



OROVILLE UNION HIGH SCHOOL DISTRICT SPECIAL BOARD OF TRUSTEES MEETING AGENDA

**Thursday, August 5, 2021 at 5:00 p.m. at the Transportation Department,
located at 2139 Washington Avenue and via YouTube**

Meeting link: <https://youtu.be/XLE5LiHRHZk>

Individuals unable to attend in person may email comments/questions on an agenda or non-agenda item to ouhsdyoutube@ouhsd.net by 2:00 p.m. on the 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
Dr. Lamar Collins 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**

SPECIAL MEETING AGENDA

Thursday, August 5, 2021, 5:00 p.m. in the Transportation Conference Room, located at 2139 Washington Avenue, Oroville, CA 95966 (mask required) and via YouTube (see coversheet for login information)

CALL TO ORDER

ROLL CALL

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

PLEDGE OF ALLEGIANCE

APPROVAL OF AGENDA VARIANCE

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 will 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 will 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**

NEW BUSINESS

- 1. Updated Board Policy/Administrative Regulation/Exhibit 6158 (Independent Study) (Willenberg)**
Due to the expiration of emergency legislation that temporarily waived requirements to permit distance learning for the 2020-2021 school year, it is necessary to update the independent study BP, AR and Exhibit to offer instruction to students who do not wish to attend school in-person. **Recommend approval**

Enclosure

- 2. Updated 21/22 School Year Calendar and Bell Schedules (Willenberg)**
Collaboration time on Wednesday mornings and the advisory period has been eliminated from the 21/22 bell schedule. Therefore, the calendar is being updated to include minimum days on Thursdays to allow time for professional development, PLC and CR-PBIS and any other necessary activities. Social Emotional Learning (SEL) will take place monthly at either an assembly or in another group setting. **Recommend approval**

Enclosure

SPECIAL BOARD AGENDA FOR AUGUST 5, 2021

3. **Proposal from ARC Alternatives to Assist with CalSHAPE (Watts)**

ARC Alternatives has submitted a proposal to assist the District with applying for and participating in the AB 841 California School Healthy Air, Plumbing and Efficiency Ventilation (CalSHAPE) program. This program provides funds for HVAC assessment, repair and upgrades. The cost of the service is \$25,446 and will be paid with one-time funds. **Recommend approval**

Enclosure

4. **AB 104 Graduation Requirement Waivers for Class of 2021 Seniors (Willenberg)**

On July 1, 2021, the State passed AB 104, which allows students who were in their 4th year of high school in 2020-2021, and who were not on track to graduate in June, 2021, to be exempted from all local graduation requirements and may earn a diploma by completing the state minimum requirements. Due to confidentiality, the names of the students are only available to board members. **Recommend approval**

5. **Personnel Assignment Order**

Approval is requested for the following Personnel Assignment Order:

Certificated

Ramona Guzman Saeturn
Request for FMLA/CFRA Leave for baby
bonding
Effective 8/13/2021

Tom Murphy
Request for FMLA/CFRA Medical Leave
Effective 8/13/2021 – 12/17/2021

Emily Gardner
Science Teacher-LPHS
Step/Column 01/III \$53,663 p/yr
Effective 8/13/2021

2021/22 Coaches

LPHS

Volleyball

Frosh Head Coach-Audrey Bruce (PD)

Classified

Terry Rossetta
Request for Paid General Leave of Absence
from Bus Driver position only
Effective 8/17/2021-12/31/2021

Jacob Wallin
Education Technology Specialist
Request for Unpaid Leave
Effective 7/12/2021 – 7/28/2021

Caitlyn Richter
Para-Educator I-PHS
6.0 hrs p/day; SDO (195 days)
Step/Column 10/A \$15.00 p/hr
Effective 8/17/2021

Fawntana Davis
Food Service Worker
Resignation
Effective 7/30/2021

Fawntana Davis
Para-Educator I-OHS
6.0 hrs p/day; SDO (195 days)
Step/Column 10/C \$16.55 p/hr
Effective 8/1/2021

ADJOURNMENT

The meeting will be adjourned to a regular board meeting scheduled for Wednesday, **August 18, 2021**, at 5:30 p.m. at the Transportation Department Conference Room, located at 2139 Washington Avenue, and on YouTube.

