

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/4BHXyjFplaE>

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.

ALL MEETINGS ARE RECORDED

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

REGULAR MEETING AGENDA

Wednesday, May 19, 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

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

1. 2021/2022 District and CSEA Initial Proposals for Negotiations

The initial proposals from the District and CSEA are presented for public discussion. The District will open negotiations on Article 6 (Salaries and Fringe Benefits), Article 10 (Evaluation) Article 17 (Transportation), and updating five job descriptions. CSEA will open negotiations on Article 6 (Salary and Fringe Benefits) and Appendix C (Fringe Benefits). Both proposals have been posted at the District Office and each school site.

Enclosure

REGULAR BOARD AGENDA FOR MAY 19, 2021

RECOGNITIONS AND PRESENTATIONS

2. Recognition of Retirees

Tom Anderson (30 years), Patty Becker (29 years), Dayna Boxler (12 years), Jim Knapp (28 years), Cynthia Slattery (24 years) and Tami Taylor (34 years) will be recognized for their retirement.

3. Years of Service Recognition

Although we can't invite everyone to the board meeting to receive their pin and certificate due to our capacity limit, we want to publicly recognize our employees for their service to the district. 5 years: Stephanie Adams, Caryn Albrecht, Tim Boehme, Jeana Boyle, Erica Garman, Mona Saeturn, Tim Harles, Christina Olson, Rachel Ramirez, Ryan Rogowski, Judy Tatom, Leslie Taylor, Jamie Vincelet, Nerissa Wallace, Gene Wilson, and Pa Houa Yang. 10 years: Deana Cook, Glenn Davis, Crystal Goolsby, Max Goolsby, Loretta Long, and Brooke Myers. 15 years: Patty Bauer, Debbie Burtenshaw, Andree Earley, Keely Frazier, Stephanie Greco, Amy Grundy, Monica Jenkins, Brad Lund, Autumn McIntosh, and Shawn Nichols. 20 years: Johnny Bradford, Sammy Burnett, Chris Latouche, Tom Murphy, Cristi Tellechea, and Dean VanGilder. 25 years: Garrett Weagant; 30 years: Tom Anderson, Julie Decker, Pat Hutton and Scott Martin.

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.

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

4. Board Comments

5. Superintendent

6. Administration

7. Student Board Representative Reports

8. Graduation Details

All graduations will be held at Harrison Stadium this year. PHS will graduate on 6/1 at 11:30; OAE will graduate on 6/1 at 6:00 p.m.; OHS will graduate on 6/3 at 8:15 p.m.; and LPHS will graduate on 6/4 at 8:15 p.m. In addition, the ATC promotion ceremony will take place on 6/3 at 1:00 p.m. at ATC. Due to being in the orange tier, each LPHS and OHS graduates will receive four tickets for their family members. Due to the small number of PHS graduates, each graduate will receive six tickets. Due to the size of the OAE graduation and ATC promotion ceremony, tickets will not be required.

9. Discussion on Updating the District's Vision Statement

10. DOJ Update

REGULAR BOARD AGENDA FOR MAY 19, 2021

11. 2nd Draft of the 2021-2024 Year LCAP

The second draft of the 2021-2024 LCAP has been updated to include additional stakeholder input. The budget figures are not entered yet and only the pages containing data are included. A final draft will be presented for public hearing on June 23rd with approval scheduled on June 30th.

12. 2nd Draft of the 2019-2020 Annual LCAP Update

Due to the CDE changing the template again, it is necessary to make changes to the 2019-2020 LCAP. A final draft will be presented for public hearing on June 23rd with approval scheduled on June 30th.

OLD BUSINESS (None)

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

- 13. Minutes from the April 21st Board Meetings**
- 14. Check Registers Dated 4/13, 4/15, 4/20, 4/22, 4/27, 4/29, 5/4 and 5/6**
- 15. Monthly Financial Report**
- 16. Donations to the Hall of Fame**
- 17. Donation of 50 Bluetooth Speakers Valued at \$82 Each from Logitech to LPHS**
- 18. Donations of \$2200 from Various Businesses and Community Members to Various LPHS Programs**
- 19. 2021 – 2023 MOU with Butte-Glenn Community College for the College Connection Program**
- 20. 21/22 Agreement for Professional Services with Dannis, Woliver, Kelley**
- 21. 21/22 Student Placement Agreement with CSU, Chico**
- 22. 21/22 Contract with Aeries for a New Mass Notification System**
- 23. 21/22 Professional Services Agreement with Sounding Board Marketing and Communications for Public Relations Services**
- 24. 21/22 Contract with Solution Tree for Professional Development Services**
- 25. 20/21 Audio Services Contract with North State Audio to Stream our Graduation Ceremonies**
- 26. Disposal of Surplus/Obsolete Equipment**
- 27. Revised Employee Recruitment and Retention Plan**
- 28. 21/22 School Connected Organizations: LPHS PTSA, LP/O Band Boosters, OASIS and OHS PTSA**
- 29. New African American Literature Course Description for CIS**
- 30. Addition of “The Alchemist” Novel to the English 9 and Health Course Descriptions**
- 31. 21/22 CIF Representatives**
- 32. Graduation Waiver Requests: LPHS #3-20/21**
- 33. First Reading of Board Policies and Administrative Regulations**
 - o AR 3541 (Transportation Routes and Services)
 - o BP 5137 (Positive School Climate)
 - o BP/AR 5144 (Discipline)
 - o AR 5144.1 (Suspension and Due Process)

NEW BUSINESS

34. Tentative Agreement with CSEA (Watts)

The District and CSEA reached a tentative agreement for the 2020-21 fiscal year. The agreement includes raising the District contribution for health benefits by \$684 a year, paying each bargaining unit employee a one-time bonus of \$3,500 for the additional work it took to transition from a full distance learning program to having students back on campus five days per week, conducting a reclassification study of Food Service Workers, clean-up of the Leaves article and job descriptions for the College/Career Readiness Technician and the Targeted Case Manager/Family Liaison. The \$3,500 bonuses total is \$423,000 and will be paid from the In-Person Instruction Grant and ESSERF funding. The cost for the increase in the District's medical benefit contribution is an ongoing cost of \$58,000. This cost will follow the employees funding source, which are paid out of unrestricted and restricted sources.

Enclosure

REGULAR BOARD AGENDA FOR MAY 19, 2021

35. New District Core Beliefs (Willenberg)

After receiving input from the staff and Board, the following Core Beliefs are now being presented for approval: We believe 1) When provided an engaging, inspiring and challenging learning environment, every student will have the opportunity to achieve at their maximum potential; 2) Active engagement of students by caring adults is key to helping students achieve; 3) Every student learns at their own pace and will have access to educational services and supports to enhance their learning experience; 4) Every student will have a goal for college and/or careers, and our district will prepare each for participation in those opportunities; and 5) 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.

Recommend approval

36. Progressive Intervention Policy (Willenberg)

The Progressive Intervention Policy will replace the district's annual Discipline Plan. This policy is designed to provide safe classrooms and healthy learning environments. Each level places an emphasis on being Safe, Respectful and Responsible. There are three levels of intervention: teacher/staff, Counselor/Social Worker and Administration. Level I and II includes interventions to be taken before progressing to the next level. Each level also includes positive interventions. The policy has been approved by all site PBIS teams as well as the Supportive School Climate Advisory Committee.

Recommend approval

Enclosure

37. Authorization for Year-End Budget Transfers (Watts)

As part of the year-end process of closing the books, one of the items that auditors review is the excess of expenditures over appropriations. To assure the major object code areas are not overspent, the Assistant Superintendent/CBO requires board authorization to make the necessary transfers.

Recommend approval

38. Expanding Learning Opportunity Grant Application (Willenberg)

The District is seeking approval to apply for an Expanded Learning Opportunity Grant, which is funded by AB 86. To be eligible for funding, the District must implement a learning recovery program, that at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to specified student groups, as defined in Education Code Section 43522, who have faced adverse learning and social-emotional circumstances. **Recommend approval**

Enclosure

39. Two Year Facility Fee Waiver for the Boys & Girls Club of the North Valley (Willenberg)

The Boys & Girls Club have been located on the LPHS campus for several years. They would like to expand their services to the OHS campus next year as well as offer educational and social emotional activities at OHS this summer due to the proximity of summer school. Due to the organization being a great community partner, the District is seeking approval to waive facility rental fees for the next two years. **Recommend approval**

40. Three Year Contract with the Edgenuity Online Platform (Willenberg)

The District is seeking approval of a three year contract with Edgenuity in order to offer an online platform component to the independent study program. The platform will also replace the outdated program that has been used for credit recovery. The enclosure includes the courses that will be offered. The cost of the contract is \$120,500 and will be funded by general fund unrestricted. **Recommend approval**

Enclosure

41. 21/22 Contract with Culter Consulting Group, LLC (Willenberg)

The District is seeking approval of a contract with Cutler Consulting Group, LLC to provide a coach/mentor to the new LPHS Principal next year. The cost of the contract is \$10,000 and will be funded by the general fund. **Recommend approval**

Enclosure

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42. Disposal of Obsolete Vehicles with High Mileage (Willenberg)

Per PTI's recommendation, the transportation department is seeking approval to dispose of the following vehicles: 1997 Chevy Suburban, 1999 Chevy Suburban, 2000 Chevy Utility Truck, 2001 Chevy Suburban, two 2003 Chevy Suburbans, and a 2005 GMC Yukon. The estimated value of these vehicles range between \$1500 and \$2000 each. With unanimous board approval, Mr. LaGrone can dispose of the vehicles using the most advantageous method, which may or may not include advertising for bids. Any money earned from the auction with Gov. Deals will be placed into the transportation vehicle replacement account for future vehicle purchases. **Recommend approval**

Enclosure

43. Personnel Assignment Order

Approval is requested for the following Personnel Assignment Order:

Certificated

Classified

TCIP Mentors

Andree Ealrey - \$1000

Laura Lafayette - \$1000

SDCOE Mentor

Ramona Guzman-Saetern - correction to stipend paid: \$1,750

2020/21 6th period Option

Jania Johnson – English

Effective 4/19/2021

Tim Drury

Continuation School Principal

12 Extra work days for Bock 7

Expanded Learning Opportunities Grant

Funded

Michael Elston

Special Education Teacher

Step/Class 03/II \$55,516

Effective 8/13/2021

Thomas Anderson

Retirement w/District paid benefits until the age of 65 yrs.

Effective 6/5/2021

Samantha Bright

Agriculture Teacher

Step/Class 1/II-\$51,816 p/yr.

Effective 7/1/2021

Matthew McCombs

Science Teacher

Step/Class 4/IV-\$61,064 p/yr.

Effective 8/13/2021

Abigail Ott

English Teacher

Step/Colum 5/III \$61,064 p/yr.

Effective 8/13/2021

REGULAR BOARD AGENDA FOR MAY 19, 2021

Certificated (Cont.)

Classified (Cont.)

2020/21 Coaches

LPHS

JV Boys Soccer – Cody Pickering -
Resignation

44. Items for Next Agenda

ADJOURNMENT

The meeting will be adjourned to a regular board meeting scheduled for Wednesday, June 23, 2021, at 5:30 p.m. at the Transportation Conference Room and via YouTube.



To: Oroville Union High School District Board of Trustees
From: Corey Willenberg, EdD, Superintendent 
Date: May 6, 2021
Subject: OUHSD Initial Negotiations Proposal to CSEA Chapter 342

OUHSD is proposing to open the following articles with CSEA during 2021-2022 negotiations:

Article 6 Salaries and Fringe Benefits:

1. Revise Article 6.3 examples to align with change in California Law.

Article 10 Evaluation:

1. OUHSD proposes to update Article 10.1 (probationary status) to align with California Law.

Article 17 Transportation:

1. OUHSD proposes to revise Article 17.4.1 Field Trip Assignments.

Other Items:

1. Review and revise Universal Support Position job description.
2. Review and revise Driver Trainer job description.
3. Review and revise Vehicle Service Worker job description.
4. Review and revise Bus Driver job description.
5. Review salary for Bus Driver position.

Initial Proposal
from the
California School Employees Association
and its
Feather River Chapter #342
(CSEA)
to the
Oroville Union High School District (District)
for the
2021-2022 Openers

The California School Employees Association and its Feather River Chapter #342 (“CSEA”) intends to negotiate the following articles of the collective bargaining agreement for the 2021-2022 Successor Agreement

- **Article 6: Salaries and Fringe Benefits**
 - CSEA proposes fair and equitable salary and compensation enhancements. CSEA also proposes a fair and equitable increase to longevity.
 - CSEA proposes the updating of all job descriptions.
 - CSEA also proposes to negotiate reclassification and/or updates to the following Job Classifications:
 - Food Service
 - Student Store
 - ATC/SH Para
 - CSEA proposes to negotiate an Early Tell Retirement Bonus.
 - CSEA also proposes to update the language and/or compensation for working out of class.
- **Appendix C: Fringe Benefits**
 - CSEA proposes the District provide a fair and equitable increase to the Health and Welfare benefits contribution.

LPHS ASB Report
May 2021

Our Recent Projects:

- Teacher (staff) appreciation - delivered goodie bags, set up breakfast in staff lounge compliments of Herff Jones and made a video for LP staff
- Creating PBIS video to teach appropriate and acceptable behaviors
- Top T-bird Drawing - 5 winners chosen from Top T-bird jar
- Organizing a blood drive to be held on Friday, May 14th in the gym

Future Projects:

- Planning a senior sunrise with the senior slideshow

Reported By: Azhley Dequitto



To: Oroville Union High School District Board of Trustees
From: Corey Willenberg, EdD, Superintendent
Date: May 5, 2021
Subject: 21-24 Draft LCAP

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.

The LCAP will be brought to the Board at the June 23, 2021 meeting along with the tentative 2021-2022 district budget for a public hearing. The district will take the public input at that meeting and make needed changes to the LCAP.

The LCAP and Budget will be brought to the Board at the June 30, 2020 meeting for approval. The district will submit to the Butte County Office of Education for review.

Attached is a draft of the 2021-2024 Local Control Accountability Plan for Review.



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, a community day school, and an adult 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 serves 935 students. Las Plumas High School was established in 1960 as the second comprehensive high school. The sixty-four-acre campus serves approximately 1,300 students. Both comprehensive high schools offer a variety of academic, career and technical education, and visual and performing arts classes as well as 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 make up and earn credits to earn their high school diploma while gaining the knowledge, attitudes and skills necessary to make good choices and find success in their career, family and life.

The Oroville 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 transition to Prospect High School or transfer back to Las Plumas High School or Oroville High School to earn their high school diploma.

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, and also houses our Adult Transition Center and the district's independent study and home hospital programs.

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/or 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 20,737 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 2019 median household income in the city was \$34,428. We have made great strides to provide students with quality educational opportunities, such as Career and Technical Education pathways in Agriculture, Automotive, Culinary Arts, Engineering, Graphic Design, and Manufacturing. We have been focusing professional development funds on improving instruction districtwide in the areas of mathematics, special education, and science as well as implementing Culturally Responsive Positive Behavior Intervention Supports (CR-PBIS). OUHSD currently has a student enrollment of 2,258 students. The ethnicity of our student population 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.

Due to COVID-19, our students transitioned to distance learning in March 2020. We 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. We also increased the number of Chromebooks in the district which allowed each student to have one. We also distributed over 400 hotspots to students to assist them in connecting to the Internet. In 20-21, we began the implementation of Culturally Responsive Positive Behavior Intervention Supports (CR-PBIS) at all of our schools. We have been working hard as a district to improve our California School Dashboard indicators and local data since 2016-2017. Our graduation rate 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). Our Chronic Absenteeism rate districtwide is 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%). Math outcome data showed significant increase in scores for our African American and Hispanic groups and a slight increase for our White and Asian students. ELA outcome data showed an overall increase for all ethnic student groups with the exception of our American Indian students, which saw a decline. We have been focused on improving communications with stakeholders with an improved social media presence and a twice monthly newsletter to all parents, staff and stakeholders.

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 is to transition back to daily, in person instruction similar to how instruction was delivered pre-COVID. We improved our instructional practices for distance learning and will need to integrate those practices consistently for seat time instruction. We constantly strive to improve the California School Dashboard indicators. For the 21-22 school year, our focus will be on increasing the graduation rate, decreasing the chronic absenteeism rate at all schools, and improving our College/Career Readiness numbers so more students are deemed "Prepared." The 2020 California School Dashboard indicator shows that only 26.4% of all students, 23.5% of English Learners, 22.9% of SocioEconomic Disadvantaged, 0% for Students with Disabilities, 8.3% for Foster Youth and 14.8% Homeless were deemed "Prepared". The overall suspension rate for each ethnic group show a decrease, with 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 our schools in 21-22 and 22-3 is to fully implement Culturally Responsive Positive Behavior Intervention Supports (CR-PBIS) .

LCAP Highlights

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

Our LCAP goals have been updated to: 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. We are using these goals to frame education for all students. We began implementing CR-PBIS during the 20-21 school year and are targeting full implementation by 22-23. We developed Guiding Principles and a Progressive Intervention Policy in 20-21. We have significantly increased communication with stakeholders by producing a community newsletter twice per month and by utilizing social media daily to publicize events and activities in the district and at our schools. Students were issued a Chromebook and a hotspot (if necessary) to provide better access 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

Stakeholder Engagement

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

Public stakeholder meetings were held via Zoom on March 22, 2021 and March 29, 2021 to solicit input and review data. LCAP is listed as an information item on each Board of Trustees meeting agenda so the district can provide updates and solicit additional public input. A Board-appointed Supportive School Climate Advisory Committee was established in 20-21, which is comprised of parents, students, teachers, administrators, non-profit organizations, and community organizations. The committee's purpose is to assist the district with improving instruction and school culture and climate for all students. Our LCAP was presented at each of the three meetings held this year. The district met with the Butte County SELPA to consult on this year's LCAP as required by law. LCAP surveys were distributed electronically to parents, community members, students and staff in March 2021. The Superintendent and Director of Education sought input from the Butte County NAACP at their March 15, 2021 general meeting. All input from our stakeholders was used to develop the goals and actions in this document. Elements of the LCAP were discussed with bargaining unit groups through the negotiations several times during the school year and complete drafts of the documents were provided to both union presidents for review and input. Drafts of the LCAP were posted on the district's website and an email address was established for stakeholders to provide input.

A summary of the feedback provided by specific stakeholder groups.

As a result of the stakeholder meetings and discussions, the district maintained three overarching goals and priorities within each goal. Input from stakeholders showed the following recommendations (in no particular order):

What areas should the district focus on in the next three years?:

- Increase college readiness
- Build a positive school community
- Create ways to improve parent involvement
- Lower class sizes
- Increase the number of CTE pathways
- Smaller class sizes in shop classes
- Career Exploration, Career Readiness, and Placements
- Offer additional CTE pathways relevant to student interests and community needs
- Continue to provide resources and training to fully implement CR-PBIS and CLRTL
- Counselors need to meet with all 9th graders to develop a 4 year plan and follow 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
- Provide opportunities for work based learning

Consider a CTE coordinator that focuses on placements in job sites

What other areas should be a focus?:

- Increase transportation
- Start school at a later time
- Implement a 7 period day
- Increase future diversity through Student Teacher Intern Placements / Internships
- Diversity in staff is essential
- Offer 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 stakeholders drove the amendments made to the 2021-2024 LCAP, which include continuing to focus on identified goals and actions in 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 all students with developing a four-year high school plan when they enter as freshmen to focus on meeting their postsecondary and/or career goals. 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 as well as the district continuing to implement Culturally Responsive-Positive Behavior Intervention Supports (CR-PBIS) to reduce disproportional discipline and improve school culture.

Goals and Actions

Goal

Goal #	Description
1	Provide equitable educational opportunities for all students

An explanation of why the LEA has developed this goal.

Our California School Dashboard Indicators show that we are not serving students equitably. We will use California School Dashboard metrics to monitor progress on graduation rate, chronic absenteeism, college and career readiness, and suspensions/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 (Priority 5 Pupil Engagement)	89.5%				94%
District Graduation Rate for Students with Disabilities (Priority 5 Pupil Engagement)	60.3%				75%
District Graduation Rate for all Foster Youth (Priority 5 Pupil Engagement)	100%				100%
District Graduation Rate for English Learners (Priority 5 Pupil Engagement)	82.4%				85%
District College/Career Readiness Indicator (Priority 4 Pupil Achievement) for all	26.4%				35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
students deemed "Prepared"					
District College/Career Readiness Indicator (Priority 4 Pupil Achievement) for Students with Disabilities deemed "Prepared"	0%				25%
District College/Career Readiness Indicator (Priority 4 Pupil Achievement) for Foster Youth deemed "Prepared"	8.3%				15%
District College/Career Readiness Indicator (Priority 4 Pupil Achievement) deemed "Prepared"	23.5%				30%
Student Performance on Advanced Placement Exams (score of "3" or better on all exams taken) (Priority 4 Pupil Achievement)	68%				75%
District Chronic Absenteeism Rate for all students (18-19 daa) (Priority 5 Pupil Engagement)	26%				<15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Chronic Absenteeism Rate Students with Disabilities (Priority 5 Pupil Engagement)	38.89%				<20%
District Chronic Absenteeism Rate for Foster Youth (Priority 5 Pupil Engagement)	42.4%				<20%
District Chronic Absenteeism Rate for English Learners (Priority 5 Pupil Engagement)	16.2%				<10%
District Suspension Rate for all students (Priority 6 School Climate)	8.7%				<5%
District Expulsion Rate for all students (Priority 6 School Climate)	.25%				<1%
School Facilities in "Good Repair" per CDE Facility Inspection Tool (FIT) Priority 1 Basic)	Average FIT score for all facilities is 90.28%				>Over 90% average for all facilities
Teachers Fully Credentialed and Appropriately Assigned (Priority 1 Basic)	100%				100% appropriately credentialed and assigned as measured by Williams Act criteria.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards aligned instructional materials for all students (Priority 1 Basic)	All students have standards aligned instructional materials.				Continue to have all students with standards aligned instructional materials as measured by Williams Act criteria.
Parent engagement and parent input (Priority 3 Parent Involvement)	Engage parents and community members in school district by using dialer/community newsletters/social media.				Continue to engage parents and community members in school district by using dialer/community newsletters/social media.
District Suspension Rate for Students with Disabilities (Priority 6 School Climate)	15.48%				<10%
District Expulsion Rate for Students with Disabilities (Priority 6 School Climate)	7.94%				<3%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Technology Replacement and Repair	Repair and replace Chromebooks, upgrade Internet connectivity at all sites, purchase interactive boards, and provide professional development for staff.		Yes
2	Professional Development for all Staff	Focus professional development on CR-PBIS, Professional Learning Communities (PLC), Universal Design for Learning, technology and curriculum.		No

Action #	Title	Description	Total Funcs	Contributing
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.		Yes
5	Maintain and Expand Library Services	Provide library supervision during and after school, ensure library resources are current and in good condition, and use Follett software for library management.		Yes
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 graduation requirements.		Yes
7	Advisory Period	The Advisory Period will be used to provide lessons on bullying, harassment, bias, suicide prevention and high school skills.		No
8	Math, English, and Positive Behavior Interventions	Teachers on Special Assignment (TOSA) will assist with PBIS implementation and will monitor California School Dashboard Indicators and activities to assist students in improving math and English Language Art skills. We will fund intervention periods for math and English.		Yes
9	Tutorial Support and Push In Support for Students with Disabilities	Tutorial Support (push-in) for students with disabilities. Differentiation of instruction for diverse learners. Additional assistance for students is provided by classified Para-Educators in the classroom and one-on-one settings.		No

Action #	Title	Description	Total Funds	Contributing
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 High School	Extended instructional hours from 15/week to 30/week at PHS gives students more opportunities to earn credits and graduate on time.		Yes
13	College Connection Program	Provide College Connection program to seniors who wish to complete their senior year at Butte College. Students can earn up to 11 credits per semester towards their AA/AS degree or transfer credits.		Yes
14	Maintain Facilities in Good Repair	Ensure all facilities are in good repair and are clean and safe 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
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 and dual enrollment classes as well as the College Connection program.		Yes
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

Action #	Title	Description	Total Funds	Contributing
19	Credit Recovery and Summer School	Credit recovery opportunities will be offered throughout the school year as well as a summer session for students to make up credits.		Yes
20	Provide Outreach to Incoming 9th Graders to Assist Them in Transitioning to High School	The district will provide outreach and supports to incoming 9th graders through campus visits and freshman orientation.		Yes
21	Provide Facilities to the Boys and Girls Club of the North Valley	The Boys and Girls Club of the North Valley has clubhouses on each comprehensive high school campus. They collaborate with the district to provide tutoring, social emotional supports and career exploration opportunities to our students.		Yes
22	Expand the Independent Study Program	Prior to the 20-21 school year, the independent study program was limited to 120 students. Beginning with the 21-22 school year, the independent study/digital learning program will be expanded to accommodate 420 students.		No
23	Addition of Online Geography and Independent Study PE	With the addition of Online Geography and Independent Study PE, students can access Band, Spanish or CTE courses.		Yes
24	Additional Paths to a Diploma for Students with Disabilities	Review policies and procedures to explore additional pathways to a diploma and process for reducing Certificates of Completions.		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 question on school being a supportive and inviting place for students to learn). (Priority 6 School Climate)	71% agree (17/18 data)				85% agree
Implementation of PBIS (Priority 6 School Climate)	Implementation of PBIS 19-20				Full implementation of PEIS all schools.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Monitor for Implementation of CR-PBIS	Independent Monitor to oversee implementation of the Department of Justice agreement and assisting the district in implementing CR-PBIS.	\$30,000.00	No
2	Social, Emotional and Health Supports	Provide Social Workers, School Nurse, School Psychologist, and Speech Therapist to assist students in addressing barriers that could interfere in their school success.		Yes

Action #	Title	Description	Total Funds	Contributing
3	School Resource Officer/Deputy	Contract with the Oroville Police Department and Butte County Sheriff's Office for a School Resource Officer/Deputy services.		No
4	Targeted Case Manager/Family Liaison	This new position would assist Las Plumas High School, Oroville High School and Prospect High School unduplicated students with instructional and mental health needs as well as pursuing opportunities to increase and improve parent and community engagement.		Yes
5	Extra Curricular and Co-Curricular Opportunities	Offer athletics, clubs and other activities		Yes
6	Home to School Transportation	The district will provide home to school transportation		Yes
7	Incentives	The district will provide incentives for student attendance and positive behavior.		Yes
8	School Attendance and Achievement Review Team	The Superintendent will assemble a team of school staff and community members to assist students in addressing barriers to reduce truancy.		Yes
9	Provide Nutritious Meals	The district will provide meals to all students at no cost to the student.		Yes
10	TOSA Sections	Provide sections at each school for Teachers on Special Assignment (TOSA) to assist with monitoring Chronic Absenteeism and implementation of CR-PBIS throughout the district.		Yes

Action #	Title	Description	Total Funds	Contributing
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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
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 (Priority 4 Pupil Achievement) for all students deemed "Prepared"	26%				40%
College and Career Readiness Dashboard Indicator (Priority 4 Pupil Achievement) for Students with Disabilities deemed "Prepared"	0%				30%
Graduation Rate Dashboard Indicator (Priority 6 Pupil Engagement) for all students	89.5%				94%
Graduation Rate Dashboard Indicator (Priority 6 Pupil	60.3%				75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Engagement) for Students with Disabilities					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counselors	Counselors will assist students with college/career readiness, developing four year plans and providing interventions for the schools' CR-PBIS program.		No
2	College/Career Guidance Technician	This new position will assist comprehensive high schools with college/career readiness, assisting students and parents with completing college applications, applying for FAFSA, scholarship information, and supporting counseling departments to provide excellent service to our students and families.		No
3	Purchase Naviance Software	The district 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
4	Provide High Quality CTE Courses	The district will provide CTE courses and pathways at all schools.		Yes
5	Provide Additional Section Funds to Career and Technical Education and Visual and Performing Arts Classes	The district will provide additional funding to Career Technical Education and Visual and Performing Arts sections for materials, field trips and professional development.		Yes

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.

Our district serves an unduplicated student group population of 76%. Actions and services described within this documnt represent district-wide and/or school-wide increased or improved services that principally support the varying academic and socio-emotional needs of students or their parents/guardians. After reviewing our California School Dashboard Indicators and input 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, we will do the following:

- 1) Provide home to school transportation daily
- 2) Offer incentives to students with improved or perfect attendance
- 3) Provide Teachers on Special Assignment (TOSA's) to monitor the chronic absenteeism Dashboard Indicator and implement interventions to reduce truancy.

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

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

To address barriers to graduation, we will do the following:

1) Provide home to school transportation daily,

2) Provide Teachers on Special Assignment (TOSA's) to monitor the graduation rate Dashboard Indicator

3) Provide meals daily

4) Extend library hours for students to have a safe place to study with access to technology and reference materials

5) Offer tutoring in the areas of math and English 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 Therapists, School Nurse, 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 attending school. These opportunities will be made available to all students as to not exclude them from support if needed.

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

1) Provide one section 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, we will do the following:

1) Provide Teachers on Special Assignment (TOSA's) to monitor the suspensions/expulsion dashboard indicators

2) Adopt alternatives to suspension

3) Revise school discipline plans

4) Training staff in CR-PBIS

To address barriers for our Students with Disabilities, OUHSD will provide the following:

1) Provide Tutorial Support classes to ensure students have assistance in completing assignments and have access to a teacher and Para-Educator

2) Provide home to school transportation daily

3) Provide Teachers on Special Assignment (TOSA's) to monitor the graduation rate Dashboard Indicator

4) Provide meals daily

5) Provide extended library hours for students to have a safe place to study with access to technology and reference materials

6) Offer tutoring in the areas of math and English after school

7) Use CR-PBIS to assist students in developing skills to improve learning

8) Use NWEA MAP assessment as a universal screener for students to identify gaps in math and ELA,

9) Use support services such as College/Career Readiness Technicians, Targeted Case Managers/Family Liaisons, Speech Therapists, School Nurse, 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 attending 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, we will do the following:

- 1) Provide Teachers on Special Assignment (TOSA's) to monitor the college and career Dashboard Indicator
- 2) Provide extended library hours for students to have a safe place to study with access to technology and reference materials
- 3) Offer tutoring in the areas of math and English after school
- 4) Provide math and English intervention classes
- 5) Add 2 sections of a medical CTE course to expand CTE opportunities
- 6) Increase section allocations to VAPA and CTE courses to provide additional supplies for these programs
- 7) Academic Counselors and College and Career Readiness Technicians will provide assistance to students to develop their 4-year plan, PSAT and AP testing, FAFSA completion and college awareness
- 8) Offer students the College Connection program at Butte College during their senior year
- 9) Arrange college tours and provide the opportunity for students to participate in college and career fairs

We will be monitoring this data to ensure these services are effective in supporting our students from low income families in attending 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, we will do the following:

- 1) Offer an athletic program monitored by the Athletic Directors
- 2) Implement CR-PBIS and use restorative practices with fidelity to reduce suspensions and expulsions
- 3) Repair and replace safety communication devices at all sites
- 4) Contract for School Resource Officers and Deputies

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

Our district serves an unduplicated student group population of 76%. Actions and services described within this document represent district-wide and/or school-wide increased or improved services that principally support the varying academic and socio-emotional needs of students or their parents/guardians. After reviewing our California School Dashboard Indicators and input 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.

Foster Youth (1%)

Increase training of staff on programs designed specifically to support Foster Youth with specific learning needs; targeted academic supports to provide interventions based on individual needs.

Assist in enrollment, submitting transcripts, attendance and supplemental services.

Specific socio-emotional intervention supports and services to support Foster Youth.

Partner 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 (3.1%)

An EL Coordinator will 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 (73%)

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

All Students:

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

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.

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

Offer students college tours and the opportunity to participate in college and career fairs

Use of READ 180 to assist struggling readers with building literacy skills that they need to succeed in all of their classes.

Use MAP assessment to appropriately schedule students in ELA and Math.

Provide a Chromebooks to each student.

Provide staff training on how to use Chromebooks for instruction as well as the software to engage students in instruction using technology.

Use of OdysseyWare and Edgenuity 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

Contract for School Resource Officers/Deputies and employ Campus Supervisors to assist with school safety.

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

Counselors will implement a 4-year academic plan for all students in order to help students and families set goals for student's education



To: Oroville Union High School District Board of Trustees
From: Corey Willenberg, EdD, Superintendent
Date: May 5, 2021
Subject: Updating the District's Vision Statement

A vision statement describes what a company desires to achieve in the long-run, generally in a time frame of five to ten years, or sometimes even longer. It depicts a vision of what the company will look like in the future and sets a defined direction for the planning and execution of corporate-level strategies.

Current Vision Statement:

OUHSD will provide a variety of quality educational experiences for students of all learning styles, in a safe and nurturing environment to prepare them to be critical thinkers and consumers in the 21st century in a fiscally responsible manner. Learning communities will provide programs and experiences that promote academic achievement and personal and social growth of every student.

We expect:

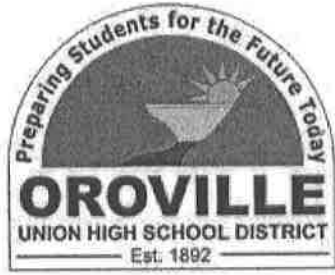
- All students to graduate.
- Strategic establishment of positive relationships with all students in the class.
- Teachers to engage students in the active learning process, which includes participation, discussion, writing, hands-on activities and experiential learning opportunities.
- Teaching, modeling and reinforcement of prosocial classroom skills (following directions the first time, actively listening, waiting patiently, sharing with others, etc.).
- Classroom behavioral expectations to be posted, taught, reviewed and known by every student.
- Students and teachers to use technology to enhance the educational experience.
- Staff involvement and engagement in professional learning communities to support development in all curricular areas.
- Curriculum and instructional practices to be aligned with the Common Core State Standards and the Standards for the Teaching Profession.

- Our schools to actively pursue, encourage and welcome increased family and community involvement.

Superintendent's Suggested Revision:

OUHSD is committed to providing all students with equitable educational and extra-curricular opportunities to prepare them to be college and/or career ready. All schools will have a positive climate that focuses on being safe, responsible and respectful.

If approved, the next step will be to update the District's Mission Statement, which is a one line catchphrase or tagline, and decide whether to change the district logo.



To: Oroville Union High School District Board of Trustees
From: Corey Willenberg, EdD, Superintendent
Date: May 5, 2021
Subject: 19-20 LCAP Annual Update

The template for the 21-24 LCAP has been changed by the California Department of Education. The results of those changes make it necessary to present the 19-20 LCAP Annual Update for review.

This document reflects the goals, actions and expenditures for the 19-20 school year. Some of the estimated budget amounts have changed due to COVID and shifting to distance learning and hybrid instruction for a portion of the school year.

The Annual Update will be brought back in June for public review and Board approval, along with the 21-24 LCAP and the 21-22 tentative budget.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Quality Educational Experiences for All Students

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>19-20 OUHSD will continue to have 100% of their schools in good repair as mandated by Williams Act requirements.</p> <p>Baseline OUHSD will continue to have 100% of their schools in good repair as mandated by Williams Act requirements.</p> <p>19-20 100% of district teachers and staff are appropriately assigned and credentialed.</p> <p>Baseline 100% of district teachers and staff are appropriately assigned and credentialed</p> <p>19-20 100% of classrooms will have sufficient instructional materials as mandated by Williams Act requirements.</p> <p>Baseline 100% of classrooms will have sufficient instructional materials as mandated by Williams Act requirements.</p>	<p>All schools are in good repair as measured by the Facilities Inspection Tool (FIT). OUHSD has focused on interior and exterior at all schools in the district.</p> <p>100% of OUHSD teachers and staff are appropriately assigned and credentialed</p> <p>100% of OUHSD have sufficient instructional materials as mandated by Williams Act requirements.</p>

Expected

19-20

All core academic classes will provide instruction with lessons that infuse the Common Core State Standards in order to increase student achievement, as measured by administrative walk-throughs. The District has been using a consultant to train administrators in recognizing Common Core instruction and has been going on walk-throughs with Principals and Assistant Principals at each school.

Baseline

All core academic classes will provide instruction with lessons that infuse the Common Core State Standards in order to increase student achievement, as measured by administrative walk-throughs. The District has been using a consultant to train administrators in recognizing Common Core instruction and has been going on walk-throughs with Principals and Assistant Principals at each school.

19-20

All students will have access to courses with their general education peers, regardless of English language fluency, foster youth/homelessness status or disability, as demonstrated in the master schedule.

Baseline

All students will have access to courses with their general education peers, regardless of English language fluency, foster youth/homelessness status or disability, as demonstrated in the master schedule.

Actions / Services

Planned Actions/Services

Technology replacement and repair

Actual

Core academic classes provided lessons that were infused with Common Core Standards. In March, 2020, OUHSD transitioned all instruction to distance learning, which also moved instruction to technology based.

All students will have access to courses with their general education peers, regardless of English language fluency, foster youth/homelessness status or disability, as demonstrated in the master schedule.

Budgeted Expenditures

Salaries and benefits
\$292,582 Lottery

Actual Expenditures

Salaries and benefits, supplies,
Lottery \$289,874

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplies, contracted services, licenses Base \$200,687	Supplies, contracted services, licenses Base \$190,987
	Supplies Title V \$3,000	Supplies Title IV \$66,364
	Supplies Title IV \$7,897	Supplies, licenses (COVID-19) Federal Funds \$40,534
		Supplies, licenses (COVID-19) Other \$19,751
Professional Development for all staff, including BTSA, Administration Training, PLC, CCSS, and training on co-teaching practices. This includes pull out time and four contracted days above the student school year for teachers to collaborate and participate in professional development opportunities.	Salaries and benefits, travel and conferences Title I \$82,335	Salaries and benefits, supplies, travel and conferences Title I \$49,196
	Salaries and benefits, travel and conference, contracted services, software licenses Title II \$82,255	Salaries and benefits, supplies, travel and conferences, Title II contracted services \$63,945
	Salaries and benefits Supplemental and Concentration \$171,767	Salaries and benefits, travel Supplemental and Concentration \$169,613
	Salaries and benefits Special Education \$29,069	Salaries and benefits, contracted services Special Education \$41,889
	Salaries and benefits, travel and conference Title V \$34,062	Salaries and benefits, supplies, travel and conferences, Title V contracted services \$35,524
	Travel and conferences (Low Performing Schools Block Grant) Other \$5,000	
	Salaries and benefits (Career Technical Education Incentive Grant) Other \$2,738	Salaries and benefits (Career Technical Education Incentive Grant) Other \$2,621

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Intervention for 5th Year seniors (SPED & Foster Youth only)	Contribution to restricted programs One Time Reserves \$1,783 No Cost	Contribution to restricted programs One Time Reserves \$2,456 No Cost
NWEA MAP assessment for high school readiness and intervention needs. Use MAP scores to appropriately place students in math courses.	Software licenses Supplemental and Concentration \$11,000	Software licenses Supplemental and Concentration \$11,475
Maintain/expand library services, purchase books & Follett Software	Salaries and benefits, books, software licenses Supplemental and Concentration \$134,162 Salaries and benefits Title I \$4,501	Salaries and benefits, books, software licenses Supplemental and Concentration \$135,912 Salaries and benefits Title I \$4,479
Supplemental Support Services- increase library hours by 60 hours per year. Provide tutoring in math and ELA after school at both OHS and LPHS.	Salaries and benefits Title I \$24,501	Salaries and benefits Title I \$4,502
Staff two 7 hr./day Supplemental Education Technician positions	Salaries and benefits Supplemental and Concentration \$95,130 Supplies Title I \$2,000	Salaries and benefits Supplemental and Concentration \$47,636 Supplies Title I \$783
Outreach for foster youth by School Social Worker(district-wide and a Behavioral Specialist (Community Day School)) in collaboration with the BCOE School Ties program	No Cost	No Cost
Consultation periods 4 days per week	Salaries and benefits Title I \$150,878 Salaries and benefits Supplemental and Concentration \$730,567	Salaries and benefits Title I \$166,484 Salaries and benefits, licenses Supplemental and Concentration \$784,580
Math and English Intervention. Teachers on Assignment (TOSA's) will assist in implementation of MTSS	Salaries and benefits Special Education \$1,197,995	Salaries and benefits Special Education \$1,183,861
Tutorial Support (push-in) for SPED students		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Differentiation of instruction for diverse learners Additional assistance for students is provided by classified para-educators in classroom and one-on-one settings.		
EL Coordinator - 20% (1 section)	Salaries and benefits Supplemental and Concentration \$25,263	Salaries and benefits Supplemental and Concentration \$27,916
Supplemental English Language Development Support Classes for EL students	Salaries and benefits Supplemental and Concentration \$197,079	Salaries and benefits Supplemental and Concentration \$218,542
Credit Recovery/Summer School through Oroville Adult Education, Prospect High and Community Day School	Salaries and benefits Title I \$80,304 Salaries and benefits Supplemental and Concentration \$58,879	Salaries and Benefits Title I \$63,088 Salaries and benefits Supplemental and Concentration \$67,213
Extended instructional hours from 15/week to 30/week at PHS	Salaries and benefits, books and supplies, travel and contracted services Supplemental and Concentration \$385,675	Salaries and benefits, books and supplies, travel and conference, custodial operations, contracted services, communications Supplemental and Concentration \$451,131
A 6 hour per day bilingual para-educator at Las Plumas	Salaries and benefits Title I \$44,176	Salaries and benefits Title I \$48,575

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The COVID-19 pandemic has dramatically impacted OUHSD's expenditures of budgeted funds. In March, 2020, our schools closed to onsite instruction and our district shifted to distance learning. In person meeting time has been severely limited because of safety precautions and due to the fact that many of our teachers have worked remotely during portions of the past year. These limitations have impacted expenditures related to classroom materials and supplies, extended library and tutoring hours, travel and conference, professional development, and the salaries and benefits that would otherwise have been associated with these budget items. The

need for increased instructional hardware and software has necessitated a shift in training needs and delivery, which also impacted expenditures in the areas mentioned. Some staff members have taken extended leave, thus impacting salaries and benefits in some categories. Additionally, the receipt of emergency pandemic funding specifically earmarked for technology purchases impacted expenditures planned for said technology and technology-related training. While our district's overall expenditures on technology increased, those purchases were made from COVID-19 monies instead of from Lottery funds. OUHSD engaged in system-wide efforts to support our students, their families, and our staff. Although some budgetary categories appear to be underspent or unspent, the reality is that emergency funding sources were used extensively to provide additional instructional and social emotional supports to our school community, training to implement a new instruction process to staff, meals to any student who needed them, and other resources too numerous to mention.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The COVID-19 has presented numerous challenges to district students, teachers, staff, and families. For example, the sudden closure of our schools in March, 2020 meant a complete shift to a digital learning instructional format. The executive order from the governor requiring that students be held harmless for their grades also necessitated the development of new instructional materials and grading practices for students during the spring of 2020. All of these situations required extensive training for teachers and para educators. During that brief window of time, our district teachers learned to use Google Classroom, received training on Zoom, Google Meet, Peardeck, EdPuzzle, Kahoot, Quizlet, and other applications to improve engagement in a digital format. These training opportunities were developed and provided by our own teachers and administrators and have been well-received. In spite of the many challenges presented by the pandemic, OUHSD has seen many successes related to this goal. For example, teachers, students, and staff have become comfortable with Google Classroom and incorporated it into their instruction. Zoom and Google meet have become normal platforms for meetings and classes. Teachers and students have also skills in using a variety of subject-specific and other applications and programs to engage in digital learning. English, Spanish, Special Education, Math, Science, Social Studies, CTE, and Physical Education teachers have all received access to digital learning platforms that they have used in digital learning instruction and that they have continued to use since our return to hybrid and then daily onsite instruction. Although we were unable to provide in person tutoring and extended library hours for much of the 2019-2020 school year, we have created a schedule that allows students time to access assistance during teacher office hours. We have also utilized our paraeducators to provide supports to students with disabilities and English Learners, both in a digital format via Zoom and onsite. Students with disabilities have also continued to access Tutorial Support as part of their schedules (when applicable) during distance learning, hybrid, and onsite instruction. Our staff has developed and improved their technology skills since our closure in 2020.

