so that the users will be successful. Training is important, but additional staffing might be temporary with a need to input a large amount of initial data. The district information technology department (IT) should also be trained and well-versed on the software to ensure its support and success.

The high school district, as reported previously, operates an industry-standard software program which includes a driver pre-trip inspection program. This program also integrates with the vehicle maintenance program to notify when the driver reports vehicle defects and creates work orders. In addition, this program has GPS capability and it is used for student bus pass tracking. There is one more element of this program that has become popular, and that is the parent portal. With this element, any parent can log in and determine the location of the bus in relation to their bus stop. The GPS device utilizes a satellite interface, and there are a minimum number of “dead” areas in the district where the device would not work.

The district also has video cameras installed on most buses as reported. Most of these are of the newer vintage that have solid-state hard drives and are not prone to the failures of older tape-driven cameras. They still need to be maintained. PTI recommends that inspection and maintenance of the camera systems become a regular part of the 45-day inspection.

The high school district has a dedicated two-way radio system for its bus fleet. The frequency is not shared with any other district operations or local businesses. There is an antenna on the roof of the transportation office, with a repeater (electronic equipment that repeats the messages to a wider area) and antenna on one of the local mountain tops, that serves to significantly expand the range of this communication system. There are still areas

where the system doesn't work, just like there would be dead areas where a cellular device would not work. Radio waves are unable to pierce through obstacles like mountains. Nonetheless, the system covers most of the district's geography, and is a critical communication and safety device.

Recommendation

The high school district should:

1. Consider stronger utilization of the pre-trip inspection program, or a suitable alternate and its various capabilities.
2. Consider and determine the value of bus routing software.
3. Regularly inspect and maintain camera systems to ensure they are working when necessary.

The elementary district should:

1. Determine if there is any value in additional technology for their service.

Appendix A- Sample Transportation Request Form

- ☐ Special Education
☐ 504
☐ No Child Left Behind

Poway Unified School District
 Special Education
 13626 Twin Peaks Road, Poway CA 92064

- ☐ Start _____
☐ Change _____
☐ Continue _____

TRANSPORTATION REQUEST

PLEASE PRINT CLEARLY

Student Name		Parents Name		Home Phone	Work Phone	Cell Phone
Address		Apartment Name and number		TRANSPORTATION REQUIRED		
City		Zip	SCHOOL HOURS		YES	
Name of Special Program		Birthdate	Grade	From	To	** HOME-SCHOOL-HOME ☐ HOME-SCHOOL-SITTER ☐ SITTER-SCHOOL-HOME ☐ SITTER-SCHOOL-SITTER ☐ HOME TO SCHOOL ☐ SITTER TO SCHOOL ☐ SCHOOL TO HOME ☐ SCHOOL TO SITTER ☐
School	Address	School Phone Number				
YES	NO	FACTORS AFFECTING TRANSPORTATION		EXPLANATIONS		
		CAN WALK TO/FROM A DESIGNATED BUS STOP ☐ Gated Community/Apartment Complex may not be accessible.				
		Wheelchair dependent		Name of Sitter		
		Walker dependent		Address		
		Requires assistance loading/unloading		City		
		Safety Vest		Name of Responsible Party for Release		
		Special Aide/Nurse required				
		Must be met at Residence or School				
		Possible Problem with other children				
		Diabetic				
		Subject to Seizures				
		Requires Medication				
		Special Equipment				
		Oxygen				
		Trach/Gast Tube				
		Restraints				
		Suction machine				
		Other				
		Other				

REASON OR TRANSPORTATION

- ☐ Placement away from Home School ☐ Student Disability

Signature (Special Education/Health Services)

Date

PARENTAL RELEASE SIGNATURE

I AGREE TO HOLD HARMLESS AND INDEMNIFY THE POWAY UNIFIED SCHOOL DISTRICT, ITS EMPLOYEES, AND ITS AGENTS FROM ANY CLAIM OR DEMAND WHICH MAY BE MADE BY REASON OF MY AUTHORIZATION TO ALLOW MY CHILD TO WAIT FOR AND/OR LEAVE THE SCHOOL BUS AT A PREARRANGED LOCATION.

Parent Signature

Date

EMERGENCY POINTS OF CONTACT AND RESPONSIBLE PARTIES

IN CASE OF EMERGENCY, OR IF WE ARE UNABLE TO DELIVER YOUR CHILD TO YOU WE WILL ATTEMPT TO CONTACT THE FOLLOWING PEOPLE YOU DESIGNATE AS EMERGENCY POINTS OF CONTACT. IF WE ARE STILL UNABLE TO DELIVER YOUR CHILD, WE WILL DELIVER YOUR CHILD TO EITHER THE: POWAY SHERIFFS DEPARTMENT OR SAN DIEGO POLICE DEPARTMENT FOR SAFE KEEPING.

Name	Relationship	Telephone	Name	Relationship	Telephone
TRANSPORTATION USE ONLY					
EDU LOG NO.		AM STOP NO.		PM STOP NO.	

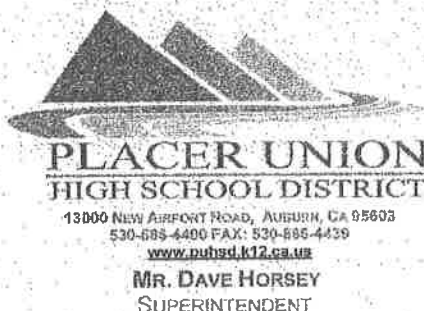
T-7A (rev 9-09)

Distribution: WHITE- Transportation YELLOW- Specad Cum File PINK- Parent



Appendix B - Sample In-Lieu Contracts

MR. DOUGLAS MARQUAND
ASSISTANT SUPERINTENDENT
ADMINISTRATIVE SERVICES
MR. JEFFREY TOCKER
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES
MR. LILA MCALLISTER
DIRECTOR OF CHILD NUTRITION SERVICES
MR. GREGG RAUSSETH
DIRECTOR OF TECHNOLOGY & ASSESSMENT
MR. GREGG ROBERTS
DIRECTOR OF CONSTRUCTION MANAGEMENT
& FACILITY PLANNING
MS. SANDRA RUSSO
DIRECTOR OF BUDGET & ACCOUNTING
DR. LORENA SPITZER
DIRECTOR OF PUBLIC SERVICES
MR. ERIC VERLEYEN
DIRECTOR OF HUMAN RESOURCES



GRANA HIGH SCHOOL
GOLFAX HIGH SCHOOL
DEL ORO HIGH SCHOOL
FORESTHILL HIGH SCHOOL
MAIDU HIGH SCHOOL
PLACER HIGH SCHOOL
PLACER SCHOOL FOR ADULTS

This Agreement is made between the Placer Union High School District, hereinafter referred to as "District," and XXX, parent of XXX, hereinafter referred to as "Parent."

District is a school district in the County of Placer, State of California, and has its principle place of business at 13000 New Airport Drive, Auburn, California, 95603.

Elena DalFavaro, Coordinator of Certificate Bound Programs, and parent have discussed and agreed that it is in the best interest of the child, and the PUHSD to maintain the past arrangement Parent had with Placer Hills Union School District and reimburse Parent for the transportation of their child to and from the bus stop or school.

- Term:** This Agreement shall commence on XXXXXX, 2012, and shall continue until XXXXX, 2013. This Agreement may be terminated by either party with Sixty (60) day's written notice to the other party. Should there be a material breach in this agreement, this contract may be terminated with ten (10) day's written notice to the other party.
- Services:** Parent has agreed to transport their child from their residence to the school bus transfer stop at the Raley's shopping center located at 13384 Lincoln Way, Auburn CA. In addition, when District school bus transportation is not scheduled to operate, but the child's school is in session, Parent shall transport their child to and from their residence to the Placer Learning Center (PLC) located at 5477 Eureka Rd. #2, Granite Bay, CA 95746.
- Expenses:** Parent shall be responsible for all expenses and provide all the necessary equipment, supplies and/or materials necessary to render services pursuant to this Agreement. Parent agrees at all times to comply with all applicable ordinances, laws, and regulations as they relate to the execution of this Agreement.
- Fee:** For the services rendered pursuant to this Agreement, Parent shall be entitled to reimbursement for the cost of transportation based on the current (2012) IRS per mile reimbursement rate of \$ 0.555. Parent shall be paid within 4 weeks after receipt, and District approval, of the mileage reimbursement request form (attached).
- Licenses:** As an independent contractor, it shall be the sole responsibility of Parent to maintain the appropriate California Driver's License and automobile insurance as required by law.
- Insurance and Taxes:** Parent shall be an independent contractor and not an agent or employee of District under this Agreement. District shall not withhold or set aside income tax, Federal Insurance Contributions Act (FICA) tax, unemployment insurance, disability insurance, or any other federal or state funds whatsoever. It shall be the sole responsibility of Parent to account for all of the above liabilities.
- Indemnification & Hold Harmless Agreement:** The District and Parent hereby respectfully agree, to the fullest extent permitted by law, to indemnify, defend and hold harmless the other party and its board of trustees, officers, agents, invitees and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages, injuries and liabilities arising from any accident, death or injury whatsoever or however caused to the other Parties person or property, due to, arising out of, or related to the negligence of the other Party.
- Entire Agreement:** This Agreement supersedes any and all other agreements, either oral or in writing, between the parties hereto with respect to the subject matter hereof, and no other agreement, statement or promise relating to the subject matter of this Agreement which is not contained herein shall be valid or binding.

Douglas Marquand, Placer Union High School District

Date:

Parent Name and Signature

Date:

Parent Address

Phone Number

E-mail

The Placer Union High School District, an equal opportunity workplace,
is committed to student learning by providing teaching excellence in a supportive environment.

Consortium Member District Letterhead
TRANSPORTATION AGREEMENT
(For contracting with Parents or Guardians)

THIS AGREEMENT is entered into this Date: _____, between *district*, hereinafter called the District, and Parent hereinafter called the Contracted for (Student Name) hereinafter referred to as the Pupil.

WITNESSETH:

WHEREAS, the District has agreed to transport a student to () for special education and/or related services to the Pupil identified above, pursuant to Education Code Sections 56030-5640 or 56300-56367; and

WHEREAS, it has been determined that the Contracted will transport the Pupil to and from () for the 2009-2010 school year.

NOW THEREFORE the District and Contracted hereby agree as follows;

The District shall reimburse the Contracted for the transportation of the Pupil to and from the school the sum of the current IRS mileage rate payable upon presentation of an itemized mileage report to the District Business Manager. Payment shall be made as soon as possible in the month succeeding that in which the transportation was performed.

Total number of miles per day to be reimbursed will not exceed (). It is expressly understood and agreed to by both parties that the Contracted, while performing services under the Agreement, is an independent contracted and is not an officer, agent, or employee of the District.

The Contracted shall defend, save harmless, and indemnify the District and its officers, agents, and employees from all liabilities and claims for damages for death, sickness, or injury to persons or property including without limitation all consequential damages, from any cause whatsoever arising from or connected with its service hereunder, whether or not resulting from the negligence of the Contracted, its agents or employees. Proof of automobile insurance shall be presented to the Business Manager prior to completing this contract.

Service under this Agreement shall commence on () and shall terminate on (). Inclusive, unless terminated sooner. **Reimbursement forms to be submitted monthly.**

IN WITNESS WHEREOF, the parties hereto have executed this agreement as of the date and year first above written.

District

CONTRACTED

By _____

By _____

Title _____

Title _____

Date _____

Date _____

Appendix C - Sample Special Education Parent Handbook



**PARENT AND DRIVER INFORMATION
FOR CHILDREN RECEIVING
SPECIAL EDUCATION
TRANSPORTATION SERVICE**

West County Transportation Agency
367 West Robles Ave.
Santa Rosa, CA 95407
(707) 206-9988

www.schoolbusing.com

Dear Parents and Guardians,

The West County Transportation Agency has prepared this information page to acquaint you with the rules and regulations covering your child's school transportation. Our goal is to provide the safest, most reliable transportation service possible for your child. Please read this information to familiarize yourself with the guidelines and procedures for transportation. Your cooperation is needed to ensure reliable, safe and efficient school bus service.

Thank You,
West County Transportation Agency

BUS STOPS

Under most conditions, special education students are transported from their door to school and back. All transportation services are during the student's school day. Services have been expanded to allow for pick ups and drop offs at day care providers. With the exception of therapy, all alternate addresses must be within a ten (10) mile radius of the student's pick up address and each student will be limited to two (2) addresses.

Unless physically impossible for the bus, the stop will be in front of and on the same side of the street as the student's address. Pick up or release of a rider will not be made in any area determined to be unsafe. Safety always takes precedence over other criteria.

Each child is assigned to a definite bus route and may be assigned to a particular seat. State law requires that no child be permitted to leave the bus at a point other than his/her assigned stop. Parents or guardians must not make private arrangements with the bus driver. All changes must be cleared through the student's principal as well as this agency.

Drivers must follow established routes. They may not make changes in these routes unless authorized by the transportation office or their dispatch office.

BUS SCHEDULES

Prior to the beginning of each school year, parents/guardians will be notified of their child's pick up and drop off schedules. Buses, routes and times may need to be changed throughout the school year to accommodate new students. Parents/guardians will be notified of time changes of more than ten (10) minutes. Buses may run late during days of unfavorable weather conditions such as rain or fog.

PICK UP PROCEDURE

An adult must supervise each child until the bus arrives. You are required to have the child ready for pick up five (5) minutes prior to the scheduled time. (There is a Motor Vehicles regulation prohibiting drivers from honking their horns except in a driving emergency.) Buses must operate on a definite schedule in order for classes to start on time. Buses will not depart from a stop prior to the designated pick up time and will wait only two (2) minutes past the designated pick up time before continuing on the route.

A bus will not be sent back to pick up a child who was not ready on time.

The parent/guardian is responsible for assisting the student from the house to the bus. **The bus driver may not leave the bus except to operate the lift gate for students in wheelchairs.** It is the bus driver's responsibility to load and unload the students and to ensure that the wheelchairs are secured and all seat belts are fastened.

DROP OFF PROCEDURE

The parent/guardian or care provider must be at the assigned stop to receive the student when delivered by the bus driver. No student will be permitted to leave the bus at any point other than the assigned stop. If there is an emergency and the designated adult is unable to meet the bus, arrangements must be made for another adult to be there when the bus arrives. If the parent/guardian feels that the student does not need to be met by an adult, this must be authorized on the form titled "Transportation Emergency Information" (see below).

In the event that no responsible adult is available to meet the student at the designated drop off point, and there is no authorization on file to drop the student off unattended, the following procedure will be observed:

The bus driver will notify the dispatcher by radio immediately and, if other students are on board, continue the route. This can take up to two hours or more. The transportation office will make every attempt to locate a parent/guardian or an alternate drop off point using the information provided on the "Transportation Emergency Information" form. At the completion of the route, if no responsible adult has been located, the student will be delivered to the Police Department or the Sheriff's Office.

Consistent failure to meet the bus will be cause to suspend transportation service.

TRANSPORTATION EMERGENCY INFORMATION FORM

In order to keep emergency information on each child as current as possible, parents/guardians will be required to complete this form at the beginning of each school year. The transportation office will provide the form to the parents/guardians along with their child's bus schedule prior to the start of the school year. The completed form can then be mailed to transportation or given to the child's bus driver. **The transportation office must receive the emergency form ten (10) days prior to commencing transportation service.**

CHANGES WHICH AFFECT YOUR CHILD'S TRANSPORTATION

If you move or make any changes that will affect your child's transportation during the school year, you must notify your school or Special Education Department, five (5) days in advance to insure continuous transportation service.

Once you provide the school with the new information, the school will forward the information to the transportation department. Transportation will assign your child to a bus route and you will be notified of the new pick-up and return times.

Note: Bus drivers cannot accept changes of address from parents. Transportation will not be provided until we receive the new address information from the school.

ILLNESS

Please notify the bus company by telephone at least one hour prior to the pick up time whenever you are not sending your child to school.

Please do not send even a mildly ill child to school because he/she may become acutely ill on the bus. In fairness to your child and other children, keep a sick child at home. Most doctors recommend that children be free of fever for at least 24 hours before sending them back to school.

If a child becomes ill at school, the parent will be asked to transport the child home.

After three (3) consecutive days of a student not riding the school bus, the bus service will be discontinued until the parent/guardian calls the bus company to restart the service.

If you drive your child to school, you will need to call the bus company to let them know he/she needs a ride home.

Medication - For safety purposes, medication must be placed in a plain, brown paper bag and handed directly to the bus driver by the parent and/or teacher and must not be placed among the child's personal belongings.

Personal Hygiene - For the comfort of the other persons on the bus, it is important to maintain adequate standards of hygiene. Please be sure to toilet children before they board the bus. If your child has a problem in this area, please be sure to supply the school with a change of clothes and a bag for transporting them in.

Emergency Medical Information - Please notify the school nurse and transportation office of any medical conditions (seizures, asthma, allergy to bee stings, etc.) your child may suffer from. Each school bus must be provided with an emergency medical information card, giving the driver basic instructions on what to do when faced with a medical emergency on the bus.

LOST ARTICLES

Please label all personal items sent to school. The bus company assumes no responsibility for lost articles. Any articles found on a bus will be returned to the school.

BUS RULES FOR STUDENTS

Please discuss with your child:

1. Students may be assigned to a particular seat
2. Students must remain seated at all times when the bus is in motion.
3. Seat belts are to be worn at all times
4. For safety purposes, conversations and singing need to be kept within reasonable limits.
5. Hands, arms, legs and feet must be inside the school bus at all times.
6. No foul or abusive language is to be used.
7. Eating or drinking is not permitted on the school bus.
8. No items may be brought aboard the bus that could be hazardous to other passengers.
Example - large toys, glass, straight or safety pins, insects, animals (with the exception of

seeing eye dogs and canine companions), plastic bags, knives, skateboards, bowling balls, weapons of any kind, irritants and objects too large to hold safely on the lap.

9. Smoking is not permitted on the school bus.
10. Fighting, pinching, hitting, biting, spitting, etc. will not be permitted.
11. Vandalism to the interior or exterior of the bus is prohibited.
12. Be courteous, respectful and obedient to the driver at all times.

BUS SUSPENSION POLICY

The bus driver has the authority to recommend the suspension of students for disruptive and/or dangerous behavior, including, but not limited to, infractions of the bus rules. Any student may receive the maximum suspension and/or be denied bus transportation if it is determined that he/she created a safety hazard on the bus. The principal of the student's program will make the determination of the suspension.

Citations will be issued for serious or chronic violations of the bus rules. Prior to the issuance of the citation, the driver has repeatedly warned the student verbally, and in most cases will have notified the parent/guardian and teacher. In each instance, the student, principal and parent will get a copy of the citation.

RECOMMENDED ADMINISTRATIVE PROCEDURES:

NOTE: ONLY THE PRINCIPAL OR PROGRAM OPERATOR HAS THE AUTHORITY TO SUSPEND SERVICES

1st Violation: Verbal notification, driver informs teacher

Action _____ Date _____

1st Citation: Student warned, citation to teacher, copy to principal, notice sent to parent

Action _____ Date _____

2nd Citation: Citation to teacher, copy to principal, notice sent to parent. A behavior management plan is recommended.

Action _____ Date _____

3rd Citation: Student suspended for 1 to 5 school days

Action _____ Date _____

This process will be followed except when the circumstances and/or the severity of the misbehavior warrants emergency action.

VANDALISM

The California Civil Code, Section 1714.1 states: "Any act of willful misconduct of a minor which results in injury or death of another person or in any injury to the property of another shall be imputed to the parent or guardian having custody or control of the minor for all purposes of civil damages, and such parent or guardian having custody or control shall be jointly and severally liable with such minor for any damages resulting from such willful misconduct up to a maximum of \$10,000."

CAR SEATS and WHEELCHAIRS

Students who cannot sit safely secured by a seat belt or safety vest must be transported in approved car seats or wheelchairs.

Each parent shall arrange for a properly equipped car seat as needed. Wheelchairs shall be equipped with brakes and seat belt properly maintained by the owner of the chair. (Velcro fasteners do not meet minimum state requirements and shall not be the sole source of seat restraint.) All wheel-chair brakes must be maintained so as to prevent the wheels from moving when the brakes are applied.

Electric wheelchairs transported on school buses shall be capable of being locked in gear when placed in a school bus or shall have an independent braking system capable of holding the wheelchair in place. Wheelchair power shall be turned off prior to being transported in a school bus. Batteries used to propel electric wheelchairs shall be both leak-resistant and spill-resistant or shall be placed in a leak-resistant container. Batteries shall be secured to the wheelchair frame in such a manner as to prevent separation in the event of an accident.

Any wheelchair, which does not meet minimum state requirements, shall not be transported. It is the parent's responsibility to provide all equipment, which meets the minimum safety requirements.

SCHOOL BUS EQUIPMENT

To assure use of safe equipment, all school buses are inspected daily by the bus driver and annually by the Department of California Highway Patrol. In addition, each vehicle must be certified so that it meets all applicable regulations and laws relating to pupil transportation in the State of California. In addition, all of the buses are equipped with two-way radios.

California law does not require seat belts for bus passengers. However, if the vehicle is equipped, students will be required to wear them while riding the school bus. Seat belts are not to be unfastened until the bus has stopped at the proper destination. Safety vests are available for students unable to sit upright without the extra support.

SCHOOL BUS DRIVER QUALIFICATIONS

Special education transportation requires drivers who are especially competent to give the best service and protection for your child. To assure safe drivers for the children, the West County Transportation Agency requires all school bus drivers to attend regularly scheduled safety meetings and in-service training sessions to improve their skills in transporting special education children. In addition, state law requires each driver to have a valid School Bus Driver Certificate and first aid training, to pass a physical examination, and to obtain a traffic and criminal clearance.

SCHOOL BUS ACCIDENTS

A school bus accident is any accident, no matter how minor, involving a school bus while students are on board. In every instance, a law enforcement officer must respond to the scene and delays of up to one hour are common. When an accident occurs, it is the bus company's

responsibility to determine if there are any injuries and the extent of the damages, and to notify the proper authorities, to include California Highway Patrol, the Driver's Supervisor (who must also respond to the scene), Ambulance (if necessary), and the WCTA Transportation Office. The Transportation Office will notify the parents and schools immediately upon determining the names of the students on board, the extent of the injuries (if any), the location of the accident, and a description of the accident.

SERVICE PROBLEMS OR COMPLAINTS

West County Transportation Agency is committed to providing the finest quality school transportation service to you and your child. For any service related questions, please contact one of our dispatchers directly at 206-9988 Ext. 13. Please be prepared to give your child's name, bus route and state the nature of your concern.

For your information, you may contact us at:

West County Transportation Agency
367 West Robles Ave
Santa Rosa, CA 95407
(707) 206-9988

www.schoolbusing.com

LPHS ASB Report
April 2021

Our Recent Projects:

- Continuing to send out Birthday Postcards to students
- Updated T-bird of the month bulletin with March students
- Finishing Posters for Bell Game
- Senior Night Posters for sports that are beginning to happen - football and cheer had senior nights
- Plan to showcase where seniors are going next year
- Starting senior slideshow

Future Projects

- Working on April T-Bird of the month students

Reported By: Azhley Dequitto

OHS ASB School Board Report
04/13/21

Our class has been working on Bell game activities:

- Posters to decorate the stadium
- Bell game spirit week

We have also been working on back to "full time instruction" posters.

We have been brainstorming ideas for staff appreciation week in May.

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 will have a goal for college and/or careers, and our district will prepare each for participation in those opportunities.
- Every member of the learning community deserves to be part of a safe, caring, equitable and nurturing learning environment and should be treated with respect, dignity and worth.



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oroville Union High School District	Dr. Corey Willenberg Superintendent	cwillenb@ouhdsd.net (530)-538-2300, ext. 1107

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

We are the Oroville Union High School District and we are glad you are here!

Community and connection are central to who we are. Students, teachers and staff are all part of the OUHSD family. What makes us unique is our deep roots in the Oroville, CA community in Butte County, which is about seventy miles north of Sacramento, and is surrounded by natural beauty and countless opportunities for recreation in both rural and urban environments. With two comprehensive high schools, a continuation high school, and a community day school, our district is a close-knit community where every student and employee knows and cares for each other in a safe, nurturing and supportive environment.

About Our Schools

Oroville High School was founded in 1892 and is the oldest high school in the district. The eighteen-acre campus that serves 935 students. Las Plumas High School was established in 1960 as the second comprehensive high school. The sixty-four-acre campus that serves approximately 1,300 students. Each of our comprehensive high schools offer a variety of academic, career and extracurricular opportunities to prepare students for postsecondary education and careers after high school.

As a continuation high school, Prospect High School provides a positive and supportive learning environment giving its 115 students the opportunity to gain the knowledge, attitudes and skills necessary to make good choices and find success in their career, family and life.

The Oroville Adult Education Career and Technical Center serves approximately 1,500 youth and adults with academic and vocational programs through its adult education program, adult transition center and the district's independent study and home hospital programs.

The OUHSD Community Day School provides a smaller environment to assist 15 students with modifying behavior, earning academic credits and completing all of the requirements necessary to earn a high school diploma.

Through using upgraded technology, providing equitable educational opportunities for every student, and supporting academic and career technical educational options, we have a passion to ensure that each student will have a goal and be college- and career-ready, so that they are prepared for the workplace and an economically competitive society.

Oroville is the seat of Butte County, which comprises the primary source of income for the city's population of 19,895 residents (55,000 in the greater Oroville area). Other significant sources of income are agriculture, light manufacturing, tourism, retail trade services, transportation, public utilities, construction, finance, government and public administration. The 2015 median household income in the city was \$38,308. During the 2020-2021 school year, OUHSD has an enrollment of 2,330 students. OUHSD has made great strides to provide students with quality educational opportunities, such as Career and Technical Education pathways in Agriculture, Automotive, Engineering, Home Economics and Manufacturing. OUHSD has been focusing professional development funds on improving instruction district wide in the areas of mathematics, special education, science and implementing Culturally Responsive Positive Behavior Intervention Supports (CR-PBIS). OUHSD currently has a student enrollment of 2,320 students. The ethnicity of OUHSD students is 4% African American, 1% American Indian/ Alaska Native, 13% Asian, 22% Hispanic and 50% White.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The Oroville Union High School District transitioned to distance learning in March 2020. OUHSD began the 2020-2021 school year in distance learning. On November 16, 2020, OUHSD transitioned to a hybrid bell schedule. During this period, teachers participated in professional development activities that focused on using technology tools that would assist them in delivering instructional content via distance learning. OUHSD also increased the number of Chromebooks in the district which allowed us to have 1 Chromebook for every student. OUHSD also distributed over 400 Hotspots to students to assist them in connecting to the Internet. OUHSD is implementing Culturally Responsive Positive Behavior Intervention Supports (CR-PBIS) at all high schools in the district. OUHSD has been working hard as a district to improve California School Dashboard indicators and local data since 2016-2017. Graduation Rate data for the 19/20 school year was 87.2% districtwide (89.6%-LPHS, 96%-OHS, 56.3%-PHS and 62.12% for Students with Disabilities). Chronic Absenteeism rates districtwide are 26% (LPHS-21.5%, OHS-21.5%, PHS-86.1% , and CDS-93.9%). Suspensions have significantly decreased with a districtwide suspension rate of 25.5% (LPHS-17.4%, OHS-23.5%, PHS-40%, and CDS-27.8%). OUHSD has also focused on improving

communications with stakeholders with an improved social media presence and a twice monthly newsletter to all parents, staff and stakeholders. Math outcome data showed significant increase in scores for African American and Hispanic racial groups and slight increases for White and Asian students. Overall increases in ELA outcome data for all ethnic student groups except American Indian which saw a decline.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The biggest need for all students in the Oroville Union High School District is to transition back daily, in person instruction similar to how instruction was delivered prior to March 13, 2020. OUHSD has improved instructional practices for distance learning, and will need to integrate those practices consistently for seat time instruction. OUHSD always wants to improve their California School Dashboard indicators. For the 21-22 school year, OUHSD will focus on increasing the Graduation rate at all district schools, decrease the Chronic Absenteeism rate at all district schools. Another area of focus is to improve College/Career Readiness numbers so that more students are deemed "Prepared." On the 2020 California School Dashboard indicators 26.4% of all students were deemed "Prepared. (23.5% for English learners, 22.9% for Socio Economic Disadvantaged, 0% for Students with Disabilities, 8.3% for Foster Youth and 14.8% Homeless). Suspension rate for student ethnic groups show a decrease for ALL ethnic groups and significant decreases for African American, American Indian, and Hispanic students. The American Indian student group rate remains higher than all other ethnic groups. The major focus of all OUHSD schools is the need to fully implement implement Culturally Responsive Positive Behavior Intervention Supports (CR-PBIS) in the 21-22 and 22-23 school years.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The District designed the LCAP to focus on three goals for all students: 1) Provide equitable educational opportunities to every student 2) Provide a safe, nurturing and supportive environment to every student using Culturally Responsive Positive Behavior Intervention Supports (CR-PBIS) as a framework; and 3) Every student will have a goal for college and/or careers, and our district will prepare each for participation in those opportunities. The district is using those three goals to frame education for all students in OUHSD schools. OUHSD is implementing CR-PBIS during the 2020-2021 school year and targeting the 2022-2023 school year for full implementation. OUHSD developed Guiding Principles and a Progressive Intervention Policy. OUHSD is also increasing communication with stakeholders by producing a OUHSD Community Newsletter twice monthly and utilizing social media regularly to publicize events and activity in the district schools. OUHSD has implemented 1:1 Devices at every school. Students were issued Chromebooks and were issued a hotspot if they had difficulty with connectivity to the Internet.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

OUHSD scheduled two public stakeholder meetings via Zoom on March 22, 2021 and March 29, 2021 to provide input on the LCAP and review the data. . On each Board of Trustees meeting agenda is an item for LCAP update and stakeholders can address the Board on non-agenda as well. That input is considered in the entire LCAP process. The Supportive School Climate Committee is a Board appointed advisory group comprised of parents, students, teachers, administrators, non-profit organizations and community organizations to assist OUHSD in improving instruction, culture and climate for all students. The Supportive School Climate Committee comprised of teachers, administrators, parents, students and community members will review the LCAP and provide input to the Superintendent. The Supportive School Climate Committee met on January 11, 2021, March 8, 2021 and May 3, 2021. LCAP surveys were distributed to parents, community members, students and staff in March 2021. Superintendent and Director of Education sought feedback for the OUHSD LCAP from the Butte County NAACP at their March 15, 2021 general meeting. Feedback provided by stakeholders was used to develop goals, and actions in this document. The LCAP was discussed with bargaining groups throughout the negotiations process at several points throughout the school year. Drafts of the LCAP were posted on the District's website for stakeholder review. All stakeholder groups were asked to provide input regarding the LCAP at LCAP@ouhdsd.org.

A summary of the feedback provided by specific stakeholder groups.