First Reading of BP's and AR's

Board Policy 6158 - Independent Study

Policy updated to reflect **NEW LAW (AB 130, 2021)** which requires all districts, for the 2021-22 school year, to offer independent study to meet the educational needs of students unless a waiver is obtained and to adopt policy with specified components in order to generate apportionment for independent study. Policy updates the minimum period of time permitted for independent study to be three consecutive school days, requires an evaluation to determine if the student should continue in independent study if the student fails to make satisfactory educational progress, and requires that content be aligned to grade level standards including the requirement for high schools to offer access to all courses offered by the district for graduation and approved as creditable for A-G admission criteria. Policy also updated to include the requirement for live interaction and/or synchronous instruction based on grade level, tiered reengagement strategies for students not generating attendance for a specified period of time, expeditious transition for students whose families wish to return to in-person instruction, notice to parents/guardians of specified information, the provision of a student-parent-educator conference, upon request, prior to enrollment and/or disenrollment, and the keeping of additional records including documentation of each student's participation in live interaction and synchronous instruction on each school day, as applicable. Policy updated to include material formerly in the AR regarding requirements for independent study and written agreements as well as new requirements regarding the same, including that written agreements must include a detailed statement of academic and other supports that will be provided to address the needs of particular students, that the agreement may be signed electronically as specified, and that, for the 2021-22 school year, the written agreement must be signed no later than 30 days after the first day of instruction. Policy updated to include material formerly in the AR regarding course-based independent study and to generally align the requirements of course-based independent study with the requirements for general independent study.

Administrative Regulation 6158 - Independent Study

Regulation updated to reflect **NEW LAW (AB 130, 2021)** which includes, adding definitions for "live interaction," "student-parent-educator conference" and "synchronous instruction," the requirement for all districts for the 2021-22 school year to offer independent study to meet the educational needs of students unless the district has obtained a waiver, that independent study may be offered to students whose health would be put at risk by in-person instruction as determined by the parent/guardian, the assurance of access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work, and the documentation of each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable. Material regarding requirements for independent study, written agreements and course-based independent study moved to BP.

Instruction

Independent Study

The Governing Board authorizes independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting.

Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, and an online course.

A student's participation in independent study shall be voluntary. (Education Code 51747, 51749.5)

Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

General Independent Study Requirements

For the 2021-22 school year, the district shall offer independent study, as specified in Education Code 51745, to meet the educational needs of students unless the district has obtained a waiver. (Education Code 51745)

For the 2022-23 school year and thereafter, the Superintendent or designee may continue to offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than the student would in the regular classroom setting.

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060

Independent Study (Cont.)

2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
3. Learning required concepts, as determined by the supervising teacher
4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria. (Education Code 51747)

The Superintendent or designee shall ensure that students participating in independent study for 15 school days or more receive the following throughout the school year: (Education Code 51747)

1. For students in grades 9-12, opportunities for at least weekly synchronous instruction

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of their written agreement. This requirement only applies to students participating in an independent study program for 15 school days or more. The procedures shall include, but are not necessarily limited to, all of the following: (Education Code 51747)

1. Verification of current contact information for each enrolled student
2. Notification to parents/guardians of lack of participation within one school day of the absence or lack of participation
3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary
4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being

The Superintendent or designee shall develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case later, than five instructional days. This requirement only applies to students participating in an independent study program for 15 school days or more. (Education Code 51747)

The Superintendent or designee shall ensure that a written master agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)

Independent Study (Cont.)

The district shall provide written notice to the parents/guardians of all enrolled students of the option to enroll their child in in-person instruction or independent study during the 2021-22 school year. This notice shall be posted on the district's web site, and shall include, at a minimum, information about the right to request a student-parent-educator conference before enrollment, student rights regarding procedures for enrolling, disenrolling, and reenrolling in independent study, and the instructional time, including synchronous and asynchronous learning, that a student will have access to as part of independent study. (Education Code 51747)

Upon the request of the parent/guardian of a student, before making a decision about enrolling or disenrolling in independent study and entering into a written agreement to do so, the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, or their advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)

Master Agreement

For the 2021–22 school year only, the district shall obtain a signed written agreement for independent study no later than 30 days after the first day of instruction.

A written agreement shall be developed and implemented for each student participating in independent study for three or more consecutive school days. (Education Code 46300, 51747; 5 CCR 11703)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but are not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The frequency, time, place and manner for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year

Independent Study (Cont.)

6. A statement of the number of course credits to be earned by the student upon completion
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
8. A statement that independent study is an optional educational alternative in which no student may be required to participate
9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction
10. Before the commencement of independent study, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student.

However, for the 2021-22 school year, the district shall obtain a signed written agreement for independent study from the student, or the student's parent/ guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil, no later than 30 days after the first day of instruction.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

Student-Parent-Educator Conferences

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or if requested by a parent/guardian prior to enrollment or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

The Superintendent or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study

Independent Study (Cont.)

Records for Audit Purposes

2. A listing of the students, by grade level, program, and school, who have participated in independent study and the course credits attempted by and awarded to students in grades 9-12 and adult education
3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher
4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons
5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5 (Education Code 51745.6 and 51749.5)
6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300 (Education Code 51747.5)

The district shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a school day shall be documented as non-participatory for that school day. (Education Code 51747.5)

The Superintendent or designee also shall maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. (Education Code 51747.5)

The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file electronically. (Education Code 51747)

Program Evaluation

The Superintendent or designee shall annually report to the Board the number of district students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.

Independent Study (Cont.)