Goal 2

Safe and Nurturing Environment for All Students

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>19-20 Increase the School Climate Index as measured by the California Healthy Kids Survey to at least 350.</p> <p>Baseline In 2014, School Climate Index was 333. In 2016, School Climate Index was 283.</p> <p>19-20 Reduce suspension rates by 2%</p> <p>Baseline OUHSD had a suspension rate of 12.8% during the 2015-2016 school year.</p> <p>19-20 Reduce expulsion rates by 1%.</p> <p>Baseline OUHSD had an expulsion rate of 2.9% during the 2015-2016 school year.</p>	<p>In 2018, the School Climate for OUHSD was 258.</p> <p>The suspension rate during the 19-20 school year was 8.7% districtwide, a reduction of 4.1%.</p> <p>Expulsions during the 19-20 school year was .21% districtwide. A reduction by 2.69%.</p>

Expected	Actual
<p>19-20 Increase opportunities for students to be involved in a variety of extra-curricular or co-curricular activities.</p>	<p>The pandemic in March 2020, eliminated all spring sports and cut winter sport seasons short.</p>
<p>Baseline We added JV Soccer teams(boys and girls), and swimming in 2016-2017 school year.</p>	
<p>19-20 Increase attendance rates at the comprehensive high schools 1% and .50% at the continuation high school, based on 2017-2018 attendance percentages.</p>	<p>The 2019-2020 Attendance Percentage Rates were 94.47% at Las Plumas, 93.57% at Oroville, and 86.96% at Prospect.</p>
<p>Baseline The 2015-2016 Attendance Percentage Rates were 93.90% at Las Plumas, 94.70% at Oroville, and 82.30% at Prospect.</p>	
<p>19-20 Decrease Chronic Absenteeism rates 4% from the previous school year.</p>	<p>The Chronic Absenteeism rate in 2018-2019 for all students was 26%. OUHSD reduced Chronic Absenteeism by 8% for all students.</p>
<p>Baseline The Chronic Absenteeism percentage for the district was 34% in 2015-2016 school year.</p>	
<p>19-20 Decrease Dropout rates 1% from the previous school year.</p>	<p>The dropout rate for the District in 2016-2017 was 1.6%. OUHSD reduced the dropout rate for all students by 8.2%..</p>
<p>Baseline The Dropout rate for the District in 2015-2016 was 9.8%.</p>	
<p>19-20 Increase graduation rates for the District by .5% based on the 2019 LCFF Dashboard.</p>	<p>The 2020 California School Dashboard Graduation Rate for all students was 89.5% for all students.</p>
<p>Baseline In Spring 2017 LCFF Dashboard, Graduation Rate for all students was 94.7% for the District.</p>	
<p>19-20</p>	<p>All students had access to all courses, regardless of special status or circumstance, as demonstrated in the master schedule.</p>

Expected	Actual
<p>All students will have access to all courses, regardless of special status or circumstance, as demonstrated in the master schedule.</p> <p>Baseline All students will have access to all courses, regardless of special status or circumstance, as demonstrated in the master schedule.</p>	
<p>19-20 OUHSD will improve parent and family connectivity by providing opportunities for parents and families, including parents of unduplicated students, to participate in school activities by 1% as measured by sign in sheets at school events and meetings. District will post videos of meetings on the website for parents unable to attend meetings</p> <p>Baseline OUHSD to develop a system to gather baseline data for parent participation.</p>	<p>During the end of the 19-20 school year, OUHSD used Zoom or Google Meets to host meetings with parents and other stakeholders. During the 20-21 school year, OUHSD developed an OUHSD Community Newsletter and increased presence on social media to highlight events in the district.</p>
<p>19-20 The percent of students scoring proficient or above in ELA for EAP 11th grade CAASPP results will increase by 5% from previous year.</p> <p>Baseline In 2016, 41% of 11th grade students met or exceeded standards in ELA as measured by CAASPP.</p>	<p>During the 18-19 school year, 53.33% of 11th grade students met or exceeded standards in ELA on the CAASPP. OUHSD increased proficiency by 12.33%.</p>
<p>19-20 The percent of students scoring proficient or above in Math for EAP 11th grade CAASPP results will increase by 10% from previous year.</p> <p>Baseline In 2016, 13% of 11th grade students met or exceeded standards in math as measured by CAASPP.</p>	<p>During the 18-19 school year, 21.24% of 11th grade students met or exceeded standards in Math on the CAASPP.. OUHSD increased proficiency by 8.24%.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Actively pursue family involvement (incl. web hosting, and auto-dialer)	Supplies Title I \$7,676 Software licenses Supplemental and Concentration \$9,000 Software licenses Base \$6,323 Supplies (Low Performing Students Block Grant) Other \$3,000 No Cost	Salaries and benefits, supplies Title I \$4,334 Software licenses Supplemental and Concentration \$8,208 Supplies, software licenses Base \$8,417
Healthy Kids Survey will be used to guide schools in improving school culture.	No Cost	No Cost
Have School Resource Officers address bullying, social media use and implications for using social media to harass students. Provide the Life Changers assemblies that are designed to help shift school culture, student engagement and decrease bullying on campus.	Contracted services (Low Performing Students Block Grant) Other \$3,600	
Improve attendance with incentives, SAART, transportation, and Saturday School. Teachers on Assignment (TOSAs) will identify and communicate with students and their parents to help reduce barriers to attending school. Reduce chronic absenteeism from 8.9% to 6.9%.	Salaries and benefits, supplies, contracted services equipment Supplemental and Concentration \$446,947	Salaries and benefits, supplies, contracted services, communications Supplemental and Concentration \$335,196
Provide nutritious meals (breakfast and lunch)	Salaries and benefits, supplies, travel, other operating expenses Federal, State & Local Child Nutrition Funds \$946,716 General Fund support to the food service program Supplemental and Concentration \$156,144	Salaries and benefits, supplies, travel, other operating costs Federal, State & Local Child Nutrition Funds \$912,656 General Fund support to the food service program Supplemental and Concentration \$20,831 Transfer of direct costs (COVID-19) Other \$98,498
Student support services (Psych, Social Worker, Nurse, Speech Therapist). We will have a Behavioral Specialist at Community Day School	Salaries and benefits, supplies, travel, dues Special Education \$381,881	Salaries and benefits, supplies, contracted services, Special Education \$422,243

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Extra-curricular and Co-Curricular Activities (Athletic Director sections, coaching, equipment reconditioning/replacement, cost of travel, drug testing for athletes, advisor stipends, fuel/maintenance of vehicles)	Contracted services Title I \$44,000	Contracted services Title I \$30,235
	Salaries and benefits, contracted services Supplemental and Concentration \$151,042	Salaries and benefits, supplies, contracted services, licenses Supplemental and Concentration 198,262
		Transfers of direct costs (COVID-19) Other \$55,451
	Salaries and benefits, supplies, travel, interprogram expenses, contracted services Supplemental and Concentration \$744,143	Salaries and benefits, supplies travel, facilities rent, interprogram expenses, contracted services, equipment Supplemental and Concentration \$744,108
Student social media training	Supplies Base \$4,000	Salaries and benefits, supplies Base \$203
	No Cost	No Cost
	No Cost	No Cost
Student mediation/conflict resolution supports	Salaries and benefits, contracted services Supplemental and Concentration \$784,697	Salaries and benefits, contracted services Supplemental and Concentration \$777,338
	Salaries and benefits, supplies, contracted services Base \$1,800	Salaries and benefits, supplies, repairs Base \$3,089
		Transfer of direct costs (COVID-19) Other \$24,959
In School Suspension Program	Salaries and benefits, supplies Supplemental and Concentration \$125,222	Salaries and benefits Supplemental and Concentration \$118,976
Staff, materials and tools to provide Safe and clean facilities	Salaries and benefits, supplies, repairs, contracted services Base \$2,077,082	Salaries and benefits, supplies, repairs, contracted services, communications Base \$1,948,755

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Upgrade or repair safety communication devices	Salaries and benefits, repairs Supplemental and Concentration \$13,829	Salaries and benefits, repairs, contracted services Supplemental and Concentration \$13,494
Participate in the RISE program through CSU, Chico that will provide co-teachers to both LPHS and OHS at no cost to the district.	Supplies Supplemental and Concentration \$7,000	Supplies, transfers of direct costs (COVID-19) Other \$21,924
Collaborate with Butte College to improve student achievement at the post-secondary level for OUHSD graduates. OUHSD and Butte College are working on offering dual enrollment courses to high school students.	No Cost	Supplies Supplemental and Concentration \$6382
	No Cost	No Cost
	No Cost	No Cost

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

In multiple instances, funds budgeted to address the measurable outcomes listed in Goal 2 were directly impacted by the pandemic. Because of our schools were closed for the majority of the past year, family engagement has been especially challenging. In some cases, OUHSD has expended COVID-19 funding to address involvement and engagement of students and parents. For example, Zoom and Google platforms were purchased or upgraded and benefited all students and teachers. These platforms allowed parents and students to continue to attend IEP and 504 meetings, and other kinds of gatherings necessary to maintain and improve services to our school communities. OUHSD has also worked to expand and improve our social media presence and to keep our families informed via those platforms and a new district newsletter. Since students have not been on campus for in-person instruction, actions related to the improvement of attendance and the involvement of school resources officers in anti-bullying education show less expenditures than originally budgeted. Nevertheless, OUHSD teachers and staff addressed some of these items effectively. At the end of the 2019 academic year, our teachers and staff developed an Advisory period to educate students about social emotional health, to deliver anti-bullying and suicide prevention lessons, and to stress the importance of safety and digital citizenship related to social media and other internet usage. This period was implemented at the beginning of the 2019-2020 and has continued to offer support to students and assistance with attendance and academics. OUHSD discontinued the use of Saturday School and In-School Suspension as a consequence for truancy and discipline issues, opting instead to adopt a more supportive approach predicated on restorative justice and building relationships with students. Mediation and Conflict resolution have been integral to this system wide mindset shift and has been led by site administrators, social workers, and counselors. OUHSD continued to engage with Chico State

on the RISE program until the grant for the program expired. While our work with Butte College has been impacted because of the pandemic, our district looks forward to developing additional dual enrollment courses during the next school year and to working together to better prepare our students for the rigors of postsecondary education. Our School Climate Index scores are a concern that we are addressing by overhauling our discipline system and shifting to a restorative justice mindset and by implementing Positive Behavior and Interventions and Supports. In addition, we have provided training and coaching on Culturally and Linguistically Responsive Teaching and Learning and on implicit bias.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In spite of the many challenges presented by school closures, OUHSD has made a might effort to continue to offer quality services to our students and their families. We found ways to provide supports even during our shift away from traditional education. For example, our social workers have been heavily engaged in meeting the needs of our most vulnerable students and families, providing a wide variety of resources to students who are homeless or in foster care, and to staff, students, and families undergoing emotional distress or trauma. OUHSD was unable to hire candidates to fill the 1.6 full time equivalent school psychologist positions that we needed to fill in order to effectively serve our students with disabilities. We were also unable to fill our speech and language and school nurse positions. Instead, our district contracted for those services and successfully maintained consistent supports to provide for the needs of our students.

The OUHSD Food Service Department continued to provide meals for all students before, during, and after our school closures. They have shown remarkable flexibility and dedication in order to ensure that no student would experience food insecurity during the pandemic.

The OUHSD Transportation Department has also supported students during a time of uncertainty and constant change, sometimes assisting with cleaning and sanitation of our facilities, sometimes delivering meals to students. OUHSD administrators, teachers, TOSA's, social workers, counselors, and paraeducators have also worked tirelessly to support students in danger of disappearing during the pandemic. These team members have made hundreds of phone calls, offered office hour time, and conducted hundreds of home visits to check on struggling students or those with attendance challenges. The pandemic situation has required major shifts for our entire district, necessitating flexibility and creativity in every department and endeavor. We have called on staff to make numerous, large-scale changes and adjustments on short notice for the benefit of our students and families. Our OUHSD team has responded admirably to those challenges.

Goal 3

Prepare Students to be Critical Thinkers in the 21st Century

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected		Actual
19-20 Increase the number of students taking Advanced Placement exams by 1% from previous year.		During the 18-19 school year, 11% of district students in grades 10 through 12 took at least one A.P. Exam. During the 19-20 school year, 8% of the district's students in grades 10-12 took at least one A.P. Exam.
Baseline In 2015-2016, 7.7% of district students in grades 10 through 12 took at least one A.P. Exam.		
19-20 Increase the number of students scoring a "3" or better on the Advanced Placement exams by 2% from previous year.		During the 18-19 school year, 56% of students who took an A.P. test scored a "3" or better. During the 19-20 school year, 68% of students who took an A.P. test scored a "3" or better.
Baseline During the 2014-2015 school year, 55.8% of students who took an A.P. test passed with a 3 or better.		
19-20 Increase number of students taking the SAT 1% from previous year and increase number of students scoring 1500 or better on SAT by 1% from previous year.		During the 18-19 school year, 70 students (13%) took the SAT. 51 seniors (72.86%) met the benchmark on the English/Reading/Writing test. 31 seniors (44.29%) met the benchmark on the math test.
Baseline In 2013-2014, 18.4% of OUHSD seniors took the SAT. 32.1% of seniors who took the SAT scored over 1500.		
19-20		During the 19-20 school year, 77 students (15.5%) of students fulfilled A-G requirements (21.3% at OHS and 14% at LPHS)

Expected	Actual
<p>Increase number of students fulfilling A-G requirements by 2% (in 13/14, OHS-22.1% and LPHS-16.9%).</p> <p>Baseline</p> <p>Increase number of students fulfilling A-G requirements by 2% (in 13/14, OHS-22.1% and LPHS-16.9%).</p>	
<p>19-20</p> <p>Increase the number of students earning a high school diploma and completing a CTE pathway by 1% from previous year.</p> <p>Baseline</p> <p>Increase the number of students earning a high school diploma and completing a CTE pathway by 1% (in 14/15 OHS-76% and LPHS-95%)</p>	<p>During the 19-20 school year, 29 LPHS students and 16 OHS students completed a CTE pathway. During the 18-19 school year, 38 LPHS students and 18 OHS students completed a CTE pathway</p>
<p>19-20</p> <p>Increase Students identified as English Learners will continue to reclassify as Fluent English Proficient at current rate (25% of total population per year).</p> <p>Baseline</p> <p>Increase Students identified as English Learners will continue to reclassify as Fluent English Proficient at current rate (25% of total population per year).</p>	<p>OUHSD has 90 English Learners (3.9%) and 410 (17.6%) Fluent English Proficient</p>
<p>19-20</p> <p>EL students will continue to meet or exceed California's growth target from previous year.</p> <p>Baseline</p> <p>EL students will continue to meet or exceed California's growth target. In 14/15, 60.7% of OUHSD EL students exceeded the growth target of 60.5%.</p>	<p>According to the 2019 California School Dashboard, OUHSD English Learners were .9 points above standard and increased 7.6 points from the prior year.</p>
<p>19-20</p> <p>EL students will continue to meet or exceed California's growth target from previous year. 80% of EL students will score a 3 or 4 on the English Language Proficiency Assessments of California (ELPAC)</p>	<p>During the 18-19 school year, 67.8% of EL students will score a 3 or 4 on the English Language Proficiency Assessments of California (ELPAC)</p>

Expected		Actual
Baseline	EL students will continue to meet or exceed California's growth target. In 14/15, 60.7% of OUHSD EL students exceeded the growth target of 60.5%. 80% of EL students will score a 3 or 4 on the English Language Proficiency Assessments of California (ELPAC)	
19-20	Decrease the number of students requiring lower level math courses by 2%. Increase the number of students completing the Math 1 requirement by 2%.	During the 19-20 school year, 11% of OUHSD students enrolled in higher level mathematics (Math III/Statistics/AP Calculus). OUHSD does not offer a high school math class lower than Math 1A for graduation credit.
Baseline	In 2014-2015, 10.8% of OUHSD students took math classes below grade level. In 2014-2015, 13.6% of OUHSD students took higher level math classes (Adv. Algebra to AP Calculus)	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide CTE Courses (incl. CTE courses for SPED students) that consist of career pathways with at least a 2 course sequence that prepare students for high skill and/or high wage careers.	Salaries and benefits, supplies Base \$994,474 Salaries and benefits (Career Technical Education Incentive Grant) Other \$186,682 Salaries and benefits, supplies, travel Carl D. Perkins Career and Technical Education \$85,395	Salaries and benefits, supplies, travel and conference, copier leases, contracted services, equipment Base \$1,109,337 Salaries and benefits, indirect costs (Career Tech Ed Incentive Grant) Other \$186,659 Salaries and benefits, supplies, travel, conferences, repairs, contracted services, licenses, indirect costs Carl D. Perkins Career and Technical Education \$85,747 Salaries and benefits Special Education \$73,520

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Additional section allocation for band, art, drama and CTE sections for supplies and materials.	Contracted Services Supplemental and Concentration \$45,000	Supplies, travel Supplemental and Concentration \$403
	Supplies, travel, repairs (Ag Incentive Grant) Other \$22,317	Supplies, conferences, travel, contracted services, equipment (Ag Incentive Grant) Other \$19,768
	Contributions to restricted programs One Time Reserves \$82,000	Contributions to restricted programs One Time Reserves \$112,885
	Supplies Supplemental and Concentration \$44,200	Supplies, travel, conferences, repairs, licenses, equipment Supplemental and Concentration \$100,590
Create/link industry certifications for CTE pathways	No Cost	No Cost
Revise courses to meet A-G Requirements	No Cost	No Cost
Offer AP courses and evaluate course offerings to determine needs for additional AP Courses. Add/reduce courses as appropriate	Salaries and benefits Base \$375,690	Salaries and benefits Base \$423,114
Evaluate and plan for increasing staff and student technology proficiency	Salaries and benefits, travel Title V \$34,062	Salaries and benefits, supplies, travel and conferences Title V \$32,845
Purchase CCSS curriculum for Science	Books Base \$150,000	
Academic counseling (A-G with freshmen, 4-year planning, FAFSA, college awareness). OUHSD purchased Naviance software for college and career planning, ACT, SAT and AP test preparation.	Salaries and benefits Supplemental and Concentration \$1,000,052	Salaries and benefits Supplemental and Concentration \$883,543
	Salaries and benefits, supplies Base \$4,751	Salaries and benefits, travel, communication Base \$4,150
	Salaries and benefits Title I \$35,453	Salaries and benefits Title I \$30,987
		Transfers of direct costs (COVID- 19) Other \$222,704

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Outreach for 8th graders to support transition to high school in CTE, A-G, extra/co-curricular activities	Transportation Supplemental and Concentration \$2,000 Salaries and benefits, supplies, travel (Low Performing Students Block Grant) Other \$73,113	Transportation Supplemental \$1,302
Create webcasts for website to share Information about CTE, athletics, counseling services, A-G options, etc.	No Cost	No Cost
College tours/activity coordination and organize a College Fair, pay for PSAT tests, reimburse SAT fees for students scoring a 3 or better.	Supplies, transportation, contracted services	Contracted services Title IV \$15,691
Implement four year academic plans for all students beginning with the class of 2020.	Title IV \$19,000	
Be more involved in economic development in the community and developing community and business partnerships.	No Cost	No Cost
College Connection Program - 30 students enrolled	No Cost	No Cost
Review ELD reclassification process due to the suspension of CELDT. Celebrate students and family with a reclassification ceremony at the end of the school year.	Salaries and benefits, supplies, travel, other contracted services Supplemental and Concentration \$149,113	Salaries and benefits, supplies, contracted services, communications Supplemental and Concentration \$157,219
	No Cost	No Cost

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funding for the action items listed under Goal 3 were not spent in some cases because of changes necessitated by the COVID-19 pandemic. For example, the shift to digital instruction made the purchase of newly adopted science curriculum in hard-copy format unnecessary. Instead, OUHSD purchased digital licenses of the adopted texts with emergency COVID-19 funds earmarked to support digital and distance learning. Similarly, our district utilized the COVID-19 funds instead of funding sources listed in our LCAP to provide robust training in digital instruction practices to our teachers and staff. Because of safety consideration, OUHSD offered

virtual visits for incoming 8th graders to our schools instead of transporting all 8th graders to their future high schools. Since universities and colleges cancelled student trips and tours to their campuses, OUHSD underspent on that action item as well.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

As noted earlier, school closures and reduced instructional time related to the COVID-19 pandemic hindered our district's ability to meet targets outlined in our LCAP. For example, OUHSD fell short of the target in our measurable outcome to increase the percentage of students taking Advanced Placement examinations from 7.7% to 8.7%, as only 8.0% of students took these exams. The decrease in instructional time certainly impacted students' confidence levels about the tests. Similarly, the pandemic forced cancellations of SAT examinations, which meant that OUHSD does not have data for 2019-2020. While we have been slow to implement 4 year academic plans for every student, our counselors have made progress and are continuing to input those plans into our student information system, AERIES. Nevertheless, OUHSD made dramatic leaps in staff technology training and preparedness. OUHSD has supported our CTE program, ensuring that all pathways consist of a 2-course sequence at least. Our district has also supported band, art, drama, and CTE with funding for materials, supplies, and training. While our district has not specifically created webcasts to promote CTE, athletics, counseling services, and other elements listed, we have hired a social media consultant to improve community outreach and informational practices.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment	\$8,000	\$24,262	No
Health Materials	\$4,000	\$3,568	No
Disinfecting Materials	\$10,000	\$6,914	No
Additional Hand Sanitizing Stations	\$9,000	\$20,358	No
Plexiglass dividers			Yes
			No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

OUHSD transitioned to distance learning for all students in March, 2020. OUHSD began the 20-21 school year in distance learning and transitioned to hybrid learning on November 16, 2020. Oroville Union High School District returned to daily in-person instruction on April 19, 2021. OUHSD had additional costs with PPE, additional hand sanitizing stations, and other safety materials needed to provide safe, clean environments during in-person instruction.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The fact that OUHSD schools were able to return to daily in-person instruction was a success in and of itself. When state and county guidance allowed, OUHSD brought students back for hybrid learning (synchronous work at school and asynchronous work in a digital learning format) on November 16, 2020. and full in-person instruction on April 19, 2021. The challenges were implementing CDPH guidelines in older classrooms, transporting students with lower capacities per CDPH guidelines, and making sure all stakeholders

adhere to CDPH guidelines. Additionally, the logistical elements of maintaining disinfecting and sanitization schedules in our classrooms made it difficult to return to full time, in-person instruction. While our district successfully navigated the return to onsite instruction without any school closures related to the spread of COVID-19, the amount of instructional time during the majority of the past 2 years has been severely impacted when compared to that of previous years.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Laptops, webcams and projection devices for teachers and support staff	\$251,000	\$598,911	Yes
Development of Advisory social-emotional curriculum			Yes
Training for teachers and paraprofessionals	\$125,000	\$50,352	Yes
Collaboration for teachers to plan and develop lessons	\$156,000	\$14,709	Yes
Digital curriculum resources	\$145,000	\$199,081	Yes
Purchase of video conferencing, screen recording and digital classroom licenses	\$22,000	\$13,326	Yes
Chromebooks for all students	\$169,000	\$166,679	Yes
Expansion of traditional independent study program	\$926,000	\$1,105,895	Yes
400 T-Mobile Hotspots	\$73,000	\$54,286	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

OUHSD had substantive differences between planned actions and budgeted expenditures for distance learning with purchasing laptops, webcams and projection devices in order to accommodate distancing learning. OUHSD also spent more funds on digital curriculum resources for distance learning. OUHSD expanded our traditional independent study program and created a separate distance learning program to accommodate students who could not participate in in-person instruction due to the health issues of family members or to concerns about COVID-19.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

When the entire district was in distance learning prior to November 16, 2020, distance learning was taught by fully credentialed teachers. When the district shifted to hybrid learning in November 16, 2020, we had 344 students requesting to remain on distance learning. We had current teachers apply for distance learning positions and we were still short four teachers. We advertised for teachers to fill the openings and could not find anyone. We contracted with Scoot Education to provide substitute teachers for distance learning. The Scoot teachers used Odysseyware, Acellus, DeltaMath, and other digital curriculum platforms to provide students with standards based instruction. OUHSD had teachers provide professional development opportunities to their colleagues and to paraeducators on using Google Classroom, Peardeck, Kami, Screencastify, Quizlet, Kahoot, and other instructional apps. OUHSD also used funds to purchase digital curriculum resources for English, Math, Science, Social Studies, CTE, Physical Education, and Visual and Performing Arts programs. OUHSD had plenty of Chromebooks to issue to students for distance learning. OUHSD provided approximately 400 hotspots to students, unfortunately there were still students that could not access the Internet. Those students went to a paper based independent study program. Distance learning was challenging due to the fact that teachers could not check for understanding on a daily basis in person. Some students did not attend daily live interaction sessions. OUHSD sent staff to conduct home visits on students that were not attending daily live interaction and/or not submitting assignments. OUHSD responded to the challenge some families faced with regard to poor internet connectivity by providing a mobile hotspot to all families who requested one.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Synchronous instructional supports offered by teachers and paraprofessionals			Yes
Asynchronous (afternoon) instructional supports provided by teachers and paraprofessionals			Yes
Teacher phone and Zoom check ins			Yes
Development and implementation of a tiered system of interventions for student engagement and participation issues			Yes
Benchmark assessments in English, Social Studies, Science, and Math with IO assessment where possible.			Yes
TOSA and school resource officer home visits for students at risk of losing contact with school staff.			Yes
OUHSD social worker and counselor contact with homeless and foster youth to support engagement and participation			Yes
ELPAC initial and summative assessment for English Learners			Yes
Measures of Academic Progress (MAP) Assessment in English and Math will be administered once during second semester			

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

OUHSD saw some successes in addressing Pupil Learning Loss in the 2020-21 school year. OUHSD was able to begin the 2020-21 school year with 1:1 Chromebooks, as well as hotspots for most students that experienced connectivity issues. OUHSD also made

contact with every student to make sure they had the items they needed for school and checking in on their mental health. OUHSD has also provided a substantial amount of training to teachers and staff in spite of the logistical problems presented because of the pandemic. Teachers and staff received training specifically designed to improve and enhance digital instruction and the use of newly-purchased curriculum software. OUHSD provided such training because of concern about the need to mitigate learning loss. Those things helped mitigate pupil learning loss while in distance learning. One of the biggest challenges in pupil learning loss in distance learning is that some students refused to attend synchronous lessons or did not turn in assignments. OUHSD is planning to expand summer school opportunities to include meals, transportation and mental health support.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Most school services in a normal year are delivered at the school site. The OUHSD social workers sought out students that needed support with mental health, and social-emotional well being. OUHSD also conducted home visits to check on absenteeism, as well as mental health and social emotional well being. OUHSD accessed mental health support through the Butte County Office of Education and community organizations.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

OUHSD used many approaches to pupil and family engagement and outreach during the 2020-2021 school year. OUHSD used administrators, Teachers on Special Assignment (TOSA), campus supervisors, Paraeducator and School Resource Officers to conduct home visits on students that did not show up to distance learning classes, did not show up to advisory and did not regularly attend in person instruction. The foodservice department supplied grab and go meals to students and collaborated with transportation to deliver meals at bus stops throughout the district while in distance learning. OUHSD schools logged over 1,200 phone calls to students and parents to check in on students. OUHSD also implemented an Advisory period during the 2020-2021 school year to track daily live interaction with students and also deliver Social Emotional Learning, leadership skills, goal setting, lessons on bullying, discrimination, suicide awareness, study skills, time management, as well as checking in with students. OUHSD used Zoom and Google Meet to hold staff meetings, administrative meetings, parent meetings, IEP's, SST's and 504 meetings. OUHSD implemented DocuSign to obtain necessary signatures from staff, students, and parents on IEP's, 504 plans, and other documents. OUHSD created a YouTube channel to broadcast Board meetings. OUHSD used many surveys to seek input from parents, students, staff and the community. OUHSD also created a bi-monthly community newsletter to inform all stakeholders on the activities in the district. OUHSD also increased social media presence to inform stakeholders on activities in the district, as well as highlight staff members, board members, and the OUHSD Hall of Fame. OUHSD also found ways to stream athletic events and to offer graduation ceremonies in a safe way. Challenges were the inability to host in person activities like site council meetings, advisory meetings, open houses and other activities that encouraged families and the community to visit school sites.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Successes:

Our team has rallied together and figured out ways to support each other even while working at different locations. We've been able to adjust some of the staff's positions to fit the needs of our department. We're testing out new recipes among staff and students, and even making items we've never made before. We welcome and consider all feedback from staff and students. This is the way to get better and keep customers coming back. In October Las Plumas' kitchen was approached by the YMCA about providing meals to the

children attending their facility during the week. Since then we've had a great relationship with the YMCA and the staff have truly enjoy providing meals for the kids. A hot breakfast is picked up by the YMCA staff in the mornings around 8am and they return around 12noon for the hot lunch.

Oroville High's kitchen has provided meals to the Axiom and LiveSpot shortly after school started in the Fall. They continue to pick up meals on a daily basis. These are 2 more relationships we are proud and thankful to have.

In the late Fall/early Winter we purchased food carts to aid in keeping students spread out during meal services. Due to staffing we haven't been able to dedicate a staff member to our food cart, however this week at LP we debuted it at LPHS during Break and Lunch, its slowly gaining customers. Next week's plan is to debut the cart at OHS closer to the middle of campus since the Jazz Café and main campus kitchen are at the far ends of campus. During this time we're able to prepare fruits and vegetables in ways that are convenient for the students; for example instead of whole oranges or having to purchase costly individually wrapped vegetables the staff is able to slice oranges and chop celery into sticks for the students.

We've simplified our menus to stream line our services, we offer a hot and cold item for breakfast and lunch instead of multiple hot and cold items at each meal service. At all of our campuses we're able to serve anyone 18 years and under during our curbside meal pick up, not just our students. In November we set out to serve 5 day's worth of meals – that's 5 breakfasts and 5 lunches for each child. Since then we've served multiple day's worth of meals leading up to the winter break in December and other holiday weekends.

Challenges:

Simply stated; we're not serving the amount of students we are used to. Our orders are not always fulfilled from vendors. Vendors are regularly having issues with getting the product we order, even when we order well in advance. We're notified a day or two before we're expecting a delivery that certain items aren't available. They try to sub the item but it's not always a correct substitute.

We've had staff members resign, another who had to take time off due to child care needs, or had to quarantine because they were linked to someone who either tested positive for COVID 19 or came into contact with someone who may have been exposed. Purchasing items for meals that we wouldn't normally purchase; for example grocery bags and other to-go containers and portion cups. These costs add up because we're purchasing these items more often than normal or just the fact we're purchasing them.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program	Developed and staffed a distance learning program as an alternative to those students not wanting to return to in-person or independent study instruction.		\$1,236,958	Yes
Distance Learning Program (Access to Devices and Connectivity)	Expansion of WIFI access and modernization of local area network equipment to increase internet access and the speed of the network.		\$162,071	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

OUHSD did not budget to begin the 2020-2021 school year in distance learning. We staffed for in person instruction at all school sites. We had to add additional teachers to meet the needs of instruction in independent study, distance learning and in person instruction. OUHSD did not budget to expand Internet connectivity and technology to the extent we did to support instruction.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021-24 LCAP.

OUHSD learned many lessons with implementing distance learning at the end of the 2019-2020 school year and the beginning of the 2020-2021 school year. OUHSD did not have enough Chromebooks for every student to be issued their own Chromebook in March 2020. By September, 2020, every student was issued a Chromebook, unless they preferred their own device. Most of our teachers were not well versed in integrating technology into their classroom instruction. OUHSD used teacher leaders to deliver professional development to staff on using Google Classroom, Pear deck, Kami, and other software programs to assist teachers in delivering digital learning to students. With implementing a hybrid schedule and an in person schedule, the district learned many lessons regarding scheduling and setting up facilities to meet COVID guidelines. OUHSD also used many methods of delivering messages and updates to parents and students including social media, community newsletters, the website and the dialer. For the 2021-2024 LCAP, the lessons learned from this year have assisted us in adding staff to assist with mental health, adding funds targeted for technology repairs and replacement, and changing how we deliver credit recovery to students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

OUHSD is assessing learning loss, and exploring options to mitigate it. OUHSD will offer and expanded summer school for all students. We will also collaborate with Boys and Girls Club of the North Valley to provide academic supports, health and wellness supports, mental health support and

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

OUHSD did not budget for the number of students that chose to stay on distance learning when the district schools returned to hybrid learning. OUHSD had to upgrade WIFI and the network to support students and staff using devices to access curriculum and instruction. Those two things provided a substantive change in the amount budgeted and the actual expenditures.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

OUHSD used the lessons learned since March 19, 2020 to form the 2021-2022 through 2023-2024 LCAP. We have expanded the independent study/digital learning program from 120 students in years prior to the Pandemic to 420 students for the 2021-2022 school year. Our goal in prior LCAP's was to have 1 device for every student. We have achieved that, and now we have increased the money allocated for technology repair and replacement, as well as software licenses. The training provided to staff has allowed them to advance in their knowledge and use of technology to engage students in digital instruction. OUHSD will add an additional social worker for the 2021-2022 school year and add Targeted Case Managers/Family Liaisons to support students with mental health, and health and wellness supports. We will also focus on adding expanded academic supports during the summer for all students and explore ways to increase credit recovery opportunities for all students so they may graduate on time.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021-24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021-24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021-24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		
	3,814,807.00	3,688,052.00
	85,395.00	85,747.00
	0.00	40,534.00
	946,716.00	912,656.00
	292,582.00	289,874.00
	83,783.00	115,341.00
	296,450.00	630,411.00
	1,675,920.00	1,721,513.00
	0.00	1,302.00
	5,487,911.00	5,278,568.00
	475,824.00	402,663.00
	82,255.00	63,945.00
	26,897.00	82,055.00
	71,124.00	68,369.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	13,339,664.00	13,381,030.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources		
		3,814,807.00	3,688,052.00
		85,395.00	85,747.00
		0.00	40,534.00
		946,716.00	912,656.00
		292,582.00	289,874.00
		83,783.00	115,341.00
		296,450.00	630,411.00
		1,675,920.00	1,721,513.00
		0.00	1,302.00
		5,487,911.00	5,278,568.00
		475,824.00	402,663.00
		82,255.00	63,945.00
		26,897.00	82,055.00
		71,124.00	68,369.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	4,055,285.00	4,188,931.00
Goal 2	5,914,102.00	5,731,635.00
Goal 3	3,370,277.00	3,460,464.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$31,000.00	\$55,102.00
Distance Learning Program	\$1,867,000.00	\$2,203,239.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		\$1,399,029.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,898,000.00	\$3,657,370.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$31,000.00	\$55,102.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$31,000.00	\$55,102.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$1,867,000.00	\$2,203,239.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		\$1,399,029.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,867,000.00	\$3,602,268.00

**OROVILLE UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING
April 21, 2021**

MINUTES

CALL TO ORDER

Board President, Mr. Damon, called the meeting to order at 5:30 p.m. on Wednesday, April 21, 2021, at the Transportation Conference Room and 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**

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

RESULTS OF CLOSED SESSION

At 6:02 p.m., the board reconvened to open session. No action was taken.

PLEDGE OF ALLEGIANCE

APPROVAL OF AGENDA VARIANCE

#95-20/21: On a motion by Mrs. Englund, seconded by Mrs. Walker, 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

1. Recognition of Retiree

Joann Hatcher was recognized for working as a Bus Driver, Courier and Bus Driver Trainer for 30 years.

MINUTES OF REGULAR MEETING – APRIL 21, 2021

2. Presentation by Pupil Transportation Information, LLC (PTI) on the Pupil Transportation Program Delivery Model System Review and Study Report

Mike Rea from PTI reported on the findings from the recent Transportation Department Review.

Transportation Finance and Funding Findings:

- The history of school transportation funding in California – with the exception of a small bump when LCFF first started, the 40% of funding we received from the State hasn't increased for 40 years.
- A relative high amount of the State funding for pupil transportation covers district's costs.
- The district does not charge fees for regular education transportation, and probably should not.
- Field trip and van use rates have regularly been increased.
- Driver time is rounded up to the next half hour.

Recommendations:

- Annually review field trip and van usage charges to ensure they adequately recover costs. The current rate charged for field trips is adequate.
- Ensure that drivers are rendering service for the amount of time they are paid. Some district have Bus Drivers serve in other positions between shifts, such as custodial, food service, etc. in order to have 8 hour per day jobs.

Routing and Scheduling Findings:

- 8 of the 10 general education bus routes serve high school students.
- There are 6 special education routes performed on a mix of school buses and non-school bus vans.
- The district generally follows its Admin Regulation 3541 with a "walk distance" of 2 miles, but some remote areas of the district are not served by transportation.
- Some recent concerns have surfaced relative to service that the elementary district receives that detrimentally affects high school students.
- General education bus routes have been reduced and consolidated over time.
- The district transports 85 special education students, but the special education department reports that only 64 students require transportation as a related service on their IEP.
- The district does not utilize a transportation request form for special education.

Recommendations:

- Amend Admin Regulation 3541 to reflect actual practice, including the ratio. Mr. LaGrone has done a great job updating policies and procedures since he took over the department.
- Cooperate with the elementary district relative to service needs.
- Continue to evaluate opportunities to reduce or consolidate general education transportation.
- Explore the discrepancy of the number of special education students transported.
- Utilize a transportation request form for special education transportation.
- Explore the potential of the high school district performing more of the elementary district special education transportation.

Staffing Findings:

- Department properly staffed for the level of service provided.
- Transportation Lead may retire soon.
- Driver recruitment and training will be critical in the very near future.
- The earliest morning route reports at 4:45 am, but the earliest staff member on duty is 6:00 am.
- Driver instructor position has been vacant.

Recommendations:

- Recruit and fill the Transportation Lead position in advance of the incumbent's retirement to ensure training and orientation on the job.
- Regularly recruit drivers, train them. Consider existing part-time district employees in complimentary positions.

MINUTES OF REGULAR MEETING – APRIL 21, 2021

- Adjust early morning office staff time to ensure there is on-site support for earliest arriving employees.
- Fill vacant driver instructor position. Individual will assist with Dispatch and routing. Consider assigning a short-regular route to this individual.

Vehicle Maintenance, Fleet and Facility Findings:

- Excellent CHP Terminal Inspection Reports.
- There is a Mechanic and Mechanic assistant who maintain all vehicles.
- Not all district vehicles have district logo displayed.
- There are more buses and non-school bus vehicles than the district needs.
- Non-school bus vehicles have maintenance schedules, but could be improved for safety.
- Most buses have video and GPS capability, but not all work.
- The bus garage is in need of cleaning and organizing.
- The district has very large underground fuel tanks. Fuel can spoil over time.

Recommendations:

- Hire another mechanic if district intends to keep and maintain all its vehicles.
- Ensure all district vehicles have logo prominently displayed.
- Consider reducing the size of the bus and non-bus fleet. Carefully consider the usefulness of electric school buses. They are better suited to elementary districts.
- Ensure all non-school buses that transport students are maintained the same as school buses.
- Maintain bus video systems so they are more reliable.
- Clean and organize parts storage and the garage.
- Do not completely fill the fuel tanks so the fuel does not age or spoil.

Driver Training and Safety Findings:

- Driver training records are complete and organized well.
- There is a transportation safety plan, but it must be updated.
- There is very little school transportation safety information that families or students receive.
- Bus drivers and van drivers who drive students are enrolled in the DMV EPN program, but could be expanded to include any driver who drives any district vehicle.

Recommendations:

- Revise Transportation Safety Plan to include new child check requirements.
- Ensure the district is aware when students need to cross the street at their bus stop, and ensure that information is printed on route sheets along with specific directions.
- Develop school transportation safety information that families receive when registering for school and transportation.
- Include all district employees who drive a district vehicle in the DMV EPN program (random drug/alcohol testing). Some districts also test their volunteer drivers.

Contract Review and Assessment Findings:

- There is a definite benefit for the high school district to provide service to the elementary district in this fashion. Without this cooperation, both districts would pay more for transportation services.
- Contract covers most necessary elements, but some additions and clarifications might be necessary.
- Contract charges the elementary district an additional charge for "intangible services" that should be increased.
- There could be some benefit for the high school district to provide special education transportation for the elementary district.

Recommendations:

- Include language in the contract that stipulates the contribution for bus replacement.
- Include clarifying language in the contract that explains transfer miles.
Ensure that all costs are included in the transportation budget.
- Consider increasing the charge for intangible services from 8% to 10%
- Consider the potential benefit of economy of scale to provide special education transportation for the elementary district.

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Technology Findings:

- The department utilizes little transportation software

Recommendations:

- Consider stronger utilization and integration of the software that the department uses.
- Determine if routing software will benefit the district.
- Regularly inspect and maintain the camera systems in buses.

Mr. Rea reported that they are working with OCESD to upgrade their policies. Their principals need to be responsible for student discipline issues. Mr. Sehorn stated that he always dealt with his own discipline during his 21 year career as an OCESD principal. He was surprised to hear that things had changed. Mrs. Walker thought the report was well written and easy to understand. Mr. Rea cautioned the district about getting anymore grant funded electric buses. They are good for short routes as they are limited to 100 miles per day. They may get close to a full charge when they are charged after morning routes. The district will always need diesel buses.

HEARING OF INDIVIDUALS ON NON-AGENDA ITEMS

The first statement was delivered in –person and followed up in written form. All statements appear as submitted and have been condensed from paragraph format to reduce space.

James Huie – OHS Teacher

My name is James Huie, I am the current teacher for the ACCESS (All Children Can Experience School Success) emotional/behavioral disturbance classroom at Oroville High School. ACCESS is a therapeutic milieu model classroom that is academically focused while addressing a student's social-emotional needs. Services include academic support, daily group counseling, and individual counseling. Our classroom therapeutic support help students who experience homelessness, mental health issues, intellectual disability, socioeconomic struggles, hunger, and abandonment. Our approach relies on developing and modeling healthy, honest, and trusting relationships. This foundation allows our team to create a sense of safety and belonging, which in turn has helped our students open up to engaging in academic instruction. Most important is the promise that our team is here for our students, whenever they need us. On March 11, I was issued a notice of non-reelection. The students in ACCESS have grown accustomed to abandonment in their lives, in and out of school. Staff turnover is frequent, typically with multiple teachers, paraeducators, and clinicians changing within a single school year. We have students who have had 5 or more different teachers, 4 or more clinicians, untold paraeducators, and numerous substitutes over the last 3 years alone, while the permanent positions remain unfilled. This, when combined with many students suffering from abandonment issues in their home lives, leads to a reality in which they feel nobody cares enough about them to stick around and support them. This is where our team is different and truly excels. Our students create lasting, trusting relationships with us because we have proven we are here for them; that we won't bail out when class life gets rough, when they breakdown or blow up, when they throw things, curse/insult us, threaten violence or otherwise struggle to meet the expectations of our classroom, and our relationships. These relationships are what bring them back, and keep them grounded. My team has been referred to as miracle workers by our administration, and as some of the most positive, supportive relationships and models in our student's lives. This is from a team comprised of a 2nd-year clinician who had never worked in education, and myself, who was only a 2nd-year substitute that had never taught an E/BD program. We created this program from the ground up less than 2 years ago. We have the support of our peers, our students, and their families regarding our success and our importance to our students and the ACCESS program. It shows in the reduction of conduct or behavior-related interventions, suspensions, and expulsions; in promotions to less restrictive environments, and overall academic completion rates and grades. I am not here to ask for my job back. I am here to highlight how traumatizing the changes in our program will be for our students. I am here to put a human, students-first face to the potential damage this will cause at school and beyond. Most importantly, I am here to show our students that we are here to defend them, no matter what. To model the self-advocacy we constantly teach and encourage, to show my team's commitment to the promise we gave, to be there for them and their families. To offer an alternative that honors that promise, and reinforces their faith in the relationships and trust we have created. Different is not guaranteed to be better, only different. My proposal is simply this: instead of completely replacing our staff and starting over from square one, keep the team that has been so successful and important to our students and families. Help us determine the metrics which show our growth and impact, and give us the resources to grow our program beyond OUHSD, and improve the full ACCESS pipeline, from K through 12. Give us the chance to show the board that our approach can improve

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the lives of the ACCESS and SPED population as a whole. I know it is possible to find a way. I do this job to be a catalyst for change in this small, but important population of students who, through no fault of their own, continue to have their education programs extend and reinforce their traumas. I intend to work with ACCESS students long-term, not simply as a means of attaining tenure. I am asking you to create the position of ACCESS coordinator, which would be responsible for defining and developing the program based on my teams successful approach. I am here to ask that I fill the requested role of ACCESS coordinator, in order to fulfill the promise my team has made to our students and families, and expand upon our success. Thank you for your time. I have provided folders further expanding on the summary I have provided, including parents' statements of support and letters of reference. I would like to be placed on May's agenda, to follow up on my proposal, and answer any further questions or respond to any comments or thoughts not covered today.

Anjalyn Edwards, OHS Parent

My daughter has been in the access program since 9 the grade. She is now a senior. She did miss alot of 9th grade due to he mental health issues and being in a treatment facility. This made her feel extremely disconnected from learning. James has been there with her the majority of the time. He has helped her overcome major obstacles in her education plan.. without him and this program she likely would not be graduating this year. He and the whole access team have been such a great support to Savannah both academically and socially. .. they have taught her how to get through the toughest times in her life and set her on the path to be successfully and graduate. She now works and still attends school and I have no doubt that is because of the access team.

OHS Student (SS)

I can't even express how grateful i am for the access program james and holly helped me with everything such as school home life and how I feel about myself they made me realize im worthy and I have so much potential. I enjoyed going to school to see them. If it wasn't for James I would have dropped out he is one of the only teachers who have truly believed in me and he never made me feel dumb and holly is an amazing therapist and I've been able to open up to her like no one else shes the best therapist I've ever met and the kids who are going in/are in the access program deserve james and holly They are not replaceable

LaTonya Ellsworth, OHS Parent

I personally would feel Oroville school district would be mistaking by making a choice to not have james and Holly both continue to do what they been doing. My self them both along with the added team has truly been a blessing to me as a parent with my child having the issues she has and the disabilities. My daughter don't just connect well with jyst anyone nor does she do change. James and Holly is always been available at there early convenience always. And if they didn't have the answer they always went over and beyond there duty to be as helpful. They have helped my daughter grow emotionally and mentally and educationally I feel in many ways. Besides normal day to day issues adding the COVID-19 and distance learning has been a great struggle for many. But my self james and Holly deserve to be really recognized for all there dedication and hardwork And the bond and trusting communication and education they both have I feel they will also be much help to other students and parents that experience the same similar issues I as a parent. Thank you much for taking time to ready this. If you have any further questions or concerns you can contact me anytime. Thank you again. And God bless! Happy education and remember stay safe.

Laura Talk, OHS Parent

My name is Laura Talk I am the mother of Marco Pena-Talk, I adopted Marco when he was 4, he was a very angry boy such abuse and trauma in his life and I was told I couldn't raise him because he was just to much to handle and he needed more support then I could give. Well as you can see I didn't give up on him. Marco has hard extremely trying times in school and at home. Breaking a staff persons nose, breaking a teachers ribs, destroying numerous classrooms, full out raging incidents all the time. He has been arrested put in mental hospital everything. He has had the most trying time this year with distant learning, my health issues, his Gma has dementia and had cancer removed 3 times his uncle had a massive heart attack last week and now this staffing situation. Marco has had the best years of school in high school and do you want to know why? Well let me tell you. He has become safe and secure with the teacher and clinician. James and Holly have been consistent in his class and they have supported Marco and have made him feel safe and comfortable. He is able to finally open up to his abuse and what it has done to him he is able to talk to both Holly and James and able to calm down before reaching the raging point. He and the other students have built a safe repore with them and Marco is able to communicate stresses of general Ed classes with them and be shown by James how to work the problem out and now you want to take that from him from all the students in that class? None of you

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have worked with them none of you have spent every week with them to know them or understand them none of you come to my home to see how he is at home but you all the sudden want to break a students trust, safety feeling, his ability to feel secure that to me is not putting students first. It's not thinking of how is the students gonna feel or react because I can guarantee this is absolutely going to shut my son down and send him back peddling and I don't think any of you understand that. Our students in the class are absolutely deserving of consistency and security in the home but also in the classroom. Please hear my cries don't do this to our students don't do this to my son because yes it will do damage. Thank you

Shelly Denham, OHS Parent

I am a grandparent raising a special needs child Harold needs this program he is bonded with James and Holly and I don't know what would have done without James and Holly's they have been very instrumental and Harold really connects with James. He's been in this program with James since Nelson. I'm not exactly sure what changes you have in mind But to discontinue James and Holly working and their program is not a good thing for My grandson or me I would like for you to consider no changes and let the families know what we can do to remain the same because it works for us Thank you for your time.

Dr. Willenberg stated that Holly, who is referred to in the comments received, is a BCOE employee whose hours have been reduced for next year. We don't have any control over that person or the hours that they work. The district has decided to go in a different direction with the program next year. Therefore, Mr. Huie's request for the board to consider his proposal at the May board meeting will not be heard.

Erin Gresham, LPHS Parent

Again here I am defending our poor seniors! Why should these kids, especially the seniors that have missed out not only their junior year events and now what should be an exciting time in their life, Senior Year, once again have a road block of issues with Prom? I know it's been up in air of inside vs outside (let's hope weather stays ok now that it's planned for the tennis courts-any back-up plan if not?) Here we are 4 weeks out until the event. Do you even understand how hard it is to get prom attire right now whether ordered vs in store? I went last week shopping and sadly almost all prom attire is non-refundable so think about that for these kids, let alone delays in shipping! So here is the big issue-COVID once again! Wear a mask just like in school! Solved! Why can our kids sit inside a room with students, ride a bus of 40, play sports inside/out now but yet a prom outside may require a vaccine or proof (which by the way will not happen with my child) or have to be tested in order to attend (again who's paying? School better pay up! And be included in their cost with no additional fee to their ticket)! I along with many others are very against this testing thing on my child or vaccine! At what point does HIPPA play into this? It should not be a forced agenda! It is illegal to push a vaccine on my child or require a covid test. I work in the medical field and I'm not even required to get vaccine or test, it's a choice. I'm very shocked and upset over hearing this as many of your teachers took it upon themselves to start the chatter at school and upset these kids once again! I actually attended an indoor sports event the other day and the whole half of gym completely full of students and families and guess what only less than 10 were ever wearing a mask (they weren't required upon entry for vaccine proof or test). And football seems to have more attending than originally encouraged (again hardly any masks, but no issues there so far and again no requirement for those to show proof of vaccine or test). So absolutely ridiculous again here these kids having to face another COVID stupid restriction that makes no sense! And outdoor sports don't even test anymore so why an outdoor prom? Also, what about all the other schools in the county continuing forward with no restrictions for prom (i.e. Gridley, Biggs, Durham, Paradise, etc.)? Why OUHSD or why are you so scared? Bring this to light to whomever is your threat and stand up for our kids! I'm so frustrated over what these kids are being dealt and yet you can walk into any store now or restaurant and no one says a word over masks or really cares much anymore (or again does not require proof of vaccine or test)!

Dr. Willenberg responded that he met with the Principals this morning to discuss prom. The LPHS prom is scheduled for May 15th and the OHS prom is scheduled for May 21st. There will be some restrictions, such as the event being held outside and the number of students being limited. Seniors will be given first priority. Only students attending the school may attend. Students do not have to be COVID tested but any chaperone not working at the school must show a negative COVID test or proof of vaccination in order to participate.

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Sandra Barnes, OHS Parent

Question: when and where will graduation be? Announcement: LPO Spring Concert, May 7, 2021 6:30 pm, Oroville Riverbend Park. Congrats to LPO Wintergaud for taking 2nd in regional AAA division at NCBA Championship!

Dr. Willenberg responded that graduations will be held at Harrison Stadium: PHS will be held on 6/1 at 11:30 a.m.; OAE will be held on 6/1 at 6:00 p.m.; OHS will be held on 6/3 at 8:15 p.m.; and LPHS will be held on 6/4 at 8:15 p.m. Each ceremony will also be live streamed. Principals are finalizing the details. The ATC promotion ceremony will be held at ATC on June 3rd at 11:00 a.m. at ATC. If we remain in the orange tier, each graduate will receive four tickets for family members. Ms. Blaney will follow up with board members to see who is interested in attending each graduation.