As a result of the stakeholder meetings and discussion, the district maintained the three overarching goals and priorities within each goal. We received input from stakeholders regarding the following concerns during this year's LCAP process (in no particular order):

What should the areas of focus be for the next 3 years per attendees:

Increase in College Readiness
CTE Programs that reflect the needs of the community
Building community

More parent involvement

Creative ways to improve involvement

Lower class sizes

Increasing the number of pathways

Smaller class sizes in shop classes

Career Exploration, Career Readiness, and Placements. Offering additional pathways relevant to student interests and community needs.

Continue providing resources and trainings to fully implement CR-PBIS and CLRTL.

Counselors meeting with all 9th graders and developing 4 year plans then following up with them regularly regarding progress.

continue to highlight pathways in CTE, continue to have CTE as a presence including funding, increase graduation rate, continue outreach to students

Expand work internships for CTE students

Student Success Workshops-college and career readiness

Opportunities for work based learning - maybe a CTE coordinator that focuses on placements in job sites, can placements count on career readiness indicators

What other areas should be a focus;

increase transportation, late start, have a 7 period day.

Possible increase future diversity through Student Teacher Intern Placements / Internships

Diversity in staff is essential

Programs to help students succeed in Advanced Placement classes

improve outreach to families and communication to students

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Input from the stakeholders drove the amendments made to the 2021-2024 LCAP. Amendments included continued focus on identified goals to focus actions on those key areas. After reviewing the data in the areas of attendance, graduation rates, college and career readiness, academic performance data (AP tests, CAASPP data), and the number of students completing A-G requirements, it was determined that the District should focus on assisting students to develop a four-year high school plan when they enter the Oroville Union High School District as ninth graders and to focus priorities on instruction in the classroom. It was also suggested the District explore more ways to assist students in searching for colleges, applying to colleges and completing financial aid forms. Stakeholders also believe that administration needs assistance with monitoring California School Dashboard indicators and developing strategies to improve performance in all of the areas measured.

Goals and Actions

Goal

Goal #	Description
1	Provide equitable educational opportunities for all students

An explanation of why the LEA has developed this goal.

The Oroville Union High School District reviewed California School Dashboard Indicators that indicated we were not serving students equitably. OUHSD will be able to use California School Dashboard metrics to monitor progress on graduation rate, chronic absenteeism, college and career readiness, suspension and expulsions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Graduation Rate for all students	89.5%				94%
District Graduation Rate for Students with Disabilities	60.3%				75%
District Graduation Rate for all Foster Youth	100%				100%
District Graduation Rate for English Learners	82.4%				85%
District College/Career Readiness Indicator for all students	26.4% Prepared				35% Prepared
District College/Career Readiness Indicator	0% Prepared				25% Prepared

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
for Students with Disabilities					
District College/Career Readiness Indicator for Foster Youth	8.3% Prepared				15% Prepared
District College/Career Readiness Indicator for English Learners	23.5% Prepared				30% Prepared
Student Performance on Advanced Placement Exams	86/127 (68%) scored a "3" or better on all AP Exams taken.				75% scored a "3" or better on all AP Exams taken.
District Chronic Absenteeism Rate for all students	26% (18–19 data)				<15%
District Chronic Absenteeism Rate Students with Disabilities	38.89%				<20%
District Chronic Absenteeism Rate for Foster Youth	42.4%				<20%
District Chronic Absenteeism Rate for English Learners	16.2%				<10%
District Suspension Rate for all students	8.7% for all students				<5%
District Expulsion Rate for all students	.25% for all students				<1%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Technology replacement and repair	Repair and replace Chromebooks for student use, upgrade Internet connectivity at all district sites, purchase interactive boards and staffing.		No
2	Professional Development for all staff	Focus of professional development with be CR-PBIS, Professional Learning Communities (PLC), Universal Design for Learning , technology and curriculum.		No
3	Intervention for 5th year Seniors	Students continuously enrolled in OUHSD schools that need extra time and support to complete High School diploma requirements.		Yes
4	NWEA Map assessment	Use MAP assessment as a universal screener to ensure appropriate placement in math and English classes, as well as target interventions.		No
5	Maintain and expand library services	Provide library supervision, ensure library resources are current and in good condition, and Follett software for library management.		No
6	Outreach for foster youth by social workers and BCOE School Ties program	Social Workers and Targeted Case Managers will provide outreach to Foster Youth and support services to assist them in completing a high school diploma.		Yes
7	Advisory period	Advisory period was used during distance learning to document daily live interaction, as well as provide students lessons on bullying, harassment, bias, suicide prevention and high school skills.		No
8	Math, English, and Positive Behavior Interventions.	Teachers on Assignment (TOSA) will assist with PBIS implementation, monitoring California School Dashboard Indicators and Activities to assist students to improve math and English Language Art skills.		No

Action #	Title	Description	Total Funds	Contributing
9	Tutorial Support and push in support for SPED students	Tutorial Support (push-in) for SPED students. Differentiation of instruction for diverse learners. Additional assistance for students is provided by classified paraeducators in classroom and one-on-one settings.		No
10	District ELD Coordinator	EL Coordinator - 20% (1 section)		Yes
11	Supplemental English Language Development Support Classes for all ELD students	Supplemental English Language Development Support Classes for EL students.		Yes
12	Extended instructional hours from 15/ week to 30/week at Prospect	Extended instructional hours from 15/week to 30/week at PHS to give students opportunities to earn more credits and graduate on time.		Yes
13	Bilingual support and translation services	Bilingual Para-Educators- 4 hour/day paraeducator at Las Plumas and Oroville High Schools. . We do have have bilingual support available at all schools through district staff, as well as translation services through Language Line Services.		Yes
14	Maintain Facilities in good repair	Ensure facilities are in good repair, clean and safe for all stakeholders as defined in the Williams Act Requirements.		No
15	Teachers and staff are appropriately assigned and credentialed.	Ensure staff and teachers are appropriately assigned and credentialed as defined in the Williams Act Requirements		No

Action #	Title	Description	Total Funds	Contributing
16	Sufficient instructional materials	Ensure all students have sufficient instructional materials as defined in the Williams Act Requirements		No
17	Collaborate with Butte College	Work with Butte College to offer concurrent , dual enrollment classes and College Connection to OUHSD students		No
18	Co-teaching periods for core subjects	Adding support with certificated or classified support in core general education classes to support Students with Disabilities.		No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Provide a safe, nurturing and supportive environment to every student using Culturally Responsive Positive Behavior Intervention Supports as a framework
An explanation of why the LEA has developed this goal.	
OUHSD believes every student deserves a high school education in a safe, nurturing and culturally responsive environment.	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kids Survey	71% agree on this question: This school is a supportive and inviting place for students to learn (17/18 data)				85% agree on this question: This school is a supportive and inviting place for students to learn

Actions

Action #	Title	Description	Total Funds	Contributing
1	Monitor for implementation of CR-PBIS	Independent monitor to monitor implementation of Department of Justice agreement, assisting district in implementing CR-PBIS	\$30,000.00	No
2	Social Workers	Provide a full time Social Worker assigned to LPHS, OHS and Prospect/CDS		No
3	School Resource Officers	Contract with Oroville Police Department and Butte County Sheriff's Office for Law Enforcement services at all OUHSD schools.		No

Action #	Title	Description	Total Funds	Contributing
4	Targeted Case Manager/Family Liaison	This position would assist Las Plumas, Oroville, Prospect and CDS unduplicated students with instructional and mental health needs		Yes
5	Extra Curricular and Co-Curricular Opportunities			

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

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Goals and Actions

Goal

Goal #	Description
3	Every student will have a goal for college and/or careers, and our district will prepare each for participation in those opportunities.

An explanation of why the LEA has developed this goal.

OUHSD believes that every student should graduate from high school with skills and knowledge to be college ready and/or career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College and Career Readiness Dashboard Indicator	26% Prepared College and Career Readiness Dashboard Indicator for all students				40% Prepared on College and Career Readiness Dashboard Indicator for all students
College and Career Readiness Dashboard Indicator	0% Prepared College and Career Readiness Dashboard Indicator for Students with Disabilities.				30% Prepared on College and Career Readiness Dashboard Indicator for Students with Disabilities
Graduation Rate Dashboard Indicator	89.5% Graduation Rate on the Dashboard Indicator for all students.				94% Graduation Rate on the Dashboard Indicator for all students.
Graduation Rate Dashboard Indicator	60.3% Graduation Rate on the Dashboard Indicator Students with Disabilities				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counselors	Guidance counselors that can assist with college/career readiness, developing four year plans and providing assistance with the schools CR-PBIS program		No
2	College/Career Guidance Technician	Assist comprehensive high schools with college/career readiness, assist students and parents with post secondary applications completion, scholarship information, and supporting counseling departments to provide excellent service to our students and families.		No
3	Purchase Naviance Software	Provided academic counseling at all schools. Purchased a two-year Naviance software license to facilitate four year academic plans, and assist students with ACT, SAT and AP test preparation.	\$62,373.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
%	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Oroville Union High School District serves an Unduplicated Student group population of 76%. Actions and services described within this LCAP that represent increased or improved services which are; actions that are limited to unduplicated pupils (UDP); LEA-wide and school-wide actions and services that are principally support the varying academic and socio-emotional needs of UDPs or their parents; school-wide; and systemic, district-wide actions that are designed to improve services to meet LCAP goals for UDPs. After reviewing the Oroville Union High School District's California School Dashboard Indicators and feedback from stakeholders, it is apparent that our current system is not adequately meeting the needs of our low income students and foster youth in the areas of attendance, behavior and academics.

To address attendance barriers, for our unduplicated students, OUHSD will do the following:

- 1) providing home to school transportation daily,
- 2) offering incentives to students with prefect attendance,
- 3) providing Teachers on Special Assignment (TOSA's) to monitor dashboard indicators, especially Chronic Absenteeism and intervene.

We will be monitoring this data to ensure these services are effective in supporting our students from low income families in getting to school. These opportunities will be made available to all students so as not to exclude others from support if needed. OUHSD will provide induction to new certificated staff and extra contracted days for teacher orientation and professional development.

OUHSD will use existing staff to fill the TOSA positions at an estimated cost of \$200,000.

To address barriers to graduation, for our unduplicated students, OUHSD will do the following:

- 1) providing home to school transportation daily,
- 2) providing Teachers on Special Assignment (TOSA's) to monitor dashboard indicators, especially Graduation Rate numbers and intervene,
- 3) Providing meals daily,
- 4) providing extended library hours for students to have a safe place to study with access to technology and reference materials,
- 5) offering tutoring in the areas of math and science after school,
- 6) use CR-PBIS to assist students in developing skills to improve learning,
- 7) use NWEA MAP assessment as a universal screener for students to identify gaps in math and ELA,
- 8) use support services such as college/career readiness technicians, targeted case managers/family liaisons, speech, nursing, school psychologists, counselors and social workers to address barriers that interfere with learning.

We will be monitoring this data to ensure these services are effective in supporting our students from low income families in getting to school. These opportunities will be made available to all students so as not to exclude others from support if needed.

To address barriers to our English Learners, for our unduplicated students, OUHSD will do the following:

- 1) One section is provided for a teacher to serve as the EL Coordinator.
- 2) Supplemental English language development support classes are provided for EL students.

To address barriers to suspension and expulsion, for our unduplicated students, OUHSD will do the following:

- 1) providing Teachers on Special Assignment (TOSA's) to monitor dashboard indicators, especially Suspension/Expulsion
- 2) adopting alternatives to suspension,
- 3) revising school discipline plans,
- 4) training staff in CR-PBIS,

We will be monitoring this data to ensure these services are effective in supporting our students from low income families in getting to school. These opportunities will be made available to all students so as not to exclude others from support if needed.

To address barriers to college and career readiness, for our unduplicated students, OUHSD will do the following:

- 1) providing Teachers on Special Assignment (TOSA's) to monitor dashboard indicators, especially College and Career Readiness numbers and intervene,
- 2) providing extended library hours for students to have a safe place to study with access to technology and reference materials,
- 3) offering tutoring in the areas of math and science after school,
- 4) Teachers provide Reading and math and English intervention classes,

- 5) 2 sections of a medical CTE course are offered to expand CTE opportunities,
- 6) Section allocations are given to VAPA and CTE courses to provide additional supplies for these programs,
- 7) Academic counselors are provided to assist students to assist with 4-year planning, PSAT and AP testing, FAFSA completion and college awareness with putting on a college fair in the fall,
- 8) offering students the College Connection program at Butte College during their senior year.

We will be monitoring this data to ensure these services are effective in supporting our students from low income families in getting to school. These opportunities will be made available to all students so as not to exclude others from support if needed.

To address barriers to safe school environment for all students, OUHSD will do the following:

- 1) offer students opportunities in athletics that are monitored by athletic directors,
- 2) implement CR-PBIS and use restorative practices with fidelity to reduce suspensions and expulsions.
- 3) repair and replace safety communication devices for school staff.,
- 4) school resources officers and deputies.

We will be monitoring this data to ensure these services are effective in supporting our students from low income families in getting to school. These opportunities will be made available to all students so as not to exclude others from support if needed.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Oroville Union High School District serves an Unduplicated Student group population of 82 %. Actions and services described within this LCAP that represent increased or improved services which are; actions that are limited to unduplicated pupils (UDP); LEA-wide and school-wide actions and services that are principally support the varying academic and socio-emotional needs of UDPs or their parents; school-wide; and systemic, district-wide actions that are designed to improve services to meet LCAP goals for UDPs. Limited to Unduplicated Students.

Increase in trained staff and programs designed specifically to support FY students with specific learning needs; targeted academic supports to provide interventions based on individual needs.

Assist in enrollment, transcripts, attendance and supplemental services.

Specific socio-emotional intervention supports and services to support FY students

Participation and Partnership with Butte County Office of Education's School Ties program to assist Foster Youth with school enrollment and access to services that will help with attendance and academic success (e.g., transportation, tutoring, etc.)

English Learner (4%)

An ELD Coordinator to monitor ELL access to appropriate curriculum, ELPAC testing, classification and reclassification of students in order to ensure that English Learners gain access to all elements of the school programs and are supported in their studies.

Socio-Economically Disadvantaged (77%)

Provide nutritious meals in order to reduce or eradicate food insecurity and promote improved learning opportunities.

OUHSD has discontinued the collection of transportation fees in order to increase bus ridership and improve attendance.

All Students:

The following actions are contributing to meeting the increased and improved services requirement for all students:

Addition of junior varsity soccer teams and a District swim team for boys and girls in order to provide more access to for students to participate in athletics Increase section allocation in drama, music and art classes to open additional spots for students to schedule into these classes.

Tutoring during consultation period at Las Plumas High School and Oroville High School and tutoring after school by Math and

English teachers in order to support students in their learning.

One additional hour of library time after school at LPHS and OHS per week in order to provide an opportunity for students to use technology and work on class and homework in a quiet, safe place.

OUHSD has discontinued the collection of transportation fees in order to increase bus ridership and improve attendance.

Fully staffed counseling offices at each site to support student academics and social-emotional health.

Organization of college and career tours to familiarize students with continuing education and career opportunities after graduation.

Organization of a College Fair open to all students and their parents so that families can discuss entrance requirements and financial assistance.

Use of READ 180 to assist struggling readers with building literacy skills that they need to succeed in all of their classes, MAP assessment to appropriately schedule students in ELA and Math, providing Chromebooks for students to use in their classes and providing Google platform training for staff.

Use of OdysseyWare at Prospect High School and Community Day School to assist students in recovering credits. Students can access this resource at home and at school.

Replace and repair technology in order to support student and staff use of technology in the educational process.

Staff development to support increasing student engagement and intervention.

Interventions with 5th year seniors to assist them in program completion and/or graduation.

Increasing and improving parent involvement to help with student engagement in their education.

Provide an anti-bullying assembly to improved school safety and campus culture.

Use Healthy Kids Survey to gather data on student perception of their schools in order to address issues.

Provide nutritious meals in order to reduce or eradicate food insecurity and promote improved learning opportunities

Add school resource officers and campus supervisors to assist with school safety.

Continue to maintain school facilities and communication technology so that they are safe and reliable.

Work to have counselors at all sites implement a 4-year academic plan for all students in order to help students and families set goals for students' education

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lcl/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions are the **most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$92,373.00				\$92,373.00

Totals:	Total Personnel	Total Non-personnel
Totals:		\$92,373.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Technology replacement and repair					
1	2	All	Professional Development for all staff					
1	3	English Learners Foster Youth Low Income	Intervention for 5th year Seniors					
1	4	All	NWEA Map assessment					
1	5	All	Maintain and expand library services					
1	6	Foster Youth	Outreach for foster youth by social workers and BCOE School Ties program					
1	7	All	Advisory period					
1	8	All	Math, English, and Positive Behavior Interventions.					
1	9	Students with Disabilities	Tutorial Support and push in support for SPED students					
1	10	English Learners	District ELD Coordinator					
1	11	English Learners	Supplemental English Language Development Support Classes for all ELD students					
1	12	English Learners Foster Youth Low Income	Extended instructional hours from 15/ week to 30/week at Prospect					
1	13	English Learners Low Income	Bilingual support and translation services					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	14	All	Maintain Facilities in good repair					
1	15	All	Teachers and staff are appropriately assigned and credentialed.					
1	16	All	Sufficient instructional materials					
1	17	All	Collaborate with Butte College					
1	18	Students with Disabilities	Co-teaching periods for core subjects					
2	1	All	Monitor for implementation of CR-PBIS	\$30,000.00				\$30,000.00
2	2	All	Social Workers					
2	3	All	School Resource Officers					
2	4	English Learners Foster Youth Low Income	Targeted Case Manager/Family Liaison					
2	5		Extra Curricular and Co-Curricular Opportunities					
3	1	All	Counselors					
3	2	All	College/Career Guidance Technician					
3	3	All	Purchase Naviance Software	\$62,373.00				\$62,373.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$92,373.00	\$92,373.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Intervention for 5th year Seniors	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12		
1	6	Outreach for foster youth by social workers and BCOE School Ties program	LEA-wide	Foster Youth	All Schools 9-12		
1	10	District ELD Coordinator	LEA-wide	English Learners	All Schools 9-12		
1	11	Supplemental English Language Development Support Classes for all ELD students	LEA-wide	English Learners	All Schools 9-12		
1	12	Extended instructional hours from 15/ week to 30/week at Prospect	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Prospect High School 10-12		
1	13	Bilingual support and translation services	LEA-wide	English Learners Low Income	All Schools 9-12		
2	4	Targeted Case Manager/Family Liaison	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12		

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total			Estimated Actual Total
Totals:				

Recap of COVID Funding

Program	Amount	Spending Deadline	Purpose	Expended on
COVID LEA Response Funds Learning Loss Mitigation	\$ 36,081	None	Needs during initial closure Learning supports, extending instructional time, intensive instruction, instructional materials, devices, connectivity, health services, professional development, student meals, social/emotional supports, testing, PPE, sanitizing	Mailing of student packets, recognition for grads, extra time for teachers to prepare packets, Chromebooks
Corona Virus Relief (CRF)	\$ 2,067,731	5/31/2021		Increasing staff in CIS and LP Ag, digital instructional resources, Chromebooks, hot spots, staff laptops, multi-media licenses, webcams, Viewboards, expansion of outside WiFi, data center equipment upgrades, extra-time for counselors, additional contracted psych and nurse time, professional development for distance learning, cafeteria, staff and equipment to facilitate curbside or meal deliveries, additional cost of packaging for grab-n-go meals, air purifiers and filters
Governors Emergency Education (GEER)	\$ 144,444	9/30/2022		5th period options for Distance Learning program, welding equipment to reduce sharing, hot spots, additional contracted psych and nurse time
Prop 38	\$ 212,598	8/30/2021		5th period options and long-term subs for the Distance Learning program, collaboration to develop advisory lessons, overtime costs for distance learning scheduling
Elementary and Secondary School Emergency Relief (ESSER)				
Round 1	\$ 606,477	9/30/2022	Preparedness and response, needs of schools, address needs of at-risk students, long-term closures, training on infectious disease, cleaning supplies, education technology, mental health services, summer and after-school programs, activities necessary to maintain operations and continuity of services, employ existing staff	PPE, sanitation supplies, support for the food program, maintain positions during school closures, 6th period options and long-term subs for the Distance Learning Program
Round 2	\$ 721,643	9/30/2023	Same as Round with the addition of facility repairs and improvements to reduce risk of virus transmission and projects to improve air quality.	Developing a plan that includes replacement of athletic equipment to reduce the instances of sharing, air sanitizing equipment, HVAC in the OHS gym, upgrades to existing HVAC systems.
Round 3	\$ 5,357,930	9/30/2024	Same as Round 2, but 20% of the funds must be spent on learning loss mitigation (20%=\$1,079,586)	Developing a plan
In-Person Instruction and Expanded Learning Opportunities Grant				
Expanded Learning	\$ 1,929,479	8/31/2022	Extending instructional learning time, closing the learning gaps, student supports, community learning hubs, credit recovery, additional academic supports, training on strategies to engage students and parents. 10% must be spent for para-educators. (10%=\$184,248)	Developing a plan that must be submitted by 6/1/21
In-Person Instruction	\$ 874,739	6/30/2022	Costs associated with bringing students back for in-person instruction	Developing a plan
Total Funding		\$ 11,991,122		

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 2021
☐ July 2022
☐ October 2021
☐ January 2022

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	1	1	0
Facilities Conditions	0		
CAHSEE Intensive Instruction and Services	0		
TOTALS	0	0	1

Print Name of District Superintendent: Dr. Corey Willenberg

Signature of District Superintendent:



Date: 4/13/21

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



**OROVILLE UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING
March 17, 2021**

MINUTES

CALL TO ORDER

Board President, Mr. Damon, called the meeting to order at 5:30 p.m. on Wednesday, March 17, 2021, via YouTube.

ROLL CALL

Board Members Present: Scott Damon, Amber Englund, Bonnie King, 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]
- **Graduation Requirement Waiver – California Education Code Section 51225.3**
- **Pupil Discipline—California Education Code Sections 48918/35146**

The board convened to closed session at 5:31 p.m.

RESULTS OF CLOSED SESSION

At 6:06 p.m., the board reconvened to open session. No action was taken.

PLEDGE OF ALLEGIANCE

APPROVAL OF AGENDA VARIANCE

#85-20/21: On a motion by Mrs. Englund, 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 (None)

RECOGNITIONS AND PRESENTATIONS (None)

MINUTES OF REGULAR MEETING – MARCH 17, 2021

HEARING OF INDIVIDUALS ON NON-AGENDA ITEMS

Mr. Damon read the following statements submitted by parents aloud (letters were condensed from paragraph form for spacing purposes):

Mr. Damon read the following statement from the District: Given the recent news and attention regarding schools just beginning to return students to in-person learning across the state of California, I wanted to take a moment to commend our staff and students for all of their hard work in keeping our schools open to in-person learning since November. As you may recall, the same day our schools opened to in-person learning, Butte County was then placed back into the state's most restrictive Purple Tier. Because of our diligence with health and safety measures, we have been able to keep our schools open with few interruptions to individual staff and students due to quarantining. Our district has also worked to maximize the availability of the vaccinations for our staff, including providing a vaccination site at our transportation department. At this time, all OUHSD employees have been offered and had access to the vaccination. Like many in our community, I too, want to see our students return to full-day, five days a week learning as soon as possible. Our district is continuing to stay on top of the latest health and safety guidelines for schools, as well as the most current news to determine when we can begin welcoming more students back into classrooms for longer times each day, and move closer to a normal school schedule again. Yet, at this time, as Butte County enters into the Red Tier, our in-person options with high school students continue to be defined by how many students can be accommodated into classrooms with the required 4-6 feet of social distancing. This limits our ability to add more students, as some of our classes have over 30 students, unless social distancing requirements are reduced. You may have heard in the news that the CDC is recommending that 3 feet of social distancing is now acceptable. However, our state health department has not yet released any new guidance related to reduced distancing, and we are required to follow their latest guidelines. We are also committed to working in cooperation with our employee collective bargaining groups, the Oroville Secondary Teachers Association and CSEA Chapter 342, on the changes to their work conditions related to in-person learning. We will meet with both bargaining groups to negotiate returning to school in person full-time when allowed. As a district, we are committed to bringing our students back to our schools for full-days, five days a week learning as soon as we are able to. We will continue to keep you updated on any new developments in these plans, and we thank you for your patience and understanding as we continue to work through the ever-changing dynamics of this situation.

Debra Hoffman – LPHS Parent

My name is Debra Hoffman and I have a freshman at Las Plumas High School. I am writing you today to urge you to consider reopening for five day a week in person instruction for all students. As a member of a local school board, I understand how difficult this decision is. You must balance the safety of students and staff and comply with state guidelines. You must work with your employee associations to develop a safe and solid plan. This is a very difficult task which requires collaboration and hard work. However, I know it can be done. The following districts are already back in session five days per week: Biggs, Gridley, Durham, Manzanita and Palermo. Oroville Union Elementary School District will be resuming five day a week instruction in April. They have all figured out how to make it work. I implore the High School District to do the same. It is time to make hard choices and do what is in the best interest of the students. Since the students returned to the high school campuses, there have been 32 student and 15 staff confirmed COVID-19 cases. There are 1173 students and staff in the high school district. This equates to a positivity rate of 0.04%. Our county recently moved into the Red Tier and positive COVID-19 cases continue to decline. Vaccinations have been provided to educators who chose to be vaccinated. Sports are resuming. It is time to get our students back in school full time. Let them finish the school year with some sort of normalcy. Let our seniors finish their final year of high school in a somewhat normal environment. Please make the right choice for our students. Thank you for your time and consideration.

Melissa Frasier – LPHS Parent

I am writing this statement as a show of support for our high schools to return to full in person learning after Easter break at the earliest or at least before the end of the school year 2021. Other schools in our town are either back in session full time or will be after the Easter break. We need to return as well for all of our high school student's education and well-being. Plans are effectively being put into place or already implemented in the local schools to make sure that the safety measures are being followed. We are in a least restrictive tier, vaccines are now available, some have already been vaccinated, and the CDC requirements for

MINUTES OF REGULAR MEETING – MARCH 17, 2021

distancing have also been reduced. It is time for our students to get the education they need now to start closing the learning gap that has been created due to school closures since March of 2020. Current in person instruction in the hybrid model consists of only 1 hour a week of class time per class, and the rest of time students are basically learning at home on their own with uploaded content or handouts. The needs of the students must now come first, since the safety requirements can be met. I implore you to help close the learning gap NOW and not wait until fall of 2021 to return to full in person instruction. Our students' mental health and education demands that we help them now! Thank you for your consideration in this important matter. Melissa Frasier

Riley Frasier – LPHS Student

My name is Riley Frasier and I am a senior at Las Plumas High School and I am also the senior class president. I am writing this letter to you because as of right now I am only going to LPHS two days a week this year, which are really only considered "half days". If this distance learning hybrid schedule remains until the end of this year it means I only have 24 school days until I graduate on June 4th. This being said, I am only seeing half of my classmates when on campus due to the hybrid schedule. My smallest class size right now is one of my elective classes which only has six students in it, which means if we were all together it would only be around twelve students which is still a very small class that would easily be able socially distance without a problem. Since my senior year has started, I lost out on the first two months of school in person. Even though we got to go back mid-October, we've still been required to wear masks and maintain social distancing even though the class sizes are small. I've missed out on my real cheerleading season in the fall, along with being able to run for homecoming queen that I have been looking forward to doing since I was a freshman. We haven't been able to have any spirit weeks, homecoming skits, or rallies which makes everyone excited to be involved at school and makes high school more exciting. Instead, I barely see my friends, I only get a total of one hour for each class a week compared to five hours, and sports have been postponed till now which makes for a shorter season.

It has now been a total of one year of not being in school full time. It is time to return to five days a week of live instruction because: 1) There are only twelve weeks left of this school year; 2) Other schools have already gone back full time, so it is not a safety issue; 3) More instruction and teacher help will be provided to students who are struggling with this hybrid model; 4) Students will feel more connected with the school and each other, which will improve their mental health; and 5) Students need daily direct instruction to be more successful in all areas. We can't get back everything we have missed out on or lost, but we CAN make up for lost time by returning to full live instruction like the other schools in our community are. Please listen to our voices and make the decision that is best for all students!

Sandra Barnes – OHS Parent

A couple of weeks ago my son, started complaining of pretty severe dyspepsia, indigestion resulting in stomach pain, nausea, and vomiting. A doctor visit found no physical cause. After further investigation, we determined he experienced the symptoms during conversations involving school. I kept him home until the medicine took effect. Two days later, I received the following message referring to pending suicide prevention training. The students who need such information are not the ones in school, those who have no other touchstone require our attention. Does a counselor and SRO perform home visits to ensure the safety of missing students as they do in the Oroville Elementary school district? My son is OHS band leadership. Mr. Walker will attest to my son's abilities and passion for music. While contact sports continue, few opportunities exist for no contact activities such as the arts. How does this situation make sense as we have moved into red tier? Like Oroville Elementary, OUHSD has an opening for a band director. In the interest of coordination and co-operation, I emailed Mr. Willenberg and Mr. Damon. They did not respond to my emails. So, I email all of you in hopes of receiving some support for my children and all of the children in this district. Now, OUHSD faces the decision to return to a traditional learning model. My children, both OHS students, report a serious disconnect. The fellow students in their classes no longer respond to their educators, effectively ignoring them, as classes are only 30 minutes long. I made sure they weren't disrespectful in class and understood their educators are people too, deserving of social and human interaction. My boys will attend school Wednesday as they have a duty to you all, less an obligation to their in-person education as it stands or to the district's need for LCFF funds. In short, he's ok, but only just. He will be back soon and I hope you are all doing well.

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Kelly Benedict – LPHS Parent

Good Evening, First and foremost I would like to thank the Board and staff for mitigating and steering this ship through a time that is definitely not easy. I am Kelly Benedict, a member of the Agriculture Advisory Committee at LP and parent in the district. I also went to Las Plumas High School so I am a vested member of the community. I am hoping the board considers the four points that I have outlined this evening. 1) When will OUHSD be going back to a standard board meeting where people will be able to attend in person? There should be a way for members of the community to express their concerns in a live format and not just being read via email or chat. As all of you are aware it's not the same reading an email verses talking in person to understand their emotions. 2) In your November board meeting you approved a four stage plan of instructions where when we are in Stage 2 (orange) - "students will return to school five days a week with safety modifications." I have spoken to Dr. Willenberg on a few occasions in hopes that the district moves forward so that my two high school students are back in class 5 days a week during this 21 school year. It was indicated that this may not happen until the start of next school year. So I ask the board of education to please start the negotiation process as soon as possible so that the high school students in this community have more than 1 hour and 8 minutes learning from each teacher they have. Yes you heard that right, my two kids only spend 1 hour and 8 minutes in 6 with different teachers each week that is a total of 6 hours and 48 minutes of actual in person each week. Again, please direct our union leaders and administration to get our students back on campus when you agreed to on November 18 and that is when Butte County is in the orange tier. 3) From what I understand we have been looking for a new principal for approximately 2 months and haven't interviewed yet. As part of the Ag Advisory it is a grave concern to get the right person to lead Las Plumas to even greater things. I personally tried to recruit a principal in a neighboring district and was told that they salary and transfer of years wouldn't make it worth it for him. In order to find a high quality person to fill this open position, I feel that maybe the board and/or admin should do. Here are a few ideas I have for you to consider doing to seek a high quality EXPERIENCED person: seek out principals that are doing a good job elsewhere and ask them to come take a look at what we have to offer; allow flexibility of years for the person coming in; consider offering a signing bonus. Please consider actively recruiting a person to take Las Plumas in the right direction. 4) Another thing that was brought to my attention as an Ag Advisory member was that there is potential to lose a Career Technical Education position at Las Plumas this year. Last year, an ltech teacher resigned and left an opening that wasn't filled and the week before school started, one of the Ag teachers that was planned to be out on grant work was asked to come back into the classroom so there were more CTE classes. The Ag Department has been told that those sections will not be offered in the Ag department but are hopeful the district funds another ltech position. Even though I am on the Ag Advisory and would love to see the Ag department stay at 5 teachers, I feel it is important to not cut a CTE position even if numbers don't warrant it in this COVID year. I operate an underground electrical company and we are always in need of workers who have some technical skills and have learned by "doing" in the classroom. Thank you for taking the time to read this and I hope to next time be able to speak in person to you regarding important issues affecting our students.