State	Description
5 CCR 11700-11703	Independent study
5 CCR 19819	State audit compliance
Ed. Code 17289	Exemption for facilities
Ed. Code 41976.2	Independent study programs; adult education funding
Ed. Code 42238	Revenue limits
Ed. Code 42238.05	Local control funding formula; average daily attendance
Ed. Code 44865	Qualifications for home teachers
Ed. Code 46200-46208	Incentives for longer instructional day and year
Ed. Code 46300-46307.1	Methods of computing average daily attendance
Ed. Code 47612.5	Charter schools operations, general requirements
Ed. Code 48204	Residency requirements
Ed. Code 48206.3	Home or hospital instruction; students with temporary disabilities
Ed. Code 48220	Classes of children exempted
Ed. Code 48340	Improvement of pupil attendance
Ed. Code 48915	Expulsion; particular circumstances
Ed. Code 48916.1	Educational program requirements for expelled students
Ed. Code 48917	Suspension of expulsion order
Ed. Code 49011	Student fees
Ed. Code 51225.3	Graduation requirements; courses that satisfy college entrance criteria
Ed. Code 51745-51749.6	Independent study
Ed. Code 52522	Adult education alternative instructional delivery
Ed. Code 52523	Adult education as supplement to high school curriculum; criteria
Ed. Code 56026	Individual with exceptional needs
Ed. Code 58500-58512	Alternative schools and programs of choice
Fam. Code 6550	Authorization affidavits
 Federal	 Description
20 USC 6301	Highly qualified teachers

Adopted: 1/23/80

Amended: 7/3/91, 3/17/95, 1/16/02, 1/19/05, 9/5/07, 11/7/12, 3/21/18

Instruction

Independent Study

Definitions

Live interaction means interaction between the student and classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of Internet or telephonic communication. (Education Code 51745.5)

Student-parent-educator conference means a meeting involving, at a minimum, all parties who signed the student's written independent study agreement pursuant to Education Code 51747 or the written learning agreement pursuant to Education Code 51749.6. (Education Code 51745.5)

Synchronous instruction means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of Internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher of record for that student pursuant to Education Code 51747.5. (Education Code 51745.5)

Educational Opportunities

For the 2021-22 school year, the district shall offer independent study to meet the educational needs of students as specified in Education Code 51745 unless the district has obtained a waiver. (Education Code 51745)

Educational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

1. Special assignments extending the content of regular courses of instruction
2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum, but not provided as an alternative curriculum
4. Continuing and special study during travel
5. Volunteer community service activities and leadership opportunities that support and strengthen student achievement
6. Individualized study for a student whose health, as determined by the student's parent/guardian, would be put at risk by in-person instruction

In addition, when requested by a parent/guardian due to an emergency or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in the student's regular classes.

Independent Study (Cont.)

No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)

Equivalency

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the district's adopted course of study within the customary timeframe. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

Students participating in independent study shall have access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work. (Education Code 51747)

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. Providing access to Internet connectivity and local educational agency-owned devices adequate to participate in an independent study program and complete assigned work consistent with Education Code 51747, or to participate in an independent study course, as authorized by Education Code 51749.5, shall not be considered funds or other things of value. (Education Code 46300.6, 51747.3)

Eligibility for Independent Study

Students are eligible for independent study as authorized in law, and as specified in board policy and administrative regulation.

For the 2022-23 school year and thereafter, the Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently provided that experienced certificated staff are available to effectively supervise students in independent study. The Superintendent or designee may also approve the participation of a student whose health would be put at risk by in-person instruction. A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful

A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

A student with disabilities, as defined in Education Code 56026, shall not participate in independent study unless the student's individualized education program specifically provides for such participation. (Education Code 51745)

A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)

Independent Study (Cont.)

Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study only through the adult education program for the purpose of enrolling in courses required for a high school diploma by Education Code 51225.3 or the Governing Board. (Education Code 46300.1, 46300.4)

No more than 10 percent of the students enrolled in a continuation high school or opportunity school or program, not including pregnant students and parenting students who are primary caregivers for one or more of their children, shall be enrolled in independent study. (Education Code 51745)

Monitoring Student Progress

The independent study administrator and/or supervising teacher shall promptly and directly address any failure by the student to meet the terms of the student's written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian
2. A meeting between the student and the teacher and/or counselor
3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate
4. An increase in the amount of time the student works under direct supervision

When the student has failed to make satisfactory educational progress or missed the number of assignments specified in the written agreement as requiring an evaluation, the Superintendent or designee shall conduct an evaluation to determine whether or not independent study is appropriate for the student. This evaluation may result in termination of the independent study agreement and the student's return to the regular classroom program or other alternative program.

A written record of the findings of any such evaluation shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation. (Education Code 51747)

Responsibilities of Independent Study Administrator

The responsibilities of the independent study administrator include, but are not limited to:

1. Recommending certificated staff to be assigned as independent study teachers at the required teacher-student ratios pursuant to Education Code 51745.6 and supervising staff assigned to independent study functions who are not regularly supervised by another administrator
2. Approving or denying the participation of students requesting independent study
3. Facilitating the completion of written independent study agreements

Independent Study (Cont.)

