

OROVILLE UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES MEETING AGENDA

**Wednesday, August 18, 2021 at 5:30 p.m. at the Transportation Department,
located at 2139 Washington Avenue and via YouTube**

Meeting link: <https://youtu.be/ld--m4fpx8>

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**

REGULAR MEETING AGENDA

Wednesday, August 18, 2021, 5:30 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

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]

RESULTS OF CLOSED SESSION

PLEDGE OF ALLEGIANCE

APPROVAL OF AGENDA VARIANCE

PUBLIC HEARING (None)

RECOGNITIONS AND PRESENTATIONS

1. Recognition of Retirees

Sherri Davis (11 years) and Susan Raasch (16 years) will be recognized for their years of service to the district.

2. Principals' Report on Enrollment and the First Day of School

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

At this time, the President will invite anyone in the audience wishing to address the Board on a matter not listed on the agenda to step to the podium, state their name for the record and make their presentation. The President will also read aloud any comments or questions received by 2:00 p.m. on the board meeting date. Presentations are **limited to three (3) minutes per person and fifteen (15) minutes per subject**. The Board is prohibited by State law from taking action on any item not listed on the agenda, except under special circumstances as defined in the Government Code.

REGULAR BOARD AGENDA FOR AUGUST 18, 2021

RECOGNITION OF INDIVIDUALS WHO WISH TO SPEAK ON AGENDA ITEMS

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

NON-ACTION INFORMATIONAL ITEMS AND REPORTS

3. Board Comments
4. Superintendent
5. Administration
6. DOJ Update

OLD BUSINESS (None)

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

7. Minutes from the July 28th and August 5th Board Meetings
8. Check Registers Dated 7/20, 7/22, 7/27, 7/29, 8/3 and 8/5
9. Monthly Financial Report
10. Donations to the Hall of Fame
11. Donation of Weights and Gym Equipment Valued at \$1500 to LPHS
12. Donation of \$2200 from the Fellows Club of Oroville to the LPHS FFA Program
13. Disposal of Surplus Equipment
14. Agreement with the Durham Recreation & Park District for Pool Use for the Swim Team
15. New Food Service Department Secretary Job Description
16. New PHS Courses: Building Trades, General Construction and Outdoor Education

NEW BUSINESS

17. **21/22 Certificated Tenure (Willenberg)**
The following certificated personnel have achieved the professional status of 100% tenure for 21/22: Jennifer Anderson, Audrey Bruce, Patrick Cleary, Jennifer Culver, Nancy Diaz, Olivia Garcia, Eric Isenberg, Jamie Kumle, Bonnie Leih, Garrett Louis, Kimberly Regnerus and Marta Shaffer
Recommend approval
18. **Committee on Assignments Waiver Requests—Elective Classes (Willenberg)**
Pursuant to Education Code Section 44258.7 (c), the Committee on Assignments has recommended the following teachers to teach in a special assignment area for 21/22: Keely Frazier (Yearbook) and Kurt Wilkins (Driver Education) at LPHS and Patrick Cleary (Driver Education) and Tom Murphy (Art) at OHS.
Recommend approval of Committee on Assignments' recommendations for special assignment classes as presented
19. **Resolution to Approve Teaching in Designated Subject Areas (9/18) (Willenberg)**
Education Code Section 44263 requires adoption of a Resolution that approves eligible certificated personnel, upon their written consent, to teach in a designated subject area outside of their credential authorization for 21/22. **Recommend approval of Resolution #1-21/22 as presented**

Enclosure

REGULAR BOARD AGENDA FOR AUGUST 18, 2021

20. **45-Day Budget Revision (Watts)**

Budget revisions that include applicable elements of the adopted State Budget as well as other necessary budget updates is submitted for approval. **Recommend approval**

Enclosure

21. **Amendments to the 2021-2024 LCAP (Watts)**

BCOE reviewed the District's LCAP and found a few sections that needed to be amended or clarified. The changes have been made and the document is now being presented for approval.

Recommend approval

Enclosure

22. **2021-2024 College & Career Access Pathways Partnership Agreement with Butte College (Willenberg)**

This three year agreement would allow students to earn dual enrollment credits. Classes at LPHS that qualify are Color Photography (our Digital Photography II), Animal Science (same title), Tractors and Crawlers (our Farm Management), and Natural Resources and Agri Construction (our Ag Mechanics II). Classes at OHS that qualify are Introduction to Photography (our Photography I), Beginning AutoCAD Drafting (our Engineering I), Architectural Drafting Applications (our Engineering II), and Career, Education & Life Choices (our Life Management). **Recommend approval**

Enclosure

23. **Purchase of SWISSuite License Agreement (Willenberg)**

Our DOJ Monitor has recommended the purchase of SWIS to monitor referrals and interventions at LPHS, OHS and PHS during the 21/22 school year. BCOE will assist with the training and implementation. The cost of the contract is \$1710 and will be funded by the general fund.

Recommend approval

Enclosure

24. **New District Logo (Willenberg)**

The Board reviewed five different logo designs at the June 23rd board meeting. District staff was surveyed the following day and overwhelmingly chose the logo that included local landmarks, such as the Oroville Dam and Table Mountain. The Board did not choose a logo at the July 28th board meeting. The Graphic Designer and our PR firm recommend approval of the enclosed logo from a graphic and printing standpoint. **Recommend approval**

Enclosure

24. **Annual Review, Certification and Adherence of Board Policy 0410 (Non-Discrimination in District Programs and Activities) (Willenberg)**

The district is annually required to review and certify that the district is adhering to its board policy on non-discrimination in district programs and activities. The board policy is up-to-date and is being followed appropriately. **Recommend certification and adherence to Board Policy 0410**

Enclosure

25. **Personnel Assignment Order**

Approval is requested for the following Personnel Assignment Order:

Certificated

Classified

Correction to Stipend amount

OHS

Student Activity Director - Diana Castillo -

\$2,748

Link Crew – Diana Castillo - \$1,998

Link Crew – Tom Frazier - \$1,998

REGULAR BOARD AGENDA FOR AUGUST 18, 2021

Certificated (Cont.)

LPHS

Student Activity Director - Keely Frazier -
\$2,748

Link Crew – Keely Frazier - \$1,998

Link Crew – Sherie Kermen \$1,998

Elizabeth Franks (correction to name)

Math Teacher - LPHS

Step/Class 09/III \$68,462 p/yr.

Effective 8/13/2021

Dave Tamori

Long Term Substitute

\$175 p/day

Effective 8/16/2021-12/17/2021

Diana Huss

Long Term Substitute

\$175 p/day

Effective 8/16/2021-1/13/2022

Classified (Cont.)

26. Items for Next Agenda

ADJOURNMENT

The meeting will be adjourned to a regular board meeting scheduled for Wednesday, September 15, 2021, at 5:30 p.m. in the Transportation Conference Room.

**OROVILLE UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING
July 28, 2021**

MINUTES

CALL TO ORDER

Board President, Mr. Damon, called the meeting to order at 5:30 p.m. on Wednesday, July 28, 2021, at the Transportation Conference Room and via YouTube.

ROLL CALL

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

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

CLOSED SESSION

- **Personnel-Gov't. Code 54957** [Public employee employment/discipline/dismissal/release]
- **Conference with Legal Counsel-Anticipated or Existing Litigation—Gov't. Code Section 54956.9** [UCP #1-20/21; OUHSD vs PERB (Case #C089108)]
- **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 6:00 p.m., the board reconvened to open session. No action was taken.

PLEDGE OF ALLEGIANCE

A moment of silence was held for Clay Castleberry (former board member) and Jonathan McNabb (ATC Para-Educator/Courier), who recently passed away.

APPROVAL OF AGENDA VARIANCE

#1-21/22: On a motion by Mrs. Walker, seconded by Mr. Sehorn, the board accepted an amended Personnel Assignment Order by the following vote:

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

PUBLIC HEARING (None)

RECOGNITIONS AND PRESENTATIONS (None)

HEARING OF INDIVIDUALS ON NON-AGENDA ITEMS (None)

HEARING OF INDIVIDUALS ON AGENDA ITEMS

Dr. Phung asked to speak on item #4.

MINUTES OF REGULAR MEETING – JULY 28, 2021

NON-ACTION INFORMATIONAL ITEMS AND REPORTS

1. **Board Comments** (None)

2. **Superintendent**

Dr. Willenberg reported that most staff return to work on August 13th. There will be a district breakfast on August 13th as well as PLC training for admin and teachers. There will be an hour-long training with our DOJ Monitor on August 16th as well as staff meetings and teachers having time to prepare their classrooms. He met with our Monitor on Monday to work on compliance issues. Dr. Rubalcaba also met with administration on Tuesday to discuss CR-PBIS. Mr. LaGrone and his crew are working hard to get our sites ready for students to return.

3. **Administration**

Mr. Simas reported on attending an Educational Leadership Consortium during the summer on how to implement CR-PBIS. Mr. Kermen has done a great job leading the group. He and Mr. Siplin presented data. Other districts are interested in what we are doing and have asked for information. He also attended a Culturally and Linguistically Responsive Teaching training. He is hosting a new teacher orientation on August 5th at 8:00 a.m. in the OHS library.

4. **Discussion on Updated Mask Guidance**

Dr. Willenberg referred to a new handout from CDPH stating that masks must be worn indoors in K-12 schools. Masks can be taken off outside. There has been some confusion about guidance being a local decision. The only local decision pertains to what can be done to students who refer to wear a mask. Like last year, he recommends that students be referred to independent study. We will be sending information to students and parents soon about this topic and other new changes. Dr. Phung stated that she keeps up COVID research daily. CDC changed guidance this week on mask wearing for people in high transmission area, which includes Butte County. The Delta variant is easier to spread and is 1000 times more of a viral load in the nose than the original strain. Early data is showing that vaccinated people can still spread the variant although they might not get sick. The American Pediatric Academy also recommends mask wearing indoors to reduce the spread. Masking is more important than social distancing. Only 40% of Butte County residents are vaccinated. People in the 18-29 year old age group are compared against other age groups to determine the risk of dying. People under 18 only have a .03% risk of dying from COVID. Thirty year olds have a 4x more chance of dying and 40 year old people have a 10x more chance of dying. The number rise exponentially from there. People who are 85 have a 600x more chance of dying. No vaccine is perfect and people can still get sick. Mr. Damon asked her opinion on wearing disposable masks. She responded that the masks work better than a gator/neck drape. Mr. Damon asks if students should be wearing surgical mask instead of disposable ones. Dr. Willenberg responded that most students have a school mask, which is more effective than the disposable masks. Disposable masks are primarily used on buses and in the classroom if students forget to bring theirs. She wears an N95 mask due to her close proximity to patients. The vaccine adds another layer of protection. Cases at the Oroville Hospital are rising. There were 200 cases in the last week, which is up from 120 and 60 reported the prior two weeks.

5. **Discussion on the Start of the School Year**

Dr. Willenberg reported that we will have an in-person new teacher orientation on 8/5, OHS freshman orientation on 8/6, and LPHS freshman orientation on 8/12. Freshman will be issued Chromebooks at the orientation. Those who are unable to attend or new upperclassmen can make an appointment with our IT staff to get theirs. He has reached out to BCPH to determine if athletes will have to be tested weekly but hasn't received a response yet. We have contracted with a company for a virtual nurse again to track COVID cases and complete health plans. We have also contracted for a nurse to work in the district two days per week. We have hired three Targeted Case Managers to assist our School Social Workers as well as College & Career Readiness Technicians, who will free up our counselors to focus more on interventions. Admin is excited for the new school year to start. If we have to shut down again, will switch to a virtual six period per day schedule. Counselors will be returning soon to enroll new students.

MINUTES OF REGULAR MEETING – JULY 28, 2021

6. DOJ Update

Dr. Willenberg reported that the DOJ and our Monitor are very happy with our progress of implementing CR-PBIS and updating our policies. The next step is to work with BCOE on recording discipline through a CR-PBIS app. Mr. Kermen is doing a great job leading the PBIS implementation. For the first time in his career, he feels that this is truly a collaboration effort that everyone can participate. Dr. Collins is a great addition to the admin team.

7. Quarterly Williams Act Complaints

Dr. Willenberg reported that no complaints were received during the last quarter.

OLD BUSINESS (None)

CONSENT CALENDAR

8. Minutes from the June 23rd and June 30th Board Meetings
9. Check Registers Dated 6/15, 6/17, 6/22, 6/24, 7/1, 7/6, 7/8 and 7/13
10. Monthly Financial Report
11. 4th Quarter Scholarship Report
12. Donations to the Hall of Fame
13. Donation of \$1800 from Various Individuals and Organizations to the LPHS Athletics Program
14. 21/22 Spring Consolidated Application
15. Agreement with Jack Schreder & Associates, Inc. to Prepare a Developer Fee Study
16. 21/22 Agreement with Teacher Created Materials for Professional Development
17. 2021-2024 Licensing Agreement with Document Tracking Services for State Required Templates

#2-21/22: On a motion by Mr. Sehorn, seconded by Mrs. Walker, the consent calendar was approved as presented by the following vote:

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

NEW BUSINESS

18. Request from Delta Upsilon Sorority to Waive Facility Rental Fees

Mr. Sehorn stated that he attended this event the last time it was held and it was spectacular.

#3-21/22: On a motion by Mr. Damon, seconded by Mrs. Walker, the request to waive fees was approved as presented by the following vote:

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

19. Approval of Projects Funded with One-Time Funds

Mrs. Watts stated that the funding has accumulated during the past two years. Some items have been covered by COVID funds. She won't know the exact amount of funds available until the 20/21 books are closed. The list was developed by herself, Dr. Willenberg and Mr. LaGrone. We may need to bring in a consultant to review the HVAC plan. RDA funds can only be spent within the city limits. Most of the #1 priorities came from Kennan after they performed a threat assessment. Most of the items on the list will be contracted out.

#4-21/22: On a motion by Mrs. England, seconded by Mr. Sehorn, the list of projects was approved as presented by the following vote:

MINUTES OF REGULAR MEETING – JULY 28, 2021

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

20. 2021-2024 College & Career Access Pathways Partnership with Butte College

This item was pulled from the agenda as Butte College is adding more sections to the document. It will be brought back to the board next month.

21. Contract with MD Inspections, Inc. for the OHS Gym HVAC Project

#5-21/22: On a motion by Mrs. Walker, seconded by Mr. Sehorn, the contract was approved as presented by the following vote:

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

22. Waiver of District Writing Sample and a Reduced MAP Score for Use in Reclassification of English Learners for the 20/221 School Year

#6-21/22: On a motion by Mrs. Walker, seconded by Mrs. Englund, the waiver of the district writing sample and a reduced MAP score was approved as presented by the following vote:

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

23. Selection of a New District Logo

The Board could not come to an agreement. The Graphic Designer will be asked to make some additional changes, which will be reviewed at the next regular meeting.

#7-21/22: On a motion by Mr. Sehorn, seconded by Mrs. Walker, this item was tabled by the following vote:

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

24. 21/22 Committee on Assignment Members

#8-21/22: On a motion by Mrs. Walker, seconded by Mrs. Englund, the members were approved as presented by the following vote:

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

25. 21/22 District Investigative Team Members

#9-21/22: On a motion by Mrs. Walker, seconded by Mrs. Englund, the members were approved as presented by the following vote:

MINUTES OF REGULAR MEETING – JULY 28, 2021

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

26. Amended Personnel Assignment Order

#10-21/22: On a motion by Mrs. Walker, seconded by Mrs. Englund, the amended Personnel Assignment Order was approved by the following vote:

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

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

Certificated

Amy Baird
Counselor-LPHS
Step/Class 1/IV \$55,516 p/yr.
Effective 8/13/2021

David Milano
ITECH Teacher-PHS
Step/Class 1/I \$49,962 p/yr.
Effective 8/13/2021

Kristin Meyding Westman
Correction to starting salary placement to
Step 5 w/Master's Degree \$95,711
Effective 7/1/2021

Kurt Wilkins
Teacher-LPHS
Correction to initial salary placement
Step/Class 23/III \$86,191 p/yr.
Effective 8/13/2021

Terris Holloway
Special Education Teacher-OHS
Step/Column 1/I \$49,962 p/yr.
Effective 8/13/2021

2021/22 Coaches

LPHS

Football

Varsity Football Asst-Don Frasier-
Resignation

Volleyball

James Knapp-change from Frosh Head
Coach (PD) to Frosh Asst Coach (NP)

Classified

Brian Bradford
Custodian
Voluntary Transfer from LPHS to OAE/OHS
Effective 7/12/2021

Christopher Gilbert
Bus Driver
5.0 hrs. p/day; SDO+1 (196 days p/yr.)
Step/Column 17/E \$21.66 p/hr.
Effective 8/17/2021

Christopher Gilbert
Custodian
2.0 hrs. p/day; 260 days p/yr.
Step/Column 15/A \$16.96 p/hr.
Effective 8/17/2021

Chelsea Jensen
ATC Para-Educator
Resignation
Effective 7/31/2021

Sean Chulasawan
Custodian
Resignation
Effective 7/8/2021

Mihai Galev
Mechanic
8.0hrs p/day; 260 days p/yr.
Step/Column 22/G \$25.99 p/hr.
Effective 7/1/2021

William Bowers
Universal Support Staff
8.0 hrs. p/day; SDO (195 days) p/yr.;
Step/Column 15/A \$16.96 p/hr.
Effective 8/17/2021

MINUTES OF REGULAR MEETING – JULY 28, 2021

Certificated (Cont.)

2021/22 Coaches (Cont.)

OHS

Football

Football JV Asst – Chris Bridges (PD)
Football Varsity Asst – John Martin (PD)
Football Varsity Asst – Jesus Gomez (PD)
Football JV Asst – David Peterson (NP)
Football JV Asst–Tyler Schmautz-
Resignation
Football Var Asst–Manuel Santillan-
Resignation

2021/22 Certificated Substitutes

Anderson, James
Anderson, Kathryn
Avila, Lisa
Backues, Sharyl
Barnett, Courtney
Berry, Joshua
Boatwright, Jeanean
Bremner, Lynn
Brown, Mark
Cameron, Alice
DeAnda, Eddie
Eads, Nicole
Eldridge, Barbara
Finnegan, Corey
Gauthreaux, Eric
Goldmann, Britta
Goodman, Betty
Gravison, Terri
Hamett, Judy
Harrington, Glenn
Hetherwick, Melissa
Hillman, Laura
Huss, Diana
Jackson, William
King, Ernest
Kodad, Jannelle
Lacefield, Jacqueline
Lackey, Jaymes
Lyon, Robin
Olexiewicz,
Philbeck, Larry
Pickering, Cody
Reynosa, Santiago (Jr.)
Rinehart, Susan
Rubio, Oscar
Saeteurn, Chan
Sanchez, Kayla
Scheer, Cliff
Scott, Raymond
Smith, Laura
Stieb, Jackson
Suhrie, Robert

Classified (Cont.)