Sunshine Hunt – LPHS Parent

Our kids need to be back in school full time! Please reopen the high schools. Keeping these kids home is detrimental to them in so many ways. Their education, social skills, life skills, physical health and most importantly their mental health is all at stake. Our children are falling behind in so many ways. It is unethical to deny proper education to children at such a vulnerable age. I have 3 students that attend Las Plumas and I see the effects of being out of school every day getting worse. Our children are being deprived of the things they need to become successful adults in society. We are the only schools in Oroville not set to return to school after spring break and this is unacceptable. Please do the right thing for these kids and get them back in the classroom full time as soon as possible.

Tara Iorg Atteberry – LPHS Parent

I wanted to reach out to all of you to let you know that our kid's future is pretty much in your hands and hopefully we can get our kids back to traditional school ASAP. Mental Health, self harm, and overdoses are up 97% and our children need to be in school full time. Science says go back to school and our kids are not back in school, why is this? As a concerned parent and tax payer I want my public service for my child, and she needs to be in school full time. We all see the other high schools in Butte County moving forward, and why can't our kids be full time? Per education code section 45304 (b) state law requires public schools to provide in-person instruction to the greatest extent. As district board members our children need you to do what is best for them, not the teachers... The teachers have their Teachers Union to protect them and we need your help to protect our children. Who is looking out for our children's best interest when it comes to

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their education? Are you? Where is the public service? From a parents point of view it seems like 3 members of the District are all about the teachers, and this needs to change. Right now my daughter is a freshman and her grades are slipping, she was a Straight A student at the beginning of the year. This is not right, you guys should be ashamed, it's been a full year and my freshman is going to school 9 hours a week when she should be attending in person and getting straight A's. Please take our children's futures serious, and get them back to school full time ASAP. Thank you to the board members who did vote for traditional school, I appreciate you fighting for our children's future and doing what's right.

Megan Reynolds – LPHS Parent

I am a parent of 4 children. My oldest attends LPHS and is a freshman. My 2 other children attend Oroville Christian School where they have enjoyed full in-person learning since October. We have not experienced ONE outbreak and over these last 6 months all children and staff have remained safe. I cannot understand why Oroville Christian School can be safe while the staff at Las Plumas High School cannot. We all live in the same town and breathe the same air. My daughter has always been a straight A student. In fact, last year at Central Middle School, she received an award for having the highest grades in the district. Since the pandemic, I have watched my daughter completely check out of school. We were notified by her cheerleading coach that she was in danger of getting kicked off the squad because of her GPA. I called the school and was notified by the secretary of her 3 F's on her report card. My daughter and I were in complete horror. Kylee is no longer interested in her subjects and we struggle to find her motivation when all she has to look forward to are Zoom meetings. I beg her to look toward her future but she is only 14. Distance learning has destroyed our children's lives. They no longer have lasting relationships with their teachers and peers. Their goals and dreams have become so far away with only a computer screen and minimal instruction to motivate them. I sincerely beg all of you to consider the long term consequences. Our youth is our future. Please use common sense when making your decisions and stay away from all of the fear tactics that have been used in this Pandemic. Our town's future is in your hands.

Jennifer Newkirk – LPHS Parent

A petition has been started and signatures have been gathered in support of reopening schools in the OUHSD full-time in-person. Since Sunday evening, 240 persons have signed the petition. Attached to this email is a copy of the petition with signatures. We ask that the petition be read aloud and made a part of the record of this meeting. The purpose of this petition is to show the Board that parents, students, teachers, families, and the community support fully reopening schools. I would like to point out that hybrid classes are actually 34 minutes per a class which is 6.8 hours of instruction per week. Therefore, students in the hybrid learning program are receiving 24% of normal instruction time. This is still inadequate. The Board has the power to set an emergency or special meeting when something of importance comes up that needs to be resolved quickly and before the next scheduled board meeting. Such is the case here. We request that the Board take immediate action to reopen schools fully in-person. What is being done to fully reopen schools this school year? If nothing, why is nothing being done?

Dr. Willenberg stated that the district is working toward opening school full-time when we are able to. The board voted in November to reopen school full-time once we are back in the orange tier. He's not sure why anyone would still think we aren't opening this year if we are able to. Some of the smaller school districts, like Biggs, were able to open sooner as they only have 200 students and already have small class sizes. Transporting our students will be an issues as the guidelines to allow more students to ride a bus haven't changed yet. In order to comply with BCPH guidelines, only two students plus the driver are allowed in a van and only 26 students plus the driver are allowed in a bus. Some changes get discussed at the CDC or State level but haven't trickled down to the County level yet. Issues, like safety, have to be negotiated with both unions. We are negotiating with the OSTA next Monday. Principal interviews are scheduled for April 1st. The position was recruited state-wide and the best candidate will be selected. Mr. Damon asked about the suggestion of a signing bonus. Dr. Willenberg responded that we haven't offered signing bonuses in the past. He feels the salary and benefits offered are competitive. Mr. Damon asked if administrators get credit for years of experience. Dr. Willenberg stated that teachers started getting credit for all of the years of experience a few years ago. The highest administrators start is on step five. However, they can negotiate a salary with the board.

Emily Corona – District Teacher

My name is Emily Corona, and I hold a credential in chemistry and biology. For the past two years it has been my pleasure to teach science at Las Plumas High and in distance learning. Sadly, I was non-reelected on

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March 5th, 2021. I am writing to request that the Board consider rescinding my non-reelection, so I can continue teaching high quality science classes to our OUHSD students. I have grown fond of my students and this community, as I also reside in Oroville. I care about my students' education as well as their well-being. In all my science classes, I strive to create an environment that allows students to learn science concepts at their own pace as they are exposed to diverse, yet engaging materials. I enjoy using various media platforms as tools to teach science concepts and am always excited when I find a new one to administer. It is heart-warming to observe the moment when students understand a concept after struggling with it for some time, while also having fun. Students can benefit from positive learning experiences like those so they can connect a good time to learning. I enjoy putting in the time to create fun games students can play for reviews, pre- or post-assessments such as Jeopardy, Wheel of Fortune, or other games involving them being a superhero fighting monster battles all the while covering NGSS science concepts. Many of these games help students become eager learners and help students who struggle with tests be motivated to "pass" them, not realizing they are the same as assessments; they are just formatted for engagement. I believe students who were struggling with traditional quizzes will become better prepared to take assessments in college or technical schools without even realizing it. As for students well-being, as a recent campfire evacuee who was displaced with Paradise students afterwards, a child who lost a mother to cancer at 9 years old, and a Latina who grew up with drive-bys and holes in my socks and sometimes only eating one meal--if any, I relate with many of our students' diverse hardships and model for them that they too can be successful as long as they have the will. My students have connected with me, confiding their struggles once they realized that I am not perfect and have touched my heart in many ways by doing so. I believe in sharing the importance of SEL concepts being taught and providing examples, utilizing life situations in which students can relate. I also believe students appreciate when a teacher shows they care about their learning and future. By doing this, I feel I have connected with our Oroville students and would truly miss this new family. As for my department, I was excited to go back to school in person and work with my fellow colleagues in creating curriculum together, creating completely cohesive science courses with a focus on teaching using modeling. This style helps create and refine skills needed for 21st century students. My job performance in my teacher observations has not been negatively criticized by Mr. Ramos or Mr. Kermen. If I have done something or mis-stepped in any way, please know I am both willing and eager to learn. I encourage you to speak to parents and students regarding my teaching and communication, and speak to my colleagues to get their thoughts. While I realize that with both chemistry and biology credentials I will be employable elsewhere, I WANT to work in Oroville. I love my students and feel I am an effective teacher and hope you will rescind my non-reelect notice

Kecia Mills – Distance Learning Parent

I'm a parent of a student who is enrolled in Emily Corona's 6th period Science Class. She is a great teacher and my son is doing very well in her class. She also takes time to email the parents as well as her students. She takes time to make sure she is available to her students. I was shocked and surprised to hear that the Board has decided not to keep her next year in this district. It is rare to have a teacher who has the credentials to teach multiple science classes for high school. I'm hoping the members of the board think more about this decision. Whatever criteria that is used to determine whether a teacher is re-elected, it seems like Ms. Corona would meet those requirements. Thank you for your consideration of this matter.

Heather Peterson – Distance Learning Parent

My name is Heather Peterson and I am the parent of a 9th grade student who currently attends Emily Corona's Distance Learning Physical Science Class. Additionally, I am part of the Las Plumas School Site Council and I work for the Palermo Union School District. I would like to make a public recorded comment in regards to Emily Corona receiving a notice of non-reelection and not having her contract renewed for the 2021-2022 school year. My student has had Mrs. Corona as her science teacher for approximately five months at Las Plumas High School. Since there have been so many movements of teachers throughout this year, it is important to show respect and honor when a short-time teacher has made an impact on a student. I am sure that you understand that positive parental involvement is beyond lacking in our district, and unfortunately the OUHSD Board may only hear from parents when there are negative implications. For this, on my student's behalf and for the students that may not have a voice, I am speaking out for all of them to ask for a reconsideration of the contract renewal for Emily Corona. In such a short time, Mrs. Corona has given my daughter confidence and taught perseverance to continue learning even when times are more than difficult. She has extended an ear and her heart to make sure that my student feels heard and cared for in my absence. I have heard about Mrs. Corona every day since she began working with my daughter. She has lit a fire in my daughter and has inspired her to continue to pursue her dreams of attending UC Davis to become a genetic engineer. My daughter is motivated by watching a strong female role-model in a position of teaching

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science. My student is fully aware that the scientific field is a male dominated industry with less than 30% of scientists being female. The fact that OUHSD has a powerful female mentor that teaches multiple STEM programs, communicates to young women that if they work hard they will be able to achieve their dreams of breaking into a field that they are traditionally told that they cannot excel in. Frankly, I am perplexed as to why the OUHSD would even consider not renewing any teacher's contract after the year that we have been through. Unless there are serious and or dangerous reasons that a teacher is exhibiting, there should be no reason for any contract to not be renewed after all that these teachers have been through. If you remember when schools were first shut down, teachers were put upon pedestals by parents when they discovered only a fraction of the value of teachers. All teachers have out-performed more so than they have ever before. They had to dig in deep and build new foundations on how to engage and teach teenagers from a computer screen. They have worked tirelessly through the work day to then continue working from home all night long. Mrs. Corona not only teaches one subject but, she teaches all four classes offered by the district without a prep period, so that all students would receive their education throughout a global pandemic. Due to social distancing requirements, retirements, early retirements, and health conditions, teachers are leaving their positions in considerable rates. There has always been a lack of teachers and the pandemic has only worsened what was already unstable. My employer has went to the extent to making a deal with Chico State to hire twelve student-teachers to complete an internship so that we could open full-time and meet social-distancing requirements. We had no other option because there are no available teachers for hiring (even with hiring bonuses available). On top of the severe lack of qualified teachers, there are very few substitute teachers that are willing to work in this climate and most do not hold a multi-credential. By losing a teacher that instructs four classes, you are making the decision to leave open classes that will most likely be temporarily covered by non-multi-credentialed substitute teachers. They will only be available to teach for thirty days to then leave the students again, to then be replaced by another temporary substitute teacher. I would like for the board to understand that by continually switching teachers that it does have negative effects on student's mental health. I do not know Mrs. Corona personally, however I do know that she has made my daughter feel like she has a voice in this world and that she is valued and cared for. In my opinion, it is unfathomable that Mrs. Corona's contract renewal would even be in question. In closing, I would like to reiterate the need for OUHSD to reconsider willfully losing a strong and powerful female teacher and role model. Thank you for your time and consideration.

Kalyn Peterson – Distance Learning Student

My name is Kalyn Peterson and I am a ninth grader that currently attends Las Plumas High School Distance Learning. Recently, I have received information that my Physical Science teacher, Ms. Corona will not have her contract renewed for the fall 2021 school year. I am writing to the board to ask for her job position to be reconsidered. Since mid-November, I have attended Ms. Corona's 3rd-period Physical Science class. She has gone above and beyond to make sure all of her students are understanding what is being taught in the digital classroom. She bends over backwards to teach all four science classes the district offers while teaching with no prep periods. Ms. Corona has been one of the first teachers I and my classmates have been comfortable with when reaching out for help. Ms. Corona has also been a huge inspiration for me. I intend to attend UC Davis when I graduate high school so I can become a Genetic Engineer. This will not only take years of intense schooling, but a woman getting a job in science is extremely difficult to do. Ms. Corona has let my mind wander in science and challenges me to do my very best. I look up to her as a role model and being in her class has been nothing less than an amazing experience. It would be a horrible loss for not only the district but the students to not renew her contract. As stated before, Ms. Corona teaches all four science classes that are offered by the school district. All of these positions would be extremely hard to fill due to the strict qualifications that would need to be met to properly teach students. We, the students would also be losing an incredibly confident and kind woman role model that is well educated in all she teaches. In the best interest of students, the district, and Ms. Corona, I kindly request that Ms. Corona's contract for the fall 2021 school year be renewed, or at the least, reconsidered.

Darren Ohlhausen – District Teacher

Thank you for taking the time to read my concerns this evening. Tonight I speak to you (the Board) as teacher and concerned member of this community. Recently I was made aware of the list of teachers who received non re-elect notices. In my 29 years of teaching, I have never spoken in behalf of someone who has received one, mostly because I have not seen the person teach and could not speak to their abilities or qualifications. This year, I have to make an exception. I was shocked and a bit dismayed upon learning that Emily Corona received a non-re-elect notice. She is highly qualified, having a Master's Degree in Biology and Education with a minor in Chemistry. She has taught as an adjunct teacher in six different colleges and is

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credentialed to teach Computer Science. So not having the proper credentials or being highly qualified isn't the issue. She is an effective teacher in the Distance Learning Classroom. I know this from personal experience, since I have been in her class since November when the decision was made to come back to campus, while others stayed on Distance Learning. Emily has proven to be a very effective teacher for all the DL Sciences. She has created many lessons that are engaging, rigorous and downright fun to do. She has made accommodations for students with Special Needs which is the reason for me being in her Physical Science class to start with. I am with her on Tuesdays and Thursdays each week. I can personally speak to her effectiveness and the quality of instruction. Students who come to my after school tutoring often speak about the lessons in her class and can't wait for the next class. I also nominated Emily for teacher of the month, the first time I have done so in my 12 years with the District. Looking at the past year and what she has done with so little is short of amazing. Try teaching Science without a hands-on lab. She has managed to do so in a virtual way. So her non-re-elect notice has nothing to do with qualifications or ability to teach. In light of the DOJ's suggestion to hire and retain minority teachers, why is she being let go? Being told the District wants to "move in a different direction," raises concerns. Does not hiring a female, Latina, highly qualified, effective teacher fall right in line with the DOJ suggestions? As a community member this concerns me. Do we really want to give the DOJ more reason to look closely at our schools? I would ask the Board to reconsider the non-re-elect notice given to Ms. Emily Corona.

Lena Miller – LPHS Para-Educator

I found out that Emily Corona's contract was not renewed for next year and I am asking on her behalf and for future OUHSD students to reconsider. I just wanted to share my experience while working in Emily Corona's classroom. Her work on Distance learning has exceeded our district's level of work required of our teachers. She could have used Odysseyware like some teachers have done, but she didn't stop there. She has filled class time with videos, games, quizzes and required students to interact for participation points. The students have interacted with a very positive attitude and she has kept their interest throughout distance learning. Her positive reinforcement has allowed students to want to participate. When playing some of the quiz games, she explains to the students that even if they are not sure, try and take a guess. Students have responded well to this and by doing it they are interacting in her class. Even though I was not in her class on campus there were students that would come to tutorial with her assignments and they were interactive and hands-on projects. I am sharing this with you because I think it would be a great loss to OUHSD to see her go. I know her high level of qualifications and her love for teaching and our students. By OUHSD keeping her employment here the district could also offer our students a CTE pathway towards Computer Science creating another avenue to prep our students for Career and College readiness. Thank you for taking the time to read this during today's board meeting.

Shana Suttle – Las Plumas Youth Thunderbirds Football Board Member

My name is Shana Suttle. I am a board member on the Las Plumas Youth Thunderbirds Football and Cheer program, formerly Oroville Eagles. I have been with the program for 10 years and have served in numerous chairs. I have not only watched my own sons play and grow within this organization but numerous other athletes who have become like sons and daughters over the years. Currently, I serve as Secretary and for the past 7 years as the Snack Bar Coordinator. I am writing you today to ask for your assistance in providing a quality season to our young athletes. My concern is regarding Harrison Stadium. In previous seasons, we had been granted the use of one storage room within the stadium and had been told that there was a storage room dedicated to each youth team and each High School team. However, a few years ago we were told we would no longer be allowed use of a storage room and our items were removed. When we questioned this, we were then told it was because we had constantly left the stadium a mess. This accusation was unfounded and contrary to what we had previously been told by maintenance staff who repeatedly complimented us on how clean we left the stadium and snack bar. At no point had we ever been warned or spoken to about leaving any mess so to suddenly be told we had abused the stadium was shocking; especially when we made it a point to show up early, before maintenance staff to help clean messes left the night before. We were also told we were no longer permitted to enter the stadium until staff arrived, allowing us access, which only cuts down our time for set up, not only our snack bar but the upstairs booth as well. These things may seem small; however, they are basic and necessary needs on game day and being restricted only creates more stress and chaos and ultimately hurts the youth program. Without the use of a storage room within the snack bar, it requires extra time and expenses to store and transport items, food and beverages needed for sale during games. As volunteers it can be extremely difficult to find the help necessary for large events. With use of a storage room, set up and take down can easily be managed by one to two people, creating a more efficient operation. It is extremely important for our organization to provide the best experience for our young athletes

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and their families. However, we understand we cannot do it alone and look to partner with the community to assist us in our mission. A valued part of our community is the Oroville Union High School District. We humbly request that we be allowed the use of a storage room again, as we had in the past or that our fees to use the stadium reflect the limited access you have designated to us. Our organization is thankful for the opportunity to use Harrison Stadium but find it concerning that the fee amount is the same with or without the use of amenities. We appreciate your time and consideration in this matter and have faith that we can work together for the betterment of our town and our youth, who have already suffered so much in Oroville with fires, the Dam and now a pandemic.

Dr. Willenberg responded that there have been problems in the past with pests and rodents due to food being left in the storage rooms. Mr. LaGrone is also concerned with liability issues if there is a power outage or a fridge or freezer fails. People may be unaware that they are serving food that could get somebody sick. There were also problems with people giving out alarm codes and keys to others, which gave access to more people than were allowed. We are limiting access to the stadium in order to protect the community's investment.

HEARING OF INDIVIDUALS ON AGENDA ITEMS

Andree Earley submitted a statement for item #21.

NON-ACTION INFORMATIONAL ITEMS AND REPORTS

1. Board Comments

Mr. Damon sees the district looking to reopen as a positive step. Mr. Sehorn stated that he's happy to see that people want their kids back in school. Letter writers sometime indicate that they don't feel the board is positive, which is not the case, as the board wants to do what is best for kids. Mr. Damon stated that he appreciated the district making a statement to inform the public. Mrs. King stated that everyone is interested in seeing the schools reopen full-time.

2. Superintendent

Dr. Willenberg stated that he and Mr. Simas attended a NAACP meeting Monday night to discuss the steps the district is taking to resolve issues addressed by the DOJ. He feels it was a productive meeting. Everyone has the same goal and it's important to keep building relationships. LCAP stakeholder meetings are being held on March 22nd and 29th at 5:00 p.m. via Zoom. The links are on the website. Data will be shared at the meetings and input will be solicited to help us build our LCAP. Surveys were also sent to students, parents, staff and the community. Mr. Sehorn hopes we've received a lot of feedback. Ms. Blaney stated we didn't get nearly the responses that we'd hoped for. LPHS is playing a scrimmage football game in Gridley on Friday night. Results from PTI on the transportation department review should be available soon. Mr. Walker informed him that the Band Boosters received a full refund from World Strides for the cancelled band trip. Mr. Damon asked what will happen to the money. Dr. Willenberg responded that the money belongs to the Band Boosters. Mr. Damon asked about the number of fans allowed at games. Dr. Willenberg responded that each player will receive four tickets that can be given to family or friends as only 20% of capacity is allowed. Mr. Sehorn stated that he has two grandsons running Cross Country for Chico High. The crowds have been large but everyone is masked. Mrs. Englund asked about testing players. Dr. Willenberg responded that the adjusted case rate fell below 7% yesterday so football players and coaches are no longer required to be COVID tested weekly. More guidance is expected on indoor sports soon. The Small School Districts' Association is hosting a free virtual college fair on April 15th. There is a parent informational night on April 14th. Information will be posted on the district website this week.

3. Administration

Mr. Simas stated that there is a team who coordinate SEL lessons for the daily 19 minute advisory period. Due to suicide rates being on the rise, a lesson was recently given on suicide prevention. Social Workers and counselors were available to support anyone who needed it. BCOE provided information to staff in advance. The lesson was given at OHS and it went well. It will be given at the other school soon. Additional staff are being trained on Culturally and Linguistically Responsive Teaching. He has been working with Mary Masters and Loretta Long to resolve CALPADS issues. He

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commended Mrs. Tellechea and her staff for doing a great job on their WASC. They really portrayed OHS in a positive light. He is working on a schedule for AP testing so it can be done in person while maintaining social distance. Mrs. Englund asked if the test was going to be different this year. Mr. Simas responded that the timeframe is reduced but it will be similar to past years.

4. Student Board Representative Reports

Mr. Damon read the LPHS report aloud. Recent projects include continuing to send out birthday postcards to students; updating their T-bird of the month bulletin board with February students, teachers giving out slips for safe, respectful, responsible behavior and student winners being drawn from the Top T-Bird Jar every few weeks live on their ASB Instagram page; making posters for Bell Game; Senior Night posters for sports that are starting; interviewing students for their Humans of Las Plumas Instagram page; and starting a T-bird scavenger hunt where students look for pictures of T-birds hidden around campus and send a picture to their Instagram to get put into a drawing for prizes. Future projects include brainstorming more COVID safe activities and working on March T-Bird of the month students. There was no report from OHS.

5. Report on the Supportive School Climate Advisory Committee

Dr. Willenberg stated that the Committee met on March 8th. The Positive Intervention Policy was well received by the Committee, monitor and the DOJ. The plan includes intervention steps, both negative and positive, at each of the three steps (teacher, counselor/social workers and admin). Each school presented information on their CR-PBIS teams and activities. Mr. Kermen and Mr. Siplin have been doing a great job with restorative practices. The policy will be fully implemented next year. The Committee feels the district is going in the right direction. We are focused on doing the good but hard work; not just checking boxes. These will be sustainable changes. Mr. Sehorn stated that both AP's collaborate well together to improve both schools. Dr. Willenberg stated that the admin team has really pulled together during COVID to focus on meeting the needs of all students.

6. Draft Progressive Intervention Policy

See report under item #5.

7. DOJ Update

Dr. Willenberg reported that he is working with our monitor on changes to our discipline and SST policies.

8. LCAP Update

Dr. Willenberg stated that the previous two reports tie into the LCAP. There is another new template this year. Surveys have been given to students, parents, staff and the community. Stakeholder meetings are scheduled for March 22nd and 29th at 5:00 p.m. via Zoom to solicit additional input. Our 19/20 graduation rate was 89.5%, which is the highest four year graduation rate in Butte County. We need to focus on our college and career indicator. Only 26.4% of all students qualify as prepared, including 0% of special education students. Our chronic absenteeism rate is 26%, which is higher than the Butte County average. Our suspension rate is 8.7% and our expulsion rate is 0.25%. Dr. Willenberg is proud of how far the district has come in the past 10 years. We were able to provide every student with a Chromebook sooner than expected. Teachers have received a lot of professional development on new technology and software and have really stepped up to help our students.

9. Discussion on Updating the District's Mission and Vision Statements and Core Beliefs - Dr.

Willenberg stated that the goal is to have these items updated by June 30th in an effort to rebrand and change the image of the district. Input will be solicited from stakeholders via surveys.

OLD BUSINESS (None)

CONSENT CALENDAR

10. Minutes from the February 24 Board Meeting

11. Check Registers Dated 2/16, 2/18, 2/23, 2/25, 3/2 and 3/4

12. Monthly Financial Report

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CONSENT CALENDAR (Cont.)

13. **Donation of \$500 from Taco Bell to the LPHS Girls Tennis Team**
14. **Three Year Independent Consultant Agreement with BCOE for Local Area Network Services**
15. **Disposal of Obsolete Math Workbooks**
16. **First Reading of Board Policies and Administrative Regulations**
 - o AR 5116.2 (Student Involuntary Transfers)
 - o BP/AR 6143 (Courses of Study)

#86-20/21: On a motion by Mrs. King, seconded by Mrs. Englund, the board approved waived the second reading of item #16 and approved the reminder of the consent calendar and as presented by the following vote:

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

NEW BUSINESS

17. **Request by LPHS PTSA to Waive Facility Rental Fees for a Safe Grad Night Event**

#87-20/21: On a motion by Mr. Sehorn, seconded by Mrs. Englund, the request was approved as presented by the following vote:

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

18. **Second Interim Report**

Mrs. Watts reported that there are only changes to the general fund, which include receiving five new electric buses, special education bill back, adjustments for CIS and DL staffing, and contracts for public relations and Scoot. The district can meet the 3% state required reserve as well as the board's 9% reserve for economic uncertainties. The projected ending balance above the reserve is \$6.7 million (7%). Our application for funding on growth was approved by the State. Much of the savings is due to in-person instruction starting late. There were less kids on campus and some positions weren't filled. The multi-year projection shows that we can meet our obligations for the next three years. We are doing ok cash wise. Mrs. King asked about the enrollment growth. Mrs. Watts responded that we have 35 more ADA this year than we did in 19/20. Mr. Damon asked about increases in employer costs. Mrs. Watts reported that STRS and PERS are consistently increasing. The State picked up some of the increase due to COVID. Mrs. Englund asked about the solar savings. Mrs. Watts reported that we are in the fourth year of the solar loan. There is an annual cost for inspecting and cleaning. The loan payment is being covered by the utility savings. Mrs. King asked if the electric buses were grant funded. Mrs. Watts reported that they were grant funded but the district paid \$30,000 in order to get two larger buses. We had to salvage older buses that were replace with the new buses. Dr. Willenberg stated that the electric buses are used in town only as the charge only last 125 miles. Mrs. Watts stated that we are expecting to receive a grant funded diesel bus soon.

#88-20/21: On a motion by Mrs. King, seconded by Mrs. Englund, the Second Interim Report was approved as presented by the following vote:

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

MINUTES OF REGULAR MEETING – MARCH 17, 2021

19. Consideration to Increase the Reserve for Uneconomic Uncertainties from 12% to 17%

Mrs. Watts reported that we have one-time savings right now due less students being on campus, which resulted in less costs for subs, busing and energy. Some things have been funded with COVID funds. Having a 17% reserve would cover two months of expenses. The average reserve across the state is 17%. She suggests increasing the reserve to 17% as the State decides to defer funds with very little notice. A larger reserve protects the district. A 5% increase equals \$1.7 million. Our monthly expenses are \$2.9 million, which includes \$1.8 million in salaries and \$450,000 in health benefits. Mrs. Walker stated that she has a hard time sitting on a nearly 20% reserve when we could be doing something for kids. She'd be ok with a 15% reserve. She asked if we could look at it for a year and revisit the subject later. Mrs. Watts responded that we won't be in the same circumstances next year. These are one-time savings that we won't see again. 80% of the district's budget is salary and benefits. We can only reduce staff at certain times of the year. Dr. Willenberg stated that we were expecting a \$2.7 million shortfall last year. The reserve helps during these times and allows us to make payroll.

#89-20/21: On a motion by Mr. Sehorn, seconded by Mrs. King, the reserve was increased to 17% as presented by the following vote:

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

20. Resolution to Request Temporary Transfer of Funds (Loans) to Butte County

Mrs. Watts stated that she doesn't foresee us needing to borrow money but the County is recommending that district's approve resolutions in case something changes.

#90-20/21: On a motion by Mrs. Englund, seconded by Mrs. King, Resolution #12-20/21 was approved as presented by the following vote:

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

21. Renew MOU with Hobson for the Naviance Program

Mr. Damon read Mrs. Earley's statement aloud: I found Agenda Item 21 Interesting in that "Naviance" doesn't ring a bell with me and I asked students in my classes and around campus and they don't know what Naviance is. If we are going to spend \$62,000 on a program, maybe we should have more training and be encouraged to widely use the program. I have advocated for a CTE Director for years, could we consider a Career and College readiness technician that worked with our students instead of a computer program like Naviance or maybe in addition to the Naviance program. This may be a tool that this technician incorporates but could we consider getting a coordinator at each school site in place to utilize this program. I think this is a large amount of money for a program that is not widely utilized on our campus. I am unsure, maybe other schools in the district use it. From some quick research I did, it is a great program but we may need to look at a coordinator so that it becomes a good tool that is actually used on campus. Just food for thought. Dr. Willenberg responded that using this software aligns to the College and Career LCAP goal. The district is working with CSEA on new job descriptions in order to hire three College/Career Readiness Technicians and two Targeted Case Manager/Family Liaison positions. Mr. Damon asked if staff has been trained on Naviance. Dr. Willenberg responded that the counselors have been trained in the past but could use a refresher. Mrs. Englund asked if AP teachers could also be trained as the program helps with test prep. Dr. Willenberg responded that some teachers were previously trained. We will provide training for everyone to make sure it's being used effectively. The contract is for two years. Mr. Simas stated that the software also includes interest surveys for students to find out what jobs they are best suited for. Dr. Willenberg responded that the Principals will oversee the use of the program and will also know how to use it.