4. Ensuring a smooth transition for students into and out of the independent study mode of instruction
5. Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation

Assignment and Responsibilities of Independent Study Teachers

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or emergency credential pursuant to Education Code 44300, registered as required by law, and who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district, unless a new higher or lower ratio for all other educational programs offered is negotiated in a collective bargaining agreement or the district enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)

The responsibilities of the supervising teacher shall include, but are not limited to:

1. Completing designated portions of the written independent study agreement and signing the agreement
2. Supervising and approving coursework and assignments
3. Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due
4. Maintaining a daily or hourly attendance register in accordance with item #4 in the section on "Records for Audit Purpose" in the accompanying Board policy
5. Providing direct instruction and counsel as necessary for individual student success
6. Regularly meeting with the student to discuss the student's progress
7. Determining the time value of assigned work or work products completed and submitted by the student
8. Assessing student work and assigning grades or other approved measures of achievement
9. Documenting each student's participation in live interaction and/or synchronous instruction pursuant to Education Code 51747 on each school day for which independent study is provided

Independent Study (Cont.)

The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

State	Description
5 CCR 11700-11703	Independent study
5 CCR 19819	State audit compliance
Ed. Code 17289	Exemption for facilities
Ed. Code 41976.2	Independent study programs; adult education funding
Ed. Code 42238	Revenue limits
Ed. Code 42238.05	Local control funding formula; average daily attendance
Ed. Code 44865	Qualifications for home teachers
Ed. Code 46200-46208	Incentives for longer instructional day and year
Ed. Code 46300-46307.1	Methods of computing average daily attendance
Ed. Code 47612.5	Charter schools operations, general requirements
Ed. Code 48204	Residency requirements
Ed. Code 48206.3	Home or hospital instruction; students with temporary disabilities
Ed. Code 48220	Classes of children exempted
Ed. Code 48340	Improvement of pupil attendance
Ed. Code 48915	Expulsion; particular circumstances
Ed. Code 48916.1	Educational program requirements for expelled students
Ed. Code 48917	Suspension of expulsion order
Ed. Code 49011	Student fees
Ed. Code 51225.3	Graduation requirements; courses that satisfy college entrance criteria
Ed. Code 51745-51749.6	Independent study
Ed. Code 52522	Adult education alternative instructional delivery
Ed. Code 52523	Adult education as supplement to high school curriculum; criteria
Ed. Code 56026	Individual with exceptional needs
Ed. Code 58500-58512	Alternative schools and programs of choice
Fam. Code 6550	Authorization affidavits
Federal Description	
20 USC 6301	Highly qualified teachers

Independent Study Agreement

Oroville Union High School District

Student Name:	Student I.D. #	Grade Level:
Address:	Age:	Birth Date:
City:	Zip Code:	Phone #:
School of Enrollment/Program Placement:	Cell Phone #:	Phone #:
Duration of Agreement:	Beginning Date:	Ending Date:

OBJECTIVES, METHODS OF STUDY, METHODS OF EVALUATION, AND RESOURCES:

The student is to complete the subjects/courses listed below. Subject/course objectives reflect the curriculum adopted by the district's governing board and are consistent with district standards, as outlined in the district's subject/course descriptions. The specific objectives, methods of study, methods of evaluation, and resources for each assignment covered by this agreement will be described in the OUHSD Course/Subject Descriptions, which are part of this agreement. Any subsidiary agreement(s) are also part of agreement.

The curriculum, class objectives, activities, evaluation methods, and number of credits to be awarded are specific to each course and follow the guidelines of the Oroville Union High School District Curriculum Guides. Regular homework, major assignments, such as term papers, and tests taken will all be evaluated to determine the student's grade.

Students will be loaned all books, materials, and a Chromebook required for the course work. Students can access the Internet and all digital resources via the school wireless network on any campus. All materials must be returned and reimbursement made for loss or damage before credit or diploma is issued.

Our goal is to help students reach a high school diploma (220 credits) for the comprehensive high schools and (180 credits) for alternative education in the same course of study required throughout the Oroville Union High School District.

SUBJECTS/COURSES ENROLLED:

Subject/Courses	Course Value/Credits	Subject/Courses	Course Value/Credits
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

*Additional Classes: If the student satisfactorily completes all of the above subjects/courses before the ending date of the agreement, one or more subjects/courses may be added to the agreement if the agreement is re-signed and re-dated by the teacher and the student.

REPORTING:

Students are required to report to their teacher as scheduled. At this scheduled appointment, students will submit all due assignments, review progress on each class with the teacher, and parents may be contacted regarding the student's progress if necessary.

Manner of Reporting: In Person/Online (circle one)

Place: CIS

Frequency: Weekly for One Hour Day: _____ Time: _____

Continued

ASSIGNMENTS:

According to the district policy for grades nine through twelve, the maximum length of time allowed between the assignments and the date the assignment is due is TWO weeks unless a prior exception is made in accordance with the district policy. All assignments must be complete with a minimum of 60% accuracy as determined by the instructor. After two missed assignments for this agreement, an evaluation will be made to determine whether independent study is an appropriate strategy for this student.