Kaylyn Petersen, Distance Learning Student

Good evening trusted board members, I would first like to thank all certificated, classified, and administration staff for trying their hardest to accommodate to the eventful year we've had. This pandemic has shown everyone the importance of educational staff, and your work does not go unnoticed by students and families. My name is Kaylyn Peterson and I am currently a freshman that attends Distance Learning and Education for Las Plumas High School. I am here to speak as well as ask questions on behalf of all current distance learners. I apologize if this is a bit of a long letter, however, it is imperative that these issues are brought up to the board so our valuable questions can be answered. As we know, the 2020-2021 school year is ending soon, and that brings a worrying question to mind. What about next school year? The district for the majority of the year has left distance learners to fend for themselves, and with the State rapidly reopening, we [DL] all are anxious due to the fact that we can only assume that we will have even less support next year. I and all distance learners would like to know what OUHSD's intentions are for having Distance Learning options for the 21-22 school year available. Though vaccines are currently available for people 16+, that does not mean students may feel safe enough to go back to in-person schooling in Fall 2021. This is understandable due to the new Covid-19 variant that is being rapidly spread in schools by students and is extremely dangerous. However, even though there is a need for Distance Learning next year, most school districts are planning on just setting students into a homeschooling program. To those who do not know, these homeschooling programs are simply picking up a packet every week, and meeting with a teacher once on said week. This education that we will be receiving is nowhere near equal to what students in in-person school will be receiving. We know that the district wants to give us the best chance at an education as they possibly can, so why should we be pushed to the side and given unequal schooling just because we want to be safe during a pandemic? The dangers of Covid-19 are real and we have known this from the beginning. This is why the Government has given schools funding to help with the education of students during this pandemic. This money can be used for different things, but a good portion of it should be used to help students in distance learning receive a rigorous education. This money, along with money our district is making for opening up during the pandemic, can help provide at the bare minimum, another year of the DL program we currently hold. It is also imperative that we get more than a packet and little to no instruction in substitution for a year's worth of high school due to the fact the high school prepares us for college. For example, I plan on attending UC Davis for 8 to 10 years to become a genetic engineer, and I need to take specific classes in order to even have the school look at my application. However, once the current distance learning option is taken away, I'm going to have to work even harder than I have been to get into the school. Now take my situation and apply it to every kid on distance learning. Then compare our challenges of struggling to get a proper education to the challenges the students attending in-person schooling are facing. No matter how anyone looks at it, in-person learners will always have more leisure because they are less of a hassle. We all know nobody wants to be in distance learning. In no way is it fun to be considered an outcast by the in-person learners, and DL does provide many challenges. However, we are in a pandemic that has taken the lives of so many people and some people lack the intelligence to understand it needs to be taken seriously. Students who chose to be on distance learning should not be thrown into the shadows because they are more than worried about spreading the virus to their families and possibly causing the deaths of people in their pods. Now that a mere sliver of the challenges that distance learners will face next year have been explained thoroughly, along with ways the district could keep the current program open for next year, I will restate our previous question. On behalf of all distance learners who simply want a fair and just education, what does OUHSD plan to do for a distance learning program for the Fall 2021 school year?

Dr. Willenberg responded that the State only planned distance learning for this year. Students will need to transition into the independent study program next year and will need to sign a contract. Mr. Simas did a

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great job over Thanksgiving break putting the program together. There will be a digital learning (online) platform next year as well as paper packets for those who need them. Mr. Ochs will oversee the program. Mr. Simas stated that the State allowed for more flexibility this year but established different rules for next year. Existing independent study and distance learning were surveyed in February to see who wanted to stay in the independent study next year.

HEARING OF INDIVIDUALS ON AGENDA ITEMS (None)

NON-ACTION INFORMATIONAL ITEMS AND REPORTS

3. Board Comments (None)

4. Superintendent

Dr. Willenberg shared a letter from LPHS PTSA asking for the district to reduce the staff time for their Safe Grad Night event. The fees to use the facility have already been waived. The employee time cannot be waived. The cost is due to them using both gyms instead of one. Our students started back to school five days per week on Monday and athletics is underway. He's seen people working hard and students excited to be back. We are awaiting the WASC reports from the LPHS and OHS site visits. We are busy scheduling for next year. We will have new College and Career Readiness Technician and Targeted Case Manager/Family Liaison classified positions next year. The counselors will still be doing four year plans as well as being heavily involved in interventions. Mr. Sehorn asked if the counselors would be held more accountable. Dr. Willenberg responded that they would be. Adding these new positions and shifting duties will allow site administrators to spend more time overseeing instruction. The district is applying for an Expanded Learning Opportunity Grant, which focuses on mitigating learning loss. Our plan is to expand summer school, offer more credit recovery, hire an additional special education teacher and four classroom Para-Educators, serve meals and provide transportation for summer school, and offer extra days for the Social Workers during the summer. We are looking to partner with the Boys & Girls Club to become a computer hub as well as assisting with tutoring. We hope to expand the program to OHS next year. Summer school will be housed at OAE and CIS. ATC and the FOCUS program at LPHS will stay in their classrooms as that is where their equipment is located.

5. Administration

Mr. Simas stated that 22 teachers are participating in a coaching cohort for Culturally and Linguistically Learning and Responsive Teaching. Half of the teachers attended CR-PBIS training last Friday. Another session is being held this Friday. This requires a change in mindset and the heart. Juniors on campus will be required to take the English, math and science portions of the CAASPP test this year. CIS and DL students do not have to take the test. AP tests will be offered to students in all programs.

6. Student Board Representative Reports

Dr. Willenberg read the reports aloud. LPHS recent projects include continuing to send out Birthday Postcards to students, updating 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), planning to showcase where seniors are going next year, and starting senior slideshow. Future projects include working on April T-Bird of the month students. OHS recent projects include working on Bell game activities, posters to decorate the stadium, Bell game spirit week, working on back to "full time instruction" posters, and brainstorming ideas for staff appreciation week in May.

7. Discussion on Updating the District's Core Beliefs – Dr. Willenberg reviewed a draft on the District's proposed Core Beliefs. Mrs. Walker likes that they are short and sweet. Mr. Sehorn asked about the term "supports." Dr. Willenberg stated that supports include IEP's, meeting with a counselor or Social Worker, etc. Mrs. Englund suggested adding something to the second bullet about students working to their maximum potential or something along those lines.

8. DOJ Update

Dr. Willenberg referred to a handout. The schools are doing a ton of home visits and many other interventions, like phone calls home. Our monitor with DOJ, Dr. Rubalcaba, was in the district on Monday

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and Tuesday. He toured the campuses, visited classrooms and met with administration to go over scenarios and answer questions. He was happy with what he saw. He works in education and understands high school behavior. He will bring a few policies to the board for approval next month. We have a long way to go but Dr. Rubalcaba is happy with our progress.

9. 1st Draft of the Three Year LCAP

Dr. Willenberg stated that the document is a work in progress and includes the three new goals, actions to meet those goals, and stakeholder input received to date. The board doesn't usually see the first draft until May but a community member has complained that we aren't sharing a draft sooner. A more complete draft will be on the May agenda. The public hearing and vote on the LCAP are scheduled for June. The SRO/SRD contracts are on the agenda tonight. If approved, the funding will be moved from supplemental and concentration to the general fund.

10. Recap of COVID Funding

Mr. Watts stated that we have received many different type of COVID funding and each one has its own requirements. In total, we received just under \$12 million. Learning Loss Mitigation (\$36,801) was spent on needs during the initial closure on mailings of student packets, recognition for grads, extra time for teachers to prepare packets, and Chromebooks. Coronavirus Relief (CRF) (2,067,731) was spent on 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) was spent on 6th period options for Distance Learning program, welding equipment to reduce sharing, hot spots, and additional contracted psych and nurse time. Prop 98 (\$212,598) was spent on 6th period options and long-term subs for the Distance Learning program, collaboration to develop advisory lessons, and overtime costs for distance learning scheduling. Elementary and Secondary School Emergency Relief (ESSER) (Round 1 - \$606,477) was spent on 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) will be spent on the same as Round 1 plus developing a plan that includes replacement of athletic equipment to reduce the instances of sharing, air sanitizing equipment, HVAC in the OHS gym, and upgrades to existing HVAC systems. (Round 3 - \$5,397,930) a plan is being developed. The deadline to spend it is 9/30/24. In-Person Instruction and Expanded Learning Opportunities Grant (\$1,929,479) Expanded Learning– a plan is being developed for items such as academic supports, credit recovery, and community learning hubs. In-Person Instruction (\$874,730 – a plan is being developed for costs associated with bringing students back for in-person instruction.

11. **Quarterly Williams Act Report** – Dr. Willenberg reported that one complaint was received on a teacher misassignment for Scoot teachers. The District feels that is used the distance learning teachers appropriately. The complaint wasn't filed in a timely manner.

OLD BUSINESS (None)

CONSENT CALENDAR

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)

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#96-20/21: On a motion by Mrs. Walker, seconded by Mrs. King, the board approved waived the second reading of item #21 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

22. 20/21 General Fund Budget Revisions

Mrs. Watts stated that the revisions include an increase for the growth of 111 ADA, bus grant funding, long-term substitute costs, savings on classified salaries due to vacancies and leaves of absence, benefits and salary increases, cost of a new bus, and the special education bill back. The projected ending balance is \$7.5 million and we will be able to meet the new 17% reserve requirement. We have an additional 4% (\$1.375 million) over the reserve are looking at doing some facility improvements.

#97-20/21: On a motion by Mrs. Walker, seconded by Mrs. King, the budget revision was approved as presented by the following vote:

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

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

Mrs. Watts stated that CSEA and OSTA have been offered the same bonus. OSTA's MOU does not require board approval. CSEA's Tentative Agreement has to be approved by Sacramento and then ratified by the union members.

#98-20/21: On a motion by Mrs. King, seconded by Mrs. Englund, the bonus and increase in the district's contribution for medical benefits was approved as presented by the following vote:

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

24. Announcement of the Hall of Fame Class of 2021

#99-20/21: On a motion by Mrs. Walker, seconded by Mrs. King, Tommie Brown, Albert Hottinger, Billie Charles Jackson, Douglas Post, David Tamori and Robert "Benny" Woodson were approved as the Class of 2021 as presented by the following vote:

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

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

Mrs. Walker asked why the Oroville Police Department couldn't cover all schools. Dr. Willenberg responded that it's a jurisdiction issue. Contracting with the California Highway Patrol would be even more expensive. This issue was discussed a few years ago and the board voted to keep separate contracts.

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#100-20/21: On a motion by Mrs. Walker, seconded by Mrs. Englund, the MOU was approved as presented by the following vote:

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

- 26. One-Year MOU with the Butte County Sheriff's Office for School Resource Deputy (SRD) Services**
Dr. Willenberg stated that this position is dependent on their availability to staff it.

#101-20/21: On a motion by Mrs. Englund, seconded by Mr. Sehorn, the MOU was approved as presented by the following vote:

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

- 27. Request by OHS PTSA to Waive Facility Rental Fees for a Safe Grad Night Event**

#102-20/21: On a motion by Mrs. Walker, seconded by Mrs. King, the facility rental fees were waived as presented by the following vote:

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

- 28. Resolution to Recognize Classified School Employee Week**

#103-20/21: On a motion by Mr. Sehorn, seconded by Mrs. King, Resolution #13-20/21 was approved by the following vote:

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

- 29. Resolution to Recognize PTSA Teacher Appreciation Week**

#104-20/21: On a motion by Mrs. Walker, seconded by Mrs. King, Resolution #14-20/21 was approved by the following vote:

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

- 30. Master Service Agreement with Achieve Health Management, LLC for COVID Testing**

#105-20/21: On a motion by Mrs. Englund, seconded by Mr. Sehorn, the Master Service Agreement was approved as presented by the following vote:

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

MINUTES OF REGULAR MEETING – APRIL 21, 2021

31. Amended Personnel Assignment Order

#106-20/21: On a motion by Mrs. Walker, 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

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

Manuel Jurado
Counselor – OHS
Step/Class: 6/IV-\$64,766
Effective 8/13/2021

Marco Paim
Music Teacher – LPHS/OHS
Step/Class 8/IV \$68,462
Effective 8/13/2021

2020/21 Coaches

LPHS

Frosh/Soph Boys Soccer Head—Cody
Pickering (PD)
Varsity Girls Basketball Head—Toby
Thompson (PD)
Frosh/Soph Girls Basketball Head—Wesley
Jones (PD)
Varsity Boys Basketball Asst – Josh Osborn
(PD-ASB)
Varsity Baseball Asst – Joe Hothan (NP)
Frosh/Soph Baseball Asst – Chris Desylva
(NP)
Varsity Baseball Asst – Lonny Johnson NP to
PD (Split)

2020/21 Coaches (Cont.)

LPHS

Varsity Baseball Asst—Josh Osborn from PD
Full to PD split
JV Football Asst – Mark Vaughn -
Resignation
JV Football Asst – Todd Pennell –
Resignation

Classified

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

Sean Chulasawan
Custodian
8hrs p/day; 260 days p/yr.
Step/Column 15/A - \$16.96 p/hr.
Effective 4/26/2021

Susan Swartz
Bus Driver
4.5 hrs. p/da; SDO (195 days);
Step/Column 17/C- \$19.68
Effective 4/22/2021

2020/21 Substitute Custodian

Michael Galev
Tony Sichley

2020/21 Substitute Maintenance

Michael Galev
Tony Sichley

2020/21 Substitute Groundskeeper

Michael Galev
Tony Sichley

2020/21 Substitute Vehicle Service Worker

Michael Galev
Tony Sichley

MINUTES OF REGULAR MEETING – APRIL 21, 2021

Certificated (Cont.)

2020/21 Coaches (Cont.)

LPHS

Frosh Football Head–Toby Thompson–
Resignation

JV Girls Basketball Head–Brittney Jenkins–
Resignation

OHS

Varsity Boys Basketball Asst–Horace Turner
(NP)

Varsity Girls Basketball Head–Jessy
Steinmann (PD)

Cheer Asst – Kristeena Russo (NP)

Cheer Asst – Ana Maganda Zuniga (NP)

LP/OHS

Head Swim – Alyssa Tomlinson (PD)

Gatekeeper – Christine Wimberly

Classified (Cont.)

Kayla Garnet Goforth

Food Service Worker

Return to regular schedule of 7.0 hrs. p/day
M-F

Effective 4/12/2021

32. Items for Next Agenda (None)

ADJOURNMENT

On a motion by Mrs. Walker, seconded by Mrs. King, the meeting adjourned at 8:30 p.m.

(Signature of Board Official)

ATTEST:

Secretary to the Board of Trustees

Checks Dated 04/13/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-199237	04/13/2021	RAYMOND & VICKIE WESTCAMP	25-8681	REFUND FEES- PERMIT CANCELLED		8,152.07
3005-199238	04/13/2021	ANIXTER INC	01-4300	PADLOCKS		145.21
3005-199239	04/13/2021	Ann Cooper Petersen	01-5800	MARCH2021 SERVICE- ERICA GARMAN		200.00
3005-199240	04/13/2021	CALIFORNIA WATER SERVICE	01-5505	03/02/21-03/30/21 BILLING# 9931655860	52.18	
			11-5505	03/02/21-03/30/21 BILLING# 8767360151	267.63	319.81
3005-199241	04/13/2021	CENTER FOR LAND-BASE LEARNING	01-5800	FARMS PROGRAM		450.00
3005-199242	04/13/2021	CITY OF OROVILLE	01-5800	3RD QTR RESOURCE OFFICER		21,875.00
3005-199243	04/13/2021	COMERS PRINT SHOP	01-4300	DIST BULK ENV.	462.23	
				SPORTS TICKETS	346.62	808.85
3005-199244	04/13/2021	DAN'S ELECTRICAL SUPPLY	01-4300	PLATE & BLANKS		9.01
3005-199245	04/13/2021	HEATHER MCGOWAN DBA SOUNDING BOARD MKT & COMM	01-5800	MARCH2021 SERVICE		5,287.50
3005-199246	04/13/2021	DEPARTMENT OF INDUSTRIAL RELATIONS-PMT PROCESSING CNTR	01-5800	INSPECTION SERVICE MARCH2021	125.00	
3005-199247	04/13/2021	EWING IRRIGATION PRODUCTS	01-4300	INSPECTION SERVICE MARCH2021	250.00	375.00
				21/2 GAL. HERBACIDE	229.98	
3005-199248	04/13/2021	FLINN SCIENTIFIC INC	01-4300	GOGGLES,CHEMICAL SPLASH		227.86
3005-199249	04/13/2021	GRAINGER INC	01-4300	COMBO PADLOCK	50.07	1,037.55
			01-4363	CREDIT FOR DAMAGE PARTS	2,177.38	
				TORCH & FAN BLADE	87.06	
				TRUCK WHEEL RISER	2,177.38	137.13
3005-199250	04/13/2021	GSSRA	01-5800	OFFICIAL FOR SOCCER- LP	1,916.10	
				OFFICIAL FOR SOCCER- OHS	1,276.50	3,192.60
3005-199251	04/13/2021	HILL YARD INC.	01-4300	CUSTODIAL SUPPLIES		1,382.69
3005-199252	04/13/2021	LOAPUD	01-5503	3QTR 3356-00	985.44	
				3QTR 3357-00	6,528.54	7,513.98
3005-199253	04/13/2021	MCKINLEY ELEVATOR CORPORATION	01-5620	FIXED PLATFORM GATE	191.00	
				RESET SLACK ROPE SWITCH	425.00	616.00
3005-199254	04/13/2021	MT SHASTA SPRING WATER CO INC	01-4300	APRIL2021 2-5 GAL/ DO	19.80	
			01-4363	APRIL2021 2-5 GAL/ TRANSP.	16.00	35.80
3005-199255	04/13/2021	OROVILLE POWER EQUIPMENT	01-4300	1 GAL MIX XP, PRO TRIMMER		320.56
3005-199256	04/13/2021	PG&E	01-5501	02/18/2021-03/18/2021 BILLING #7241342564-5	15,234.34	
				03/03/2021-03/31/2021 BILLING # 8353087371-6	833.06	
			11-5501	02/18/2021-03/18/2021 BILLING #7241342564-5	588.01	16,655.41

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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Page 1 of 2

Checks Dated 04/13/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-199257	04/13/2021	PRACTI-CAL INC	01-5800	MEDI-CAL CLAIMS		62.11
3005-199258	04/13/2021	RAY MORGAN COMPANY	01-5602	CONTRACT BASE CHARGE- OHS	977.33	
			01-5603	CONTRACT BASE CHARGE- ATC	286.95	
				CONTRACT BASE CHARGE- DO	414.14	
			11-5603	CONTRACT BASE CHARGE- OHS	116.92	
				CONTRACT BASE CHARGE- OAE	996.75	
				CONTRACT BASE CHARGE- OAE RM2	412.65	3,204.74
3005-199259	04/13/2021	T-MOBILE USA INC.	01-5800	CREDIT FROM LAST MONTHS BILLING	4,000.00-	
				MONTHLY HOT SPOT SERVICE	8,200.00	4,200.00
3005-199260	04/13/2021	TEACHER CREATED MATERIALS, INC	01-5200	CLR COACHING COHORTA	10,000.00	
				CLR COACHING COHORTB	10,000.00	
				CLR COACHING COHORTC	10,000.00	30,000.00
3005-199261	04/13/2021	THERAPY TRAVELERS, LLC	01-5800	03/29/21-04/04/21 SERVICE		
3005-199262	04/13/2021	THERMALITO WATER & SEWER DIST	01-5505	APRIL2021- 617301	78.14	2,700.00
				APRIL2021- 620601	58.26	136.40
3005-199263	04/13/2021	TRANE US INC	01-4300	REISSUE, CK#194529 LOST		816.34
3005-199264	04/13/2021	TRITES BACKFLOW SERVICES INC	01-5640	BACKFLOW TESTING FEE & REPAIRS		100.00
3005-199265	04/13/2021	US BANK	01-5800	GOBS ELECTION 2008 SERIES A		990.00
3005-199266	04/13/2021	RAY MORGAN COMPANY	01-5602	CONTRACT BASE CHARGE- LP AG		205.05
Total Number of Checks					30	111,156.67

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	29	100,741.68
11	AdultEducationFund	3	2,265.04
25	CapitalFacilitiesFund	1	8,152.07
Total Number of Checks		30	111,158.79
Less Unpaid Sales Tax Liability			2.12
Net (Check Amount)			111,156.67

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), Apr 16 2021
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Checks Dated 04/15/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-199458	04/15/2021	Jenkins, Leighton R	01-5200	MEAL REIMB. OHS FOOTBALL		22.00
3005-199459	04/15/2021	Jenkins, Joel A	01-5200	MEAL REIMB. OHS FOOTBALL		22.00
3005-199460	04/15/2021	Galev, Mihai R	01-5200	MEAL REIMB. LP TENNIS		44.00
3005-199461	04/15/2021	Welliver, Paul R	01-4300	NOTEBOOKS		199.44
3005-199462	04/15/2021	Swartz, Susan G	01-5200	MEAL REIMB. OHS VOLLEYBALL,LP		80.00
3005-199463	04/15/2021	Leih, Bonnie	01-4300	TENNIS,SOCCER,FOOTBALL		54.00
3005-199464	04/15/2021	CENTURY LINK	01-5900	BIG BANG THEORY ACTIVITIES		.88
3005-199465	04/15/2021	COMCAST	11-5900	APRIL2021 BILLING #87101630	1,946.07	
3005-199466	04/15/2021	CA OCCUPATIONAL MEDICAL PROF	11-8699	APRIL2021- 933675892	1,476.86-	469.21
3005-199467	04/15/2021	Condensed Curriculum International, Inc.	01-5804	MARCH2021 PRE SCREENING		165.00
3005-199468	04/15/2021	LANGUAGE LINE SERVICES, INC LANGUAGELINE SOLUTIONS	11-5800	PHARMACY/EKG BILLING	27,279.00	
3005-199469	04/15/2021	EDUCATIONAL TESTING SERVICE	01-5800	PHARMACY/EKG/MEDICAL BILLING	11,402.30	38,681.30
3005-199470	04/15/2021	ENLOE MEDICAL CENTER	01-5800	DOCUMENT TRANSLATION TO THE PARENTS		515.78
3005-199471	04/15/2021	Geary Pacific Supply	01-4300	OAE TESTING/TEST FEE		1,135.75
3005-199472	04/15/2021	NCVOA-CHICO	01-5800	FEB2021 PRE SCREENING		67.00
3005-199473	04/15/2021	OFFICE DEPOT	01-4300	MOTOR		189.05
				ASSIGNING FEE		175.00
				CLAY	7.34	
				PAPER,FILLER	105.76	
				PENCILS,SHARPENER	60.40	173.50
3005-199474	04/15/2021	OREILLY AUTOMOTIVE INC	01-4363	AIR FILTER	35.03	
3005-199475	04/15/2021	OROVILLE CABLE & EQUIPMENT CO	01-4300	OIL FILTER AND OIL	102.75	137.78
3005-199476	04/15/2021	PG&E	01-4363	DIE NUT	30.03	
3005-199477	04/15/2021	RECOLOGY BUTTE COLUSA COUNTIES	01-5501	AIR BRAKE, PAINT MASK	44.72	74.75
				03/03/21-03/31/21 # 6255577568-3		787.22
				BILLING 020007641- OHS	1,197.05	
				BILLING 020088658- DO/TRANS	214.74	
				BILLING 020173831- PHS	306.14	
				BILLING 020375774- MISC.	144.68	
				BILLING 021396977- LP	724.38	
				BILLING 021584903- HS	53.53	
				BILLING 021126259- OAE	198.89	2,839.41
3005-199478	04/15/2021	REFRIGERATION SUPPLIES DISTRIBUTOR	11-5506	CONDENSE FAN MOTOR		150.05
3005-199479	04/15/2021	SCOOT EDUCATION INC.	01-4300	03/29/21-4/01/21 SERVICE		4,400.00
3005-199480	04/15/2021	STATE OF CALIF DEPT OF JUSTICE	01-5800	MAR2021 PRE EMPLOYMENT FINGERPRINT		64.00

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

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Checks Dated 04/15/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
				Total Number of Checks	23	50,447.12

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	20	9,961.97
11	AdultEducationFund	4	40,485.15
	Total Number of Checks	23	50,447.12
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		50,447.12

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), Apr 16 2021
11:04AM

Checks Dated 04/20/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-199715	04/20/2021	Amazon.com Lic	01-4300	CIRCUIT AIR	215.42	
				IRON	103.88	
				KITCHEN DISH TOWELS	303.08	
				MULTI METER	284.32	
				SMART TV	298.56	
				VARIOUS SCIENCE SUPPLY	948.09	
			01-4400	CANNON CAMERA	584.50	2,737.85
3005-199716	04/20/2021	BETTER DEAL EXCHANGE	01-4300	BAIT STATION	33.53	
				HP ROLLER	7.57	
				PH CEMENT	32.45	
				PRIMER/CMDT/ADPTR/COUPLE	22.26	
				SPRAY PAINT	38.97	
				SPRAY PAINT/GLUE	56.27	
				SWITCH/MISC BOLTS	7.03	
				UNDEREAVE	3.02	
				VARIOUS SUPPLIES	21.15	222.25
3005-199717	04/20/2021	EWING IRRIGATION PRODUCTS	01-4300	COMMERCIAL VALVE FLOW CONTROL		256.18
3005-199718	04/20/2021	FOLLETT SCHOOL SOLUTIONS	01-5850	E BOOKS- OHS		585.18
3005-199719	04/20/2021	GRAINGER INC	01-4300	BRILLE SIGN	184.59	
			01-5620	GAS UNIT HEATER	1,381.42	1,566.01
3005-199720	04/20/2021	HILLYARD INC.	01-4300	CUSTODIAL SUPPLIES- LP	112.17	
3005-199721	04/20/2021	HOME DEPOT	01-6400	DEMO SCRUB RIDE DISC- DW	7,463.84	7,576.01
			01-4300	MAINT / SUPPLIES- RUSSELL	1,261.19	
				MAINT / SUPPLIES- SANTOS	58.46	1,319.65
3005-199722	04/20/2021	JACKSONS GLASS CO	01-5620	REPAIR WINDSHIELD AND MOULDING		263.30
				BUS 87		
3005-199723	04/20/2021	OROVILLE ADULT ED REVOLVING	11-5800	MARCH REIMB. CK#1341-1342	25.00	
			11-8671	MARCH REIMB. CK#1341-1342	1,265.00	1,290.00
3005-199724	04/20/2021	OUHSD REVOLVING FUND	01-5800	MAR CASH MGMT CHG FEE		35.00
3005-199725	04/20/2021	RIVERSIDE TECHNOLOGIES INC.	01-4400	VIEWSONIC VIEWBOARD		129,587.93
3005-199726	04/20/2021	SPURR	01-5501	BILLING 02/03/21-03/04/21	13,560.21	
			11-5501	BILLING 02/03/21-03/04/21	133.31	
Total Number of Checks					12	159,132.88

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 04/20/2021

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

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	11	157,709.57
11	AdultEducationFund	2	1,423.31
Total Number of Checks		12	159,132.88
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			159,132.88

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), Apr 27 2021
1:57PM

Checks Dated 04/22/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-199926	04/22/2021	Jenkins, Leighton R	Cancelled	MEAL REIMB. LP FOOTBALL	22.00	*
				MEAL REIMB. LP SOFTBALL	22.00	*
				MEAL REIMB. LP VOLLEYBALL	22.00	*
				MEAL REIMB. OHS SOCCER	22.00	88.00 *
Cancelled on 04/26/2021, Cancel Register # AP04272021						
3005-199927	04/22/2021	Davis, Michael J	01-5200	MEAL REIMB. LP GIRLS SOCCER		22.00
3005-199928	04/22/2021	Welliver, Alisha M	01-4300	VARIOUS SUPPLIES		187.96
3005-199929	04/22/2021	Galev, Mihai R	01-5200	MEAL REIMB. LP SPORTS		66.00
3005-199930	04/22/2021	Welliver, Paul R	01-4300	AMAZON ORDER SUPPLIES		95.53
3005-199931	04/22/2021	A-1 APPLIANCE	01-4400	GAS STOVE WITH 5 BURNERS		7,399.63
3005-199932	04/22/2021	ABSOLUTE SAFETY TRAINING INC	11-5800	BASIC LIFE SUPPORT CLASS		300.00
3005-199933	04/22/2021	Amazon.com Llc	01-4300	IPAD CASE	4,724.61	
				SUPPLIES FOR HR	112.05	4,836.66
3005-199934	04/22/2021	BEST BUY BUSINESS ADVANTAGE ACCOUNT	01-4300	CK#3005-192743 LOST REISSUING		357.19
3005-199935	04/22/2021	WILLIAM PATTERSON BETTER BUILT FENCE	01-5620	FENCE DAMAGE FROM OUR BUS		325.00
3005-199936	04/22/2021	CALIFORNIA WATER SERVICE	01-5505	03/10/21-04/08/21 BILLING 0556577777		2,692.68
3005-199937	04/22/2021	DANIELSEN CO	13-4300	APRIL2021 FS	346.28	
				MARCH2021 FS	358.65	
			13-4700	APRIL2021 FS	763.76	
				MARCH2021 FS	1,437.91	
				Unpaid Sales Tax	51.74-	2,854.86
3005-199938	04/22/2021	ECOLAB	13-4300	CLEANING SUPPLIES		489.35
3005-199939	04/22/2021	MESA ENERGY SYSTEM INC.	01-5620	SERVICE CONTRACT- 04/01/21-06/30/21-OAE	978.00	
				SERVICE CONTRACT- 04/01/21-06/30/21-OHS	4,730.00	5,708.00
3005-199940	04/22/2021	GOLD STAR FOODS	13-4700	FOOD SUPPLY		3,618.94
3005-199941	04/22/2021	HOBBS PEST SOLUTIONS INC	01-5502	APRIL SERVICE- DO	50.00	
				APRIL SERVICE- LP	135.00	
				APRIL SERVICE- OHS	135.00	
				APRIL SERVICE- PHS	80.00	
				APRIL SERVICE- TRANS	75.00	
			11-5502	APRIL SERVICE- OAE	55.00	530.00
3005-199942	04/22/2021	INSIDE OUT DESIGNS	01-4300	ALUMINUM SIGNS		183.16
3005-199943	04/22/2021	JW WOOD COMPANY INC	01-4300	VERA COOLER		1,881.39
3005-199944	04/22/2021	MCKINLEY ELEVATOR CORPORATION	01-5620	PERFORMED PLANNED MAINT.	300.00	
				PERFORMED PLANNED MAINT.	600.00	900.00
3005-199945	04/22/2021	MBJ SALES & SERVICE	01-4300	VARIOUS AG'S SUPPLIES		380.75
The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.					ESCAPE	ONLINE

Checks Dated 04/22/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-199946	04/22/2021	NATIONAL COVID19 TESTING SOLUTIONS	01-5800	SELF TESTING KIT		900.00
3005-199947	04/22/2021	NCOA-SOA CHICO 552	01-5800	UMPIRE/REFEREE- 4/30/21-5/15/21		1,908.24
3005-199948	04/22/2021	NORTHAM DISTRIBUTORS INC	13-4700	FOOD SUPPLY		2,173.86
3005-199949	04/22/2021	OFFICE DEPOT	01-4300	TONER		61.69
3005-199950	04/22/2021	OREILLY AUTOMOTIVE INC	01-4363	MINI LAMP	6.09	
				SWAY BAR LNK	33.06	39.15
3005-199951	04/22/2021	OROVILLE FORD	01-4363	98 WINDSTAR BRAKE KIT		39.15
3005-199952	04/22/2021	OROVILLE POWER EQUIPMENT	01-4300	PINION, BALDE ROTARY		45.60
3005-199953	04/22/2021	PITNEY BOWES INC GLOBAL FINANCIAL SERVICES LLC	01-5602	02/23/21-05/22/21- 0015847950 PHS	155.07	
			11-5602	02/20/21-05/19/21- 0012377166 OAE	83.44	238.51
3005-199954	04/22/2021	PRACTI-CAL INC	01-5800	MEDI-CAL CLAIMS		24.84
3005-199955	04/22/2021	RAMIRO RUBALCABA	01-5800	03/04/21-03/30/21 SERVICE		1,500.00
3005-199956	04/22/2021	S&L Meat Sales Company, Inc.	13-4300	FOOD SUPPLY	35.40	
			13-4700	FOOD SUPPLY	46.44	
				Unpaid Sales Tax	2.39-	79.45
3005-199957	04/22/2021	SCOOT EDUCATION INC.	01-5800	04/12/21-04/16/21 SERVICE		5,500.00
3005-199958	04/22/2021	SEVEN UP BOTTLING COMPANY OF CHICO INC	11-5601	MAY2021 LEASING B&C		3,500.00
3005-199959	04/22/2021	TOTAL EDUCATION SOLUTIONS	01-5800	MARCH2021 LAS SERVICES		12,850.00
3005-199960	04/22/2021	VOLTAGE SPECIALISTS WILLIAM L BUNCH JR	01-5640	SERVICE CALL FOR OHS		487.00
Total Number of Checks					35	62,264.59

Count	Amount
Cancel 1	352.00
Net Issue	61,912.59

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	27	49,021.69
11	AdultEducationFund	4	3,938.44
13	CafeteriaSpecialRevenueFund	5	9,270.59
Total Number of Checks		34	62,230.72
Less Unpaid Sales Tax Liability			54.13
Net (Check Amount)			62,176.59

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), Apr 27 2021
1:58PM

Checks Dated 04/27/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-200107	04/27/2021	Blaney, Paula	01-4300	FOOD FOR ADMIN COUNCIL		30.85
3005-200108	04/27/2021	Drysdale, Zachary N	01-5850	KAHOOT SUBSCRIPTIONS		72.00
3005-200109	04/27/2021	Jenkins, Leighton R	01-5200	MEAL REIMB. LP FOOTBALL	22.00	
				MEAL REIMB. LP VOLLEYBALL	22.00	44.00
3005-200110	04/27/2021	Davis, Michael J	01-5200	MEAL REIMB. LP GIRLS VOLLEYBALL		22.00
3005-200111	04/27/2021	Jenkins, Joel A	01-5200	MEAL REIMB. LP SOFTBALL	22.00	
				MEAL REIMB. OHS SOCCER	22.00	44.00
3005-200112	04/27/2021	Galev, Mihai R	01-5200	MEAL REIMB. LP BASEBALL		44.00
3005-200113	04/27/2021	Drury, Timothy	01-4300	ADMIN/CLASSROOM SUPPLIES		65.98
3005-200114	04/27/2021	Amazon.com Llc	01-4300	IPAD CASE PHS	1,030.47	
				PATIO TABLE UMBRELLA	802.40	1,832.87
3005-200115	04/27/2021	BRUSTEIN & MANASEVIT	01-5200	CDE WORKSHOP- S. WATTS		75.00
3005-200116	04/27/2021	BUTTE COUNTY SHERIFF	01-5804	FEB2021 FINGER PRINTING FOR PRE EMPLOYMENT		266.00
3005-200117	04/27/2021	CALIFORNIA WATER SERVICE	01-5505	REISSUE BILLING 0556577777		3,098.71
3005-200118	04/27/2021	CDW GOVERNMENT INC	01-4300	PROLINE		542.33
3005-200119	04/27/2021	DURHAM PENTZ TRUCK CENTER	01-5620	SERVICE REPAIR FOR 2014 BLUEBIRD #81		437.03
3005-200120	04/27/2021	AERIES SOFTWARE	01-5200	SCHEDULING WEBINAR- WATTS	100.00	
				STUDENT DATA WEBINAR- M.MASTER	100.00	200.00
3005-200121	04/27/2021	GRAINGER INC	01-4300	ATLETHIC FIELD STRIPING PAINT		99.38
3005-200122	04/27/2021	HILLYARD INC.	01-4300	CUSTODIAL SUPPLIES- LP	484.27	
				CUSTODIAL SUPPLIES- OHS	311.93	796.20
3005-200123	04/27/2021	MIKE CAREY MIKE CAREY CONSTRUCTION	01-5640	INSTALL NEW CEMENTS BOARD SIDING		101,059.00
3005-200124	04/27/2021	OFFICE DEPOT	01-4300	HP 410A TONER	419.23	
				HP INK CARTRIDGE	159.31	
				TONER DELL	70.14	
				TONER HP 85A	117.43	
				VARIOUS SUPPLIES	267.50	1,033.61
3005-200125	04/27/2021	OROVILLE POWER EQUIPMENT	01-4400	HONDA LAWN MOWER		759.90
3005-200126	04/27/2021	REFRIGERATION SUPPLIES DISTRIBUTOR	01-4300	PROGRAMMABLE TEMP AND CO2 THERMOSTAT		655.82
3005-200127	04/27/2021	Sherwin Williams Co	01-4300	PAINT- HS		353.17
3005-200128	04/27/2021	THERAPY TRAVELERS, LLC	01-5800	4/12/21-4/18/21 SERVICE		3,375.00
3005-200129	04/27/2021	US BANK CORPORATE PAYMENT SYSTEM	01-4300	0966- S. SMITH/ VARIOUS COOKING SUPPLIES	253.82	
				2945- A.EARLEY/ USB CABLE	15.00	
				5187- D.BRIGGS/ AUTOMOTIVE SUPPLIES	64.22	

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.

Generated for Christina Hopper (CHHOPPER), May 11 2021

Checks Dated 04/27/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-200129	04/27/2021	US BANK CORPORATE PAYMENT SYSTEM	01-4300	5510- W. UPTON/ ACE HARDWARE	65.28	
				VARIOUS PARTS		
				5996- C.TELECHEA/ AWARDS MEDALS	49.88	
				8163- A.VONDEMEHER/ GRILLED	147.90	
				CHEESE LAB		
				8163- A.VONDEMEHER/ HAMBURGER LAB	75.69	
				8163- A.VONDEMEHER/ PASTA LAB	65.98	
				8163- A.VONDEMEHER/ PIZZA LAB	27.11	
				8163- A.VONDEMEHER/ STIR FRY LAB	49.07	
				8808- J.LAGRONE/ BACKFLOW DEVICE	288.06	
				8808- J.LAGRONE/ BRONZE STEEL HAND	50.85	
				HOLE COVER		
			11-4300	8796- J.OCHS/ BATTERIES FOR LAPTOP	60.16	
			13-4700	7723- J. DEADMORE/ FOOD SUPPLIES	206.36	1,419.38
				Total Number of Checks	23	116,326.23

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	23	116,059.71
11	AdultEducationFund	1	60.16
13	CafeteriaSpecialRevenueFund	1	206.36
	Total Number of Checks	23	116,326.23
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		116,326.23

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), May 11 2021
8:24AM

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Checks Dated 04/29/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-200584	04/29/2021	Davis, Michael J	01-5200	MEAL REIMB. VOLLEY BALL		14.00
3005-200585	04/29/2021	Jenkins, Joel A	01-5200	MEAL REIMB. TENNIS/SOCCER		44.00
3005-200586	04/29/2021	Boehme, Timothy M	01-4300	SPORTS SUPPLIES		35.52
3005-200587	04/29/2021	A-1 APPLIANCE	01-5620	SERVICE CALL		112.55
3005-200588	04/29/2021	Amazon.com Llc	01-4300	CHAIRS FOR TRANS CONF. ROOM	1,336.80	
				SCIENTIFIC SKELETON	211.09	
				THEXTON PEDAL	334.17	
				VARIOUS SUPPLIES	4,818.18	
				VARIOUS SUPPLIES FOR CHEF V	4,996.25	
			13-4300	CAFETERIA SUPPLIES	292.76	
				CREDIT FOR INV 7THR	37.78-	
				CREDIT FOR SHIPPING	4.87-	11,946.60
3005-200589	04/29/2021	APPLE COMPUTER	01-4300	APPLE PENCILS	578.06	
				IPAD WIFI 128GB GREY	2,474.59	
			01-5850	APPLE PENCILS	96.34	3,148.99
3005-200590	04/29/2021	BETTER DEAL EXCHANGE	01-4300	90 DEG ELBOW/GAS CAP/3/4" NIPPLE	42.15	
				CAPS	4.74	
				CHAIN COIL/LINK CHAIN	25.01	
				CHAIN LINK FENCE/TIES/TOOL/HOG RING	380.65	
				GLUE/MISC BOLTS	6.14	
				MAXIFIT SEC BIT	10.81	
				MISC BOLTS	11.86	
				MULTIME SURGE	48.70	
				NOZZLE GUN/DRAIN	17.50	
				OIL EVAP	4.97	
				SHARKBITE CAP/ CLOTH PLUMBER	13.62	
				V BELT	9.73	
			01-4363	SCREWDRIVER	14.06	589.94
3005-200591	04/29/2021	CATA	01-5200	20/21 VIRTUAL CONFERENCE		1,020.00
3005-200592	04/29/2021	CRESCO	01-5620	SOD CUTTER		63.90
3005-200593	04/29/2021	DAY WIRELESS SYSTEMS	01-5900	MAY2021 BILLING		762.00
3005-200594	04/29/2021	DURHAM PENTIZ TRUCK CENTER	01-5620	SERVICE REPAIR FOR 2013 BLUEBIRD #78		1,727.98
3005-200595	04/29/2021	ERICKSON LAW FIRM A.P.C.	01-5801	BILLING PERIOD 03/01/21-03/31/21		18,262.50
3005-200596	04/29/2021	FLINN SCIENTIFIC INC	01-4300	VARIOUS SUPPLIES ORDER		1,405.15
3005-200597	04/29/2021	LG ENVIRONMENTAL	01-5800	APRIL2021- MONTHLY INSPECTION		150.00
3005-200598	04/29/2021	NCBOA-CHICO	01-5800	BASKETBALL ASSIGNING GAMES ABD FEES		285.00

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Checks Dated 04/29/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-200599	04/29/2021	NORCAL FOOD EQUIPMENT	13-4400	EVEREST FREEZER		4,871.24
3005-200600	04/29/2021	OROVILLE POWER EQUIPMENT	01-6400	HUSQVARNA MOWER		5,802.19
3005-200601	04/29/2021	MOTIVATING SYSTEM, LLC PBIS REWARDS	01-5800	PBIS CONF. PARENT/STUDENTS		250.00
3005-200602	04/29/2021	SCOOT EDUCATION INC.	01-5800	04/19/21-4/23/21 SERVICE		6,600.00
3005-200603	04/29/2021	SFWP - ACCTS RECEIVABLE	01-5505	APR2021 BILLING LP #007847-000	243.47	
3005-200604	04/29/2021	SKILLS USA	01-5800	APR2021 BILLING LP AG #007833-000	66.04	309.51
3005-200605	04/29/2021	SUPERIOR REGION CATA	01-5200	MEMBERSHIP FEES		1,250.00
3005-200606	04/29/2021	TEACHER CREATED MATERIALS, INC	01-5200	MAY 8 2021 MEETING		100.00
3005-200607	04/29/2021	VERNIER SOFTWARE & TECHNOLOGY	01-4300	JOURNEY TO RESPONSIVE WORKSHOP		3,000.00
3005-200608	04/29/2021	ALAN VON DER MEHDEN	01-4300	SPECTROVIS PLUS		870.14
				REIMB. LP CULINARY	16.92	
				REIMB. STIR FRY	31.05	47.97
Total Number of Checks					25	62,669.18

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	24	57,547.83
13	Cafeteria Special Revenue Fund	2	5,121.35
Total Number of Checks		25	62,669.18
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			62,669.18

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), May 11 2021
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Checks Dated 05/04/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-200785	05/04/2021	Rossetta, Terry R	01-5200	MEAL REIMB. GOLF	14.00	
				MEAL REIMB. JV FOOTBALL	22.00	
				MEAL REIMB. SOCCER	88.00	
				MEAL REIMB. SOCCER LP	22.00	
				MEAL REIMB. SOFTBALL LP	14.00	
				MEAL REIMB. VOLLEY BALL	22.00	182.00
3005-200786	05/04/2021	Eads, Nicole L	01-5200	03/22/21-04/16/2021 MILEAGE REIMB.		37.17
3005-200787	05/04/2021	AT&T	01-5900	03/24/21-04/23/21 - #9391008278	23.76	
				03/24/21-04/23/21 - #9391008279	23.72	
				03/24/21-04/23/21 - #9391008280	23.74	
				03/24/21-04/23/21 - #9391008281	23.74	
				03/24/21-04/23/21 - #9391008282	1,242.73	
			11-5900	03/24/21-04/23/21 - #9391008282	33.73	
				03/24/21-04/23/21 - #9391047160	118.19	
			13-5900	03/24/21-04/23/21 - #9391008282	17.22	1,506.83
3005-200788	05/04/2021	AZ BUS SALES INC	01-4363	HEATER CORE		528.84
3005-200789	05/04/2021	BUSWEST	01-4363	STUD MOUNT/LICENSE PLATE		151.94
3005-200791	05/04/2021	Cengage Learning Inc.	01-4100	ACTIVITY BOOKS		3,568.75
3005-200792	05/04/2021	COMERS PRINT SHOP	01-4300	SPORTS TICKETS		2,549.25
3005-200793	05/04/2021	DAN'S ELECTRICAL SUPPLY	01-4300	30W LED WALL PACK	933.55	
				BRACKET/DUPLEX/COVER	21.79	
3005-200794	05/04/2021	DANIELSEN CO	13-4300	APR2021 FS	142.82	
				APRIL2021 FS	450.48	
			13-4700	APR2021 FS	906.07	
				APRIL2021 FS	2,658.42	
3005-200795	05/04/2021	HEATHER MCGOWAN DBA SOUNDING BOARD MKT & COMM	01-5800	APR2021 SERVICE	41.65-	4,116.14
				Unpaid Sales Tax		7,725.00
3005-200796	05/04/2021	FOOD MAXX SAVE MART SUPERMARKETS	01-4300	ATC COOKING CLASS- TRD-4243		39.61
3005-200797	05/04/2021	GOLD STAR FOODS	13-4700	FOOD SUPPLY		7,144.44
3005-200798	05/04/2021	HILLYARD INC.	01-4300	CUSTODIAL SUPPLIES- LP	1,059.96	
				CUSTODIAL SUPPLIES- OHS	2,069.86	
3005-200799	05/04/2021	HOME DEPOT	01-4300	MAINT./ SUPPLIES- CREDIT	23.68-	
				MAINT./ SUPPLIES- RUSSELL	752.62	
				MAINT./ SUPPLIES- SANTOS	270.05	998.99
3005-200800	05/04/2021	INSIDE OUT DESIGNS	01-4300	ALUMINUM SIGNS		116.91
3005-200801	05/04/2021	MJB SALES & SERVICE	01-4300	BANDSAW BLADE	6.59	

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), May 11 2021
8:22AM

Checks Dated 05/04/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-200801	05/04/2021	MTB SALES & SERVICE	01-4300	BLADE GUIDE	243.47	
				CHUCK KEYS	59.86	
				EMPTY AND FULL CYLINDER SIGN	70.73	380.65
3005-200802	05/04/2021	MT SHASTA SPRING WATER CO INC	01-4300	APRIL2021 6-5 GAL/ DO	51.80	
			01-4363	APRIL2021 3-5 GAL/ TRANSP.	28.08	79.88
3005-200803	05/04/2021	NAVIANCE INC.	01-5850	PRE PAYMENT ESSENTIAL SOLUTION		32,951.35
3005-200804	05/04/2021	NCVOA-CHICO	01-5800	MILEAGE DATE 3/31-5/06/21	489.24	
				MILEAGE AND BALANCE	203.20	692.44
3005-200805	05/04/2021	NORCAL KENWORTH	01-4363	CLEANBLUE DEF		116.78
3005-200806	05/04/2021	NORTHAM DISTRIBUTORS INC	13-4700	FOOD SUPPLY		2,238.26
3005-200807	05/04/2021	OFFICE DEPOT	01-4300	VARIOUS SUPPLIES		726.91
3005-200808	05/04/2021	O'REILLY AUTOMOTIVE INC	01-4363	ADHESIVE	12.77	
				SHOP SUPPLIES	16.23	
				TENSIONER/MICROBELT	79.98	108.98
				INTO THE WILD BOOKS		1,066.13
3005-200809	05/04/2021	PERMA BOUND	01-4200			283.07
3005-200810	05/04/2021	PROPACIFIC FRESH	13-4700	FOOD SUPPLY	211.24	
3005-200811	05/04/2021	S&L Meat Sales Company, Inc.	13-4300	FOOD SUPPLY	532.65	
			13-4700	FOOD SUPPLY	14.28-	729.61
				Unpaid Sales Tax		5,500.00
3005-200812	05/04/2021	SCOOT EDUCATION INC.	01-5800	03/22/21-03/26/21 SERVICE		3,375.00
3005-200813	05/04/2021	THERAPY TRAVELERS, LLC	01-5800	4/19/21-4/25/21 SERVICE	50,915.08	
3813-200790	05/04/2021	CALIFORNIA'S VALUED TRUST FINANCE DEPARTMENT	76-9544	MAY2021 RETIRE BILLING	365,207.12	416,122.20
			76-9560	MAY2021 ACTIVE BILLING		
Total Number of Checks					29	497,122.29