MINUTES OF REGULAR MEETING – MARCH 17, 2021

#90-20/21: On a motion by Mrs. Englund, seconded by Mrs. King, the MOU was approved as presented by the following vote:

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

22. Revised Tiered Re-Engagement Plan

#91-20/21: On a motion by Mr. Sehorn, seconded by Mrs. Englund, the revised plan was approved as presented by the following vote:

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

23. Independent Contract with Rochelle Laird for Bus Driver Training Instruction

#92-20/21: On a motion by Mrs. Englund, seconded by Mrs. King, the independent contract was approved by the following vote:

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

24. Amended Personnel Assignment Order

#93-20/21: On a motion by Mr. Sehorn, seconded by Mrs. King, the amended Personnel Assignment Order was approved by the following vote:

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

(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

Tasha Cummings
Counselor-LPHS
Correction to hire date
Effective 3/1/2021

Garrett Weagant
Teacher
End of 6th period option
Effective 2/26/2021

2020/21 Coaches (prorated stipends if sport is cancelled)

LPHS

Varsity Asst Football Coach-Chase Hayes
(change from NP to split stipend)

Classified

Hollie Preston
Administrative Secretary
Return to regular schedule of 8 hrs. p/day; M-F
Effective 3/10/2021

Brooke Myers
Para Educator
Request for FMLA/CFRA Medical Leave
Effective 3/2/2021 – 4/13/2021

2020/21 Substitute Custodian

Veronica Aceves Jara
Isaiah Danner

MINUTES OF REGULAR MEETING – MARCH 17, 2021

Certificated (Cont.)

LPHS (Cont.)

Varsity Asst. Football Coach-Joe Hothan
(change from NP to split stipend)
Varsity Asst Coach- Sam Burnett (change
from Frosh Head to Varsity Asst.-PD)
Varsity Asst. Coach-Guy Brogan (NP)
JV Asst. Football Coach-Tom Gutierrez
(change from NP to split stipend)
JV Asst Football Coach-Dennis Enser
(change from NP to split stipend)
JV Asst. Coach- Michael Sahagun (NP)
Varsity Head Baseball Coach-Tim Harles
Boys Track Asst Coach-Jeff Wiles (NP)
Varsity Softball Asst Coach-Toby Thompson
(PD)
JV Girls Soccer Asst Coach-Emily Fairbanks
(NP)

OHS

Varsity Football Asst Coach-Steve Steinmann
(split stipend)
Varsity Football Asst Coach-John Martin
(change from JV Asst coach to Varsity-split
stipend)
JV Asst Football Coach-Garrett Louis
(change from split stipend to full stipend)
Varsity Football Asst Coach-Kyle Dahlgren –
resignation
JV Football Asst Coach-Andre Goods (PD)-
resignation

Classified (Cont.)

Kayla Garnet Goforth
Food Service Worker
Request to continue Unpaid Leave of
Absence w/benefits on Mondays,
Wednesdays and Fridays only
Effective 3/19/21-6/4/2021

Angella Wentz
Para Educator
Change in Resignation date:
Effective 3/31/2021

Anastasio (Blas) Huerta
Bus Driver
Termination
Effective 3/17/2021

25. Items for Next Agenda (None)

ADJOURNMENT

On a motion by Mrs. Englund, seconded by Mrs. King, the meeting adjourned at 8:17 p.m.

(Signature of Board Official)

ATTEST:

Secretary to the Board of Trustees

**OROVILLE UNION HIGH SCHOOL DISTRICT
SPECIAL BOARD OF TRUSTEES MEETING
April 12, 2021**

MINUTES

CALL TO ORDER

Board President, Mr. Damon, called the meeting to order at 5:30 p.m. on Monday, April 12, 2021, via YouTube.

ROLL CALL

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

Administrators Present: Dr. Corey Willenberg, Superintendent

CLOSED SESSION

- **Personnel-Gov't. Code 54957** [Principal interviews]
- **Conference with Labor Negotiators—Gov't. Code Sec. 54947.6** [OSTA/CSEA: Dr. Corey Willenberg, Superintendent, designated representative]

RESULTS OF CLOSED SESSION

At 7:25 p.m., the board reconvened to open session. No action was taken.

PLEDGE OF ALLEGIANCE

HEARING OF INDIVIDUALS ON NON-AGENDA ITEMS (None)

1. Personnel Assignment Order

#94-20/21: On a motion by Mrs. Walker, seconded by Mrs. King, the Personnel Assignment Order was approved by the following vote:

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

(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

Kristin Meyding Westman
Psychologist
1.0 FTE, 200 days p/yr; Step 5/\$95,081
Effective 7/1/2021

2020/21 Coaches

LPHS

Varsity Boys Soccer Asst – Nick Oliver
(NP)
Varsity Baseball Asst – Ethan Potes
(NP)

Classified

Jessyca Steinmann
Administrative Secretary
8hrs p/day; 260days p/yr.
Step/Column 18/F07 \$22.88p/hr.
Effective 5/26/2021

MINUTES OF REGULAR MEETING – MARCH 17, 2021

Certificated (Cont.)

Classified (Cont.)

2020/21 Coaches (Cont.)

OHS

Varsity Football Asst-Garrett Louis-
change from full stipend to split stipend
Varsity Football Asst-Manny Morales-
change from full stipend to split stipend

ADJOURNMENT

On a motion by Mr. Sehorn, seconded by Mrs. Englund, the meeting adjourned at 7:27 p.m.

(Signature of Board Official)

ATTEST:

Secretary to the Board of Trustees

Checks Dated 03/09/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-196738	03/09/2021	Rogowski, Ryan K	01-4300	100 PACK FOLDERS	21.62	28.04
3005-196739	03/09/2021	Amazon.com Llc	01-4300	BAMBOO SHUSHI STICKS	111.38	
				HP 950 CARTRIDGE TONER	181.29	
				VARIOUS SUPPLIES		314.29
3005-196740	03/09/2021	BETTER DEAL EXCHANGE	01-4300	BATTERY AA- MAINT/ SANTOS	15.31	
				BIT DRILL- MAINT/ JASON	10.81	
				CARABINER,MISC BOLTS- MAINT/ JASON	5.34	
				CIRCLINE,BATTERY AA- MAINT. / JOHNNY	29.21	
				DUCT TAPE,LIQUID NAILS,MISC BOLTS- MAINT/ JASON	10.80	
				FAUCET,PARTS,WRENCH- MAINT/ RUSSELL	88.94	
				GLOVES- MAINT. / DEAN	54.09	
				PLASTIC CLOCK- MAINT/ JOHNNY	15.14	
3005-196741	03/09/2021	COMERS PRINT SHOP	01-4363	STEP STOOL- MAINT/ RUSSELL	346.36	576.00
			01-4300	BUSINESS CARD J.LAGRONE	54.13	
				DRIVER TRAINING	326.92	
3005-196742	03/09/2021	CA OCCUPATIONAL MEDICAL PROF	01-5804	FEB2021 PRE EMPLOYMNET SCREENING		381.05
3005-196743	03/09/2021	HEATHER MCGOWAN DBA SOUNDING BOARD MKT & COMM	01-5800	FEB2021 SERVICE		205.00
3005-196744	03/09/2021	HILLYARD INC.	01-4300	CUSTODIAL SUPPLIES- LP	311.71	
				CUSTODIAL SUPPLIES- LP/OHS	677.79	
				CUSTODIAL SUPPLIES- OHS	216.50	
				CUSTODIAL SUPPLIES- PHS	108.25	1,314.25
3005-196745	03/09/2021	HOME DEPOT	01-4300	MAINT./ SUPPLIES- RUSSELL	601.52	
				MAINT./ SUPPLIES- SANTOS	43.23	
			01-5620	ADAPTER,SCREW		644.75
			73-5800	REIMB CK# 1618-1625		63.04
				DM1001 RED INK	80.74	5,650.00
3005-196746	03/09/2021	OROVILLE POWER EQUIPMENT	01-4300	12/30/20-03/29/21- OHS 0012724690	148.23	
3005-196747	03/09/2021	OUHSD SCHOLARSHIP FUND	01-5602	10 KEY BLANKS	8.12	
3005-196748	03/09/2021	PITNEY BOWES INC GLOBAL FINANCIAL SERVICES LLC	01-4363	REIMB. DROP BISCUIT LAB	19.60	
3005-196749	03/09/2021	SHARP LOCKSMITHING GARAGE DOOR	01-4300	REIMB. LASAGNA LAB	30.93	
3005-196750	03/09/2021	ALAN VON DER MEHDEN		REIMB. SMOOTHIE LAB	23.72	
Total Number of Checks					13	14,812.76

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

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Checks Dated 03/09/2021

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	GeneralFund		12		9,162.76	
73	FoundationPrivPurposeTrustFu		1		5,650.00	
	Total Number of Checks		13		14,812.76	
	Less Unpaid Sales Tax Liability				.00	
	Net (Check Amount)				14,812.76	

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), Mar 12 2021
7:25AM

Checks Dated 03/11/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-196982	03/11/2021	Jenkins, Joel A	01-5200	MEAL REIMB. LP TO SUTTER TENNIS		22.00
3005-196983	03/11/2021	Galev, Mihai R	01-5200	MEAL REIMB. LP TO ORLAND GOLF		22.00
3005-196984	03/11/2021	Post, Thomas R	01-5200	DISTRICT MAIL RUN 02/17/21-02/25/21		18.81
3005-196985	03/11/2021	Ann Cooper Petersen	01-5800	FEB2021 SERVICE- ERICA GARMAN		200.00
3005-196986	03/11/2021	CENTURY LINK	01-5900	MARCH2021 BILLING #87101630		.54
3005-196987	03/11/2021	COMCAST	11-5900	MARCH2021- 933675892	1,820.62	
3005-196988	03/11/2021	Condensed Curriculum International, Inc.	11-8699	MARCH2021 E-RATE #933675892	1,456.50-	364.12
3005-196989	03/11/2021	DAN'S ELECTRICAL SUPPLY	11-5800	PHARMACY/MEDICAL/EKG BILLING		5,805.80
3005-196990	03/11/2021	DANIELSEN CO	01-4300	14X12X8 HINDGE LID		128.22
			13-4300	MARCH2021 FS	73.74	
			13-4700	MARCH2021 FS	1,769.09	
				Unpaid Sales Tax	5.51-	
3005-196991	03/11/2021	MESA ENERGY SYSTEM INC.	01-5620	SERVICE CONTRACT- 03/01/21-05/31/21		1,837.32
3005-196992	03/11/2021	ENLOE MEDICAL CENTER	01-5804	JAN2021 PRE SCREENING	1,396.00	1,907.25
			13-5804	JAN2021 PRE SCREENING	349.00	
			13-4700	FOOD SUPPLY		1,745.00
			01-4300	DIPLOMA		2,544.08
3005-196995	03/11/2021	MOORE EDUCATIONAL RESOURCES	01-4300	CAMBRIDGE FILTER		17.96
3005-196996	03/11/2021	NORCAL KENWORTH	01-4363	BRAKE DRUM		44.32
3005-196997	03/11/2021	NORTHAM DISTRIBUTORS INC	13-4700	FOOD SUPPLY		846.00
3005-196998	03/11/2021	OROVILLE POWER EQUIPMENT	01-4300	PRESURE WASHER,TRIMMER,LINE	368.03	1,017.50
			01-4400	PRESURE WASHER,TRIMMER,LINE	649.49	
3005-196999	03/11/2021	OUHSD REVOLVING FUND	01-5800	FEB CASH MGMT CHG FEE		1,017.52
3005-197000	03/11/2021	OUHSD SCHOLARSHIP FUND	01-5800	CHECK & FEB SERVICE CHARGE		35.00
3005-197001	03/11/2021	PG&E	01-5501	02/01/21-03/02/21- 83530873716		51.00
3005-197002	03/11/2021	PROPACIFIC FRESH	13-4700	FOOD SUPPLY		644.42
3005-197003	03/11/2021	RECOLOGY BUTTE COLUSA COUNTIES	01-5506	BILLING 020007641- OHS	1,195.86	221.10
				BILLING 020088658- DO	214.74	
				BILLING 020173831 - PHS	304.95	
				BILLING 020375774- DW	569.12	
				BILLING 021396977 - LP	2,209.23	
			11-5506	BILLING 021126259- OAE	197.70	4,691.60
3005-197004	03/11/2021	S&L Meat Sales Company, Inc.	13-4300	FOOD SUPPLY	146.98	
			13-4700	FOOD SUPPLY	107.28	
				Unpaid Sales Tax	9.94-	
3005-197005	03/11/2021	Semingson Architects Inc	01-5800	20223 DSA CLOSEOUTS CLERICAL		244.32
						82.50

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
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Checks Dated 03/11/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-197006	03/11/2021	STATE OF CALIF DEPT OF JUSTICE	01-5804	FRB2021 PRE EMPLOYMENT FINGERPRINT		96.00
3005-197007	03/11/2021	STRIVVEN MEDIA, LLC	01-5850	VIRTUAL LICENSE/IMPLEMENTATION		3,300.00
3005-197008	03/11/2021	SUTTER COUNTY SUPERINTENDENT OF SCHOOLS	01-5800	2021 TCIP FEE STAFFORD/CLOSE		1,500.00
3005-197009	03/11/2021	T-MOBILE USA INC.	01-5800	CREDIT FROM LAST MONTHS BILLING	4,000.00-	
				MONTHLY HOT SPOT SERVICE	8,164.00	4,164.00
3005-197010	03/11/2021	THERMALITO WATER & SEWER DIST	01-5505	MARCH2021- 617301	72.22	
				MARCH2021- 620601	58.26	130.48
3005-197011	03/11/2021	US BANK CORPORATE PAYMENT SYSTEM	01-2101	9689- K. SIMAS/ CSEA PARA CONF.	225.00	
			01-4300	0950- D. RAMOS/	79.24	
				PADLOCK,LAMINATED,BIT SET		
				0950- D. RAMOS/ SCRAPER BAR	9.73	
				0950- D. RAMOS/ WEBCAM	53.61	
				0966- S. SMITH/ COOKING LAB	536.04	
				INGREDIENCE		
				2945- A. EARLEY/ WATER HOSE	86.58	
				5187- D. BRIGGS/ BRKE CLEANER	39.99	
				5187- D. BRIGGS/ POWER CLEANER	54.09	
				5510- W. UPTON/ ENGINE PAINT	17.14	
				5510- W. UPTON/ VARIOUS SUPPLIES	59.21	
				7952- L. LAFAYETTE/ KIT SOIL	110.52	
				7952- L. LAFAYETTE/ SNACK FOR MEETING	54.00	
				8163- A. VON/ BISCUIT LAB	37.10	
				8163- A. VON/ HOT DOG LAB	10.97	
				8163- A. VON/ LP CULINARY	86.39	
				8163- A. VON/ LP CULINARY LAB	50.22	
				8163- A. VON/ RED LOBSTER LAB	18.42	
			01-5850	9689- K. SIMAS/ STRENGHT TRAINING	59.95	1,588.20
Total Number of Checks					30	34,287.06

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	23	21,706.12
11	AdultEducationFund	3	6,367.62
13	CafeteriaSpecialRevenueFund	6	6,228.77

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), Mar 12 2021

7:26AM

Checks Dated 03/11/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
		Total Number of Checks	30			34,302.51
		Less Unpaid Sales Tax Liability				15.45
		Net (Check Amount)				<u>34,287.06</u>

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

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Checks Dated 03/16/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-197243	03/16/2021	Jenkins, Leighton R	01-5200	MEAL REIMB. TENNIS LP-ORLAND		22.00
3005-197244	03/16/2021	Metcalf, Consuelo A	01-5900	OVERNIGHT POSTAGE DELIVERY		53.00
3005-197245	03/16/2021	ACCULARM DAN R LEDFORD	01-5620	INSTALLATION OF 3 CAMERAS- PHS		3,161.00
3005-197246	03/16/2021	Amazon.com Lic	01-4100	BICYCLE REPAIR MANUAL	32.42	
				WORLD MYTHOLOGY	12.63	
			01-4300	REMOVABLE VINYL ROLLS	58.22	
				TRANE LIMIT SWITCH TERMINAL	131.24	234.51
3005-197247	03/16/2021	AZ BUS SALES INC	01-4363	STOP SIGN REFLEC		924.48
3005-197248	03/16/2021	BENNY BROWNS ORO DAM AUTO CNTR	01-5620	SERVICE ON 2001 BUS 1370923		222.00
3005-197249	03/16/2021	BETTER DEAL EXCHANGE	01-4300	BLUE TARP- MAINT/ JASON	7.57	
				HEAD PLUS- MAINT. / SANTOS	2.15	
				MISC BOLTS,NUTS,WASHERS- MAINT/ SANTOS	13.73	
				VALVE- MAINT/ RUSSELL	11.90	
				VARIOUS SUPPLIES- MAINT/ JASON	46.71	
				WATERPROF TAPE- MAINT/ RUSSELL	32.44	114.50
3005-197250	03/16/2021	CALIFORNIA WATER SERVICE	01-5505	01/30/21-03/01/21 BILLING# 9931655860	43.33	
			11-5505	01/30/21-03/01/21 BILLING# 8767360151	210.01	253.34
3005-197251	03/16/2021	CDW GOVERNMENT INC	01-5850	HPE HRDWARE AND SOFTWARE SUPPORT		2,775.33
				#10 ENVELOPE		240.32
3005-197252	03/16/2021	COMERS PRINT SHOP	01-4300	SERVICE REPAIR FOR 2019 BLUEBIRD		237.25
3005-197253	03/16/2021	DURHAM PENTZ TRUCK CENTER	01-5620	B87		
3005-197254	03/16/2021	FOOD MAXX SAVE MART SUPERMARKETS	01-4300	ATC COOKING CLASS- TRD-4243		66.34
3005-197255	03/16/2021	GRAINGER INC	01-4300	MOTOR- PHS	59.53	
			01-4363	COATED GLOVES- TRANS	33.26	92.79
3005-197256	03/16/2021	HILLYARD INC.	01-4300	CUSTODIAL SUPPLIES- LP	253.95	
				CUSTODIAL SUPPLIES- LP/OHS	474.47	728.42
3005-197257	03/16/2021	HOBBS PEST SOLUTIONS INC	01-5502	MARCH SERVICE- DO	50.00	
				MARCH SERVICE- LP	135.00	
				MARCH SERVICE- OHS	135.00	
				MARCH SERVICE- PHS	80.00	
				MARCH SERVICE- TRANS	75.00	
			11-5502	MARCH SERVICE- OAE	55.00	530.00
			01-4300	MAINT./ SUPPLIES- RUSSELL	303.71	
3005-197258	03/16/2021	HOME DEPOT		MAINT./ SUPPLIES- SANTOS	132.68	
				RENTAL AGREEMENT	150.00	
				RENTAL CREDIT	73.58-	512.81

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
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Checks Dated 03/16/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-197259	03/16/2021	IMAGO	01-5850	LICENSE 200 LESSON LIBRARY		10,000.00
3005-197260	03/16/2021	OFFICE DEPOT	01-4300	5 PK BLACK ON WHITE	70.35	
				BOARD, FOAM, GLUE,HOLDER	142.54	
				MARKERS CHIESELS	19.53	
				MARKERS, CHISEL	77.84	
				PEN, CORRECTION	4.32	
				SHARPENER, PENCILS, VACUUM	27.32	
				STATIONARIES, CERT FORM	12.43	
				TONER CARTRIDGE DO	245.90	
				VARIOUS CLASSROOM SUPPLIES	434.70	
				VARIOUS SUPPLIES	591.74	
			11-4300	VARIOUS CLASSROOM SUPPLIES	56.59	1,683.26
3005-197261	03/16/2021	OMNILOGIC INC	01-5620	RENTALS,MATERIALS,SERVICES		11,714.23
3005-197262	03/16/2021	OREILLY AUTOMOTIVE INC	01-4363	DRIVE WEDGE	22.19	
				GASKET MAKER	18.39	
				OIL BATH SEAL	65.12	105.70
3005-197263	03/16/2021	OROVILLE POWER EQUIPMENT	01-5620	HAND GUARD, RATIO RITE		83.22
3005-197264	03/16/2021	PG&E	01-5501	01/19/21-02/17/21 BILLING	16,390.15	
				#7241342564-5		
				02/01/21-03/02/21 BILLING 6255577568-3	454.64	
			11-5501	01/19/21-02/17/21 BILLING	640.81	17,485.60
				#7241342564-5		
3005-197265	03/16/2021	SCOOT EDUCATION INC.	01-5800	03/01/21-03/05/21 SERVICE		5,500.00
3005-197266	03/16/2021	TEHAMA TIRE SERVICE	01-4364	TIRES REPAIRS		3,222.65
3005-197267	03/16/2021	THERAPY TRAVELERS, LLC	01-5800	03/01/21-03/07/21 SERVICE		3,420.00
3005-197268	03/16/2021	Turf Star Inc.	01-4300	ATOMIC BLADE KIT		248.61
Total Number of Checks					26	63,631.36

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	26	62,668.95
11	AdultEducationFund	4	962.41
Total Number of Checks		26	63,631.36
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			63,631.36

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), Mar 18 2021
1:30PM

Checks Dated 03/18/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-197444	03/18/2021	Rodney, Robert	01-4300	PENN TENNIS CHAMP BALLS		196.47
3005-197445	03/18/2021	AZ BUS SALES INC	01-4363	BELT,BUCKLE	269.55	
				GLASS,TINTED,TRIM	909.27	1,178.82
3005-197446	03/18/2021	Berry Electric	01-5640	INSTALL ELECTRICAL FOR BUS EV CHARGER		3,100.00
3005-197447	03/18/2021	JACE CROSSWELL CROSSWELL TRUCKING	01-4300	GRANITE, BASE		603.83
3005-197448	03/18/2021	DURO-LAST INC.	01-5640	SERVICE CALL INSPECTION		390.00
3005-197449	03/18/2021	AERIES SOFTWARE	01-5200	2021 SPRING CONF.- J. BLOMQUIST	150.00	
				2021 SPRING CONF.- M. MASTERS	150.00	
				2021 SPRING CONF.-	450.00	
				SAAP/PRESTON/MONNOT		
				2021 SPRING CONF.-	600.00	1,350.00
3005-197450	03/18/2021	MESA ENERGY SYSTEM INC.	01-5620	STEINMANN/WIMBERLY/YANG/CUMMING		
				SERVICE CONTRACT- 03/01/21-05/31/21		440.00
				CDS		
3005-197451	03/18/2021	GOODHEART WILLCOX CO INC	01-4100	ONLINE SUBSCRIPTION/ TEXT	1,428.94	
			01-5850	ONLINE SUBSCRIPTION/ TEXT	2,511.60	3,940.54
3005-197452	03/18/2021	JW PEPPER MUSIC	01-4300	MUSIC SHEET/ M.WALKER		166.24
3005-197453	03/18/2021	MCKINLEY ELEVATOR CORPORATION	01-4300	PARTS ORDER		43.30
3005-197454	03/18/2021	NORGAL FOOD EQUIPMENT	01-4300	THERMOSTAT	184.04	
				VARIOUS PARTS PURCHASED	918.04	1,102.08
3005-197455	03/18/2021	OROVILLE ADULT ED REVOLVING	11-8671	FEB. REIMB CK#1340		250.00
3005-197456	03/18/2021	RESERVE ACCOUNT	01-5900	POSTAGE REFILL # 43810449		1,000.00
3005-197457	03/18/2021	SCOOT EDUCATION INC.	01-5800	03/08/21-03/12/21 SERVICE		5,500.00
3005-197458	03/18/2021	SPURR	01-5501	BILLING 01/23/21-2/23/21	17,799.97	
			11-5501	BILLING 01/23/21-2/23/21	141.79	17,941.76
3005-197459	03/18/2021	VALLEY TRUCK & TRACTOR CO.	01-4300	NUT,PIN FASTENER		49.81
				Total Number of Checks	16	37,252.85

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	15	36,861.06
11	AdultEducationFund	2	391.79

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 (CHOPPER), Mar 18 2021
1:31PM

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Checks Dated 03/18/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
		Total Number of Checks	16			37,252.85
		Less Unpaid Sales Tax Liability				.00
		Net (Check Amount)				37,252.85

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), Mar 18 2021
1:31PM

Checks Dated 03/23/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-197687	03/23/2021	Jenkins, Joel A	01-5200	MEAL OHS CROSS COUNTRY		34.50
3005-197688	03/23/2021	Galev, Mihai R	01-4363	COVERALL	36.45	
3005-197689	03/23/2021	Eads, Nicole L	01-5200	MEAL LP GOLF TO CORNING		58.45
3005-197690	03/23/2021	Amazon.com Lic	01-5200	MILLEAGE REIMB. 2/22-03/19/21	22.00	24.64
			01-4300	2' EXPANSION FOLDER	275.68	
				HEAD SET	19.46	
				VARIOUS MATERIALS/SUPPLIES	665.46	
3005-197691	03/23/2021	BUTTE ROOFING COMPANY	01-5640	VENT BLOWER MOTOR	69.57	1,030.17
3005-197692	03/23/2021	JACE CROSSWELL CROSSWELL TRUCKING	01-4300	LEAK REPAIRS- OHS/PHS		3,640.12
3005-197693	03/23/2021	INDENTISYS INC. DBA DTC WORLDWIDE	01-4400	1.5 YARDS GARDEN SOIL		73.07
				ID CARD MACHINES	1,335.86	
3005-197694	03/23/2021	EDUCATIONAL TESTING SERVICE	11-5800	ID CARD SOFTWARE	250.00	1,585.86
3005-197695	03/23/2021	MESA ENERGY SYSTEM INC.	01-5620	OAE TESTING/TEST FEE		1,494.75
				SERVICE CONTRACT- 03/01/21-05/31/21- LP		6,217.00
3005-197696	03/23/2021	FOOD MAXX SAVE MART SUPERMARKETS	01-4300	COOKING CLASS- TRD-4243		35.19
3005-197697	03/23/2021	FRONTLINE TECHNOLOGIES GROUP FRONTLINE EDUCATION	01-5200	PAYROLL CERTIFICATION TRAINING		95.00
3005-197698	03/23/2021	Geary Pacific Supply	01-4300	IGNITOR SMART	75.35	
				IGNITOR SMART/ SWITCH LIMIT	223.59	
				LIMIT CONTROL	316.95	
				MOTOR	516.62	
				MOTOR 1/2 HP	261.98	
				MOTOR 1/2 HPCAP RUN	267.18	
3005-197699	03/23/2021	GRAINGER INC	01-4300	MOTOR/ CAPACITOR	530.34	2,192.01
			01-4363	INTERLOCKING STENCIL	94.84	
				AIR GRINDER STRAIGHT	491.95	
				CORDLESS COMBINATION KIT	511.80	
				CORDLESS GREASE GUN	466.82	
				PLASTIC PPE SIGN	19.79	
				SAFETY SIGN 31/2 X 10	23.55	1,608.75
3005-197700	03/23/2021	GSSRA	01-5800	OFFICIAL FOR SOCCER- LP	1,170.40	
				OFFICIAL FOR SOCCER- OHS	1,276.50	2,446.90
3005-197701	03/23/2021	HILL YARD INC.	01-4300	CUSTODIAL SUPPLIES- LP&OHS		531.35
3005-197702	03/23/2021	HOME DEPOT	01-4300	MAINT./ SUPPLIES- RUSSELL	80.19	
				MAINT./ SUPPLIES- SANTOS	288.63	
				RETURNED ITEMS	139.78-	229.04
3005-197703	03/23/2021	JACKSONS GLASS CO	01-5620	INSULATED UNIT		402.14

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ESCAPE ONLINE

Checks Dated 03/23/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-197704	03/23/2021	MT SHASTA SPRING WATER CO INC	01-4300	FEB2021 5-5 GAL/ DO	43.80	
			01-4363	FEB2021 4-5 GAL/ TRANSP.	32.00	75.80
3005-197705	03/23/2021	NCOA-CHICO	01-5800	UMPIRE OFFICIALS FOR SPORTS		3,000.00
3005-197706	03/23/2021	OFFICE DEPOT	01-4300	BINDERS	24.90	
				BINDERS/CARTRIDGE	89.99	
				BINDERS/TAPES	38.93	
				CHAIRS IT DEPT.	796.70	
				CORDLESS PHONE	81.13	
				DESK IT DEPT.	485.92	
				GUEST CHAIRS IT DEPT.	162.35	
				PADS/PAPERS/TABS/CLEANERS	12.76	
				TAPE	20.17	
				PADS/PAPERS/TABS/CLEANERS	47.11	1,759.96
3005-197707	03/23/2021	KARL DEABEL PIP TEK	11-4300	INSTALL 11/2X24 GAS FLEX		975.00
3005-197708	03/23/2021	SEVEN UP BOTTLING COMPANY OF CHICO INC	01-5640	APRIL2021 LEASING B&C		3,500.00
3005-197709	03/23/2021	THERAPY TRAVELERS, LLC	11-5601	03/08/21-03/14/21 SERVICE		3,532.50
3005-197710	03/23/2021	US BANK CORPORATE PAYMENT SYSTEM	01-5800	0950- D. RAMOS/ DUCT	19.31	
				TAPE,STAPLES,HOOKS		
				0950- D. RAMOS/ HDMI CABLES	28.08	
				0950- D. RAMOS/ KNIFE SET,VYLON	13.82	
				CABLE,SHEET METAL		
				0966- S. SMITH/ LAB COATS	320.92	
				0966- S. SMITH/ NUMEROUS SUPPLIES	38.90	
				0966- S. SMITH/ THREADS/SEAMS	96.32	
				RIPPER		
				2813- T. DRURY/ HEAVY DUTY TARP	36.71	
				2813- T. DRURY/ LUMBERS	175.30	
				3569- B. CASH/ TOP & SIDE LINK	37.31	
				5187- D. BRIGGS/ BLADE/WRECKER	46.53	
				5187- D. BRIGGS/ NUMEROUS SUPPLIES	145.13	
				5510- W. UPTON/ WELDING HELMET	204.59	
				5996- C. TELLECHEA/ KIOSK	252.19	
				8163- A. VONMEHDEN/	44.08	
				EGGS,SOURCREAM		
				8163- A. VONMEHDEN/ FRENCH TOAST	45.59	
				LAB		
				8163- A. VONMEHDEN/ HOTDOG LABS	13.37	
				8163- A. VONMEHDEN/ LP CULINARY	58.56	