VOLUNTARY STATEMENT:

Independent study is an optional educational alternative that students voluntarily select, including expelled students (Educational Code 48915 and/or students whose expulsion has been suspended (Education Code Section 48917). All students who have chosen independent study must have the continuing option of returning to the classroom. The Center for Independent Study is a voluntary program for sincere students who are motivated, self-disciplined, independent learners.

EQUITABLE PROVISION OF RESOURCES AND SERVICES:

The independent study option is to be substantially equivalent in quality to classroom instruction, and students who choose to engage in independent study are to have equality or rights and privileges with students in the regular school program.

All resources available on each campus are also available to CIS students. Students may see their counselor, use the library, enroll in classes not offered at C.I.S., such as Band or Career Technical Education classes, and participate in all school activities including sports, unless excluded by conditions of suspended expulsion. Students must maintain a 2.0 grade point average to participate in some of the school activities, or obtain a work permit.

SUPPORT SERVICES

Students in CIS have access to all OUHSD support services including Social Workers, Academic Counselors, School Psychologists, Targeted Case Managers, College and Career Specialists, after school tutoring, assigned para-educators, and other district resources in place to assist students to perform at grade level.

SIGNATURES AND DATES:

Student: _____

Date: _____

Parent/Guardian/Caregiver: _____

Date: _____

Supervising Teacher: _____

Date: _____

Other Assisting Person(s): _____

Date: _____

Date: _____



Oroville Union High School District

2021-2022 School Calendar

Approved:

JULY

M	T	W	Th	F
			1	2
(5)	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

AUGUST

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

SEPTEMBER

M	T	W	Th	F
		1	[2]	3
(6)	7	8	[9]	10
13	14	15	[16]	17
20	21	22	[23]	24
27	28	29	[30]	

OCTOBER

M	T	W	Th	F
				1
4	5	6	[7]	8
11	12	13	[14]	15
18	19	20	[21]	22
25	26	27	[28]	29

NOVEMBER

M	T	W	Th	F
1	2	3	[4]	5
8	9	10	(11)	12
15	16	17	[18]	19
22	23	(24)	(25)	(26)
29	30			

DECEMBER

M	T	W	Th	F
		1	[2]	3
6	7	8	[9]	10
13	14	(15)	(16)	17
20	21	22	(23)	(24)
27	28	29	(30)	(31)

7/5 - Independence Day

8/13, 8/16 - Teacher Inservice Days (Student Free)

8/17 - Classes Begin

9/6 - Labor Day

10/15 - End of 1st Quarter (43 days)

11/11 - Veterans Day

11/22 - 11/26 - Thanksgiving Holiday

12/15, 12/16 - Mid-Term Finals

12/16 - End of Semester (81 Days)

12/17 - Teacher Inservice Day (Student Free)

12/20 - 12/31 - Winter Recess - All Students

1/17 - Martin Luther King, Jr.'s Birthday

2/18 - Lincoln's Birthday

2/21 - President's Day

3/11 - End of 3rd Quarter (47 Days)

4/11 - 4/18 - Spring Recess (All Students)

5/30 - Memorial Day Holiday

5/31 - 6/2 - Finals

6/3 - Teacher Inservice Day (Student Free)

Graduation/Promotion Ceremonies

5/31 - Oroville Adult Education-CTC

6/1 - Prospect High School

6/1 - ATC Promotion Ceremony

6/2 - Las Plumas High School

6/3 - Oroville High School

() Holiday (All Employees)

□ Teacher Inservice Day

○ Finals

▽ Board Meeting

[] Minimum Day

JANUARY

M	T	W	Th	F
3	4	5	[6]	7
10	11	12	[13]	14
(17)	18	19	[20]	21
24	25	26	[27]	28
31				

FEBRUARY

M	T	W	Th	F
	1	2	[3]	4
7	8	9	[10]	11
14	15	16	[17]	(18)
(21)	22	23	[24]	25
28				

MARCH

M	T	W	Th	F
	1	2	[3]	4
7	8	9	[10]	11
14	15	16	[17]	18
21	22	23	[24]	25
28	29	30	[31]	

APRIL

M	T	W	Th	F
				1
4	5	6	[7]	8
11	12	13	14	15
(18)	19	20	[21]	22
25	26	27	[28]	29

MAY

M	T	W	Th	F
2	3	4	[5]	6
9	10	11	[12]	13
16	17	18	[19]	20
23	24	25	[26]	27
(30)	(31)			

JUNE

M	T	W	Th	F
		(1)	(2)	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Social Emotional Learning (SEL) will occur on 9/3, 10/1, 11/5, 11/19, 12/3, 1/7, 2/4, 3/4, 4/1 and 5/6 during an assembly period or another group setting.