Hollie Preston
Voluntary Transfer from 260 day
Administrative Secretary position to 240 day
Administrative Secretary position
Effective 7/30/2021

2021/22 Substitute Bus Drivers

McCauley, Chandler

2021/22 Campus Supervisor Substitutes

Holmes, Johnny
Horton, Cliff
Jacobsen, Chris
Manes, Alan

2021/22 Clerical Substitutes

Bello, Beth
Olson, Kristie

2021/22 Courier Substitutes

Nielson, Dawna
Sneeringer, Jodi
Smith, Helen
Rudolph, Mary
Womack, Carla
Narayan, Gloria
Jenkins, Monica
Davis, Tyriniki
LaGrone, Jordan

2021/22 Custodial Substitutes

Aceves Jara, Veronica
Alex, Cynthia
Blankenship, Kyle
Brewer, Miles
Cash Jr., Billy
Corrales-Sauceda, Ruth
Danner, Isaiah
Galev, Michael
Hamrick, Connor
Horton, Cliff
Long, Kenneth
Topete, Omar
Ullman, Ronald

2021/22 Food Service Substitutes

Gilbert, Nancy
Hamrick, Connor
Otsuka, Sherry
Smith, Helen

2021/22 Groundskeeper Substitutes

Cash Jr., Billy
Galev, Michael
Horton, Cliff

MINUTES OF REGULAR MEETING – JULY 28, 2021

Certificated (Cont.)

2021/22 Certificated Substitutes (Cont.)

Tamori, Dave
Tate, Travanti
Teer, Abby
Thompson, Dominique
Treusdell, Craig
West, Steven
Zelny, Andrew

Classified (Cont.)

2021/22 Maintenance Substitutes

Cash Jr., Billy
Galev, Michael
Horton, Cliff

2021/22 Para-Educator Substitutes

Boatwright, Jeanean
Cameron, Alice
Hetherwick, Melissa
Lyon, Robin

2021/22 Universal Substitutes

Cash Jr., Billy
Giles, Brandon
Holmes, Johnny
Horton, Cliff
Manes, Alan
Santillan, Manuel

**2021/22 Transportation Clerical
Substitutes**

Jenkins, Monica
Nielsen, Dawna
Rossetta, Terry
Rudolph, Mary

**2021/22 Transportation Custodial
Substitutes**

Rossetta, Terry
Smith, Helen

2021/22 Vehicle Service Substitutes

Bradford, Debra
Davis, Mike
Gilbert, Chris
Howarth, Julie
Jenkins, Joel
Jenkins, Leighton
Jenkins, Monica
Nielsen, Dawna
Rossetta, Terry
Rudolph, Mary
Sheldon, Rebecca
Smith, Helen
Swartz, Susan

27. Items for Next Agenda (None)

MINUTES OF REGULAR MEETING, JULY 28, 2021

ADJOURNMENT

On a motion by Mrs. Walker, seconded by Mrs. Englund, the meeting adjourned at 7:02 p.m.

(Signature of Board Official)

ATTEST:

Secretary to the Board of Trustees

**OROVILLE UNION HIGH SCHOOL DISTRICT
SPECIAL BOARD OF TRUSTEES MEETING
August 5, 2021**

MINUTES

CALL TO ORDER

Board President, Mr. Damon, called the meeting to order at 5:00 p.m. on Thursday, August 5, 2021, at the Transportation Conference Room and via YouTube.

ROLL CALL

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

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

PLEDGE OF ALLEGIANCE

APPROVAL OF AGENDA VARIANCE

#11-21/22: On a motion by Mrs. Walker, seconded by Mr. Sehorn, the board accepted an amended Personnel Assignment Order by the following vote:

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

HEARING OF INDIVIDUALS ON NON-AGENDA ITEMS (None)

HEARING OF INDIVIDUALS ON AGENDA ITEMS

Brian Guthrie asked to speak on item #2.

NEW BUSINESS

1. Updated Board Policy/Administration/Exhibit 6158 (Independent Study)

#12-21/22: On a motion by Mr. Sehorn, seconded by Mrs. Walker, the BPAR/E was approved as presented by the following vote:

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

2. Updated 21/22 School Year Calendar and Bell Schedules

Brian Guthrie PHS teacher, asked to speak on item #2 on behalf of OSTA. Dr. Willenberg stated that the District and OSTA couldn't come to an agreement on a bell schedule that included time for advisory and collaboration, so we reverted back to an approved schedule from 10/11 (pre-collaboration time). The minimum day on Thursdays will allow time for professional development, PLC, PBIS, staff meetings, etc. Students will get out of school on Thursdays at 2:09 p.m. The Boys & Girls Club will have activities at LPHS and OHS for students who need to stay after school until they can be picked up. Social Emotional Learning dates have been added to the bottom of the calendar. An assembly or other group activities will be held on these dates to meet DOJ requirements. Mr. Guthrie stated that OSTA and the District agreed to a bell schedule on July 30th but it is not the schedule that Dr. Willenberg emailed to staff. Mr. Martin called Dr. Willenberg on August 4th to get clarification. OSTA wants the district to retract the bell schedule

MINUTES OF SPECIAL MEETING – AUGUST 5, 2021

on the agenda tonight and use the version that they signed until further negotiations are held. Failure to do so may result in OSTA making a legal response by filing an unfair labor practice. Mr. Damon asked Mrs. Watts if she was at negotiations. Mrs. Watts confirmed that she was there. She stated that both sides agreed to use supposals and OSTA was adamant that it was an all or nothing deal. They didn't have an agreement at the end of the day. Dr. Willenberg stated that both sides agreed to use a mediation format, which allows for confidential supposals rather than formal offers. The District wanted to include collaboration language in the contract rather than signing an annual side letter like they have for the past ten years. He feels that OSTA's definition of consultation is student activities, such as IEP's and 504's. Mr. Guthrie agreed. They couldn't come to an agreement on collaboration time, which is needed for PLC, training, DOJ work, etc. He told Mr. Martin during their phone call that the word "collaboration" was changed to "PD/Training" to eliminate any confusion. The District can set what is done during that time. He has a District to run and we're already very late notifying parents about a bell schedule so they can plan for transportation, etc. OSTA is welcome to file an unfair. Mr. Sehorn asked if there was any way to get an agreement. Dr. Willenberg stated that their next negotiation session is on September 7th. Mr. Guthrie said OSTA isn't against the districts schedule; it's a matter of following procedure. He stated that the differences between the bell schedules is that the one on the agenda includes a minimum day schedule and the word "consultation" was changed to "PD/training". Dr. Willenberg reiterated that OSTA was clear that it was an all or nothing deal. This was only one of the items being discussed. The supposals don't bind either side to a deal. OSTA wants to dictate what is done during consultation time. They negotiated for two days and couldn't reach an agreement. He encouraged the Board to approve the schedule in the board packet.

#13-21/22: On a motion by Mr. Sehorn, seconded by Mr. Damon, the updated calendar and bell schedules were approved as presented by the following vote:

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

3. Proposal from ARC Alternatives to Assist with CalSHAPE

#14-21/22: On a motion by Mr. Sehorn, seconded by Mrs. Walker, the proposal was approved as presented by the following vote:

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

4. AB 104 Graduation Requirement Waivers for Class of 2021 Seniors

#15-21/22: On a motion by Mrs. Walker, seconded by Mr. Sehorn, the waivers were approved as presented by the following vote:

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

5. Amended Personnel Assignment Order

#16-21/22: On a motion by Mrs. Walker, seconded by Mr. Sehorn, the amended Personnel Assignment Order was approved by the following vote:

MINUTES OF SPECIAL MEETING – AUGUST 5, 2021

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

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

Certificated

Ramona Guzman Saeturn
Request for FMLA/CFRA Leave for baby bonding
Effective 8/13/2021 – 1/13/2022

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)

Football

Varsity Assistant - William Bowers (NP)

Elizabeth Fairbanks
Math Teacher-LPHS
Step/Column 09/III \$68,462 p/yr.
Effective 8/13/2021

2021/22 Extra Duty Assignments

LPHS

Ag - Andree' Earley - \$5000
Ag - Laura LaFayette - \$4,497
Ag - Brendan Close - \$4,497
Ag - Regina Stafford - \$4,497
Ag - Samantha Bright - \$4,497
Academic Decathlon-Christian Bruce-\$1,998
FCCLA-Alan Von der Mehden-\$999 (split stipend)
FCCLA-Laura Bowers - \$999 (split stipend)
Link Crew-Sherie Kermen-\$999 (split stipend)
Link Crew - Keely Frazier-\$999 (split stipend)
Skills USA - West Upton - \$1,998
Yearbook – Keely Frazier - \$2,998

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 8/A \$14.28 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 8/C \$15.77 p/hr.
Effective 8/1/2021

Dennis Raschka
Custodian
8.0 hrs. p/day; 260 days p/yr.
Step/Column 15/A \$16.96
Effective 8/23/2021

Gus Buenrostro
Custodian
8.0 hrs. p/day; 260 days p/yr.
Step/Column 15/C \$18.70p/hr.
Effective 8/11/2021

Susan Raasch
Bus Driver
Retirement w/Cash-in-lieu of benefits until the age of 65 years
Effective 8/17/2021

MINUTES OF SPECIAL MEETING – AUGUST 5, 2021

Certificated (Cont.)

2021/22 Extra Duty Assignments (Cont.)

OHS

FCCLA – Sandy Smith - \$1,998
Link Crew – Diana Castillo - \$999 (split stipend)
Link Crew – Tom Frazier - \$999 (split stipend)
Yearbook – Samantha Muntifering - \$2,998

PHS

Head Teacher - Brad Lund- \$4,497
Yearbook-Brian Guthrie-\$1,499 (split stipend)
Yearbook-Bertha Campanero-\$1,499 (split stipend)

2021/22 Subject Area Coordinators

LPHS

Athletic Director – Tim Harles - \$4,996
ASB – Keely Frazier - \$1,998
Agriculture/Home Ec - Andree' Earley \$999 (split stipend)
Agriculture/Home Ec -Alan (Von) der Mehden - \$999 (split stipend)
ITECH/Arts-West Upton-\$999 (split stipend)
ITECH/Arts-Julie Tooker-\$999 (split stipend)
English - Lisa Ross-\$999 (split stipend)
English - Cristian Bruce - \$999 (split stipend)
PE/Health - Lael Schneider - \$1,998
Social Science - Sam Burnett - \$1,998
Science - Bonnie Leih - \$1,998
Math - Rebecca Howard - \$1,998
Special Education - Tom Lewis - \$1,998

OHS

Athletic Director – Tom Frazier - \$4,996
ASB – Diana Castillo - \$1,998
CTE – Dan Briggs - \$1,998
English – Jania Johnson - \$1,998
Math – Jennifer Culver - \$1,998
P.E. – Allison Smith - \$1,998
Science – Alisha Weliver - \$1,998
Special Education – John Cuny - \$1,998
Social Science–Michael Buchanan - \$1,998

LPHS/OHS

College Connection - Julie Decker - \$1,998
Music - Marco Paim - \$4,497

Classified (Cont.)

Sherri Davis
Para Educator II
Retirement w/Cash-in-lieu of benefits until the age of 65 yrs.
Effective 8/13/2021

ATC Substitute Para Educator

Sally Van Tassel

MINUTES OF SPECIAL MEETING, AUGUST 5, 2021

ADJOURNMENT

On a motion by Mrs. Walker, seconded by Mr. Sehorn, the meeting adjourned at 5:25 p.m.

(Signature of Board Official)

ATTEST:

Secretary to the Board of Trustees

Checks Dated 07/22/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-206552	07/22/2021	ALL METALS PIPE & STEEL SUPPLY	01-4300	DUST CAP	21.45	43.61
3005-206553	07/22/2021	BUTTE COUNTY SHERIFF	01-5804	STEEL 2X2X1/8	22.16	608.00
3005-206554	07/22/2021	BUTTE ROOFING COMPANY	01-5640	MAY/JUNE 2021 FINGER PRINTING FOR PRE EMPLOYMENT		6,325.28
3005-206555	07/22/2021	CALIF WATER SERVICE COMPANY	01-5505	REPAIRS ROOF OVER LIBRARY & SCIENCE BUILDG		8,965.46
3005-206556	07/22/2021	CARPETS GALORE INC	01-5640	06/09/21-07/07/21 BILLING 0556577777		9,500.00
3005-206557	07/22/2021	CDW GOVERNMENT INC	01-5850	NEW FLOORING OHS T WING ROOM		11,000.00
3005-206558	07/22/2021	CHRISTY WHITE ASSOCIATES	01-5800	GOGUARDIAN		10,665.00
3005-206559	07/22/2021	CSBA C/O WEST AMERICA BANK	01-5300	20/21 DIST. AUDIT/ 1ST PROGRESS	10,013.00	
3005-206560	07/22/2021	DAN'S ELECTRICAL SUPPLY	01-5800	21/22 CSBA/ELA MEMBERSHIP	2,495.00	12,508.00
3005-206561	07/22/2021	EDUCATIONAL TESTING SERVICE	01-4300	21/22 GAMUT ONLINE		331.95
3005-206562	07/22/2021	ENLOE MEDICAL CENTER	11-5800	VARIOUS SUPPLIES		388.50
3005-206563	07/22/2021	ERICKSON LAW FIRM A.P.C.	01-5804	OAE TESTING/TEST FEE		67.00
3005-206564	07/22/2021	EWING IRRIGATION PRODUCTS	01-5801	JUNE 2021 PRE SCREENING		13,478.50
3005-206565	07/22/2021	JACKSONS GLASS CO	01-5640	06/01/21-06/30/21 BILLING	84.77	
3005-206566	07/22/2021	OROVILLE POWER EQUIPMENT	01-4300	SOLENOID FOR HUNTER VALVES	1,471.99	1,556.76
3005-206567	07/22/2021	PG&E	01-5501	VARIOUS SUPPLIES		358.86
3005-206568	07/22/2021	RAY MORGAN COMPANY	01-5602	INSULATED GLASS UNIT	35.84	
3005-206569	07/22/2021	SAN JOAQUIN OFFICE OF ED	01-5603	CHISEL/ SHARPEN SAW CHAIN	14.06	
3005-206570	07/22/2021	SAN MATEO-FOSTER CITY SD	11-5603	GAL BAR OIL	188.28	238.18
3005-206571	07/22/2021	SCHOOL OUTFITTERS LLC	01-5800	TRIMER LINE/HEAD	507.33	
3005-206572	07/22/2021	Semingson Architects Inc	01-5800	#6255577568-3 06/02/21-06/30/21 BILLING	20,992.72	
				#7241342564-5 05/19/21-06/17/21 BILLING	660.58	
				#8353087371-6 06/02/21-06/30/21 BILLING	670.44	22,831.07
				#7241342564-5 05/19/21-06/17/21 BILLING	205.05	
				07/01/21-09/30/21 BASE CHARGE AG	32.58	
				CONTRACT USAGE CHARGE- AGS	475.47	713.10
				CONTRACT USAGE CHARGE- OAE		800.00
				ED JOIN SERVICE FY21/22		154.40
				21/22 CO-OP MEMBERSHIP	3,936.35	
				ACTIVITY TABLES	2,134.88	6,071.23
				SCHOOL CHAIRS	137.50	
				CLERICAL		

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

ESCAPE ONLINE
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Checks Dated 07/22/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-206572	07/22/2021	Semington Architects Inc	25-6200	CLERICAL PROJECT ARCH.	1,331.25	1,468.75
3005-206573	07/22/2021	SPORTSNET INC	01-5850	21/22 SUBSCRIPTION TO WEB APP.		1,550.00
3005-206574	07/22/2021	SPURR	01-5501	BILLING 05/04/21-06/02/21	2,032.53	
3005-206575	07/22/2021	T-MOBILE USA INC.	11-5501	BILLING 05/04/21-06/02/21	21.96	2,054.49
3005-206576	07/22/2021	DOOR SYSTEM DESIGN INC THE DOOR COMPANY	01-5800	JULY HOT SPOT SERVICE		8,200.00
3005-206577	07/22/2021	WESTERN TREE NURSERY INC	01-5640	LUBRICATED & ADJUST COMM DOOR		414.00
			01-4300	PLANTS		1,245.71
Total Number of Checks					26	121,537.85

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	24	118,495.83
11	AdultEducationFund	4	1,556.37
13	CafeteriaSpecialRevenueFund	1	154.40
25	CapitalFacilitiesFund	1	1,331.25
Total Number of Checks		26	121,537.85
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			121,537.85

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

023 - Oroville Union High School District

Generated for Christina Hopper (CHHOPPER), Jul 23 2021
11:00AM

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Checks Dated 07/20/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-206381	07/20/2021	US DEPT OF ED EXCESS CASH	01-8290	REPAYMENT OF 6/30/21 DRAW ON 7/12/21		2,848.22
3005-206382	07/20/2021	ANIXTER INC	01-4300	BLANKS KEYS		144.20
3005-206383	07/20/2021	BETTER DEAL EXCHANGE	01-4300	ANCHOR/DRIVE BIT	38.95	
				BATTERIES	36.78	
				BLNK PLATE/SHARKBITE	10.36	
				CONTRACTOR SHIMS	6.48	
				DRAIN OPENER	9.73	
				DUCT FLEX	30.30	
				FLUE TAPE	10.81	
				MISC BOLTS	3.42	
				MISC BOLTS,NUTS	5.63	
				NUMEROUS SUPPLIES	182.41	
				NUTS/SLEEVE COMPRS	1.75	
				R-TRAP PLASTIC	5.40	
				RED GRN HMR	7.57	
				ROLLER/BUCKET	14.05	
				SD SPADE BIT	6.48	
				SOAKER	32.45	
				WOOD SHIMS	2.15	
			01-4363	MOUNTING TAPE/BATTERIES	24.88	429.60
3005-206384	07/20/2021	BUSWEST	01-5620	B78 SERVICE MAINTENANCE		960.00
3005-206385	07/20/2021	CA OCCUPATIONAL MEDICAL PROF	01-5804	JUNE2021 PRE SCREENING		525.50
3005-206386	07/20/2021	DEPT TOXIC SUBSTANCES CONTROL ACCOUNTING UNIT	01-5800	2021 EPA ID Manifest Fee		682.50
3005-206387	07/20/2021	AERIES SOFTWARE	01-5850	AERIES COMMUNICATION		14,800.00
3005-206388	07/20/2021	GRAINGER INC	01-4300	LABEL TAPES	23.75	
				SAFETY SIGN	116.80	
				STATE FLAGS	227.39	
				US FLAGS	146.14	
			01-4360	NOTEPADS	13.75	527.83
			01-4300	10 GAL SEAL	345.32	
3005-206389	07/20/2021	HILL YARD INC.		FLOOR RESTORER/PADS/PREGAME	2,056.36	2,401.68
				MAINT. SUPPLIES	910.88	
3005-206390	07/20/2021	HOME DEPOT	01-4300	RETURNED	42.09	868.79
3005-206391	07/20/2021	STATE OF CALIF DEPT OF JUSTICE	01-5804	JUNE2021 PRE EMPLOYMENT FINGERPRINT		320.00

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.