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Checks Dated 03/23/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-197710	03/23/2021	US BANK CORPORATE PAYMENT SYSTEM	01-4300	8163- A. VONMEHDEN/ NACHOS LAB	10.58	
				8163- A. VONMEHDEN/ RETURNED	19.62-	
				8163- A. VONMEHDEN/ SEAFOOD SCONE LAB	34.63	
				8163- A. VONMEHDEN/ TACO LAB	149.03	
				8163- A. VONMEHDEN/ STIR FRY SUPPLIES	59.12	
				8808- J. LAGRONE/ HOME PLATE	161.56	
				8808- J. LAGRONE/ KEYS	127.37	
				9378- B. CLOSE/ CUTTING WHEEL	16.07	
				9378- B. CLOSE/ GRAVEL	184.79	
				9378- B. CLOSE/ LED SCALES	63.04	
				9378- B. CLOSE/ TARP	36.22	
			01-4400	2813- T. DRURY/ PLAY STATION FOR INSENTIVE	1,190.74	
			01-5200	2813- T. DRURY/ IMPLICIT BIAS CONF.	79.50	
				6975- S. WATTS/ COVID19 SEMINAR	195.00	
				8808- J. LAGRONE/ EPA CERT. A/C SYSTEM	20.00	
			01-5850	8808- J. LAGRONE/ LICENSE	500.00	
			13-4300	7723- J. DEADMORE/ PAPERCLIPS,MOP TOWELS	32.21	
			01-4300	7723- J. DEADMORE/ SHARPIE KING SIZE REIMB. LP CULINARY	14.79	4,431.74
3005-197711	03/23/2021	ALAN VON DER MEHDEN		REIMB. SPICES FOR LAB	13.98	
				Total Number of Checks	25	38,996.74

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	23	33,907.88
11	AdultEducationFund	3	5,041.86
13	CafeteriaSpecialRevenueFund	1	47.00
	Total Number of Checks	25	38,996.74
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		38,996.74

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Checks Dated 03/25/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-197900	03/25/2021	Jenkins, Leighton R	01-5200	MEALS LP SPORTS		34.50
3005-197901	03/25/2021	Davis, Michael J	01-5200	MEALS LP SPORTS		56.50
3005-197902	03/25/2021	Jenkins, Joel A	01-5200	MEALS LP SPORTS		22.00
3005-197903	03/25/2021	Amazon.com Llc	01-4200	NUMEROUS SUPPLIES	151.70	
			01-4300	BROTHER LASER PRINTER	417.98	
				COVERALL	183.95	
				NUMEROUS SUPPLIES	99.20	
				OFFICE SUPPLIES	169.80	
3005-197904	03/25/2021	AZ BUS SALES INC	11-4300	NUMEROUS SUPPLIES	59.05	1,081.68
			01-6400	ELECTRIC BUS VIN# 379176	332,008.38	
				ELECTRIC BUS VIN# 379177	332,008.38	664,016.76
3005-197905	03/25/2021	BETTER DEAL EXCHANGE	01-4300	ADHSV KIT,FUSE- MAINT/ RUSSELL	50.85	
				CAM LOCK,STAPLES- MAINT/ RUSSELL	9.29	
				FOAM TAPE- MAINT/ RUSSELL	7.13	
				MISC BOLTS- MAINT/ SANTOS	.63	
				STEEL WOOL, GLUE- MAINT. / RUSSELL	32.42	
			01-4363	GLUE,VELCRO- MAINT/ GLEN	42.20	
				MISC BOLTS- MAINT/ GLEN	5.63	148.15
3005-197906	03/25/2021	BROWERS TOW SERVICE INC	01-5620	TOWING BUS 73 TO RECYCLING YARD		375.00
3005-197907	03/25/2021	CALIFORNIA WATER SERVICE	01-5505	02/09/21-03/09/21 BILLING 0556577777		2,349.94
3005-197908	03/25/2021	CHEMEDUCATOR LLC	01-5850	20/21 GOLD SUBSCRIPTION		399.00
3005-197909	03/25/2021	DANIELSEN CO	13-4300	MARCH2021 FS	1,133.43	
			13-4700	MARCH2021 FS	3,118.40	
				Unpaid Sales Tax	80.61-	4,171.22
3005-197910	03/25/2021	DELL MARKETING LP	01-4300	COMPUTERS OPTI TOWERS	2,569.24	
			01-4400	COMPUTERS OPTI TOWERS	2,628.18	5,197.42
3005-197911	03/25/2021	DURO-LAST INC.	01-5640	REPAIRS AND CLEANING		364.71
3005-197912	03/25/2021	ERICKSON LAW FIRM A.P.C.	01-5801	BILLING PERIOD 02/01-02/28/21		8,033.50
3005-197913	03/25/2021	GOLD STAR FOODS	13-4700	FOOD SUPPLY		8,376.11
3005-197914	03/25/2021	JACKSONS GLASS CO	01-5620	REPAIR WINDSHIELD AND MOULDING		263.30
				BUS83		
3005-197915	03/25/2021	NORTHAM DISTRIBUTORS INC	13-4700	FOOD SUPPLY		1,886.84
3005-197916	03/25/2021	PAPA CITRUS LLC	13-4700	ORAGES		704.00
3005-197917	03/25/2021	PRACTI-CAL INC	01-5800	MEDI-CAL CLAIMS		48.18
3005-197918	03/25/2021	PROPACIFIC FRESH	13-4700	FOOD SUPPLY		576.45
3005-197919	03/25/2021	S&L Meat Sales Company, Inc.	13-4300	FOOD SUPPLY	361.54	
			13-4700	FOOD SUPPLY	271.38	

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Checks Dated 03/25/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-197920	03/25/2021	School Steps Inc.	01-5800	2/14/21-2/27/21 SERVICE	Unpaid Sales Tax	605.85
3005-197921	03/25/2021	SCOOT EDUCATION INC.	01-5800	03/15/21-03/19/21 SERVICE		20,662.50
3005-197922	03/25/2021	SFWP - ACCTS RECEIVABLE	01-5505	MAR2021 BILLING LP #007847-000	211.85	5,500.00
3005-197923	03/25/2021	Sherwin Williams Co	01-4363	MAR2021 BILLING LP AG #007833-000	142.14	353.99
3005-197924	03/25/2021	TOTAL EDUCATION SOLUTIONS	01-5800	PAINT- TRANS		249.80
3005-197925	03/25/2021	USI INC	01-4300	FEB2021 LAS & SLPA SERVICES	334.86	9,750.00
			01-4400	LAMINATING FILM/ OHS		
				LAMINATOR/ LP	1,876.82	2,211.68
				Total Number of Checks	26	737,439.08

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	20	721,059.56
11	Adult Education Fund	1	59.05
13	Cafeteria Special Revenue Fund	6	16,428.15
	Total Number of Checks	26	737,546.76
	Less Unpaid Sales Tax Liability		107.68
	Net (Check Amount)		737,439.08

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), Mar 26 2021
9:31AM

Checks Dated 03/30/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-198289	03/30/2021	BLAKE WALKER	01-5200	WASC VISIT		166.92
3005-198290	03/30/2021	CHRIS VAN SCHAAK	01-5200	WASC VISIT		538.38
3005-198291	03/30/2021	JAMES SNYDER	01-5200	WASC VISIT		224.00
3005-198292	03/30/2021	Ross, Lisa M	01-4300	HOSPITALITY WASC		217.89
3005-198293	03/30/2021	Sharp, Shannon L	01-4300	CLASSROOM SUPPLIES		200.00
3005-198294	03/30/2021	Weliver, Alisha M	01-4300	CLASSROOM SUPPLIES		52.07
3005-198295	03/30/2021	Deadmore, Jacqueline	13-4300	POT HOLDERS		72.68
3005-198296	03/30/2021	ACCULARM DAN R LEDFORD	01-5640	CAMERA INSTALLATION PHS	820.00	
			01-5800	4 QTR MONITORING LP	81.00	901.00
3005-198297	03/30/2021	BUSWEST	01-4363	ADAPTER	321.31	
				FAN CONTROL	1,292.66	1,613.97
3005-198299	03/30/2021	ROBERTO LEON FIT DIESEL ELECTRIC	01-4363	STARTER KIT		287.84
3005-198300	03/30/2021	Geary Pacific Supply	01-4300	IGNITOR SMART, VALVE GAS	357.96	
				MOTOR, MOUNT, BLADE	259.79	
				MOUNT	25.77	643.52
3005-198301	03/30/2021	GRAINGER INC	01-4300	FILTERS	98.97	
				STATE AND US FLAGS	310.36	409.33
3005-198302	03/30/2021	NORCAL KENWORTH	01-4363	55 GAL. COOLANT	380.87	
				CLEAR BLUE DEF	58.39	
				CREDIT ON INV Z269121	142.02-	297.24
3005-198303	03/30/2021	OREILLY AUTOMOTIVE INC	01-4363	AIR BRK	121.07	
				FUSE HOLDER	34.56	
				SOLDERING	20.74	176.37
3005-198304	03/30/2021	OROVILLE AREA CHAMBER OF COMM	11-5300	OAS- ANNUAL MEMBERSHIP RENEWAL		150.00
3005-198305	03/30/2021	OROVILLE POWER EQUIPMENT	01-4300	1 GAL MIX XP		23.26
3005-198306	03/30/2021	SCOOT EDUCATION INC.	01-5800	02/22-2/26/2021 SERVICE		5,500.00
3005-198307	03/30/2021	TEHAMA TIRE SERVICE	01-4364	LT TRK	119.80	
				TIRES BALANCE	35.77	155.57
3005-198308	03/30/2021	THERAPY TRAVELERS, LLC	01-5800	03/15/21-3/21/21 SERVICE		3,510.00
3005-198309	03/30/2021	TOTAL SCHOOL SOLUTIONS	01-5200	CONSULTATION ADMIN SERVICES DULLY		3,000.00
				MARCH 2021		
3813-198298	03/30/2021	CALIFORNIA'S VALUED TRUST FINANCE DEPARTMENT	76-9544	APRIL 2021 RETIRE BILLING	50,915.08	
			76-9560	APRIL 2021 ACTIVE BILLING	363,167.10	414,082.18
Total Number of Checks					21	432,222.22

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.

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Checks Dated 03/30/2021

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	18	17,917.36			
11	Adult Education Fund	1	150.00			
13	Cafeteria Special Revenue Fund	1	72.68			
76	Warrant/Pass-Through Fund	1	414,082.18			
	Total Number of Checks	21	432,222.22			
	Less Unpaid Sales Tax Liability		.00			
	Net (Check Amount)		432,222.22			

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.

Checks Dated 04/01/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-198489	04/01/2021	Jenkins, Leighton R	01-5200	MEAL REIMB. LP SOCCER		22.00
3005-198490	04/01/2021	Davis, Michael J	01-5200	MEAL REIMB. LP FOOTBALL		22.00
3005-198491	04/01/2021	Jenkins, Joel A	01-5200	MEAL REIMB. LP FOOTBALL		22.00
3005-198492	04/01/2021	Drury, Timothy	01-4300	ACTIVITY DAY SUPPLIES		83.03
3005-198493	04/01/2021	ATKINSON, ANDELSON, LOYA RUUD & ROMO	01-5200	DONNA/CHELLO COVID WEBINAR		78.00
3005-198494	04/01/2021	APPLE COMPUTER	01-4300	10 PK IPAD WIFI 128 GB	12,915.15	
				APPLE PENCILS	3,275.65	
				IPAD WIFI 128 GB	1,307.75	17,498.55
3005-198495	04/01/2021	AT&T	01-5900	02/24/21-03/23/21 - #9391008278	23.51	
				02/24/21-03/23/21 - #9391008279	23.49	
				02/24/21-03/23/21 - #9391008280	23.53	
				02/24/21-03/23/21 - #9391008281	23.54	
				02/24/21-03/23/21 - #9391008282	1,201.99	
				02/24/21-03/23/21 - #9391008282	33.69	
			11-5900	02/24/21-03/23/21 - #9391047160	117.48	
				02/24/21-03/23/21 - #9391008282	17.19	1,464.42
3005-198496	04/01/2021	BATTERIES PLUS	01-4300	12V & 6V LEAD BATTERIES		257.09
3005-198497	04/01/2021	BROWERS TOW SERVICE INC	01-5620	TOWING BUS 66 TO RECYCLING YARD		437.50
3005-198498	04/01/2021	CDW GOVERNMENT INC	01-4360	VIEWSONIC		130.34
3005-198499	04/01/2021	DAN'S ELECTRICAL SUPPLY	01-4300	16X14X10 ENCLOSURE		150.07
3005-198500	04/01/2021	DAY WIRELESS SYSTEMS	01-5900	APRIL2021 BILLING		762.00
3005-198501	04/01/2021	AERIES SOFTWARE	01-5200	SCHDL. WORKSHOP- STEINMANN/WATTS	700.00	
				SCHEDULING WEBINAR- STEINMANN/WATTS	200.00	900.00
3005-198502	04/01/2021	FOOD MAXX SAVE MART SUPERMARKETS	01-4300	COOKING CLASS- TRD-4243		49.19
3005-198503	04/01/2021	HOUGHTON MIFFLIN CO	01-4100	READ 180 REAL & BLENDED BOOK	602.23	
			01-5850	READ 180 REAL & BLENDED BOOK	324.21	926.44
3005-198504	04/01/2021	JW WOOD COMPANY INC	01-4300	SINK FAUCET AND MOUNTS	321.71	
				VARIOUS PIPE SUPPLIES	230.48	552.19
3005-198505	04/01/2021	LG ENVIRONMENTAL	01-5800	MARCH2021- MONTHLY INSPECTION		150.00
3005-198506	04/01/2021	NORCAL FOOD EQUIPMENT	01-4300	ELEMENT CHIP TRAY	590.89	
				THERMOSTAT KIT	292.66	
				THICKNESS PROBE	112.92	
3005-198507	04/01/2021	PTI, LLC	01-5800	VARIOUS PARTS PURCHASED	158.24	1,154.71
				DELIVERY SYSTEM REPORT 100 COMPLETE		11,715.00
3005-198508	04/01/2021	RIVERSIDE TECHNOLOGIES INC.	01-4400	REDCAT ACCESS AND MEDIA CONNECTOR		45,751.86

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Checks Dated 04/01/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-198509	04/01/2021	SYNECTIC TECHNOLOGIES	01-5620	SERVICE FOR EXT 3037 AND RESET VM		1,054.00
				PASSWORD		
3005-198510	04/01/2021	WESTCOM WIRELESS INC	01-4400	HEADSETS FOR COACHES		3,928.00
Total Number of Checks					22	87,108.39

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	22	86,940.03
11	AdultEducationFund	1	151.17
13	CafeteriaSpecialRevenueFund	1	17.19
Total Number of Checks		22	87,108.39
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			87,108.39

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Checks Dated 04/06/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-198689	04/06/2021	Davis, Sherri K	01-5200	PARA ED CONF		75.00
3005-198690	04/06/2021	Post, Thomas R	01-5200	COURIER		40.76
3005-198691	04/06/2021	ACCULARM DAN R LEDFORD	11-5800	4 QTR 04/01/21-06/30/21		132.00
3005-198692	04/06/2021	AZ BUS SALES INC	01-4363	COVER ASSY VINYL		155.52
3005-198693	04/06/2021	BETTER DEAL EXCHANGE	01-4300	BRUSH,TAPES	44.98	
				CHAIN PROOF	74.53	
				ELECTRICAL TAPES	18.15	
				HOOK CUPS	6.47	
				KEY CUTTING	21.54	
				METAL REPAIR TAPES	32.44	
				SPRAY,PIC HANGER	24.81	
				STRAPS	2.78	
				TUBE COPPER	8.62	
				VARIOUS MAERIALS	72.74	307.06
3005-198694	04/06/2021	GOLD STAR FOODS	13-4700	FOOD SUPPLY		4,915.93
3005-198695	04/06/2021	HOME DEPOT	01-4300	MAINT./ SUPPLIES- RUSSELL	540.06	
				MAINT./ SUPPLIES- SANTOS	25.92	565.98
3005-198696	04/06/2021	NCOA-SOA CHICO 552	01-5800	UMPIRE/REFEREE- 4/22/21-5/27/21		3,255.04
3005-198697	04/06/2021	NCVOA-CHICO	01-5800	UMPIRE/REFEREE- 3/31/21-4/17/21	648.00	
				UMPIRE/REFEREE- 4/20/21-5/01/21	577.00	1,225.00
3005-198698	04/06/2021	NORCAL KENWORTH	01-4363	CREDIT CHAMBER	96.34-	
				REMAN SHOE KIT	341.68	245.34
3005-198699	04/06/2021	NORTHAM DISTRIBUTORS INC	13-4700	FOOD SUPPLY		1,465.51
3005-198700	04/06/2021	OFFICE DEPOT	01-4300	BINDER,LTR RING	7.89	
				DESK	497.65	
				PALLET OF PAPER	1,255.27	
				TONER	240.53	
				VARIOUS SUPPLIES	235.28	2,236.62
3005-198701	04/06/2021	PROPACIFIC FRESH	13-4700	FOOD SUPPLY		109.69
3005-198702	04/06/2021	S&L Meat Sales Company, Inc.	13-4300	FOOD SUPPLY	400.10	
			13-4700	FOOD SUPPLY	392.12	
				Unpaid Sales Tax	28.92-	763.30
3005-198703	04/06/2021	SHARP LOCKSMITHING GARAGE DOOR	01-4300	10 KEYS	21.65	
				ABUS PADLOCKS	75.78	
				SPRING CAGE	54.13	151.56
3005-198704	04/06/2021	THERAPY TRAVELERS, LLC	01-5800	3/22/21-3/28/21 SERVICE		3,600.00

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Checks Dated 04/06/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
					16	19,244.31
Total Number of Checks						19,244.31

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	11	11,857.88
11	AdultEducationFund	1	132.00
13	CafeteriaSpecialRevenueFund	4	7,283.35
Total Number of Checks		16	19,273.23
Less Unpaid Sales Tax Liability			28.92
Net (Check Amount)			19,244.31

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Checks Dated 04/08/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-198985	04/08/2021	Amazon.com Lic	01-4300	CLOXO HYDROGEN	396.12	
				CREDIT FOR ITEMS NEVER DELIVERED	77.67-	
				R1467 RIBBONS/DO	16.44	
				VARIOUS SUPPLIES/ DO	30.23	
				VARIOUS SUPPLIES/ TRANSP.	677.52	1,042.64
				KEYS		269.16
3005-198986	04/08/2021	ANIXTER INC	01-4300	TINTED GLASS/TRIM SEAL		612.44
3005-198987	04/08/2021	AZ BUS SALES INC	01-4363	3QRT UTAX		5.00
3005-198988	04/08/2021	CA DEPT OF TAX & FEE ADMIN	01-9580	SPORTS TICKETS		1,135.68
3005-198989	04/08/2021	COMERS PRINT SHOP	01-4300	18 YARDS SANDY LOAM		460.60
3005-198990	04/08/2021	JACE CROSSWELL CROSSWELL TRUCKING	01-4300	PROFESSIONAL SERVICES		1,665.00
3005-198991	04/08/2021	Dannis Woliver Kelley	01-5801	SERVICE REPAIR FOR 2018 BLUEBIRD		1,640.63
3005-198992	04/08/2021	DURHAM PENTZ TRUCK CENTER	01-5620	#85		
				BRAKE DRUM	846.00	
3005-198993	04/08/2021	NORCAL KENWORTH	01-4363	CREDIT ON INV# Z271059	380.87-	465.13
				REIMB. CK# 1626-1630		3,977.50
3005-198994	04/08/2021	OUHSD SCHOLARSHIP FUND	73-5800	02/23/21-03/23/21 #0290829210-01	714.68	
3005-198995	04/08/2021	PG&E	01-5501	REISSUE #6255577568-3	454.74	1,169.42
3005-198996	04/08/2021	RIVERSIDE TECHNOLOGIES INC.	01-4400	REDCAT ACCESS AND MEDIA CONNECTOR		28,995.63
				SENSOR UPGRADE		40,927.16
3005-198997	04/08/2021	REFRIGERATION SUPPLIES DISTRIBUTOR	01-4300	HP TONERS		415.01
3005-198998	04/08/2021	STAPLES-BUSINESS ADVANTAGE	01-4300	0966- S.SMITH/ COOKING SUPPLIES	329.72	
3005-198999	04/08/2021	US BANK CORPORATE PAYMENT SYSTEM	01-4300	2813- T.DRURY/ ART SUPPLIES	562.94	
				2813- T.DRURY/ BIKE SHOP SUPPLIES	34.09	
				2813- T.DRURY/ DOOR STOP	7.01	
				2813- T.DRURY/ EGG HUNT SUPPLIES	52.32	
				2813- T.DRURY/ EGG HUNTS SUPPLIES	14.92	
				2813- T.DRURY/ LAWN SEEDS	22.17	
				2813- T.DRURY/ PLAYSTATION WIRELESS CONTRL.	227.29	
				2813- T.DRURY/ SOIL FOR RAISED BEDS	295.52	
				5187- D.BRIGGS/ VARIOUS SUPPLIES	221.21	
				5187- D.BRIGGS/ WIRES,CONNECTOR,TRIM	70.83	
				5510- W.UPTON/ V-BELT	24.11	
				5996- C.TELLECHEA/ AMAZON	138.72	
				7952- L.LAFAYETTE/ CANNING JAR	74.55	

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Checks Dated 04/08/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-198999	04/08/2021	US BANK CORPORATE PAYMENT SYSTEM	01-4300	7952- L.LAFAYETTE/ SHEARS FOR ANIMALS	58.42	
				8163- A.VON/ COOKIE LAB	51.38	
				8163- A.VON/ COOKING SUPPLIES	14.16	
				8163- A.VON/ CREPE LAB	69.06	
				8163- A.VON/ HAIR TIES	6.43	
				8163- A.VON/ LP CULINARY	153.08	
				8163- A.VON/ RETURNED	8.05-	
				8163- A.VON/ SLOPPY JOES LAB	82.13	
				8163- A.VON/ SNICKERDOODLE LAB	7.99	
				8163- A.VON/ VEG. BURGER	11.64	
			01-5200	0950- D.RAMOS/ HOTEL ROOM WASC VISIT	1,088.91	
				2510- C.WILLENBERG/ COMPL. WEBINAR- CHELLO	275.00	
				6975- S.WATTS/ WEBINAR- CHELLO	39.00	
				9689- K.SIMAS/ AP WEBINAR/ GUTIERREZ	575.00	
			01-5300	6975- S.WATTS/ CPA MEMBERSHIP	310.00	
			01-5806	2510- C.WILLENBERG/ NEWSLETTER SUBSC.	999.00	
			11-5200	8796- J.OCHS/ CCAE CONF.	200.00	
			13-4300	7723- J.DEADMORE/ CHEFS COAT	42.85	
			13-4700	7723- J.DEADMORE/ CAFETERIA SUPPLIES	91.36	6,142.76
Total Number of Checks					15	88,923.76

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	14	84,612.05
11	AdultEducationFund	1	200.00
13	CafeteriaSpecialRevenueFund	1	134.21
73	FoundationPrivPurposeTrustFu	1	3,977.50
Total Number of Checks		15	88,923.76
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			88,923.76

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.

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Fund 01 - General Fund

Fiscal Year 2020/21 Through April 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
LCFF Revenue Sources						
8011	LCFFStateAid-CurrentYear	12,870,769.00	12,754,366.00	9,637,273.00	3,117,093.00	75.56
8012	EduProtectionAccountStAidCurYr	3,016,003.00	4,606,112.00	3,830,961.00	775,151.00	83.17
8019	LCFFRevenueLimitStateAidPriYrs			344,810.00	344,810.00-	NO BDGT
8021	HomeownersExemptions	111,339.00	112,452.00	54,437.02	58,014.98	48.41
8022	TimberYieldTax	15,065.00	26,762.00	22,082.88	4,679.12	82.52
8029	OthrSubventionsIn-LieuTaxes	2,871.00	2,928.00	3,779.49	851.49-	129.08
8041	SecuredRollTaxes	7,262,263.00	8,013,997.00	4,317,296.07	3,696,700.93	53.87
8042	UnsecuredRollTaxes	449,834.00	457,724.00	481,191.16	23,467.16-	105.13
8043	PriorYearsTaxes	14,665.00	13,100.00	11,164.70	1,935.30	85.23
8044	SupplementalTaxes	89,204.00	105,650.00	58,099.55	47,550.45	54.99
8045	EducateRevenueAugmentationFund	1,570,896.00-	2,106,775.00-	806,096.58-	1,300,678.42-	38.26
8047	CommunityRedevelopmentFunds	962,335.00	1,222,173.00	574,112.87	648,060.13	46.97
8096	Trns2ChrtSchlnLieuOfPropTaxes	293,536.00-	265,089.00-	186,570.00-	78,519.00-	70.38
	Total LCFF Revenue Sources	22,929,916.00	24,943,400.00	18,342,541.16	6,600,858.84	73.54
Federal Revenue						
8181	SpecialEducation-Entitlement	388,269.00	343,774.00	17,970.00	325,804.00	5.23
8290	AllOtherFederalRevenue	1,737,882.00	4,016,511.00	3,188,040.41	828,470.59	79.37
	Total Federal Revenue	2,126,151.00	4,360,285.00	3,206,010.41	1,154,274.59	73.53
Other State Revenues						
8311	OtherStateApportionmentsCurrYr	763,406.00				NO BDGT
8550	MandatedCostReimbursements	126,791.00	126,791.00	126,758.00	33.00	99.97
8560	StateLotteryRevenue	444,000.00	414,200.00	111,681.50	302,518.50	26.96
8590	AllOtherStateRevenue	2,361,599.00	3,163,854.00	2,168,873.15	994,980.85	68.55
	Total Other State Revenues	3,695,796.00	3,704,845.00	2,407,312.65	1,297,532.35	64.98
Other Local Revenue						
8650	LeasesandRentals			245.70	245.70-	NO BDGT
8660	Interest			43,451.59	31,548.41	57.94
8677	InteragencySrvcBetweenLEAs	75,000.00	75,000.00	635,843.80	278,536.20	69.54
8699	AllOtherLocalRevenue	170,511.00	274,511.00	155,078.14	119,432.86	56.49
8792	TrnsfrApportionmentFrmCnityOffcs	487,652.00	1,218,649.00	755,121.00	463,528.00	61.96
	Total Other Local Revenue	1,467,163.00	2,482,540.00	1,589,740.23	892,799.77	64.04
	Total Year To Date Revenues	30,219,026.00	35,491,070.00	25,545,604.45	9,945,465.55	71.98

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2021, Ending Account Period = 0, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)							
						ESCAPE	ONLINE

Fund 01 - General Fund

Fiscal Year 2020/21 Through April 2021

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	Certificated Teachers Salaries	8,527,348.00	8,618,637.00	2,374,260.81	6,228,451.18	15,925.01	72.27
1101	Teacher Sub Pay	242,615.00	237,927.00		206,994.71	30,932.29	87.00
1102	Teacher Extra Pay	172,213.00	201,115.00		127,797.21	73,317.79	63.54
1200	Certificated Pupil Support Salaries	914,014.00	903,781.00	246,194.61	661,561.62	3,975.23-	73.20
1202	Pupil Support Extra Pay	12,500.00	12,500.00		37,992.46	25,492.46-	303.94
1300	Certificated Supervisor Adminstrtr Salaries	1,174,000.00	1,177,104.00	293,176.77	880,262.04	3,665.19	74.78
1301	Cert Admin Sub				120.00	120.00-	NO BDGT
1302	Cert Admin Extra Pay	46,455.00	51,455.00		26,728.50	24,726.50	51.95
1900	Other Certificated Salaries	70,113.00	60,121.00	16,396.71	43,724.56	27-	72.73
1902	Other Certificated Extra Pay	271,290.00	271,290.00		15,780.87	255,509.13	5.82
Total Certificated Salaries		11,430,548.00	11,533,930.00	2,930,028.90	8,229,413.15	374,487.95	71.35
Classified Salaries							
2100	Classified Instructional Salary	1,095,561.00	951,414.00	243,527.88	684,612.61	23,273.51	71.96
2101	Para Ed Sub Pay	31,302.00	49,870.00		2,948.84	46,921.16	5.91
2102	Para Ed Extra Pay	7,000.00	7,000.00		14,090.01	7,090.01-	201.29
2200	Classified Support Salaries	1,789,922.00	1,630,514.00	358,813.47	1,148,210.25	123,490.28	70.42
2201	Class Support Sub Pay	119,000.00	99,000.00		29,936.92	69,063.08	30.24
2202	Class Support Extra Pay	80,962.00	50,954.00		41,264.58	9,689.42	80.98
2300	Class Supervisor Administrators Salary	315,844.00	267,437.00	64,825.02	205,638.34	3,026.36-	76.89
2400	Clerical Technical Office Staff Salaries	1,315,818.00	1,255,950.00	326,508.15	914,471.79	14,970.06	72.81
2401	Clerical Sub Pay	6,000.00	18,000.00		11,698.19	6,301.81	64.99
2402	Clerical Extra Pay	14,000.00	14,001.00		19,229.02	5,228.02-	137.34
2900	Other Classified Salaries	43,034.00	45,234.00	11,688.93	37,425.39	3,880.32-	82.74
2902	Other Classified Extra Pay	4,000.00			8,436.74	8,436.74-	NO BDGT
Total Classified Salaries		4,822,443.00	4,389,374.00	1,005,363.45	3,117,962.68	266,047.87	71.03
Employee Benefits							
3101	STRS Certificated Positions	2,854,466.00	2,751,656.00	462,341.28	1,252,414.04	1,036,900.68	45.51
3102	STRS Classified Positions	10,837.00	7,738.00	1,802.97	5,954.20	19.17-	76.95
3201	PERS Certificated Positions	16,211.00	32,991.00	10,409.76	22,665.06	83.82-	68.70
3202	PERS Classified Positions	894,769.00	802,139.00	199,635.75	578,687.70	23,815.55	72.14
3301	OASDI Medicare Alternative Certificated Positions	5,210.00	11,618.00	3,083.40	9,876.10	1,341.50-	85.01
3302	OASDI Medicare Alternative Classified Positions	285,165.00	257,366.00	58,886.66	181,733.29	16,746.05	70.61
3311	Medicare Certificated	162,088.00	164,808.00	41,850.98	117,621.44	5,335.58	71.37
3312	Medicare Classified	67,929.00	61,266.00	13,928.26	43,488.72	3,849.02	70.98
3401	Health/Welfare Benefits Certificated Positions	2,813,900.00	2,812,874.00	777,819.06	2,051,162.19	16,107.25-	72.92

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2021, Ending Account Period = 0, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