Las Plumas and Oroville High School

2021-2022 Bell Schedules

REGULAR DAY

Open	7:45	7:50
Period 1	7:50	8:51
Period 2	8:57	9:58
Break	9:58	10:08
Period 3	10:14	11:15
Period 4	11:21	12:22
Lunch	12:22	1:01
Period 5	1:07	2:08
Period 6	2:14	3:15

MINIMUM DAY

Open	7:45	7:50
Period 1	7:50	8:40
Period 2	8:46	9:36
Break	9:36	9:46
Period 3	9:52	10:42
Period 4	10:48	11:38
Lunch	11:38	12:17
Period 5	12:23	1:13
Period 6	1:19	2:09
PD/Training	2:09	3:15

FINALS BELL SCHEDULE

Open	7:45	7:50
Period 1	7:50	9:50
Break	9:50	10:09
Period 2	10:15	12:15

MID TERM FINALS

Open	7:45	7:50
Period 1	7:50	9:33
Break	9:33	9:49
Period 2	9:55	11:38
Lunch	11:38	12:20
Period 3	12:26	2:09
Consultation	2:09	3:15

AFTERNOON ASSEMBLY

Open	7:45	7:50
Period 1	7:50	8:46
Period 2	8:52	9:48
Break	9:48	9:58
Period 3	10:04	11:00
Period 4	11:06	12:02
Lunch	12:02	12:41
Period 5	12:47	1:43
Period 6	1:49	2:45
Period 6 (Assembly)	2:45	3:15

MORNING ASSEMBLY

Open	7:45	7:50
Period 1	7:50	8:45
Period 1 (Assembly)	8:45	9:21
Period 2	9:27	10:22
Break	10:22	10:32
Period 3	10:38	11:33
Period 4	11:39	12:34
Lunch	12:34	1:13
Period 5	1:19	2:14
Period 6	2:20	3:15

Prospect High School Bell Schedule 2021-22

Regular Schedule

Breakfast	7:40	8:05
Period 1	8:10	9:10
Period 2	9:15	10:10
Break	10:10	10:25
Period 3	10:30	11:25
Period 4	11:30	12:25
Lunch	12:25	12:55
Period 5	1:00	1:55
Period 6	2:00	2:55

Assembly Schedule

Breakfast	7:40	8:05
Period 1	8:10	9:00
Period 2	9:05	9:55
Break	9:55	10:10
Period 3	10:15	11:05
Period 4	11:10	12:00
Assembly	12:05	12:35
Lunch	12:35	1:05
Period 5	1:10	2:00
Period 6	2:05	2:55

Minimum Day Schedule

Breakfast	7:40	8:05
Period 1	8:10	8:40
Period 2	8:45	9:15
Period 3	9:20	9:50
Break	9:50	10:05
Period 4	10:10	10:40
Period 5	10:45	11:15
Period 6	11:20	11:50



2211 Washington Avenue
Oroville, CA 95966
(530) 538-2300 Business
(530) 538-2308 FAX – Dist. Office
(530) 538-2357 FAX – Supt. Office

Superintendent
(530) 538-2300, ext. 1107

Asst. Supt. of Business
(530) 538-2300, ext. 1103

Director of Alternative Education
(530) 538-5350

Educational Services
(530) 538-2300, ext. 1104

Las Plumas High School
2380 Las Plumas Avenue
Oroville, CA 95966
(530) 538-2310
Fax: (530) 534-5974

Oroville High School
1535 Bridge Street
Oroville, CA 95966
(530) 538-2320
Fax: 534-6203

**Prospect High School/
Community Day School**
2060 2nd Street
Oroville, CA 95965
(530) 538-2330
Fax: (530) 538-2338

**Oroville Adult Education
Career & Technical Center**
2750 Mitchell Avenue
Oroville, CA 95966
(530) 538-5350
Fax: (530) 538-5396

Memorandum

To: The Board of Education

From: Susan Watts *SW*

Date: 7/29/21

Re: Proposal from ARC Alternatives to Assist the District in
Participating in the AB 841 California School Healthy Air, Plumbing and
Efficiency Ventilation Program (CalSHAPE)

AB 840 created the CalSHAPE program, which is administered by the California Energy Commission. The District would like to submit an application for this program, which will provide funding to upgrade heating, air conditioning and ventilation systems at our school sites. The hope is to fund some of the projects identified on the one-time list to free up those funds to do something else. ARC Alternatives has submitted a proposal to assist the district in applying for the grant, coordinating the required HVAC Assessment, preparing the HVAC verification report and preparing any needed final reports. The cost of these services is \$25,446. Consultation is not an allowable expense under the grant guidelines. This expense would be funded by one-time sources.



July 22, 2021

Susan M. Watts, CMA, CPA
Assistant Superintendent of Business (CBO)
Oroville Union High School District
2211 Washington Ave.
Oroville, CA 95966

Dear Ms. Watts:

Thank you for the opportunity to submit this proposal to assist Oroville Union High School District (OUHSD) in implementing the AB841 California Schools Healthy Air, Plumbing, and Efficiency (CalSHAPE) Ventilation Program. ARC Alternatives' unmatched combination of energy expertise, engineering, program management capabilities and local knowledge has enabled our success in past engagements working with the District.