023 - Oroville Union High School District

Generated for Christina Hopper (CHHOPPER), Jul 23 2021 10:59AM

Checks Dated 07/20/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-206392	07/20/2021	US BANK CORPORATE PAYMENT SYSTEM	01-5300	2510- C. WILLINGBERG/ AASA MEMBERSHIP	470.00	
			01-5850	8808- J.LAGRONE/ CASTO MEMBERSHIP	75.00	
				8808- J.LAGRONE/ NETWORK RENEWAL	15.99	560.99
				Total Number of Checks	12	25,069.31

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	12	25,069.31
	Total Number of Checks	12	25,069.31
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		25,069.31

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), Jul 23 2021

10:59AM

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Checks Dated 07/27/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-206722	07/27/2021	BETTER DEAL EXCHANGE	01-4300	COOLER/COATING/SCRAPER	25.51	
				EVAP COOLER COAT	8.65	
				GORILLA MOUNT TAPE	9.73	
				IRON PULLY/VALVE	19.46	
				NUMEROUS SUPPLIES	15.76	
				PAINT/KILLZ/SPRYPNT	25.94	
				PUSH STRGHT	10.81	
				RECEPTACLE/PLUG	9.29	
				SPRAY HEAD POP UP	9.73	
				SPRAY PAINT	32.41	
				WASHER/NUTS	2.58	169.87
3005-206723	07/27/2021	CENTURY LINK	01-5900	JULY2021 BILLING #87101630		.21
3005-206724	07/27/2021	DAN'S ELECTRICAL SUPPLY	01-4300	DIGITAL CLAMP/ANCHOR KIT	181.46	
				VARIOUS SUPPLIES	67.75	249.21
3005-206725	07/27/2021	GRAINGER INC	01-4300	SAFETY SIGN	140.16	
				SAFETY SIGNS/BRAILLEE	418.21	
				TRQ WRENCH	321.03	879.40
3005-206726	07/27/2021	HILLIYARD INC.	01-4300	18 GAL EXPLORER	560.13	460.43
3005-206727	07/27/2021	HOME DEPOT	01-4300	MAINT. SUPPLIES	68.14	
				RETURNED ITEM	101.03	390.96
				RETURNED ITEMS		
3005-206728	07/27/2021	JACKSONS GLASS CO	01-5640	1/4" CLEAR MIRROR		278.05
3005-206729	07/27/2021	OFFICE DEPOT	01-4300	BACK ORDER SUPPLIES	43.75	
				BADGE NAME	17.28	
				INK HP COMBO	628.78	
				LABEL TAPE	54.11	880.12
3005-206730	07/27/2021	OREILLY AUTOMOTIVE INC	01-4363	VARIOUS DO SUPPLIES	136.20	47.54
3005-206731	07/27/2021	OROVILLE FORD	01-4363	SEMI MET PAD		82.58
3005-206732	07/27/2021	PITNEY BOWES INC GLOBAL FINANCIAL SERVICES LLC	01-5602	2017 F250 ELEMENT ASSY	167.52	
				05/23/21-08/22/21 BILLING- PHS		
				05/20/21-08/19/21 BILLING- OAE	83.44	250.96
3005-206733	07/27/2021	RECOLOGY BUTTE COLUSA COUNTIES	01-5506	GREEN WASTE		422.12
3005-206734	07/27/2021	THERMALITO WATER & SEWER DIST	01-5505	JUNE2021 BILLING- 617301	394.86	
				JUNE2021 BILLING- 620601	248.63	643.49
3005-206735	07/27/2021	US BANK CORPORATE PAYMENT SYSTEM	01-4300	7522- P. BLANEY/ RAFFLE TICKETS	18.95	
				8808- J.LAGRONE/ RISER FOR R540 KIT	162.94	
				8808- J.LAGRONE/ RUBBER MATTS	3,716.37	

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

ESCAPE ONLINE
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Checks Dated 07/27/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-206735	07/27/2021	US BANK CORPORATE PAYMENT SYSTEM	01-5200	0966- S. SMITH/ 2021 WORLD OF FLAVOR WORKSHOP	995.00	4,893.26
3005-206736	07/27/2021	OUHSD SCHOLARSHIP FUND	73-5800	REIMB. CK# 1631-1641		7,440.00
Total Number of Checks					15	17,088.20

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	14	9,564.76
11	AdultEducationFund	1	83.44
73	FoundationPrivPurposeTrustFu	1	7,440.00
Total Number of Checks		15	17,088.20
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			17,088.20

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

Checks Dated 07/29/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-206983	07/29/2021	ADAM LABS, INC	01-5800	ASBESTOS SAMPLE ANALYSES		55.00
3005-206984	07/29/2021	Amazon.com Llc	01-4300	RETURNED ITEM	116.72-	
				THERMAL PAPER/PUSH PINS/MAGNET	57.60	
				WALL-MOUNT CHARGING CART	137.98	
			01-4363	VARIOUS MATERIALS	276.15	355.01
3005-206985	07/29/2021	DeMoulin Bros. & Co.	01-4400	LAPEL MIC		1,221.69
3005-206986	07/29/2021	Edgenuity Inc.	01-5850	22-24 SUBSCRIPTION		120,500.00
3005-206987	07/29/2021	HANCOCK AUTOMOTIVE	01-5620	SMOG CERT/ #1114393		44.00
3005-206988	07/29/2021	KENNETH GODFREY IMS CUSTOM SHEET METAL	01-4300	FABRICATE EVAP COOLER TRANS		189.44
3005-206989	07/29/2021	LG ENVIRONMENTAL	01-5800	JULY2021- MONTHLY INSPECTION		150.00
3005-206990	07/29/2021	MAXWELL MEDALS AND AWARDS	01-4300	7X9 BRASS PLAQUE		246.81
3005-206991	07/29/2021	MT SHASTA SPRING WATER CO INC	01-4300	JULY2021 2-5 GAL/ DO	19.95	
			01-4363	JULY2021 1-5 GAL/ TRANSP.	12.23	32.18
3005-206992	07/29/2021	OUHSD REVOLVING FUND	01-9120	FINAL JUNE REIMB. CK#1091		241.09
3005-206993	07/29/2021	PITNEY BOWES INC GLOBAL FINANCIAL SERVICES LLC	01-5602	05/28/21-08/27/21 BILLING- DO		429.35
3005-206994	07/29/2021	PRACTI-CAL INC	01-5800	MEDI-CAL CLAIMS		1,180.12
3005-206995	07/29/2021	SEVEN UP BOTTLING COMPANY OF CHICO INC	11-5601	AUG2021 LEASING B&C		3,500.00
3005-206996	07/29/2021	TEACHERS CURRICULUM INSTITUTE	01-5850	21/22 TEACHERS/STUDENTS SS LICENSE		65,225.00
			01-4400	JOHN DEERE AUGER/BUCKET		5,332.88
3005-206997	07/29/2021	VALLEY TRUCK & TRACTOR CO.	76-9544	OVERPYMT DENTAL RETIREE		38.94
3005-206998	07/29/2021	Avila, Lisa A				
Total Number of Checks					16	198,741.51

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	14	195,202.57
11	AdultEducationFund	1	3,500.00
76	Warrant/Pass-ThroughFund	1	38.94
Total Number of Checks		16	198,741.51
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			198,741.51

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Checks Dated 08/03/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-207186	08/03/2021	Olson, Anna M	11-4300	WATER COLORS COPIES		216.66
3005-207187	08/03/2021	Giles, Brandon	01-4300	SHOULDER PADS		238.15
3005-207188	08/03/2021	ACCREDITING COMMISSION	01-5300	21/22 ACCREDITATION MEMBERSHIP	3,300.00	
3005-207189	08/03/2021	Amazon.com Llc	11-5300	21/22 ACCREDITATION MEMBERSHIP	1,100.00	4,400.00
3005-207190	08/03/2021	AT&T	01-4300	WHITE BOARDS	667.82	
			01-4400	KEY MANAGEMENT SYSTEM	1,947.42	2,615.24
			01-5900	06/24/21-07/23/21 - #9391008278	23.55	
				06/24/21-07/23/21 - #9391008279	23.42	
				06/24/21-07/23/21 - #9391008280	23.47	
				06/24/21-07/23/21 - #9391008281	23.42	
				06/24/21-07/23/21 - #9391008282	1,185.44	
			11-5900	06/24/21-07/23/21 - #9391008282	33.49	
				06/24/21-07/23/21 - #9391047160	108.63	
			13-5900	06/24/21-07/23/21 - #9391008282	17.13	1,438.55
3005-207191	08/03/2021	BETTER DEAL EXCHANGE	01-4300	BRASS HOSE	16.23	
				FUSE	5.40	
				HOSENOZ	57.09	
				KEY CUTTING	2.15	
				MAGNETIC BIT HOLDER	10.81	
				MISC BOLTS	24.10	
				SPRAY PAINT	30.26	
				SPRINKLER TIMER	27.05	
				TRASH CAN	23.80	
				TRASH CAN/KEY CUTTING	29.20	
				VARIOUS SUPPLIES	46.62	
				WALL PLATE	1.72	
			01-4363	MISC BOLTS	10.35	284.78
3005-207192	08/03/2021	BUSWEST	01-4363	SENSOR		43.84
3005-207194	08/03/2021	CDW GOVERNMENT INC	01-4400	HP LASER PRINTER		848.04
3005-207195	08/03/2021	Dannis Woliver Kelley	01-5801	CLASS NEGOTIATION	29.50	
				NW COMPLAINT	3,354.00	3,383.50
3005-207196	08/03/2021	DAN'S ELECTRICAL SUPPLY	01-4300	COMPRESSION	7.45	
				CONNECTOR/COUPLING/BRAKET		
3005-207197	08/03/2021	DAY WIRELESS SYSTEMS	01-5900	JUNE2021 BILLING		762.00
3005-207198	08/03/2021	DOCUMENT TRACKING SERVICES LLC	01-5850	LCAP SERVICE 09/15/21-09/15/22		1,125.00
3005-207199	08/03/2021	EASTBAY INC	01-4400	SCORE BOARD TABLE		1,394.25
3005-207200	08/03/2021	EWING IRRIGATION PRODUCTS	01-4300	NITRO REPLACEMENT		12.66
3005-207201	08/03/2021	DEE FAIRBANKS ENTERPRISES	01-5640	OHS GRADE PARKING LOT	50,725.00	

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ESCAPE ONLINE

Checks Dated 08/03/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-207201	08/03/2021	DEE FAIRBANKS ENTERPRISES	01-5640	OHS SEAL COAT PARKING LOT	6,550.00	
				PHS STRIPED PARKING	13,900.00	71,175.00
3005-207202	08/03/2021	GOLD STAR FOODS	13-4700	CREDIT MEMOS FOR 3963936	10.80	
				DOD STATE FEE	201.30	
				STATE FEES	10.80	
				SUPER STATE FEES	30.60	
3005-207203	08/03/2021	GRAINGER INC	01-4300	EPOXY	199.19	231.90
				NO PARKING SIGN	66.44	
				BATTERY 12VDC	27.00	292.63
3005-207204	08/03/2021	HILLYARD INC.	01-4363	HOSE DRAIN ASSY		64.66
3005-207205	08/03/2021	HOBBS PEST SOLUTIONS INC	01-4300	MONTHLY SERVICE- DO	50.00	
			01-5502	MONTHLY SERVICE- LP	135.00	
				MONTHLY SERVICE- OHS	135.00	
				MONTHLY SERVICE- PHS	80.00	
				MONTHLY SERVICE- TRANS	75.00	
				MONTHLY SERVICE- OAE	55.00	530.00
3005-207206	08/03/2021	HOME DEPOT	11-5502	MAINT. SUPPLIES		240.92
3005-207207	08/03/2021	HOUGHTON MIFFLIN CO	01-4300	READ SUBSCRIPTION DIGITAL		68,400.00
3005-207208	08/03/2021	OREILLY AUTOMOTIVE INC	01-5850	REMN STR PMP/CORE CHARGE		
			01-4363	THERMOSTAT	87.69	
				WATER PUMP	5.43	
3005-207209	08/03/2021	OROVILLE POWER EQUIPMENT	01-4300	CARB KIT/AIR FILTER/SPARK PLUS	47.55	140.67
			01-5620	CHAINS AW SHARPENED	126.78	
3005-207210	08/03/2021	OUHSD CAFETERIA FUND JACQUELINE DEADMORE	13-4700	START UP MONEY FOR SY21/22	45.00	171.78
3005-207211	08/03/2021	RECOLOGY BUTTE COLUSA COUNTIES	01-5506	GREEN WASTE		288.00
3005-207212	08/03/2021	SFWP - ACCTS RECEIVABLE	01-5505	JULY2021 BILLING LP #007847-000	284.70	125.82
				JULY2021 BILLING LP AG #007833-000	145.55	430.25
3005-207213	08/03/2021	Turf Star Inc.	01-4300	IGNITION SWITCH/ROCKER		157.40
3005-207214	08/03/2021	US BANK CORPORATE PAYMENT SYSTEM	01-4200	K. SIMAS CULTURAL LIGUISTICALLY	995.58	
				TEACHING LEARNING BOOKS		
			01-4300	K. SIMAS COMPREHENSIVE KIT	708.48	
				K. SIMAS WEBCAM	31.38	
				P. BLANEY ADMINS MEETING BREAKFAST	41.29	
			01-5200	K. SIMAS 21/22 LEADERSIP TRAINING	1,395.00	
			01-5620	J. LAGRON2003 SUBURBAN CONVERTER	792.03	
			01-5800	C. WILLENBERG NOTARY FEE	15.00	
			01-5806	2510- C. WILLENBERG/ FB AD	50.00	
				C. WILLENBERG FB AD	200.00	

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ESCAPE ONLINE

Checks Dated 08/03/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-207214	08/03/2021	US BANK CORPORATE PAYMENT SYSTEM	01-5850	K. SIMAS 1 YR SUBSCRIPTION	318.30	
				K. SIMAS 1 YRS SUBSCRIPTION	318.30	
				K. SIMAS CREDIT	318.30-	4,547.06
3813-207193	08/03/2021	CALIFORNIA'S VALUED TRUST FINANCE DEPARTMENT	76-9544	AUG2021 RETIRE BILLING	58,450.68	
			76-9560	AUG2021 ACTIVE BILLING	349,435.12	407,885.80
Total Number of Checks					29	571,452.01

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	25	161,515.40
11	AdultEducationFund	4	1,513.78
13	CafeteriaSpecialRevenueFund	3	537.03
76	Warrant/Pass-ThroughFund	1	407,885.80
Total Number of Checks		29	571,452.01
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			571,452.01

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Checks Dated 08/05/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-207325	08/05/2021	Watts, Brenda M	01-5900	FROSH MAIL POSTAGE		48.15
3005-207326	08/05/2021	Reid, Jeff M	01-4300	TREE TAG,NAILS FOR BIO CLASS		42.64
3005-207327	08/05/2021	BUTTE CO PUBLIC HEALTH	01-5800	21/22 CUPA BILLING TRNS	2,177.00	
			13-5800	21/22 ANNUAL FOOD PERMIT LP	593.00	
				21/22 ANNUAL FOOR PERMIT CDS	355.00	
				21/22 ANNUAL FOOR PERMIT OHS	593.00	
				21/22 ANNUAL FOOR PERMIT OHS JAZZ	475.00	
				21/22 ANNUAL FOOR PERMIT PHS	593.00	
3005-207328	08/05/2021	DELL MARKETING LP	01-4400	4- OPTIPLEX 7090 FORM FACTOR	3,941.26	4,786.00
3005-207329	08/05/2021	JW WOOD COMPANY INC	01-4300	OPTIPLEX 3080 INTEL CORE	692.99	4,634.25
				COIL/FILTER/SENSOR/MODULE/VALVE/ADAPTER		945.79
3005-207330	08/05/2021	MT SHASTA SPRING WATER CO INC	01-4300	JULY2021 6-5 GAL- DO		51.95
3005-207331	08/05/2021	N2Y	01-5850	21/22 ONLINE SUBSCRIPTION		6,759.00
3005-207332	08/05/2021	OFFICE DEPOT	01-4300	CLIPBOARD	9.44	
				PRINTER- MUSIC RM	428.99	
				TONER- MUSIC RM	85.68	
				VARIOUS CLASSRM SUPPLIES	114.92	
				VARIOUS OFFICE SUPPLIES	45.63	684.66
3005-207333	08/05/2021	OLIVER PACKAGING & EQUIPMENT COMPANY	13-4300	CAFETERIA SUPPLIES		4,062.52
3005-207334	08/05/2021	OUHSD SCHOLARSHIP FUND	73-5800	REIMB. CK# 1642-1643		1,475.00
3005-207335	08/05/2021	RECOLOGY BUTTE COLUSA COUNTIES	01-5506	JULY WASTE SERVICE- HS	220.91	
				JULY WASTE SERVICE- LP	2,209.23	
				JULY WASTE SERVICE- OHS	1,196.42	
				JULY WASTE SERVICE- PHS	305.51	
				JULY WASTE SERVICE- TRAN/DO	214.11	
				JULY WASTE SERVICE- OAE	198.26	4,344.44
3005-207336	08/05/2021	REFRIGERATION SUPPLIES DISTRIBUTOR	11-5506	COMPRESSOR		753.54
3005-207337	08/05/2021	TOTAL EDUCATION SOLUTIONS	01-4300	MAY2021 LAS SERVICES		100.00
3005-207338	08/05/2021	US BANK	01-5800	7/01/21-6/30/22- SERIES B		990.00
Total Number of Checks					14	29,677.94

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	12	21,333.16

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Checks Dated 08/05/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
Fund Summary						
Fund	Description	Check Count	Expensed Amount			
11	Adult Education Fund	1	198.26			
13	Cafeteria Special Revenue Fund	2	6,671.52			
73	Foundation Priv Purpose Trust Fu	1	1,475.00			
Total Number of Checks			14		29,677.94	
Less Unpaid Sales Tax Liability					.00	
Net (Check Amount)					29,677.94	