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	23	66,319.43
11	AdultEducationFund	1	151.92
13	CafeteriaSpecialRevenueFund	6	14,584.67
76	Warrant/Pass-ThroughFund	1	416,122.20
Total Number of Checks			497,178.22
Less Unpaid Sales Tax Liability			55.93
Net (Check Amount)			497,122.29

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), May 11 2021 8:22AM

Checks Dated 05/06/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-201099	05/06/2021	Naiman, Maria M	01-5850	KAHOOT SUBSCRIPTION		108.00
3005-201100	05/06/2021	ABILITYUSA, INC	01-5804	PREScreening	173.57	552.00
3005-201101	05/06/2021	Amazon.com Llc	01-4300	CHAIR	139.18	
				HP CARTRIDGE		
				VARIOUS CLASSROOM SUPPLIES	770.19	1,082.94
3005-201102	05/06/2021	ANIXTER INC	01-4363	BLANKS KEYS		59.03
3005-201103	05/06/2021	CDW GOVERNMENT INC	01-4300	COLOR PRINTER	447.16	
				TONER	478.23	925.39
3005-201104	05/06/2021	COMERS PRINT SHOP	01-4300	DAILY INSP. LOG		248.18
3005-201105	05/06/2021	Dannis Woliver Kelley	01-5801	PROFESSIONAL SERVICES		2,080.50
3005-201106	05/06/2021	GRAINGER INC	01-4300	RAKE/BLADE/TINE	60.38	
			01-4363	NUMEROUS SUPPLIES	269.93	330.31
3005-201107	05/06/2021	JACKSONS GLASS CO	01-5620	GREY TEMPERED RM 1015		437.56
3005-201108	05/06/2021	NCOAS	01-5800	SOFTBALL GAME		5,367.60
3005-201109	05/06/2021	OFFICE DEPOT	01-4300	ELMER GLUE	13.66	
				GLUE STICKS/ PAINTER	42.90	
				GLUES	54.69	
				MARKER	9.00	
				NUMEROUS SUPPLIES	250.74	
				PAD	10.71	381.70
3005-201110	05/06/2021	PG&E	01-5501	03/24/21-04/22/21 #0290829210-01		717.42
3005-201111	05/06/2021	RAMIRO RUBALCABA	01-5800	04/01/21-04/29/21 SERVICE		5,125.00
3005-201112	05/06/2021	RECOLOGY BUTTE COLUSA COUNTIES	01-5506	BILLING 020007641- OHS	1,197.05	
				BILLING 020088658- DO/TRANS	214.74	
				BILLING 020173831- PHS	424.93	
				BILLING 021396977- LP	2,209.23	
				BILLING 021584903- HS	214.11	
				BILLING 021126259- OAE	198.89	4,458.95
3005-201113	05/06/2021	School Steps Inc.	11-5506			27,930.00
3005-201114	05/06/2021	SHARP LOCKSMITHING GARAGE DOOR	01-5800	03/01/21-03/31/21 SERVICE		8.12
3005-201115	05/06/2021	STAPLES-BUSINESS ADVANTAGE	01-4300	3 KEYS		126.18
3005-201116	05/06/2021	SYNETIC TECHNOLOGIES	01-4300	SUPPLIES FOR BONNIE LEIH		782.75
			01-5620	DCP TELSET		
3005-201117	05/06/2021	TEACHER CREATED MATERIALS, INC	01-5200	JOURNEY TO RESPONSIVE WORKSHOP		3,000.00
3005-201118	05/06/2021	Turf Star Inc.	01-4300	BOLT BLADE/ATOMIC BLADE KIT		267.36
3005-201119	05/06/2021	RESERVE ACCOUNT	11-5900	POSTAGE REFILL # 32337784		500.00
Total Number of Checks					21	54,488.99

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Checks Dated 05/06/2021

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

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	20	53,790.10
11	AdultEducationFund	2	698.89
Total Number of Checks		21	54,488.99
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			54,488.99

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), May 11 2021
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Fund 01 - General Fund

Fiscal Year 2020/21 Through May 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Revd
Revenue Detail						
LCFF Revenue Sources						
8011	LCFFStateAid-CurrentYear	12,870,769.00	13,561,394.00	9,890,288.00	3,771,106.00	72.40
8012	EduProtectionAccountStdAidCurYr	3,016,003.00	5,019,176.00	3,830,961.00	1,188,215.00	76.33
8019	LCFFRevenueLimitStateAidPriYrs		445,659.00-	322,819.00	768,478.00-	-72.44
8021	Homeowners'Exemptions	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	487,298.06	29,574.06-	106.46
8043	PriorYears'Taxes	14,665.00	13,100.00	11,479.73	1,620.27	87.63
8044	SupplementalTaxes	89,204.00	105,650.00	73,933.17	31,716.83	69.98
8045	EducathRevenueAugmentationFund	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	575,513.08	646,659.92	47.09
8096	Trns2ChrttrSchlInLieuOfPropTaxes	293,536.00-	251,929.00-	202,909.00-	49,020.00-	80.54
	Total LCFF Revenue Sources	22,929,916.00	25,830,993.00	18,580,881.92	7,250,111.08	71.93
Federal Revenue						
8181	SpecialEducation-Entitlement	388,269.00	343,649.00	8,726.00	334,923.00	2.54
8290	AllOtherFederalRevenue	1,737,882.00	4,016,633.00	3,324,758.41	691,874.59	82.77
	Total Federal Revenue	2,126,151.00	4,360,282.00	3,333,484.41	1,026,797.59	76.45
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	223,808.55	190,391.45	54.03
8590	AllOtherStateRevenue	2,361,599.00	3,105,189.00	3,583,718.74	478,529.74-	115.41
	Total Other State Revenues	3,695,796.00	3,646,180.00	3,934,285.29	288,105.29-	107.90
Other Local Revenue						
8631	SaleEquipmentAndSupplies			26,931.46	26,931.46-	NO BDGT
8650	LeasesandRentals			455.15	455.15-	NO BDGT
8660	Interest	75,000.00	75,000.00	71,817.49	3,182.51	95.76
8677	InteragencySrvcsBetweenLEAs	734,000.00	914,380.00	863,897.80	50,482.20	94.48
8699	AllOtherLocalRevenue	170,511.00	274,511.00	157,775.26	116,735.74	57.48
8792	TrnsfrApportionmentFrmCntyOffcs	487,652.00	1,218,656.00	766,529.00	452,127.00	62.90
	Total Other Local Revenue	1,467,163.00	2,482,547.00	1,887,406.16	595,140.84	76.03
	Total Year To Date Revenues	30,219,026.00	36,320,002.00	27,736,057.78	8,583,944.22	76.37

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)

Fund 01 - General Fund

Fiscal Year 2020/21 Through May 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	1,582,840.54	7,036,531.36	734.90-	81.64
1101	Teacher Sub Pay	242,615.00	379,727.00		236,709.71	143,017.29	62.34
1102	Teacher Extra Pay	172,213.00	199,115.00		174,014.97	25,100.03	87.39
1200	Certificated Pupil Support Salaries	914,014.00	903,781.00	164,129.74	743,626.49	3,975.23-	82.28
1202	Pupil Support Extra Pay	12,500.00	22,500.00		37,992.46	15,492.46-	168.86
1300	Certificated Supervisor Administrative Salary	1,174,000.00	1,177,104.00	195,451.18	977,987.63	3,665.19	83.08
1301	Cert Admin Sub				210.00	210.00-	NO BDGT
1302	Cert Admin Extra Pay	46,455.00	51,455.00		50,458.00	997.00	98.06
1900	Other Certificated Salaries	70,113.00	60,121.00	10,931.14	49,190.13	.27-	81.82
1902	Other Certificated Extra Pay	271,290.00	271,290.00	37,846.00	21,914.14	211,529.86	8.08
	Total Certificated Salaries	11,430,548.00	11,683,730.00	1,991,198.60	9,328,634.89	363,896.51	79.84
Classified Salaries							
2100	Classified Instructional Salary	1,095,561.00	938,198.00	162,963.44	765,788.57	9,445.99	81.62
2101	Para Ed Sub Pay	31,302.00	39,370.00		3,927.87	35,442.13	9.98
2102	Para Ed Extra Pay	7,000.00	7,000.00		14,139.69	7,139.69-	202.00
2200	Classified Support Salaries	1,789,922.00	1,573,257.00	246,866.35	1,268,649.71	57,740.94	80.64
2201	Class Support Sub Pay	119,000.00	67,000.00		36,824.90	30,175.10	54.96
2202	Class Support Extra Pay	80,962.00	40,954.00		48,396.96	7,442.96-	118.17
2300	Class Supervisor Administrative Salary	315,844.00	267,437.00	43,901.68	227,246.68	3,711.36-	84.97
2302	Class Admin Extra Pay			7,000.00		7,000.00-	NO BDGT
2400	Clerical Technical Office Staff Salary	1,315,818.00	1,246,199.00	215,117.77	1,023,344.98	7,736.25	82.12
2401	Clerical Sub Pay	6,000.00	18,000.00		11,790.16	6,209.84	65.50
2402	Clerical Extra Pay	14,000.00	14,001.00	24,984.81	20,279.31	31,263.12-	144.84
2900	Other Classified Salaries	43,034.00	45,234.00	9,732.58	41,321.70	5,820.28-	91.35
2902	Other Classified Extra Pay	4,000.00		64,324.00	11,886.24	76,210.24-	NO BDGT
	Total Classified Salaries	4,822,443.00	4,256,650.00	774,890.63	3,473,596.77	8,162.60	81.60
Employee Benefits							
3101	STRS Certificated Positions	2,854,466.00	2,775,849.00	314,339.67	1,422,898.03	1,038,611.30	51.26
3102	STRS Classified Positions	10,837.00	7,738.00	1,201.98	6,555.19	19.17-	84.71
3201	PERS Certificated Positions	16,211.00	32,991.00	6,939.84	26,134.98	83.82-	79.22
3202	PERS Classified Positions	894,769.00	791,536.00	136,399.36	646,332.90	8,803.74	81.66
3301	OASDI Medicare Administrative Certificated Positions	5,210.00	11,618.00	2,055.60	11,099.11	1,536.71-	95.53
3302	OASDI Medicare Administrative Class Position	285,165.00	251,989.00	45,682.67	202,592.23	3,714.10	80.40
3311	Medicare Certificated	162,088.00	166,980.00	28,449.43	133,348.02	5,182.55	79.86
3312	Medicare Classified	67,929.00	59,762.00	10,788.13	48,428.92	544.95	81.04

Signatures

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 May 2021

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3401	HlthWfrBenefitsCertificPositn	2,813,900.00	2,812,874.00	518,547.11	2,311,502.43	17,175.54-	82.18
3402	HlthWfrBenefitClassifdPositn	1,352,647.00	1,176,277.00	200,534.65	972,499.03	3,243.32	82.68
3501	StUnemplmntInsurncCertPositns	10,666.00	10,792.00	984.47	5,423.13	4,384.40	50.25
3502	StUnemplmntInsurncClassifdPos	2,346.00	2,065.00	372.39	1,672.35	20.26	80.99
3601	WCIInsuranceCertificatdPositns	274,081.00	305,154.00	52,007.96	243,654.06	9,491.98	79.85
3602	WCCompenstnInsurncClassPositn	115,646.00	111,937.00	20,239.43	90,746.01	951.56	81.07
3701	OPEBAlocatedCertificatdPositn	409,761.00	533,697.00	71,882.41	337,239.91	124,574.68	63.19
3702	OPEBAlocatedClassifiedPositn	176,292.00	156,568.00	27,668.35	128,816.19	83.46	82.27
Total Employee Benefits		9,452,014.00	9,207,827.00	1,438,093.45	6,588,942.49	1,180,791.06	71.56
Books and Supplies							
4100	ApprvdTxtbookCorCurriculaMterl	121,000.00	110,000.00	1,008.31	16,864.11	92,127.58	15.33
4200	BooksandOtherReferenceMaterial	2,500.00	250.00	4,782.42	20,662.46	25,194.88-	8,264.98
4300	MaterialsandSupplies	1,537,869.00	1,997,524.00	305,326.64	550,418.15	1,141,779.21	27.56
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	144.28	34,543.67	5,312.05	86.36
4364	TransportationTires	15,000.00	7,500.00		5,237.03	2,262.97	69.83
4400	NoncapitalizedEquipment	7,590.00	226,337.00	66,703.48	763,927.54	604,294.02-	337.52
Total Books and Supplies		1,873,959.00	2,452,611.00	377,965.13	1,411,997.46	662,648.41	57.57
Services and Other Operating Expenditures							
5200	TravelandConferences	300,786.00	183,351.00	8,750.00	109,220.49	65,380.51	59.57
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		245,265.23	69,643.77	77.88
5502	PestControl	6,400.00	6,400.00	250.00	4,965.00	1,185.00	77.58
5503	SewerFees	63,000.00	63,000.00		61,989.62	1,010.38	98.40
5505	Water	67,000.00	67,000.00	16,508.69	52,711.08	2,219.77-	78.67
5506	WasteDisposal	57,200.00	57,200.00	23,860.08	34,306.41	966.49-	59.98
5601	FacilitiesRent	6,000.00	6,000.00			6,000.00	
5602	CopierPostageMeterRents	47,800.00	60,800.00	25,907.30	44,471.19	9,578.49-	73.14
5603	CopierMaintenance	32,305.00	32,305.00	12,477.81	4,444.45	15,382.74	13.76
5620	EquipmentRentalsAndRepairs	124,000.00	124,000.00	15,306.48	155,087.27	46,393.75-	125.07
5630	ComputerMaintenanceRepairs	21,000.00	19,100.00		10,747.49	8,352.51	56.27
5640	BuildingAndSiteRepairs	230,000.00	230,000.00	23,250.00	238,768.60	32,018.60-	103.81

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 May 2021

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Services and Other Operating Expenditures (continued)							
5750	TransfersDirectCostsInterfund	20,000.00-	20,000.00-		70,122.31	90,122.31-	-350.61
5800	ProfConsultingSrvcsandOperExpnd	720,393.00	1,226,392.00	222,184.60	852,713.62	151,493.78	69.53
5801	LegalFees	100,000.00	100,000.00		75,390.50	24,609.50	75.39
5802	ElectionFees	31,000.00	1,000.00		608.50	391.50	60.85
5804	PreEmploymentTesting	11,000.00	11,000.00		10,784.20	215.80	98.04
5806	Advertising	1,000.00	1,000.00		3,756.00	2,756.00-	375.60
5850	SoftwareMaintenanceAndLicences	193,800.00	620,833.00	14,327.30	464,666.26	141,839.44	74.85
5900	Communications	33,250.00	33,250.00	1,533.66	33,383.92	1,667.58-	100.40
	Total Services and Other Operating Expenditures	2,930,043.00	3,663,863.00	364,355.92	3,001,284.72	298,222.36	81.92
Capital Outlay							
6200	BuildingImprovementOfBuildings				63,445.00	63,445.00-	NO BDGT
6400	Equipment	130,326.00	2,165,280.00	279,282.94	2,031,976.19	145,979.13-	93.84
	Total Capital Outlay	130,326.00	2,165,280.00	279,282.94	2,095,421.19	209,424.13-	96.77
Tuition							
7142	OthultnExcsCostsDfctPy2CntyOff	733,284.00	903,111.00		304,016.00	599,095.00	33.66
	Total Tuition	733,284.00	903,111.00	.00	304,016.00	599,095.00	33.66
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	34,558,849.00	5,225,786.67	26,351,261.95	2,981,800.38	76.25
Other Financing Sources							
Other Financing Sources							
8919	OthrAuthorizdIntrFundTrnsfrsIn	16,000.00	16,000.00		13,445.25	2,554.75	84.03
	Total Other Financing Sources	16,000.00	16,000.00		13,445.25	2,554.75	84.03
	Total Year To Date Other Financing Sources	16,000.00	16,000.00		13,445.25	2,554.75	84.03
Selection							
Object Description							
Adopted Budget Revised Budget Encumbrance Actual Balance % Used							
Other Financing Sources							
8919 Other Authorizd Intr Fund Trnsfrs In							
Total Other Financing Sources							
Total Year To Date Other Financing Sources							
Generated for Donna Logasa (DLOGASA), May 10 2021 6:00AM							
023 - Oroville Union High School District							
Generated for Donna Logasa (DLOGASA), May 10 2021 6:00AM							
023 - Oroville Union High School District							
Generated for Donna Logasa (DLOGASA), May 10 2021 6:00AM							

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 May 2021

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Other Financing Uses							
Interfund Transfers Out							
7616	From Gen Fund To Cafe Fund	224,078.00	413,244.00		476,000.00	62,756.00-	115.19
	Total Interfund Transfers Out	224,078.00	413,244.00	.00	476,000.00	62,756.00-	115.19
	Total Year To Date Other Financing Uses	224,078.00	413,244.00	.00	476,000.00	62,756.00-	115.19

Solution: 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)

Fund 01 - General Fund

Fiscal Year 2020/21 Through May 2021

Description

Revenues, Expenditures, and Changes in Fund Balance

	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
A. Revenues	30,219,026.00	36,320,002.00		27,736,057.78	8,583,944.22	76.37
B. Expenditures	31,589,715.00	34,558,849.00	5,225,786.67	26,351,261.95	2,981,800.38	76.25
C. Subtotal (Revenue LESS Expense)	1,370,689.00-	1,761,153.00		1,384,795.83	5,602,143.84	
D. Other Financing Sources and Uses						
Sources	16,000.00	16,000.00		13,445.25	2,554.75	84.03
LESS Uses	224,078.00	413,244.00		476,000.00	62,756.00-	115.19
E. Net Change in Fund Balance	1,578,767.00-	1,363,909.00		922,241.08	5,667,454.59	
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	5,190,001.00	6,098,818.00		6,090,091.60		
G. Calculated Ending Balance	3,611,234.00	7,462,727.00		7,012,332.68		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesign/Unapprop (9790)	3,611,234.00	7,462,727.00		5,225,786.67		
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 11 - Adult Education Fund

Fiscal Year 2020/21 Through May 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		39,131.00	39,131.00		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	5,134.27	10,206.73	33.47
8671	Adult Education Fees	218,506.00	100,000.00	169,808.71	69,808.71	169.81
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	14,317.91	28,616.09	33.35
	Total Other Local Revenue	1,321,168.00	1,319,873.00	1,350,858.89	30,985.89	102.35
	Total Year To Date Revenues	1,459,718.00	1,494,204.00	1,444,022.89	50,181.11	96.64
Expenditure Detail						
Certificated Salaries						
1100	Certificated Teachers Salaries	358,188.00	344,379.00	545.50	62,039.83	81.83
1101	Teacher Sub Pay	2,250.00	2,250.00		2,250.00	
1300	Crtfcd Suprvsr Adminstrtr Stry	64,816.00	64,816.00	10,782.42	91.12	83.22
	Total Certificated Salaries	425,254.00	411,445.00	11,327.92	64,380.95	81.60
Classified Salaries						
2100	Classified Instructional Salary	46,435.00	46,435.00	8,380.66	325.83	81.25
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	5,102.82	3,888.36	72.13
2201	Class Support Sub Pay	3,100.00	3,100.00	200.80	2,899.20	6.48
2202	Class Support Extra Pay			1,211.08	1,211.08	NO BDGT
2400	Clerical Technical Office Staff Stry	177,312.00	177,312.00	147,071.75	.05	82.95
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	43,723.78	10,641.04	79.80
Employee Benefits						
3101	STRS Certificated Positions	68,269.00	66,039.00	1,818.24	16,972.34	71.55
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 May 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	8,988.98	42,705.07	1,504.95	80.27
3301	OASDIMedcrAltrntvCertfcPositns	140.00	140.00			140.00	
3302	OASDIMedicrAltrntvClasPosition	16,276.00	16,276.00	2,608.00	12,870.67	797.33	79.08
3311	MedicareCertificated	6,166.00	5,966.00	181.14	4,886.85	898.01	81.91
3312	MedicareClassified	3,806.00	3,806.00	609.90	3,009.95	186.15	79.08
3401	HlthWlfrBenefitsCertificPositn	149,702.00	135,134.00	25,268.34	109,834.17	31.49	81.28
3402	HlthWlfrBenefitClasfidPositn	82,065.00	82,065.00	14,305.60	68,157.66	398.26	83.05
3501	StUnemplmntInsurncCertPositns	212.00	205.00	8.90	166.54	29.56	81.24
3502	StUnemplmntInsurncClasfidPos	131.00	131.00	21.06	103.86	6.08	79.28
3601	WCInsurncCertificatdPositns	10,198.00	9,866.00	295.82	8,784.68	785.50	89.04
3602	WCCompenstnInsurncClassPositn	6,454.00	6,454.00	1,142.02	5,609.11	297.13	86.91
3701	OPEBAllocatedCertificatdPositn	15,352.00	14,854.00	408.94	12,190.89	2,254.17	82.07
3702	OPEBAllocatedClassifiedPositn	9,716.00	9,716.00	1,578.42	8,005.94	131.64	82.40
Total Employee Benefits		423,278.00	405,443.00	57,235.36	323,573.81	24,633.83	79.81
Books and Supplies							
4200	BooksandOtherReferenceMaterial				78.62	78.62	NO BDGT
4300	MaterialsandSupplies	8,000.00	9,124.00	22,557.18	4,735.37	18,168.55	51.90
Total Books and Supplies		8,000.00	9,124.00	22,557.18	4,813.99	18,247.17	52.76
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		4,672.82	19,262.18	19.52
5502	PestControl	700.00	700.00	110.00	550.00	40.00	78.57
5503	SewerFees	1,400.00	1,400.00		1,418.76	18.76	101.34
5505	Water	6,000.00	6,000.00	1,318.83	2,181.17	2,500.00	36.35
5506	WasteDisposal	3,000.00	3,000.00	520.62	1,978.38	500.00	65.98
5601	FacilitiesRent	42,000.00	42,000.00		38,500.00	3,500.00	91.67
5602	CopierPostageMeterRents	1,000.00	1,000.00	487.96	4,585.25	4,073.21	458.53
5603	CopierMaintenance	9,500.00	9,500.00	1,213.96	3,751.39	4,534.65	39.49
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	ProfConsultingSrvcsandOperExpend	105,000.00	105,000.00	15,437.75	146,596.27	57,034.02	139.62
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

Selections

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 May 2021

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Services and Other Operating Expenditures (continued)							
5850	Software Maintenance	16,000.00	18,484.00		15,655.37	2,828.63	84.70
5900	Communications	36,000.00	36,000.00		24,055.74	11,944.26	66.82
	Total Services and Other Operating Expenditures	306,245.00	316,571.00	19,089.12	265,324.69	32,157.19	83.81
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	153,933.36	1,144,198.80	157,752.84	78.59

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Financial Statement

Fund 11 - AdultEducationFund

Fiscal Year 2020/21 Through May 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		1,444,022.89	50,181.11	96.64
B. Expenditures	1,472,259.00	1,455,885.00	153,933.36	1,144,198.80	157,752.84	78.59
C. Subtotal (Revenue LESS Expense)	12,541.00-	38,319.00		299,824.09	107,571.73-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	12,541.00-	38,319.00		299,824.09	107,571.73-	
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		937,715.29		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	612,182.00	676,210.00		153,933.36		
Other						

Section

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 May 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
8220	ChildNutritionPrograms	955,000.00	365,000.00	238,103.62	126,896.38	65.23
	Total Federal Revenue	955,000.00	365,000.00	238,103.62	126,896.38	65.23
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	4,732.58	4,267.42	52.58
8660	Interest	1,000.00-	1,000.00-	437.95-	562.05-	43.80
8699	AllOtherLocalRevenue			22.92	22.92-	NO BDGT
	Total Other Local Revenue	25,000.00	8,000.00	4,317.55	3,682.45	53.97
	Total Year To Date Revenues	1,065,000.00	403,000.00	258,798.52	144,201.48	64.22
Expenditure Detail						
Classified Salaries						
2200	ClassifiedSupportSalaries	280,038.00	258,631.00	208,562.57	1,584.65	80.64
2201	ClassSupportSubPay	27,400.00	19,000.00	6,121.36	12,878.64	32.22
2202	ClassSupportExtraPay	8,600.00	6,000.00	9,528.03	3,528.03-	158.80
2300	ClassSuprvsrAdministratorsSlry	62,597.00	62,597.00	51,215.58	684.82-	81.82
2400	CleridTechnicalOfficStaffSlrys	17,728.00	11,614.00	498.77	11,115.23	4.29
	Total Classified Salaries	396,363.00	357,842.00	275,926.31	21,365.67	77.11
Employee Benefits						
3202	PERSClassifiedPositions	65,375.00	60,327.00	47,718.33	1,549.75	79.10
3302	OASDIMedicrAltrntvClasPosition	23,989.00	21,431.00	16,544.85	1,250.77	77.20
3312	MedicareClassified	5,611.00	5,012.00	3,869.93	291.86	77.21
3402	HlthWfarBenefitClassifidPositin	98,750.00	98,989.00	78,856.88	2,065.88	79.66
3502	StUnemplmntInsrncClassifidPos	192.00	172.00	133.36	9.34	77.53
3602	WCCompenstnInsrnceClassPositin	9,504.00	8,581.00	7,206.86	207.37-	83.99
3702	OPEBAllocatedClassifiedPositin	14,309.00	12,917.00	9,965.47	765.68	77.15
	Total Employee Benefits	217,730.00	207,429.00	164,295.68	5,725.91	79.21
Books and Supplies						
4300	MaterialsandSupplies	50,000.00	22,000.00	14,932.77	4,104.17-	67.88
4400	NoncapitalizedEquipment			4,871.24	4,871.24-	NO BDGT

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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Financial Statement

Fund 13 - CafeteriaSpecialRevenueFund

Fiscal Year 2020/21 Through May 2021

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Books and Supplies (continued)							
4700	Food	564,000.00	192,000.00	205,916.77	184,387.42	198,304.19-	96.04
	Total Books and Supplies	614,000.00	214,000.00	217,088.17	204,191.43	207,279.60-	95.42
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		71,847.31-	72,847.31	-7,184.73
5800	ProfConsultngSrvcsandOperExpnd	3,000.00	3,500.00		2,753.00	747.00	78.66
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		173.81	326.19	34.76
	Total Services and Other Operating Expenditures	13,100.00	12,200.00	.00	57,500.73-	69,700.73	-471.32
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	315,045.60	596,907.73	95,709.33-	73.13
Object	Description	Adopted Budget	Revised Budget	Actual	Balance	% Used	
Other Financing Sources							
Other Financing Sources							
8916	ToCafeFundFromGenFund	224,078.00	413,244.00	476,000.00	62,756.00-	115.19	
	Total Other Financing Sources	224,078.00	413,244.00	476,000.00	62,756.00-	115.19	
	Total Year To Date Other Financing Sources	224,078.00	413,244.00	476,000.00	62,756.00-	115.19	
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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Collection

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 May 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		258,798.52	144,201.48	64.22
B. Expenditures	1,278,465.00	816,244.00	315,045.60	596,907.73	95,709.33-	73.13
C. Subtotal (Revenue LESS Expense)	213,465.00-	413,244.00-		338,109.21-	239,910.81	
D. Other Financing Sources and Uses	224,078.00	413,244.00		476,000.00	62,756.00-	115.19
LESS Uses						
E. Net Change in Fund Balance	10,613.00	.00		137,890.79	177,154.81	
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		169,345.75		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	42,458.00	31,455.00		315,045.60		
Other						

Fund 25 - Capital Facilities Fund

Fiscal Year 2020/21 Through May 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	7,000.00	7,000.00	6,095.32	904.68	87.08
8681	Mitigation/Developer Fees	200,000.00	200,000.00	327,245.00	127,245.00-	163.62
	Total Other Local Revenue	207,000.00	207,000.00	333,340.32	126,340.32-	161.03
	Total Year To Date Revenues	207,000.00	207,000.00	333,340.32	126,340.32-	161.03
Other Financing Uses						
Interfund Transfers Out						
7619	OthrAuthrizdInterFndTrnsfrsOut	16,000.00	16,000.00	13,445.25	2,554.75	84.03
	Total Interfund Transfers Out	16,000.00	16,000.00	13,445.25	2,554.75	84.03
	Total Year To Date Other Financing Uses	16,000.00	16,000.00	13,445.25	2,554.75	84.03

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Financial Statement

Fund 25 - Capital Facilities Fund

Fiscal Year 2020/21 Through May 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		333,340.32	126,340.32-	161.03
B. Expenditures						
C. Subtotal (Revenue LESS Expense)	207,000.00	207,000.00		333,340.32	126,340.32-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses	16,000.00	16,000.00		13,445.25	2,554.75	84.03
E. Net Change in Fund Balance	191,000.00	191,000.00		319,895.07	128,895.07-	
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		975,831.21		
*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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023 - Oroville Union High School District

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Fund 26 - RDAFeesFund

Fiscal Year 2020/21 Through May 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8625	ComRdvlpmntFndNotSubject2LCFFDd	117,000.00	117,000.00	124,533.57	7,533.57-	106.44
8660	Interest	7,000.00	7,000.00	6,247.16	752.84	89.25
Total Other Local Revenue		124,000.00	124,000.00	130,780.73	6,780.73-	105.47
Total Year To Date Revenues		124,000.00	124,000.00	130,780.73	6,780.73-	105.47

Fund 26 - RDAFeesFund		Fiscal Year 2020/21 Through May 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		130,780.73	6,780.73- 105.47
B. Expenditures						
C. Subtotal (Revenue LESS Expense)		124,000.00	124,000.00		130,780.73	6,780.73-
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance		124,000.00	124,000.00		130,780.73	6,780.73-
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		831,414.92	
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesign/Unapprop (9790)		766,849.00	824,634.00			
Other						

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Financial Statement

Fund 51 - BndIntRdmpmtFndA

Fiscal Year 2020/21 Through May 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotdIndbtDnsLevHmownrExmptn	4,000.00	4,000.00	2,856.58	1,143.42	71.41
8572	VtdIndbtDnsLevOtrSbvtntnsInLuTx	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	VotedIndebtedDnsLevieSecurdRol	387,000.00	387,000.00	263,411.62	123,588.38	68.07
8612	VotdIndebtedDnsLevieUnscurdRol	26,000.00	26,000.00	21,934.54	4,065.46	84.36
8613	VotdIndebtedDnsLeviePriYrTaxes	1,000.00	1,000.00	685.02	314.98	68.50
8614	VotdIndbtDnsLevieSuplMntlTaxe	6,000.00	6,000.00	6,121.41	121.41-	102.02
8660	Interest	7,000.00	7,000.00	4,559.33	2,440.67	65.13
	Total Other Local Revenue	427,000.00	427,000.00	296,711.92	130,288.08	69.49
	Total Year To Date Revenues	433,000.00	433,000.00	300,831.06	132,168.94	69.48

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 - BndIntRdmpFndA

Fiscal Year 2020/21 Through May 2021

Description

Revenues, Expenditures, and Changes in Fund Balance

	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
A. Revenues	433,000.00	433,000.00		300,831.06	132,168.94	69.48
B. Expenditures	500,000.00	500,000.00		500,000.00		100.00
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses						
Sources	67,000.00-	67,000.00-		199,168.94-	132,168.94	
LESS Uses						
E. Net Change in Fund Balance	67,000.00-	67,000.00-		199,168.94-	132,168.94	
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						
*Components of Ending Fund Balance						
Legally Restricted (9740)	762,290.00	785,691.00		653,521.81		
Other Designations (9780)						
Undesig/Unapprop (9790)	762,290.00	785,691.00				
Other						

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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 - BndIntRdmptFndB

Fiscal Year 2020/21 Through May 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotdIndbtdnesLeviHmownrExmptn	3,000.00	3,000.00	2,194.27	805.73	73.14
8572	VtdIndbtdnesLevOtrSbvnInLnTx	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	VotedIndebtdnesLevieSecurdRol	282,000.00	282,000.00	198,711.32	83,288.68	70.47
8612	VotdIndebtdnesLevieUnscurdRol	19,000.00	19,000.00	16,820.29	2,179.71	88.53
8613	VotdIndebtdnesLeviePriYrTaxes	1,000.00	1,000.00	504.83	495.17	50.48
8614	VotdIndbtdnesLevieSuplmtntTaxe	4,000.00	4,000.00	4,676.02	676.02-	116.90
8660	Interest	5,000.00	5,000.00	3,329.78	1,670.22	66.60
	Total Other Local Revenue	311,000.00	311,000.00	224,042.24	86,957.76	72.04
	Total Year To Date Revenues	315,000.00	315,000.00	227,180.77	87,819.23	72.12
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	370,000.00	.00	100.00
	Total Year To Date Expenditures	370,000.00	370,000.00	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 - BndIntRdmptFndB

Fiscal Year 2020/21 Through May 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		227,180.77	87,819.23	72.12
B. Expenditures	370,000.00	370,000.00		370,000.00		100.00
C. Subtotal (Revenue LESS Expense)				142,819.23-	87,819.23	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	55,000.00-	55,000.00-		142,819.23-	87,819.23	
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		481,097.94		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	546,425.00	568,917.00				
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)

ESCAPE

ONLINE

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Fund 53 - BndIntRdmpFndHarrison

Fiscal Year 2020/21 Through May 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotdIndbtndnesLeviHmownrExmpln	10,000.00	10,000.00	5,736.50	4,263.50	57.37
8572	VtdIndbtndnsLevOtrSbvnInLnLuTx	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	VotdIndebtdnssLevieUnscurdRol	52,000.00	52,000.00	47,901.31	4,098.69	92.12
8613	VotdIndebtdnssLeviePriYrTaxes	2,000.00	2,000.00	1,426.37	573.63	71.32
8614	VotdIndbtndnsLevieSuplmtntTaxe	11,000.00	11,000.00	13,017.88	2,017.88-	118.34
8660	Interest	12,000.00	12,000.00	8,797.27	3,202.73	73.31
	Total Other Local Revenue	847,000.00	847,000.00	540,410.00	306,590.00	63.80
	Total Year To Date Revenues	860,000.00	860,000.00	548,879.21	311,120.79	63.82

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

Simulation

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

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Fund 53 - BndIntRdmpFndHarrison

Fiscal Year 2020/21 Through May 2021

Description

Revenues, Expenditures, and Changes in Fund Balance

	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
A. Revenues	860,000.00	860,000.00		548,879.21	311,120.79	63.82
B. Expenditures	941,611.00	941,611.00		941,610.94	.06	100.00
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses						
Sources	81,611.00-	81,611.00-		392,731.73-	311,120.73	
LESS Uses						
E. Net Change in Fund Balance	81,611.00-	81,611.00-		392,731.73-	311,120.73	
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		1,196,745.70		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,447,742.00	1,507,866.00				
Other						

Solution:

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)

Fund 73 - FoundationPrivPurposeTrustFund

Fiscal Year 2020/21 Through May 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	21,000.00	21,000.00	14,221.43	6,778.57	67.72
8699	AllOtherLocalRevenue	34,000.00	34,000.00	7,982.50	26,017.50	23.48
	Total Other Local Revenue	55,000.00	55,000.00	22,203.93	32,796.07	40.37
	Total Year To Date Revenues	55,000.00	55,000.00	22,203.93	32,796.07	40.37
Expenditure Detail						
Services and Other Operating Expenditures						
5800	ProfConsultingSrvcsandOperExpnd	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

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)

Fund 73 - FoundationPrivPurposeTrustFund

Fiscal Year 2020/21 Through May 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		22,203.93	32,796.07	40.37
B. Expenditures	55,000.00	55,000.00		47,655.00	7,345.00	86.65
C. Subtotal (Revenue LESS Expense)				25,451.07-	25,451.07	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	.00		25,451.07-	25,451.07	
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		1,492,702.26		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,488,965.00	1,518,153.00				
Other						

Fiscal13a

Financial Statement

Fund 76 - Warrant/Pass-ThroughFund

Fiscal Year 2020/21 Through May 2021

% of Budget

Actual

Encumbrance

Revised Budget

Adopted Budget

Description

Budget Balance

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/Unappropri (9790)
 - Other

Oroville Union High School District

Memorandum

TO: Board of Trustees
FROM: Dr. Corey Willenberg
DATE: May 11, 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

Better Builders Construction, Inc.	\$150
De Air Company, Inc.	\$100

Scholarship Fund

Al Hottinger	\$209.78
Ray Sehorn	\$250

Las Plumas High School Memorandum



DATE: May 4, 2021
TO: Dr. Corey Willenberg and Members of the Board of Trustees
FROM: Daniel Ramos, Jr., Principal 
SUBJECT: Donation of Bluetooth speakers to Las Plumas

Marisa Ashworth from Logitech has generously donated 50 Bluetooth speakers valued at \$82.00 each. I request the board approve this donation.

Logitech
C/O Marisa Ashworth
7700 Gateway Blvd.
Newark, CA 94560

Las Plumas High School

Memorandum



DATE: July 21, 2020

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

FROM: Daniel Ramos, Jr., Principal 

SUBJECT: Donations to various programs

The following businesses or community members have generously donated our programs at Las Plumas High School. I request the board approve these donations.

- The Rick and Melanie Martens Family Trust has donated \$1000.00 to the Class of 2021
- Taco Bell has donated \$500.00 towards the LPHS Boys Tennis team
- Mr. & Mrs. Brandt has donated \$50.00 to LPHS Boys Basketball
- Ruth Wright has donated \$200.00 to LPHS Boys Basketball
- Daniel Santillan Hard Rock Ag & Construction donated 300.00 to LPHS Boys Basketball
- Elizabeth Belyea has donated \$150.00 to LPHS Boys Basketball



BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

3536 Butte Campus Drive, Oroville, CA 95965

MEMORANDUM OF UNDERSTANDING FOR COLLEGE CONNECTION PROGRAM

This Memorandum of Understanding ("MOU") is hereby made and entered into by and between the Butte-Glenn Community College District ("District") on behalf of Butte College ("College") and Oroville Union School District ("School District").

BACKGROUND

- A. California Education Code Sections 48800 – 48802 and Sections 76001 – 76002 provide options for high school students to enroll in courses offered by the College.
- B. College and school districts in the College's attendance area have decided to establish a concurrent enrollment program (the "College Connection Program") pursuant to the laws and therefore enter into this MOU.
- C. School District desires to enter into a concurrent enrollment partnership with College.

AGREEMENT

The parties agree as follows:

- 1. **PURPOSE.** The purpose of this MOU is to define the roles and responsibilities of the parties as it relates to the College Connection Program for high school students to enroll in College courses.
- 2. **ELIGIBILITY.** Students who wish to enroll in the College Connection Program must be enrolled in the twelfth grade in the School District and meet the College's requirements for each College course. The School District is responsible for determining whether a student meets the eligibility standards as established in Education Code Sections 48800 and 76001, and is prepared to undertake degree-applicable credit coursework and is capable of benefiting from advanced scholastic or vocational work as a precondition to recommending the pupil for admission to College.
- 3. **ENROLLMENT.** This MOU covers only postsecondary courses and basic skills courses offered by the College, in which high school students will be permitted to enroll pursuant to the College Connection Program. The College agrees to enroll School District students in courses offered by the College as follows:
 - A. Students may enroll in College courses subject to College's established prerequisites, assessment procedures, or enrollment limitations.
 - B. Students who do not satisfy the minimum prerequisites for postsecondary courses may enroll in College basic skills courses through the College Connection Program.
 - C. Students will be required to enroll in nine (9) to eleven (11) college units per semester for two semesters during the regular school year based on the College Academic Calendar.
 - D. The College has the right to deny student enrollment based on space availability and college admission requirements.
 - E. The College has the right to discontinue a student's enrollment based on a determination that the student does not have sufficient skills or abilities to continue in the course selected. In such case, the College will notify the School District.
 - F. Students enrolled in College courses through the College Connection Program are subject to the academic and disciplinary rules of the College's Student Code of Conduct and rules of the School

District applicable to the College Connection Program. Any violations of such rules are subject to disciplinary proceedings and sanctions.

4. COURSES. The College courses must:

- A. Be open to the general public and must be published in the official catalog and/or schedule of classes. (Education Code, Section 76002)
- B. Meet the California Code of Regulations Title 5 ("Title 5") criteria for the design and conduct of courses. (Title 5, Section 55002)
- C. Be taught by instructors that meet the State minimum qualifications established by the Board of Governors regulations. (Title 5, Section 53400 et seq.)
- D. Be under the immediate supervision of an employee of the District. (Title 5, Section 58056)
- E. Be eligible under all of the provisions of Title 5 Section 58050 et seq.

5. CREDIT. A student who is accepted in the College Connection Program shall receive postsecondary credit toward a degree or certificate or completion of a basic skills course and credit toward high school graduation. (Education Code, Section 76001)

6. REGISTRATION.

- A. All students shall enroll and register as College students in accordance with College's admissions and registration requirements and processes.
- B. Academic advising and career planning will be available to students at both the College and the School District.
- C. All students shall complete the College Connection Program Concurrent Enrollment Permission Form and submit to the College by the required date.

7. PROGRAM COORDINATION.

- A. Each participating high school in School District will provide a designated official at the high school to serve as the liaison on matters related to the College Connection Program.
- B. The College will provide a designated official at the College to serve as the liaison on matters related to the College Connection Program.
- C. The School District may identify a full-time high school teacher to be assigned as an advisor to the College Connection Program. The teacher will remain an employee of the School District. The high school advisor will meet with participating students on a regular basis to counsel with students and to assure the opportunity for success of students as they progress through the College Connection Program.
- D. The College will provide office space for the high school advisor including telephone and computer support as well as other incidental office support, keys, and District electronic mail account, and classroom space to accommodate up to one (1) section per day per advisor.
- E. The College and School District will provide participating students access to the following services: advising, counseling, support services, and instructional facilities including libraries, computer labs, and tutorial services.

8. FINANCIAL PROVISIONS. The tuition and fees charged by the College for students enrolled in the College Connection Program will be as follows:

- A. The participating high school students will be responsible for all applicable registration fees and costs for enrolling in college courses in accordance with the College's tuition and fees schedule.
- B. The School District will be responsible to pay the College on behalf of its participating high school students as follows:
 - 1. The annual sum not to exceed \$75 per participating high school student to cover program costs including, but not limited to, costs of College Connection Program coordination and housing of students and staff.
 - 2. A minimum annual sum of \$200 per participating high school student for books.
 - 3. To be paid, College must submit an invoice to the School District. The invoice must specify the number of School District's students enrolled in the College Connection Program as of the end of the second week of the semester, the dates of enrollment, and the specific dollar amount.
- 9. FTE STATUS. The School District shall include the student in its pupil enrollment pursuant to the provisions of Education Code Section 48800. The College shall also include the students in determining the number of student FTEs pursuant to Education Code Section 76002.
- 10. TERM OF MOU. This MOU will become effective on July 1, 2021, and will remain in effect until June 30, 2023, unless terminated earlier in accordance with this MOU.
- 11. TERMINATION. This MOU may be terminated, without cause, by either party upon thirty (30) days written notice of termination to the other party. Notice of termination shall be sent or otherwise delivered to the person signing this MOU. If notice of termination is issued after the start of an academic term, then the MOU will continue in effect until the conclusion of that academic term.
- 12. GENERAL PROVISIONS
 - A. AMENDMENTS. This MOU may be amended or modified upon the request of either party. Any changes, modifications, revisions or amendments to this MOU which are mutually agreed upon by and between the parties to this MOU shall be incorporated by written instrument, signed and dated by both parties.
 - B. FUNDS UNAVAILABLE. This MOU may be terminated immediately if funds become unavailable for the support of the program for which the services are provided. In the event termination is pursuant to this paragraph, a notice specifying reason for termination shall be sent as soon as possible after the termination in accordance with the procedures set forth in Paragraph 11 of this MOU.
 - C. INDEMNIFICATION. School District shall defend, indemnify and hold District, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this MOU but only in proportion to and to the extent such liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of School District, its officers, employees or agents.

District shall defend, indemnify and hold School District, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this MOU but only in proportion to and to the extent such liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of District, its officers, employees or agents.
 - D. ENTIRETY OF AGREEMENT. This MOU contains the entire agreement and understanding between the parties and supersedes all prior written or oral representations and agreements with respect to the subject matter herein.

- E. **APPLICABLE LAW.** This MOU shall be construed in accordance with and governed by the laws of the State of California. The parties shall have all remedies available by law or in equity.
- F. **SEVERABILITY.** If any term, provision, covenant, or condition of this MOU is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the MOU shall remain in full force and effect and in no way shall be affected, impaired, or invalidated.
- G. **TERMS AND CONDITIONS.** The parties to this MOU acknowledge that they have read and understood this MOU completely, and will fully comply with all terms and conditions of this MOU set forth herein.

IN WITNESS WHEREOF, the parties to this MOU have executed this MOU by their duly authorized representatives on the dates of their signatures.

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT OROVILLE UNION SCHOOL DISTRICT

By: _____
(Signature of person authorized to execute MOU.)

Name: Andy Suleski

Title: VP of Administration

Date: _____

By: _____
(Signature of person authorized to execute MOU.)

Name: Jeff Odus

Title: Director of Alternative Education

Phone No.: 530-538-5350

Date: 4/14/2021

TO BE COMPLETED BY DISTRICT ONLY

The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.

Initiating Department:	SCHOOL RELATIONS	Preparer's Name & ID:	MALLORY HOLT	Phone:	2949
Vendor Name:	OROVILLE UNION	Vendor ID:	NA		
PO Description (Max. 25 characters):	NA				
Budget Code:	NA	PO Amount:	NA		
Contract Monitor Name (Person Who Approves Invoices):	BRAD ZUNIGA	Phone:	2948		
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
Business Contracts Approval:		Purchase Order Number:			



DANNIS WOLIVER KELLEY

Attorneys at Law

CHRISTIAN M. KEINER

Attorney at Law

ckeiner@DWKesq.com

Sacramento

April 26, 2021

VIA EMAIL

Corey Willenberg, Ed.D.
Superintendent
Oroville Union High School District
2211 Washington Avenue
Oroville, CA 95966

Re: 2021-22 Agreement for Professional Services

Dear Corey:

In the more than four decades we have been providing legal advice and counseling services to California school and community college districts, we have never felt more honored to be your partner over this last year in achieving your mission – in the face of extraordinary challenges - to educate and prepare all children and young adults to be responsible, mindful citizens in the global marketplace of ideas. We remain your steadfast allies and will support you with our full range of expertise to adapt, pivot and adjust to whatever the impending “new normal” may be in order to provide quality education programs to millions of California students.

Attached is our Agreement for Professional Services for 2021-2022. In light of the economic uncertainty confronting us all, no changes have been made to the billing ranges. Individual attorney hourly rates, however, may be adjusted within the existing ranges.

We will continue to offer the Oroville Union High School District efficient and prompt service and the highest quality legal advice and counsel you have come to expect.

We look forward to serving the District in the coming school year and continuing our mutually rewarding partnership. Please sign the attached Agreement, insert the date of Board approval, and return to me via email.