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Fund 01 - General Fund

Fiscal Year 2020/21 Through April 2021

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3402	HlthWfarBenefitClassifdPositn	1,352,647.00	1,194,417.00	305,497.33	871,743.90	17,175.77	72.98
3501	StUnemplmntInsurncCertPositns	10,666.00	10,717.00	1,448.34	4,879.18	4,389.48	45.53
3502	StUnemplmntInsurncClassifdPos	2,346.00	2,117.00	480.90	1,501.78	134.32	70.94
3601	WCInsuranceCertificatdPositns	274,081.00	301,240.00	76,529.16	214,943.55	9,767.29	71.35
3602	WCCompensnInsurncClassPositn	115,646.00	114,647.00	26,259.12	81,457.18	6,930.70	71.05
3701	OPEBAllocatedCertificatdPositn	409,761.00	529,953.00	105,774.24	297,652.74	126,526.02	56.17
3702	OPEBAllocatedClassifiedPositn	176,292.00	160,312.00	36,293.55	115,977.82	8,040.63	72.35
Total Employee Benefits		9,452,014.00	9,215,859.00	2,122,040.76	5,851,758.89	1,242,059.35	63.50
Books and Supplies							
4100	ApprvdTxtbookCorCurriculaMterl	121,000.00	110,000.00		13,295.36	96,704.64	12.09
4200	BooksandOtherReferenceMaterial	2,500.00	250.00	2,352.08	19,596.33	21,698.41	7,838.53
4300	MaterialsandSupplies	1,537,869.00	2,000,806.00	274,505.34	500,618.06	1,225,682.60	25.02
4360	TransportationGenSupplies	20,000.00	10,000.00		4,852.19	5,147.81	48.52
4361	TransportationFuel	110,000.00	55,000.00		15,492.31	39,507.69	28.17
4362	TransportationOilGrease	6,000.00	6,000.00			6,000.00	
4363	TransportationParts	54,000.00	40,000.00	118.00	32,902.17	6,979.83	82.26
4364	TransportationTires	15,000.00	7,500.00		5,237.03	2,262.97	69.83
4400	NoncapitalizedEquipment	7,590.00	226,337.00	175,042.76	625,595.58	574,301.34	276.40
Total Books and Supplies		1,873,959.00	2,455,893.00	452,018.18	1,217,589.03	786,285.79	49.58
Services and Other Operating Expenditures							
5200	TravelandConferences	300,786.00	183,351.00	47,820.01	71,138.32	64,392.67	38.80
5300	DuesandMemberships	26,200.00	26,200.00		27,759.58	1,559.58	105.95
5450	OtherInsurance	438,000.00	500,123.00		500,123.00		100.00
5501	GasElectricity	439,909.00	314,909.00		211,223.98	103,685.02	67.07
5502	PestControl	6,400.00	6,400.00	375.00	4,490.00	1,535.00	70.16
5503	SewerFees	63,000.00	63,000.00		54,475.64	8,524.36	86.47
5505	Water	67,000.00	67,000.00	19,699.46	49,520.31	2,219.77	73.91
5506	WasteDisposal	57,200.00	57,200.00	30,358.22	27,405.83	564.05	47.91
5601	FacilitiesRent	6,000.00	6,000.00			6,000.00	
5602	CopierPostageMeterRents	47,800.00	60,800.00	27,271.07	43,133.74	9,604.81	70.94
5603	CopierMaintenance	32,305.00	32,305.00	13,295.82	3,626.44	15,382.74	11.23
5620	EquipmentRentalsAndRepairs	124,000.00	124,000.00	13,234.05	142,338.78	31,572.83	114.79
5630	ComputerMaintenanceRepairs	21,000.00	19,100.00		6,842.49	12,257.51	35.82
5640	BuildingAndSiteRepairs	230,000.00	230,000.00	124,309.00	137,122.60	31,431.60	59.62
5750	TransfersDirectCostsInterfund	20,000.00	20,000.00		3,140.85	16,859.15	15.70

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2021, Ending Account Period = 0, Stmt Option? = R,

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

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Fund 01 - General Fund

Fiscal Year 2020/21 Through April 2021

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Services and Other Operating Expenditures (continued)							
5800	ProfConsultingSvcsandOperExpnd	720,393.00	1,226,392.00	335,051.96	662,161.80	229,178.24	53.99
5801	LegalFees	100,000.00	100,000.00		55,047.50	44,952.50	55.05
5802	ElectionFees	31,000.00	1,000.00		608.50	391.50	60.85
5804	PreEmploymentTesting	11,000.00	11,000.00		9,670.20	1,329.80	87.91
5806	Advertising	1,000.00	1,000.00		3,756.00	2,756.00-	375.60
5850	SoftwareMaintenanceAndLicences	193,800.00	620,833.00	14,557.10	463,804.74	142,471.16	74.71
5900	Communications	33,250.00	33,250.00	2,296.54	31,304.14	350.68-	94.15
	Total Services and Other Operating Expenditures	2,930,043.00	3,663,863.00	628,268.23	2,502,412.74	533,182.03	68.30
Capital Outlay							
6200	BuildingImprovementOfBuildings				63,445.00	63,445.00-	NO BDGT
6400	Equipment	130,326.00	2,173,348.00	207,626.26	2,031,455.16	65,733.42-	93.47
	Total Capital Outlay	130,326.00	2,173,348.00	207,626.26	2,094,900.16	129,178.42-	96.39
Tuition							
7142	OthuuItInExcsCstsDfctPy2CntyOff	733,284.00	829,018.00		301,595.00	527,423.00	36.38
	Total Tuition	733,284.00	829,018.00	.00	301,595.00	527,423.00	36.38
Transfers of Indirect/direct support costs							
7350	TransIndirectCostsInterfund	77,639.00-	68,960.00-			68,960.00-	
	Total Transfers of Indirect/direct support costs	77,639.00-	68,960.00-	.00	.00	68,960.00-	
Debt Service							
7439	OtherDebtService-Principal	294,737.00	294,737.00		147,368.43	147,368.57	50.00
	Total Debt Service	294,737.00	294,737.00	.00	147,368.43	147,368.57	50.00
	Total Year To Date Expenditures	31,589,715.00	34,487,062.00	7,345,345.78	23,463,000.08	3,678,716.14	68.03
Other Financing Sources							
Other Financing Sources							
8919	OthrAuthorizdIntrFundTrnsfrsIn	16,000.00	16,000.00		9,866.48	6,133.52	61.67
	Total Other Financing Sources	16,000.00	16,000.00		9,866.48	6,133.52	61.67
	Total Year To Date Other Financing Sources	16,000.00	16,000.00		9,866.48	6,133.52	61.67
Other Financing Uses							
Other Financing Uses							
Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Other Financing Uses							
Other Financing Uses							
Other Financing Uses							

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2021, Ending Account Period = 0, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

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Fund 01 - GeneralFund		Fiscal Year 2020/21 Through April 2021					
Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Other Financing Uses (continued)							
Interfund Transfers Out							
7616	From GenFund To CafeFund	224,078.00	413,244.00		73,390.18	339,853.82	17.76
	Total Interfund Transfers Out	224,078.00	413,244.00	.00	73,390.18	339,853.82	17.76
	Total Year To Date Other Financing Uses	224,078.00	413,244.00	.00	73,390.18	339,853.82	17.76

Fund 01 - General Fund

Fiscal Year 2020/21 Through April 2021

Revenues, Expenditures, and Changes in Fund Balance		Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
A. Revenues		30,219,026.00	35,491,070.00		25,545,604.45	9,945,465.55	71.98
B. Expenditures		31,589,715.00	34,487,062.00	7,345,345.78	23,463,000.08	3,678,716.14	68.03
C. Subtotal (Revenue LESS Expense)		1,370,689.00-	1,004,008.00		2,082,604.37	6,266,749.41	
D. Other Financing Sources and Uses							
Sources		16,000.00	16,000.00		9,866.48	6,133.52	61.67
LESS Uses		224,078.00	413,244.00		73,390.18	339,853.82	17.76
E. Net Change in Fund Balance		1,578,767.00-	606,764.00		2,019,080.67	5,933,029.11	
F. Fund Balance:							
Beginning Balance (9791)							
Audit Adjustments (9793)		5,190,001.00	6,098,818.00		6,090,091.60		
Other Restatements (9795)							
Adjusted Beginning Balance							
G. Calculated Ending Balance		5,190,001.00	6,098,818.00		6,090,091.60		
*Components of Ending Fund Balance							
Legally Restricted (9740)		3,611,234.00	6,705,582.00		8,109,172.27		
Other Designations (9780)							
Undesignated/Unappropriated (9790)		3,611,234.00	6,705,582.00				
Other					7,345,345.78		

Fund 11 - Adult Education Fund

Fiscal Year 2020/21 Through April 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
8290	All Other Federal Revenue	138,550.00	135,200.00	54,033.00	81,167.00	39.97
	Total Federal Revenue	138,550.00	135,200.00	54,033.00	81,167.00	39.97
Other State Revenues						
8590	All Other State Revenue	.00	39,131.00	39,131.00	.00	100.00
	Total Other State Revenues	.00	39,131.00	39,131.00	.00	100.00
Other Local Revenue						
8660	Interest	15,341.00	15,341.00	2,927.55	12,413.45	19.08
8671	Adult Education Fees	218,506.00	100,000.00	146,458.71	46,458.71	146.46
8677	Interagency Svcs Between LEAs	1,044,387.00	1,161,598.00	1,161,598.00		100.00
8699	All Other Local Revenue	42,934.00	42,934.00	12,841.05	30,092.95	29.91
	Total Other Local Revenue	1,321,168.00	1,319,873.00	1,323,825.31	3,952.31	100.30
	Total Year To Date Revenues	1,459,718.00	1,494,204.00	1,416,989.31	77,214.69	94.83

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	Certificated Teachers Salaries	358,188.00	344,379.00	818.25	257,898.58	85,662.17	74.89
1101	Teacher Sub Pay	2,250.00	2,250.00			2,250.00	
1300	Crtificd Supvrsvr Admnstrtr Slry	64,816.00	64,816.00	16,173.63	48,551.25	91.12	74.91
	Total Certificated Salaries	425,254.00	411,445.00	16,991.88	306,449.83	88,003.29	74.48
Classified Salaries							
2100	Classified Instructional Salary	46,435.00	46,435.00	12,570.99	33,538.18	325.83	72.23
2102	Para Ed Extra Pay	150.00	150.00		922.48	772.48	614.99
2200	Classified Support Salaries	32,262.00	32,262.00	7,654.23	20,719.41	3,888.36	64.22
2201	Class Support Sub Pay	3,100.00	3,100.00		179.09	2,920.91	5.78
2202	Class Support Extra Pay				1,211.08	1,211.08	NO BDGT
2400	Clerical Technical Office Staff Slrys	177,312.00	177,312.00	45,360.45	131,951.60	.05	74.42
2402	Clerical Extra Pay				4,344.74	4,344.74	NO BDGT
2900	Other Classified Salaries	9,856.00	9,856.00			9,856.00	
	Total Classified Salaries	269,115.00	269,115.00	65,585.67	192,866.58	10,662.75	71.67
Employee Benefits							
3101	STRS Certificated Positions	68,269.00	66,039.00	2,727.36	42,524.29	20,787.35	64.39
3102	STRS Classified Positions	1,592.00	1,592.00			1,592.00	

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2021, Ending Account Period = 0, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

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Fund 11 - Adult Education Fund

Fiscal Year 2020/21 Through April 2021

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3202	PERSClassifiedPositions	53,199.00	53,199.00	13,483.47	38,206.09	1,509.44	71.82
3301	OASDI MedcrAltrntvCertfcPositns	140.00	140.00			140.00	
3302	OASDI MediorAltrntvClasPosition	16,276.00	16,276.00	3,912.00	11,565.32	798.68	71.06
3311	MedicareCertificated	6,166.00	5,966.00	271.71	4,461.38	1,232.91	74.78
3312	MedicareClassified	3,806.00	3,806.00	914.85	2,704.69	186.46	71.06
3401	HlthWlfrBenefitsCertificPositn	149,702.00	135,134.00	37,902.51	98,268.29	1,036.80-	72.72
3402	HlthWlfrBenefitClasifidPositn	82,065.00	82,065.00	21,458.38	61,004.88	398.26-	74.34
3501	StUnemplmntInsurncCertPositns	212.00	205.00	8.55	152.08	44.37	74.19
3502	StUnemplmntInsurncClasifidPos	131.00	131.00	31.59	93.32	6.09	71.24
3601	WCIInsuranceCertificatdPositns	10,198.00	9,866.00	443.73	8,019.77	1,402.50	81.29
3602	WCCompenstnInsurncClassPositn	6,454.00	6,454.00	1,713.03	5,037.53	296.56-	78.05
3701	OPEBAllocatedCertificatdPositn	15,352.00	14,854.00	613.41	11,133.65	3,106.94	74.95
3702	OPEBAllocatedClassifiedPositn	9,716.00	9,716.00	2,367.63	7,215.95	132.42	74.27
Total Employee Benefits		423,278.00	405,443.00	85,848.22	290,387.24	29,207.54	71.62
Books and Supplies							
4200	BooksandOtherReferenceMaterial				78.62	78.62-	NO BDGT
4300	MaterialsandSupplies	8,000.00	9,124.00		4,675.21	4,448.79	51.24
Total Books and Supplies		8,000.00	9,124.00	.00	4,753.83	4,370.17	52.10
Services and Other Operating Expenditures							
5200	TravelandConferences				200.00	200.00-	NO BDGT
5300	DuesandMemberships	2,260.00	2,260.00		1,798.50	461.50	79.58
5501	GasElectricity	23,935.00	23,935.00		6,860.50	17,074.50	28.66
5502	PestControl	700.00	700.00	165.00	495.00	40.00	70.71
5503	SewerFees	1,400.00	1,400.00		1,418.76	18.76-	101.34
5505	Water	6,000.00	6,000.00	1,586.46	1,913.54	2,500.00	31.89
5506	WasteDisposal	3,000.00	3,000.00	918.40	1,581.60	500.00	52.72
5601	FacilitiesRent	42,000.00	42,000.00	7,000.00	35,000.00		83.33
5602	CopierPostageMeterRents	1,000.00	1,000.00	494.18	4,501.81	3,995.99-	450.18
5603	CopierMaintenance	9,500.00	9,500.00	2,623.36	2,341.99	4,534.65	24.65
5620	EquipmentRentalsAndRepairs	950.00	950.00		539.00	411.00	56.74
5640	BuildingAndSiteRepairs		18,842.00		8,684.00	10,158.00	46.09
5750	TransfersDirectCostsInterfund	19,000.00	19,000.00		1,725.00	17,275.00	9.08
5800	ProfConsultngSrvcsandOperExpend	105,000.00	105,000.00	16,873.50	102,647.26	14,520.76-	97.76
5804	PreEmploymentTesting	9,500.00			94.00	94.00-	NO BDGT
5806	Advertising	30,000.00	28,500.00		8,338.04	20,161.96	29.26

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2021, Ending Account Period = 0, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

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Fund 11 - Adult Education Fund

Fiscal Year 2020/21 Through April 2021

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Services and Other Operating Expenditures (continued)							
5850	Software Maintenance And Licenses	16,000.00	18,484.00		15,655.37	2,828.63	84.70
5900	Communications	36,000.00	36,000.00		21,457.75	14,542.25	59.60
	Total Services and Other Operating Expenditures	306,245.00	316,571.00	29,660.90	215,252.12	71,657.98	67.99
Transfers of Indirect/direct support costs							
7350	Trans Indirect Costs Interfund	40,367.00	44,187.00			44,187.00	
	Total Transfers of Indirect/direct support costs	40,367.00	44,187.00	.00	.00	44,187.00	
	Total Year To Date Expenditures	1,472,259.00	1,455,885.00	198,086.67	1,009,709.60	248,088.73	69.35

Fund 11 - Adult Education Fund

Fiscal Year 2020/21 Through April 2021

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	1,459,718.00	1,494,204.00		1,416,989.31	77,214.69	94.83
B. Expenditures	1,472,259.00	1,455,885.00	198,086.67	1,009,709.60	248,088.73	69.35
C. Subtotal (Revenue LESS Expense)	12,541.00-	38,319.00		407,279.71	170,874.04-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	12,541.00-	38,319.00		407,279.71	170,874.04-	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	624,723.00	637,891.00		637,891.20		
Other Restatements (9795)						
Adjusted Beginning Balance	624,723.00	637,891.00		637,891.20		
G. Calculated Ending Balance	612,182.00	676,210.00		1,045,170.91		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	612,182.00	676,210.00				
Other				198,086.67		

Fund 13 - CafeteriaSpecialRevenueFund

Fiscal Year 2020/21 Through April 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
8220	ChildNutritionPrograms	955,000.00	365,000.00	189,590.00	175,410.00	51.94
	Total Federal Revenue	955,000.00	365,000.00	189,590.00	175,410.00	51.94
Other State Revenues						
8520	ChildNutrition	85,000.00	30,000.00	16,377.35	13,622.65	54.59
	Total Other State Revenues	85,000.00	30,000.00	16,377.35	13,622.65	54.59
Other Local Revenue						
8634	FoodServiceSales	26,000.00	9,000.00	3,276.91	5,723.09	36.41
8660	Interest	1,000.00-	1,000.00-	275.37	1,275.37-	-27.54
8699	AllOtherLocalRevenue			22.92	22.92-	NO BDGT
	Total Other Local Revenue	25,000.00	8,000.00	3,575.20	4,424.80	44.69
	Total Year To Date Revenues	1,065,000.00	403,000.00	209,542.55	193,457.45	52.00

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Classified Salaries							
2200	ClassifiedSupportSalaries	280,038.00	258,631.00	69,521.37	185,173.81	3,935.82	71.60
2201	ClassSupportSubPay	27,400.00	19,000.00		5,466.16	13,533.84	28.77
2202	ClassSupportExtraPay	8,600.00	6,000.00		9,486.03	3,486.03-	158.10
2300	ClassSuprvsrAdministratorsSlry	62,597.00	62,597.00	17,071.86	45,524.96	.18	72.73
2400	ClericlTechniclOfficStaffSlrys	17,728.00	11,614.00		498.77	11,115.23	4.29
	Total Classified Salaries	396,363.00	357,842.00	86,593.23	246,149.73	25,099.04	68.79
Employee Benefits							
3202	PERSClassifiedPositions	65,375.00	60,327.00	15,925.11	42,365.46	2,036.43	70.23
3302	OASDIMedicrAltmtvClasPosition	23,989.00	21,431.00	5,190.71	14,758.06	1,482.23	68.86
3312	MedicareClassified	5,611.00	5,012.00	1,213.95	3,452.05	346.00	68.88
3402	HlthWlfarBenefitClasifidPositn	98,750.00	98,989.00	27,099.30	69,823.82	2,065.88	70.54
3502	StUnemplymntInsrncCllsifidPos	192.00	172.00	41.85	118.95	11.20	69.16
3602	WCCompenstnInsrnceClassPositn	9,504.00	8,581.00	2,261.76	6,429.12	109.88-	74.92
3702	OPEBAllocatedClassifiedPositn	14,309.00	12,917.00	3,126.03	8,890.53	900.44	68.83
	Total Employee Benefits	217,730.00	207,429.00	54,858.71	145,837.99	6,732.30	70.31
Books and Supplies							
4300	MaterialsandSupplies	50,000.00	22,000.00	12,226.92	12,648.44	2,875.36-	57.49
4700	Food	564,000.00	192,000.00	224,277.00	162,377.24	194,654.24-	84.57

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2021, Ending Account Period = 0, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

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Fund 13 - CafeteriaSpecialRevenueFund

Fiscal Year 2020/21 Through April 2021

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Total Books and Supplies		614,000.00	214,000.00	236,503.92	175,025.68	197,529.60-	81.79
Services and Other Operating Expenditures							
5200	TravelandConferences	500.00	1,500.00		5,453.00	3,953.00-	363.53
5300	DuesandMemberships	500.00	500.00		206.27	293.73	41.25
5620	EquipmentRentalsAndRepairs		1,000.00		595.00	405.00	59.50
5640	BuildingAndSiteRepairs		1,000.00		750.00	250.00	75.00
5750	TransfersDirectCostsInterfund	1,000.00	1,000.00		1,415.85	415.85-	141.59
5800	ProfConsultingSrvcsandOperExpnd	3,000.00	3,500.00		2,713.00	787.00	77.51
5804	PreEmploymentTesting	1,700.00	700.00		1,798.50	1,098.50-	256.93
5850	SoftwareMaintenanceAndLicences	5,900.00	2,500.00		2,617.00	117.00-	104.68
5900	Communications	500.00	500.00		156.59	343.41	31.32
Total Services and Other Operating Expenditures		13,100.00	12,200.00	.00	15,705.21	3,505.21-	128.73
Capital Outlay							
6400	Equipment				9,995.04	9,995.04-	NO BDGT
Total Capital Outlay		.00	.00	.00	9,995.04	9,995.04-	NO BDGT
Transfers of Indirect/direct support costs							
7350	TransIndirectCostsInterfund	37,272.00	24,773.00			24,773.00	
Total Transfers of Indirect/direct support costs		37,272.00	24,773.00	.00	.00	24,773.00	
Total Year To Date Expenditures		1,278,465.00	816,244.00	377,955.86	592,713.65	154,425.51-	72.61
Other Financing Sources							
8916	ToCafeFundFromGenFund	224,078.00	413,244.00		73,390.18	339,853.82	17.76
Total Other Financing Sources		224,078.00	413,244.00		73,390.18	339,853.82	17.76
Total Year To Date Other Financing Sources		224,078.00	413,244.00		73,390.18	339,853.82	17.76

Fund 13 - CafeteriaSpecialRevenueFund

Fiscal Year 2020/21 Through April 2021

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	1,065,000.00	403,000.00		209,542.55	193,457.45	52.00
B. Expenditures	1,278,465.00	816,244.00	377,955.86	592,713.65	154,425.51-	72.61
C. Subtotal (Revenue LESS Expense)	213,465.00-	413,244.00-		383,171.10-	347,882.96	
D. Other Financing Sources and Uses	224,078.00	413,244.00		73,390.18	339,853.82	17.76
LESS Uses						
E. Net Change in Fund Balance	10,613.00	.00		309,780.92-	687,736.78	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	31,845.00	31,455.00		31,454.96		
Other Restatements (9795)						
Adjusted Beginning Balance	31,845.00	31,455.00		31,454.96		
G. Calculated Ending Balance	42,458.00	31,455.00		278,325.96-		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	42,458.00	31,455.00				
Other				377,955.86		

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2021, Ending Account Period = 0, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

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Fund 25 - Capital Facilities Fund

Fiscal Year 2020/21 Through April 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	7,000.00	7,000.00	3,803.16	3,196.84	54.33
8681	Mitigation/Developer Fees	200,000.00	200,000.00	187,385.67	12,614.33	93.69
	Total Other Local Revenue	207,000.00	207,000.00	191,188.83	15,811.17	92.36
	Total Year To Date Revenues	207,000.00	207,000.00	191,188.83	15,811.17	92.36

Other Financing Uses

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Interfund Transfers Out							
7619	Othr Authorizd Inter Fnd Trnsfrs Out	16,000.00	16,000.00		9,866.48	6,133.52	61.67
	Total Interfund Transfers Out	16,000.00	16,000.00	.00	9,866.48	6,133.52	61.67
	Total Year To Date Other Financing Uses	16,000.00	16,000.00	.00	9,866.48	6,133.52	61.67

Fund 25 - CapitalFacilitiesFund

Fiscal Year 2020/21 Through April 2021

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	207,000.00	207,000.00		191,188.83	15,811.17	92.36
B. Expenditures						
C. Subtotal (Revenue LESS Expense)	207,000.00	207,000.00		191,188.83	15,811.17	
D. Other Financing Sources and Uses						
Sources						
LESS Uses	16,000.00	16,000.00		9,866.48	6,133.52	61.67
E. Net Change in Fund Balance	191,000.00	191,000.00		181,322.35	9,677.65	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	664,029.00	655,936.00		655,936.14		
Other Restatements (9795)						
Adjusted Beginning Balance	664,029.00	655,936.00		655,936.14		
G. Calculated Ending Balance	855,029.00	846,936.00		837,258.49		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	855,029.00	846,936.00				
Other						

Selection:

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2021, Ending Account Period = 0, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

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Fund 26 - RDAFeesFund

Fiscal Year 2020/21 Through April 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8625	ComRdvlpmntFndNotSubjct2LCFFDd	117,000.00	117,000.00	122,700.03	5,700.03-	104.87
8660	Interest	7,000.00	7,000.00	3,892.63	3,107.37	55.61
	Total Other Local Revenue	124,000.00	124,000.00	126,592.66	2,592.66-	102.09
	Total Year To Date Revenues	124,000.00	124,000.00	126,592.66	2,592.66-	102.09

Fund 26 - RDAFeesFund

Fiscal Year 2020/21 Through April 2021

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		126,592.66	2,592.66-	102.09
B. Expenditures						
C. Subtotal (Revenue LESS Expense)	124,000.00	124,000.00		126,592.66	2,592.66-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	124,000.00	124,000.00		126,592.66	2,592.66-	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	642,849.00	700,634.00		700,634.19		
Other Restatements (9795)						
Adjusted Beginning Balance	642,849.00	700,634.00		700,634.19		
G. Calculated Ending Balance	766,849.00	824,634.00		827,226.85		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	766,849.00	824,634.00				
Other						

Fund 51 - BndIntRdmtFndA

Fiscal Year 2020/21 Through April 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	Rcvd	%
Revenue Detail							
Other State Revenues							
8571	VoidIndbtdnesLeviHmownrExmptIn	4,000.00	4,000.00	2,856.58	1,143.42	71.41	
8572	VtdIndbtdnesLevOtrSbvtntnsInLuTx	2,000.00	2,000.00	1,262.56	737.44	63.13	
	Total Other State Revenues	6,000.00	6,000.00	4,119.14	1,880.86	68.65	
Other Local Revenue							
8611	VotedIndebtdnesLevieSecurdRol	387,000.00	387,000.00	263,411.62	123,588.38	68.07	
8612	VotdIndebtdnesLevieUnscurdRol	26,000.00	26,000.00	21,450.76	4,549.24	82.50	
8613	VotdIndebtdnesLeviePrYrTaxes	1,000.00	1,000.00	644.56	355.44	64.46	
8614	VotdIndbtdnesLevieSuplmtntTaxe	6,000.00	6,000.00	4,753.39	1,246.61	79.22	
8660	Interest	7,000.00	7,000.00	2,731.37	4,268.63	39.02	
	Total Other Local Revenue	427,000.00	427,000.00	292,991.70	134,008.30	68.62	
	Total Year To Date Revenues	433,000.00	433,000.00	297,110.84	135,889.16	68.62	

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Debt Service							
7433	BondRedemptions	205,865.00	205,865.00		205,865.00		100.00
7434	BondInterestOtherServiceCharge	294,135.00	294,135.00		294,135.00		100.00
	Total Debt Service	500,000.00	500,000.00	.00	500,000.00	.00	100.00
	Total Year To Date Expenditures	500,000.00	500,000.00	.00	500,000.00	.00	100.00

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2021, Ending Account Period = 0, Stmt Option? = R,

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

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Fund 51 - BndIntRdmpfEndA

Fiscal Year 2020/21 Through April 2021

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		297,110.84	135,889.16	68.62
B. Expenditures	500,000.00	500,000.00		500,000.00		100.00
C. Subtotal (Revenue LESS Expense)	67,000.00-	67,000.00-		202,889.16-	135,889.16	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	67,000.00-	67,000.00-		202,889.16-	135,889.16	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	829,290.00	852,691.00		852,690.75		
Other Restatements (9795)						
Adjusted Beginning Balance	829,290.00	852,691.00		852,690.75		
G. Calculated Ending Balance	762,290.00	785,691.00		649,801.59		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	762,290.00	785,691.00				
Other						

Selection:

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2021, Ending Account Period = 0, Stmt Option? = R,
Zero Amounts? = N, SACS? = N, Restricted? = Y)

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Fund 52 - BndIntRdmpFndB

Fiscal Year 2020/21 Through April 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	Rcvd	%
Revenue Detail							
Other State Revenues							
8571	VotdIndbtdnesLevHmownrExmptn	3,000.00	3,000.00	2,194.27	805.73	73.14	
8572	VtdIndbtdnsLevOtrSbvtntnslnLuTx	1,000.00	1,000.00	944.26	55.74	94.43	
	Total Other State Revenues	4,000.00	4,000.00	3,138.53	861.47	78.46	
Other Local Revenue							
8611	VotedIndebtdnssLevieSecurdRol	282,000.00	282,000.00	198,711.32	83,288.68	70.47	
8612	VotdIndebtdnesLevieUnscurdRol	19,000.00	19,000.00	16,453.47	2,546.53	86.60	
8613	VotdIndebtdnesLeviePriYrTaxes	1,000.00	1,000.00	476.27	523.73	47.63	
8614	VotdIndbtdnssLevieSuplmtntTaxe	4,000.00	4,000.00	3,626.83	373.17	90.67	
8660	Interest	5,000.00	5,000.00	1,984.23	3,015.77	39.68	
	Total Other Local Revenue	311,000.00	311,000.00	221,252.12	89,747.88	71.14	
	Total Year To Date Revenues	315,000.00	315,000.00	224,390.65	90,609.35	71.24	

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Debt Service							
7433	BondRedemptions	143,142.00	143,142.00		143,141.90	.10	100.00
7434	BondInterestOtherServiceCharge	226,858.00	226,858.00		226,858.10	.10-	100.00
	Total Debt Service	370,000.00	370,000.00	.00	370,000.00	.00	100.00
	Total Year To Date Expenditures	370,000.00	370,000.00	.00	370,000.00	.00	100.00

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2021, Ending Account Period = 0, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

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Fund 52 - BndIntRdmpFndB

Fiscal Year 2020/21 Through April 2021

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		224,390.65	90,609.35	71.24
B. Expenditures	370,000.00	370,000.00		370,000.00		100.00
C. Subtotal (Revenue LESS Expense)	55,000.00-	55,000.00-		145,609.35-	90,609.35	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	55,000.00-	55,000.00-		145,609.35-	90,609.35	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	601,425.00	623,917.00		623,917.17		
Other Restatements (9795)						
Adjusted Beginning Balance	601,425.00	623,917.00		623,917.17		
G. Calculated Ending Balance	546,425.00	568,917.00		478,307.82		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	546,425.00	568,917.00				
Other						

Fund 53 - BndIntRdmpTndHarrison

Fiscal Year 2020/21 Through April 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VoidIndbtdnesLeviHmownrExmptn	10,000.00	10,000.00	5,736.50	4,263.50	57.37
8572	VtdIndbtdnsLevOtrSbvntrnsLnLuTx	3,000.00	3,000.00	2,732.71	267.29	91.09
	Total Other State Revenues	13,000.00	13,000.00	8,469.21	4,530.79	65.15
Other Local Revenue						
8611	VotedIndebtdnssLevieSecurdRol	770,000.00	770,000.00	469,267.17	300,732.83	60.94
8612	VotdIndebtdnesLevieUnscurdRol	52,000.00	52,000.00	46,860.27	5,139.73	90.12
8613	VotdIndebtdnesLeviePriYrTaxes	2,000.00	2,000.00	1,345.81	654.19	67.29
8614	VotdIndbtdnssLevieSuplmntlTaxe	11,000.00	11,000.00	10,208.76	791.24	92.81
8660	Interest	12,000.00	12,000.00	5,332.02	6,667.98	44.43
	Total Other Local Revenue	847,000.00	847,000.00	533,014.03	313,985.97	62.93
	Total Year To Date Revenues	860,000.00	860,000.00	541,483.24	318,516.76	62.96

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		100.00
7434	BondInterestOtherServiceCharge	140,137.00	140,137.00		140,136.94	.06	100.00
	Total Debt Service	941,611.00	941,611.00	.00	941,610.94	.06	100.00
	Total Year To Date Expenditures	941,611.00	941,611.00	.00	941,610.94	.06	100.00