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Fund 01 - General Fund

Fiscal Year 2021/22 Through July 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
LCFF Revenue Sources						
8011	LCFF State Aid-Current Year	15,288,459.00	15,288,459.00	2,233,365.00	13,055,094.00	14.61
8012	Edu Protection Account State Aid Cur Yr	5,099,568.00	5,099,568.00		5,099,568.00	
8021	Homeowners' Exemptions	112,452.00	112,452.00		112,452.00	
8022	Timber Yield Tax	26,762.00	26,762.00		26,762.00	
8029	Other Subventions In Lieu Taxes	2,928.00	2,928.00		2,928.00	
8041	Secured Roll Taxes	8,013,997.00	8,013,997.00		8,013,997.00	
8042	Unsecured Roll Taxes	457,724.00	457,724.00		457,724.00	
8043	Prior Years Taxes	13,100.00	13,100.00		13,100.00	
8044	Supplemental Taxes	105,650.00	105,650.00		105,650.00	
8045	Educational Revenue Augmentation Fund	2,106,775.00	2,106,775.00		2,106,775.00	
8047	Community Redevelopment Funds	1,222,173.00	1,222,173.00		1,222,173.00	
8096	Transfers to Sch In Lieu of Prop Taxes	248,090.00	248,090.00		248,090.00	
	Total LCFF Revenue Sources	27,987,948.00	27,987,948.00	2,233,365.00	25,754,583.00	7.98
Federal Revenue						
8181	Special Education-Entitlement	485,088.00	485,088.00		485,088.00	
8290	All Other Federal Revenue	6,582,848.00	6,582,848.00		6,582,848.00	
	Total Federal Revenue	7,067,936.00	7,067,936.00	.00	7,067,936.00	
Other State Revenues						
8550	Mandated Cost Reimbursements	129,309.00	129,309.00		129,309.00	
8560	State Lottery Revenue	426,000.00	426,000.00		426,000.00	
8590	All Other State Revenue	3,427,909.00	3,427,909.00		3,427,909.00	
	Total Other State Revenues	3,983,218.00	3,983,218.00	.00	3,983,218.00	
Other Local Revenue						
8650	Leases and Rentals	8,000.00	8,000.00		8,000.00	
8660	Interest	127,000.00	127,000.00		127,000.00	
8677	Interagency Services Between LEAs	592,334.00	592,334.00		592,334.00	
8699	All Other Local Revenue	116,250.00	116,250.00	17,328.36	98,921.64	14.91
8792	Transfers to Apportionment from County Offices	1,336,700.00	1,336,700.00	40,069.00	1,296,631.00	3.00
	Total Other Local Revenue	2,180,284.00	2,180,284.00	57,397.36	2,122,886.64	2.63
	Total Year To Date Revenues	41,219,386.00	41,219,386.00	2,290,762.36	38,928,623.64	5.56
Expenditure Detail						
Object	Description	Adopted Budget	Revised Budget	Actual	Balance	% Used

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

Fund 01 - General Fund

Fiscal Year 2021/22 Through July 2021

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Certificated Salaries							
1100	Certificated Teachers Salaries	8,615,667.00	8,615,667.00			8,615,667.00	
1101	Teacher SubPay	242,068.00	242,068.00			242,068.00	
1102	Teacher Extra Pay	131,379.00	131,379.00			131,379.00	
1200	Certificated Pupil Support Salaries	1,264,582.00	1,264,582.00		21,131.08	1,243,450.92	1.67
1202	Pupil Support Extra Pay	18,500.00	18,500.00			18,500.00	
1300	Certificated Supervisor Administrative Salary	1,345,440.00	1,345,440.00		86,125.72	1,259,314.28	6.40
1302	Cert Admin Extra Pay	51,455.00	51,455.00			51,455.00	
1900	Other Certificated Salaries	60,862.00	60,862.00			60,862.00	
1902	Other Certificated Extra Pay	272,290.00	272,290.00			272,290.00	
Total Certificated Salaries		12,002,243.00	12,002,243.00	.00	107,256.80	11,894,986.20	0.89
Classified Salaries							
2100	Classified Instructional Salary	1,224,634.00	1,224,634.00		1,236.42	1,223,397.58	0.10
2101	ParaEd SubPay	37,154.00	37,154.00			37,154.00	
2102	ParaEd Extra Pay	7,000.00	7,000.00			7,000.00	
2200	Classified Support Salaries	1,828,262.00	1,828,262.00		80,940.36	1,747,321.64	4.43
2201	Class Support SubPay	105,000.00	105,000.00			105,000.00	
2202	Class Support Extra Pay	123,877.00	123,877.00			123,877.00	
2300	Class Supervisor Administrative Salary	259,333.00	259,333.00		21,619.42	237,713.58	8.34
2400	Clerical Technical Office Staff Salary	1,290,934.00	1,290,934.00		70,630.29	1,220,303.71	5.47
2401	Clerical SubPay	9,500.00	9,500.00			9,500.00	
2402	Clerical Extra Pay	23,000.00	23,000.00		181.06	22,818.94	0.79
2900	Other Classified Salaries	43,069.00	43,069.00		175.00	42,894.00	0.41
Total Classified Salaries		4,951,763.00	4,951,763.00	.00	174,782.55	4,776,980.45	3.53
Employee Benefits							
3101	STRS Certificated Positions	3,092,227.00	3,092,227.00		17,909.22	3,074,317.78	0.58
3102	STRS Classified Positions	6,517.00	6,517.00			6,517.00	
3201	PERS Certificated Positions	43,516.00	43,516.00			43,516.00	
3202	PERS Classified Positions	1,027,228.00	1,027,228.00		38,537.05	988,690.95	3.75
3301	OASDI Medicare Administrative Staff Positions	11,642.00	11,642.00			11,642.00	
3302	OASDI Medicare Administrative Staff Position	293,690.00	293,690.00		10,470.65	283,219.35	3.57
3311	Medicare Certificated	171,677.00	171,677.00		1,529.06	170,147.94	0.89
3312	Medicare Classified	69,472.00	69,472.00		2,448.81	67,023.19	3.52
3401	Health Welfare Benefits Certificated Position	3,293,593.00	3,293,593.00		13,479.53	3,280,113.47	0.41
3402	Health Welfare Benefits Classified Position	1,526,901.00	1,526,901.00		45,508.16	1,481,392.84	2.98
3501	State Unemployment Insurance Certificated Positions	154,311.00	154,311.00		527.25	153,783.75	0.34

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

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Fund 01 - General Fund

Fiscal Year 2021/22 Through July 2021

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3502	StUnemplmntInsrncCllssfdPos	58,997.00	58,997.00		846.54	58,150.46	1.43
3601	WInsuranceCertifcatdPositns	326,407.00	326,407.00		2,916.54	323,490.46	0.89
3602	WCCompenstnInsrncClassPositn	134,649.00	134,649.00		4,723.51	129,925.49	3.51
3701	OPEBAllocatedCertifcatdPositn	525,033.00	525,033.00		4,805.10	520,227.90	0.92
3702	OPEBAllocatedClassifiedPositn	187,638.00	187,638.00		7,847.48	179,790.52	4.18
	Total Employee Benefits	10,923,498.00	10,923,498.00	.00	151,548.90	10,771,949.10	1.39
Books and Supplies							
4100	ApprvdTxbookCorCurriculaMterl	111,000.00	111,000.00	5,843.39		105,156.61	
4200	BooksandOtherReferenceMaterial	11,700.00	11,700.00	824.18		10,875.82	
4300	MaterialsandSupplies	1,800,432.00	1,800,432.00	385,420.74	153,022.73	1,261,988.53	8.50
4360	TransportationGenSupplies	20,000.00	20,000.00	20,279.44	13.75	293.19-	0.07
4361	TransportationFuel	110,000.00	110,000.00			110,000.00	
4362	TransportationOilGrease	6,000.00	6,000.00			6,000.00	
4363	TransportationParts	54,000.00	54,000.00	58,100.37	898.15	4,998.52-	1.66
4364	TransportationTires	15,000.00	15,000.00	16,237.50		1,237.50-	
4400	NoncapitalizedEquipment	31,590.00	31,590.00	265,748.21	6,554.57	240,712.78-	20.75
	Total Books and Supplies	2,159,722.00	2,159,722.00	752,453.83	160,489.20	1,246,778.97	7.43
Services and Other Operating Expenditures							
5200	TravelandConferences	212,654.00	212,654.00	35,745.00	995.00	175,914.00	0.47
5300	DuesandMemberships	27,500.00	27,500.00	3,300.00	12,863.00	11,337.00	46.77
5450	OtherInsurance	552,000.00	552,000.00		551,766.00	234.00	99.96
5501	GasElectricity	437,000.00	437,000.00			437,000.00	
5502	PestControl	5,800.00	5,800.00	6,240.00		440.00-	
5503	SewerFees	69,000.00	69,000.00	30,200.00		38,800.00	
5505	Water	67,000.00	67,000.00	70,300.00		3,300.00-	
5506	WasteDisposal	58,200.00	58,200.00	54,260.72	422.12	3,517.16	0.73
5601	FacilitiesRent	6,000.00	6,000.00			6,000.00	
5602	CopierPostageMeterRents	63,100.00	63,100.00	57,447.40	1,896.16	3,756.44	3.01
5603	CopierMaintenance	28,500.00	28,500.00	12,668.33	32.67	15,799.00	0.11
5620	EquipmentRentalsAndRepairs	132,500.00	132,500.00	18,859.78	1,004.00	112,636.22	0.76
5630	ComputerMaintenanceRepairs	19,000.00	19,000.00			19,000.00	
5640	BuildingAndSiteRepairs	250,000.00	250,000.00	95,047.75	34,542.19	120,410.06	13.82
5750	TransfersDirectCostsInterfund	38,000.00-	38,000.00-			38,000.00-	
5800	ProfConsultingSrvcsandOperExpend	1,467,463.00	1,467,463.00	335,932.83	31,978.26	1,099,551.91	2.18
5801	LegalFees	100,000.00	100,000.00			100,000.00	

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

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Fund 01 - GeneralFund

Fiscal Year 2021/22 Through July 2021

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Services and Other Operating Expenditures (continued)							
5804	PreEmploymentTesting	13,000.00	13,000.00			13,000.00	
5806	Advertising	3,000.00	3,000.00			3,000.00	
5850	SoftwareMaintenanceAndLicences	489,026.00	489,026.00	186,413.66	312,310.80	9,698.46-	63.86
5900	Communications	33,950.00	33,950.00	9,164.00	245.21	24,540.79	0.72
	Total Services and Other Operating Expenditures	3,996,693.00	3,996,693.00	915,579.47	948,055.41	2,133,058.12	23.72
Capital Outlay							
6400	Equipment	45,945.00	45,945.00	249,918.02		203,973.02-	
	Total Capital Outlay	45,945.00	45,945.00	249,918.02	.00	203,973.02-	
Tuition							
7141	OtTutExsCstDfctPmt2DisChrtSch	21,000.00	21,000.00			21,000.00	
7142	OthuitnExcsCstsDfctPy2CntyOff	948,000.00	948,000.00		21,580.00	926,420.00	2.28
	Total Tuition	969,000.00	969,000.00	.00	21,580.00	947,420.00	2.23
Transfers of Indirect/direct support costs							
7350	TransIndirectCostsInterfund	103,652.00-	103,652.00-			103,652.00-	
	Total Transfers of Indirect/direct support costs	103,652.00-	103,652.00-	.00	.00	103,652.00-	
Debt Service							
7439	OtherDebtService-Principal	294,737.00	294,737.00			294,737.00	
	Total Debt Service	294,737.00	294,737.00	.00	.00	294,737.00	
	Total Year To Date Expenditures	35,239,949.00	35,239,949.00	1,917,951.32	1,563,712.86	31,758,284.82	4.44
Other Financing Uses							
Interfund Transfers Out							
7616	FromGenFundToCafeFund	225,391.00	225,391.00			225,391.00	
	Total Interfund Transfers Out	225,391.00	225,391.00	.00	.00	225,391.00	
	Total Year To Date Other Financing Uses	225,391.00	225,391.00	.00	.00	225,391.00	

Fund 01 - General Fund

Fiscal Year 2021/22 Through July 2021

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Fund Reconciliation				
Assets				
9110	Cash in County Treasury		339,740.50	339,740.50
9140	Cash Collections Awaiting Deposit		1,074.00-	1,074.00-
9290	Due from Grantor Governments		25,993.63-	25,993.63-
9330	Prepaid Expenditures (Expense)		49,551.35-	49,551.35-
	Total Assets	.00	263,121.52	263,121.52
Liabilities				
9510	A/P: PAYROLL		351,890.81-	351,890.81-
9590	Due to Grantor Governments		99,915.00-	99,915.00-
9610	Due to Other Funds		12,122.17-	12,122.17-
	Total Liabilities	.00	463,927.98-	463,927.98-
	Calculated Fund Balance	.00	727,049.50	727,049.50
Beginning Fund Balance				
9791	Beginning Fund Balance		727,049.50	727,049.50
	Change in Fund Balance - Excess Revenues (Expenditures)		727,049.50	

Memo Only - Ending Fund Balance Accounts

		Adopted	Revised
Reserves			
9720	Encumbrance Reserve		1,917,951.32
Other Designations			
9790	Ending Fund Balance	15,523,397.00	15,523,397.00

Fund 01 - General Fund

Fiscal Year 2021/22 Through July 2021

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	41,219,386.00	41,219,386.00		2,290,762.36	38,928,623.64	5.56
B. Expenditures	35,239,949.00	35,239,949.00	1,917,951.32	1,563,712.86	31,758,284.82	4.44
C. Subtotal (Revenue LESS Expense)	5,979,437.00	5,979,437.00		727,049.50	7,170,338.82	
D. Other Financing Sources and Uses						
Sources						
LESS Uses	225,391.00	225,391.00			225,391.00	
E. Net Change in Fund Balance	5,754,046.00	5,754,046.00		727,049.50	6,944,947.82	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	9,769,351.00	9,769,351.00				
Other Restatements (9795)						
Adjusted Beginning Balance	9,769,351.00	9,769,351.00		.00		
G. Calculated Ending Balance	15,523,397.00	15,523,397.00		727,049.50		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesign/Unappropri (9790)	15,523,397.00	15,523,397.00				
Other				1,917,951.32		

Fund 08 - Student Activity Fund

Fiscal Year 2021/22 Through July 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	Rcvd	%
Revenue Detail							
Other Local Revenue							
8699	All Other Local Revenue	664,000.00	664,000.00		664,000.00		
	Total Other Local Revenue	664,000.00	664,000.00	.00	664,000.00		
	Total Year To Date Revenues	664,000.00	664,000.00	.00	664,000.00		
Expenditure Detail							
Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Books and Supplies							
4300	Materials and Supplies	664,000.00	664,000.00			664,000.00	
	Total Books and Supplies	664,000.00	664,000.00	.00	.00	664,000.00	
	Total Year To Date Expenditures	664,000.00	664,000.00	.00	.00	664,000.00	
Fund Reconciliation							
Beginning Fund Balance							
9791	Beginning Fund Balance		.00		.00	.00	
	Change in Fund Balance - Excess Revenues (Expenditures)				.00		
Memo Only - Ending Fund Balance Accounts							
		Adopted	Revised				
Other Designations							
9790	Ending Fund Balance	261,897.00	261,897.00				

Fund 08 - Student Activity Fund

Fiscal Year 2021/22 Through July 2021

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	664,000.00	664,000.00			664,000.00	
B. Expenditures	664,000.00	664,000.00			664,000.00	
C. Subtotal (Revenue LESS Expense)	.00	.00		.00	.00	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	.00		.00	.00	
F. Fund Balance:						
Beginning Balance (9791)	261,897.00	261,897.00				
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	261,897.00	261,897.00		.00		
G. Calculated Ending Balance	261,897.00	261,897.00		.00		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unappropri (9790)	261,897.00	261,897.00				
Other						

Fund 11 - Adult Education Fund

Fiscal Year 2021/22 Through July 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
8290	All Other Federal Revenue	168,884.00	168,884.00		168,884.00	
	Total Federal Revenue	168,884.00	168,884.00	.00	168,884.00	
Other State Revenues						
8590	All Other State Revenue	.00	.00	38,745.00	38,745.00-	NO BDGT
	Total Other State Revenues	.00	.00	38,745.00	38,745.00-	NO BDGT
Other Local Revenue						
8660	Interest	13,073.00	13,073.00		13,073.00	
8671	Adult Education Fees	100,000.00	100,000.00		100,000.00	
8677	Interagency Svcs Between LEAs	1,179,022.00	1,179,022.00		1,179,022.00	
8699	All Other Local Revenue	43,303.00	43,303.00		43,303.00	
	Total Other Local Revenue	1,335,398.00	1,335,398.00	.00	1,335,398.00	
	Total Year To Date Revenues	1,504,282.00	1,504,282.00	38,745.00	1,465,537.00	2.58

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	Certificated Teachers Salaries	353,707.00	353,707.00			353,707.00	
1101	Teacher Sub Pay	2,000.00	2,000.00			2,000.00	
1300	Critctd Supvr's Adminstrtr Slry	37,924.00	37,924.00		3,168.37	34,755.63	8.35
	Total Certificated Salaries	393,631.00	393,631.00	.00	3,168.37	390,462.63	0.80
Classified Salaries							
2100	Classified Instructional Salary	48,044.00	48,044.00			48,044.00	
2102	Para Ed Extra Pay	150.00	150.00			150.00	
2200	Classified Support Salaries	31,547.00	31,547.00		1,992.99	29,554.01	6.32
2201	Class Support Sub Pay	3,100.00	3,100.00			3,100.00	
2400	Clcnl Techncl Offic Staff Slrys	180,115.00	180,115.00		11,247.98	168,867.02	6.24
2900	Other Classified Salaries	9,856.00	9,856.00			9,856.00	
	Total Classified Salaries	272,812.00	272,812.00	.00	13,240.97	259,571.03	4.85
Employee Benefits							
3101	STRSCertificated Positions	62,297.00	62,297.00		530.33	61,766.67	0.85
3202	PERSClassified Positions	59,803.00	59,803.00		3,026.19	56,776.81	5.06
3302	OASDI Medicr Altrntv Clas Position	15,694.00	15,694.00		798.05	14,895.95	5.09
3311	Medicare Certificated	5,707.00	5,707.00		45.94	5,661.06	0.80