Sincerely,

DANNIS WOLIVER KELLEY

Christian M. Keiner
CMK:fh

SAN FRANCISCO
268 Bush Street, #3234
San Francisco, CA 94104
TEL 415.543.4111
FAX 415.543.4384

LONG BEACH
444 W. Ocean Blvd.
Suite 1070
Long Beach, CA 90802
TEL 562.366.8500
FAX 562.366.8505

SAN DIEGO
750 B Street
Suite 2600
San Diego, CA 92101
TEL 619.595.0202
FAX 619.702.6202

CHICO
2485 Notre Dame Blvd.
Suite 370-A
Chico, CA 95928
TEL 530.343.3334
FAX 530.924.4784

SACRAMENTO
555 Capitol Mall
Suite 645
Sacramento, CA 95814
TEL 916.978.4040
FAX 916.978.4039

SAN LUIS OBISPO
1065 Higuera Street
Suite 301
San Luis Obispo, CA 93401
TEL 805.980.7900
FAX 916.978.4039

BERKELEY
2087 Addison Street
2nd Floor
Berkeley, CA 94704
TEL 510.345.6000
FAX 510.345.6100

www.DWKesq.com

AGREEMENT FOR PROFESSIONAL SERVICES

This Agreement is made and entered into on April 26, 2021, by and between the Oroville Union High School District, hereinafter referred to as District, and Dannis Woliver Kelley, a professional corporation, hereinafter referred to as Attorney.

In consideration of the promises and the mutual agreements hereinafter contained, District and Attorney agree as follows:

SCOPE OF SERVICES. District appoints Attorney to represent, advise, and counsel it from July 1, 2021, through and including June 30, 2022, and continuing thereafter as approved. Any services performed during the period between the above commencement date and the date of Board action approving this Agreement are hereby ratified by said Board approval. Attorney agrees to prepare periodic reviews of relevant court decisions, legislation, and other legal issues. Attorney agrees to keep current and in force at all times a policy covering incidents of legal malpractice.

CLIENT DUTIES. District shall be truthful with Attorney, cooperate with Attorney, keep Attorney informed of developments, ensure access for Attorney to communicate with the District's governing board as appropriate, perform the obligations it has agreed to perform under this Agreement and pay Attorney bills in a timely manner.

FEES AND BILLING PRACTICES. Except as hereinafter provided, District agrees to pay Attorney two hundred sixty-five dollars (\$265) to three hundred sixty dollars (\$360) per hour for Shareholders and Of Counsel; two hundred forty-five dollars (\$245) to two hundred ninety-five dollars (\$295) for Special Counsel; one hundred ninety-five dollars (\$195) to two hundred sixty dollars (\$260) per hour for Associates; and one hundred thirty dollars (\$130) to one hundred eighty dollars (\$180) per hour for Paralegals and Law Clerks. The rate for Gregory J. Dannis will be four hundred twenty-five dollars (\$425) per hour. Rates for individual attorneys may vary within the above ranges depending on the level of experience and qualifications and the nature of the legal services provided. Agreements for legal fees at other than the hourly rate set forth above may be made by mutual agreement for special projects, particular scopes of work, or for attorneys with specialized skills. The rates specified in this Agreement are subject to change at any time by Attorney by written notice to Client and shall apply to all services rendered after such notice is given. Substantive communications advice (telephone, voice-mail, e-mail) is billed in a minimum increment of one-tenth (.1) of an hour, except for the first such advice in any business day, which is charged in a minimum of three-tenths (.3) of an hour. Actual travel time is charged at the rates above. In the course of travel it may be necessary for Attorney to work for and bill other clients while in transit. If, during the course of representation of District, an insurance or other entity assumes responsibility for payment of all or partial fees of Attorney on a particular case or matter, District shall remain responsible for the difference between fees paid by the other entity and Attorney's hourly rates as specified in this Agreement unless otherwise agreed by the parties.

OTHER CHARGES. District further agrees to reimburse Attorney for actual and necessary expenses and costs with respect to providing the above services, including support services such as copying charges (charged at \$0.10 per page), postage (only charged if in excess of \$1.00), and computerized legal research (i.e. Westlaw). Any discount received on computerized legal research is passed along to Client by Attorney. District agrees that such actual and necessary expenses may vary according to special circumstances necessitated by request of District or emergency conditions which occasionally arise. Such expenses shall be provided at cost unless otherwise specified.

District further agrees to pay third parties, directly or indirectly through Attorney, for major costs and expenses including, but not limited to, costs of serving pleadings, filing fees and other charges assessed by courts and other public agencies, arbitrators' fees, court reporters' fees, jury fees, witness fees, investigation expenses, consultants' fees, and expert witness fees. Upon mutual consent of District and Attorney, District may either advance or reimburse Attorney for such costs and expenses.

Occasionally Attorney may provide District officials and/or employees with food or meals at Attorney-sponsored trainings or when working with District officials and/or employees. Attorney may provide such food or meals without additional charge in exchange for the consideration provided by the District under this Agreement.

BILLING STATEMENT. Attorney shall send District a statement for fees and costs incurred every calendar month. Attorney's statements shall clearly state the basis thereof, including the amount, rate and basis for calculations or other methods of determination of Attorney's fees. Upon District office's request for additional statement information, Attorney shall provide a bill to District no later than ten (10) days following the request. District is entitled to make subsequent requests for bills at intervals of no less than thirty (30) days following the initial request. District shall pay Attorney's statements within thirty (30) days after each statement's date.

INDEPENDENT CONTRACTOR. It is expressly understood and agreed to by both parties that Attorney, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District.

CONFLICT OF INTEREST. In some situations, where Attorney has relationships with other entities, the Rules of Professional Conduct may require Attorney to provide disclosure or to obtain informed written consent before it can provide legal services for a client. Attorney represents many school and community college districts, county offices of education, joint powers authorities, SELPAs and other entities throughout California. The statutory and regulatory structure of the provision of education services results in many ways in which these entities interact which could result in a conflict between the interests of more than one of Attorney's clients. If Attorney becomes aware of a specific conflict of interest involving District, Attorney will comply with the legal and ethical requirements to fulfill its duties of loyalty and confidentiality to District. If District has any question about whether Attorney has a conflict of interest in its representation of District in any matter, it may contact Attorney or other legal counsel for clarification.

TERMINATION OF CONTRACT. District or Attorney may terminate this Agreement by giving reasonable written notice of termination to the other party.

COUNTERPARTS. This Agreement may be executed in duplicate originals, including facsimiles, each of which shall fully bind each party as if all had signed the same copy. Electronic copies of signatures shall be treated as originals for all purposes.

IN WITNESS WHEREOF, the parties hereto have signed this Agreement for Professional Services.

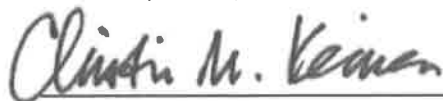
OROVILLE UNION HIGH SCHOOL DISTRICT

Corey Willenberg, Ed.D.
Superintendent

Date

DANNIS WOLIVER KELLEY

Date: April 26, 2021



Christian M. Keiner
Attorney at Law

Date: April 26, 2021



Candace M. Bandoian
Attorney at Law

At its public meeting of _____, 2021, the Board approved this Agreement and authorized the Board President, Superintendent or Designee to execute this Agreement.



Student Placement Agreement between California State University, Chico and Oroville Union High School District

This agreement ("Agreement") is between the Trustees of the California State University on behalf of California State University, Chico ("University") and Oroville Union High School District (Organization"). In consideration of the mutual promises set forth below, the University and Organization ("Parties") agree as follows:

I. Organization's Responsibilities

- A. Identify the student's supervisor. The supervisor agrees to meet with the student regularly to facilitate the student's learning experience, provide support, review progress on assigned tasks, verify service hours, and give feedback.
- B. Provide an orientation that includes a site tour; an introduction to staff; a description of the characteristics of and risks associated with the Organization's operations, services and/or clients; a discussion concerning safety policies and emergency procedures; patient confidentiality and HIPAA privacy and security (if applicable); and information detailing where students check in and how they log their time.
- C. Provide the student with a written description of the student's tasks and responsibilities.
- D. Provide appropriate training, personal protective equipment, materials and work area for students prior to students performing assigned tasks or working with the Organization's clients. Appropriate training shall include, but not be limited to, pandemic training as it relates to the student's learning activities.
- E. Inform the student of the need for a background check, fingerprinting and/or a tuberculosis test (if applicable); obtain the student's fingerprints, background check and/or tuberculosis test (if applicable); and maintain the confidentiality of any results as required by federal and state law.
- F. Evaluate the student if requested by the University and contact the University if the student fails to perform assigned tasks or engages in misconduct.
- G. Notify the University as soon as is reasonably possible of any injury to or illness of a student participating in a learning activity at the Organization.

II. University's Responsibilities

- A. The University will advise the student(s) of their responsibility to:
 - 1. Participate in all training required by the Organization.
 - 2. Exhibit professional, ethical and appropriate behavior when at the Organization.
 - 3. Complete all assigned tasks and responsibilities in a timely and efficient manner.

4. Abide by the Organization's rules and standards of conduct.
 5. Maintain the confidentiality of the Organization's proprietary information, records and information concerning its clients.
-
- B. Create a Learning Plan guiding faculty, student and site supervisor expectations of activities, performance of duties including hours of work required, evaluation of the student and expected learning outcomes.
 - C. The University will advise the student that neither the University nor the Organization assumes any financial responsibility in the event he/she is injured or becomes ill as a result of his/her participation in a learning activity at the Organization.
 - D. Provide the student with general and professional liability insurance in the amount of \$1,000,000 per occurrence, \$2,000,000 general aggregate. This insurance only applies if both parties have signed this Agreement.
 - E. University shall direct Students and University Personnel to respect the confidential nature of the health or personnel information relating to the Organization. University shall ensure that all Students and University Personnel working within the Organization and having access to Protected Health Information will receive training on the Health Insurance Portability and Accountability Act of 1996, appropriate to their job function. University shall retain documentation of student training for at least six years. Organization shall adopt and enforce policies and procedures necessary to protect the confidentiality of Student records.

III. General Provisions

- A. This Agreement will become effective as of the date last written below and continue for a period of 5 years unless terminated by either party after giving the other party 30 days written notice of the intent to terminate. If the Organization terminates this Agreement, it will permit any student working at the Organization at the time of termination to complete his/her work. At the 5-year termination date, the agreement can be renewed once it has been reviewed, updated as applicable and executed by the appropriate parties.
- B. The Organization and the University agree to indemnify, defend and hold harmless each other from any and all liability for any personal injury, damages, wrongful death or other losses and costs, including but not limited to reasonable attorney fees and defense costs, arising out of the negligence or willful misconduct of their respective officers, employees, agents or volunteers in the performance of this Agreement. This paragraph will survive expiration or termination of this Agreement.
- C. Each party agrees to maintain general liability coverage through an insurance policy or programs of self-insurance of at least \$1,000,000 per occurrence, \$2,000,000 aggregate. Insurance policies procured to meet the aforementioned coverage requirement must be placed with insurers with a current A.M. Best rating of at least A: VII. Evidence of coverage shall be provided upon request.

The Organization becomes an additional insured to the University student general and professional liability insurance (SAFECLIP/SPLIP) policies upon full execution of this Agreement.

- D. The Organization and the University will meet upon request or as necessary to resolve any potential conflicts and to facilitate a mutually beneficial experience for all involved.
- E. The Organization may dismiss a student if the student violates its standards, mission or goals. The Organization will document its rationale for terminating a student and provide the University with a copy of the rationale upon request.
- F. Students participating in a learning activity at the Organization are not officers, employees, agents or volunteers of the University. Students participating in a learning activity at the Organization are not officers, employees, agents or volunteers of the Organization, unless they are paid by the Organization in which case the Student(s) become employees of the Organization.
- G. Nothing contained in this Agreement confers on either party the right to use the other party's name without prior written permission, or constitutes an endorsement of any commercial product or service by the University.
- H. This Agreement may not be altered unless both parties agree in writing. The parties agree to follow all applicable federal, state, and local laws and regulations, including but not limited to laws prohibiting discrimination and harassment.
- I. Any notices required by this Agreement will be deemed to have been duly given if communicated to the following individuals:

California State University, Chico	Oroville Union High School District
Lupita Arim-Law	Name: Corey Willenberg
Buyer II/ Contract Specialist	Title: Superintendent
Procurement and Contract Services	
400 West First St.	Address: 2211 Washington Ave
Chico, CA 95929-0244	Oroville, CA 95966
(530) 898-5383	Phone: (530) 538-2300
garim-law@csuchico.edu	Email: cwillenb@ouhsd.net

- J. Organization is aware of and informed about the hazards currently known to be associated with the novel coronavirus referred to as "COVID-19." Organization is familiar with and informed about the Centers for Disease Control and Prevention (CDC) current guidelines regarding COVID-19 as well as applicable federal, state and local government directives regarding COVID-19.

Organization to the best of its knowledge and belief, is in compliance with those current CDC guidelines and applicable governmental directives. If the current CDC guidelines or applicable government directives are modified, changed, or updated, Organization will take steps to comply with the modified, changed, or updated guidelines or directives. If at any time Organization becomes aware that it is not in compliance with CDC guidelines or an applicable governmental directive, it will notify University of that fact.

IN WITNESS WHEREOF, this Agreement has been executed by the parties as of the date last written below.

California State University, Chico

Oroville Union High School District


Lupita Arim-Law (Apr 26, 2021 13:57 PDT)

Lupita Arim-Law, Buyer II/Contract Specialist
Procurement and Contract Services

Date: 04/26/2021


COREY WILLENBERG (Apr 26, 2021 10:37 PDT)

Authorized Signer:

Title: Superintendent

Date: 04/26/2021

**Aeries Software, Inc.***A solution where data empowers, never impedes.***PREPARED BY**

Brandon Cruz

brandonc@aeries.com

Quote #:

Q-00896-1

Date:

5/3/2021 11:06 AM

Expires On:

8/1/2021

District:Oroville Union High
School District**Contact:**

Paula Blaney

Email:

pblaney@ouhsd.net

Phone:

(530) 538-2300

Address:2211 Washington
Ave.

Oroville, CA 95966

Pricing provided has been prepared for the following term 7/1/2021 - 6/30/2022**Additional Products & Services**

QTY	PRODUCTS	DESCRIPTION	UNIT PRICE	EXTENDED
2,660	Aeries Communications	Fully integrated Communications Platform. Includes: Mass Notifications, Urgent Alerts & "Smart" Alerts, AutoNotices, Attendance / Lunch Balance Notifications, Social Share, FB, TW, Web), Classroom Communications Posts - Two-Way, Direct & Group Messaging, StudentSquare, Newsletter Templates, Aeries Integration, Single Sign-On, Seamless API Data Integration, Aeries Student Groups, Contact Management, Gradebook Alerts, Mobile App, Parent-Teacher Conferences, Volunteering & SignUps, Permission Slips & Forms, Surveys & Polls, Calendar Sync & Event, RSVP, School Directory, Customer Support Included	\$5.00	\$13,300.00
Additional Products & Services TOTAL:				\$13,300.00

Aeries Configuration Services

QTY	PRODUCTS	DESCRIPTION	UNIT PRICE	EXTENDED
1	Configuration of Aeries Communications	Configuration and Data Validation for the Aeries Communications Platform.	\$1,500.00	\$1,500.00
Aeries Configuration Services TOTAL:				\$1,500.00

TOTAL: \$14,800.00**Aeries Communications Terms and Conditions:**

The Services are subject to the terms contained in this Order Form, the School Agreement located at www.parentsquare.com/agreement, and incorporated by reference into this Order Form ("ParentSquare School Agreement"), and any exceptions listed in the Exceptions section.

Signature: _____**Effective Date:** ____/____/____**Name (Print):** _____**Title:** _____Please sign and email to Brandon Cruz at brandonc@aeries.com

THANK YOU FOR YOUR BUSINESS!
770 The City Dr. S, Suite 6500, Orange, CA 92868
Phone: 888.487.7555
Email: sales@aeries.com



RESONATE YOUR MESSAGE

PROFESSIONAL SERVICES AGREEMENT

This Agreement is entered into on **July 1, 2021** between **Heather V. McGowan** (a sole proprietor doing business as **Sounding Board Marketing and Communications**), herein after called CONSULTANT, and **Oroville Union High School District** herein after called CLIENT.

BASIS OF AGREEMENT

Client has authorized and desires to have Consultant perform the services set forth in this Agreement. Consultant has the required background, experience, and expertise to perform the work to be done and has agreed to do so in accordance with the terms and conditions of this Agreement.

TERM OF AGREEMENT

The term of this Agreement (the "Term") will begin on the date of this Agreement and will remain in full force and effect until June 30, 2022, subject to earlier termination as provided in this Agreement. The Term may be extended with the written consent of the Consultant and the Client.

SCOPE OF THE WORK

Consultant agrees to provide communication and public relations consultation and services to the Client as outlined in Attachment A-Scope of Work. This Agreement for professional services will commence upon approval of this Agreement signed by a duly authorized agent of the Client. Consultant will commence services upon receipt of this Agreement signed by a duly authorized agent of the Client.

APPROVED COSTS & EXPENSES

Client shall make no payment to Consultant for any extra, further or additional services not specified in this Agreement unless such services and payments have been mutually agreed to in advance. It is understood that Consultant's compensation under this Agreement shall not exceed \$72,000.00 for the services as outlined in the Scope of Work. It is understood that the Client will bear the cost of duplication, printing, postage, and mailing (U.S. mail, electronic, or otherwise), as well as electronic communications costs related to the client's website and social media, including, but not limited to hosting, advertising and other ongoing maintenance costs related to dissemination of any materials prepared under this Agreement.



PAYMENT OF FEES

Consultant will provide invoices to the client for professional services rendered and approved expenses incurred at cost or rates identified in the Agreement. The contract will be billed monthly based on the deliverables completed by the last day of each month. The client will provide payment within 30 days of receiving each invoice. The Consultant provides a weekly status report of services, which will also serve as a summary of services completed. Satisfactory completion of projects and services will be determined by Dr. Corey Willenberg, Superintendent, Oroville Union High School District.

INDEPENDENT CONTRACTOR STATUS

It is expressly understood and agreed to by the parties hereto that Consultant, while carrying out and complying with the covenants and conditions of this Agreement, is an independent contractor and that no employer-employee relationship exists between the parties to this Agreement. Consultant's assigned personnel shall not be entitled to any benefits payable to employees of the client. The Client is not required to make any deductions or withholdings from the compensation payable to Consultant under provisions of this Agreement. As an independent contractor, Consultant indemnifies and holds the Client harmless from any and all claims that may be based upon any contention by any third party that an employer-employee relationship exists by reason of this Agreement.

It is further understood and agreed to by the parties to this Agreement that Consultant, in the performance of its obligations under this Agreement, is subject to the control and direction of the Client as to the designation of tasks to be performed and the results to be accomplished by the services agreed to under this Agreement, and not the means, methods or sequence used by Consultant for accomplishing the results.

If, in the performance of this Agreement, any third person is employed by Consultant, such person shall be entirely and exclusively under the direction, control and supervision of Consultant. All terms of employment, including hours, wages, working conditions, discipline, hiring and discharging, or any other terms of employment or requirements of law, shall be determined by Consultant. The Client will prepare and furnish to Consultant upon request such information as is reasonably necessary for the performance of the Consultant to this Agreement.



**SOUNDING
BOARD**
Marketing & Communications

RESONATE YOUR MESSAGE

CANCELLATION

Upon written or verbal cancellation, Client is responsible for payment for all expenses incurred and any work done toward the completion of the project based on the percentage of project completed. Should Client cancel the project and/or service following its completion, Client is responsible for full payment as per the above estimate plus all other expenses incurred.

TERMINATION OF AGREEMENT

Either the Client or Consultant may at any time for any reason terminate this Agreement, and the Client will only be liable to compensate Consultant for services rendered to the date of termination. Written notice by the Client or Consultant shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when actually received in writing by either party, but not later than three days after the postmark of mailing, whichever is sooner.

IN WITNESS WHEREOF, said parties have executed this Agreement on this date,
May 11, 2021.

Consultant

Heather V. McGowan
Sounding Board Marketing &
Communications
1215 Muirkirk Court
Folsom, CA 95630
916.673.8868
Date: 05.11.2021

Client-Oroville Union High School District

Signature (Authorized Signature)
Dr. Corey Willenberg
Superintendent
Oroville Union High School District
2211 Washington Avenue
Oroville, CA 95966
Date: _____



RESONATE YOUR MESSAGE

NON-DISCRIMINATION POLICY

Consultant, by execution of this Agreement, certifies that it does not discriminate against any person upon the basis of race, color, creed, national origin, age, sex, disability, or marital status in its employment practices. Consultant also certifies that it will comply with all applicable provisions of the Americans with Disabilities Act.

NON-ASSIGNABILITY

Consultant agrees not to assign this Agreement or any interests in this Agreement without the Client's prior written approval. Any such attempt to assign or sublet this Agreement without the Client's approval shall be void.

COPYRIGHT AND OWNERSHIP

Consultant expressly and irrevocably assigns to Client all copyright, sole rights of ownership, title and interests in and to any works provided by Consultant to Client under this Agreement. The Client will supply Consultant with a minimum of five copies of all final printed publications for its use as samples of work produced.

INSURANCE

As a sole proprietor, Consultant is not obliged under state and federal law to maintain general liability or workers' compensation insurance. However, the Consultant firm carries professional liability insurance for up to \$1 million per incident, and \$2 million general aggregate. Evidence of insurance can be furnished upon request.

HOLD HARMLESS AND INDEMNIFICATION

Consultant shall hold harmless and indemnify the Client, its officers, agents, Board members and employees from and against any and all actions, claims, losses, damages, suits or other proceeding, including payment of reasonable attorney's fees, which may arise as the result of performing the work under this Agreement, caused in whole or in part by any act or omission of Consultant or anyone directly or indirectly employed by Consultant, regardless of whether caused in part by a party indemnified under this Agreement.

APPLICATION OF CALIFORNIA LAW

This Agreement shall be construed under the laws of the state of California and any lawsuit concerning or arising out of this Agreement shall be venued in the County of Sacramento.



Attachment A: Scope of Work

This scope of work assumes that Sounding Board Marketing and Communications will be responsible for the strategies and deliverables outlined below over a period of 12 months, commencing July 1, 2021 and concluding June 30, 2022. The district may utilize the option of purchasing additional consulting hours or services through a contract addendum.

Communication and Consulting Services

The following is a description of the ongoing consulting/communication services that will be provided throughout the course of the contract:

- Digital communication services: Social media content development, including design of social media images; website content; email messaging;
- Public relations services: press releases, media relations, story pitching, crisis communications, issues management, stakeholder engagement; parent engagement;
- Internal communications: Board, Cabinet, employee communications;
- Copywriting for district's communications media (print and/or digital);
- Basic level graphic design services (highly creative work, such as logos, will require specialized graphic design services, which are outsourced);
- Required communications per the U.S. Department of Justice Settlement Agreement;
- Analysis of district website for content, graphics, and ADA compliancy, and development of advising/strategy for improvements; and
- Strategic communication consulting.

Scope of Work assumes an average of 10 hours/week of services, including meeting attendance (Board, Cabinet, or other district meetings). A log of these hours and activities will be maintained throughout the course of the contract, and submitted with monthly invoices.

Total for FY2021-22 Communication and Consulting Services: \$72,000



To: Oroville Union High School Board of Trustees
From: Kevin Simas, Director of Education
Date: 5/11/21
Subject: Contract for Professional Development Services with Solution Tree

Background Information: OUHSD has worked over the years with Solution Tree to develop the district Professional Learning Community (PLC) processes at our school sites. Site administration and site PLC Leadership teams agree that there is a need for a reboot and retraining of staff on PLC instructional data processes. OUHSD would like to enter into the attached agreement to provide training on August 12, 2021 at Oroville High School for district PLC leadership teams and another training on August 13, 2021 at Las Plumas High School for all teachers and administrators.

Financial Impact: \$14,200 from district Title I funds for the two days of professional development.

Recommendation: Approval

**Solution Tree, Inc.
Purchase Agreement**

Effective April 5, 2021, Solution Tree, Inc. ("Solution Tree") located at 555 N. Morton St., Bloomington, IN 47404 and Oroville High School ("Customer") located at Oroville, CA US 95966 agree as follows:

1. **Summary of Products and Services:** Customer will purchase the following Solution Tree products and services ("Products"). Additional Products may be added in a mutually agreed upon written Addendum.

Products and Services	Total
Onsite Professional Development	\$14,200.00
Total	\$14,200.00

2. **Payment Terms:** Customer will provide Solution Tree with a purchase order made out to Solution Tree, 555 N. Morton St., Bloomington, IN 47404, for the full amount due under this Agreement upon execution of this Agreement (the "Purchase Order Due Date"). A non-refundable deposit of 20% of the total amount due will be invoiced upon execution of this Agreement. The total includes any travel, lodging, and incidental expenses incurred by Solution Tree. All payments are due net 30 days from the actual date of invoice. All past due invoices are subject to a finance charge of 1.5% monthly. Solution Tree will invoice Customer off of the purchase order based on the following schedule:

Description	Payment	Expected Invoice Date
20% Deposit (non-refundable)	\$2,840.00	Upon execution of Agreement
Onsite Professional Development	\$11,360.00	August 13, 2021

3. **Onsite Professional Development**

- 3.1. **Description of Services:** Solution Tree agrees to provide a speaker, Janel Keating ("Associate"), to disseminate information for Customer on the topic of *PLC at Work*® on August 12, 2021 and August 13, 2021.
- 3.2. **Presentation Materials:** Customer will reproduce any handouts and other print materials related to the services and will notify the Associate directly of any deadlines for reproduction.
- 3.3. **Venue and Audio/Visual Equipment:** Customer will provide a venue, audio/video equipment, and technical support for all sessions.

4. **General Terms**

- 4.1. **Intellectual Property:** Customer acknowledges that Solution Tree or Associate owns the copyrights to all tangible or electronic presentation materials, handouts, and/or program books used in conjunction with services performed under this Agreement and that no materials will be developed specifically for Customer. Solution Tree will retain all copyrights owned prior to entering this Agreement, and Customer may not reproduce any materials not designated reproducible without the express written permission of Solution Tree. All audio, video, and digital recording of the services by Customer is prohibited.

4.2. Force Majeure: If an event beyond the parties' control makes performance impossible, illegal, or commercially impracticable (a "Force Majeure Event"), the parties will proceed as follows:

- a. If a Force Majeure Event prevents services from occurring onsite, the parties will arrange for the affected services to be delivered virtually on the scheduled dates.
- b. If a Force Majeure Event prevents services from occurring as scheduled, the parties will use best efforts to reschedule or make substitutions for affected services or products.
- c. If a Force Majeure Event prevents performance entirely, neither party will have any further liability to the other party for the prevented performance.
- d. All obligations unaffected by a Force Majeure Event will remain in place.

4.3. Termination: Solution Tree may terminate this Agreement if Solution Tree has not received a purchase order by the Purchase Order Due Date.

- a. **Onsite Professional Development:** If Customer cancels any Onsite Professional Development Services within 90 days of the scheduled date for any reason but Force Majeure, Customer will reimburse Solution Tree for any reasonable business expenses incurred in anticipation of performance of this Agreement that exceed the amount of the deposit. If events beyond the parties' control make performance on the scheduled dates impossible, the parties will use best efforts to reschedule the Onsite Professional Development Services.

4.4. Entire Agreement: This Agreement and any exhibits attached hereto constitute the entire agreement of the parties and supersede any prior or contemporaneous written or oral understanding or agreement. No waiver or modification of any of the terms of the Agreement will be effective unless made in writing and signed by both parties, and the unenforceability, invalidity, or illegality of any provision of this Agreement will not render the other provisions unenforceable, invalid, or illegal. Any waiver by either party of any default or breach hereunder will not constitute a waiver of any provision of this Agreement or of any subsequent default or breach of the same or a different kind.

This Agreement is acknowledged and accepted by Customer and Solution Tree:


Cristi Tellechea
Principal
Oroville High School


Date

Ali Cummins
Director of Professional Development
Solution Tree, Inc.

Date

Please email this Agreement to Eric Henry at eric.henry@solutiontree.com or fax to 866.308.3135.

CONTACT INFORMATION

Please provide the following information.

Who will be the contact person for the work?

Contact: Cristi Tellechea
Title: Principal
Phone: (530) 538-2320 ext. 3301
Email: ctellechea@onhsd.net
Cell #: (530) 570-1651
Fax: (530) 534-6203

Who will receive and pay the invoices?

Contact: Christina Hopper
Title: Accounts Payable and Purchasing Technician
Phone: (530) 538-2300 ext 1113
Email: chopper@onhsd.net
Fax: (530) 538-2308



Shipping information (required for resource delivery)

Shipping Contact: Cristi Tellechea
Shipping Address: 1535 Bridge Street
City, State, Zip: Chico, CA 95926
Phone: (530) 538-2320 ext. ~~1113~~ 3301
Delivery Date: _____
Delivery Times: _____

Choose one: ☐ Do you have a Delivery Dock?
☒ Do you have double doors (for pallet)?
☐ Do you require inside delivery?

* Separate invoice



WORKSHOP SPECIFICATIONS

Please provide the following information about your workshop and return this form to Solution Tree, Inc. with the signed contract or within 90 days of June 8, 2021—the earlier received the better for planning purposes with your speaker.

Speaker: Janel Keating
Host: Cristi Tellechea
Organization: Oroville High School
Daytime phone #: 530-538-2320
Mobile phone #(s): 530-570-1451
E-mail: ctellech@ouhsd.net

Workshop date(s): August 12-13, 2021
Start time: 9:00 am
End time: 2:00 pm
Lunch time: 12:00 - 12:30 pm
Break time(s): #1 10:30 #2 1:00 #3

Audience Makeup—Please enter anticipated number of attendees

# of District-Level Administrators	# of Secondary Principals	# of Primary Principals	# of Secondary Teachers	# of Primary Teachers	# of Others
12 <u>2</u>	<u>5</u>		<u>25</u>		<u>8/12 3 / 8/13 10</u>
13 <u>2</u>	<u>5</u>		<u>112</u>		<u>Describe: Counselors / Social Workers</u>
Total Number of Anticipated Attendees					<u>129</u>

Location of Workshop: 8/12 - Oroville High School, 1535 Bridge Street
Address: 8/13 - Las Plumas High School, 2380 Las Plumas Ave.
City: Oroville **State:** CA **Zip:** 95966 **Phone:** _____

What are your expectations and desired outcomes?

8/12 - Work with PLC leadership team to reinit PLC teams, use of planner, etc.
8/13 - Work with PLC leadership and all staff to assist teams in getting started and establishing PLC practices

Please recommend a hotel for the speaker(s); or, if reservation is made, include confirmation number.

Hotel name: *Will make arrangements once confirmed in person
Hotel date(s): _____ **Hotel phone #:** _____
Hotel address: _____ **Confirmation #:** _____
City: _____ **State:** _____ **Zip:** _____

Best airport to fly into: Sacramento Airport **Estimated travel time from airport:** 1 hr. 30 min.
Ground transportation information: Car rental
(i.e. car rental, hotel shuttle, cab, etc.)

Workshop Specifications

Oroville Union High School District
Memorandum

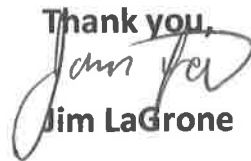
TO: Board of Trustees

From: Jim LaGrone, Maintenance Supervisor

Date: May 5, 2021

**Subject: Acceptance of North State Audio Services
Contract**

I am requesting the acceptance of the contract for North State Audio in the amount of \$3,480.00 for live streaming of graduation ceremonies for the 2020 / 2021 school year. North State Audio will provide two cameras and operators during the ceremonies. North State Audio will also provide necessary cabling to connect to the district infrastructure. North State Audio has been approved by the board of trustees to provide sound services for the 2020 / 2021 graduation ceremonies and the live streaming will provide opportunity to families to view the graduations because of the limited capacity currently permitted to attend because of public health guidelines.

Thank you,

Jim LaGrone

OROVILLE UNION HIGH SCHOOL DISTRICT
 INDEPENDENT CONTRACTOR AGREEMENT FOR SERVICES
 (NON-CONSTRUCTION RELATED; NOT FOR PURCHASE OF GOODS OR EQUIPMENT)

WHO'S RESPONSIBLE	ACTION TO BE TAKEN
Site/Department	<ul style="list-style-type: none"> • Fill out the Service Agreement Cover Sheet. • Send the Service Agreement with the required attachments to the Contractor to be filled out. <ol style="list-style-type: none"> 1. Provide <u>only</u> the District's approved agreement. This agreement should be completed in lieu of signing any vendor contract for services. If any revisions are requested, they need prior authorization by the Assistant Superintendent of Business (CBO). 2. Ensure there is an accurate and complete description of the Contractor's Scope of Services. 3. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly. 4. Determine which of the following documents should be attached to the agreement: <ul style="list-style-type: none"> ☒ Workers' Compensation Certificate ☒ Criminal Background Investigation/Fingerprinting Certification ☒ Insurance Certificates and Endorsements ☐ W-9 form ☒ Tuberculosis Clearance ☐ FTB Form 590 (if out-of-state contractor seeking withholding exemption) ☐ _____ [Other] ☐ _____ [Other] <p><i>All required certificates and documents must be collected before any services under the agreement commence.</i></p>
Contractor	<ul style="list-style-type: none"> • Completely fill out Service Agreement and return it to the site/department with the required Certificate of Insurance and endorsements.
Site/Department	<ul style="list-style-type: none"> • Create a requisition for the services that are going to be provided by the vendor. • If using ASB funds to pay for contract, attach a copy of ASB minutes approving the Service Agreement. • Review for completeness (i.e.: cover sheet completeness and signatures). • Prepare Board Item. • Submit Service Agreement to CBO's office four (4) business days prior to the Board meeting agenda deadline date.
CBO	<ul style="list-style-type: none"> • Verify budget and availability of funds. • Initial to approve the Service Agreement Routing and forward documentation to the Superintendent's Administrative Assistant.
A/P	<ul style="list-style-type: none"> • Service Agreement must be approved by Board prior to execution by Superintendent or designee and before any services under the Agreement commence. • Convert into purchase order upon Board Approval • Send purchase order to vendors
Contractor	<ul style="list-style-type: none"> • Reference purchase order number on invoice(s).

DO NOT INCLUDE THIS SHEET WITH FINAL EXECUTED CONTRACT TO CONTRACTOR

OROVILLE UNION HIGH SCHOOL DISTRICT
INDEPENDENT CONTRACTOR AGREEMENT FOR SPECIAL SERVICES
(NON-CONSTRUCTION RELATED; NOT FOR PURCHASE OF GOODS OR EQUIPMENT)

CONTRACTOR FULL NAME	North State Audio Visual, Inc.
TAX I.D. NUMBER	
SITE/DEPARTMENT	Maintenance
SUBMITTED BY	Jim LaGrone
SIGNATURE	
SIGNATURE FROM BUDGET CONTROL ADMINISTRATOR:	
BOARD APPROVAL DATE	
REQ (P.O.) NUMBER	
BUDGET CODE	01-8150-0-5800-0000-8110-00-800-3000
AGREEMENT TOTAL AMOUNT	\$3480.00
DESCRIPTION OF SERVICE	Graduation Live Streaming Services for OHS, LP, PHS and OAE
TERM OF AGREEMENT	2021 graduation dates

Assistant Superintendent of Business

Date

Received By:

Certificate of Insurance
Expiration Date

☐ Yes ☐ No

Auto Insurance
Expiration Date

☐ Yes ☐ No

DO NOT INCLUDE THIS SHEET WITH FINAL EXECUTED CONTRACT TO CONTRACTOR

INDEPENDENT CONTRACTOR AGREEMENT FOR SERVICES

This Independent Contractor Agreement for Services ("Agreement") is made as of May 3, 20 , between the Oroville Union High School District ("District") and North State Audio Visual, Inc ("Contractor") (together, "Parties").

WHEREAS, the District is authorized by Government Code section 53060 to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is authorized by Public Contract Code section 20111 to contract with and employ any persons for the furnishing of non-construction services, if the contract amount is no greater than the annually adjusted statutory limit, which is \$90,200 as of January 1, 2018; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Contractor is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

- 1. Services.** The Contractor shall furnish to the District graduation sound services services, including the location where services be provided, as described in Exhibit "A," attached hereto and incorporated herein by this reference ("Services").
- 2. Term** Contractor shall commence providing Services under this Agreement upon execution of the Agreement by both parties, and approval or ratification of District's governing board, through June 4, 2021. Should Contractor begin performing Services in advance of receiving notice that this Agreement is approved, any Services so performed in advance of the approval date may be considered as having been done at the Contractor's risk, as a volunteer unless Agreement is so approved or ratified.
- 3. Compensation.** District compensation to the Contractor shall not exceed \$ 3,480.00, inclusive of any costs or expenses paid or incurred by Contractor in performing the Services, without the express approval of the Board. Payment shall be made for all undisputed amounts within thirty (30) days after the Contractor submits a detailed invoice to the District's Accounts Payable Department for services actually performed. Invoices must reference corresponding Purchase Order number.
- 4. 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, personnel, 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.

- 5. 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 or contributions, including unemployment insurance, social security and income 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.
- 6. Employment with Public Agency.** Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement.
- 7. Certifications, Permits, and Licenses.** Contractor represents and warrants to District that Contractor and all of the Contractor Parties have in effect and shall maintain in full force throughout the Term of this Agreement all licenses, credentials, permits and any other legal qualifications required by law to perform the Services and to fully and faithfully satisfy all of the terms set forth in this Agreement.
- 8. 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.
- 9. Safety and Security.** Contractor is responsible for maintaining safety in the performance of this Agreement. Contractor shall be responsible to ascertain from the District the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.
- 10. Work Product.** Contractor understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District.
- 11. 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.
- 12. Audit.** Contractor shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Contractor transacted under this Agreement. Contractor shall retain these books, records, and systems of account during the Term of this Agreement and for three (3) years thereafter. Contractor shall permit the District, its agent, other

representatives, or an independent auditor to audit, examine, and make excerpts, copies, and transcripts from all books and records, and to make audit(s) of all billing statements, invoices, records, and other data related to the Services covered by this Agreement. Audit(s) may be performed at any time, provided that the District shall give reasonable prior notice to Contractor and shall conduct audit(s) during Contractor's normal business hours, unless Contractor otherwise consents.

13.Termination.

13.1. With Cause by District. District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

- 13.1.1.** material violation of this Agreement by the Contractor; or
- 13.1.2.** any act by Contractor exposing the District to liability to others for personal injury or property damage; or
- 13.1.3.** 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 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 the 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.

13.2 Without Cause by District. 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 of 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.

13.3 Upon termination, Contractor shall provide the District with all documents produced maintained or collected by Contractor pursuant to this Agreement, whether or not such documents are final or draft documents.

14.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 of the District Parties. Contractor shall, to the furthest extent permitted by California law, defend the

District Parties at 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.

15. Insurance. The Contractor shall procure and maintain at all times it performs any portion of the Services the following insurance:

15.1. 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.

15.2. 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.

15.3. Workers' Compensation and Employers' Liability Insurance. For all of 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.

15.4. Other Insurance Provisions:

15.4.1. The general liability and automobile liability policies are to contain, or be endorsed to contain, the following provisions:

15.4.1.1. 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 operations 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.

15.4.1.2. 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.

15.4.1.3. 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.

15.4.2. The Contractor'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.

15.4.3. 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.

15.4.4. 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.

15.5. 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.

16.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.

17.Compliance with Laws; Effect of Noncompliance. Contractor shall observe and comply with all rules and regulations of the governing board of the District and all federal, state, and local laws, ordinances and regulations. Contractor shall give all notices required by any law, ordinance, rule and regulation bearing on conduct of the Services as indicated or specified. If Contractor observes that any of the Services required by this Contract is at variance with any such laws, ordinance, rules or regulations, Contractor shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Services shall be made and this Contract shall be appropriately amended in writing, or this Contract shall be terminated effective upon Contractor's receipt of a written termination notice from the District. If Contractor performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying the District of the violation, Contractor shall bear all costs arising therefrom.

18.Fingerprinting of Employees. It is not contemplated at the time of execution of this Agreement that Contractor or its employees will have contact with students during the provision of services under this Agreement. If, at a future time, Contractor will have contact with any pupils, Contractor shall comply with the provisions of Education Code section 45125.1 regarding the submission of employee fingerprints to the California Department of Justice and the completion of criminal background investigations of its employees. The Contractor shall not permit any employee to have any contact with District pupils until such time as the Contractor has verified in writing to the governing board of the District that the employee has not been convicted of a felony, as defined in Education Code section 45122.1. The Contractor's responsibility shall extend to all

employees, subcontractors, agents, and employees or agents of Contractor Parties regardless of whether those individuals are paid or unpaid, concurrently employed by the District, or acting as independent contractors of the Contractor. Verification of compliance with this section and the Criminal Background Investigation Certification that may be required with this Agreement, shall be provided in writing to the District prior to each individual's commencement of employment or performing any portion of the Services and prior to permitting contact with any student. If Contractor is a sole proprietor, and, at a future time, it is determined that Contractor will have contact with any pupils, Contractor and all of the Contractor Parties must agree to allow the District to process and submit background checks and fingerprinting, as required by Education Code section 42125.1(k), under procedures established by the California Department of Justice and the Federal Bureau of Investigation, and the results of those background checks and fingerprints must reveal that Contractor and none of the Contractor Parties, if any, have been arrested or convicted of a serious or violent felony, as defined by the California Penal Code. No Services shall commence until such determinations by DOJ and FBI have been made.

- 19. Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

District

Oroville Union High School District
2211 Washington Ave.
Oroville, Ca 95966
Fax: (530) 538-2308

Contractor

North State Audio Visual, Inc.
13309 Cabin Hollow Ct. Ste. 1
Chico, Ca. 95973

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

- 20. Assignment.** The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.
- 21. No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
- 22. Integration; Entire Agreement of Parties; Amendments.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties. This agreement is not valid until approved/ratified by the Oroville Union High School District Board of Education. Services shall not be rendered until Agreement is approved.
- 23. Governing Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Butte County, California.
- 24. Disputes.** In the event of a dispute between the parties as to performance of the Services, the interpretation of this Agreement, or payment or nonpayment for work performed or not performed, the Parties shall attempt to resolve the dispute in good

faith. Pending resolution of the dispute, Contractor agrees it will neither rescind the Agreement nor stop the performance of the Services, but will allow determination by the court of the State of California, in the county in which the District's administration office is located, having competent jurisdiction of the dispute. Disputes may be determined by mediation if mutually agreeable, otherwise by litigation. Notice of the demand for mediation of a dispute shall be filed in writing with the other party to the Agreement. The demand for mediation shall be made within a reasonable time after written notice of the dispute has been provided to the other party, but in no case longer than ninety (90) days after initial written notice. If a claim, or any portion thereof, remains in dispute upon satisfaction of all applicable dispute resolution requirements, the Contractor shall comply with all claims presentation requirements as provided in Chapter 1 (commencing with section 900) and Chapter 2 (commencing with section 910) of Part 3 of Division 3.6 of Title 1 of Government Code as a condition precedent to the Contractor's right to bring a civil action against the District. For purposes of those provisions, the running of the time within which a claim must be presented to the District shall be tolled from the time the Contractor submits its written claim until the time the claim is denied, including any time utilized by any applicable meet and confer process.

25. Attorney Fees; Costs. Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.

26. Waiver. The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

27. Severability. If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

28. Counterparts. This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

29. Incorporation of Recitals and Exhibits. The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

[SIGNATURES ON FOLLOWING PAGE]

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

OROVILLE UNION HIGH SCHOOL DISTRICT

[CONTRACTOR]

Date: _____, 2021

Date: 5/4/21, 2021

Signature: _____

Signature: 

Print Name: Susan Watts

Print Name: Bob Tolar

Information regarding Contractor:

License No.: 1024137

Address: 13309 Cabin Hollow Ct. Ste. 100
Chico, Ca. 95973

Telephone: 530.342.8860

Facsimile: 530.342.8022

E-Mail: bob@northstateav.com

Contractor's state of residence: Ca.

States in which Contractor
is licensed to do business: Ca.

Type of Business Entity:

- ☐ Individual
☒ Sole Proprietorship
☐ Partnership
☐ Limited Partnership
☐ Corporation, State: _____
☐ Limited Liability Company
☐ Other: _____

Employer Identification and/or Social
Security Number

NOTE: Section 6041 of the Internal Revenue Code (26 U.S.C. 6041) and Section 1.6041-1 of Title 26 of the Code of Federal Regulations (26 C.F.R. 1.6041-1) requires the recipients of \$600.00 or more to furnish their taxpayer information to the payer. In order to comply with these requirements, the District requires the Contractor to furnish the information requested in this section.



13309 Cabin Hollow Ct., #100, Chico, CA 95973
PHONE: (530) 342-8860 FAX: (530) 342-8022

Contract for Services

DATE	AGREEMENT #
6/11/21	11216

BILL TO

Oroville Union High School District
2211 Washinton Avenue
Oroville, CA 95966

P.O. NO.

TERMS

DUE DATE

Day Of Event

6/11/21

DESCRIPTION	Q	RATE	AMOUNT
Streaming Services for Oroville Union School District Graduations at Harrison Stadium in Oroville CA Description: Two cameras will be setup: one to one side of the student exit ramp capturing each student as they exit the stage following the reading of their name. The second camera will be stationary and centered on the podium to capture speeches. A video switching system will be run from the AV booth to switch seamlessly between cameras and run through a streaming software to deliver a polished finished product to the streaming site of the client's choice (YouTube is recommended). Tuesday, June 1st- Prospect High School and Oroville Adult School Thursday, June 3rd- Las Plumas High School Friday, June 4th- Oroville High School Contact: Jim LaGrone Facilities Technology Transportation Director Oroville Union High School District 2211 Washington Ave. Oroville, Ca. 95966 Office 530-538-2300 Ext. 1108 Cell 530-682-0444 Jlagrone@ouhsd.net www.ouhsd.org			
12 input Digital HD Switcher Rack with DataVideo HD-SDI Switcher, Multiview Screen and Table Top Controller (Billed as 1 unit for 3 days)	3	300.00	900.00
High Definition Camera - Sony HXR-NX5U (Billed as 2 units for 3 days) Includes: - Protective Case - Shotgun Microphone - Battery Pack and Charger - AC Battery Pack Adapter and Plug - Remote Control	6	200.00	1,200.00
Datavideo USB 3 Capture box (Billed as 1 unit for 3 days)	3	50.00	150.00
HP Laptop Computer with Windows 10 Installed and up to date- Software includes: OBS streaming software (Billed as 1 unit for 3 days)	3	50.00	150.00
Cat 6 cable to hookup to nearest Internet router (300 ft) (Billed as 1 unit for 3 days)	3	10.00	30.00
AV Technician to operate camera (Billed as 1 unit for 3 days)	3	350.00	1,050.00
		Sales Tax (7.25%)	
Thank you for choosing North State AV! Find us on Yelp or Facebook.		Total	

By signing this Agreement, both parties accept all the terms and payment details outlined herein. Furthermore the client accepts that if all of the terms outlined under the heading "Client To Provide At Clients Expense" are not provided on time and in full, our services may be terminated and the deposit retained to cover our out of pocket setup expenses.

Client Sign & Print _____ Date _____

North State AV Sign & Print _____ Date _____



13309 Cabin Hollow Ct., #100, Chico, CA 95973
PHONE: (530) 342-8860 FAX: (530) 342-8022

Contract for Services

DATE	AGREEMENT #
6/11/21	11216

BILL TO

Oroville Union High School District
2211 Washinton Avenue
Oroville, CA 95966

P.O. NO.	TERMS	DUE DATE
	Day Of Event	6/11/21

DESCRIPTION	Q	RATE	AMOUNT
Client agrees to the following terms: - Access to isolated Internet port with capabilities of 10 MBps upload speed within 200 feet of switcher station -NSAV is not responsible for the quality of the Internet upload speed -Client agrees to disable wifi service on the stadium router to reserve bandwidth for streaming services			
Sales Tax (7.25%)			\$0.00
Total			\$3,480.00

Thank you for choosing North State AV! Find us on Yelp or Facebook.

By signing this Agreement, both parties accept all the terms and payment details outlined herein. Furthermore the client accepts that if all of the terms outlined under the heading "Client To Provide At Clients Expense" are not provided on time and in full, our services may be terminated and the deposit retained to cover our out of pocket setup expenses.

Client Sign & Print _____ Date _____

North State AV Sign & Print _____ Date _____

WORKERS' COMPENSATION CERTIFICATION

Labor Code section 3700 in relevant part provides that every employer except the State shall secure the payment of compensation in one or more of the following ways:

- ❖ By being insured against liability to pay compensation by one or more insurers duly authorized to write compensation insurance in this State.
- ❖ By securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to its employees.