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2021, Ending Account Period = 0, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

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Fund 53 - BndIntRdmpEndHarrison

Fiscal Year 2020/21 Through April 2021

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		541,483.24	318,516.76	62.96
B. Expenditures	941,611.00	941,611.00		941,610.94	.06	100.00
C. Subtotal (Revenue LESS Expense)	81,611.00-	81,611.00-		400,127.70-	318,516.70	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	81,611.00-	81,611.00-		400,127.70-	318,516.70	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	1,529,353.00	1,589,477.00		1,589,477.43		
Other Restatements (9795)						
Adjusted Beginning Balance	1,529,353.00	1,589,477.00		1,589,477.43		
G. Calculated Ending Balance	1,447,742.00	1,507,866.00		1,189,349.73		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,447,742.00	1,507,866.00				
Other						

Fund 73 - FoundationPrivPurposeTrustFund

Fiscal Year 2020/21 Through April 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	21,000.00	21,000.00	10,044.12	10,955.88	47.83
8699	AllOtherLocalRevenue	34,000.00	34,000.00	2,382.50	31,617.50	7.01
	Total Other Local Revenue	55,000.00	55,000.00	12,426.62	42,573.38	22.59
	Total Year To Date Revenues	55,000.00	55,000.00	12,426.62	42,573.38	22.59
Expenditure Detail						
Services and Other Operating Expenditures						
5800	ProfConsultngSrvcsandOperExpnd	55,000.00	55,000.00	47,655.00	7,345.00	86.65
	Total Services and Other Operating Expenditures	55,000.00	55,000.00	47,655.00	7,345.00	86.65
	Total Year To Date Expenditures	55,000.00	55,000.00	47,655.00	7,345.00	86.65

Fund 73 - FoundationPrivPurposeTrustFund

Fiscal Year 2020/21 Through April 2021

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		12,426.62	42,573.38	22.59
B. Expenditures	55,000.00	55,000.00		47,655.00	7,345.00	86.65
C. Subtotal (Revenue LESS Expense)	.00	.00		35,228.38-	35,228.38	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	.00		35,228.38-	35,228.38	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	1,488,965.00	1,518,153.00		1,518,153.33		
Other Restatements (9795)						
Adjusted Beginning Balance	1,488,965.00	1,518,153.00		1,518,153.33		
G. Calculated Ending Balance	1,488,965.00	1,518,153.00		1,482,924.95		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unappropri (9790)	1,488,965.00	1,518,153.00				
Other						

Fund 76 - Warrant/Pass-ThroughFund

Fiscal Year 2020/21 Through April 2021

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						

Oroville Union High School District
20-21 Scholarship Donations
for Board Approval

Deposit Date	Scholarship Fund:	Donated by:	Amount
1st Quarter			
07/17/20	Dave Bruce, Hall of Fame	Al Hottinger	\$227.28
09/18/20	Dave Bruce, Hall of Fame	Al Hottinger	\$212.52
09/18/20	Dave Bruce, Hall of Fame	Glen Sparrow	250.00
			<hr/>
			\$689.80
2nd Quarter			
10/09/20	Oroville High School FCCLA	Sandy Smith	300.00
12/18/20	Dave Bruce, Hall of Fame	Barbara Little	100.00
12/18/20	Dave Bruce, Hall of Fame	Al Hottinger	322.25
12/18/20	John R Johnson	William Garnett	250.00
			<hr/>
			\$972.25
3rd Quarter			
01/15/21	Aja Chew Memorial	Lance & Beverly Anderson	100.00
02/05/21	Dave Bruce, Hall of Fame	Al Hottinger	184.29
03/12/21	John R Johnson	William Garnett	250.00
03/26/21	Dave Bruce, Hall of Fame	Al Hottinger	186.16
			<hr/>
			\$720.45
4th Quarter			
			<hr/>
			\$0.00
Total YTD			<hr/>
			<hr/>
			\$2,382.50

Oroville Union High School District

Memorandum

TO: Board of Trustees
FROM: Dr. Corey Willenberg
DATE: April 13, 2021
SUBJECT: Acceptance of Donations to the Hall of Fame

The District is seeking board approval to accept donations from the following individual or business sponsors:

Operating Fund

B.R.O.N.C.	\$100
John R. Johnson Family	\$200

Scholarship Fund

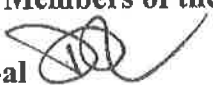
Al Hottinger	\$186.16
Judy McInturf	\$100

Las Plumas High School Memorandum



DATE: April 12, 2021

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

FROM: Daniel Ramos, Jr., Principal 

SUBJECT: Donation to LPHS Football

Tiffany Thompson has generously given a donation in the amount of \$1000.00 to the Las Plumas Football team. I request the board approve this donation.

FAMP DISPOSALS APRIL 2021

Site	FAMP#	Description	Reason	Already Disposed in FAMP
PHS	11283	Dell Optiplex 3020 Computer	Obsolete	Yes
PHS	10978	Dell Optiplex 3020 Computer	Obsolete	Yes
PHS	11280	Dell Optiplex 3020 Computer	Obsolete	Yes
PHS	11295	Dell Optiplex 3020 Computer	Obsolete	Yes
PHS	11281	Dell Optiplex 3020 Computer	Obsolete	Yes
PHS	11297	Dell Optiplex 3020 Computer	Obsolete	Yes
PHS	11285	Dell Optiplex 3020 Computer	Obsolete	Yes
PHS	11296	Dell Optiplex 3020 Computer	Obsolete	Yes
PHS	11286	Dell Optiplex 3020 Computer	Obsolete	Yes
PHS	11951	Dell Optiplex 3020 Computer	Obsolete	Yes
PHS	11948	Dell Optiplex 3020 Computer	Obsolete	Yes
PHS	11284	Dell Optiplex 3020 Computer	Obsolete	Yes
PHS	11952	Dell Optiplex 3020 Computer	Obsolete	Yes
PHS	11288	Dell Optiplex 3020 Computer	Obsolete	Yes
PHS	11950	Dell Optiplex 3020 Computer	Obsolete	Yes
PHS	11291	Dell Optiplex 3020 Computer	Obsolete	Yes
PHS	11282	Dell Optiplex 3020 Computer	Obsolete	Yes
PHS	11292	Dell Optiplex 3020 Computer	Obsolete	Yes
PHS	11293	Dell Optiplex 3020 Computer	Obsolete	Yes
PHS	11289	Dell Optiplex 3020 Computer	Obsolete	Yes
PHS	11287	Dell Optiplex 3020 Computer	Obsolete	Yes
PHS	11294	Dell Optiplex 3020 Computer	Obsolete	Yes
PHS	11949	Dell Optiplex 3020 Computer	Obsolete	Yes
PHS	11290	Dell Optiplex 3020 Computer	Obsolete	Yes
OHS	10047	Dell Optiplex 790 Computer	Obsolete	Yes
OHS	7455	Dell E-4600 Computer	Obsolete	Yes
OHS	7848	Dell Optiplex 760 Computer	Obsolete	Yes
OHS	7860	Dell Optiplex 760 Computer	Obsolete	Yes
OHS	7863	Dell Optiplex 760 Computer	Obsolete	Yes
OHS	7868	Dell Optiplex 760 Computer	Obsolete	Yes
OHS	7872	Dell Optiplex 760 Computer	Obsolete	Yes
OHS	7862	Dell Optiplex 760 Computer	Obsolete	Yes
OHS	7845	Dell Optiplex 760 Computer	Obsolete	Yes
OHS	7847	Dell Optiplex 760 Computer	Obsolete	Yes
OHS	7851	Dell Optiplex 760 Computer	Obsolete	Yes
OHS	7852	Dell Optiplex 760 Computer	Obsolete	Yes
OHS	7853	Dell Optiplex 760 Computer	Obsolete	Yes
OHS	7861	Dell Optiplex 760 Computer	Obsolete	Yes
OHS	7864	Dell Optiplex 760 Computer	Obsolete	Yes
OHS	7865	Dell Optiplex 760 Computer	Obsolete	Yes
OHS	7866	Dell Optiplex 760 Computer	Obsolete	Yes
OHS	7871	Dell Optiplex 760 Computer	Obsolete	Yes
OHS	7842	Dell Optiplex 760 Computer	Obsolete	Yes
OHS	7841	Dell Optiplex 760 Computer	Obsolete	Yes

Date Board Approved _____

FAMP DISPOSALS APRIL 2021

OHS	10006	Dell Optiplex 380 Computer	Obsolete	Yes
OHS	10008	Dell Optiplex 380 Computer	Obsolete	Yes
OHS	10009	Dell Optiplex 380 Computer	Obsolete	Yes
OHS	10010	Dell Optiplex 380 Computer	Obsolete	Yes
OHS	10011	Dell Optiplex 380 Computer	Obsolete	Yes
OHS	10013	Dell Optiplex 380 Computer	Obsolete	Yes
OHS	10021	Dell Optiplex 380 Computer	Obsolete	Yes
OHS	10023	Dell Optiplex 380 Computer	Obsolete	Yes
OHS	10007	Dell Optiplex 380 Computer	Obsolete	Yes
OHS	10012	Dell Optiplex 380 Computer	Obsolete	Yes
OHS	10014	Dell Optiplex 380 Computer	Obsolete	Yes
OHS	10015	Dell Optiplex 380 Computer	Obsolete	Yes
OHS	10016	Dell Optiplex 380 Computer	Obsolete	Yes
OHS	10017	Dell Optiplex 380 Computer	Obsolete	Yes
OHS	10018	Dell Optiplex 380 Computer	Obsolete	Yes
OHS	10019	Dell Optiplex 380 Computer	Obsolete	Yes
OHS	10020	Dell Optiplex 380 Computer	Obsolete	Yes
OHS	10022	Dell Optiplex 380 Computer	Obsolete	Yes
OHS	4773	Dell Optiplex 380 Computer	Obsolete	Yes
OHS	4792	Dell Optiplex 380 Computer	Obsolete	Yes
OHS	4793	Dell Optiplex 380 Computer	Obsolete	Yes
OHS	4794	Dell Optiplex 380 Computer	Obsolete	Yes
OHS	4795	Dell Optiplex 380 Computer	Obsolete	Yes
OHS	4796	Dell Optiplex 380 Computer	Obsolete	Yes
OHS	4797	Dell Optiplex 380 Computer	Obsolete	Yes
OHS	4798	Dell Optiplex 380 Computer	Obsolete	Yes
OHS	4799	Dell Optiplex 380 Computer	Obsolete	Yes
OHS	4800	Dell Optiplex 380 Computer	Obsolete	Yes
OHS	4801	Dell Optiplex 380 Computer	Obsolete	Yes
OHS	4802	Dell Optiplex 380 Computer	Obsolete	Yes
Transportation	2758	Champion 9 drawer toolbox	Obsolete	Yes
Transportation	2771	Honda Generator GX390	Damaged	Yes
Transportation	4299	Kodak Digital Camera	Obsolete	Yes
Transportation	4309	Motorola 2 way radio	Obsolete	Yes
Transportation	4310	Motorola 2 way radio	Obsolete	Yes
Transportation	4328	Libricant Dispenser T0003	Obsolete	Yes
Transportation	4330	Motorola 2 way radio	Obsolete	Yes
Transportation	4331	Motorola 2 way radio	Obsolete	Yes
Transportation	4345	Motorola 2 way radio	Obsolete	Yes
Transportation	4347	Motorola 2 way radio	Obsolete	Yes
Transportation	4348	Motorola 2 way radio	Obsolete	Yes
Transportation	4349	Motorola 2 way radio	Obsolete	Yes
Transportation	4350	Motorola 2 way radio	Obsolete	Yes
Transportation	4351	Motorola 2 way radio	Obsolete	Yes
Transportation	4352	Motorola 2 way radio	Obsolete	Yes
Transportation	4353	Motorola 2 way radio	Obsolete	Yes
Transportation	4354	Motorola 2 way radio	Obsolete	Yes

Date Board Approved _____

FAMP DISPOSALS APRIL 2021

Transportation	4355	Motorola 2 way radio	Obsolete	Yes
Transportation	4357	Motorola 2 way radio	Obsolete	Yes
Transportation	4358	Motorola 2 way radio	Obsolete	Yes
Transportation	4359	Motorola 2 way radio	Obsolete	Yes
Transportation	4360	Motorola 2 way radio	Obsolete	Yes
Transportation	4361	Motorola 2 way radio	Obsolete	Yes
Transportation	4362	Motorola 2 way radio	Obsolete	Yes
Transportation	4363	Motorola 2 way radio	Obsolete	Yes
Transportation	4364	Motorola 2 way radio	Obsolete	Yes
Transportation	4365	Gateway CPU95 E6500-D	Obsolete	Yes
Transportation	4368	Motorola 2 way radio	Obsolete	Yes
Transportation	4370	Motorola 2 way radio	Obsolete	Yes
Transportation	4371	Motorola 2 way radio	Obsolete	Yes
Transportation	4372	Motorola 2 way radio	Obsolete	Yes
Transportation	4373	Motorola 2 way radio	Obsolete	Yes
Transportation	4376	Motorola 2 way radio	Obsolete	Yes
Transportation	4379	Legacy Grease Dispenser	Damaged	Yes
Transportation	4396	Legacy Grease Dispenser	Damaged	Yes
Transportation	10057	Dell Computer Optiplex 780	Obsolete	Yes
Transportation	10699	Computer Dell Venue 11 pro tablet	Obsolete	Yes
Transportation	11362	Heinwerner 5 ton hydraulic jack	Damaged	Yes
Transportation	11649	Computer Dell optiplex 7450	Obsolete	Yes

ted to Computers for Classrooms or Families

Date Board Approved _____



To: Oroville Union High School Board of Trustees
From: Corey Willenberg, EdD, Superintendent
Date: April 12, 2021
Subject: MOU with BCOE for Additional Nursing Services

Due to increasing in-person instruction to five days per week, the district needs to contract with BCOE for two additional days of nursing services per week for the remainder of the 20/21 school year.



Mary Sakuma

Superintendent

msakuma@bcoe.org

Student Programs and Educational Support

Michelle Zevely

Associate Superintendent

mzevely@bcoe.org

Special Education

Stacy Doughman

Senior Director

1859 Bird Street

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Ph: (530) 532-5745

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sdoughma@bcoe.org

Mesa Vista School

Maryanne Taylor

Principal, Special Ed

2265 6th Street

Oroville, CA 95965

Ph: (530) 532-5740

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mtaylor@bcoe.org

Board of Education

Mike Walsh

Karin Matray

Brenda J. McLaughlin

Roger Steel

Amy Christianson

Alan White

Julian Diaz

An Equal Opportunity
Employer

April 6, 2021

Dr. Corey Willenberg, Superintendent
Oroville Union High School District
2211 Washington Avenue
Oroville, CA 95965-5440

MEMORANDUM OF UNDERSTANDING

Butte County Office of Education (BCOE) and Oroville Union High School District (OUHSD) agree as follows:

BCOE agrees to provide the following services to OUHSD:

1. Nurse services two days per week for the remainder of the 20-21 school year. The cost for these services will be approximately \$8,000 plus mileage. An S-transfer will be processed by BCOE for the exact amount by June 30, 2021.

This agreement is effective through June 30, 2021.

Mary Sakuma
Superintendent, BCOE

Dr. Corey Willenberg
Superintendent, OUHSD

cc: Lisa Anderson, Executive Director, Fiscal Services
Alicia Turner, Financial Analyst, Administrative Services
Michelle Zevely, Associate Superintendent, SPES
Stacy Doughman, Sr. Director, Special Education
Maryanne Taylor, Principal, Special Education

"WHERE STUDENTS COME FIRST"

First Reading of Board Policies and Administrative Regulations

BP 3100 (Budget)

This policy is being updated to reflect the board's vote at the March 17, 2021 meeting to increase the reserve for economic uncertainties from 12% to 17%.

Business and Non-instructional Operations

Budget

The Governing Board recognizes its critical responsibility for adopting a sound budget each fiscal year which is aligned with and reflects the district's vision, goals, priorities, local control and accountability plan (LCAP), and other comprehensive plans. The district budget shall guide decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the district.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0400 - Comprehensive Plans)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 3300 - Expenditures and Purchases)
(cf. 3460 - Financial Reports and Accountability)
(cf. 9000 - Role of the Board)

The district budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations subject to limitation as determined pursuant to Government Code 7900-7914. (Education Code 42122)

Budget Development and Adoption Process

In order to provide guidance in the development of the budget, the Board shall annually establish budget priorities based on identified district needs and goals and on realistic projections of available funds.

The Superintendent or designee shall oversee the preparation of a proposed district budget for approval by the Board and shall involve appropriate staff in the development of budget projections.

The Board shall hold a public hearing on the proposed budget in accordance with Education Code 42103 and 42127. The hearing shall occur at the same meeting as the public hearing on the district's LCAP and the local control funding formula (LCFF) budget overview for parents/guardians. (Education Code 42103, 42127, 52062, 52064.1)

(cf. 9320 - Meetings and Notices)
(cf. 9322 - Agenda/Meeting Materials)
(cf. 9323 - Meeting Conduct)

The Board shall adopt the district budget at a public meeting held after the date of the public hearing but on or before July 1 of each year. The Board shall adopt the budget following its adoption of the LCAP, or annual update to the LCAP, and the LCFF budget overview for parents/guardians. The budget shall include the expenditures necessary to implement the LCAP or the annual update to the LCAP. (Education Code 42127, 52062)

The budget that is presented at the public hearing as well as the budget formally adopted by the Board shall adhere to the state's Standardized Account Code Structure as prescribed by the Superintendent of Public Instruction (SPI). (Education Code 42126, 42127)

Budget (Cont.)

The Superintendent or designee may supplement this format with additional information as necessary to effectively communicate the budget to the Board, staff, and public.

No later than five days after the Board adopts the district budget or by July 1, whichever occurs first, the Board shall file the adopted district budget with the County Superintendent of Schools. The budget and supporting data shall be maintained and made available for public review. (Education Code 42127)

(cf. 1340 - Access to District Records)

If the County Superintendent disapproves or conditionally approves the district's budget, the Board shall review and respond to the County Superintendent's recommendations at a regular public meeting on or before October 8. The response shall include any revisions to the adopted budget and any other proposed actions to be taken as a result of those recommendations. (Education Code 42127)

Budget Criteria and Standards

The district budget shall be developed in accordance with state criteria and standards specified in 5 CCR 15440-15450 as they relate to projections of average daily attendance (ADA), enrollment, ratio of ADA to enrollment, LCFF revenue, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, fund balance, and reserves. In addition, the Superintendent or designee shall provide the supplemental information specified in 5 CCR 15451 which addresses the methodology and budget assumptions used, contingent liabilities, use of one-time revenues for ongoing expenditures, use of ongoing revenues for one-time expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, status of collective bargaining agreements, the LCAP, and LCAP expenditures. (Education Code 33128, 33129, 42127.01; 5 CCR 15440-15451)

The district budget shall provide for increased or improved services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students in accordance with 5 CCR 15496. Unduplicated students are students who are eligible for free or reduced-price meals, English learners, and/or foster youth. (Education Code 42238.07; 5 CCR 15496)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Learners)

The Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, program requirements, and any other factors necessary to ensure that the budget is a realistic plan for district revenues and expenditures.

(cf. 2210 - Administrative Discretion Regarding Board Policy)

(cf. 3110 - Transfer of Funds)

Budget (Cont.)

Fund Balance

The district shall classify fund balances in compliance with Governmental Accounting Standards Board (GASB) Statement 54, as follows:

1. Non-spendable fund balance includes amounts that are not expected to be converted to cash, such as resources that are not in a spendable form (e.g., inventories and pre-pays) or that are legally or contractually required to be maintained intact.
2. Restricted fund balance includes amounts constrained to specific purposes by their providers or by law.
3. Committed fund balance includes amounts constrained to specific purposes by the Board.

For this purpose, all commitments of funds shall be approved by a majority vote of the Board. The constraints shall be imposed no later than the end of the reporting period (June 30), although the actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements.

4. Assigned fund balance includes amounts which are intended for a specific purpose but do not meet the criteria to be classified as restricted or committed.

The Board delegates authority to assign funds to the assigned fund balance to the Superintendent and authorizes the assignment of such funds to be made any time prior to the issuance of the financial statements. The Superintendent shall have discretion to further delegate the authority to assign funds.

5. Unassigned fund balance includes amounts that are available for any purpose.

When multiple types of funds are available for an expenditure, the district shall first utilize funds from the restricted fund balance as appropriate, then from the committed fund balance, then from the assigned fund balance, and lastly from the unassigned fund balance.

The Board intends to maintain a minimum assigned and unassigned fund balance in an amount the Board deems sufficient to maintain fiscal solvency and stability and to protect the district against unforeseen circumstances. To protect against unforeseen circumstances such as revenue shortfalls and unanticipated expenditures, the Board intends to maintain a minimum unassigned fund balance, which includes a reserve for economic uncertainties equal to at least one and one-half months of general fund operation expenditures, or 17 percent of general fund expenditures and other financing uses.

If the assigned and unassigned fund balance falls below the level set by the Board due to an emergency situation, unexpected expenditures, or revenue shortfalls, the Board shall develop a plan to recover the fund balance which may include dedicating new unrestricted revenues, reducing expenditures, and/or increasing revenues or pursuing other funding sources.

Budget (Cont.)

Reserve Balance

The district budget shall include a minimum reserve balance for economic uncertainties that is consistent with the percentage or amount specified in 5 CCR 15450.

In any year following the fiscal year in which the district is notified by the SPI that the amount of monies in the state Public School System Stabilization Account equals or exceeds three percent of the combined total of general fund revenues appropriated for school districts and allocated local proceeds of taxes, the district budget shall not contain a combined assigned or unassigned ending general fund balance that is in excess of 10 percent of these funds, unless the requirement is waived in accordance with Education Code 42127.01. (Education Code 42127.01)

Long-Term Financial Obligations

The district's current-year budget and multiyear projections shall include adequate provisions for addressing the district's long-term financial obligations, including, but not limited to, long-term obligations resulting from collective bargaining agreements, financing of facilities projects, unfunded or future liability for retiree benefits, and accrued workers' compensation claims.

(cf. 4141/4241 - Collective Bargaining Agreement)
(cf. 4154/4254/4354 - Health and Welfare Benefits)
(cf. 7210 - Facilities Financing)
(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

Budget Amendments

No later than 45 days after the Governor signs the annual Budget Act, the Superintendent or designee shall make available for public review any revisions in budgeted revenues and expenditures which occur as a result of the funding made available by that Budget Act. (Education Code 42127)

Whenever revenues and expenditures change significantly throughout the year, the Superintendent or designee shall recommend budget amendments to ensure accurate projections of the district's net ending balance. When final figures for the prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.

In addition, budget amendments shall be submitted for Board approval as necessary when collective bargaining agreements are accepted, district income declines, increased revenues or unanticipated savings are made available to the district, program proposals are significantly different from those approved during budget adoption, inter-fund transfers are needed to meet actual program expenditures, and/or other significant changes occur that impact budget projections.

Legal Reference:

EDUCATION CODE

1240 Duties of county superintendent of schools
33127-33131 Standards and criteria for local budgets and expenditures
41202 Determination of minimum level of education funding

Budget (Cont.)

42103 Public hearing on proposed budget; requirements for content of proposed budget

42122-42129 Budget requirements

42130-42134 Financial certifications

42140-42142 Disclosure of fiscal obligations

42238-42251 Apportionments to districts, especially:

42238.01-42238.07 Local control funding formula

42602 Use of unbudgeted funds

42610 Appropriation of excess funds and limitation thereon

45253 Annual budget of personnel commission

45254 First year budget of personnel commission

52060-52077 Local control and accountability plan

GOVERNMENT CODE

7900-7914 Appropriations limit

21710-21716 California Employer's Pension Prefunding Trust Program

CODE OF REGULATIONS, TITLE 5

15060 Standardized account code structure

15440-15451 Criteria and standards for school district budgets

15494-15497 Local control funding formula, supplemental and concentration grant expenditures

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

New Requirements for Reporting Fund Balance in Governmental Funds, January 7, 2011

FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS

Fiscal Oversight Guide for AB 1200, AB 2756 and Subsequent Related Legislation, December

2015 GOVERNMENT FINANCE OFFICERS ASSOCIATION

Best Practice: Fund Balance Guidelines for the General Fund, September 2015

GOVERNMENTAL ACCOUNTING STANDARDS BOARD STATEMENTS

Statement 75, Accounting and Financial Reporting for Post-employment Benefits Other Than Pensions, June 2015

Statement 54, Fund Balance Reporting and Governmental Fund Type Definitions, February 2009

WEB SITES

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

Association of California School Administrators: <http://www.acsa.org>

California Department of Education, Finance and Grants: <http://www.cde.ca.gov/fg>

California Department of Finance: <http://www.dof.ca.gov>

Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>

Government Finance Officers Association: <http://www.gfoa.org>

Governmental Accounting Standards Board: <http://www.gasb.org>

School Services of California, Inc.: <http://www.sscal.com>

Adopted: 11/28/90

Amended: 11/15/06, 5/20/09, 3/3/10, 2/2/11, 11/2/11, 12/18/13, 4/14/15, 5/6/16, 6/7/15,
2/28/18, 4/24/19

OUHSD
General Fund Summary
2020/21 Estimated Actuals

	<u>Unrestricted</u>	<u>Restricted</u>	<u>Total</u>
Revenues			
Revenue Limit Sources	\$ 25,830,993		\$ 25,830,993
Federal Revenues		4,360,282	4,360,282
Other State Revenues	446,491	3,199,689	3,646,180
Other Local Sources	1,033,660	1,448,887	2,482,547
Total Revenues	<u>\$ 27,311,144</u>	<u>\$ 9,008,858</u>	<u>\$ 36,320,002</u>
Expenditures			
Certificated Salaries	\$ 9,320,112	\$ 2,363,618	\$ 11,683,730
Classified Salaries	2,862,554	1,394,096	4,256,650
Employee Benefits	6,360,361	2,847,466	9,207,827
Books and Supplies	819,945	1,632,666	2,452,611
Services, Other Operating	1,934,263	1,729,600	3,663,863
Capital Outlay	130,326	2,034,954	2,165,280
Other Outgo	431,830	766,018	1,197,848
Direct Support/Indirect Costs	(246,542)	177,582	(68,960)
Total Expenditures	<u>\$ 21,612,849</u>	<u>\$ 12,946,000</u>	<u>\$ 34,558,849</u>
Total of Revenues less Expenditures	<u>\$ 5,698,295</u>	<u>\$ (3,937,142)</u>	<u>\$ 1,761,153</u>
Other Financing Sources/Uses			
Transfers in from other funds	16,000		16,000
Transfer out to other funds	(339,854)	(73,390)	(413,244)
Other Sources			-
Contributions to Restricted Prog.	(4,453,824)	4,453,824	-
Total Other Sources/Uses	<u>\$ (4,777,678)</u>	<u>\$ 4,380,434</u>	<u>\$ (397,244)</u>
Change in Fund Balance	\$ 920,617	\$ 443,292	\$ 1,363,909
Beginning Balance	6,484,418	(385,600)	6,098,818
Ending Balance	<u>\$ 7,405,035</u>	<u>\$ 57,692</u>	<u>\$ 7,462,727</u>
Components of Ending Fund Balance			
Nonspendable			
Revolving Cash			\$ 1,050
Prepays			26,000
Restricted			
Medi-Cal Billing			57,692
Assigned			
Harrison Stadium			100,000
Solar O & M			45,362
Vehicles			23,692
Field Lighting			46,132
Unassigned			
Reserve for Economic Uncertainties (17%)			5,787,195
Unrestricted (4%)			1,375,604
Total Fund Balance			<u>\$ 7,462,727</u>

OUHSD
General Fund Proposed Budget Changes
2020/21 Estimated Actuals

	Board Approved Budget <u>2nd Interim</u>	<u>Revision</u>	<u>Revised Budget</u>
Revenue Limit Sources	\$ 24,943,400	\$ 887,593	\$ 25,830,993
Federal Revenues	4,360,285	(3)	4,360,282
Other State Revenues	3,704,845	(58,665)	3,646,180
Other Local Sources	2,482,540	7	2,482,547
Transfers in From Other Funds	16,000	-	16,000
Other Sources		-	-
Total Revenues	<u>\$ 35,507,070</u>	<u>\$ 828,932</u>	<u>\$ 36,336,002</u>
Certificated Salaries	\$ 11,533,930	\$ 149,800	\$ 11,683,730
Classified Salaries	4,389,374	(132,724)	4,256,650
Employee Benefits	9,215,859	(8,032)	9,207,827
Books and Supplies	2,455,893	(3,282)	2,452,611
Services and Other Operating	3,663,863	-	3,663,863
Capital Outlay	2,173,348	(8,068)	2,165,280
Other Outgo	1,123,755	74,093	1,197,848
Indirect Costs	(68,960)	-	(68,960)
Transfers Out to Other Funds	413,244	-	413,244
Total Expenditures	<u>\$ 34,900,306</u>	<u>\$ 71,787</u>	<u>\$ 34,972,093</u>

General Fund Proposed Budget Revisions
2020/22 Estimated Actuals
Explanations

	Increase (Decrease)	Reason
Revenue Limit Sources	887,593	CDE approved growth application of 111 ADA, netted against of prior year's apportionment overpayment
Federal Revenues	(3)	Immaterial revision
Other State Revenues	(58,665)	Correction of Bus Grant funding
Other Local Revenues	7	Immaterial revision
Certificated Salaries	149,800	Increase of sub costs to reflect use of long-term subs
Classified Salaries	(132,724)	To reflect savings from vacancies and sub costs
Benefits	(8,032)	Revisions in benefits resulting from changes in certificated and classified staffing
Books and Supplies	(3,282)	Immaterial revision
Capital Outlay	(8,068)	Adjustment in the cost of new buses
Other Outgo	74,093	Increase in estimated ADA transferred to BCOE for district students in county programs



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: The Board of Education

From: Susan Watts *SW*

Date: April 13, 2021

Re: Proposal for Administrator and Confidential/Supervisory
In-Person Instruction Bonus and Increase in Medical Benefit
Contribution

In recognition of the work performed to transition from a distance learning program to an in-person learning programs, it is proposed that all administrator and confidential/supervisory employees employed on April 21, 2021, be paid a one-time off the salary schedule bonus of \$3,500 per employee. The total cost would be \$88,928 and will be funded with In-Person Instruction Grant and Adult Education funding.

In addition, the District will increase the health benefit cap by \$685 per year on an ongoing basis. For 2020-21, all benefitted administrators and confidential/supervisory employees employed on April 21, 2021, would receive a one-time payment of \$685, prorated to their regular district health benefit contribution. As of 7/1/21, the District's contribution for health premiums would increase to \$1,127 per month, or the applicable proportion thereof, on an ongoing basis. Total annual health benefit contributions would be \$12,685 and \$13,524 for administrators and confidential/supervisory staff, respectively. The total cost of this increase in benefit contributions will be \$12,262 and will be funded with General Fund unrestricted, Adult Education and Title I funding.