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

Fund 11 - Adult Education Fund Fiscal Year 2021/22 Through July 2021

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3312	Medicare Classified	3,813.00	3,813.00		186.64	3,626.36	4.89
3401	HlthWfrBenefitsCertificPositn	139,502.00	139,502.00		242.75	139,259.25	0.17
3402	HlthWfrBenefitClassifidPositn	86,836.00	86,836.00		3,955.00	82,881.00	4.55
3501	StUnemplmntInsurncCertPositns	4,842.00	4,842.00		15.84	4,826.16	0.33
3502	StUnemplmntInsurncClassifidPos	3,235.00	3,235.00		64.36	3,170.64	1.99
3601	WCInsuranceCertificatdPositns	10,704.00	10,704.00		86.15	10,617.85	0.80
3602	WCCompensnInsurncClassPositn	7,419.00	7,419.00		360.05	7,058.95	4.85
3701	OPEBAlocatedCertificatdPositn	17,635.00	17,635.00		141.94	17,493.06	0.80
3702	OPEBAlocatedClassifiedPositn	12,222.00	12,222.00		593.19	11,628.81	4.85
	Total Employee Benefits	429,709.00	429,709.00	.00	10,046.43	419,662.57	2.34
Books and Supplies							
4300	MaterialsandSupplies	10,326.00	10,326.00	296.52		10,029.48	
	Total Books and Supplies	10,326.00	10,326.00	296.52	.00	10,029.48	
Services and Other Operating Expenditures							
5200	TravelandConferences	3,000.00	3,000.00			3,000.00	
5300	DuesandMemberships	2,260.00	2,260.00	1,100.00		1,160.00	
5501	GasElectricity	23,935.00	23,935.00			23,935.00	
5502	PestControl	700.00	700.00	660.00		40.00	
5503	SewerFees	1,400.00	1,400.00			1,400.00	
5505	Water	6,000.00	6,000.00	3,700.00		2,300.00	
5506	WasteDisposal	3,000.00	3,000.00	2,379.12		620.88	
5601	FacilitiesRent	42,000.00	42,000.00	35,000.00	7,000.00		16.67
5602	CopierPostageMeterRents	1,000.00	1,000.00	4,761.56	83.44	3,845.00-	8.34
5603	CopierMaintenance	9,500.00	9,500.00	5,035.00		4,465.00	
5620	EquipmentRentalsAndRepairs	950.00	950.00			950.00	
5640	BuildingAndSiteRepairs	40,000.00	40,000.00			40,000.00	
5750	TransfersDirectCostsInterfund	18,000.00	18,000.00			18,000.00	
5800	ProfConsultingSrvcsandOperExpnd	105,000.00	105,000.00	396.00	132.00	104,472.00	0.13
5806	Advertising	32,000.00	32,000.00			32,000.00	
5850	SoftwareMaintenanceAndLicences	21,473.00	21,473.00		11,264.96	10,208.04	52.46
5900	Communications	36,000.00	36,000.00	23,706.75		12,293.25	
	Total Services and Other Operating Expenditures	346,218.00	346,218.00	76,738.43	18,480.40	250,999.17	5.34
Capital Outlay							
6400	Equipment	11,890.00	11,890.00			11,890.00	
	Total Capital Outlay	11,890.00	11,890.00	.00	.00	11,890.00	

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

Fund 11 - Adult Education Fund

Fiscal Year 2021/22 Through July 2021

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Transfers of Indirect/direct support costs							
7350	TransIndirectCostsInterfund	57,514.00	57,514.00			57,514.00	
	Total Transfers of Indirect/direct support costs	57,514.00	57,514.00	.00	.00	57,514.00	
	Total Year To Date Expenditures	1,522,100.00	1,522,100.00	77,034.95	44,936.17	1,400,128.88	2.95

Fund 11 - Adult Education Fund

Fiscal Year 2021/22 Through July 2021

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Fund Reconciliation				
Assets				
9110	Cash in County Treasury		49,851.46-	49,851.46-
Liabilities				
9510	A/P: PAYROLL		43,660.29-	43,660.29-
	Calculated Fund Balance	<u>.00</u>	<u>6,191.17-</u>	<u>6,191.17-</u>
Beginning Fund Balance				
9791	Beginning Fund Balance	<u>.00</u>	<u>6,191.17-</u>	<u>6,191.17-</u>
	Change in Fund Balance - Excess Revenues (Expenditures)		<u>(6,191.17)</u>	

Memo Only - Ending Fund Balance Accounts

	Adopted	Revised
Reserves		
9720	Encumbrance Reserve	77,034.95
Other Designations		
9790	Ending Fund Balance	658,392.00

Fund 11 - Adult Education Fund

Fiscal Year 2021/22 Through July 2021

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	1,504,282.00	1,504,282.00		38,745.00	1,465,537.00	2.58
B. Expenditures	1,522,100.00	1,522,100.00	77,034.95	44,936.17	1,400,128.88	2.95
C. Subtotal (Revenue LESS Expense)	17,818.00-	17,818.00-		6,191.17-	65,408.12	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	17,818.00-	17,818.00-		6,191.17-	65,408.12	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	676,210.00	676,210.00				
Other Restatements (9795)						
Adjusted Beginning Balance	676,210.00	676,210.00		.00		
G. Calculated Ending Balance	658,392.00	658,392.00		6,191.17-		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesign/Unapprop (9790)	658,392.00	658,392.00				
Other				77,034.95		

Fund 13 - CafeteriaSpecialRevenueFund

Fiscal Year 2021/22 Through July 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
8220	ChildNutritionPrograms	955,000.00	955,000.00		955,000.00	
	Total Federal Revenue	955,000.00	955,000.00	.00	955,000.00	
Other State Revenues						
8520	ChildNutrition	85,000.00	85,000.00		85,000.00	
	Total Other State Revenues	85,000.00	85,000.00	.00	85,000.00	
Other Local Revenue						
8634	FoodServiceSales	26,000.00	26,000.00		26,000.00	
8660	Interest	1,000.00-	1,000.00-		1,000.00-	
	Total Other Local Revenue	25,000.00	25,000.00	.00	25,000.00	
	Total Year To Date Revenues	1,065,000.00	1,065,000.00	.00	1,065,000.00	
Expenditure Detail						
Classified Salaries						
2200	ClassifiedSupportSalaries	274,759.00	274,759.00		274,759.00	
2201	ClassSupportSubPay	27,400.00	27,400.00		27,400.00	
2202	ClassSupportExtraPay	8,600.00	8,600.00		8,600.00	
2300	ClassSuprvrAdministratorsSlry	65,630.00	65,630.00		65,630.00	
	Total Classified Salaries	376,389.00	376,389.00	.00	376,389.00	
Employee Benefits						
3202	PERSClassifiedPositions	69,536.00	69,536.00		69,536.00	
3302	OASDIMedicrAltrntvClasPosition	22,620.00	22,620.00		22,620.00	
3312	MedicareClassified	5,290.00	5,290.00		5,290.00	
3402	HlthWlfarBenefitClasfidPositn	102,618.00	102,618.00		102,618.00	
3502	StUnemplmntInsurncClassidPos	4,488.00	4,488.00		4,488.00	
3602	WCCCompensnInsurnceClassPositn	10,208.00	10,208.00		10,208.00	
3702	OPEBAllocatedClassifiedPositn	16,862.00	16,862.00		16,862.00	
	Total Employee Benefits	231,622.00	231,622.00	.00	231,622.00	
Books and Supplies						
4300	MaterialsandSupplies	50,000.00	50,000.00		30,000.00	
4700	Food	539,000.00	539,000.00		203,500.00	
	Total Books and Supplies	589,000.00	589,000.00	.00	233,500.00	
Services and Other Operating Expenditures						

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

Fund 13 - CafeteriaSpecialRevenueFund Fiscal Year 2021/22 Through July 2021

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Services and Other Operating Expenditures (continued)							
5200	TravelandConferences	500.00	500.00			500.00	
5300	DuesandMemberships	500.00	500.00		154.40	345.60	30.88
5750	TransfersDirectCostsInterfund	1,000.00	1,000.00			1,000.00	
5800	ProfConsultingSrvcsandOperExpnd	3,000.00	3,000.00			3,000.00	
5804	PreEmploymentTesting	1,700.00	1,700.00			1,700.00	
5850	SoftwareMaintenanceAndLicences	5,900.00	5,900.00			5,900.00	
5900	Communications	500.00	500.00			500.00	
	Total Services and Other Operating Expenditures	13,100.00	13,100.00	.00	154.40	12,945.60	1.18
Transfers of Indirect/direct support costs							
7350	TransIndirectCostsInterfund	46,138.00	46,138.00			46,138.00	
	Total Transfers of Indirect/direct support costs	46,138.00	46,138.00	.00	.00	46,138.00	
	Total Year To Date Expenditures	1,256,249.00	1,256,249.00	355,500.00	154.40	900,594.60	0.01

Object	Description	Adopted Budget	Revised Budget	Actual	Balance	% Used
Other Financing Sources						
Other Financing Sources						
8916	ToCafeFundFromGenFund	225,391.00	225,391.00		225,391.00	
	Total Other Financing Sources	225,391.00	225,391.00	.00	225,391.00	
	Total Year To Date Other Financing Sources	225,391.00	225,391.00	.00	225,391.00	

Fund 13 - CafeteriaSpecialRevenueFund

Fiscal Year 2021/22 Through July 2021

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Fund Reconciliation				
Assets				
9110	CashinCountyTreasury		144,959.93	144,959.93
9140	CashCollectionsAwaitingDeposit		146,800.19-	146,800.19-
	Total Assets	.00	1,840.26-	1,840.26-
Liabilities				
9510	A/P:PAYROLL		1,685.86-	1,685.86-
	Calculated Fund Balance	.00	154.40-	154.40-
Beginning Fund Balance				
9791	BeginningFundBalance		154.40-	154.40-
	Change in Fund Balance - Excess Revenues (Expenditures)		(154.40)	

Memo Only - Ending Fund Balance Accounts

		Adopted	Revised
Reserves			
9720	EncumbranceReserve		355,500.00
Other Designations			
9790	EndingFundBalance	65,597.00	65,597.00

Fund 13 - CafeteriaSpecialRevenueFund

Fiscal Year 2021/22 Through July 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	1,065,000.00			1,065,000.00	
B. Expenditures	1,256,249.00	1,256,249.00	355,500.00	154.40	900,594.60	0.01
C. Subtotal (Revenue LESS Expense)	191,249.00-	191,249.00-		154.40-	164,405.40	
D. Other Financing Sources and Uses	225,391.00	225,391.00			225,391.00	
LESS Uses						
E. Net Change in Fund Balance	34,142.00	34,142.00		154.40-	389,796.40	
F. Fund Balance:						
Beginning Balance (9791)	31,455.00	31,455.00				
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	31,455.00	31,455.00		.00		
G. Calculated Ending Balance	65,597.00	65,597.00		154.40-		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	65,597.00	65,597.00				
Other				355,500.00		

Fund 25 - Capital Facilities Fund

Fiscal Year 2021/22 Through July 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	9,000.00	9,000.00		9,000.00	3.35
8681	Mitigation/Developer Fees	320,000.00	320,000.00	10,730.67	309,269.33	
	Total Other Local Revenue	329,000.00	329,000.00	10,730.67	318,269.33	3.26
	Total Year To Date Revenues	329,000.00	329,000.00	10,730.67	318,269.33	3.26

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Services and Other Operating Expenditures							
5750	Transfers Direct Costs Interfund	19,000.00	19,000.00			19,000.00	
5800	Prof Consulting Svcs and Oper Expnd	5,000.00	5,000.00			5,000.00	
	Total Services and Other Operating Expenditures	24,000.00	24,000.00	.00	.00	24,000.00	
	Total Year To Date Expenditures	24,000.00	24,000.00	.00	.00	24,000.00	

Fund 25 - Capital Facilities Fund

Fiscal Year 2021/22 Through July 2021

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Fund Reconciliation				
Assets				
9110	Cash in County Treasury		15,617.34	15,617.34
9140	Cash Collections Awaiting Deposit		6,217.92-	6,217.92-
	Total Assets	.00	9,399.42	9,399.42
Liabilities				
9510	A/P: PAYROLL		1,331.25-	1,331.25-
	Calculated Fund Balance	.00	10,730.67	10,730.67
Beginning Fund Balance				
9791	Beginning Fund Balance			
	Beginning Fund Balance Proof	.00	10,730.67	10,730.67
	Change in Fund Balance - Excess Revenues (Expenditures)		10,730.67	

Memo Only - Ending Fund Balance Accounts

Other Designations	Adopted	Revised
9790	1,151,936.00	1,151,936.00
	Ending Fund Balance	

Fund 25 - CapitalFacilitiesFund

Fiscal Year 2021/22 Through July 2021

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	329,000.00	329,000.00		10,730.67	318,269.33	3.26
B. Expenditures	24,000.00	24,000.00			24,000.00	
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses	305,000.00	305,000.00		10,730.67	294,269.33	
Sources						
LESS Uses						
E. Net Change in Fund Balance	305,000.00	305,000.00		10,730.67	294,269.33	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	846,936.00	846,936.00				
Other Restatements (9795)						
Adjusted Beginning Balance	846,936.00	846,936.00		.00		
G. Calculated Ending Balance	1,151,936.00	1,151,936.00		10,730.67		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,151,936.00	1,151,936.00				
Other						

Fund 26 - RDAFeesFund

Fiscal Year 2021/22 Through July 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8625	ComRdvlpmntFndNotSubjct2LCFFDd	151,000.00	151,000.00		151,000.00	
8660	Interest	8,000.00	8,000.00		8,000.00	
	Total Other Local Revenue	159,000.00	159,000.00	.00	159,000.00	
	Total Year To Date Revenues	159,000.00	159,000.00	.00	159,000.00	
Expenditure Detail						
Object	Description	Adopted Budget	Revised Budget	Actual	Balance	% Used
Books and Supplies						
4300	MaterialsandSupplies			882.67	882.67-	NO BDGT
4400	NoncapitalizedEquipment			3,890.05	3,890.05-	NO BDGT
	Total Books and Supplies	.00	.00	.00	4,772.72-	NO BDGT
	Total Year To Date Expenditures	.00	.00	.00	4,772.72-	NO BDGT
Fund Reconciliation						
Beginning Fund Balance						
9791	BeginningFundBalance		.00	.00	.00	
	Change in Fund Balance - Excess Revenues { Expenditures }			.00		
Memo Only - Ending Fund Balance Accounts						
Reserves						
9720	EncumbranceReserve			4,772.72	4,772.72	
Other Designations						
9790	EndingFundBalance	983,634.00				

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

Fund 26 - RDAFeesFund

Fiscal Year 2021/22 Through July 2021

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	159,000.00	159,000.00			159,000.00	
B. Expenditures			4,772.72		4,772.72-	NO BDGT
C. Subtotal (Revenue LESS Expense)	159,000.00	159,000.00		.00	163,772.72	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	159,000.00	159,000.00		.00	163,772.72	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	824,634.00	824,634.00				
Other Restatements (9795)						
Adjusted Beginning Balance	824,634.00	824,634.00		.00		
G. Calculated Ending Balance	983,634.00	983,634.00		.00		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	983,634.00	983,634.00				
Other				4,772.72		

Fund 51 - BndIntRdmptFndA

Fiscal Year 2021/22 Through July 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotIndbtdnesLeviHmownrExmptn	6,000.00	6,000.00		6,000.00	
8572	VtdIndbtdnsLevOlRsbvntnsInLuTx	2,000.00	2,000.00		2,000.00	
	Total Other State Revenues	8,000.00	8,000.00	.00	8,000.00	
Other Local Revenue						
8611	VotedIndebtdnssLevieSecurdRol	449,000.00	449,000.00		449,000.00	
8612	VotIndebtdnesLevieUnscurdRol	24,000.00	24,000.00		24,000.00	
8613	VotIndebtdnesLeviePriYrTaxes	1,000.00	1,000.00		1,000.00	
8614	VotIndbtdnssLevieSuplmtlTaxe	7,000.00	7,000.00		7,000.00	
8660	Interest	8,000.00	8,000.00		8,000.00	
	Total Other Local Revenue	489,000.00	489,000.00	.00	489,000.00	
	Total Year To Date Revenues	497,000.00	497,000.00	.00	497,000.00	

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Debt Service							
7433	BondRedemptions	198,435.00	198,435.00			198,435.00	
7434	BondInterestOtherServiceCharge	316,565.00	316,565.00			316,565.00	
	Total Debt Service	515,000.00	515,000.00	.00	.00	515,000.00	
	Total Year To Date Expenditures	515,000.00	515,000.00	.00	.00	515,000.00	

Fund Reconciliation							
Beginning Fund Balance							
9791	BeginningFundBalance						
	Beginning Fund Balance Proof		.00		.00	.00	
	Change in Fund Balance - Excess Revenues (Expenditures)				.00		

Memo Only - Ending Fund Balance Accounts

Other Designations				Revised
9790	EndingFundBalance	767,691.00	767,691.00	

Fund 51 - BndIntRdmptFndA

Fiscal Year 2021/22 Through July 2021

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	497,000.00	497,000.00			497,000.00	
B. Expenditures	515,000.00	515,000.00			515,000.00	
C. Subtotal (Revenue LESS Expense)	18,000.00-	18,000.00-		.00	18,000.00-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	18,000.00-	18,000.00-		.00	18,000.00-	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	785,691.00	785,691.00				
Other Restatements (9795)						
Adjusted Beginning Balance	785,691.00	785,691.00		.00		
G. Calculated Ending Balance	767,691.00	767,691.00		.00		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unappropri (9790)	767,691.00	767,691.00				
Other						

Fund 52 - BndIntRdmpntFndB

Fiscal Year 2021/22 Through July 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotdIndbtndesLeviHmownrExmptn	4,000.00	4,000.00		4,000.00	
8572	VotdIndbtndesLeviOtrSbvtntnInLuTx	1,000.00	1,000.00		1,000.00	
	Total Other State Revenues	5,000.00	5,000.00	.00	5,000.00	
Other Local Revenue						
8611	VotdIndbtndesLevieSecurdRol	328,000.00	328,000.00		328,000.00	
8612	VotdIndbtndesLevieUnscurdRol	18,000.00	18,000.00		18,000.00	
8613	VotdIndbtndesLeviePriYrTaxes	1,000.00	1,000.00		1,000.00	
8614	VotdIndbtndesLevieSuplmtlTaxe	5,000.00	5,000.00		5,000.00	
8660	Interest	6,000.00	6,000.00		6,000.00	
	Total Other Local Revenue	358,000.00	358,000.00	.00	358,000.00	
	Total Year To Date Revenues	363,000.00	363,000.00	.00	363,000.00	

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Debt Service							
7433	BondRedemptions	241,429.00	241,429.00			241,429.00	
7434	BondInterestOtherServiceCharge	138,571.00	138,571.00			138,571.00	
	Total Debt Service	380,000.00	380,000.00	.00	.00	380,000.00	
	Total Year To Date Expenditures	380,000.00	380,000.00	.00	.00	380,000.00	

Fund Reconciliation							
Beginning Fund Balance							
9791	BeginningFundBalance						
	Beginning Fund Balance Proof		.00		.00	.00	
	Change in Fund Balance - Excess Revenues (Expenditures)				.00		

Memo Only - Ending Fund Balance Accounts

				Adopted	Revised
Other Designations					
9790	EndingFundBalance			551,917.00	551,917.00

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

Fund 52 - BndIntRdmpFndB

Fiscal Year 2021/22 Through July 2021

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	363,000.00	363,000.00			363,000.00	
B. Expenditures	380,000.00	380,000.00			380,000.00	
C. Subtotal (Revenue LESS Expense)	17,000.00-	17,000.00-			17,000.00-	
D. Other Financing Sources and Uses				.00		
Sources						
LESS Uses						
E. Net Change in Fund Balance	17,000.00-	17,000.00-		.00	17,000.00-	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	568,917.00	568,917.00				
Other Restatements (9795)						
Adjusted Beginning Balance	568,917.00	568,917.00		.00		
G. Calculated Ending Balance	551,917.00	551,917.00		.00		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	551,917.00	551,917.00				
Other						