Check only one of the boxes below.



I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the Services of this Contract.



I do not employ anyone in the manner subject to the workers' compensation laws of California.

Date: 5/4/21

Name of Contractor: North State Audio Visual, Inc.

Representative's Name and Title: Bob Tolar

Signature: 

(In accordance with Article 5 – commencing at Section 1860, Chapter 1, part 7, Division 2 of the Labor Code, the above certificate must be signed and filed with the District prior to performing any Services under this Contract.)

TUBERCULOSIS CLEARANCE

The undersigned does hereby certify to the governing board of the District as follows:

I am a representative of the Contractor currently entering into this Agreement with the District and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor. Contractor's responsibility for tuberculosis ("TB") clearance extends to all of its employees, subcontractors, and employees of subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

Contractor certifies that at least one of the following items applies to the Services that are the subject of the Agreement:



The Contractor ensures that any person providing any portion of the Services with **more than limited contact** with District students (as determined by the District) has, at no cost to the District, completed a TB risk assessment within the past 60 days, and, if risk factors are identified, has received a TB test in compliance with the requirements of Education Code section 49406. A complete and accurate list of Contractor's employees and of all of its subcontractors' employees who may come in contact with District pupils during the course and scope of the Agreement is attached hereto; and/or



Contractor shall only have limited or no contact (as determined by District) with District students at all times during the Term of this Agreement.

Date: 5/4/21

Name of Contractor: North State Audio Visual, Inc.

Representative's Name and Title: Bob Tolar

Signature: 

CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION

Contractor and the Contractor's agents, personnel, employee(s), and/or subcontractor(s) ("Contractor Parties") shall at all times comply with the fingerprinting and criminal background investigation requirements of the California Education Code ("Education Code") section 45125.1. Accordingly, by checking the applicable boxes below, Contractor hereby represents and warrants to District the following:

A. ☐ Contractor and the Contractor Parties, if any, shall **only have limited or no contact** with District students (as determined by District) at all times during the Term of this Agreement.

As an authorized District official, I am familiar with the facts herein certified, and am authorized to execute this certificate on behalf of the District.

Date: _____

District Representative's Name and Title: _____

District Representative's Signature: _____

B. ☒ The following Contractor Parties have **more than limited contact** with District students (as determined by District) during the Term of this Agreement:

[Attach and sign additional pages, as needed.]

☐ If Contractor is not a Sole Proprietor, all of the Contractor Parties noted above, at no cost to District, have completed background checks and have been fingerprinted under procedures established by the California Department of Justice ("DOJ") and the Federal Bureau of Investigation ("FBI"), and the results of those background checks and fingerprints reveal that none of these Contractor Parties have been arrested or convicted of a serious or violent felony, as defined by the California Penal Code; **OR**

☒ If Contractor is a Sole Proprietor, all of the Contractor Parties noted above have agreed to allow the District to process and submit background checks and fingerprinting, as required by Education Code section 42125.1(k), under procedures established by the California Department of Justice and the Federal Bureau of Investigation, and the results of those background checks and fingerprints must reveal that Contractor and none of the Contractor Parties, if any, have been arrested or convicted of a serious or violent felony, as defined by the California Penal Code.

As an authorized District official, I am familiar with the facts herein certified, and am authorized to execute this certificate on behalf of the District.

Date: _____ February 16, 2021

District Representative's Name and Title: Jim LaGrone, Facilities Director

District Representative's Signature: _____

No Services shall commence until such determinations by DOJ and FBI has been made. Contractor further agrees and acknowledges that if at any time during the Term of this Agreement Contractor learns or becomes aware of additional information, including

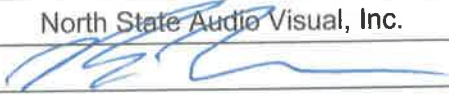
additional personnel, which differs in any way from the representations set forth above, Contractor shall immediately notify District and prohibit any new personnel from having any contact with District students until the fingerprinting and background check requirements have been satisfied and District determines whether any such contact is permissible.

Contractor's responsibility for background clearance extends to all of its agents, personnel, employee(s), and/or subcontractor(s), and employees of Contractor Parties coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

The undersigned does hereby certify that I am a representative of the Contractor currently under contract with the District; that I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor.

Date: 5/4/21

Name of Contractor: North State Audio Visual, Inc.

Signature: 

Representative's Name and Title: Bob Tolar, Owner

Services cannot be rendered until all documentation is submitted and final approval is received.

[illegible]



To: Oroville Union High School District Board of Trustees
From: Corey Willenberg, EdD, Superintendent
Date: May 10, 2021
Subject: OUHSD Employee Recruitment and Retention Plan

One of the requirements of the stipulated agreement with the Department of Justice is for the district to develop a plan for increasing staff diversity at district schools. The development of an Employee Recruitment and Retention Plan would be a piece to meeting that requirement.

The Board approved the plan at the February 24th Board meeting. Since then, the Department of Justice has requested some minor changes to the document.

The Superintendent is requesting approval of the updated attached plan.



Employee Recruitment and Retention Plan

Revised May 6, 2021

Core Beliefs and Mission & Vision Statements

Core Beliefs

We believe:

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

Vision Statement

OUHSD will provide a variety of quality educational experiences for students of all learning styles, in a safe and nurturing environment to prepare them to be critical thinkers and consumers in the 21st century in a fiscally responsible manner. Learning communities will provide programs and experiences that promote academic achievement and personal and social growth of every student

We expect:

- All students to graduate.
- Strategic establishment of positive relationships with all students in the class.
- Teachers to engage students in the active learning process, which includes participation, discussion, writing, hands-on activities and experiential learning opportunities.
- Teaching, modeling and reinforcement of prosocial classroom skills (following directions the first time, actively listening, waiting patiently, sharing with others, etc.).
- Classroom behavioral expectations to be posted, taught, reviewed and known by every student.
- Students and teachers to use technology to enhance the educational experience.
- Staff involvement and engagement in professional learning communities to support development in all curricular areas.
- Curriculum and instructional practices to be aligned with the Common Core State Standards and the Standards for the Teaching Profession.
- Our schools to actively pursue, encourage and welcome increased family and community involvement.

Mission Statement

Preparing students for the future today.

Collective Commitments

On August 16, 2017, the OUHSD Board of Trustees established the following common set of "Collective Commitments" that all staff will adhere to in order to provide the Oroville community with high performing schools:

- Every OUHSD staff member will work together to ensure high levels of learning at every school, every day and during every period;
- OUHSD teachers will deliver quality, research-based instruction with opening lesson activities, student engagement activities, formative assessment, bell to bell instruction and frequent feedback to students and parents on progress;
- Essential Learning Standards will be posted in all classrooms for all to see;
- Technology will be used as an integral part of the instructional process;
- Since quality instruction in the classroom is a priority, the number of days teachers will be out of their classrooms for school business will be limited;
- Administration will be visible in classrooms on a regular basis;
- OUHSD will recognize and promote the positive things students and staff are doing;
- OUHSD schools will be safe and nurturing environments for all students as well as welcoming, service-oriented places for parents and community members;
- OUHSD schools will prepare students to be critical thinkers in the 21st century;
- OUHSD schools will provide high quality educational experiences for all student; and
- OUHSD schools will provide social-emotional supports for all students as appropriate.

Purpose

The OUHSD Employee Recruitment and Retention Plan serves as the blueprint for hiring and retaining employees. This is a multi-year development process of attracting, developing and retaining highly qualified employees and substitutes throughout the district.

A key element to student success is highly qualified and dedicated employees focused on educating the whole child. OUHSD is dedicated to recruiting the best employee for the job. Human capital or the "quality of the individual" is paramount to impacting student achievement. This, together with social capital (the quality of the group) and decisional capital (expertise in judgment and decision-making), will have a large impact on performance of employees; teachers, specifically. (Hargreaves, A. and Fullan, M., 2012).

The OUHSD Employee

OUHSD is committed to hiring the best employees to work with our students. Our employees:

- ✓ **Are life-long learners**
- ✓ **Have high expectations for students and themselves**
- ✓ **Are open to change**
- ✓ **Have a positive attitude and work ethic**
- ✓ **Have a sense of responsibility**
- ✓ **Are driven and focused on helping students be successful**
- ✓ **Are team players who are helpful to others**
- ✓ **Collaborate effectively within their department/school site**
- ✓ **Value diversity**

OUHSD Hiring Process

Our goal is to recruit and retain the highest quality employee, as well as making it a collaborative and thoughtful process with stakeholder input. Our current practice maximizes stakeholder involvement, but minimizes timelines to ensure the highest quality candidates are hired.

Talent Recruitment and Retention

OUHSD maintains one of the highest paid staff compensation packages in the surrounding area, which allows us to attract and retain highly qualified candidates. The District subscribes to services, such as School Services of California, that provide a variety of compensation reports. OUHSD completed a compensation and classification study for administrative and confidential/supervisory staff to ensure that those employees are appropriately compensated and workloads are maximized for effectiveness.

Diversity, Equity and Inclusion Statement

The Oroville Union High School District deeply values, and is committed to sustaining and promoting, cultural diversity. We welcome, embrace and respect diversity of people, identities and cultures. We are committed to fostering an organizational culture of diversity and inclusion. OUHSD believes staff and board diversity is critical to our mission of educating children.

It is the policy of the Oroville Union High School District to promote diversity in recruitment and hiring. OUHSD provides equal opportunity in recruitment and employment to all individuals and will consider candidates without regard to race, ethnicity, gender, religion, sexual orientation and identity, national origin, age, military or veteran status, disability or any other legally protected status; and without discrimination based on socioeconomic, marital, parental or caregiving status, or any of the previously listed characteristics or statuses.

OUHSD values the diversity of its job candidates, staff, board and volunteers. It rejects any form of harassment, discrimination, retaliation or oppression. We encourage and require respectful communication and cooperation. Our organization is dedicated to sustaining and promoting diversity with respect to recruitment, hiring, placement, promotion, training, provision of compensation and benefits, management of organizational activities and general treatment during employment.

OUHSD uses many tools to recruit and advertise vacant positions in the district to promote diversity of staff. OUHSD uses Edjoin.org, Schoolspring.com, Indeed.com, social media and Handshake.com (Handshake is aligned with 62 colleges and universities around the country) to recruit and advertise vacancies.

OUHSD makes sure that most interview panels for teachers consists of an administrator, teacher, classified staff, and student and parent.

Culture and Climate

OUHSD is committed to providing professional development to staff on culturally-responsive Positive Behavior Interventions and Supports (CR-PBIS), Culturally and Linguistically Responsive Teaching and Learning, restorative practices, deescalating situations, and other social emotional support programs to increase the culture and climate at our schools. The district implemented an advisory period this year for teachers to check in with students daily and discuss a variety of social and emotional topics. We also use data from the California Healthy Kids Survey and other school climate surveys to target the areas where students need extra support. District administrators focus extra support on students with truancy and/or credit deficiency issues to resolve issues in order to get them back on track to graduate. District Social Workers provide a variety of services to students and families in need, such as social and emotional counseling, referrals to county and other programs, food and clothing needs and much more. The district recognizes that it is far more likely to retain staff if they are working in a supportive climate.

OUHSD Guiding Principles

The Oroville Union High School District is committed to providing all students with a rigorous educational program, which prepares them to be college or career ready and productive members of society. All OUHSD students will attend schools with climates that focus on safety, teaching, learning and interpersonal relationships that enhance student learning and well-being. Every student, grades 9 through adult, has the right to be educated in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning.

The District's goal is to ensure that all students are provided with schools that are safe, positive and have an environment that is conducive to learning for all students. The District is committed to non-discrimination in discipline practices and treating all students fairly and equitably without regard to 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. The District will take effective and prompt steps to prevent, eliminate and remedy the effects of harassment on students based on any protected characteristic or category.

Professional Development

Research-based professional development opportunities are offered throughout the school year to staff. Effective teaching and learning is a cornerstone to student achievement and preparing students to be college and career ready. Training opportunities to increase employee knowledge will improve their effectiveness.

Advertising Positions

All open positions are posted on Edjoin.org and Handshake.com. Classified and confidential openings are also posted on Indeed.com. We are focused on improving our social media presence and will begin to post job openings on Twitter, Facebook and Instagram to reach a larger audience. The District will also connect with the California Association of Black School Educators, A Black Education Network, Association of Mexican American Educators, the California Association for Asian Pacific Bilingual Educators, and California Association of Latino Superintendents and Administrators and other diverse teaching associations and organizations to discuss and identify additional ways to recruit a diverse group of educators.

On occasion, some hard to fill positions or positions requiring a specific skill set may also be advertised in the following locations:

- Local colleges and universities
- California Association of School Business Officials (CASBO)
- California Association of School Transportation Officials (CASTO)
- Association of California School Administrators (ACSA)
- School Services of California (SSC)
- Edjoin.org
- Schoolspring.com
- Handshake.com
- OUHSD Facebook page
- OUHSD Community Newsletter

Talent Recruitment

OUHSD continues to build additional formalized partnerships with colleges and universities. We continue to strengthen these partnerships as we develop the pipelines of well-prepared future employees. OUHSD attends college and local recruitment and job fairs as needed.

Hard to Fill Positions

OUHSD actively pursues various avenues to recruit and retain employees for all positions. The following positions are considered hard to fill due to lack of quality candidates, lack of candidates with the appropriate certifications/qualifications, and competition with other districts and businesses.

Certificated	Classified	Substitutes
Administration	Bus Drivers	Teachers
Special Education Teachers	Maintenance	Para-Educators
Mathematics Teachers	Para-Educators	Campus Supervisors
School Nurse	Food Service Workers	Bus Drivers
Social Workers	Information Technology	
Speech Therapists		
School Psychologists		

Data Dashboard

OUHSD is in the process of developing a data dashboard, which will include metrics and indicators to measure progress and effectiveness. The first phase will be to identify and calibrate measures, which will serve as initial baseline information to adjust our hiring practices.

Metric	Importance
Annual Retention Rates	Indicator of employee stability
Percent of employee evaluations completed	Indicator of employee success and progress
Number of candidates per open position	Indicator of recruitment process
Employee Attendance Rates	Indicator of employee stability and retention
CALPADS Data	Indicator of staff diversity

Date/Month	Recruitment/Hiring Activity
Ongoing	<ul style="list-style-type: none"> • Prepare for and attend college job fairs with a focus on diversity in hard to fill positions. • Revised and finalize all screening materials and data tools • Revise questions for in person and digital interviews • Share opportunities for employees to serve on interview committees • Advertise for and fill open positions.
Annually	<ul style="list-style-type: none"> • Review staffing challenges/opportunities from the previous year • Review the onboarding for efficiency and made adjustments as necessary • Revise and publish talent recruitment brochures and fliers
Winter	<ul style="list-style-type: none"> • Meet with administration to review master schedules for the upcoming school year. • Determine staffing needs for certificated and classified positions. • Review tie-breaking criteria for certificated staff to be used in the event of layoff.
Spring	<ul style="list-style-type: none"> • Send reassurance letters to all staff • Prepare for layoffs if necessary • Send contracts for the following school year to all employees • Post all known vacancies for the upcoming school year • Conduct interviews and onboard staff

HIRING PROCESS

1. Openings are created and posted on Edjoin.org, Handshake.com, social media and other websites if applicable.
2. Interested candidates complete and submit their application.
3. HR screens each application to ensure the candidate meets the job requirements.
4. HR contacts the administrator/supervisor overseeing the interview process to determine which candidates they choose to interview, which staff members (and parents/students if applicable) will serve on the interview committee, and to select interview date.
5. Candidates are scheduled for interviews.
6. Administrative candidates may have a second interview with the Superintendent and/or Board of Trustees.

7. The interview committee reviews each application and asks each candidate the same questions.
8. Each person on the interview committee ranks the candidates.
9. The rankings are discussed by the committee and the top candidate(s) is chosen.
10. The administrator/supervisor conducts a background check and submits the name of their final candidate to the Superintendent.
11. The candidate selected will be submitted to the Board of Trustees for approval.
12. HR meets with all newly hired employees to complete the onboarding process.
13. After board approval, the new employee will complete the pre-employment requirements (fingerprinting, drug test, TB test, physical) applicable to the position.

Substitute Hiring Process

1. Substitute pools are created and posted on Edjoin.org, Handshake.com, social media and other websites if applicable.
2. HR screens each application to ensure the candidate meets the job requirements.
3. HR contacts each applicant to discuss pre-employment requirements and request additional information, if needed.
4. Classified supervisors may meet with applicants to discuss their prior job experience to determine which substitutes they are interested in hiring.
5. HR meets with all applicants to complete the onboarding process except for teacher substitutes with 30-day credentials, who must be cleared through the Butte County Office of Education.
6. Substitutes who complete the onboarding process and pre-employment requirements will be submitted to the Board of Trustees for approval.



Las Plumas High School
PTSA / Safe Grad 2021

Tax ID #68-0201339

2380 Las Plumas Ave Oroville, CA 95966

April 13, 2021

OUHSD Board of Trustees
2211 Washington Avenue
Oroville, CA 95966

Dear Board of Trustees:

The PTSA of Las Plumas High School is requesting approval to be recognized as a school-connected organization for the 2021/2022 school year.

Attached you will find a copy of our current financial statement and evidence of liability insurance for \$1,000,000 naming the Oroville Union High School District as additional insured.

Sincerely,

Melissa Frasier, Co-President 2020-2021
Libbie Benedict, Co-President 2020-2021

PTSA
everychild.one voice.®



ASSOCIATION INSURANCE MANAGEMENT INC

MEMBER CERTIFICATE OF INSURANCE

3/30/21

Thank you for purchasing your Insurance from AIM. This is your Member Certificate and should be kept with your permanent records.

Insured #: CAUNIT181865

NAMED INSURED MEMBER:

Las Plumas High School PTSA
Attn: Melissa Frasier or Current Officer
2380 Las Plumas Avenue
Oroville, CA 95966

Named Insured & Mailing Address

Education Support Purchasing Group
c/o AIM
P.O. Box 674051
Dallas TX, 75267-4051

PRODUCER NAME

AIM Association Insurance
Management, Inc.
PO Box 674051
Dallas TX, 75267-4051

Company / Coverage	Policy #	Effective Dates	Deductible	Limits of Insurance	
Gotham Insurance Company / General Liability for CA PTA	GL2021PTA02909	1/5/21 - 1/5/22	\$ 0	Each Occurrence	\$1,000,000
				General Aggregate	\$2,000,000
				Products - Comp/Ops	Included
				Subject to General Aggregate	
				Personal & Advertising Injury	\$1,000,000
				Fire Damage (any one fire)	\$1,000,000
				Sexual Molestation	\$1,000,000
				Hired & Non Owned Auto	\$1,000,000
				Extended Medical Payments	\$20,000
				Employee Benefits Liability	\$1,000,000
				Aggregate	\$1,000,000
Gotham Insurance Company / Directors & Officers for CA PTA	DO2021PTA02810	1/5/21 - 1/5/22	\$ 0	Aggregate	\$1,000,000
	Retro-active Effective Date:	1/5/10			
Oak River Insurance Company / Workers Compensation for CA PTA	CAWC244799	1/5/21 - 1/5/22	\$ 0	Each Accident	\$1,000,000
				Each Employee	\$1,000,000
				Policy Limit	\$1,000,000

Oroville Union High School District is added as additional insured on the general liability policy only.
Event: LPHS Senior Safe Grad Night 2021
Date: June 4th, 2021-June 5th, 2021

Certificate Holder:

Oroville Union High School District
2211 Washington Ave
Oroville, CA 95966

This member certificate, together with the common policy conditions, coverage part(s), coverage form(s), and endorsements, if any, complete the above numbered policy. Copies of the Master Policies are available upon request or may be printed at www.aim-companies.com

AUTHORIZED REPRESENTATIVE

E.B. Allen



P.O. Box 6010
Santa Maria, CA 93456-6010
800.797.6324
www.mechanicsbank.com

Statement Ending 02/26/2021

Page 1 of 4

RETURN SERVICE REQUESTED

>000609 7149447 0001 092387 10Z 362

LAS PLUMAS HIGH SCHOOL PTSA
2380 LAS PLUMAS AVE
OROVILLE CA 95966-7305

Managing Your Accounts



Client Services 800.797.6324



Online www.mechanicsbank.com



Mobile Download Our Mobile Apps



Summary of Accounts

Account Type	Account Number	Ending Balance
PREFERRED BUSINESS CHECKING	XXXXXXXX9594	\$2,243.60

PREFERRED BUSINESS CHECKING-XXXXXXXX9594

Account Summary

Date	Description	Amount
01/30/2021	Beginning Balance	\$1,797.16
	7 Credit(s) This Period	\$801.73
	5 Debit(s) This Period	\$355.29
02/26/2021	Ending Balance	\$2,243.60

Deposits

Date	Description	Amount
02/16/2021	DEPOSIT	\$40.00
02/23/2021	DEPOSIT	\$10.00

Electronic Credits

Date	Description	Amount
02/18/2021	EDI PYMNTS GOFUNDME REF* TN* TX9566794811XTNTE* INV* GoFundMe payout\	\$646.64
02/22/2021	AmazonSmil AMZN8KZC8PQH payments.amazon.com ID#3RU59GBU953C82S	\$7.55
02/23/2021	VENMO VERIFYBAN XXXXXX8538	\$0.36
02/23/2021	VENMO VERIFYBAN XXXXXX8540	\$0.68
02/24/2021	EDI PYMNTS GOFUNDME REF* TN* TX9814761911XTNTE* INV* GoFundMe payout\	\$96.50

Electronic Debits

Date	Description	Amount
02/23/2021	VENMO VERIFYBAN 5316118542	\$0.36
02/23/2021	VENMO VERIFYBAN 5316118544	\$0.68

Checks Cleared

Check Nbr	Date	Amount	Check Nbr	Date	Amount	Check Nbr	Date	Amount
1535	02/09/2021	\$71.25	1536	02/09/2021	\$25.00	1538*	02/09/2021	\$258.00

* Indicates skipped check number

20000/T000 SEH200 872000 444444 409000



PREFERRED BUSINESS CHECKING-XXXXXXXXX9594 (continued)**Daily Balances**

<u>Date</u>	<u>Amount</u>	<u>Date</u>	<u>Amount</u>	<u>Date</u>	<u>Amount</u>
02/09/2021	\$1,442.91	02/18/2021	\$2,129.55	02/23/2021	\$2,147.10
02/16/2021	\$1,482.91	02/22/2021	\$2,137.10	02/24/2021	\$2,243.60

Overdraft and Returned Item Fees

	Total for this period	Total year-to-date	Previous year-to-date
Total Overdraft Fees	\$0.00	\$0.00	\$0.00
Total Returned Item Fees	\$0.00	\$0.00	\$0.00



April 16, 2021

OUHSD Board of Trustees
2211 Washington Avenue
Oroville, CA 95966

Dear Board of Trustees:

The Las Plumas Oroville Alliance Band Boosters of Las Plumas High School and Oroville High School is requesting approval to be recognized as a school-connected organization for the 2021/2022 school year.

Attached you will find a copy of our current financial statement and evidence of liability insurance for \$1,000,000 naming the Oroville Union High School District as additional insured.

Sincerely,

A handwritten signature in black ink, appearing to read 'Christine Reynolds', is written over a horizontal line.

Christine Reynolds
President
LPO Band Boosters, Inc.



Service With Solutions™

P.O. Box 909, Chico, CA 95927

Address Service Requested

 Customer Service: 1-800-922-8742
 TriCountiesBank.com

 Page: 1 of 1
 Statement Date: 03-29-21
 Primary Account: XXXXXXXX7254

 000749 0.4500 AV 0.398 TR00004

TCBK

 LAS PLUMAS HIGH SCHOOL BAND
 BOOSTERS INC
 PO BOX 1455
 OROVILLE, CA 95965-1455

Now is a great time to buy or refinance.

With rates near historic lows, now is a great time to buy a new home or refinance your current mortgage. Apply online with LoanPilot™, our streamlined application system.

Learn more at TriCountiesBank.com/mortgage.

EQUAL HOUSING LENDER
NMLS #458732
Member FDIC

Not for Profit Business Chkg

Account: XXXXXXXX7254

Account #	XXXXXXXX7254
Beginning Balance	2,912.56
0 Deposits/Credits	0.00
0 Checks/Debits	0.00
Total Service Charges	0.00
Interest and/or Reward Paid	0.00
Ending Balance	2,912.56

Statement Dates

03-01-21 thru 03-29-21

End of Statement



STATE FARM GENERAL INSURANCE COMPANY
A STOCK COMPANY WITH HOME OFFICES IN BLOOMINGTON, ILLINOIS
Po Box 853925
Richardson, TX 75085-3925

RENEWAL DECLARATIONS

Named Insured

AT2 000748 3125 M-12-2680-FA96 F N
LAS PLUMAS OROVILLE ALLIANCE
BAND BOOSTER
PO BOX 1455
OROVILLE CA 95965-1455

Policy Number 90-B8-N651-4

Policy Period	Effective Date	Expiration Date
12 Months	NOV 14 2020	NOV 14 2021
The policy period begins and ends at 12:01 am standard time at the premises location.		

Agent and Mailing Address

JIM HOLLINGSWORTH
1970 MITCHELL AVE
OROVILLE CA 95966-5393

PHONE: (530) 533-3907



Businessowners Policy

Automatic Renewal - If the policy period is shown as 12 months, this policy will be renewed automatically subject to the premiums, rules and forms in effect for each succeeding policy period. If this policy is terminated, we will give you and the Mortgagee/Lienholder written notice of compliance with the policy provisions or as required by law.

Entity: NON PROFIT

NOTICE: Information concerning changes in your policy language is included. Please call your agent if you have any questions.

POLICY PREMIUM \$ 500.00
Minimum Premium

Discounts Applied:
Renewal Year
Years in Business
Claim Record

Prepared
SEP 01 2020
CMP-4000

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RENEWAL DECLARATIONS (CONTINUED)

Businessowners Policy for LAS PLUMAS OROVILLE ALLIANCE
Policy Number 90-B8-N651-4

SECTION I - PROPERTY SCHEDULE

Location Number	Location of Described Premises	Limit of Insurance* Coverage A - Buildings	Limit of Insurance* Coverage B - Business Personal Property	Seasonal Increase-Business Personal Property
001	2380 LAS PLUMAS AVE OROVILLE CA 95966-7305	No Coverage	\$ 2,000	25%

* As of the effective date of this policy, the Limit of Insurance as shown includes any increase in the limit due to Inflation Coverage

SECTION I - INFLATION COVERAGE INDEX(ES)

Cov A - Inflation Coverage Index: N/A
Cov B - Consumer Price Index: 259.1

SECTION I - DEDUCTIBLES

Basic Deductible \$500

Special Deductibles:

Money and Securities \$250 Equipment Breakdown \$500

Other deductibles may apply - refer to policy.



RENEWAL DECLARATIONS (CONTINUED)

Businessowners Policy for LAS PLUMAS OROVILLE ALLIANCE
Policy Number 90-B8-N651-4



0207-ST-1-1001

SECTION I - EXTENSIONS OF COVERAGE - LIMIT OF INSURANCE - EACH DESCRIBED PREMISES

The coverages and corresponding limits shown below apply separately to each described premises shown in these Declarations, unless indicated by "See Schedule." If a coverage does not have a corresponding limit shown below, but has "Included" indicated, please refer to that policy provision for an explanation of that coverage.

COVERAGE	LIMIT OF INSURANCE
Accounts Receivable	
On Premises	\$10,000
Off Premises	\$5,000
Arson Reward	\$5,000
Collapse	Included
Damage To Non-Owned Buildings From Theft, Burglary Or Robbery	Coverage B Limit
Debris Removal	25% of covered loss
Equipment Breakdown	Included
Fire Department Service Charge	\$2,500
Fire Extinguisher Systems Recharge Expense	\$5,000
Forgery Or Alteration	\$10,000
Glass Expenses	Included
Increased Cost Of Construction And Demolition Costs (applies only when buildings are insured on a replacement cost basis)	10%
Money And Securities (Off Premises)	\$2,000
Money And Securities (On Premises)	\$5,000
Money Orders And Counterfeit Money	\$1,000
Newly Acquired Business Personal Property (applies only if this policy provides Coverage B - Business Personal Property)	\$100,000
Newly Acquired Or Constructed Buildings (applies only if this policy provides Coverage A - Buildings)	\$250,000

RENEWAL DECLARATIONS (CONTINUED)

Businessowners Policy for LAS PLUMAS OROVILLE ALLIANCE
Policy Number 90-B8-N651-4

	Included
Ordinance Or Law - Equipment Coverage	
Outdoor Property	\$5,000
Personal Effects (applies only to those premises provided Coverage B - Business Personal Property)	\$2,500
Personal Property Off Premises	\$15,000
Pollutant Clean Up And Removal	\$10,000
Preservation Of Property	30 Days
Property Of Others (applies only to those premises provided Coverage B - Business Personal Property)	\$2,500
Signs	\$2,500
Valuable Papers And Records	
On Premises	\$10,000
Off Premises	\$5,000

SECTION I - EXTENSIONS OF COVERAGE - LIMIT OF INSURANCE - PER POLICY

The coverages and corresponding limits shown below are the most we will pay regardless of the number of described premises shown in these Declarations.

COVERAGE	LIMIT OF INSURANCE
Loss Of Income And Extra Expense	Actual Loss Sustained - 12 Months

SECTION II - LIABILITY

COVERAGE	LIMIT OF INSURANCE
Coverage L - Business Liability	\$2,000,000

**RENEWAL DECLARATIONS (CONTINUED)**

Businessowners Policy for LAS PLUMAS OROVILLE ALLIANCE
Policy Number 90-B8-N651-4

Coverage M - Medical Expenses (Any One Person) \$5,000

Damage To Premises Rented To You \$300,000

AGGREGATE LIMITS**LIMIT OF
INSURANCE**

Products/Completed Operations Aggregate \$4,000,000

General Aggregate \$4,000,000

Each paid claim for Liability Coverage reduces the amount of insurance we provide during the applicable annual period. Please refer to Section II - Liability in the Coverage Form and any attached endorsements.

Your policy consists of these Declarations, the BUSINESSOWNERS COVERAGE FORM shown below, and any other forms and endorsements that apply, including those shown below as well as those issued subsequent to the issuance of this policy.

FORMS AND ENDORSEMENTS

CMP-4101	Businessowners Coverage Form
CMP-4260.1	*Amendatory Endorsement-CA
FE-6999.2	*Terrorism Insurance Cov Notice
CMP-4804	Addl Insd Club Members
CMP-4709	Money and Securities
CMP-4705.2	Loss of Income & Extra Expense
CMP-4261	Amendatory Endorsement
FD-6007	Inland Marine Attach Dec
	* New Form Attached

SCHEDULE OF ADDITIONAL INTERESTS

Interest Type: Additional Insured
Endorsement #: N/A
Loan Number: N/A

OROVILLE UNION HIGH SCHOOL
DISTRICT
2311 WASHINGTON AVE
OROVILLE CA 95966

Prepared
SEP 01 2020
CMP-4000

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ATTACHING INLAND MARINE SCHEDULE PAGE

ATTACHING INLAND MARINE

ENDORSEMENT NUMBER	COVERAGE	LIMIT OF INSURANCE	DEDUCTIBLE AMOUNT	ANNUAL PREMIUM
FE-8745	Inland Marine Computer Prop	\$ 25,000	\$ 500	Included
	Loss of Income and Extra Expense	\$ 25,000		Included

OTHER LIMITS AND EXCLUSIONS MAY APPLY - REFER TO YOUR POLICY

Prepared
SEP 01 2020
FD-6007

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Oroville High School

April 13, 2021

OUHSD Board of Trustees
2211 Washington Avenue
Oroville, CA 95966

Dear Board of Trustees:

The PTSA of Oroville High School is requesting approval to be recognized as a school-connected organization for the 2021/2022 school year.

Attached you will find a copy of our current financial statement and evidence of liability insurance for \$1,000,000 naming the Oroville Union High School District as additional insured.

Sincerely,

A handwritten signature in black ink, appearing to read 'C. Griffiths', written over a horizontal line.

Clerissa Griffiths
President



ASSOCIATION INSURANCE
MANAGEMENT INC

1/19/2021

MEMBER CERTIFICATE OF INSURANCE

Thank you for purchasing your insurance from AIM. This is your Member Certificate and should be kept with your permanent records.

Insured Number: CAUNIT181868

NAMED INSURED MEMBER:

Oroville High PTSA
Ashley DaSilva
1535 Bridge Street
Oroville, CA 95966

Named Insured & Mailing Address

Education Support Purchasing Group
c/o AIM
P.O. Box 674051
Dallas, TX 75267-4051

PRODUCER NAME

AIM Association Insurance
Management, Inc.
P.O. Box 674051
Dallas, TX 75267-4051

Coverage	Policy #	Effective Dates	Deductible	Limits of Insurance	
Commercial General Liability Gotham Insurance Company	GL2021PTA03482	1/5/2021-1/5/2022	\$0	Each Occurrence	\$1,000,000
				General Aggregate	\$2,000,000
				Products – Comp/Ops	Included
				Subject to General Aggregate	
				Personal & Advertising Injury	\$1,000,000
				Fire Damage (any one fire)	\$1,000,000
				Sexual Molestation	\$1,000,000
				Hired & Non Owned Auto	\$1,000,000
				Extended Med Payments	\$20,000
Directors & Officers Liability Gotham Insurance Company	DO2021PTA03383	1/5/2021-1/5/2022	\$0	General Aggregate	\$1,000,000
Retro-active Effective Date: 1/5/2010					
Workers Compensation Oak River Insurance Company	CAWC244799	1/5/2021-1/5/2022	\$0	Each Accident	\$1,000,000
				Each Employee	\$1,000,000
				Policy Limit	\$1,000,000

Certificate Holder:

This Certificate is hereby issued to any entity requiring
Evidence of Insurance

This member certificate, together with the common policy
conditions, coverage part(s), coverage form(s), and endorsements,
if any complete the above numbered policy. Copies of the Master
Policies are available upon request.

AUTHORIZED REPRESENTATIVE



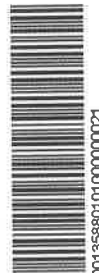
JPMorgan Chase Bank, N.A.
P O Box 182051
Columbus, OH 43218 - 2051

February 13, 2021 through March 12, 2021
Account Number: **000001923205470**

CUSTOMER SERVICE INFORMATION

Web site: **Chase.com**
Service Center: **1-800-935-9935**
Deaf and Hard of Hearing: **1-800-242-7383**
Para Espanol: **1-877-312-4273**
International Calls: **1-713-262-1679**

00013588 DRE 703 219 07221 NNNNNNNNNN 1 000000000 10 0000
OROVILLE HIGH SCHOOL P T S A
1535 BRIDGE ST
OROVILLE CA 95966



We updated the way we post certain transactions to your account

Knowing the order in which we apply deposits and withdrawals can help you better manage your account and help you avoid possible fees and overdrafts.

What's staying the same:

We will continue to add deposits to your account first before subtracting withdrawals. Any fees are assessed last.

What's changing:

During our nightly processing, we now subtract the following withdrawals from your account based on the date and time of when the transaction was authorized or shows as pending, instead of subtracting from highest to lowest dollar order:

- Automatic payments from your account, also can be referred to as ACH payments
- Checks drawn on your account, and
- Recurring debit card transactions (e.g. movie subscriptions or gym memberships)

This is how we already subtract everyday debit card transactions (e.g. groceries, gasoline or dining out), online banking transactions and ATM withdrawals.

For more information, please see the Posting Order section in the Deposit Account Agreement at chase.com/disclosures.
For information about overdrafts and our overdraft services, please visit chase.com/overdraft.

If you have questions, please call us at the number on your statement. We accept operator relay calls.

Our courtesy practice related to refunds

We may have provided you with a discretionary fee refund at your request or on our own in the past. Please keep in mind that while we did this as a courtesy, we are not required to process similar requests in the future.

CHECKING SUMMARY

Chase Total Checking

	AMOUNT
Beginning Balance	\$2,382.90
Deposits and Additions	5.16
Ending Balance	\$2,388.06



February 13, 2021 through March 12, 2021
Account Number: **000001923205470**

TRANSACTION DETAIL

DATE	DESCRIPTION	AMOUNT	BALANCE
	Beginning Balance		\$2,382.90
02/22	Amzn4Bly4E7J Amazonsmil 2Kz1Pq842Tr9T6U CCD ID: 9215319235	5.16	2,388.06
	Ending Balance		\$2,388.06

A Monthly Service Fee was not charged to your Chase Total Checking account. Here are the three ways you can avoid this fee during any statement period.

- **Have electronic deposits made into this account totaling \$500.00 or more, such as payments from payroll providers or government benefit providers, by using (i) the ACH network, (ii) the Real Time Payment network, or (iii) third party services that facilitate payments to your debit card using the Visa or Mastercard network.**
(Your total electronic deposits this period were \$5.16. Note: some deposits may be listed on your previous statement)
- **OR, keep a balance at the beginning of each day of \$1,500.00 or more in this account.**
(Your balance at the beginning of each day was \$2,382.90)
- **OR, keep an average beginning day balance of \$5,000.00 or more in qualifying linked deposits and investments.**
(Your average beginning day balance of qualifying linked deposits and investments was \$2,386.21)

IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC FUNDS TRANSFERS: Call us at 1-866-564-2262 or write us at the address on the front of this statement (non-personal accounts contact Customer Service) immediately if you think your statement or receipt is incorrect or if you need more information about a transfer listed on the statement or receipt.

For personal accounts only: We must hear from you no later than 60 days after we sent you the FIRST statement on which the problem or error appeared. Be prepared to give us the following information:

- Your name and account number
- The dollar amount of the suspected error
- A description of the error or transfer you are unsure of, why you believe it is an error, or why you need more information.

We will investigate your complaint and will correct any error promptly. If we take more than 10 business days (or 20 business days for new accounts) to do this, we will credit your account for the amount you think is in error so that you will have use of the money during the time it takes us to complete our investigation.

IN CASE OF ERRORS OR QUESTIONS ABOUT NON-ELECTRONIC TRANSACTIONS: Contact the bank immediately if your statement is incorrect or if you need more information about any non-electronic transactions (checks or deposits) on this statement. If any such error appears, you must notify the bank in writing no later than 30 days after the statement was made available to you. For more complete details, see the Account Rules and Regulations or other applicable account agreement that governs your account. Deposit products and services are offered by JPMorgan Chase Bank, N.A. Member FDIC



JPMorgan Chase Bank, N.A. Member FDIC

O.A.S.I.S.

PO BOX 5862

OROVILLE, CA 95966

April 12 2021

OUHSD Board of Trustees
2211 Washington Avenue
Oroville, CA 95966

Dear Board of Trustees

The O.A.S.I.S. is requesting approval to be recognized as a school-connected organization for the 2020-2021 school year.

Attached you will find a copy of our current financial statement and evidence of liability insurance for \$1,000,000 naming the Oroville Union High School District as additional insured.

Sincerely,

A handwritten signature in cursive script, appearing to read "T. Aldridge", written in dark ink.

Tom Aldridge



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

02/13/2021

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER RISKGUARD INS SOLUTIONS INC/PHS 57556510 The Hartford Business Service Center 3600 Wiseman Blvd San Antonio, TX 78251	CONTACT NAME: PHONE (866) 467-8730 (A/C, No, Ext): FAX (888) 443-6112 (A/C, No): E-MAIL ADDRESS: INSURER(S) AFFORDING COVERAGE NAIC# INSURER A: Sentinel Insurance Company Ltd. 11000 INSURER B: INSURER C: INSURER D: INSURER E: INSURER F:
INSURED OROVILLE AREA SPORTS INITIATIVE SUPPORTERS 2156 NOEL CT CHICO CA 95926-2153	

COVERAGES**CERTIFICATE NUMBER:****REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/Y YYYY)	LIMITS
A	COMMERCIAL GENERAL LIABILITY ☐ CLAIMS-MADE ☒ OCCUR ☒ General Liability	X		57 SBM ZF5770	03/14/2021	03/14/2022	EACH OCCURRENCE \$1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$1,000,000 MED EXP (Any one person) \$10,000 PERSONAL & ADV INJURY \$1,000,000 GENERAL AGGREGATE \$2,000,000 PRODUCTS - COMP/OP AGG \$2,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER: ☐ POLICY ☐ PRO-JECT ☒ LOC OTHER:						
	AUTOMOBILE LIABILITY ☐ ANY AUTO ☐ ALL OWNED AUTOS ☐ HIRED AUTOS ☐ SCHEDULED AUTOS ☐ NON-OWNED AUTOS						
	UMBRELLA LIAB EXCESS LIAB ☐ OCCUR ☐ CLAIMS-MADE DED RETENTION \$						
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below						PER STATUTE E.L. EACH ACCIDENT E.L. DISEASE -EA EMPLOYEE E.L. DISEASE - POLICY LIMIT

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Those usual to the Insured's Operations.

CERTIFICATE HOLDEROroville Union High School District
2211 WASHINGTON AVE
OROVILLE CA 95966**CANCELLATION**

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Susan L. Castaneda

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P.O. Box 1800
Saint Paul, Minnesota 55101-0800

3824 TRN S Y ST01

Business Statement

Account Number:
1 534 6515 4109
Statement Period:
Mar 1, 2021
through
Mar 31, 2021

Page 1 of 2



000079836 01 AB 0.428 000638772176173 P Y
OROVILLE AREA SPORTS INITIATIVE
SUPPORTERS
PO BOX 5862
OROVILLE CA 95966-0862



To Contact U.S. Bank

24-Hour Business

Solutions:

1-800-673-3555

U.S. Bank accepts Relay Calls

Internet:

usbank.com

NEWS FOR YOU

Scan here with your phone's camera to download the U.S. Bank Mobile App.



INFORMATION YOU SHOULD KNOW

Effective May 10, 2021 the "Your Deposit Account Agreement" booklet will include several updates and may affect your rights. The main updates to note in the revised "Your Deposit Account Agreement" booklet sections and sub sections, include:

- Multiple sub sections updated with U.S. Bank Mobile App service available
- Section "Authorized Access and Power of Attorney", clarification on owner knowledge of death
- Section "Insufficient Funds and Overdrafts", sub sections "Our Fees", "Overdraft Handling" and "Requested Return", clarification on the curing of the Extended Overdraft Fee
- Section "Return of Cancelled Checks", updates to the options of how you receive copies of your paid checks in your monthly account statement
- Section S.T.A.R.T. Goals and Rewards (Note that new enrollment discontinued as of November 15, 2015), update in the Reward Card language

Starting May 10th, you may pick up copies at your local branch, view on usbank.com, or call 800 USBANKS (872.2657) to request copies. If you have any questions, our bankers are available to help at your local branch. You can also call us at U.S. Bank 24-Hour Banking at 800 USBANKS (872.2657). We accept relay calls.

SILVER BUSINESS CHECKING

U.S. Bank National Association

Account Summary

Member FDIC

Account Number 1-534-6515-4109

	# Items	\$	
Beginning Balance on Mar 1		3,900.14	
Other Withdrawals	1	5.00	
Checks Paid	1	500.00	
Ending Balance on Mar 31, 2021		\$ 3,395.14	

Other Withdrawals

Date	Description of Transaction	Ref Number	Amount
Mar 12	Analysis Service Charge	1200000000	\$ 5.00-
Total Other Withdrawals			\$ 5.00-

Checks Presented Electronically

Check	Date	Ref Number	Amount	Description of Transaction	Payee
1075	Mar 16		500.00	CHECKPYMT	HARTFORD FIRE IN
Electronic Checks Paid (1)					\$ 500.00-



OROVILLE AREA SPORTS INITIATIVE
SUPPORTERS
PO BOX 5862
OROVILLE CA 95966-0862

Business Statement

Account Number:
1 534 6515 4109
Statement Period:
Mar 1, 2021
through
Mar 31, 2021

Page 2 of 2

SILVER BUSINESS CHECKING

(CONTINUED)

U.S. Bank National Association

Account Number 1-534-6515-4109

Balance Summary

<u>Date</u>	<u>Ending Balance</u>	<u>Date</u>	<u>Ending Balance</u>
Mar 12	3,895.14	Mar 16	3,395.14

Balances only appear for days reflecting change.

ANALYSIS SERVICE CHARGE DETAIL

Account Analysis Activity for: February 2021

Account Number:	1-534-6515-4109	\$	5.00
Analysis Service Charge assessed to	1-534-6515-4109	\$	5.00

Service Activity Detail for Account Number 1-534-6515-4109

<u>Service</u>	<u>Volume</u>	<u>Avg Unit Price</u>	<u>Total Charge</u>
Depository Services			
Paper Statement Fee	1	5.00000	5.00
Subtotal: Depository Services			5.00
Fee Based Service Charges for Account Number 1-534-6515-4109		\$	5.00



To: Oroville Union High School Board of Trustees
From: Kevin Simas, Director of Education
Date: 4/12/21
Subject: African American Literature course outline

Background Information: English teachers in the Center for Independent Studies Program have developed an African American Literature that CIS seniors can take to fulfill the requirement for English 12. The course may also be taken by students in other grades for elective credit. This course will include a selection of readings related to African American Culture and Literature.

Financial Impact: Cost for anthologies and other reading selections not to exceed \$3,000.

Recommendation: Approval

Oroville Union High School District

Course Description

Course Title: African American Literature

Aeries Course #: Unknown

CBEDS #: Unknown

Course Length: One Year

Type of Credit(s): English (10 credits)

A-G Approved: Yes

Approval Date: Unknown

Integrated
(Academic & CTE): No

2+2 Credit: No

Dual Enrollment: No

District Certification: No

Prerequisite: None

Includes Hands-on
Lab Activities: No

Grade Level(s): 11-12

Primary Textbook(s): **Selections from The Norton Anthology of African American Third Edition (Volume 1 and Volume 2) Henry Louis Gates, Valerie Smith, William L. Andrews, et al. (2014)*****

- Spirituals
- Folktales
 - Big Talk
 - How to Write a Letter
 - The Ventriloquists
 - You Talk Too Much, Anyhow
 - Brer Rabbit Tricks Brer Fox Again
 - How Mr. Rabbit Was Too Sharp for Mr. Fox
 - What the Rabbit Learned
- Phillis Wheatley
 - On Being Brought from Africa to America
 - To Samson Occom

- David Walker
 - The Appeal to the Coloured Citizens of the World
- Frederick Douglass
 - Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself
- Sojourner Truth
 - Ar'n't I a Woman?
- Frances Ellen Watkins Harper
 - Learning to Read
 - A Double Standard
- William Wells Brown
 - Narrative of William W. Brown, a Fugitive Slave
- Harriet E. Wilson
 - Our Nig; or, Sketches from the Life of a Free Black, in a Two-Story White House, North
- Paul Laurence Dunbar
 - A Negro Love Song
 - We Wear the Mask
- Charles W. Chesnutt
 - The Passing of Grandison
 - The Wife of His Youth
- Booker T. Washington
 - Up from Slavery
- Ida B. Wells Barnett
 - A Red Record
- W.E.B. Du Bois
 - The Souls of Black Folk
 - The Forethought
 - Of Our Spiritual Strivings
 - Of Mr. Booker T. Washington and Others
- James Weldon Johnson
 - Lift Ev'ry Voice and Sing
- Georgia Douglas Johnson
 - The Heart of a Woman
 - I Want to Die While You Love Me
- Claude McKay
 - If We Must Die
 - To the White Fiends
- Countee Cullen
 - Yet I Do Marvel
 - Incident
- Jazz
- Rhythm and Blues
- Richard Wright
 - The Ethics of Living Jim Crow
- Ralph Ellison

- From Invisible Man
- Robert Hayden
 - Those Winter Sundays
- Margaret Walker
 - For My People
- Gwendolyn Brooks
 - The Mother
 - We Real Cool
- James Baldwin
 - Going to Meet the Man
- Amiri Baraka
 - Preface to a Twenty Volume Suicide Note
- Nikki Giovanni
 - Ego Tripping (there may be a reason why)
 - Revolutionary Music
- Lucille Clifton
 - Homage to my Hips
- Carolyn Rodgers
 - For Sistuhs Wearin' Straight Hair
- Ntozake Shange
 - From Fro Colored Girls Who've Considered Suicide When The Rainbow is Enuf
- Ernest J. Gaines
 - The Sky is Gray
- Hip Hop

Supplemental Materials:

- Asante, Jr., M.K. *Its Bigger Than Hip Hop: Time Line (1965-1991)*. New York: St. Martin's Press, 2008.
- Baldwin, Davarian L. "Black Empires, White Desires: The Spatial Politics of Identity in the Age of Hip Hop"
- Dyson, Michael Eric. "The Culture of Hip Hop", New York: Basic Books, 2007
- Forman, Murray. "Ain't No Love in the Heart of the City: Hip-Hop, Space, and Place"
- Kelly, Raegan. "Hip-Hop Chicano: A Separate but Parallel Story."
- Rose, Tricia. "Hip Hop is Destroying America's Values." *The Hip-Hop Wars: What We Talk About When We Talk About Hip-Hop—And Why It Matters*. New York: Basic Books, 2008
- Watkins, S. Craig. *Hip Hop Matters: Politics, Pop Culture, and the Struggle for the Soul of a Movement*. Boston: Beacon Press, 2005.
- Wilkins, Craig L., "Architecture—Motion." *The Aesthetics of Equity: Notes on Race, Space, Architecture and Music*. Minneapolis: University of Minnesota Press, 2007.