Oroville Union High School District

Hall of Fame

Bio Briefs for Class of 2021

Tommie Brown: A 1955 OHS graduate who was a three-sport athlete, playing basketball and baseball at the varsity level for three years and Block O member all four years. He was All-League in football and basketball as a junior and a senior and 4th in football scoring in Northern California as a senior. He was the first OHS athlete ever selected to play in the prestigious North/South Shrine Football Game in Los Angeles. Was a member of Student Council for three years and served as ASB president the Spring Semester of his senior year. Played football at Yuba College for one year, signed a professional baseball contract with the Pittsburgh Pirates and played in the minors. Drove truck for Foster Farms for many, many years. Often referred to as the greatest athlete ever at OHS.

Albert Hottinger: A 1956 OHS graduate who played four years of basketball and baseball and a Block O member all four years. He attended Yuba College for two years and worked eight years in the financial field before becoming office manager for Oroville Truck Parts. He worked for PG&E 1985 – 2002. Al's dedicated and extensive service to his community started early in his life and continues to this day. His projects over many years included renovation of the Bobby Sox Fields, working in snack bars and score tables at various sports events, donating books to OHS library, marshalling golf tournaments, and through his recycling, donated thousands of dollars to OHS athletics, library and Hall of Fame.

Billie Charles Jackson: A 1964 OHS graduate and outstanding student and athlete all four years. Active in ASB activities all four years and member of Future Teachers. Earned her BA and MA degrees in English and Education respectively from Chico State as well as her teaching credential. Had a distinguished 29-year career at CSUC serving as Director of the Learning Center and Disabled Student Services. The Billie Jackson Award was established by CSUC to annually honor the top African-American senior student upon graduation. In 1996, Billie received the Outstanding Citizens' Award for Chico. She was instrumental in establishing the Boys and Girls Club of the North Valley and served on the original board.

Douglas Post: A 1960 OHS graduate and outstanding scholar/athlete. Received an academic/athletic scholarship to the University of Oregon. Played football, basketball and baseball and a Block O member all four years at OHS. Selected as most athletic student in his class three straight years. Earned BA and MA degrees in Parks and Recreation Management from the University of Oregon. Had a 31-year distinguished career in the City of Eugene, OR advancing to Superintendent and Parks Services Director for the entire municipality. Over many years, his volunteer services to Eugene were numerous and in 1997 he was honored with the Oregon Parks & Recreation Society Distinguished Service Award.

David Isamu Tamori: Dave is being honored as an exemplary employee in OUHSD, serving as an art teacher, visual & performing arts coordinator and highly successful wrestling coach, 1973-2011. He formed the OHS Judo Club and the OHS Chapter of the National Art Society. His community service throughout his career and into retirement is extensive and exemplary, serving on the Oroville Art Commission, ISH Hills Middle School Site Council, reader and scorer for AP art exams and operating The Artist of River Town Studio at the Brushstrokes Gallery. In 1992, he was named the California Art Education Association Outstanding Secondary Educator. He is a member of three Sports Halls of Fame.

Robert "Benny" Woodson: A 1963 graduate of LPHS, its first class, Benny was one of the most decorated football players in the history of LPHS. As a junior and a senior, he was the leading scorer in Northern California, scoring 133 points as a senior and 44 points in his final game. He was named to the Northern California All-Star team as a senior. He was the first African - American offered a full academic/athletic scholarship to the University of Utah where he played football and earned his BA and MA degrees in Business Administration and Recreational Therapy respectively. He played in the Canadian Football League, was a successful business man, ran for mayor in Salt Lake City, and a strong supporter of the first Boys & Girls Club there.



To: Oroville Union High School District Board of Trustees
From: Corey Willenberg, EdD, Superintendent
Date: April 12, 2021
Subject: Request Board Approval for an Agreement Between OUHSD and OPD

The Superintendent is requesting Board approval for the attached Memorandum of Understanding with the Oroville Police Department for the 2021-2022 school year. OPD will provide a full-time officer to the district for the cost of \$87,500. This is a two year contract. The funds for this agreement will come out of the General Fund.

**MEMORANDUM OF UNDERSTANDING
BETWEEN THE
OROVILLE POLICE DEPARTMENT
AND THE
OROVILLE UNION HIGH SCHOOL DISTRICT**

This Memorandum of Understanding will start on August 9th, 2021 will remain in effect until June 9th, 2023. The following is agreed to by the Oroville Police Department and the Oroville Union High School District:

- 1. Independent Contractor.** Contractor, in the performance of this Agreement, shall be and act as an independent contractor with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained. Contractor understands and agrees that he/she and all of his/her employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor shall assume full responsibility for payment of all federal, state and local taxes with respect to Contractor's employees. If Contractor is not a resident of California and is not exempt from withholding, the District shall withhold California income taxes as required by the Revenue & Taxation Code. The Contractor shall still be responsible for payment of all state and federal taxes.
- 2. Standard of Care.** Contractor represents that Contractor has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. If any of the Services are performed by any of the Contractor Parties, such work shall only be performed by competent personnel under the supervision of and in the employment of Contractor. Contractor's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
- 3. Equipment and Materials.** Contractor shall furnish, at his/her own expense, all tools, labor, materials, equipment, supplies, transportation services and any other items (collectively, "Equipment") necessary to complete the Services in a manner which is consistent with Generally accepted standards of the profession for similar services. Notwithstanding the foregoing, District shall not be responsible for any damages to persons or property as a result of the use, misuse or failure of any equipment used by Contractor or the Contractor's agents, personal employee(s), and/or subcontractor(s) ("Contractor Parties"), even if such Equipment is furnished, rented or loaned to Contractor or Contractor Parties by District. All original curricular materials provided in conjunction with Contractor services must be authorized for use by the District only and remain exclusively the intellectual property of the authors.

4. **Confidentiality.** The Contractor and all Contractor Parties shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

5. **Termination.**

5.1 **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

- 5.1.1. material violation of this Agreement by the Contractor; or
- 5.1.2. any act by Contractor Exposing the District to liability to others for personal injury or property damage; or
- 5.1.3. Contractor is adjudged a bankrupt, Contractor makes a general assignment for the benefit of creditors or a receiver is appointed on account of Contractor's insolvency.

Written notice by the District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Contractor. If the expense, fees, and costs to the District exceed the cost of providing there service pursuant to this Agreement, the Contractor shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

5.2. **Reduction in District Funding.** If the District has an unforeseen reduction in state funding, the District may, at any time, with or without reason, terminate this Agreement upon fifteen (15) days written notice and compensate Contractor only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Contractor. Notice shall be deemed given when received by the Contractor or no later than three days after the day or mailing, whichever is sooner. In the event that District terminates this Agreement pursuant to this section, District shall compensate Contractor for Services completed to date.

6. **Indemnification.** To the furthest extent permitted by California law, Contractor shall, at its sole expense, indemnify, and hold harmless the District, the State of California, and their agents, representatives, officers, Contractors, employees, trustees, and volunteers (the "District Parties") from any and all demands, losses, liabilities, claims, suits, and actions (the "Claims") of any kind, nature, and description, including, but not limited to, personal injury, death, property damage, and Contractors and/or attorneys' fees and costs, directly or

indirectly arising out of, connected with, or resulting from the performance of the Agreement or from any activity, work, or thing done, permitted or suffered by the Contractor under or in conjunction with this agreement, unless the Claims are caused wholly by the sole negligence or willful misconduct or the District Parties. Contractor shall, to the furthest extent permitted by California law, defend the District at the Contractor's own expense, from any and all Claim(s) and allegations relating thereto with counsel approved by District where such approval is not to be unreasonably withheld. Whereas the cost to defend the District Parties charged to the Contractor shall not exceed the Proportionate percentage of Contractor's fault as determined by a court of competent Jurisdiction, any amounts paid in excess of such established fault will be reimbursed by the District. Notwithstanding the previous sentence, in the event one or more defendants is unable to pay its share of defense costs due to bankruptcy or dissolution of the business, such defendant shall meet and confer with other parties regarding unpaid defense costs. The District shall have the right to accept or reject any legal representation that Contractor proposes to defend the indemnified parties.

7. **Insurance.** The contractor shall procure and maintain at all times it performs any portion of the Services the following insurance:

7.1. General Liability. One Million Dollars (\$1,000,000) per occurrence and two Million Dollars (\$2,000,000) general aggregate for bodily injury, personal injury and property damage in the form of Comprehensive General Liability and Contractual Liability.

7.2. Automobile Liability Insurance. One Million Dollars (\$1,000,000) per occurrence and One Million Dollars (\$1,000,000) general aggregate for automobile liability insurance that shall protect the Contractor and the District from all claims of Bodily injury, property damage, personal injury, death, and medical payments arising performing any portion of the Services by Contractor.

7.3. Workers' Compensation and Employers' Liability Insurance. For all the Contractor's employees who are subject to this Agreement and to the extent required by the applicable state or federal law, Contractor shall keep in full force and effect, a Workers' Compensation policy. That policy shall provide employers' liability coverage with minimum liability coverage of One Million Dollars (\$1,000,000) per accident for bodily injury or disease. Contractor shall provide an endorsement that the insurer waives the right of Subrogation against the District and its respective elected officials, officers, employees, agents, representatives, Contractors, Trustees, and Volunteers.

7.4. Other Insurance Provisions:

- 7.4.1.** The general liability and automobile liability policies are to contain, or be endorsed to contain, the following provisions:

7.4.1.1. The District, its representatives, Contractors, trustees, officers, officials, employees, agents, and volunteers ("Additional Insureds") are to be covered as additional insureds as respects liability arising out of activities performed by or on behalf of the Contractor; instruments of Service and completed operation of the Contractor; premises owned, occupied or used by the Contractor; or automobiles owned, leased, hired or borrowed by the contractor. The coverage shall contain no special limitations on the scope of protection afforded to the Additional Insureds.

7.4.1.2. For any claims related to the projects, the Contractor's insurance coverage shall be primary insurance as respects the Additional Insureds. Any insurance or self-insurance maintained by the Additional Insureds shall be in excess of the Contractor's insurance and shall not contribute with it.

7.4.1.3. Any failure to comply with reporting or other provisions of the policies including breaches of warranties shall not affect coverage provided to the Additional Insureds.

7.4.2. The Contractor's Insurance shall apply separately to each insured against who claim is made of suit is brought, except with respect to the limits of the insurer's liability.

7.4.3. Each insurance policy required by this clause shall be endorsed to state that coverage shall not be canceled except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.

7.4.4. Contractor shall furnish the District with Certificates of insurance showing maintenance of the required insurance coverage and original endorsements affecting general liability and automobile liability coverage. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. All endorsements are to be received and approved by the District before Services commence.

8. Limitation of District Liability. Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

EXHIBIT A

Scope of Services

This agreement is made between the Oroville Police Department and the Oroville Union High School District hereafter to be referred to as the "School District."

The Oroville Police Department and the Oroville Union High School District recognize the need for a School Resource Officer (SRO) to be directly involved with the youth on the campus of Oroville High School and Prospect Alternative Center for Education. The School District is very aware of the potential for violence on school campuses; the widespread drug and alcohol use by students, both on and off school campuses; and the gang mentality sweeping the youth of today toward criminal behavior.

The purpose of the School Resource Officer is to be a liaison between the staff, faculty, students, and parents of the students at Oroville High School and Prospect Alternative Center for Education to promote a safe environment where an orderly educational process can take place.

The School Resource Officer Program will receive support beginning August 9, 2021 through June 9, 2023 or until termination terms are met on page 2 and item #5 of this MOU. This MOU is subject to review upon request by either party. The School Resource Officer will be available to the School District every regular day School is in session. When school is not in regular session, the School Resource Officer will be assigned to the Oroville Police Department.

The Oroville Police Department will provide the following services:

Under the Oroville Police Department Supervision, dedicate one full time Officer to Oroville High School and Prospect Alternative Center for Education. The schedules will be coordinated between the Oroville Police Department and Principal of Oroville High School and the Principal of Prospect Alternative Center for Education.

1. The officer will coordinate enforcement details targeting truancy and assist faculty and staff in the development of a proactive truancy enforcement program.
2. The Oroville Police Department will provide all necessary training that would improve the effectiveness of the officer.
3. The officer will participate in home visits to student truants along with outreach workers and monthly meetings of the Truancy Team to coordinate with other Truancy prevention related services.
4. The officer will coordinate enforcement details with campus staff targeting students and problem areas involving vandalism, narcotics, fighting, reckless driving, loitering etc. The officer will

work with staff and the surrounding business community to target problems on or off campus involving students.

5. The officer will assist school staff with the development of yearly update, practice drills and implementation of the school's safety plan.
6. The officer may participate in the weekly school meetings and have weekly contact with school administrators.
7. The officer may also participate in other activities not specifically covered in the MOU such as the Every 15 Minutes Program that are mutually agreed upon by the Participating Agencies that fall within the total authorized hours/cost.
8. The Officer will provide quarterly reports regarding the number of citations, home visits/Probation sweeps, student and parent contacts, staff and classroom presentations, attend coalition meeting, and other related activities.
9. The term of this contract is (2) two years beginning August 2021.
10. The Oroville Police Department will provide a quarterly invoice to OUHSD for 21,875.00 dollars for a total of 175,000.00 dollars by June 30, 2023 and the final invoice will include the End of Year Report. The billing to OUHSD shall be invoiced reflecting the total number of hours worked by the Officer for duties requested or required as overtime or straight-time assignments.
11. Overtime will be contracted on an as needed basis.

The Oroville Union High School District agree to the following:

1. To provide the officer with office space and the necessary furniture to conduct interviews, write reports, etc. Prepare a work schedule for the SRO that is agreeable to the Oroville Police Department. The schedule may be modified with agreement by both the Oroville Police Department and the Oroville Union High School District.

Financial Commitment:

The Oroville Union High School District will contribute 175,000.00 dollars towards a 2 year contract and the cost of the Oroville Police Officers in the role of School Resource and Truancy Officer.

The Foregoing has been agreed upon by the following:

Dr. Corey Willenberg, Superintendent
Oroville Union High School District

Date

Joe Deal, Chief of Police
Oroville Police Department

Date

Chuck Reynolds, Mayor
City of Oroville

Date



To: Oroville Union High School District Board of Trustees
From: Corey Willenberg, EdD, Superintendent 
Date: April 12, 2021
Subject: Request Board Approval for an Agreement Between OUHSD and BCSO

The Superintendent is requesting Board approval for the attached Memorandum of Understanding with the Butte County Sheriff's Office for the 2021-2022 school year. BCSO will provide a full-time deputy to the district for the cost of \$150,000. The funds for this agreement will come out of the General Fund.

Additional Insureds shall be in excess of the County's insurance and shall not contribute with it.

8.4.1.3. Any failure to comply with reporting or other provisions of the policies including breaches of warranties shall not affect coverage provided to the Additional Insureds.

8.4.2. The County's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

8.4.3. Each insurance policy required by this clause shall be endorsed to state that coverage shall not be canceled except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.

8.4.4. County shall furnish the District with Certificates of insurance showing maintenance of the required insurance coverage and original endorsements affecting general liability and automobile liability coverage. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. All endorsements are to be received and approved by the District before Services commence.

8.5. Acceptability of Insurers. Insurance is to be placed with insurers with a current A.M. Best rating of no less than A:VII, unless otherwise acceptable to the District.

EXHIBIT A SCOPE OF SERVICES

The County and the School District recognize the need for a School Resource Deputy (SRD) to be directly involved with the youth of the School District specifically the campuses of Las Plumas High School and Prospect Community Day School. The School District is very aware of the potential for violence on school campuses; the widespread drug and alcohol use by students, both on and off school campuses; and the gang mentality sweeping the youth of today toward criminal behavior.

The purpose of the SRD is to be a liaison between the staff, faculty, students and parents of students at the School District and to promote a safe environment where an orderly educational process can take place.

The SRD Program will operate August 17, 2021 through June 03, 2022.

- I. County shall provide the following:
 1. A full-time Sheriff's Deputy to work with the School District, under County supervision, during the school term as the SRD.
 2. All necessary training that may improve the effectiveness of the Deputy in his/her role as SRD.
 3. The County will provide quarterly invoices to the School District per the payment schedule. The final invoice will include the County End of Year Report. The invoice shall reflect the dates paid for the Deputy for duties requested or required as overtime or straight-time assignments.
- II. SRD shall perform the following functions:
 1. Coordinate enforcement details targeting truancy and assist faculty and staff in the development of a proactive truancy enforcement program.
 2. Participate in home visits to student truants along with outreach workers and monthly meetings of the Truancy Team to coordinate with other Truancy prevention related services.
 3. Coordinate enforcement details with campus staff targeting students and problem areas involving vandalism, narcotics, fighting, reckless driving, loitering, etc.
 4. Work with staff and the surrounding business community to target problems on or off campus involving students. For activities specifically occurring in the City of Oroville's jurisdiction, the SRD will work with the Oroville Police Department to address any issues.
 5. Assist school staff with the development and implementation of the school's safety plan, which shall include practice drills and annual review/update.
 6. Participate in Las Plumas School Coordinating Team meetings and have weekly contact with school administrators as needed.
 7. Participate in other activities not specifically covered in this MOU, such as the Every 15 Minutes Program, that are mutually agreed upon by the County and School District.
 8. Provide quarterly reports regarding the number of citations, home visits/Probation Sweeps, student and parent contacts, staff and classroom presentations, coalition meetings attended, and other related activities.
- III. The School District agrees to the following:
 1. To provide the SRD with office space and the necessary office furniture to conduct interviews, write reports, etc.

2. Prepare a work schedule for the SRD that is agreeable to the County. The schedule may be modified with agreement by both the County and School District.

IV. Financial Commitment:

The School District will pay an amount not to exceed One-Hundred Fifty Thousand dollars (\$150,000) for the cost of the Butte County Sheriff's Deputy in the role of the SRD.

Payment Schedule:

1 st Quarter	08/17/21 – 09/30/21	7 weeks	\$25,000.00
2 nd Quarter	10/01/21 – 12/31/21	13 weeks	\$46,428.57
3 rd Quarter	01/01/22 – 03/31/22	12 weeks	\$42,857.14
4 th Quarter	04/01/22 – 06/04/22	10 weeks	\$35,714.29

The foregoing has been agreed upon by the following:

Dr. Corey Willenberg, Superintendent
Oroville Union High School District

Date

Kory Honea, Sheriff
Butte County Sheriff's Office

Date

Reviewed as to Form-Butte County Counsel

Date

Reviewed for Contract Compliance
Butte County General Services

Date



Oroville High School

Oroville Union High School District
2211 Washington Ave
Oroville, CA 95966

Dear Board Members,

We are writing to request the fees for the gymnasium be waved for our Safe Grade Night on June 3rd.
We understand we have to pay for the janitorial staff to clean up.

Thank you for your consideration,

A handwritten signature in black ink, appearing to read "Christina Olson". The signature is fluid and cursive, with the first name "Christina" being more legible than the last name "Olson".

Christina Olson
PTSA Secretary
253-722-4451

OROVILLE UNION HIGH SCHOOL DISTRICT
2211 Washington Avenue • Oroville, CA 95966 • 530-538-2300 Ext. 1105

APPLICATION AND AGREEMENT FOR FACILITIES USE

Facility Requested: OHS Gym

Requesting Organization: OHS PTSA Non-Profit ☒ Yes ☐ No

Contact Name: Christina Olson Phone: 538 2320
3308

Address: 1535 Bridge St. Oroville, 95946

Event Details: Safe Grad Night

Date(s) Requested: 6.3.21 Time Requested: 6:00 PM to 6:00 AM

Will contributions, registration fees, admission, donations or other receipts be collected for this event? ☐ Yes ☐ No

Expected Attendance 150 Equipment or set up request (must completed form) ☒ Yes ☐ No

STATEMENT OF INFORMATION

It is understood that the use of facilities must be in compliance with the rules and regulations of the Governing Board and the laws of the United States and the State of California. No smoking or use of tobacco or alcohol is allowed in or on any Oroville Union High School District facilities or grounds.

The undersigned, as a duly authorized representative for the organization listed above, states that, to the best of his/her knowledge, the school property for use of which application is hereby made will not be used for the commission of any crime or any act which is prohibited by law.

The undersigned further declares that the organization on whose behalf he/she is applying for the use of school property upholds and defends the Constitutions of the United States and the State of California.

HOLD HARMLESS & INDEMNIFICATION AGREEMENT

The undersigned organization agrees to defend, indemnify and hold harmless the Oroville Union High School District, its board of trustees, agents and employees, individually and collectively, from and against all costs, losses, claims, actions, and judgments arising from personal injuries, property damage or otherwise, however caused, that may arise from or be alleged to be caused by the undersigned's use or occupancy of district facilities, furniture or equipment.

INSURANCE REQUIREMENTS:

The undersigned further agrees to provide a Certificate of Insurance for \$1,000,000 liability naming Oroville Union High School District as an additional insured.

The undersigned agrees to the charges indicated on page two and will pay in full prior to the event.

Contact Signature: Christina Olson Date: 3.19.21

RULES AND REGULATIONS FOR PUBLIC USE OF FACILITIES

(Applicant must initial each line below)

1. I have read, understand, and will comply with the Harrison Stadium Turf Field and Track Rules. (Appendix A)
2. NO alcohol, tobacco or controlled substances on school property at any time.
3. NO profane language, fighting or gambling are permitted.
4. When the school district needs to use a facility that has been scheduled for public use, the facilities user understands that school business takes precedence.
5. Groups permitted to use District facilities must accept the responsibility for the conduct of their members and invitees. **Proper supervision must be provided at all times.**
6. All facilities and equipment requested by the permitted group must be listed on the application form and approved by the district. School furniture, equipment or supplies shall not be used, removed or displaced without written permission.
7. Facility use is granted for specific areas and for the hours shown on this application. It is the responsibility of the organization to ensure that unauthorized portions of the building or grounds are not used and that the premises are vacated as scheduled.
8. Animals of all types and kinds are prohibited on all District facilities with the exception of a properly licensed service animal.
9. OUHSD staff will inspect the facility after each use. If additional time is required to clean/repair the facility, the named organization will be responsible for the time and materials necessary.

To be completed by district office / site:

Group: I / II / III Select one Certificate of Insurance: ☐ Site Approval: ☐

	# of Hours		Rate		Total
First Hour:	<input type="text"/>	x	<input type="text"/>	=	<input type="text"/>
Additional Hours:	<input type="text"/>	x	<input type="text"/>	=	<input type="text"/>
Add'l Hours w/ Lights:	<input type="text"/>	x	<input type="text"/>	=	<input type="text"/>
Additional Custodial:	<input type="text"/>	x	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	<input type="text"/>	x	<input type="text"/>	=	<input type="text"/>
Total Facility Charge					<input type="text"/>

Invoice # Security Deposit Received: ☐ Payment Received: ☐

Attendant Assigned: Key Level: 1 2 3 Key #

Comments/Special Requests:

Approval Signature: Date:

Requesting Organization: OHS PTSA

Facility Requested: OHS Gym

Date Requested: 6/3/21 @ 6pm Group: I / II

Event Ends: 6/4/21 @ 6am

Facility Charge (includes attendant)	# of hours	Rate	Total
First Hour - Gym (6pm-7pm)	1.0	80.00	80.00
Additional Hours - Gym (7pm-6am)	11.0	50.00	550.00
Additional Hours (with lights - Harrison only)	0.0	0.00	0.00
			630.00

Additional Custodial	# of hours	Rate	Daily Total
Attendant prior to event	4.0	48.34	193.36
Attendant during event	8.0	48.34	386.72
Custodial after event	5.0	48.34	241.70
Other		48.34	0.00
	17.0	38.00	821.78

Extra help during event	# of hours	Rate	Total
Additional Attendance for large events		48.34	0.00
Sound System		0.00	0.00
District Security		48.34	0.00
Oroville Police Dept.		57.51	0.00
			0.00

Summary of Charges	Total
Total Event Charges	\$1,451.78

Facility Use Deposit (separate check)

\$100 Classroom \$500 Library/Gym \$1,000 Harrison Stadium

The facility deposit may be forfeited in the event of damage to the facility or excessive trash being left.

OROVILLE UNION HIGH SCHOOL DISTRICT

Resolution #13-20/21

CLASSIFIED SCHOOL EMPLOYEE WEEK

Whereas, classified professionals provide valuable services to the schools and students of the Oroville Union High School District; and

Whereas, classified professionals contribute to the establishment and promotion of a positive instructional environment; and

Whereas, classified employees, individually and collectively, set an exemplary standard of performance and commitment; and

Whereas, classified professionals serve a vital role in providing for the welfare and safety of the Oroville Union High School District's students; and

Whereas, classified professionals employed by the Oroville Union High School District strive for excellence in all areas relative to the educational community;

Therefore, be it resolved that the Oroville Union High School District hereby recognizes and wishes to honor the contribution of the classified professionals to quality education in the state of California and the Oroville Union High School District and declares the week of May 16th – 22nd as Classified School Employee Week.

Passed and adopted this 21st day of April, 2021.

President of the Board

OROVILLE UNION HIGH SCHOOL DISTRICT

Resolution #14-20/21

TEACHER APPRECIATION WEEK

Whereas, a strong, effective system of free public education for all children and youth is essential to our democratic system of government; and

Whereas, the United States and the State of California has made considerable progress in the social, technological, and scientific fields due to our system of free and universal public education; and

Whereas, much of this progress can be attributed to the qualified and dedicated teachers entrusted with the educational development of our children; and

Whereas, teachers should be accorded high public esteem, reflecting the value the community places on public education; and

Whereas, PTSA is keenly aware of the importance of teachers in children's reaching their full potential; and

Whereas, it is appropriate that teachers be recognized for their dedication and commitment to educating our children;

Now, therefore, the Oroville Union High School District Board of Trustees hereby proclaims May 3rd – 7th as PTSA Teacher Appreciation Week and urges all citizens to pay tribute to our public school teachers.

Adopted this 21st day of April, 2021.

President of the Board

STATEMENT OF WORK

DIY PCR TESTING SERVICE

This Statement of Work (hereinafter called the "SOW"), is issued pursuant to a Master Services Agreement between:

OROVILLE UNION HIGH SCHOOL DISTRICT ("SCHOOL= SCHOOL DISTRICT/SCHOOL LOCATIONS")
CONTACT: DR. COREY WILLENBERG, SUPERINTENDENT

and

ACHIEVE HEALTH MANAGEMENT, LLC ("COMPANY"),
NATIONAL COVID-19 TESTING SOLUTION LLC (COMPANY ASSOCIATE)

effective
MARCH 25, 2021 (the "Agreement").

This SOW is subject to the terms and conditions contained in the Agreement between the parties and is made a part thereof. Any term not otherwise defined herein shall have the meaning specified in the Agreement. In the event of any conflict or inconsistency between the terms of this SOW and the terms of this Agreement, the terms of this SOW shall govern and prevail.

This SOW, effective as of March 25th, 2021, is entered into by and between COMPANY and SCHOOL and is subject to the terms and conditions specified below.

The Exhibit(s) or notes within this SOW, if any, shall be deemed to be a part hereof. In the event of any inconsistencies between the terms of the body of this SOW and the terms of the Exhibit(s) hereto, the terms of the body of this SOW shall prevail.

Period of Performance

- The Services shall commence on March 25, 2021 and shall continue for six months unless agreed to end the relationship with a 14-day notice of termination by either party.

Implementation Request

- Testing implementation is estimated to be 35 students
- Nasal Swab PCR testing (to migrate to saliva testing in April)
- Self-administered by students and staff. Test supervision by School Leader

Engagement Resources

- Achieve Health Business and Lab Operations teams
- Oroville Union High School District – Coaches and Superintendent

DS
CW

DS
CP

Scope of Work –**COMPANY RESPONSIBILITY TO START TESTING PROGRAM**

- Upon review and approval of final SOW, COMPANY ASSOCIATE will send electronically to SCHOOL
 - Parent Consent Form customized with logo of School District
 - Excel based Registration Spreadsheet
 - CDC Information regarding saliva-based testing
- COMPANY Medical Director/Authorizing Provider will write blanket order for all test recipients
- COMPANY will ship 50 PCR **Nasal Nare (swab)** specimen collection materials on **March 25th**
 - Migration to saliva based specimen collection will occur in April if desired.
- COMPANY will provide link to HIPAA compliant reporting portal
- COMPANY ASSOCIATE will communicate with SCHOOL over engagement period to track test kit consumption and ensure client has proper inventory supply an on-hand supply

SCHOOL RESPONSIBILITIES FOR DIY TEST IMPLEMENTATION:

- SCHOOL will be responsible to send/share with parents of student's, the following documentation for signatures and test education.
 - Parent test consent forms for minor children
 - Registration instruction letter with customized URL for registration of student on behalf of student
 - CDC and/or manufacture Information about saliva-based testing
- SCHOOL will enter patient testing information registration into spreadsheet.
- SCHOOL will show students UCLA video on how to do self-administered swab testing prior to specimen collection
 - **Test date March 26th**
- SCHOOL will then clearly label each specimen provided from a given patient based on instructions provided
- SCHOOL will then package specimens at end of the collect day, as instructed and ship back to the lab using company provided return shipping label
 - **1st test return date is March 26th to arrive March 27th at lab.**

COMPANY RESPONSIBILITY POST SPECIEM COLLECTION

- COMPANY LAB will complete specimen analysis and provide results within 48 hours (business days only) of laboratory receiving packaged samples or less
- COMPANY will provide patient specific COVID 19 test results accessible on a secure, online portal.
 - All identified positives are reported to state Department of Health for monitoring
 - Any additional notification of individuals identified as positives to be provided by SCHOOL
- Insurance Billing - COVID 19 tests
 - Company will submit claims for testing to the appropriate third-party Payers for uninsured and insured tested patients.
 - Company will submit claims to appropriate payer for COVID-19 Testing based on CPT codes: 270/271
- COMPANY will send summary of testing monthly to SCHOOL

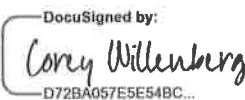
Payment/InvoicingDS
CWDS
CP

- COMPANY ASSOCIATE will send initial one-time set-up invoice to client prior to testing of \$900 for set up and rapid logistic implementation. Payment due 5 days after SOW signed.

IN WITNESS WHEREOF, the parties hereto have caused this SOW to be effective as of the day, month and year first written above.

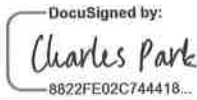
OROVILLE UNION HIGH SCHOOL
DISTRICT

ACHIEVE HEALTH
MANAGEMENT

By:  D72BA057E5E54BC...

Name: Corey Willenberg

Title:

By:  8822FE02C744418...

Name: Charles Parks

Title: President & CEO

**Dr. Corey Willenberg,
Superintendent**

Oroville Union High School District
2211 Washington Avenue
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(530)-538-2300, extension 1107
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