Fund 53 - BndIntRdmptEndHarrison

Fiscal Year 2021/22 Through July 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotdIndbtcdnesLeviiHmownrExmptn	12,000.00	12,000.00		12,000.00	
8572	VtdIndbtcdnesLevOtrSbvtntnsInLuTx	3,000.00	3,000.00		3,000.00	
	Total Other State Revenues	15,000.00	15,000.00	.00	15,000.00	
Other Local Revenue						
8611	VotedIndebtednessLevieSecurdRol	861,000.00	861,000.00		861,000.00	
8612	VotdIndebtednesLevieUnscurdRol	52,000.00	52,000.00		52,000.00	
8613	VotdIndebtednesLeviePriYrTaxes	2,000.00	2,000.00		2,000.00	
8614	VotdIndbtcdnesLevieSuplmtlTaxe	15,000.00	15,000.00		15,000.00	
8660	Interest	13,000.00	13,000.00		13,000.00	
	Total Other Local Revenue	943,000.00	943,000.00	.00	943,000.00	
	Total Year To Date Revenues	958,000.00	958,000.00	.00	958,000.00	

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Debt Service							
7433	BondRedemptions	123,633.00	123,633.00			123,633.00	
7434	BondInterestOtherServiceCharge	733,822.00	733,822.00			733,822.00	
	Total Debt Service	857,455.00	857,455.00	.00	.00	857,455.00	
	Total Year To Date Expenditures	857,455.00	857,455.00	.00	.00	857,455.00	
Fund Reconciliation							
Beginning Fund Balance							
9791	BeginningFundBalance						
	Beginning Fund Balance Proof		.00		.00	.00	
	Change in Fund Balance - Excess Revenues (Expenditures)				.00		

Memo Only - Ending Fund Balance Accounts

		Adopted	Revised
Other Designations			
9790	EndingFundBalance	1,608,411.00	1,608,411.00

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

ESCAPE

ONLINE

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Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	958,000.00	958,000.00			958,000.00	
B. Expenditures	857,455.00	857,455.00			857,455.00	
C. Subtotal (Revenue LESS Expense)	100,545.00	100,545.00		.00	100,545.00	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	100,545.00	100,545.00		.00	100,545.00	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	1,507,866.00	1,507,866.00				
Other Restatements (9795)						
Adjusted Beginning Balance	1,507,866.00	1,507,866.00		.00		
G. Calculated Ending Balance	1,608,411.00	1,608,411.00		.00		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,608,411.00	1,608,411.00				
Other						

Fund 73 - FoundationPrivPurposeTrustFund

Fiscal Year 2021/22 Through July 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8699	AllOtherLocalRevenue					
	Total Other Local Revenue	.00	.00	1,600.00	1,600.00-	NO BDGT
	Total Year To Date Revenues	.00	.00	1,600.00	1,600.00-	NO BDGT

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Services and Other Operating Expenditures							
5800	ProfConsultingSrvcsandOperExpnd				7,440.00	7,440.00-	NO BDGT
	Total Services and Other Operating Expenditures	.00	.00	.00	7,440.00	7,440.00-	NO BDGT
	Total Year To Date Expenditures	.00	.00	.00	7,440.00	7,440.00-	NO BDGT

Fund 73 - FoundationPrivPurposeTrustFund

Fiscal Year 2021/22 Through July 2021

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Fund Reconciliation				
Assets				
9110	CashinCountyTreasury		7,031.00	7,031.00
9150	Investments		12,871.00-	12,871.00-
	Total Assets	.00	5,840.00-	5,840.00-
	Calculated Fund Balance	.00	5,840.00-	5,840.00-
	Beginning Fund Balance Proof	.00	5,840.00-	5,840.00-
Change in Fund Balance - Excess Revenues (Expenditures)			(5,840.00)	

Fund 73 - FoundationPrivPurposeTrustFund

Fiscal Year 2021/22 Through July 2021

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues				1,600.00	1,600.00-	NO BDGT
B. Expenditures				7,440.00	7,440.00-	NO BDGT
C. Subtotal (Revenue LESS Expense)				5,840.00-	5,840.00	
D. Other Financing Sources and Uses						
Sources	.00	.00				
LESS Uses						
E. Net Change in Fund Balance	.00	.00		5,840.00-	5,840.00	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance						
G. Calculated Ending Balance	.00	.00		5,840.00-		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other						

Fund 76 - Warrant/Pass-ThroughFund

Fiscal Year 2021/22 Through July 2021

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Fund Reconciliation				
Assets				
9110	CashinCountyTreasury		1,213,853.09-	1,213,853.09-
9310	DuefromOtherFunds		12,122.17-	12,122.17-
			1,225,975.26-	1,225,975.26-
Total Assets				
		.00		
Liabilities				
9510	A/P:PAYROLL		497,784.28-	497,784.28-
9512	VOLUNTARY INSUR PAYABLE		14.00	14.00
9516	TSA PAYABLE		2,600.00-	2,600.00-
9530	FED INC TAX WITHHELD PAYABLE		15,878.48-	15,878.48-
9532	STATE INC TAX WITHHELD PAYABLE		5,859.68-	5,859.68-
9534	OASDI PAYABLE		7,220.78-	7,220.78-
9536	MEDICARE PAYABLE		4,839.86-	4,839.86-
9538	STATE DISABILITY INS (SDI) PAY		517.75-	517.75-
9540	STATE UNEMPLOY INS (SUI) PAYAB		1,355.36-	1,355.36-
9542	WORKERS COMP PAYABLE		29,539.75-	29,539.75-
9544	RETIREE BENEFIT (OPEB HOLDING)		48,825.92-	48,825.92-
9551	STRS PAYABLE		252,234.25-	252,234.25-
9555	PERS PAYABLE		58,464.55-	58,464.55-
9560	MEDICAL INS PAYABLE		368.99-	368.99-
9568	H&W SUMMER HOLDING		300,499.61-	300,499.61-
			1,225,975.26-	1,225,975.26-
Total Liabilities				
		.00		
Calculated Fund Balance				
		.00		.00

Fund 76 - Warrant/Pass-ThroughFund

Fiscal Year 2021/22 Through July 2021

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

Oroville Union High School District

Memorandum

TO: Board of Trustees
FROM: Dr. Corey Willenberg
DATE: August 10, 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

Norm Lord	\$100
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Scholarship Fund

Al Hottinger	\$238.05
Fred Jones	\$110
Pat LaRose*	\$105
Brian Powers	\$200
Mike Ramsey	\$500

*In memoriam



To: Oroville Union High School District
From: Corey Willenberg, EdD, Superintendent
Date: August 5, 2021
Subject: Donation to Las Plumas High

The Butte County Sheriff's Office donated 1,500 dollars worth of weights and gym equipment to Las Plumas High School.

Requesting Board approval to accept BCSO's generous donation.

FELLOWS CLUB

1-530-589-3614
mni-gilchrist
@sbcglobal.net

P.O.Box 508
Oroville, CA 95965

August 6, 2021

O.U.H.S. Board of Trustees
% Paula Blaney
O.U.H.S District Office
2211 Washington Avenue
Oroville, CA 95966
1-530-538-2300, ex 1107

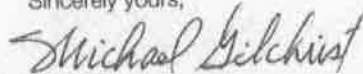
Dear Ms Blaney,

The Fellows Club of Oroville presents to the District a check in the amount of \$2000. This donation is in memory of our passed member, Jerry Smith. Jerry was the former Manager of the Butte County UC Cooperative Extension Office and was very interested the promotion of youth development in the field of agriculture.

Our desire is this money will be used for general operational needs and programs of the Las Plumas Future Farmers of America. Please add this item to the Board of Trustees agenda for the acceptance and direction of our donation.

We respectfully ask that a letter of acceptance be forwarded to us; and later, a follow up letter indicating how the money will be used. Thank you for your assistance in this matter.

Sincerely yours,



Michael Gilchrist
Fellows Club Treasurer

FELLOWS CLUB

1-530-589-3614
mnl-gilchrist
@sbcglobal.net

P.O.Box 508
Oroville, CA 95965

August 7, 2021

O.U.H.S. Board of Trustees
% Paula Blaney
O.U.H.S District Office
2211 Washington Avenue
Oroville, CA 95966
1-530-538-2300, ex 1107

Dear Ms Blaney,

This is an amendment to our letter of August 6th. The Fellows Club of Oroville presents the District with an additional check in the amount of \$200. As with the first donation it is in memory of our passed member, Jerry Smith.

Please combine the two checks, for a total amount of \$2,200, when adding this item to the Board of Trustees agenda, for the acceptance and direction of our donations to be used by the Las Plumas Future Farmers of America.

Sincerely yours,



Michael Gilchrist
Fellows Club Treasurer

FAMP DISPOSALS August 2021

[illegible]

**AGREEMENT BETWEEN DURHAM RECREATION AND PARK DISTRICT AND
OHS/LP SCHOOL DISTRICT.**

THIS AGREEMENT is entered into this **30th day of July, 2021**, in the County of Butte, State of California, by and between the **DURHAM RECREATION AND PARK DISTRICT**, hereinafter referred to as **DISTRICT**, and the **OHS/LP SCHOOL DISTRICT** hereinafter referred to as **OHS/LP**:

WITNESSETH:

DISTRICT is a recreation and park district created and operating under the Recreation and Park District Act, California Public Resources Code Section 5780, et. seq. **DISTRICT** operates and maintains The Dwight Brinson Swim Center, consisting of the pools, office, restrooms, covered picnic area, parking lot, and storage areas presently used by **OHS/LP**.

OHS/LP desires to use The Dwight Brinson Swim Center for its 2021 Fall-Winter swim program and related activities, and **DISTRICT** agrees to such use, on the terms and conditions set forth below.

NOW, THEREFORE, the parties agree as follows:

The term of this agreement shall be **August 16, 2021 through October 26, 2021. All times will be 4pm-5:30pm.**

DISTRICT shall during the term of the agreement make The Dwight Brinson Swim Center available to **OHS/LP** for swim team designated practices. All meet and Invitational dates shall be submitted in writing in advance to **District** for approval. **OHS/LP's** use of the premises shall be in accordance with this agreement and with all applicable federal, state, or local laws, and health and safety regulations, including but not limited to those set forth in Attachment "A". The schedule for **OHS/LP's** use of The Dwight Brinson Swim Center is set forth in Attachment "B".

OHS/LP Swim Team will be charged \$25.00 per hour during August and September, \$35.00 per hour during October for use of the Facility. Your total comes to 30 hours @ \$25.00 per hour for a total of \$750.00 and 18 hours @ \$30.00 per hour for a total of \$540.00. Grand total of \$1,290.00.

OHS/LP shall at all times employ qualified personnel to supervise, direct, and coach persons participating in its approved practices. **OHS/LP** shall also supervise non-participants attending programs and activities.

OHS/LP shall at all times maintain The Dwight Brinson Swim Center in a manner and condition consistent with the health, safety, and general welfare of participants and others attending its approved programs and activities.

OHS/LP shall at all times protect against destruction or damage to The Dwight Brinson Swim Center, and shall pay for any repairs for damage to or destruction of the premises associated with its programs and activities or use.

OHS/LP and all persons participating in its approved programs and activities shall waive and release **DISTRICT** from liability for any injury to or death of persons, or loss, destruction,

or damage to property, occurring in, on or about The Dwight Brinson Swim Center. The waiver and release shall be on a form approved by the **DISTRICT**.

OHS/LP shall indemnify and hold **DISTRICT** and its directors and employees harmless against any and all claims, liability, or loss for any injury to or death of persons, or loss, destruction, or damage to property occurring in, on, or about The Dwight Brinson Swim Center, in any manner associated with its programs and activities or use of the premises, except for liability or loss caused by **DISTRICT**'s willful misconduct or active negligence. Comparative negligence principles shall apply.

OHS/LP's right to use of The Dwight Brinson Swim Center is revocable. The **DISTRICT** may terminate this agreement and **OHS/LP**'s use, with or without cause, upon giving to **OHS/LP**, in writing, thirty (30) days notice of its intention to terminate. In the case of termination without cause, payment for use shall be prorated based on days of use, and any unused portion shall be refunded to **OHS/LP**.

OHS/LP shall at all times during the term of this agreement, at its own expense, maintain in force a policy or policies of insurance, written by one or more responsible carriers doing business in the State of California, which policy or policies shall provide for the defense and indemnification of **DISTRICT** against liability for injury or death of persons, or loss, destruction, or damage to property in any manner associated with its programs and activities or use of The Dwight Brinson Swim Center. The liability insurance coverage limit shall be not less than \$5,000,000.00 per occurrence. **DISTRICT** shall be named as additional insured on all of **OHS/LP**'s policies, and **OHS/LP** shall provide **DISTRICT** with acceptable proof of insurance as a condition to its use of The Dwight Brinson Swim Center. The insurance policy or policies shall provide that any notices of cancellation or modification shall be delivered to the **DISTRICT** at least ten (10) days prior to becoming effective.

OHS/LP shall not assign, sublet, or otherwise transfer any rights or interests granted under this agreement.

This embodies the entire agreement between the parties. Any prior to contemporary agreements, understandings, promises, or representations pertaining to the subject of this agreement not expressly set forth herein are of no force and effect. No waiver, modification, or alteration of the terms of this agreement shall be binding unless made in writing and signed by the parties.

IN WITNESS THEREOF the parties hereto have caused the **AGREEMENT** to be executed on their behalf.

DURHAM RECREATION AND PARK DISTRICT

By: _____ **District Manager**

Date: _____

OHS/LP SCHOOL DISTRICT

By: _____ **OHS/LP Superintendent**

Date: _____

ATTACHMENT "A"

1. All Butte County Health Dept. public swimming pool regulations will be adhered to including but not limited to:
 - a. No swimmer shall be allowed to enter pool area without a properly certified U.S.A. Swimming and/or U.S. Masters Swimming Coach on deck.
 - b. No swimmer will be allowed into the pool until a chlorine and PH test has been done and results are entered into daily log by OHS/LP coaches and/or DRPD staff.
 - c. No swimmer will enter pool if chlorine level is below 1ppm and PH is below 7.0ppm or above 7.8ppm.
 - d. All pool covers must be removed, using the provided rollers, before any swimmers will be allowed in pool, when pool covers are requested to be put on lane lines must be removed first.
 - e. Coaches will follow schedule for covering pool between swim hours. Schedule will be provided to OHS/LP coaching staff by the 1st of each month.
 - f. All gates, restroom doors, chemical room doors, and office doors closed and locked before leaving pool area. Chemical room door must be closed and locked when not occupied.
 - g. **OHS/LP** will ensure that parking at all swimming events will be in marked designated parking areas and traffic along major roadways will not be impeded. 6 Spaces @ the south end of the parking lot are reserved for District Programming. The District will mark these spaces.

**OROVILLE UNION HIGH SCHOOL DISTRICT
JOB DESCRIPTION**

JOB TITLE: FOOD SERVICE DEPARTMENT SECRETARY

SALARY LEVEL:	Step 18	DIVISION:	Classified
DEPARTMENT:	Food Service Department Secretary	LOCATION:	School Site
REPORTS TO:	Food Service Director		
APPROVED BY:	Board of Trustees	DATE:	

Summary: Under the direction of the Food Services Director, performs highly responsible and complex secretarial duties, relieving the Food Service Director of a variety of administrative and clerical details and does related work as required while also having the ability to work as a food service worker when needed.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other related duties may be assigned.*

- Make and receive telephone calls, takes messages, and greets visitors
- Enters student information
- Compiles and submits a variety of weekly, month and year end reports as required
- Types, prepares, distributes, files records/reports, correspondence etc.
- Independently prepares replies and follows up on routine correspondence
- Takes/transcribes notes for correspondence
- Screens visitors and telephone calls
- Operates standard office equipment
- Work with the Cook Managers to schedule subs as needed
- Confirms deposits with the staff on a weekly basis
- Performs other related duties as assigned
- Ability to work as a Food Service Worker when needed.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *As Food Service Worker when needed*

- Washes and cleans equipment, food preparation areas and cafeteria tables while maintaining the highest possible standards of sanitation
 - Operates all food preparation equipment in a safe and sanitary manner
 - Operates cash register/cash box and makes change
 - Serves and prepares, as needed, all food required in the food services program
 - Work with student helpers
 - Cooperates and communicates with other school staff, parents and students to promote a positive school climate
 - Shelves individual commercial cans of food and other foodstuffs
 - Takes inventory including end of the month inventory
 - Prepares large quantities of food with attention to economy and efficiency
 - Assist with ordering of snack vending machines
 - Stocks snack and beverage vending machines
 - Collect vending money
 - Transports freight delivery, unload items and ensure all items are checked in
 - Uses cleaning chemicals and supplies in accordance with specified safety protocols
 - Performs related work as assigned
-

**OROVILLE UNION HIGH SCHOOL DISTRICT
FOOD SERVICE DEPARTMENT SECRETARY
PAGE 2**

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, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND/OR EXPERIENCE: High school diploma or general education degree (GED); two year's related experience and/or training; or equivalent combination of education and experience.

LANGUAGE SKILLS: Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one on one and small group situations to customers, clients, and other employees of the organization.

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, and percent and to draw and interpret bar graphs.

REASONING ABILITY: Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving a few known variables in routine situations.

CERTIFICATES AND LICENSES:

California Driver's License (required by the first day of service)

First Aid Certificate must be acquired during the employee's probationary period.

Ability to obtain California Food Handlers Card

Typing certificate (45 WPM)

OTHER SKILLS AND ABILITIES: Ability to pass a typing test at 45 words per minute. Ability to operate a personal computer and related software. Ability to develop effective working relationships with students, staff and the school community. Ability to communicate clearly and concisely, both orally and in writing. Ability to perform duties with awareness of all district requirements and board policies. Perform secretarial and clerical work involving independent judgment and requiring accuracy and speed. Devise or adapt office procedures to changing organizational needs. Make clear and comprehensive reports and keep difficult records. Understand, interpret, and apply rules and written directions to specific situations. Read and comprehend handwritten or typed documents, and the display screen of office machines. Communicate effectively. Deal with hostile, emotional, ill or angry person in an effective manner. Lift and move light to medium-weight objects such as boxes of books, office supplies, or presentation materials. Sit for sustained periods of time. Work on more than one task at a time. Concentrate on current task in spite of distractions in an active, busy environment. Efficiently and effectively operate office machines, including a computer with keyboard and monitor, for sustained periods of time. Demonstrate manual dexterity necessary to operate calculator and computer keyboard at required speed and accuracy. Maintain regular, steady attendance.