***** Plan to create a compilation of course readings from textbook as well as supplemental material. Creation of course packet does not infringe on copyright law because the selection of text is not offered anywhere else in this compiled order. This course packet would also fall under the four factors**

of copyright fair use law: 1) Educational Purpose, 2) Published works, 3) Substantiality of the work, 4) Market Impact.

Course Overview: In this course, students will be exposed to numerous African American writers from a variety of times and places. In looking at literature through the lens of the African American community, students will grapple with the cultural struggles and successes represented in the text, from past to present. At the same time, students will also analyze the style, influences, motivations and contributions each writer has made to literature as a form of communication and expression. Students will look closely at the connection between historical events and African American literature, as well as major themes and ideals that are still relevant today, including equality, equity, freedom, race vs. ethnicity and many others.

College and Career Readiness Anchor Standards for Reading



The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

RL

Reading Standards for Literature 6–12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 Students		Grades 11–12 Students	
Key Ideas and Details	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	
	2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	
	3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). CA	
Craft and Structure	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9–10 Language standards 4–6 for additional expectations.) CA	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (See grade 11–12 Language standards 4–6 for additional expectations.) CA	
	5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	
	6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	

Reading Standards for Literature 6–12

Grades 9–10 Students		Grades 11–12 Students	
Range of Reading and Level of Text Complexity	Integration of Knowledge and Ideas		
	7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Braughel's <i>Landscape with the Fall of Icarus</i>).	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	
	8. (Not applicable to literature)	8. (Not applicable to literature)	
	9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	
	10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	

RI

Reading Standards for Informational Text 6–12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 Students		Grades 11–12 Students	
Key Ideas and Details	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	
	2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	
	3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	
	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA	
	5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents. CA	5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA	
	6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	
Craft and Structure			

Reading Standards for Informational Text 6–12

Grades 9–10 Students		Grades 11–12 Students	
Range of Reading and Level of Text Complexity	Integration of Knowledge and Ideas		
	7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	
	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	
	9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	
	10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.	

College and Career Readiness Anchor Standards for Writing



The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.



Writing Standards 6–12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 Students		Grades 11–12 Students	
Text Types and Purposes			
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.	a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
	b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.		b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
	c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.		c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	e. Provide a concluding statement or section that follows from and supports the argument presented.		e. Provide a concluding statement or section that follows from and supports the argument presented.
			f. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). CA

Writing Standards 6–12

Grades 9–10 Students	Grades 11–12 Students
<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Text Types and Purposes (continued)

Writing Standards 6–12

Grades 9–10 Students		Grades 11–12 Students	
Text Types and Purposes (continued)			
3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Production and Distribution of Writing			
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Writing Standards 6–12

Grades 9–10 Students		Grades 11–12 Students	
Range of Writing	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA	
	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).	
	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	

College and Career Readiness Anchor Standards for Speaking and Listening



The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To be college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, make comparisons and contrasts, and analyze and synthesize a multitude of ideas according to the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened the link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

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Speaking and Listening Standards 6–12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 Students		Grades 11–12 Students	
Comprehension and Collaboration			
1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.
a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
b.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Speaking and Listening Standards 6–12

Grades 9–10 Students		Grades 11–12 Students	
Presentation of Knowledge and Ideas			
4.	Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA	4.	Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. CA
a.	Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9 th or 10 th grade) CA	a.	Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11 th or 12 th grade) CA
b.	Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9 th or 10 th grade) CA	b.	Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11 th or 12 th grade) CA
5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

College and Career Readiness Anchor Standards for Language



The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases; they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of language standards in its own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Language Standards 6–12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 Students		Grades 11–12 Students	
Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.	
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.	
	Knowledge of Language	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Language Standards 6–12

Grades 9–10 Students		Grades 11–12 Students	
Vocabulary Acquisition and Use			
4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze</i> , <i>analysis</i> , <i>analytical</i> ; <i>advocate</i> , <i>advocacy</i>) and continue to apply knowledge of Greek and Latin roots and affixes. CA c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. CA d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i>). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. CA c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. CA d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1-3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)									
	3	4	5	6	7	8	9-10	11-12		
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
L.3.3a. Choose words and phrases for effect.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
L.4.1g. Correctly use frequently confused words (e.g., to/too; two; there/their).	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
L.4.3a. Choose words and phrases to convey ideas precisely.*	No	Yes	Yes	Yes	No	No	No	No		
L.4.3b. Choose punctuation for effect.	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
L.5.1d. Recognize and correct inappropriate shifts in verb tense.	No	No	Yes	Yes	Yes	Yes	Yes	Yes		
L.5.2a. Use punctuation to separate items in a series.**	No	No	Yes	Yes	Yes	Yes	No	No		
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.	No	No	No	Yes	Yes	Yes	Yes	Yes		
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	No	No	No	Yes	Yes	Yes	Yes	Yes		
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	No	No	No	Yes	Yes	Yes	Yes	Yes		
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	No	No	No	Yes	Yes	Yes	Yes	Yes		
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.***	No	No	No	Yes	Yes	Yes	Yes	No		
L.6.3b. Maintain consistency in style and tone.	No	No	No	Yes	Yes	Yes	Yes	Yes		
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	No	No	No	No	Yes	Yes	Yes	Yes		
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	No	No	No	No	Yes	Yes	Yes	Yes		
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.	No	No	No	No	No	Yes	Yes	Yes		
L.9-10.1a. Use parallel structure.	No	No	No	No	No	No	Yes	Yes		

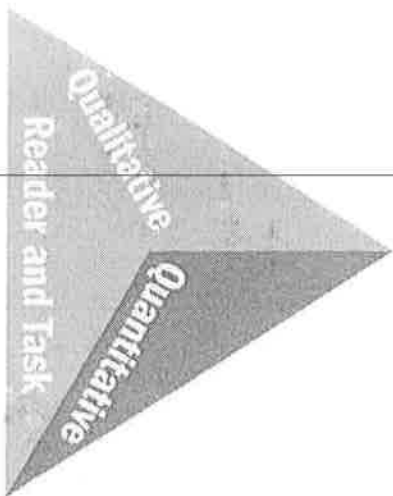
* Subsumed by L.7.3a.

** Subsumed by L.9-10.1a.

*** Subsumed by L.11-12.3a.

Standard 10: Range, Quality, and Complexity of Student Reading 6–12

Measuring Text Complexity: Three Factors



- Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands
- Quantitative evaluation of the text: Readability measures and other scores of text complexity
- Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is provided in Appendix A.

Range of Text Types for 6–12

Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature					Informational Text
Stories	Drama	Poetry	Literary Nonfiction		
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels.	Includes classical through contemporary one-act and multi-act plays, both in written form and on film, and works by writers representing a broad range of literary periods and cultures. CA	Includes classical through contemporary works and the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics by writers representing a broad range of literary periods and cultures. CA	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience.		

Texts Illustrating the Complexity, Quality, and Range of Student Reading 6–12

Literature: Stories, Dramas, Poetry		Informational Texts: Literary Nonfiction	
6–8	<ul style="list-style-type: none"> • <i>Little Women</i> by Louisa May Alcott (1869) • <i>The Adventures of Tom Sawyer</i> by Mark Twain (1876) • “The Road Not Taken” by Robert Frost (1915) • <i>The Dark Is Rising</i> by Susan Cooper (1973) • <i>Dragonwings</i> by Laurence Yep (1975) • <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (1976) 	<ul style="list-style-type: none"> • “Letter on Thomas Jefferson” by John Adams (1776) • <i>Narrative of the Life of Frederick Douglass</i>, an American Slave by Frederick Douglass (1845) • “Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940” by Winston Churchill (1940) • <i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry (1955) • <i>Travels with Charley: In Search of America</i> by John Steinbeck (1962) 	
	<ul style="list-style-type: none"> • <i>The Tragedy of Macbeth</i> by William Shakespeare (1592) • “Ozymandias” by Percy Bysshe Shelley (1817) • “The Raven” by Edgar Allan Poe (1845) • “The Gift of the Magi” by O. Henry (1906) • <i>The Grapes of Wrath</i> by John Steinbeck (1939) • <i>Fahrenheit 451</i> by Ray Bradbury (1953) • <i>The Killer Angels</i> by Michael Shaara (1975) 	<ul style="list-style-type: none"> • “Speech to the Second Virginia Convention” by Patrick Henry (1775) • “Farewell Address” by George Washington (1796) • “Gettysburg Address” by Abraham Lincoln (1863) • “State of the Union Address” by Franklin Delano Roosevelt (1941) • “Letter from Birmingham Jail” by Martin Luther King, Jr. (1964) • “Hope, Despair and Memory” by Elie Wiesel (1997) 	
9–10	<ul style="list-style-type: none"> • “Ode on a Grecian Urn” by John Keats (1820) • <i>Jane Eyre</i> by Charlotte Brontë (1848) • “Because I Could Not Stop for Death” by Emily Dickinson (1890) • <i>The Great Gatsby</i> by F. Scott Fitzgerald (1925) • <i>Their Eyes Were Watching God</i> by Zora Neale Hurston (1937) • <i>A Raisin in the Sun</i> by Lorraine Hansberry (1959) • <i>The Namesake</i> by Jhumpa Lahiri (2003) 	<ul style="list-style-type: none"> • <i>Common Sense</i> by Thomas Paine (1776) • <i>Walden</i> by Henry David Thoreau (1854) • “Society and Solitude” by Ralph Waldo Emerson (1857) • “The Fallacy of Success” by G. K. Chesterton (1909) • <i>Black Boy</i> by Richard Wright (1945) • “Politics and the English Language” by George Orwell (1946) • “Take the Tortillas Out of Your Poetry” by Rudolfo Anaya (1995) 	
	<ul style="list-style-type: none"> • 11-CCR 		

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of Grades 6–12 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in language standards 1-3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)									
	3	4	5	6	7	8	9-10	11-12		
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
L.3.3a. Choose words and phrases for effect.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
L.4.3a. Choose words and phrases to convey ideas precisely.*	No	Yes	Yes	Yes	No	No	No	No		
L.4.3b. Choose punctuation for effect.	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
L.5.1d. Recognize and correct inappropriate shifts in verb tense.	No	No	Yes	Yes	Yes	Yes	Yes	Yes		
L.5.2a. Use punctuation to separate items in a series.**	No	No	Yes	Yes	Yes	Yes	No	No		
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.	No	No	No	Yes	Yes	Yes	Yes	Yes		
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	No	No	No	Yes	Yes	Yes	Yes	Yes		
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	No	No	No	Yes	Yes	Yes	Yes	Yes		
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	No	No	No	Yes	Yes	Yes	Yes	Yes		
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.***	No	No	No	Yes	Yes	Yes	Yes	No		
L.6.3b. Maintain consistency in style and tone.	No	No	No	Yes	Yes	Yes	Yes	Yes		
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	No	No	No	No	Yes	Yes	Yes	Yes		
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	No	No	No	No	Yes	Yes	Yes	Yes		
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.	No	No	No	No	No	Yes	Yes	Yes		
L.9-10.1a. Use parallel structure.	No	No	No	No	No	No	Yes	Yes		

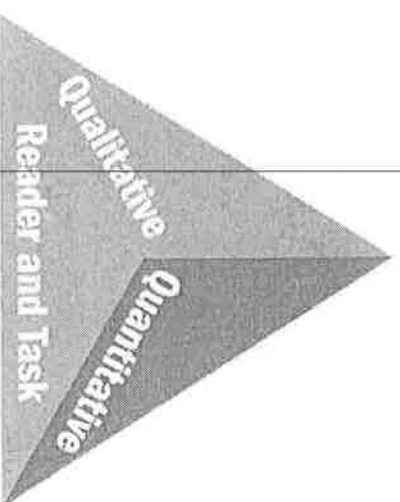
*Subsumed by L.7.3a.

**Subsumed by L.9-10.1a.

***Subsumed by L.11-12.3a.

Standard 10: Range, Quality, and Complexity of Student Reading 6–12

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text:

Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text:

Readability measures and other scores of text complexity

Matching reader to text and task:

Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is provided in Appendix A.

Range of Text Types for 6–12

Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

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Texts Illustrating the Complexity, Quality, and Range of Student Reading 6–12

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Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of grades 6–12 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.



To: Oroville Union High School Board of Trustees
From: Kevin Simas, Director of Education
Date: 5/10/21
Subject: Supplemental novel for OHS English and Health

Background Information: The English and Social Studies departments at OHS met to discuss engaging Health students in an integrated project centered around the novel **The Alchemist** by Paulo Coelho. The novel is listed on State of California recommended reading list for K-12, but with board approval will be listed on the OUHSD English 9 course outline and on the Health course outline as a curricular resource.

Financial Impact: \$3,700 for purchase of class sets of the novel.

Recommendation: Approval

**Oroville Union High School District
Textbook/Novel Evaluation Form**

Date: 4/20/21 School: Oroville High School
Grade: 9th Course: Geography Health
Title: The Alchemist
Author: Paulo Coelho
Publisher: HarperOne Year/Edition: 2014
ISBN#: 9780062315007

The textbook adoption committee has found this textbook/novel to be accurate in subject matter, appropriate in vocabulary and style, and adequate with respect to study aids, illustrative materials, and bibliography. When controversial issues are presented, they represent more than one point of view and they are treated objectively. The comparative cost and construction of the texts have been considered.

A primary consideration in the selection of this textbook/novel was the recommendation of the teacher(s) who will be using it, and who is/are cognizant of the needs and abilities of the student as well as the immediate educational objectives of the subject area and their relationship to the overall goals of the district.

This textbook/novel does not contain sectarian or denominational doctrine contrary to law, or propaganda injurious to the welfare of the public schools (Ed Code 9959), and it upholds confidence and respect for American ideals and institutions. The publisher is one of those who have filed a bond in accordance with the California Educational Code (Ed Code 9951).

This textbook/novel is approved by the following adoption committee members:

1. 
2. 
3. 
4. 

A sample textbook/novel must accompany this form.

2021-2022 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE)** no later than June 28, 2021.

Oroville Union High School District/Governing Board at its May 19, 2021 meeting,
(Name of school district/governing board) (Date)
appointed the following individual(s) to serve for the 2021-2022 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Las Plumas High School
NAME OF REPRESENTATIVE Lamar Collins POSITION Principal
ADDRESS 2380 Las Plumas Ave CITY Oroville ZIP 95966
PHONE 530-538-2310 FAX 530-534-5974 E-MAIL lamarcollins@ouhsd.net

NAME OF SCHOOL Las Plumas High School
NAME OF REPRESENTATIVE Matt Kermen POSITION Asst. Principal
ADDRESS 2380 Las Plumas Ave CITY Oroville ZIP 95966
PHONE 530-538-2310 FAX 530-534-5974 E-MAIL mkermen@ouhsd.net

NAME OF SCHOOL Las Plumas High School
NAME OF REPRESENTATIVE Tim Harles POSITION Athletic Director
ADDRESS 2380 Las Plumas Ave CITY Oroville ZIP 95966
PHONE 530-538-2310 FAX 530-534-5974 E-MAIL tharles@ouhsd.net

NAME OF SCHOOL Las Plumas High School
NAME OF REPRESENTATIVE Sam Burnett POSITION Teacher
ADDRESS 2380 Las Plumas Ave CITY Oroville ZIP 95966
PHONE 530-538-2310 FAX 530-534-5974 E-MAIL sburnett@ouhsd.net

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Corey Willenberg Signature _____

Address 2211 Washington Ave City Oroville Zip 95966

Phone 530-538-2300 Fax 530-538-2308

**PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
SEE FOLLOWING PAGE FOR CIF SECTION OFFICE CONTACT INFORMATION.**

2021-2022 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 28, 2021.**

Oroville Union High School District/Governing Board at its 5/19/21 meeting,
(Name of school district/governing board) (Date)
appointed the following individual(s) to serve for the 2021-2022 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Oroville High School
NAME OF REPRESENTATIVE Cristi Tellechea POSITION Principal
ADDRESS 1535 Bridge Street CITY Oroville ZIP 95966
PHONE 530-538-2320 FAX 530-534-6203 E-MAIL ctellech@ouhsd.net

NAME OF SCHOOL Oroville High School
NAME OF REPRESENTATIVE Durrell Siplin POSITION Asst Principal
ADDRESS 1535 Bridge Street CITY Oroville ZIP 95966
PHONE 530-538-2320 FAX 530-534-6203 E-MAIL dsiplin@ouhsd.net

NAME OF SCHOOL Oroville High School
NAME OF REPRESENTATIVE Tom Frazier POSITION Athletic Director
ADDRESS 1535 Bridge Street CITY Oroville ZIP 95966
PHONE 530-538-2320 FAX 530-534-6203 E-MAIL tfrazier@ouhsd.net

NAME OF SCHOOL _____
NAME OF REPRESENTATIVE _____ POSITION _____
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL _____

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Dr. Corey Willenberg Signature _____
Address 2211 Washington Ave City Oroville Zip 95966
Phone 530-538-2300 Fax 530-538-2308

PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
SEE FOLLOWING PAGE FOR CIF SECTION OFFICE CONTACT INFORMATION.

First Reading of Board Policies and Administrative Regulations

Transportation Routes and Services (AR 3541)

Language was added to the second paragraph as recommended by the PTI to reflect the district's actual practice, including the walking distance ratio and how transportation may not be available to some students living in the outer areas of the district.

Positive School Climate (BP 5137)

Policy was updated to incorporate changes required by the DOJ.

Discipline (BP/AR 5144)

Policy and regulation was updated to incorporate changes required by the DOJ.

Suspension and Expulsion/Due Process (BP/AR 5144.1)

Policy and regulation was updated to incorporate changes required by the DOJ.

Business and Non-instructional Operations

Transportation Routes and Services

The Superintendent or designee shall design transportation routes and stops within district boundaries that promote student safety, maximum efficiency in the use of buses, and decreased traffic in and around the schools.

The district will attempt to provide home to school transportation to students eligible for transportation service as practicable. In areas where students are located and transportation vehicles can access the bus stop, students may be eligible for transportation. In rare instances, transportation services may not be able to reach outer areas in the district. In most cases students will receive transportation services to and from school if the distance between their school-established bus stop and the school is beyond the minimum listed below:

1. For elementary/middle school students:

Grades K-8: one mile

2. For students attending a four-year high school:

Grades 9-12: two miles

The Superintendent or designee may authorize transportation below these limits when safety problems or hazards exist.

The Superintendent or designee shall communicate in writing to parents/guardians regarding bus routes, schedules, and stops. He/she may also arrange for local media to publish such information.

With the Governing Board's authorization, transportation services may be provided or arranged by the district for:

1. Students traveling to and from school during the regular school day (Education Code 39800)
2. Field trips and excursions (Education Code 35330)
3. School activities, expositions or fairs, or other activities determined to be for the benefit of students (Education Code 39860)
4. District employees, parents/guardians, and adult volunteers traveling to and from educational activities authorized by the district (Education Code 39837.5)
5. Preschool or nursery school students (Education Code 39800)
6. Students traveling to full-time occupational classes provided by a regional occupational center or program (Education Code 39807.5, 41850)
7. Students traveling to and from their places of employment during the summer in connection with a summer employment program for youth (Education Code 39837)

Transportation Routes and Services (Cont.)

8. Matriculated or enrolled adults traveling to and from school, or adults for educational purposes other than to and from school (Education Code 39801.5)
9. Private school students, upon the same terms, in the same manner, and on the same routes provided for district students (Education Code 39808)
10. Non-school purposes as allowed by law, such as:
 - a. Community recreation (Education Code 39835)
 - b. Public transportation (Education Code 39841)

Students who attend school outside of their school attendance area or district boundaries may be eligible for transportation services in accordance with district policy.

The district shall provide home-to-school transportation and additional transportation services as needed for students with disabilities as specified in their individualized education program or Section 504 plan. (Education Code 41850; 20 USC 1400-1482; 34 CFR 104.4, 300.17, 300.34)

The Superintendent or designee shall provide transportation to homeless students in accordance with law, Board policy, and administrative regulation. When the student resides outside of district boundaries, the Superintendent or designee shall consult with the superintendent of the district of residence to apportion the responsibility and costs of transportation. (42 USC 11432)

The Superintendent or designee shall collaborate with the local child welfare agency to determine the provision, arrangement, and funding of transportation to enable foster youth to attend their school of origin when it is in the student's best interest to do so. (20 USC 6312)

State	Description
5 CCR 15240-15244	Allowances for student transportation, definitions
Ed. Code 10900.5	Use of school buses for community recreation
Ed. Code 35330	Field trips and excursions; student fees
Ed. Code 35350	Authority to transport pupils
Ed. Code 39800	Powers of governing board to provide transportation to and from school
Ed. Code 39800-39809.5	Transportation, general provisions
Ed. Code 39801.5	Transportation for adults
Ed. Code 39808	Transportation for private school students
Ed. Code 39830-39843	School buses
Ed. Code 39835	Use of school buses for community recreation
Ed. Code 39837	Transportation to summer employment program
Ed. Code 39837.5	Transportation of employees, parents/guardians, and adult volunteers to school activities
Ed. Code 39860	Transportation to school activities
Ed. Code 41850-41856	Allowances for transportation
Ed. Code 41860-41863	Supplementary allowances for transportation
Ed. Code 48853.5	Education of foster youth; immediate enrollment

OROVILLE UNION HIGH SCHOOL DISTRICT

AR 3541 (c)

Transportation Routes and Services (Cont.)

Federal	Description
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 6312	Local educational agency plan
34 CFR 104.4	Equal opportunity under the Rehabilitation Act of 1973, Section 504
34 CFR 300.17	Free appropriate public education
34 CFR 300.34	Related services
42 USC 11432	McKinney-Vento Homeless Assistance Act

Adopted: 4/18/07
Amended: 10/17/18

Students

Positive School Climate

The Governing Board desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and welcome and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear and positive expectations for student behavior.

Staff shall consistently and equally enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyberbullying, harassment of students, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. Teachers are encouraged to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

The Superintendent or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school, including through use of restorative practices.

The schools shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction, and mediation skills.

Staff shall receive professional development designed to improve classroom management, conflict resolution techniques, and communications with students and parents/guardians including persons of diverse backgrounds, address bias, and reduce disproportionality in discipline.

OROVILLE UNION HIGH SCHOOL DISTRICT

BP 5137 (b)

Positive School Climate (Cont.)

State	Description
CA Constitution Article 1, Section 28(c) Right to	Safe Schools
Ed. Code 233-233.8	Hate violence prevention
Ed. Code 32280-32289	School safety plans
Ed. Code 32295.5	Teen court programs
Ed. Code 35181	Governing board policy on responsibilities of students
Ed. Code 35291-35291.5	Rules
Ed. Code 44807	Teachers' duty concerning conduct of students
Ed. Code 48900-48925	Suspension and expulsion

Adopted: 8/15/07
Amended: 2/17/10

Students

Discipline

The Governing Board is committed to providing a safe, supportive, and positive school environment that is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective and positive school and classroom management strategies, full implementation of Culturally-Responsive Positive Behavior Interventions and Supports (CR-PBIS), and parent/guardian/educational representative involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

District discipline rules and procedures shall be consistent with state law and Board policies and administrative regulations and with the district's Statement of Principles, which provides that the district will:

- (a) ensure nondiscrimination in discipline consistent with state and federal law;
- (b) treat all of its students fairly and equitably in the administration of discipline, regardless of any protected characteristic or category;
- (c) ensure consistent and equitable implementation of research-based alternatives to punitive discipline and use exclusionary discipline only as a last resort after exhaustion of alternatives;
- (d) work with students who exhibit behavior issues to ensure that students remain engaged in the district's educational program and are given every opportunity to reach their potential; and
- (e) take effective and prompt steps to prevent, eliminate, and remedy the effects of harassment on students based on any protected characteristic or category.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent positive expectations and consequences for student conduct; ensuring equity and continuous improvement in the implementation of district discipline policies and practices; reducing disproportionality in administration of discipline for any protected group; and using exclusionary discipline as a last resort after exhaustion of alternatives.

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5) For students placed in detention, the district will provide social, emotional, and educational support programming with the goal of increasing student investment and engagement in school, developing stronger teacher-student relationships and school-connectedness, and improving student educational outcomes.

Discipline (Cont.)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

Seclusion and behavioral restraints are prohibited as a means of coercion, discipline, convenience, or retaliation by staff and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 to control behavior that poses a clear and present danger of physical harm to the student or others that cannot be immediately prevented by a less restrictive response, and in accordance with district regulations. (Education Code 49005.2)

The Board, at an open meeting, may review the approved school discipline rules for consistency with Board policy and state law. (Education Code 35291.5(d))

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior, prioritize alternative means of correction, when permitted or required, and consistently implement CR-PBIS. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, the tools to form strong, cooperative relationships with students and their parents/guardian, social emotional learning, de-escalation, restorative practices, and conflict resolution strategies, and training on bias, including explicit and implicit bias.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning, attendance, achievement, and school climate.

State	Description
5 CCR 307	Participation in school activities until departure of bus
5 CCR 353	Detention after school
Civ. Code 1714.1	Liability of parent or guardian for act of willful misconduct by a minor
Ed. Code 32280-32289	School safety plans
Ed. Code 35146	Closed sessions
Ed. Code 35291	Rules
Ed. Code 35291.5-35291.7	School-adopted discipline rules
Ed. Code 37223	Weekend classes

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BP 5144 (c)

Discipline (Cont.)

State

Ed. Code 44807.5

Ed. Code 48900-48926

Ed. Code 48980-48985

Ed. Code 49005-49006.4

Ed. Code 49330-49335

Ed. Code 49550-49564.5

Ed. Code 52060-52077

Description

Restriction from recess

Suspension and expulsion

Notification of parents/guardians

Seclusion and restraint

Injurious objects

Meals for needy students

Local control and accountability plan

Federal

20 USC 1400-1482

29 USC 794

42 USC 1751-1769j

42 USC 1773

Description

Individuals with Disabilities Education Act

Rehabilitation Act of 1973, Section 504

School Lunch Program

School Breakfast Program

Adopted: 4/78

Amended: 3/16/83, 3/7/84, 2/7/01, 2/21/07, 10/19/11, 2/20/13, 11/5/14, 2/28/18, 9/18/19

Students

Discipline

The district's discipline rules and procedures regarding discipline shall be created at the district level to ensure objective, consistent, and non-discriminatory application to all students. Rules and procedures regarding discipline shall be age-appropriate, culturally responsive to students of diverse backgrounds, and promote equality and dignity.

Staff shall use preventative measures, positive resolution techniques, and alternatives to exclusionary discipline, whenever possible or required. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as suspension or expulsion, shall be imposed only when required by law and when other means of correction have failed. (Education Code 48900.5)

Short and long-term minimum day and shortened day schedules and undocumented and other informal school removals (e.g., a student sent home for portion or all of the day) are prohibited as a disciplinary consequence for a student's behavior.

Annually, district-level discipline rules shall be reviewed by the Superintendent or the Director of Supportive School Climate and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. The district's CR-PBIS team(s) shall be responsible for leading the development of the district-wide discipline rules and procedures.

A copy of the rules shall be incorporated into a district-wide handbook made available to the entire school community. Culturally-Responsive Positive Behavior Interventions and Supports (CR-PBIS) expectations shall be created at each school-site but shall be reviewed by the Director of Supportive School Climate for consistency with CR-PBIS, fairness, and cultural responsiveness prior to implementation.

At the school-site level, CR-PBIS team meetings shall be held within the school's existing resources, during non-classroom hours, and on normal schooldays. Such team(s) shall include at least one representative of each of the following groups that reflects the diversity of the school community: (Education Code 35291.5(a))

1. Parents/guardians;
2. Teachers;
3. School administrators;
4. Classified personnel;
5. School security personnel, if any; and
6. For junior high and high schools, students enrolled in the school.

Rules shall be communicated to students clearly and in a positive and age-appropriate manner.

Discipline (Cont.)

It shall be the duty of each employee of the school to fairly and equitably enforce the school rules and procedures on student discipline, including exhausting and documenting other means of correction consistent with the law. (Education Code 35291.5, 48900.5)

Disciplinary Strategies: Culturally-Responsive Positive Behavior Interventions and Supports and Other Means of Correction

The District will implement CR-PBIS and restorative justice and practices, as a tier one and two strategy, at all schools. District rules and procedures related to discipline shall be nondiscriminatory and equitable.

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when the student's presence causes a danger to others; or the student has committed an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct.

Alternative or other means of corrections may include, but are not limited to:

1. a conference between school staff, the student's parent or guardian, and the student;
2. teaching, re-teaching, and reinforcing appropriate behaviors;
3. home visits;
4. referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling;
5. convening of study teams, guidance teams, resource panel teams, or other intervention-related teams to assess the behavior and develop and implement individualized plans to address the behavior in partnership with the student and their parent/guardian;
6. when applicable, referral for comprehensive psychological or psychoeducational assessment, including for the purpose of creating an individualized education program, or plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a));
7. enrollment in a program for teaching prosocial behavior or anger management;
8. participation in a restorative justice program or restorative practices;
9. a culturally-responsive positive behavior support approach with tiered interventions that occur during the school day on campus;
10. after-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups;

Discipline (Cont.)

11. participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably;
12. participation in a program that is sensitive to the traumas experienced by students, focuses on a student's behavioral needs, and addresses those needs in a proactive manner;
13. community service as provided in the section below entitled "Community Service;" and
14. conflict resolution strategies.

Other disciplinary strategies available in lieu of suspension may be used after the exhaustion of other means of correction and consistent with state law and board policies. These include:

1. Detention after school hours as provided in the section below entitled "Detention After School."
2. In accordance with board policy and administrative regulation, and if such an action will not interfere with the student's classroom activities and is related to the conduct violation, restriction or disqualification from participation in extracurricular activities.

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

Suspension, including supervised suspension, and expulsion are a means of last resort, are governed by BP and AR 5144.1: Suspension and Expulsion/Due Process, and can only be used in accordance with state law.

Recess and Lunch Restriction Prohibited

A student shall not be required to remain in class during the noon intermission, or during any break. (5 CCR 352)

School personnel and volunteers cannot allow any disciplinary action against a student that denies or delays a meal. (Education Code 49557.5)

Detention After School

Although school staff are highly encouraged to use non-exclusionary disciplinary methods, school staff may use after-school detention for disciplinary reasons. After-school detention is limited to not more than one hour at the end of the school day. (5 CCR 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian. If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify the parent or guardian of the detention at least one day in advance so that alternative transportation arrangements can be made.

Discipline (Cont.)

In cases where the school bus departs more than one hour after the end of the school day, students may be detained only until the bus departs. (5 CCR 307, 353)

Students shall remain under the supervision of a certificated employee during the period of detention. Students may be offered the choice of serving their detention on Saturday rather than after school.

During detention, the district shall provide social-emotional learning and educational support programming that meets the district's goal of increasing student investment and engagement in school, developing stronger teacher-student relationships and school-connectedness, and improving educational outcomes.

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during non-school hours on school grounds or, with written permission of the student's parent/guardian, off school grounds, during non-school hours. Such service may include, but is not limited to, community or school outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

The Board encourages and expects this approach to be combined with a restorative justice/practices approach, such as a voluntary conference during which the student and other affected members of the school community delineate the harm done, develop a plan to promote future positive behavior and address the harm, and reintegrate the student to the school and classroom.

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended by stipulation or other administrative action, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

In addition, at the beginning of each school year, the principal or designee shall notify students and parents/guardians, in writing, regarding any separate school rules related to discipline. (Education Code 35291.5)

The Superintendent or designee shall also provide written notice of disciplinary rules to transfer students at the time of their enrollment in the district. (Education Code 35291.5)

Discipline (Cont.)

Corporal Punishment (Physical Punishment)

No student shall be subject to the infliction of corporal punishment by any person employed by or engaged in the public schools of the district. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49000, 49001)

An employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons from physical injury, or prevent damage to property, or to obtain possession of weapons or other dangerous objects from within the control of the student, is not corporal punishment. (Education Code 49001)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain an electronic data system to track implementation of other/alternative means of correction, CR-PBIS, and meetings held to review and revise supports for students prior to suspension. The aforementioned data shall include:

1. student test scores;
2. annual climate surveys;
3. student attendance;
4. student class rank, if available;
5. alternative/other means of correction;
6. teacher, office, and law enforcement referrals and dispositions related to the same;
7. suspensions, including teacher, in-school, Saturday, and out-of-school suspensions, and days of suspensions per incident;
8. transfers to Community Day, Continuation, and independent study; and
9. expulsions.

Each of these data elements shall be disaggregated by all categories required by state and federal law, including but not limited to those required for CalPads reporting.

The Superintendent or designee shall disaggregate such data for review of district-level and school-site-level outcomes. Culturally Responsive Positive Behavior Supports and Interventions teams (CR-PBIS teams) shall review the data on a monthly basis at the district- and school-site level. During each monthly CR-PBIS team meeting, the team shall discuss ways to address areas in the school where safety issues are arising or patterns of behavior violations are occurring, identify whether implementation of other means of correction/alternatives, interventions, and supports has been consistent and effective, and assess and address disproportionality in discipline, if any, for particular groups of students based on any protected characteristic.

Discipline (Cont.)

On a quarterly basis, each school-site will share the data described above with school staff as part of a discussion focused on: (a) addressing the root causes of discrimination in discipline; (b) consistently implementing other/alternative means of correction, reviewing effectiveness, and engaging in continuous quality improvement efforts to ensure student engagement and success and school safety; and (c) assessing whether the district and school are implementing student discipline policies, practices, and procedures in a nondiscriminatory manner.

The Superintendent or designee shall also maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1. Information about this requirement is found in AR and BP 5144.1.

State	Description
CCP. 1985-1997	Production of evidence; means of production
Civ. Code 47	Privileged communication
Civ. Code 48.8	Defamation liability
Ed. Code 17292.5	Program for expelled students
Ed. Code 1981-1981.5	Enrollment of students in community school
Ed. Code 212.5	Sexual harassment
Ed. Code 233	Hate violence
Ed. Code 32261	Interagency School Safety Demonstration Act of 1985
Ed. Code 35145	Open board meetings
Ed. Code 35146	Closed sessions regarding suspensions
Ed. Code 35291	Rules (for government and discipline of schools)
Ed. Code 35291.5	Rules and procedures on school discipline
Ed. Code 48645.5	Readmission; contact with juvenile justice system
Ed. Code 48660-48666	Community day schools
Ed. Code 48853.5	Foster youth
Ed. Code 48900-48927	Suspension and expulsion
Ed. Code 48950	Speech and other communication
Ed. Code 48980	Parental notifications
Ed. Code 49073-49079	Privacy of student records
Ed. Code 52052	Numerically significant student subgroups
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 64000-64001	Consolidated application
Ed. Code 8239.1	Prohibition against expulsion of preschool student
Gov. Code 11455.20	Contempt
Gov. Code 54950-54963	The Ralph M. Brown Act
H&S Code 11014.5	Drug paraphernalia
H&S Code 11053-11058	Standards and schedules
Lab. Code 230.7	Employee time off to appear in school on behalf of a child
Pen. Code 240	Assault defined
Pen. Code 241.2	Assault fines
Pen. Code 242	Battery defined
Pen. Code 243.2	Battery on school property
Pen. Code 243.4	Sexual battery
Pen. Code 245	Assault with deadly weapon
Pen. Code 245.6	Hazing
Pen. Code 261	Rape defined
Pen. Code 266c	Unlawful sexual intercourse
Pen. Code 286	Sodomy defined
Pen. Code 288	Lewd or lascivious acts with child under age 14
Pen. Code 288a	Oral copulation
Pen. Code 289	Penetration of genital or anal openings

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AR 5144 (g)

Discipline (Cont.)

State	Description
Pen. Code 31	Principal of a crime, defined
Pen. Code 417.27	Laser pointers
Pen. Code 422.55	Definition of hate crime
Pen. Code 422.6	Interference with exercise of civil rights
Pen. Code 422.7	Aggravating factors for punishment
Pen. Code 422.75	Enhanced penalties for hate crimes
Pen. Code 626.10	Dirks, daggers, knives, razors, or stun guns
Pen. Code 626.2	Entry upon campus after written notice of suspension or dismissal without permission
Pen. Code 626.9	Gun-Free School Zone Act of 1995
Pen. Code 868.5	Supporting person; attendance during testimony of witness
W&I Code 729.6	Counseling
Federal	Description
18 USC 921	Definitions, firearm
20 USC 1415(K)	Placement in alternative educational setting
20 USC 7961	Gun-free schools
42 USC 11432-11435	Education of homeless children and youths

Adopted: 4/78
 Amended: 3/7/84, 2/7/01, 2/21/07, 10/19/11, 2/20/13, 11/5/14, 2/28/18, 9/18/19

Students

Suspension and Expulsion/Due Process

The Oroville Union High School District is committed to providing all students with a rigorous educational program, which prepares them to be college or career ready and productive members of society. All OUHSD students will attend schools with climates that focus on safety, teaching, learning and interpersonal relationships that enhance student learning and well-being. Every student, grades 9 through adult, has the right to be educated in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. The District's goal is to ensure that all students are provided with schools that are safe, positive and have an environment that is conducive to learning for all students.

The District is committed to non-discrimination in discipline practices and treating all students fairly and equitably without regard to 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. The District will take effective and prompt steps to prevent, eliminate and remedy the effects of harassment on students based on any protected characteristic or category.

It is critical that students learn appropriate behavior, and that it is reinforced when necessary, so they are engaged in the education program rather than the disciplinary system and are given every opportunity to reach their potential. Therefore, to the maximum extent possible, and permitted and consistent with the law, the District will use student discipline policies that equitably implement research-based alternatives to exclusion; and will only use exclusionary discipline as a last resort.

A student will not be suspended for tardiness or truancy. If a student's presence causes a danger to himself/herself or others, the District will take appropriate measures to ensure safety and protect the student and others. If the student engages in an offense for which suspension or expulsion is required by law, the suspension or expulsion shall be enforced.

To accomplish these goals, the Board shall adopt rules and regulations providing for: (1) consistent and equitable implementation of research-based alternatives to punitive and exclusionary discipline, including restorative practices; (2) ongoing data analysis to ensure such other means of correction/alternatives are implemented, evaluated, improved upon, and supported by a culturally responsive system and discipline is administered without regard to any protected characteristic; and (3) implementation of Culturally-Responsive Positive Behavior Interventions and Supports (CR-BPIS) and fair and equitable disciplinary processes and procedures for addressing violations.

The Board shall also develop rules and regulations to ensure training in and implementation of social-emotional learning, restorative practices, and conflict resolution and culturally responsive academic tiers of supports, also known as Multi-Tiered Systems of Support, that build strong, authentic relationships between students and staff and foster teacher confidence and student understanding and achievement.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Suspension and Expulsion/Due Process (Cont.)

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when alternative/other means of correction have been documented, exhausted, and have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

Removal from a particular class shall not occur more than once every five school days.

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee may establish a supervised suspension classroom program which shall meet the requirements of law and the accompanying administrative regulation.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have been documented, exhausted, and have failed to bring about proper conduct. (Education Code 48900.5)

Suspension and Expulsion/Due Process (Cont.)

If a teacher suspends a student from class pursuant to Education Code section 48910 or a supervised suspension is imposed pursuant to 48911.1, consistent, in-school programming will be available supervised by an appropriately credentialed teacher, behavioral counseling and schoolwork assignments, tests, and quizzes shall be provided for the duration of the suspension, and a plan for re-entry to the regular classroom, along with an assessment of student work completed and assignments missed, shall be developed to support student success upon re-entry. (Education Code 48911.1)

Appeal of Suspension

Suspensions may be appealed using the procedures outlined in Education Code 49070, including appeals based on the failure to exhaust identified alternative/other means of correction prior to suspension, as is required by this policy. The appeal process and timeline shall be explained on the Suspension Notice given to the parent/guardian or student.

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student consistent with law and Board Policies. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Suspension and Expulsion/Due Process (Cont.)

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The District shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8) Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall maintain outcome data related to alternative/other means of correction, student suspensions, and expulsions in accordance with Education Code 48900.5, 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on alternative/other means of correction, suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

State Reference

CCP. 1985-1997
Civ. Code 47
Civ. Code 48.8
Ed. Code 17292.5
Ed. Code 1981-1981.5
Ed. Code 212.5
Ed. Code 233
Ed. Code 32261
Ed. Code 35145

Description

Production of evidence; means of production
Privileged communication
Defamation liability
Program for expelled students
Enrollment of students in community school
Sexual harassment
Hate violence
Interagency School Safety Demonstration Act of 1985
Open board meetings

Suspension and Expulsion/Due Process (Cont.)

State Reference	Description
Ed. Code 35146	Closed sessions regarding suspensions
Ed. Code 35291	Rules (for government and discipline of schools)
Ed. Code 35291.5	Rules and procedures on school discipline
Ed. Code 48645.5	Readmission; contact with juvenile justice system
Ed. Code 48660-48666	Community day schools
Ed. Code 48853.5	Foster youth
Ed. Code 48900-48927	Suspension and expulsion
Ed. Code 48950	Speech and other communication
Ed. Code 48980	Parental notifications
Ed. Code 49073-49079	Privacy of student records
Ed. Code 52052	Numerically significant student subgroups
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 64000-64001	Consolidated application
Ed. Code 8239.1	Prohibition against expulsion of preschool student
Gov. Code 11455.20	Contempt
Gov. Code 54950-54963	The Ralph M. Brown Act
H&S Code 11014.5	Drug paraphernalia
H&S Code 11053-11058	Standards and schedules
Lab. Code 230.7	Employee time off to appear in school on behalf of a child
Pen. Code 240	Assault defined
Pen. Code 241.2	Assault fines
Pen. Code 242	Battery defined
Pen. Code 243.2	Battery on school property
Pen. Code 243.4	Sexual battery
Pen. Code 245	Assault with deadly weapon
Pen. Code 245.6	Hazing
Pen. Code 261	Rape defined
Pen. Code 266c	Unlawful sexual intercourse
Pen. Code 286	Sodomy defined
Pen. Code 288	Lewd or lascivious acts with child under age 14
Pen. Code 288a	Oral copulation
Pen. Code 289	Penetration of genital or anal openings
Pen. Code 31	Principal of a crime, defined
Pen. Code 417.27	Laser pointers
Pen. Code 422.55	Definition of hate crime
Pen. Code 422.6	Interference with exercise of civil rights
Pen. Code 422.7	Aggravating factors for punishment
Pen. Code 422.75	Enhanced penalties for hate crimes
Pen. Code 626.10	Dirks, daggers, knives, razors, or stun guns
Pen. Code 626.2	Entry upon campus after written notice of suspension or dismissal without permission
Pen. Code 626.9	Gun-Free School Zone Act of 1995
Pen. Code 868.5	Supporting person; attendance during testimony of witness
W&I Code 729.6	Counseling
Federal Reference	Description
18 USC 921	Definitions, firearm
20 USC 1415(K)	Placement in alternative educational setting
20 USC 7961	Gun-free schools
42 USC 11432-11435	Education of homeless children and youths

Adopted: 2/21/07

Amended 2/20/13, 11/5/14, 9/21/16, 2/28/18, 12/19/18, 9/23/20

Students

Suspension and Expulsion/Due Process

Suspension and expulsion are exclusionary forms of discipline and should only be used as allowed to by state law, administrative regulations, and board policy and, unless otherwise mandatory, when all other alternative means of correction and Culturally-Responsive Positive Behavior Interventions and Supports (CR-PBIS) are documented and exhausted. (Education Code 48900, 48900.5, 48915)

Alternative or other means of corrections may include, but are not limited to:

1. a conference between school staff, the student's parent or guardian, and the student;
2. teaching, re-teaching, and reinforcing appropriate behaviors;
3. home visits;
4. referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling;
5. convening of study teams, guidance teams, resource panel teams, or other intervention-related teams to assess the behavior and develop and implement individualized plans to address the behavior in partnership with the student and their parent/guardian;
6. when applicable, referral for comprehensive psychological or psychoeducational assessment, including for the purpose of creating an individualized education program, or plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a));
7. enrollment in a program for teaching prosocial behavior or anger management;
8. participation in a restorative justice program or restorative practices;
9. a culturally responsive positive behavior support approach with tiered interventions that occur during the school day on campus;
10. after-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups;
11. participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably;
12. participation in a program that is sensitive to the traumas experienced by students, focuses on a student's behavioral needs, and addresses those needs in a proactive manner;
13. community service as provided in the section below entitled "Community Service;" and
14. conflict resolution strategies.

(Education Code 48900.5).

Suspension and Expulsion/Due Process (Cont.)

Other disciplinary strategies available in lieu of suspension may be used after the exhaustion of other means of correction and consistent with state law and board policies. These include:

1. Detention after school hours as provided in the section of AR 5144 entitled "Detention After School."
2. In accordance with board policy and administrative regulation, and if such an action will not interfere with the student's classroom activities and is related to the conduct violation, restriction or disqualification from participation in extracurricular activities.

Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in the sections "Additional Grounds for Suspension and Expulsion: Grades 4-12" and "Additional Grounds for Suspension and Expulsion: Grades 9-12" below:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))

Suspension and Expulsion/Due Process (Cont.)

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing prescription products (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Knowingly received stolen school property or private property (Education Code 48900(l))
12. Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

Suspension and Expulsion/Due Process (Cont.)

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in the section "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

- a. A message, text, sound, video, or image
- b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Suspension and Expulsion/Due Process (Cont.)

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of the student's age and disability. (Education Code 48900(r))

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))
19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-12

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

Suspension and Expulsion/Due Process (Cont.)

Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level, including grades K-8. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)

As soon as possible after the teacher decides to suspend the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

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

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" for which a recommendation of expulsion is required. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if it is determined that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Suspension and Expulsion/Due Process (Cont.)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, the student may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the alternative/other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and the conference shall be held within two school days, unless the student waives the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)
3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code 48911)

Suspension and Expulsion/Due Process (Cont.)

4. This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school.

5. Parent/Guardian Conference: Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)

6. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

- a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.
- b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)
- c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)
- d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the behavior and keep the student in school.

Re-Entry Conference After Suspension

Upon return from an off-campus suspension, the school-site shall provide for a voluntary restorative conversation with an employee trained in restorative practices and CR-PBIS to address any conflicts that may have caused the violation and assess and set forth any steps and check-ins with the student to help ensure a successful re-entry.

Suspension and Expulsion/Due Process (Cont.)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law by a certificated staff member.
2. The student shall have access to and be provided with appropriate individual and group counseling services.
3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension. Students shall be assigned applicable school and homework, assignments, tests, and quizzes, and the district will ensure that each school has a system to monitor such assignments to help ensure that a student assigned to in-school suspension does not fall behind due to the suspension.
4. The school-site shall provide social emotional learning and educational support programming that meets the district's goal of increasing student investment and engagement in school, developing stronger teacher-student relationships and school-connectedness, and improving educational outcomes.
5. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.
6. The school-site shall provide for a plan to assist with the student's return to a regular classroom, which includes but is not limited to an assessment of whether the student has completed work and assignments missed during the on-campus suspension.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification may be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the Superintendent or principal shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student

Suspension and Expulsion/Due Process (Cont.)