We are committed to efficiently and effectively using our resources, as well those of our clients. Our goal is to help build robust energy solutions focused on reducing energy spend, replacing aging energy infrastructure, maintaining occupant comfort, sustaining building functionality, and improving learning conditions. We are excited at the opportunity to assist the District apply for and administer grant funds to address and improve ventilation in its schools.

This proposal includes the following services:

- Solicit & Coordinate with HVAC Assessment Contractor
- Develop Grant Application Materials
- Complete Grant Application
- Monitor & Coordinate HVAC Assessments
- Review HVAC Assessment Report (Licensed Professional)
- Prepare HVAC Verification Report
- Final Reporting and As-Needed Services

Background & Understanding

OUHSD is eligible for the CalSHAPE Ventilation Program as an LEA under the Priority Awards category, having met Criteria E2 in the guidelines ("included within the definition of 'low-income communities' as defined by Health and Safety Code Section 39713(d)(2)"). The District intends to submit a single grant application for all five school sites in the District under the HVAC Assessment and Maintenance pathway, once the application window opens. The District needs assistance with the technical, administrative and program management aspects of the project to maximize potential for a successful grant award, and then deliver the program in compliance within the guidelines.

Key Personnel

Curtis Schmitt, P.E., Principal and Co-Founder of ARC Alternatives, specializes in working with diverse organizations to provide strategic planning by marrying the depth and breadth of his technical expertise with a programmatic approach. Mr. Schmitt was most recently, and applicably, the technical lead for the Propositions 39 efforts at over fifteen LEA's including Oroville Union High School District, Chico Unified School District, Colton Joint Unified School District, Washington Unified School District, and Pacifica School District, securing over \$17M in grant funds. Mr. Schmitt is experienced leading major energy audit and strategic planning efforts most recently developing strategic and integrated energy and climate plans, including the UC Santa Cruz Climate and Energy Strategy and CSU Long Beach Clean Energy Master Plan. Mr. Schmitt has experience in wide variety of energy efficiency projects with virtually every customer segment during his 25 years of experience, including schools, local governments, Universities and commercial. He holds an MS in Engineering Management from the University of Missouri and a BS in Mechanical Engineering from UC Davis. He is also a registered Professional Engineer (Mechanical) in California.

Simon Olivieri, P.E., Engineer, specializes in solar technology, data analysis and mathematical modeling, and will serve as the day-to-day project manager for the project. Using his background in energy engineering, he has developed solar performance and economic models, whole building energy analysis and statistical modeling tools used by technical reviewers for the UC/CSU IOU and CCC/IOU MBCx programs. In addition to data analysis and energy engineering, Mr. Olivieri has worked with several California K-12 public school districts to develop and install solar systems and he has overseen the installation of over 16MW of generating capacity at over 25 school sites. Mr. Olivieri has a Bachelor of Science in Mechanical Engineering from the University of California San Diego and Master of Science in Civil Engineering-Building Systems from the University of Colorado Boulder. He is also a registered Professional Engineer (Mechanical) in California.

Kim Courtney, Senior Project Manager, will provide support with project management, analysis and report generation. Ms. Courtney currently leads our support for the design and construction of solar at The Bridge Church, another project being implemented by SUNworks. She also provides support to the Measurement and Evaluation effort for the California Solar Initiative on behalf of the California Public Utilities Commission and provides solar and Proposition 39 project management support to K-12 school clients in California, including the development of expenditure plans and other reports. Ms. Courtney previously worked as a project manager for EDAW/AECOM Inc., Kimley-Horn and Associates, and the Metropolitan Transportation Commission. She holds a Master's Degree from University of Illinois and a BA from University of Utah.

Additional technical resources will be assigned as necessary.

Approach

Task 1 – Solicit & Coordinate with HVAC Assessment Contractor

The CalSHAPE Ventilation program requires a licensed Contractor and Qualified Adjusting Personnel (TAB technician) to perform the HVAC Assessment. The District currently has an HVAC service contract with EMCOR/Mesa Energy Services sufficient to obtain a quote for the required services, which can be performed under the service contract. ARC Alternatives will be on standby to provide coordination and answer questions about the process and desired scope by the District and/or Contractor. It is recommended ARC and the Contractor have a conversation before the quote is generated to point the Contractor to the appropriate sections and requirements of the guidelines. ARC will review the quotation for alignment with the requirements of the Grant Application process, and coordinate or request follow up as needed.

Task 2 – Develop Grant Application Materials

Drawing on information from and in coordination with the District and Contractor, ARC will develop the required grant application materials including the Ventilation-1, 2 and 3 forms. These include applicant details, a grant request summary and site-specific details, respectively and will be drawn from campus maps, space inventories, Contractor quote and general information as needed from the District (no site visits are anticipated). ARC will coordinate with the District to understand the self-certifications it will be asked to make upon grant submission.