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 stand; use hands to manipulate or feel objects, tools, or controls; and reach with hands and arms. The employee frequently is required to talk or hear. The employee is occasionally required to walk, stoop, kneel, crouch, or crawl; and taste or smell.

FOOD SERVICE DEPARTMENT SECRETARY

PAGE 3

The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. However, while lifting amounts above 25 pounds a partner must be used. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, and depth perception.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions within the work environment.

The noise level in the work environment is usually moderate and it may occasionally be heavy. The employee continuously is interacting with the public, staff and students.

Oroville Union High School District
Course Description

Course Title: Building Trades

Aeries Course #: 820A

CBEDS #: 7300

Course Length: 12 Weeks

Type of Credit(s): CTE

A-G Approved: No

Approval Date: N/A

Integrated
(Academic & CTE): Yes

2+2 Credit: No

Dual Enrollment: No

District
Certification: No

Prerequisite: None

Includes Hands-on
Lab Activities: Yes

Grade Level(s): 10-12

Primary Textbook(s): Various resources will guide the course utilizing the National Center for Construction Education & Research.

Digital Resources: National Center for Construction Education & Research
<https://www.nccer.org/workforce-development-programs>

Course Overview

This course is intended to be an introductory course focusing on the foundational skills needed in the construction trades. It will include the study of safety, career opportunities, hand and power tools, planning and design, applicable mathematics, blueprint reading, component nomenclature, trade vocabulary, residential and commercial construction standards, construction manufacturing standards, and specialized skills. Competencies related to each standard in the sector are taught.

Please attach a copy of all standards that apply to this course.

Career Technical Education Standards - Standards and Framework (CA Dept of Education)
<https://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf>

Board Approval Date: _____

Oroville Union High School District
Course Description

Course Title: General Construction

Aeries Course #: 821A

CBEDS #: 7300

Course Length: 12 Weeks

Type of Credit(s): CTE

A-G Approved: No

Approval Date: N/A

Integrated
(Academic & CTE): Yes

2+2 Credit: No

Dual Enrollment: No

District
Certification: No

Prerequisite: None

Includes Hands-on
Lab Activities: Yes

Grade Level(s): 10-12

Primary Textbook(s): Various resources will guide the course utilizing the National Center for Construction Education & Research.

Digital Resources: National Center for Construction Education & Research
<https://www.nccer.org/workforce-development-programs>

Course Overview

This course will focus on the foundational skills needed in the construction trades. It will include the study of safety, hand and power tools, planning and design, applicable mathematics, blueprint reading, component nomenclature, trade vocabulary, residential and commercial construction standards, construction manufacturing standards, and specialized skills. Competencies related to each standard in the sector are taught. All aspects of the building process, including site layout/survey, foundations, masonry, floor systems, framing, roofing, exterior finishing, electrical, HVAC, waste systems and plumbing will be covered. The course introduces construction concepts and practices as well as management and production practices in current use in the construction industry.

Please attach a copy of all standards that apply to this course.

Career Technical Education Standards - Standards and Framework (CA Dept of Education)
<https://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf>

Board Approval Date: _____

Oroville Union High School District
Course Description

Course Title: Outdoor Education

Aeries Course #: 560A

CBEDS #: 9314

Course Length: 12 Weeks

Type of Credit(s): PE

A-G Approved: No

Approval Date: N/A

Integrated
(Academic & CTE): No

2+2 Credit: No

Dual Enrollment: No

District
Certification: No

Prerequisite: None

Includes Hands-on
Lab Activities: Yes

Grade Level(s): 10-12

Primary Textbook(s): Outdoor Education: A manual for teaching in nature's classroom
ISBN-13: 978-0136450283

Supplemental
Resources: Coyote's Guide to Connecting with Nature
ISBN # 978-1579940256

Quality Lesson Plans for Outdoor Education
ISBN: 978-0736071314

Tom Brown's Field Guide to Nature and Survival for Children
ISBN-978-0425111062

Outdoor Recreation: An Introduction 1st Edition
ISBN: 978-0415430418

Digital Resources: Childhood by Nature
<https://childhoodbynature.com/top-free-nature-based-learning-curriculums-for-schools-and-homeschools/>

National Geographic- Explorer Classroom
<https://www.nationalgeographic.org/tickets/explorer-classroom/>

13 Essential Outdoor Education Research Articles
<https://naturenatalie.com/sample-page/outdoor-education-research/>

A Blueprint for Environmental Literacy
<https://www.cde.ca.gov/pd/ca/sc/documents/envronliteracyblueprint.pdf>

Course Overview

This course will engage students in an Outdoor Recreation environment to develop relationships, foster social emotional growth, teach academic content through experiential outdoor learning, and provide an incentive for students to attend school and participate in leisure activities within Butte County. Many students who attend PHS continue to develop themselves physically, socially, emotionally, academically and to develop career paths. Having the opportunity to foster relationships with each other and staff members is critical to their success in buying into their education and their futures.

Physical Education: Students will have the opportunity to address their physical limitations/boundaries in a variety of outdoor activities. Students will learn and participate in physical fitness activities, develop cardiovascular endurance, understand heart rates as predictor of fitness, develop leisure skills, engage in outdoor recreation etiquette, and identify local opportunities for recreation. Students may track their progress through the use of simple phone apps (Strava, Trailforks, etc.) to better understand their fitness levels and progression towards fitness related goals.

Social Emotional Development: Students will have the opportunity to develop healthy relationships with their peers and staff through participation in outdoor activities, learning to push their physical and emotional boundaries through fitness challenges, therapeutic opportunities inherent to being in an outdoor environment, practice mindfulness through self-regulation, take on leadership roles, resolve conflicts, build confidence and leadership skills and overcome perceived and real limitation of their abilities.

Academic Integration: Experiential outings will be embedded with course curriculum related Physical Science, Biology, Health, Environmental Literacy, English and Careers. Depending on the outing there will be an academic component that may include, observation/reflection journaling, local ecology, hydrology and geographic evidence identification. Outings will also incorporate career pathways that exist in the outdoor recreation and conservation sector.

Please attach a copy of all standards that apply to this course.

PE Standards (CA Dept of Education)
[https://www.ouhsd.org/cms/lib/CA02222577/Centricity/domain/8/temp/PE Standards.pdf](https://www.ouhsd.org/cms/lib/CA02222577/Centricity/domain/8/temp/PE%20Standards.pdf)

NGSS, High School Life Science - Science (CA Dept of Education)
<https://www.cde.ca.gov/pd/ca/sc/documents/cangssh-dcilifesci.pdf>

NGSS, HS Earth & Space Science Arranged by DCI - Science (CA Dept of Education)
<https://www.cde.ca.gov/pd/ca/sc/documents/cangsshsearthspsci-dci.pdf>

NGSS Physical Science arranged by DCI - Science (CA Dept of Education)
<https://www.cde.ca.gov/pd/ca/sc/documents/ngsshspysicalscidci.pdf>

CCSS for ELA - Content Standards (CA Dept of Education)
<https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

Board Approval Date: _____

OROVILLE UNION HIGH SCHOOL DISTRICT

RESOLUTION #1-21/22

Approval to Teach in Designated Subject Area

WHEREAS, pursuant to Education Code Section #44263, the holder of a valid teaching credential who has completed 18 semester hours of coursework or 9 semester hours of upper division or graduate coursework in a single subject may be approved to teach in a designated subject area; and

WHEREAS, approval to teach in the designated subject area must be granted by resolution of the governing board of the district on an annual basis;

NOW, THEREFORE, BE IT RESOLVED, that the following certificated personnel are authorized to teach the single subject class listed at the designated schools in accordance with the terms of their respective credential(s):

Patrick Cleary to teach **Health** at **Oroville High School**
Elizabeth Franks to teach **Math** at **Las Plumas High School**
Allison Smith to teach **Health** at **Oroville High School**
Kurt Wilkins to teach **Health** at **Las Plumas High School**

PASSED AND ADOPTED by the Board of Trustees of the Oroville Union High School District at its regular meeting held on the 18th day of August, 2021 by the following vote:

Ayes:
Noes:
Abstain:
Absent:

Board President

Attest:

Board Secretary



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. 107

Asst. Supt. of Business
(530) 538-2300, ext. 103

Director of Alternative Education
(530) 538-5350

Educational Services
(530) 538-2300, ext. 104

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: July 30, 2021

Re: 2021/22 State Budget

Within 45 days of the State adopting its budget, school districts must identify significant revisions to be made to district budgets resulting from the adoption of the State budget. Revisions will be made within the following areas:

- LCFF Revenue – the Concentration Grant funding percentage was increased from 50% to 65%. The estimated increase in funding is \$624,000 and must be used to provide increased or improved services to the students.
- Special Education Revenue – State funding for Students with Disabilities was increased by an estimated \$132,000.
- A-G Completion Improvement Grant – An estimated \$644,000 to use to improve the District's A-G completion rate.
- State Unemployment Rate – This rate is charged to the District on all salaries. The proposed rate of 1.23% was included in Original Budget. In the State adopted budget, this rate was finalized at .5%. This rate reduction will reduce expenditures by \$127,000.

These changes will be reflected in the next budget update.



Mary Sakuma

Superintendent
msakuma@bcoe.org

Student Programs and Educational Support

Michelle Zevely

Associate
Superintendent
mzevely@bcoe.org

Jeanette Spencer

Senior Advisor
District Support and
Educational Leadership
jspencer@bcoe.org

Board of Education

Mike Walsh
Karin Matray
Brenda J. McLaughlin
Roger Steel
Amy Christianson
Alan White
Julian Diaz

1859 Bird Street
Oroville, CA 95965
(530) 532-5757
Fax (530) 532-5794
<http://www.bcoe.org>

August 9, 2021

Oroville Union High School District Board,

On behalf of our BCOE LCAP Review Team, we wanted to thank you for the time and effort put into the development and submission of your district's LCAP. The strong efforts in stakeholder outreach, data gathering, and goal alignment is commendable. The targeted support you have put into place to support your unduplicated student groups was well defined.

As part of the review process, Ed Code 52070.5 allows county offices to provide a written notice, by August 15, of amendments/clarifications needed for an adopted LCAP to be approved by the County Superintendent. During this time we work with each district to ensure all needed amendments are made and thus can be adopted by their governing boards. With the many disruptions and changes in the LCAP process these last two years, as well as the completion of a brand new LCAP template, many districts and county offices across the state are taking advantage of this Ed Code provision. With that in mind, BCOE has worked with your district administrators to provide clarifications to the following sections of your adopted LCAP. We ask that you "adopt the amendments" to your LCAP at your very soonest convenience.

Sections of Amendments & Clarifications:

- LCAP Stakeholder Engagement
- LCAP Metrics & Expenditure Tables
- Increased or Improved Services Narrative

Don't hesitate to reach out with questions.

Sincerely,

Jeanette Spencer
Senior Advisor, LCAP

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oroville Union High School District

CDS Code: 04-61515-00000000

School Year: 2021-22

LEA contact information:

Dr. Corey Willenberg

Superintendent

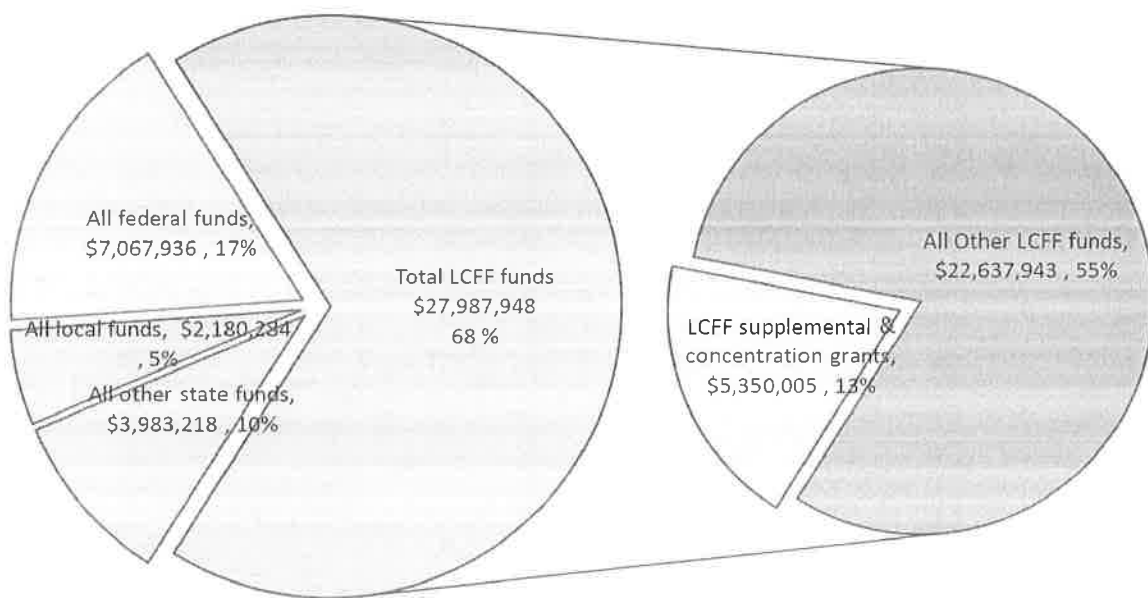
cwillenb@ouhsd.net

(530)-538-2300, ext. 1107

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



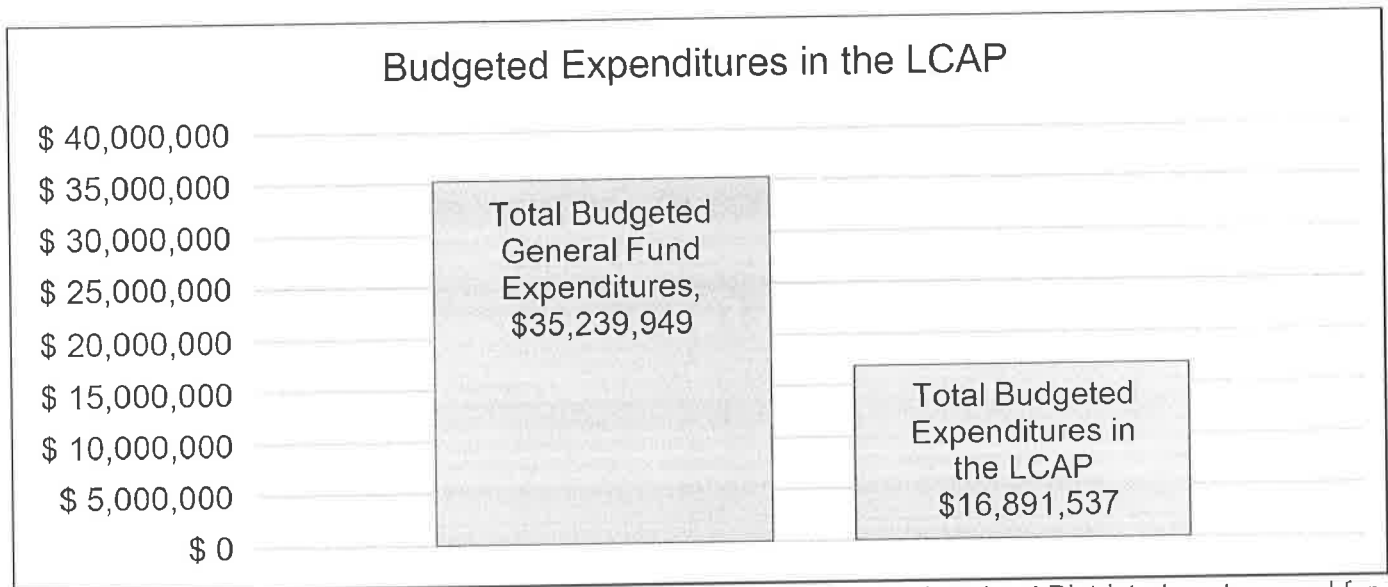
This chart shows the total general purpose revenue Oroville Union High School District expects to receive in the coming year from all sources.

The total revenue projected for Oroville Union High School District is \$41,219,386, of which \$27,987,948 is Local Control Funding Formula (LCFF), \$3,983,218 is other state funds, \$2,180,284 is local funds, and

\$7,067,936 is federal funds. Of the \$27,987,948 in LCFF Funds, \$5,350,005 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Oroville Union High School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Oroville Union High School District plans to spend \$35,239,949 for the 2021-22 school year. Of that amount, \$16,891,537 is tied to actions/services in the LCAP and \$18,348,412 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

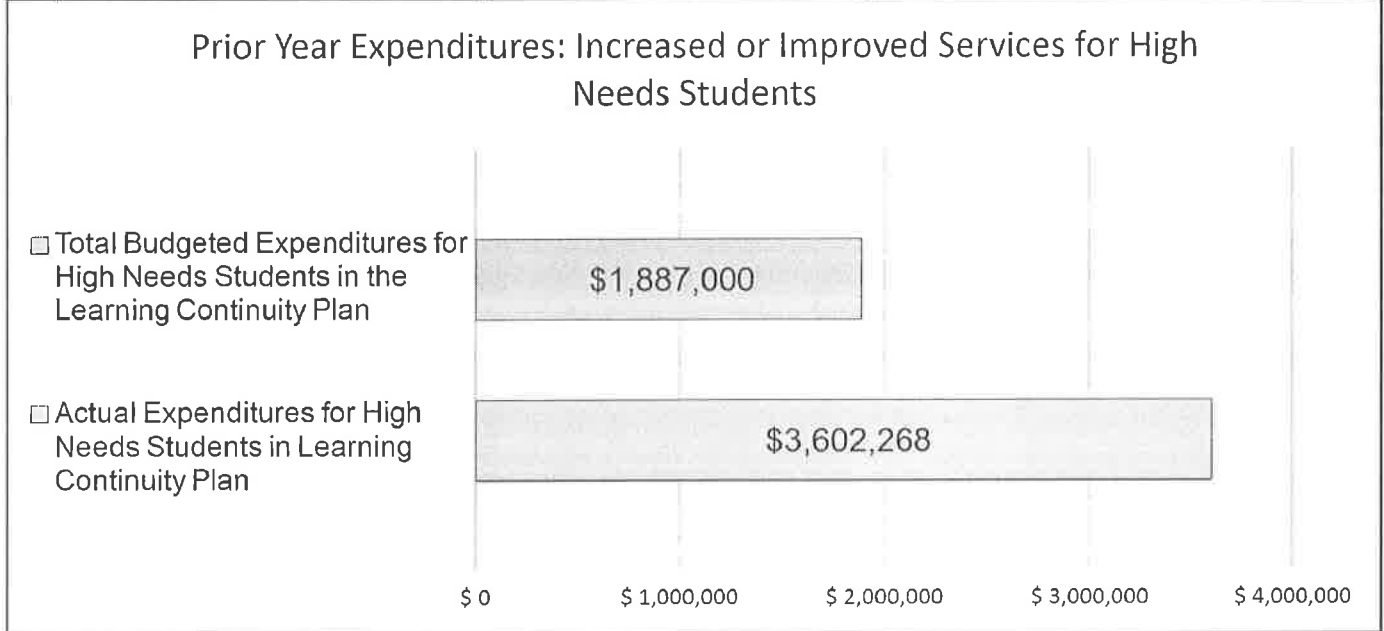
The LCAP does not depict the entire General Fund budget. The District has defined those programs and services required to provide a basic educational program as its core program. The core program expenditures that do not address the LCAP goals are not included in this document. Examples of core program expenditures include teacher salaries, benefits and instructional materials for classes required for graduation, instructional costs and transportation costs for students with disabilities, instructional costs for students attending the required minimum day for the continuation and community day schools, district and school administration costs, health benefits for retirees, utilities, insurance and debt service payments. The complete budget is available for viewing on the OUHSD website (www.ouhsd.org)

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Oroville Union High School District is projecting it will receive \$5,350,005 based on the enrollment of foster youth, English learner, and low-income students. Oroville Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oroville Union High School District plans to spend \$7,909,093 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Oroville Union High School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Oroville Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Oroville Union High School District's Learning Continuity Plan budgeted \$1,887,000 for planned actions to increase or improve services for high needs students. Oroville Union High School District actually spent \$3,602,268 for actions to increase or improve services for high needs students in 2020-21.