3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication or other medication prescribed by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an expellable offense, the Superintendent, principal, or designee shall offer the student and parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

Suspension and Expulsion/Due Process (Cont.)

The stipulation agreement shall be in writing and shall be signed by the student and parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of the right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and parent/guardian shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, the Superintendent or designee shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of the right to: (Education Code 48918.5)

1. Receive five days' notice of the scheduled testimony at the hearing
2. Have up to two adult support persons present at the hearing at the time the witness testifies
3. Have a closed hearing during the time the witness testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

Suspension and Expulsion/Due Process (Cont.)

5. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).
6. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Non-attorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

7. The right to inspect and obtain copies of all documents to be used at the hearing
8. The opportunity to confront and question all witnesses who testify at the hearing
9. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

Suspension and Expulsion/Due Process (Cont.)

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to testify in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))
3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," and "Additional Grounds for Suspension and Expulsion: Grades 9-12" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

Suspension and Expulsion/Due Process (Cont.)

5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
- a. Any complaining witness shall be given five days' notice before being called to testify.
 - b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony.
 - c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
 - d. The person presiding over the hearing may remove a support person who is disrupting the hearing.
 - e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
 - f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
 - g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
 - i. The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
 - ii. At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
 - iii. The person conducting the hearing may:
 - A. Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
 - B. Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours

Suspension and Expulsion/Due Process (Cont.)

- C. Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from school, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by the student's parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

Suspension and Expulsion/Due Process (Cont.)

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Suspension and Expulsion/Due Process (Cont.)

Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Suspension and Expulsion/Due Process (Cont.)

Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these
3. Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Suspension and Expulsion/Due Process (Cont.)

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board a recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance and Monitoring of Records and Outcome Data

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Suspension and Expulsion/Due Process (Cont.)

The Superintendent or designee shall maintain an electronic data system to track implementation of other/alternative means of correction, CR-PBIS, and meetings held to review and revise supports for students prior to suspension. The aforementioned data shall include:

1. student test scores;
2. annual climate surveys;
3. student attendance;
4. student class rank, if available;
5. alternative/other means of correction;
6. teacher, office, and law enforcement referrals and dispositions related to the same;
7. suspensions, including teacher, in-school, Saturday, and out out-of-school suspensions, and days of suspensions per incident;
8. transfers to Community Day, Continuation, and independent study; and
9. expulsions.

Each of these data elements shall be disaggregated by all categories required by state and federal law, including but not limited to those required for CALPADS reporting.

The Superintendent or designee shall disaggregate such data for review of district-level and school-site-level outcomes. Culturally Responsive Positive Behavior Supports and Interventions teams (CR-PBIS teams) shall review the data on a monthly basis at the district- and school-site level. During each monthly CR-PBIS team meeting, the team shall discuss ways to address areas in the school where safety issues are arising or patterns of behavior violations are occurring, identify whether implementation of alternative/other means of correction, interventions, and supports has been consistent and effective, and assess and address disproportionality in discipline, if any, for particular groups of students based on any protected characteristics.

On a quarterly basis, each school-site will share the data described above with school staff as part of a discussion focused on: (a) addressing the root causes of discrimination in discipline; (b) consistently implementing alternative/other means of correction, reviewing effectiveness, and engaging in continuous quality improvement efforts to ensure student engagement and success and school safety; and (c) assessing whether the district and school are implementing student discipline policies, practices, and procedures in a nondiscriminatory manner.

Adopted: 3/7/84

Amended: 4/15/98, 2/6/02, 1/15/03, 3/3/04, 5/5/04, 2/21/07, 8/5/09, 11/17/10, 8/15/12, 2/20/13, 11/5/14, 9/21/16, 2/28/18, 12/19/18, 9/23/20

PUBLIC DISCLOSURE FORM

In Accordance with AB 1200 (Statutes of 1991, Chapter 1213) and GC 3547.5 and 3540.2

Oroville Union High School DistrictBargaining/Represented Unit: CSEA Feather River Chapter #342Certificated ☐Classified ☒Confidential ☐Management ☐

The proposed agreement covers the period beginning July 1, 2020 and ending June 30, 2021
 It will be acted upon by the District Governing Board at the meeting on May 19, 2021

A. Proposed Change in Compensation

Compensation	Cost prior to Proposed Agreement	Fiscal Impact of Proposed Agreement		
		Current Year Increase/Decrease to cost	Year 2 Increase/Decrease to cost	Year 3 Increase/Decrease to cost
1. Salary Schedule (This is to include Step and Column.)	3,321,046			
2. Other Compensation Changes to Stipends, Bonuses, Longevity, O/T, Differential, etc.	135,345	448,525		
Description of "Other Compensation"	Extra Pay, CSESAP			
3. Statutory Benefits STRS, PERS, FICA, WC, UI, Medicare, etc.	989,222	48,261		
4. Health and Welfare Plans	1,036,639		57,841	
5. Total Compensation (Add Items 1 thru 4)	5,482,252	496,786	57,841	0
Percentage Change		9.06%	0.01	0.00

B. Average Cost of Compensation per Employee

6. Total Number of Represented Employees (Use FTE's if appropriate)	96.2	96.2	96.2	96.2
7. Total compensation Cost for Average Employee	56,988	5,164	601	0

C. Change to Fund Balance

8. Fund Balance Prior to Agreement	7,462,727	7,462,727
9. Fund Balance Following Agreement		7,393,351
10. Change to Fund Balance		69,376
11. Economic Reserve Requirement		1,023,351

Disclosure of Collective Bargaining Agreement

Page 2

12. Provide a summary of the terms of the agreement.

A one-time bonus of \$3,500 was awarded to each employee in recognition of the work involved to transition from full distance learning to an instructional program with students on campus five days a week, to be funded with In-person Instruction and ESSER funding. A one-time bonus \$685 was awarded to each employee with district-paid benefits, allocated based on their proportion of the District's contribution for medical premiums. As of 7/1/21, the District's contribution for medical premiums will increase \$684 to \$13,524 per year.

13. What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what was the percentage increase given, what is the effective date of the increase, and what is the annualized percentage increase?

None

14. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain)

No

15. Proposed negotiated changes in non-compensation items (e.g., class size adjustments, staff development days, teacher prep time, etc.)

Agreed to pay all classifications at the minimum wage rate, Cleaned up language in the Leaves article for changes in state regulations. Agreed to job descriptions for a College/Career Readiness Technician and a Targeted Case Manager/Family Liaison.

16. What contingency language is included in the proposed agreement (i.e., re-openers, etc.)?

None

Source of Funding for Proposed Agreement

Current Year:

☐ Funding was included in adopted budget

☐ Funding will come from designated reserves

☒ Funding will come from: In-Person Instruction Grant, ESSER, other restricted sources, Adult Ed, unrestricted funding

Second Year:

☒ Funding will be included in adopted budget

☐ Funding will come from designated reserves

☐ Funding will come from:

Third Year:

☐ Funding was included in adopted budget

☐ Funding will come from designated reserves

☐ Funding will come from:

CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COST OF
COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the district Superintendent and Chief Business Officer
at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent
and Chief Business Officer of Oroville Union High School District
hereby certify that the District can meet the costs incurred under the Collective Bargaining
Agreement between the District and the CSEA Feather River Chapter #342
Bargaining Unit, during the term of the agreement from 07/01/20 to 06/30/21.

The budget revisions necessary to meet the costs of the agreement in each year of its term are
as follows:

\$3,500 per employee paid from In-Person Instruction and ESSER funding

\$685 per benefited employee, based on the share of the District's contribuion for medical
premiums, from unrestricted and restricted funding sources.

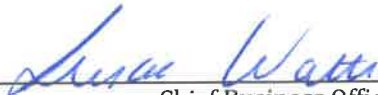
N/A (No budget revisions necessary)



District Superintendent
(Signature)

5/13/21

Date



Chief Business Officer
(Signature)

5/11/21

Date

CERTIFICATION NO. 2: CERTIFICATION OF ACCEPTANCE BY BOARD OF PROPOSED
COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

District Superintendent (or Designee)
(Signature)

Date

Susan Watts, Assistant Superintendent/CBO
Contact Person

(530) 538-2300 ex. 1103
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on May 19, 2021, took action to approve the proposed Agreement with the CSEA Feather River Chapter #342 Bargaining Unit.

President (or Clerk), Governing Board
(Signature)

Date

Special Note: The Butte County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

2020-2021

TENTATIVE AGREEMENT BETWEEN the
OROVILLE UNION HIGH SCHOOL DISTRICT (DISTRICT)

And

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION and its FEATHER RIVER
CHAPTER #342 (CSEA)

April 16, 2021

1. Compensation and Benefits. The Parties agree to the following compensation and benefits for 2020-2021:
 - a. The health benefit cap will be increased to \$1,127 per month. The district will provide a one-time stipend in the amount of \$685 which was the 2020-2021 increase to the cap, prorated for part-time employees on the basis of the Districts' health benefit contribution. The health benefit increase will be implemented beginning July 1, 2021. Benefited employees currently employed at the time of ratification will receive the stipend.
 - b. A one-time payment of \$3,500 will be provided to each bargaining unit employee currently employed at the time of ratification. If any other bargaining unit receives any other monetary increase in 2020-2021, CSEA and the District agree to meet and negotiate over that increase.
 - c. CSEA and District commit to do a joint reclassification study of all Food Service Workers at Range 5 during the 2021-2022 school year.
 - CSEA and the District will determine the comparative school districts to be considered
 - CSEA and the District will determine what data will be considered, including, but not limited to:
 - Comparative district Salary schedules and benefits
 - Comparative Food Service job descriptions
 - d. Food Service Workers and any other classifications below the minimum wage will receive the minimum wage as of January 1, 2021. CSEA and OUHSD will meet and negotiate the impact of minimum wage increases on the salary schedule.

2. Leaves. The Parties agree to the redlined changes to Article 9-Leaves regarding Workers' Compensation and Catastrophic Leaves. (See attached)
3. Contract Term. The Parties agree that the term of the current contract will be from November 16, 2020 to November 15, 2023.
4. Job Descriptions. The Parties agree to the attached job descriptions and salary range placements for College/Career Readiness Technician and Targeted Case Manager/Family Liaison.

AGREED:

DATE: 4-16-21

ON BEHALF OF OUHSD



DATE: 4-16-21

ON BEHALF OF CSEA CHAPTER 342



2020-2021 Tentative Agreement

Between

Oroville Union High School District

and

California School Employees Association and its Feather River Chapter #342

3-30-21

ARTICLE 9 LEAVES

9.10 Workers' Compensation (E.C. 45192)

- 9.10.1 Under State law, all employees are covered by Workers' Compensation Insurance for any injury or illness arising out of and in the course of their employment. It is the responsibility of the employee to report any injury to their supervisor immediately and to have the necessary forms completed.
- 9.10.2 An employee who is entitled to temporary disability benefits due to injuries sustained while working, will be paid at his-their full salary rate by the DISTRICT for the first sixty (60) days of his-their disability. The employee must return to the DISTRICT the full amount of their compensation checks. After the first sixty (60) working days, if the employee chooses to remain on the payroll, the DISTRICT will continue to pay the difference from his/her accumulated sick leave, unpaid time off, and earned vacation until all such time is exhausted.
- 9.10.3 ~~New employees will become eligible for the benefits provided in this section upon completion of one (1) year of employment.~~
- 9.10.4 After all available leaves, paid or unpaid, have been exhausted, a- and if the An-employee is not medically able to return to work in their position, the employee shall be placed on a 39 month reemployment list. When available, during the 39-month period, the employee retains priority shall be employed in a vacant position in the class of the employee's previous assignment over all other available candidates except an employee list established because of lack of work or lack of funds, in which case the employee shall be listed by seniority. to return to their same or similar job for a period of thirty nine (39) months after being released from work following an on-the-job injury.
- 9.10.5 ~~The DISTRICT requires that employees receiving Workers' Compensation shall remain within the State of California while receiving benefits unless the-~~

~~Governing Board authorizes travel outside the state. None of the above shall be in conflict with Education Code 54192 45192.~~

9.13 Catastrophic Leave Program/Donation of Sick or Vacation Leave (E.C. 44043.5)

9.13.1 Catastrophic Leave Contribution Guidelines

Consistent with Section 44043.5 of the California Education Code employees who wish to contribute sick leave days or vacation days for a fellow employee shall be subject to the following provisions:

- 9.13.1.1** ~~On forms prepared and approved by CSEA Chapter #342, a~~Any district employee may donate sick leave or unused vacation to the catastrophic leave bank for an employee who has suffered a catastrophic circumstance, and who has exhausted all other paid leaves. Initial donation of eligible leave credits shall be at a minimum of eight hours, and in hour increments thereafter up to five (5) or the equivalent in hours, days of sick leave or unused vacation time to a catastrophic leave bank for an employee who has suffered a catastrophic circumstance, and who has exhausted all other paid leaves. Donated sick leave day(s) or vacation day(s) will be allocated from the donor(s) on as equal a basis as is practicable. ~~No employee shall donate more than five (5) days in one calendar year. Donations shall be no less than one (1) day. A copy of the "Request to Donate Leave to Catastrophic Bank" form shall be provided to the CSEA Chapter #342 Chapter President.~~
- 9.13.1.2** Donations are from either sick leave day(s) or vacation day(s) accounts for any one donation.
- 9.13.1.3** Catastrophic circumstance shall be defined as a violent act of nature or man. Including long term disability or illness.
- 9.13.1.4** Any employee may donate to the bank providing that a minimum of 15 days/120 hours of sick leave for full-time, 12 month employees, and prorated number of hours for part-time employees is retained in his/her personal sick leave account.
- 9.13.1.5** Employee(s) shall be notified in writing of the transfer of sick leave or vacation day(s) to the catastrophic leave bank. Day(s) donated and used for the leave bank may NOT be recovered.
- 9.13.1.6** Contributions shall be made on a voluntary basis. Donated day(s) shall be converted to hours for the purpose of bookkeeping. Hours will be used in the order received, and any unused portion will remain in the Catastrophic Leave Bank. Contributions can be made at any time.

- 9.13.1.7** The District personnel department will keep track of the Catastrophic Leave Bank. On June 30th, or as requested, a report of bank hours will be given to CSEA.
- 9.13.1.8** CSEA Chapter #342 agrees that it will not file on its own behalf, or on behalf of any employee, any grievance, claim or lawsuit of any kind related to an attempt by an employee to retrieve donated catastrophic leave used by another employee pursuant to this provision.
- 9.13.1.9** CSEA Chapter #342 also agrees that it will not file on its own behalf or on behalf of any employee, any grievance, claim or lawsuit of any kind which attempts to challenge in any way the legality or enforcement of this provision.
- 9.13.1.10** CSEA Chapter #342 agrees to indemnify and hold harmless the District from any loss of damages arising from the implementation of this provision. ~~In the event of any grievance, claim or lawsuit challenging the legality or enforcement of this provision, the District may terminate this provision upon written notice to CSEA Chapter #342.~~

9.13.2 Catastrophic Leave Request Guidelines

Consistent with Section 44043.5 of the California Education Code employees who have exhausted all fully paid leave may use donated sick leave day(s) or vacation leave under the following provisions:

- 9.13.2.1** An employee has suffered a catastrophic circumstance, which is defined as violent acts of nature or man, or long term disability or illness requiring extended time off of work creating a financial hardship. Such leave will NOT subsidize workers' compensation or disability.
- 9.13.2.2** For the purpose of this donated sick leave or vacation leave provision, a member of the employee's family will be limited to a spouse, child (children), mother, father, or an individual over which the employee has legal guardianship.
- 9.13.2.3** To request catastrophic leave, the employee will submit a request in writing, provided by and approved by CSEA Chapter #342, to the Association president stating the facts which require a need for a transfer from the leave bank. The Association president will present the form and any related documentation to the Catastrophic Leave Committee. The Catastrophic Leave Committee will consist of the CSEA President, an executive board member chosen by the CSEA President and the Superintendent or his/her designee for approval. Decisions will be determined by a consensus. The Association president will notify the employee of the decision.

- 9.13.3.4** If the request is approved, the Association will be responsible to submit the required forms to the District authorizing the transfer of a specified number of hours from the Catastrophic Leave Bank to the requesting employee's sick leave or vacation leave account.
-
- 9.13.3.5** The Catastrophic Leave Bank will be reduced on an hour for hour basis, as needed for each hour of catastrophic leave awarded to the requesting employee. A unit member who is the recipient of donated leave credits shall use those credits within 12 consecutive months or the leave credits will be returned to the catastrophic leave bank.
- 9.13.3.6** In the event an employee exhausts his/her authorized number of hours from the leave bank, the employee may request additional leave pursuant to this section, but in no event shall the total catastrophic leave authorized be longer than 12 consecutive months beyond exhaustion the employees fully paid leave.
- 9.13.3.7** CSEA Chapter #342 agrees that it will not file on its own behalf, or on behalf of any employee, any grievance, claim or lawsuit of any kind related to an attempt by an employee to retrieve donated catastrophic leave used by another employee pursuant to this provision.
- 9.13.3.8** CSEA Chapter #342 agrees that it will not file on its own behalf or on behalf of any employee, any grievance, claim or lawsuit of any kind which attempts to challenge in any way the legality or enforcement of this provision.
- 9.13.3.9** CSEA Chapter #342 agrees to indemnify and hold harmless the District from any loss of damages arising from the implementation of this provision. In the event of any grievance, claim or lawsuit challenging the legality or enforcement of this provision, the District may terminate this provision upon written notice to CSEA Chapter #342.

**OROVILLE UNION HIGH SCHOOL DISTRICT
JOB DESCRIPTION**

JOB TITLE: COLLEGE/CAREER READINESS TECHNICIAN

SALARY LEVEL:	15	DIVISION:	Classified
DEPARTMENT:	School Administration	LOCATION:	School Site
REPORTS TO:	School Principal		
APPROVED BY:	Board of Trustees	DATE:	

SUMMARY: Under school site administrative direction, performs duties related to assisting the school counseling department in providing career and post-secondary educational opportunities for students.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other related duties may be assigned.*

- Assist in providing a comprehensive and integrated career guidance program for high school students in conjunction with the high school counselors.
- Assist in providing current college information, and assists with searches, requirements and applications. Compiles and posts updated lists of available scholarships.
- Assist in providing career information from a variety of sources including written materials, computer programs, videos, tapes, speakers and tours.
- Make classroom presentations
- Assist in providing financial aid information, helps students fill out forms, holds financial aid workshops.
- Assists students with developing resumes, completing college applications, working with college and career exploration software and other work related documents.
- Assist students in finding community service volunteer opportunities and if required, monitoring student community service hours
- Assist students with SAT, PSAT, ACT test dates, test information and test study guides.
- Perform other related duties as assigned.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills, and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Knowledge of:

- Career guidance information
- College scholarship and financial aid information
- Career education pathways
- Correct English usage, spelling, grammar and punctuation

EDUCATION AND/OR EXPERIENCE: High school diploma or general education degree (GED); experience working with spreadsheets and databases; prior experience working in an educational setting or other youth-oriented program is desirable.

**OROVILLE UNION HIGH SCHOOL DISTRICT
COLLEGE/CAREER READINESS TECHNICIAN
PAGE 2**

LANGUAGE SKILLS: Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of students, parents, or employees.

MATHEMATICAL SKILLS: Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, percent and to interpret bar graphs.

REASONING ABILITY: Ability to apply common sense understanding to carry out instructions furnished in written, oral, and diagram form. Ability to deal with problems involving a few known variables in routine situations.

CERTIFICATES AND LICENSES:

California Driver's License preferred
Keyboard Certificate (45 WPM minimum)
First Aid Certificate preferred
CPR Certificate preferred

OTHER SKILLS AND ABILITIES: Ability to interact with staff, students, parents, and other in an open, friendly business-like manner.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to use hands to manipulate or feel objects, tools, or controls and talk or hear. The employee frequently is required to stand, walk, sit, and reach with hands and arms. The employee is occasionally required to stoop, kneel, crouch, or crawl.

The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. The employee regularly works indoors and will occasionally work outdoors. The employee must be able to meet deadlines within time constraints. The noise level in the work environment varies from low to above moderate. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions within the work environment.

OROVILLE UNION HIGH SCHOOL DISTRICT

JOB DESCRIPTION

JOB TITLE: TARGETED CASE MANAGER/FAMILY LIAISON

SALARY LEVEL:	28	DIVISION:	Classified
REPORTS TO:	Principal	LOCATION:	School Site
APPROVED BY:	Board of Trustees	DATE:	

SUMMARY: Under the direction of site administration, performs duties related to site and home based management services.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other related duties may be assigned.*

- Works with the parents, both at school and in the home environment, to assist them with school problems, (academic, behavior, health and attendance), and family concerns whenever they can be of assistance.
- May be required to adjust his/her schedule to include evening meetings and home visits.
- Works with school personnel to determine needs of students to be served through Student Study Team involvement, parent/teacher conferences, and IEP meetings.
- Attends regular staff meetings and workshops, as required.
- Assists parents in accessing services, scheduling appointments, and coordinating transportation.
- Maintain on-going and monthly case management reports, target case management logs, contact notes, development of family plans and individual health service plans.
- Assists in making home visits, as required.
- Provide classroom support and student observations, as necessary.
- Performs related duties and responsibilities as required.
- Coordinates and communicates with social workers, teachers, and counselors to support students and families

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills, and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**OROVILLE UNION HIGH SCHOOL DISTRICT
TARGETED CASE MANAGER/FAMILY LIAISON
PAGE 2**

Ability to:

- Work effectively with parents and students of all socio-economic and ethnic backgrounds.
- Accurately file and retrieve information.
- Understand and carry out oral and written instructions.
- Compile records accurately, and to complete reports based upon information obtained.
- Work with parents to access school information and community services to improve students' engagement.
- Work with teachers and other school staff to provide access to supports and other services to support students' needs.
- Establish, maintain and foster positive and harmonious working relationships with students, staff, parents and public.
- Promote parental involvement at assigned school.

EDUCATION AND/OR EXPERIENCE: High school diploma or general education degree (GED); experience working with spreadsheets and databases; prior experience working in an educational setting or other youth-oriented program is desirable. A Bachelor's degree in a related field is preferred.

LANGUAGE SKILLS: Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of students, parents, or employees.

MATHEMATICAL SKILLS: Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, percent and to interpret bar graphs.

REASONING ABILITY: Ability to apply common sense understanding to carry out instructions furnished in written, oral, and diagram form. Ability to deal with problems involving a few known variables in routine situations.

CERTIFICATES AND LICENSES:

California Driver's License required
Keyboarding Certificate (45 WPM minimum)
First Aid Certificate preferred
CPR Certificate preferred

OTHER SKILLS AND ABILITIES: Ability to interact with staff, students, parents, and other in an open, friendly business-like manner.

**OROVILLE UNION HIGH SCHOOL DISTRICT
TARGETED CASE MANAGER/FAMILY LIAISON
PAGE 3**

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to use hands to manipulate or feel objects, tools, or controls and talk or hear. The employee frequently is required to stand, walk, sit, and reach with hands and arms. The employee is occasionally required to stoop, kneel, crouch, or crawl.

The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. The employee regularly works indoors and will occasionally work outdoors. The employee must be able to meet deadlines within time constraints. The noise level in the work environment varies from low to above moderate. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions within the work environment.

Oroville Union High School District Progressive Intervention Policy

The Progressive Intervention Policy is designed to provide safe classrooms and healthy learning environments. Each level places an emphasis on being Safe, Respectful, and Responsible. Please use the following protocol to ensure that your students receive a fair opportunity to be successful and that as a school we follow a consistent Intervention Plan. Intervention procedures will be documented and additional interventions not listed may be utilized as well.

Level I: Teacher/Staff Interventions

Please take these measures before sending to the counselor

Redirect to positive opposite	Counsel Student	Change Seat
Phone Call Home/Parent Conference	Parent Sits in Class	Behavior Contract

**Use Aeries to Document Measures Taken*

Teacher Interventions (Positive)

Positive Phone Call	Lunch w/ Teacher	Preferential Seating in Cass	School Gear/Items
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Level II (Counselor/ Social Worker)

Please take these measures before sending to Administration

Counsel Student	Contact Parent	Parent Conference	Check in-Check Out
Reflection Sheet	Referral to SST	Lunch Intervention	Home Visit

Restorative Practice Agreement

**Use Aeries to Document Measures Taken*

Counselor/Social Worker Interventions (Positive)

Positive Phone Call	Front of the Line Lunch Pass	School Gear/Items
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Level III (Administration)

All continuous Level II measures not resolved by the Counselor/Social Worker, will be referred to Administration. Administration will use student discipline policies for the education code violations listed below that equitably implement research-based alternatives to exclusion, and will only use suspension as a last resort.

Fighting, Weapons & dangerous objects, Setting Off False Alarms, Drugs/Alcohol, Defiance, Terrorist Threats, Harassment/Bullying, Profanity directed towards staff, Smoking, Stealing/Robbery/Extortion, Chronic Truancy, Pornography, Vandalism, Violence, School Disruption, Other

Administration Intervention

Reflection Sheet	Structured Day	Brief Intervention	Drug/Tobacco Course
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Administration Interventions (Positives)

Phone Call	Lunch w/ Admin.	Front of the Line Lunch Pass	Game Pass	School Gear/Items
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OUHSD's goal is to prevent student misconduct and correct student behavior through Schoolwide Culturally Responsive Positive Behavioral Interventions and Supports in order to enable them to be successful and productive members of our society. The school will take effective and prompt steps to prevent, eliminate and remedy disruption and obstacles that prevent learning.



To: Oroville Union High School District Board of Trustees
From: Corey Willenberg, EdD, Superintendent 
Date: May 6, 2021
Subject: Expanded Learning Opportunity Grant Application

In March, 2021, the California Legislature passed AB 86 which provided funds for in-person instruction which did not require districts to apply and the Expanded Learning Opportunity Grant which does require districts to apply for funds.

To be eligible for funding, LEAs must implement a learning recovery program, that at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to specified student groups, as defined in *Education Code* Section 43522, who have faced adverse learning and social-emotional circumstances.

ELO Grants shall be expended only for any of the following purposes: extending instructional learning time, accelerating progress to close learning gaps, integrated pupil supports, community learning hubs, supports for credit deficient pupils, additional academic services, and training for school staff. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and leverage existing behavioral health partnerships and Medi-Cal billing options, in the design and implementation of services.

Applications are required to be Board approved before June 1, 2021 and submitted to the California Department of Education and the Butte County of Education. Attached is the OUHSD application for the Expanded Learning Opportunities Grant funds.



Expanded Learning Opportunities Grant Plan

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

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of row parents, teachers, and school staff were involved in the development of the plan.

PARENTS

The district maintains a Supportive School Climate Committee that provides input into the districts' programs and services for students. The district's Supportive School Climate Committee met regularly throughout the school year. The superintendent, director of education services and administration from each school attended those meetings. The purpose of the Supportive School Climate Committee is to engage parents in the LCAP review and planning process, to elicit their input into the district's programs and services for students, and to provide them with the opportunity to voice priorities for their students. OUHSD also used input received from teachers, students, parents, school staff and community members on Local Control Accountability Plan (LCAP) surveys.

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

The DELAC is comprised of parents of students who are English learners; community members with an interest in the achievement of ELs and the programs and services they receive; and district level leadership. The DELAC met regularly throughout the school year. DELAC meeting members receive information and provide recommendations on the development and implementation of the programs and services that support the district's students who are English learners. The DELAC reviews the achievement and progress of EL students in detail, including the California School Dashboard English Learner Progress Indicator, the Academic Indicators in English language arts and math, the Suspension Rate and Chronic Absenteeism Indicators. The DELAC receives information on the district's reclassification procedures and rates, along with other data including data relating to the metrics that are part of the state's priorities. Members receive information and provide recommendations on programs and services for English learners. DELAC members review EL student achievement and provide recommendations as to how the district's programs, can be improved to increase the achievement of ELs.

The Supportive School Climate Committee, DELAC and other stakeholder groups made the following recommendations:

- Maintain or expand programs and services for students, especially students who are low-income, English learners, and/or foster youth.
- Continue to provide services and programs that support students' social/emotional health and well-being and communicate those opportunities to stakeholder groups.
- Ensure that the support systems are efficient and are reaching students in need and providing access to interventions for academics, health and wellness and mental health supports.
- Have accountability in place to ensure that supports are reaching students and are effective in decreasing absenteeism
- Provide outreach, training, and support for parents with strategies that support the social/emotional well-being of their children
- Continue to provide training for teachers and staff in supporting students' social and emotional health.
- Identify groups of students, especially high-risk students, who are improving and replicate strategies and supports that were given to these students to other high-risk student groups.
- Increase services for at risk students and/or student groups including after school tutoring and summer enrichment programs.
- Support parent awareness of available interventions, enrichment and support using the district newsletter, social media, the district website, and other communication tools, ensuring families can make use of available resources.
- Maintain or expand the programs and services for English Learners.
- Emphasize the academic language required for proficiency in mathematics and provide instruction and support to EL students that supports understanding, reasoning, spoken, and written expressions.

SEVEN SUPPLEMENTAL STRATEGIES

District needs assessments, including the California School Dashboard, local formative and summative assessments, along with input from teachers and parents and other stakeholders indicate that the following supplemental instruction and support strategies will be identified for OUHSD students:

1. Provide summer school or intercessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.

2. Accelerate progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Credit recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Families without access to the internet are provided with a Wi-Fi hotspot by the district at no charge. OUHSD will also collaborate with the Boys and Girls Club of the North Valley to provide students with access to technology, high speed internet and academic supports.
5. Supports for credit deficient students to complete graduation requirements or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social emotional health needs and academic needs.

A description of how students will be identified and the needs of students will be assessed.

OUHSD will welcome all students in any expanded learning program we offer. Students in need of academic, social-emotional, and other integrated student supports will be identified using a variety of tools. For academic support including summer and after school tutoring, results from the district's formative and summative assessments in ELA and math, along with teacher and school site principal input will be used to identify students in need of additional services. For students needing additional social/emotional support, school attendance and discipline data along with input from teachers, site administration, school counselors, and social workers will be used to identify students. The use of these assessment tools will be ongoing. New students may be added to the groups of identified students throughout the year. Students will be assessed with district and school site formative assessments regularly to monitor their progress. Additionally, students who are low-income, English learners, foster youth, homeless, students at risk of neglect or abuse, disengaged students, students below grade level, and students with disabilities will be given priority for receiving these services.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

For academic and social/emotional support, families of students identified as requiring additional services (using the methodology described above) will be contacted by the school via written communication, phone, electronic communication (e.g. Blackboard) or in-person in their

primary language. The district's communication tools including the district website, Blackboard, and the district Facebook and other social media feeds will be used to notify parents and families about summer meals.

A description of the LEA's plan to provide supplemental instruction and support.

Integrated Supports to Address Other Barriers to Learning:

OUHSD will use the LINK Crews at both comprehensive high schools to work with the Teachers On Special Assignments (TOSA) to develop a positive culture that embraces cultural differences and also focuses on providing all students educational experiences that are aligned to the California Common Core Standards and Culturally Responsive Positive Behavior Intervention Supports (CR-PBIS). OUHSD will use support services to address social emotional, health and wellness and academic needs. During the 2021-2022 school year, OUHSD will use the LINK Crews at Oroville High and Las Plumas High to connect and support 9th grade students new to their schools.

OUHSD will have a multi-faceted approach to providing students with supplemental instruction and support. We will offer additional opportunities for students to enroll in credit recovery opportunities in a seat time program and in an online program. OUHSD will offer an expanded summer school program that will provide meals and transportation. The OUHSD continuation high school, Prospect High School will offer a twelve day extended learning program in the morning between June 7th through June 24th. Transportation and meals will be available. The focus of this session will assist students in earning credits towards their high school diploma.

OUHSD will offer an expanded summer session June 7th through June 25th. The sessions will be offered at 8:30-11:30 and 12:00-3:00. Transportation and meals will be available. The focus of the session will be for students to remediate in core subjects and receive Special Education services. OUHSD will have social workers available for social emotional learning and mental health check-ins. Accelerated learning strategies will be used to effectively address learning gaps.

OUHSD will collaborate with the Boys and Girls Club of the North Valley to offer a summer program for all OUHSD students that will focus on social emotional learning, health and wellness, leadership skills, academic and career supports. It will also provide access to technology and internet connectivity. Boys and Girls Club will use Community Resilience Model programming. The goal of CRM is to create trauma-informed and resiliency focused communities. In the fall, the Boys and Girls Club will have a clubhouse on the Las Plumas High campus and the Oroville High campus in order to serve all OUHSD students with academic supports and social emotional learning.

During the 2021-2022 school year, OUHSD will hire additional paraeducators to support students in the areas of math and English at all schools in the district. They will work in classrooms providing supports for students including, but not limited to, small group instruction and one-on-one student support in ELA, math and additional content areas as determined by each school site. We will also assign two paraeducators to the digital learning program to support students in all subjects.

During the regular school year, all students have access to counselors, social workers, health services and mental health services at all OUHSD schools.

The district will provide supplemental instruction and support to students.

After-school tutoring/intervention will be provided to identified students during the regular school year throughout the grant period. Tutoring will be provided to small groups of students and will focus on ELA and math. Supper will be provided and the district will explore running additional bus routes to provide transportation.

The district will expand its robust training and support programs and will provide additional professional development opportunities for teaching and support staff, especially in the areas of supporting students' social-emotional needs.

OUHSD will give students many opportunities for credit accrual and academic supports. Students will be able to access credit recovery programs online or in-person and academic supports at their school sites after school or through Oroville Adult Education.

OUHSD will expand its team of psychologists, counselors, social workers, and Targeted Case Managers/Family Liaisons.

OUHSD will offer a summer meals program providing free meals for students.

OUHSD will also refer students to partner community agencies that are available for academic supports, mental health supports and wellness supports.

OUHSD will explore partnering with Butte College to offer academic supports and accelerated learning options to all students.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	200,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	400,000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Integrated student supports to address other barriers to learning	400,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	400,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	200,000	
Additional academic services for students	200,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	129,479	
Total Funds to implement the Strategies	1,929,479	

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

The district will coordinate ELO funds with other funding sources to maximize and optimize the programs and services that students receive. Where practicable, employees that provide direct services to students who are newly hired with ELO funds, will be funded with alternate funding sources including, but not limited to ESSER after the ELO expires at the end of 2021-2022. This coordination will maintain the increased levels of direct services to students beyond the term of the ELO grant period. ESSER and ELO funds will work together to support students to mitigate learning loss that has occurred as a result of the COVID related school closures. OUHSD is planning to use ELO funds by extending instructional learning time, adding additional para educators to support students and teachers in core academic areas, using

community agencies to assist the district in supporting students with academic supports, and social emotional supports. Teachers and staff will continue to receive training in CR-PBIS to support students in their academic and social emotional needs.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code* (EC) Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact

ELOGrants@cde.ca.gov, lcff@cde.ca.gov

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under EC Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP);
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (EC Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, EC Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFE entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522(h)).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021



Edgenuity Inc.
8860 E. Chaparral Road
Suite 100
Scottsdale AZ 85250
877-725-4257

Price Quote for Services
Oroville Union High School District
Oroville CA
Account Number 10323
Quote Number 195480
Total \$120,500.00
Date 3/27/2021

Payment Schedule	Contract Start	Contract End
	7/1/2021	6/30/2024

Site	Description	Comment	End Date	Qty
	Digital Libraries 6-12 Comprehensive All Content Concurrent User (MS and HS content for math, ELA, science, social studies, electives, AP, world languages, Virtual Tutors; excludes eDynamic Learning and Purpose Prep)		06/30/2024	10
	Digital Libraries Enhanced CTE Library Add-on Concurrent User		06/30/2024	10
	Professional Development Webinar Training		06/30/2024	4

1. Oroville Union High School District

Site	Description	Comment	End Date	Qty
	Digital Libraries District Pool Access Concurrent User		06/30/2024	5

1. LAS PLUMAS HIGH SCHOOL
2. OROVILLE ADULT SCHOOL
3. Oroville Community Day School
4. Oroville High School
5. PROSPECT HIGH SCHOOL

Edgenuity will audit enrollment count throughout the year. If more enrollments are found to be in use than purchased, Edgenuity will invoice the customer for the additional usage.

This quote is subject to Edgenuity Inc. Standard Terms and Conditions ("Terms and Conditions"). These Terms and Conditions are available at <http://www.edgenuity.com/edgenuity-standard-terms-and-conditions-of-sale.pdf>, may change without notice and are incorporated by this reference. By signing this quote or by submitting a purchase order or form purchasing document, Customer explicitly agrees to these Terms and Conditions resulting in a legally binding agreement. To the fullest extent permitted under applicable law, all pricing information contained in this quote is confidential, and may not be shared with third parties without Edgenuity's written consent.

Oroville Union High School District

Signature:

Print Name:

Title:

Date:


Jeff Ochs
Director of Alternative Education
4/19/2021

Edgenuity Inc. Representative

Jesse Tafolla

Account Executive

Cell: 530-760-7043

EMAIL: jesse.tafolla@edgenuity.com

Not valid unless accompanied by a purchase order. Please specify a shipping address if applicable. All order documentation can be submitted electronically at <https://edgenuity.formstack.com/forms/ar>. Alternatively you can e-mail this quote, the purchase order and order documentation to AR@edgenuity.com or fax to 480-423-0213.



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8860 E. Chaparral Road
Suite 100
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Price Quote for Services
Oroville Union High School District
Oroville CA
Account Number 10323
Quote Number 195480
Total \$120,500.00
Date 3/27/2021

Site	Description	Comment	End Date	Qty
	PD KnowlEdge Academy Add-on per Building		06/30/2024	6
1.	LAS PLUMAS HIGH SCHOOL			
2.	OROVILLE ADULT SCHOOL			
3.	Oroville Community Day School			
4.	Oroville High School			
5.	OUHSD Independent Study Program			
6.	PROSPECT HIGH SCHOOL			

Site	Description	Comment	End Date	Qty
	Digital Libraries 6-12 Comprehensive All Site License (MS and HS content for math, ELA, science, social studies, electives, AP, world languages, Virtual Tutors; excludes eDynamic Learning and Purpose Prep)		06/30/2024	1
	Digital Libraries Enhanced CTE Add-on Site License		06/30/2024	1
1.	OUHSD Independent Study Program			

NOTES: Multi-year discount requires full payment before 9/1/21.

Subtotal	\$133,500.00
Discount	(\$13,000.00)
Total	\$120,500.00

Thanks for your partnership.

Courses Available through Edgenuity

ENGLISH LANGUAGE ARTS

English 9/9 Accelerated ^{a-g}
English 10 (H) ^{a-g}
English 11/Amer Lit (H) ^{a-g}
English 12/Brit Lit (H) ^{a-g}
Expository Reading and Writing ^{a-g}
Classic Novels and Author Studies**

MATHEMATICS

Pre-Calculus (H) ^{a-g}
Mathematics I, II, III (H) ^{a-g}
Mathematical Analysis Honors* ^{a-g}
Trigonometry* ^{a-g}
Statistics and Probability ^{a-g}

SCIENCE

Biology (H) ^{a-g}
Chemistry (H) ^{a-g}
Chemistry in the Earth System (H) ^{a-g}
Earth and Space Science ^{a-g}
Environmental Science ^{a-g}
Physical Science ^{a-g}
Physics (H) ^{a-g}
Physics in the Universe (H) ^{a-g}
The Living Earth (H) ^{a-g}

SOCIAL STUDIES

World Regional Geography (semester)* ^{a-g}
Modern World History ^{a-g}
World History, Culture, & Geog (H) ^{a-g}
U.S. History and Geography (H) ^{a-g}
Economics (H)* ^{a-g}
Principles of Amer Democracy/Gov't (H)* ^{a-g}

PE

Lifetime Fitness (semester)*
Lifetime Fitness (full-year)

HEALTH

Contemporary Health* ^{a-g}

WORLD LANGUAGES

Spanish I, II, III ^{a-g}
French I, II, III ^{a-g}
Chinese I, II
German I, II ^{a-g}
Latin I, II ^{a-g}

ADVANCED PLACEMENT®

English Language & Composition ^{a-g}
English Literature & Composition ^{a-g}
Statistics ^{a-g}
Calculus AB ^{a-g}
Biology† ^{a-g}
Environmental Science ^{a-g} †
World History: Modern ^{a-g}
U.S. History ^{a-g}
U.S. Government & Politics* ^{a-g}
Spanish Language & Culture ^{a-g}
Computer Science Principles• ^{a-g}
French Language & Culture ^{a-g}
Psychology ^{a-g}

GENERAL ELECTIVES

Art History I ^{a-g}
Computer Applications: Office® 2016
Foundations of Personal Wellness
Intro to Communications & Speech I, II* ^{a-g}
Intro to Computer Science
Keyboarding and Applications*
Literacy and Comprehension I, II ^{a-g}
Linear Algebra* ^{a-g}
Psychology ^{a-g}
Sociology* ^{a-g}
Strategies for Academic Success*
Visual Arts ^{a-g}

CTE ELECTIVES

CAREER READINESS

Career Explorations I, II, III*
Career Explorations
Career Management*
Career Planning and Development

CAREER CLUSTERS

Agriculture & Natural Resources

Agribusiness Systems* ^{a-g}
Animal Systems* ^{a-g}
Food Products and Processing Systems* ^{a-g}
Intro to Ag, Food, & Nat Resources * ^{a-g}
Plant Systems* ^{a-g}
Power, Structural, and Technical Systems* ^{a-g}

Arts, Media, & Entertainment

Fundamentals of Digital Media* a-g

Intro to Careers in Arts, A/V Technology, and Communications* a-g

Building & Construction Trades

Construction Careers* a-g

Intro to Careers in Architecture & Construction* a-g

Business & Finance

Banking Services Careers* a-g

Business Computer Information Systems

Business Law* a-g

Financial Math a-g

Intro to Business and Finance

Intro to Careers in Finance* a-g

Keyboarding and Applications*

Personal Finance* a-g

Small Business Entrepreneurship a-g

Technology and Business

Education, Child Dev, & Family Services

Family and Community Services* a-g

Intro to Careers in Education and Training* a-g

Intro to Consumer Services* a-g

Intro to Human Growth and Development* a-g

Intro to Human Services* a-g

Personal Care Services* a-g

Teaching and Training Careers* a-g

Engineering & Architecture

Engineering and Design* a-g

Engineering and Product Development* a-g

Intro to STEM* a-g

Science and Mathematics in the Real World* a-g

Scientific Discovery and Development* a-g

Engineering & Architecture (Cont.)

Scientific Research* a-g

STEM and Problem Solving* a-g

Health Science & Medical Technology

Careers in Allied Health* a-g

Health, Safety and Ethics in the Health Environment*

Health Science Concepts a-g

Health Science & Medical Technology a-g

Intro to Careers in the Health Sciences* a-g

Medical Terminology* a-g

Nursing: Unltd Possibilities/Unltd Potential* a-g †

Health Science & Medical Technology (Cont.)

Nursing Assistant† a-g

Pharmacy Technician a-g †

Physicians, Pharmacists, Dentists, Veterinarians & Other Drs.* a-g

Public Health: Discovering the Big Picture in Health Care* a-g

Therapeutics: The Art of Restoring and Maintaining Wellness* a-g

Hospitality, Tourism & Recreation

Food Safety and Sanitation* a-g

Marketing and Sales for Tourism and Hospitality* a-g

Planning Meetings and Special Events*

Sustainable Service Management for Hospitality & Tourism* a-g

Transportation and Tours for the Traveler* a-g

Information & Communication Technologies

Computer Science Principles •

Fundamentals of Computer Systems* a-g

Fundamentals of Programming and Software Development* a-g

Information and Communication Technology a-g
Intro to Coding*

Intro to Computer Science

Intro to Information Technology Support & Services* a-g

Intro to Network Systems* a-g

Microsoft® Office® Specialist

Network System Design* a-g

New Applications: Web Dev in 21st Century* a-g

Software Development Tools* a-g

Marketing, Sales, & Services

Careers in Marketing Research* a-g

Public Services

Corrections: Policies and Procedures* a-g

Fire and Emergency Services* a-g

Forensics: Using Science to Solve a Mystery* a-g

Intro to Careers in Gov't and Public Admin* a-g

Intro to Law, Public Safety, Corrections, & Security* a-g

Law Enforcement Field Services* a-g

Legal Services* a-g

Security and Protective Services* a-g

Transportation

Careers in Logistics Planning & Mgmt Svcs* a-g

Intro to Careers in Transportation, Distribution & Logistics* a-g

NATIONAL TEST PREPARATION

ACT WorkKeys®

ACT®

ASVAB® (Math, Verbal, Science)

HiSET®

PSAT®

SAT®

* One-semester course

** Supplemental modules (can be used alongside other courses)

† Not available via Instructional Services

a-g California a-g Approved

• Available in Summer 2021 in preparation for Back to School

E Approved as category E - languages other than English

F Approved as category F - virtual and performing arts

H Honors



To: Oroville Union High School District Board of Trustees
From: Corey Willenberg, EdD, Superintendent 
Date: May 3, 2021
Subject: Request Approval for Contract with Cutler Consulting Group LLC

The Board has requested that a Coach/Mentor be assigned to the new Principal at Las Plumas High School.

The Superintendent is requesting Board approval of a contract with Cutler Consulting Group LLC to provide coaching and mentoring services to the new Principal at Las Plumas High School.

The cost of the contract is \$10,000 dollars for the 2021-2022 school year and will be funded out of the General Fund.

Cutler Consulting Group LLC
P.O. Box 14505
South Lake Tahoe, CA 96151
775-350-4677
dr.toddcutler@yahoo.com

The Cutler Consulting Group LLC provides Mentoring/Coaching, Trainings, Seminars, and Retreats for Leadership Development

Proposed Contract for Services

The Cutler Consulting Group proposes the following services for the Oroville Union High School District:

Coaching/mentoring for the Las Plumas High School Principal for the school year of 2021-2022.

Summer Seminar in Lake Tahoe:

Principal to attend the CCG annual Education Leadership Seminar (July/August: Date TBD).

At this event the participant will identify strengths, challenges, areas for growth, and will set year long goals and objectives for personal and professional growth.

This is a Sunday afternoon/evening and all day Monday event.

Monthly Mentoring/Coaching Sessions:

Weekly check-ins (August - May)

Weekly scheduled phone calls to provide any needed guidance.

1 hour a month Zoom meetings (August - May)

The Zoom meetings will focus on the following:

Review of progress towards goals

Coaching session on current challenges

Other topics as identified by coach and participant

1 day on-site visit for a 3 hour session (September - December and February - May)

Mentor/Coach will provide on-site coaching support.

Winter refocus and reenergize Retreat in Lake Tahoe:

Principal to attend the CCG Education Leadership Winter retreat (January: Date TBD).

At this event the participant will reflect on growth for the year, assess and update goals and objectives. Activities will also provide the

participant the ability to reflect, refocus, and re-energize for the remainder of the year.

This is a Sunday afternoon/evening and all day Monday event.

Pricing:

\$1,000.00 per month from August 2021 - May 2022 for a total of \$10,000.00

This price includes all professional support listed above broken down as follows:

\$1,000 for Summer Seminar (hotel not included)

\$1,000 for Winter Retreat (hotel not included)

\$8,000 for on-site Monthly Mentoring Coaching sessions (8) (no charge for travel expenses)

No charge for weekly check-ins and monthly Zoom meetings

District will be billed monthly for services rendered.

Dr. Corey Willenberg
Superintendent
Oroville Union High School District

Dr. Todd Cutler
Chief Executive Officer
Cutler Consulting Group LLC

Date

Date

Oroville Union High School District

Memorandum

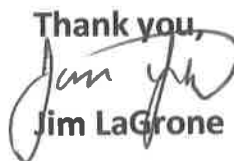
TO: Board of Trustees

From: Jim LaGrone, Maintenance Supervisor

Date: May 5, 2021

Subject: Acceptance of Surplus Equipment Disposal

The transportation department is seeking approval to dispose of vehicles that are obsolete and have high mileage. The transportation department will auction these vehicles with Gov.Deals and the proceeds will be placed into the transportation vehicle replacement account for future vehicle purchases. The estimated value of these vehicles range between \$1500.00 and \$2200.00. Unanimous approval that the value of the vehicles is less than \$2500.00 allows for disposal using the most advantageous method, which may or may not include advertising for bids.

Thank you,

Jim LaGrone