Deliverables

CEC Forms: Ventilation-1, Ventilation-2, Ventilation-3

Task 3 – Complete Grant Application

ARC will coordinate and create the online account for the District, and complete the necessary steps online to submit the application. While there is some indication that there will be District and consultant accounts, ARC will work with the District to determine the necessary accounts and minimize the District's need to learn the system. ARC will review the draft grant application with District staff and work with the District to submit the application.

Deliverables

Draft Grant Application

Submitted Application

Note: Tasks 4-7 would only be conducted once the District has been awarded the Grant. Task 5 is anticipated to be eligible to be covered by Grant funds.

Task 4 – Monitor & Coordinate HVAC Assessments

Upon receipt of Grant approval, ARC will coordinate with the District and Contractor for the Contractor to conduct the HVAC Assessment. During the implementation by the Contractor (which includes the CO2 meters, assessments, filter replacements and potentially repairs), we will track and

monitor progress, and be available to answer Contractor Requests for Information (RFI) along the way, with the goal of ensuring the HVAC Assessment meets all the requirements of the Grant and minimize necessary follow up.

Task 5 – Review HVAC Assessment Report (Licensed Professional)

ARC will review the HVAC Assessment Report in accordance with the guidelines for the Licensed Professional. We will work closely with the Contractor to identify necessary repairs (or replacements) and ensure project costs are reasonable and accurate. We will document the review in the format specified by the guidelines (anticipated to be a form, but yet to be published)

Deliverables

Approved Review and Budget (format TBD by CEC)

Task 6 – HVAC Verification Report

ARC will gather the documentation from the Contractor and their TAB personnel for all work performed. ARC will conduct a site visit to gather any additional data required, and verify the completed work. We will facilitate corrections to any deficiencies noted, working cooperatively with the District and Contractor. ARC will then complete the HVAC Verification Report (in a format yet to be published) and review with the District, before finalizing and submitting.

Deliverables

HVAC Verification Report

Task 7 – Project Close Out and On Call Engineering Services

ARC will conduct the project closeout by gathering the above documents and invoices from the Contractor and District. ARC will assemble the documents, confirm with the District the self-certifications and submit the report in the required format. The format is yet to be determined, but anticipated to be in the online portal.

We further recognize that unanticipated issues may arise over the course of any project, especially ones that are required to follow CEC guidelines that are not fully developed and subject to change. This is especially true with the current guidelines requiring the District to provide “Any reporting required to determine compliance with PUC Section 1618 (and) ... to calculate or confirm energy savings or reduction in greenhouse gas emissions resulting from the project.” While we reasonably expect the level of effort to be reporting a standardized set of quantities, capacities and hours, there is no way to determine precisely what will be requested. Our proposed budget includes a modest budget to support of these various activities and uncertainties, in order to provide a reasonable budget without presuming the worst-case scenario. In any case, ARC will work collaboratively with the District to ensure cost effective support of the program overall.

Deliverables

Final Report

Targeted analysis and reports as needed

Schedule and Cost

ARC Alternatives can begin the work upon receiving Notice to Proceed (NTP) from the District. While we could reasonably expect to complete the Grant application materials in about 3 weeks, our schedule will be as needed by the District, the availability of the Contractor and keeping an eye on the yet to be announced application deadlines. Work after the Grant approval will be coordinated with the District, and the Contractor.

Our cost estimate includes the entire scope described above and is built-up using our current standard rates below. The estimate assumes time-and-materials reimbursement with direct expenses passed through without markup. Phases 4-7 will not commence until the Grant is approved.

Proposed Scope and Cost Estimate

Scope Item	Hours	Cost
Pre-Grant Award		
1. Solicit & Coordinate with HVAC Assessment Contractor	4	\$768
2. Develop Grant Application Materials	13	\$2,381
3. Complete Grant Application	11	\$1,951
<i>Subtotal, Pre-Grant Award</i>		<i>\$5,100</i>
4. Monitor & Coordinate HVAC Assessments	20	\$4,012
5. Review HVAC Assessment Report (Licensed Professional)	20	\$4,092
6. HVAC Verification Report	32	\$6,072
7. Project Close Out and On Call Engineering Services	30	\$5,770
Direct Expenses (at cost, no markup)		\$400
Total, NTE	130	\$25,446

Billing Rates

Classification	\$/hour
Principal	\$215
Senior Program Manager	\$195
Senior Engineer/ Program Manager	\$189
Engineer/Senior Project Manager	\$169
Associate Engineer/Project Manager	\$145
Project Coordinator	\$115

These estimates are based on similar work done previously for school districts using Prop 39 levels of effort anticipated, and can be modified based on District input. Please let us know if the scope needs adjustment to better meet your needs.

Please do not hesitate to reach out to me at 415-286-1670 or curtis@arc-alternatives.com with any questions or clarifications regarding our proposal, and we look forward to the opportunity to again support the Oroville Union High School District!

Sincerely,



Curtis Schmitt, P.E.,

Principal, ARC Alternatives