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

19-20

OUHSD will continue to have 100% of their schools in good repair as mandated by Williams Act requirements.

Baseline

OUHSD will continue to have 100% of their schools in good repair as mandated by Williams Act requirements.

19-20

100% of district teachers and staff are appropriately assigned and credentialed.

Baseline

100% of district teachers and staff are appropriately assigned and credentialed

19-20

100% of classrooms will have sufficient instructional materials as mandated by Williams Act requirements.

Baseline

100% of classrooms will have sufficient instructional materials as mandated by Williams Act requirements.

Actual

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.

100% of OUHSD teachers and staff are appropriately assigned and credentialed

100% of OUHSD have sufficient instructional materials as mandated by Williams Act requirements.

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

Budgeted Expenditures

Salaries and benefits \$292,582
Lottery

Actual Expenditures

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

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.

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	Supplies, contracted services, licenses Base \$200,687	Supplies, contracted services, licenses Base \$190,987
	Supplies Title V \$3,000	
	Supplies Title IV \$7,897	Supplies Title IV \$66,364
		Supplies, licenses (COVID-19) Federal Funds \$40,534
		Supplies, licenses (COVID-19) Other \$19,751
	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, contracted services Title II \$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, contracted services Title V \$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	Contribution to restricted programs One Time Reserves \$2,456
NWEA MAP assessment for high school readiness and intervention needs. Use MAP scores to appropriately place students in math courses.	No Cost	No Cost
Maintain/expand library services, purchase books & Follett Software	Software licenses Supplemental and Concentration \$11,000	Software licenses Supplemental and Concentration \$11,475
	Salaries and benefits, books, software licenses Supplemental and Concentration \$134,162	Salaries and benefits, books, software licenses Supplemental and Concentration \$135,912
	Salaries and benefits Title I \$4,501	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	Salaries and benefits Supplemental and Concentration \$47,636
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	Supplies Title I \$2,000	Supplies Title I \$783
Consultation periods 4 days per week	No Cost	No Cost
Math and English Intervention. Teachers on Assignment (TOSA's) will assist in implementation of MTSS	Salaries and benefits Title I \$150,878	Salaries and benefits Title I \$166,484
	Salaries and benefits Supplemental and Concentration \$730,567	Salaries and benefits, licenses Supplemental and Concentration \$784,580
Tutorial Support (push-in) for SPED students	Salaries and benefits Special Education \$1,197,995	Salaries and benefits Special Education \$1,183,861

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

19-20

Increase the School Climate Index as measured by the California Healthy Kids Survey to at least 350.

In 2018, the School Climate for OUHSD was 258.

Baseline

In 2014, School Climate Index was 333. In 2016, School Climate Index was 283.

19-20

Reduce suspension rates by 2%

The suspension rate during the 19-20 school year was 8.7% districtwide, a reduction of 4.1%.

Baseline

OUHSD had a suspension rate of 12.8% during the 2015-2016 school year.

19-20

Reduce expulsion rates by 1%.

Expulsions during the 19-20 school year was .21% districtwide. A reduction by 2.69%.

Baseline

OUHSD had an expulsion rate of 2.9% during the 2015-2016 school year.

Expected**Actual****19-20**

Increase opportunities for students to be involved in a variety of extra-curricular or co-curricular activities.

Baseline

We added JV Soccer teams(boys and girls), and swimming in 2016-2017 school year.

19-20

Increase attendance rates at the comprehensive high schools 1% and .50% at the continuation high school, based on 2017-2018 attendance percentages.

Baseline

The 2015-2016 Attendance Percentage Rates were 93.90% at Las Plumas, 94.70% at Oroville, and 82.30% at Prospect.

19-20

Decrease Chronic Absenteeism rates 4% from the previous school year.

Baseline

The Chronic Absenteeism percentage for the district was 34% in 2015-2016 school year.

19-20

Decrease Dropout rates 1% from the previous school year.

Baseline

The Dropout rate for the District in 2015-2016 was 9.8%.

19-20

Increase graduation rates for the District by .5% based on the 2019 LCFF Dashboard.

Baseline

In Spring 2017 LCFF Dashboard, Graduation Rate for all students was 94.7% for the District.

19-20

All students had access to all courses, regardless of special status or circumstance, as demonstrated in the master schedule.

The pandemic in March 2020, eliminated all spring sports and cut winter sport seasons short.

The 2019-2020 Attendance Percentage Rates were 94.47% at Las Plumas, 93.57% at Oroville, and 86.96% at Prospect.

The Chronic Absenteeism rate in 2018-2019 for all students was 26%. OUHSD reduced Chronic Absenteeism by 8% for all students.

The dropout rate for the District in 2016-2017 was 1.6%. OUHSD reduced the dropout rate for all students by 8.2%,.

The 2020 California School Dashboard Graduation Rate for all students was 89.5% for all students.

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>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>Baseline OUHSD to develop a system to gather baseline data for parent participation.</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>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>Baseline In 2016, 41% of 11th grade students met or exceeded standards in ELA as measured by CAASPP.</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>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>
<p>Baseline In 2016, 13% of 11th grade students met or exceeded standards in math as measured by CAASPP.</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	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
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	Transfer of direct costs (COVID-19) Other \$98,498 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
	Supplies Base \$4,000	Salaries and benefits, supplies Base \$203
Student social media training	No Cost	No Cost
Student mediation/conflict resolution supports	No Cost	No Cost
School Resource Officer and Campus Supervisors. OUHSD contracted with both OPD and BCSO to provide SRO's and SRD's services at all district schools	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 No Cost	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

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 Increase number of students fulfilling A-G requirements by 2% (in 13/14, OHS-22.1% and LPHS-16.9%).</p>	
<p>19-20 Increase the number of students earning a high school diploma and completing a CTE pathway by 1% from previous year.</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>Baseline 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>19-20 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>Baseline 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>19-20 EL students will continue to meet or exceed California's growth target from previous year.</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>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%.</p>	
<p>19-20 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
<p>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)</p>	
<p>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%.</p>	<p>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.</p>
<p>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)</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p>	<p>Salaries and benefits, supplies Base \$994,474</p>	<p>Salaries and benefits, supplies, travel and conference, copier leases, contracted services, equipment Base \$1,109,337</p>
	<p>Salaries and benefits (Career Technical Education Incentive Grant) Other \$186,682</p>	<p>Salaries and benefits, indirect costs (Career Tech Ed Incentive Grant) Other \$186,659</p>
	<p>Salaries and benefits, supplies, travel Carl D. Perkins Career and Technical Education \$85,395</p>	<p>Salaries and benefits, supplies, travel, conferences, repairs, contracted services, licenses, indirect costs Carl D. Perkins Career and Technical Education \$85,747</p>
	<p>Salaries and benefits Special Education \$66,975</p>	<p>Salaries and benefits Special Education \$73,520</p>

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 No Cost	No Cost
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	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
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.	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	0		Yes
Asynchronous (afternoon) instructional supports provided by teachers and paraprofessionals	0		Yes
Teacher phone and Zoom check ins	0		Yes
Development and implementation of a tiered system of interventions for student engagement and participation issues	0		Yes
Benchmark assessments in English, Social Studies, Science, and Math with IO assessment where possible.	0		Yes
TOSA and school resource officer home visits for students at risk of losing contact with school staff.	0		Yes
OUHSD social worker and counselor contact with homeless and foster youth to support engagement and participation	0		Yes
ELPAC initial and summative assessment for English Learners	0		Yes
Measures of Academic Progress (MAP) Assessment in English and Math will be administered once during second semester	0		

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.

OUHSD already had supportive measures in place to assist students with attendance support, academic support, health and wellness support and social emotional support. We did not budget anything in this category, because we did not use additional funds to support pupil learning loss.

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 an 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 difference 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 lcsff@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	13,339,664.00	13,381,030.00
Base	3,814,807.00	3,688,052.00
Carl D. Perkins Career and Technical Education	85,395.00	85,747.00
Federal Funds	0.00	40,534.00
Federal, State & Local Child Nutrition Funds	946,716.00	912,656.00
Lottery	292,582.00	289,874.00
One Time Reserves	83,783.00	115,341.00
Other	296,450.00	630,411.00
Special Education	1,675,920.00	1,721,513.00
Supplemental	0.00	1,302.00
Supplemental and Concentration	5,487,911.00	5,278,568.00
Title I	475,824.00	402,663.00
Title II	82,255.00	63,945.00
Title IV	26,897.00	82,055.00
Title V	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	
	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	13,339,664.00	13,381,030.00
	Base	3,814,807.00	3,688,052.00
	Carl D. Perkins Career and Technical Education	85,395.00	85,747.00
	Federal Funds	0.00	40,534.00
	Federal, State & Local Child Nutrition Funds	946,716.00	912,656.00
	Lottery	292,582.00	289,874.00
	One Time Reserves	83,783.00	115,341.00
	Other	296,450.00	630,411.00
	Special Education	1,675,920.00	1,721,513.00
	Supplemental	0.00	1,302.00
	Supplemental and Concentration	5,487,911.00	5,278,568.00
	Title I	475,824.00	402,663.00
	Title II	82,255.00	63,945.00
	Title IV	26,897.00	82,055.00
	Title V	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



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

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

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 which also served as the Parent Advisory Committee or PAC) 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. The District gave the most recent draft of the LCAP to DELAC meeting participants on June 9, 2021.

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)	19-20 Data 89.5% All 60.3% SWD 100% Foster Youth 82.4% EL's				94% All 75% SWD 100% Foster Youth 85% EL's
College/Career Readiness Indicator (Priority 8 College/Career Indicator) for all students deemed "Prepared"	19-20 Data All 26.4 SWD 0% EL 23.5% African American 11% American Indian 14.9% Asian 52.4% Hispanic 20.4% White 25.5% SED 22.9% Homeless 14.8%				All >40% SWD >40% EL>40% African American >40% American Indian >40% Asian > 60% Hispanic >40% White >40% SED >40% Homeless >40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate for all students (Priority 5 Pupil Engagement)	19-20 Data All 26% SWD 38.89% Foster Youth 42.4% ELs 16.2%				All <15% SWD <20% Foster Youth <20% ELs <15%
Student Performance on Advanced Placement Exams (score of "3" or better on all exams taken) (Priority 4 Pupil Achievement)	19-20 Data 68% scored a "3" or better on all exams taken)				>75% scored a "3" or better on all exams taken)
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% appropriately credentialed and assigned as measured by Williams Act criteria.				100% appropriately credentialed and assigned as measured by Williams Act criteria.
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.
Parent engagement and parent input	Engage parents and community members				Continue to engage parents and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 Parent Involvement)	in school district by using dialer/community newsletters/social media. An average of 2,041 people have viewed the OUHSD Community Newsletter. District held five Zoom meetings for parents and community members to provide input on the LCAP, Expanded Learning Grant and disciplinary practices.				community members in school district by using dialer/community newsletters/social media. The goal is to increase an average of 2,500 views on Community Newsletters. Increase the number of informational meetings via in-person and Zoom to ten yearly.
Attendance Rate (Priority 5 Pupil Engagement)	19-20 Data OUHSD: 87.5% LPHS: 94.7% OHS: 92.5% PHS: 75.4%				OUHSD: >90% LPHS: >95% OHS: >95% PHS: >80%
High School Dropout (Priority 5 Pupil Engagement)	20-21 Data OUHSD: 33 LPHS: 7 OHS: 3 CDS: 5 PHS: 18				<10 dropouts district-wide
Implementation of CA state Standards including how EL's will	Full implementation of State Standards as observed by				Full implementation of State Standards as observed by

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
access the CCSS and ELD standards (Priority 2).	administration using informal walkthrough form.				administration using informal walkthrough form.
% of EL's who progress in English proficiency (Priority 4)	19-20 Data 4 out of 29 ELL's showed improvement on the ELPAC.				>20% of ELL's will show improvement on the ELPAC.
Reclassification Rate for English Learners	20-21 Data 11 (15.9%) total for OUHSD				>16% of ELL's will be reclassified

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.	\$506,271.00	No
2	Professional Development for all Staff	Focus professional development on CR-PBIS, Professional Learning Communities (PLC), Universal Design for Learning, strategies for assisting ELL's and ELD, technology and curriculum. OUHSD teachers have four additional contract days for professional development and collaboration.	\$490,137.00	Yes
3	Intervention for 5th Year Seniors	Students continuously enrolled in OUHSD schools that need extra time and support to complete High School diploma requirements.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
4	Purchase Assessment Software for Targeted Support	Use MAP assessment as a universal screener to ensure appropriate placement in math and English classes as well as target interventions. IO Education Assessment Platform to identify student needs and targeted support.	\$30,000.00	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.	\$147,275.00	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 Homeless students and support services to assist them in completing a high school graduation requirements.	\$2,000.00	No
7	Advisory Period	The Advisory Period will be used to provide lessons on bullying, harassment, bias, suicide prevention and high school skills.	\$0.00	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.	\$810,130.00	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.	\$2,446,137.00	No

Action #	Title	Description	Total Funds	Contributing
10	District ELD Coordinator	EL Coordinator - 20% (1 section)	\$26,500.00	Yes
11	Supplemental English Language Development Support Classes for all ELD students	Supplemental English Language Development support classes for EL students.	\$229,010.00	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.	\$467,486.00	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.	\$160,521.00	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.	\$2,207,458.00	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	\$0.00	No
16	Sufficient Instructional Materials	Ensure all students have sufficient instructional materials as defined in the Williams Act Requirements	\$105,000.00	No
17	Collaborate with Butte College	Work with Butte College to offer concurrent and dual enrollment classes as well as the College Connection program.	\$0.00	No
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.	\$217,334.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Purchase Edgenuity software for credit recovery and independent study.		
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.	\$13,653.00	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.	\$52,000.00	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.	\$1,247,116.00	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.	\$48,025.00	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.	\$0.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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. Students will likely attend school regularly and graduate on time in a safe, positive and nurturing learning environment. Reducing suspensions and expulsions will reduce the number of days students are excluded from school due to disciplinary issues.

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 PBIS all schools.
Suspension Rate (Priority 6 School Climate)	All 8.7% SWD 15.48%				<2% for all students and SWD
Expulsion Rate (Priority 6 School Climate)	All .25%				.25% for all students

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 additional Social Workers, School Nurse, School Psychologist, and Speech Therapist to assist students in addressing barriers that could interfere in their school success.	\$1,081,003.00	Yes
3	School Resource Officer/Deputy and Campus Security	Contract with the Oroville Police Department and Butte County Sheriff's Office for a School Resource Officer/Deputy services. Hire campus security for each 9-12 campus.	\$768,766.00	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.	\$223,590.00	Yes
5	Extra Curricular and Co-Curricular Opportunities	Offer athletics, clubs and other activities	\$817,421.00	Yes
6	Home to School Transportation	The district will provide home to school transportation	\$152,724.00	Yes
7	Incentives	The district will provide incentives for student attendance and positive behavior.	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$0.00	No
9	Provide Nutritious Meals	The district will provide meals to all students at no cost to the student.	\$1,256,249.00	Yes
10	Parent and Family Engagement	Improve communication with parents with social media, website and informational bulletins and newsletters.	\$100,017.00	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.

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. This goal was developed after reviewing the College and Career Readiness Dashboard indicator where 26.4% of OUHSD students were deemed "Prepared."

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Priority 4 Rate of students meeting UC/CSU requirements (a-g)	19-20 Data All 16% Asian 42% African American 5% Hispanic 9% White 14% SED 14% ELs 18% Homeless 5%				All Students >30% Asian >50% African American >30% Hispanic >30% White >30% SED >30% ELs >30% Homeless >30%
Priority 4 Rate of students completing a CTE pathway	19-20 Data All 9% American Indian 13% African American 5% Asian 6% Hispanic 10% White 11% ELs 18% SED 9%				All Students >25% American Indian >25% African American >25% Asian >25% Hispanic >25% White >25% ELs >25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	SWD 5%				SED >25% SWD >25%
Priority 4 % of pupils prepared for college by the EAP - ELA (11th grade CAASPP 3 or higher)	19-20 Data 54%				% of pupils prepared for college by the EAP - ELA (11th grade CAASPP 3 or higher) will be >65%
Priority 4 % of pupils prepared for college by the EAP - Math (11th grade CAASPP 3 or higher)	19-20 Data 21%				% of pupils prepared for college by the EAP - Math (11th grade CAASPP 3 or higher) will be >40%.
Priority 7 Course Access Number of CTE pathways Number of AP classes	20-21 Data 8 AP Courses OHS 9 AP Courses LPHS 4 CTE Pathways OHS 9 CTE Pathways LPHS				9 AP Courses OHS 10 AP Courses LPHS or more 5 CTE Pathways OHS 10 CTE Pathways LPHS
Priority 4 Students completing a CTE pathway and met CSU/UC requirements.	19-20 Data 2/448 students or .45%				>10% of students will complete a CTE pathway and meet CSU/UC requirements.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counseling Staff	Counselors, and counseling office staff will assist students with college/career readiness, developing four year plans and providing interventions for the schools' CR-PBIS program.	\$1,367,429.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$117,189.00	Yes
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.	\$33,000.00	Yes
4	Provide High Quality CTE Courses	The district will provide CTE courses and pathways at all schools.	\$1,669,696.00	No
5	Provide Additional Section Funds to Career and Technical Education and Visual Education 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.	\$53,400.00	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
24.13%	5,350,005

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.

The Oroville Union High School District (OUHSD) 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.

OUHSD's Chronic Absenteeism data shows that our Foster Youth, Homeless Youth, students from low income families, as well as our Students with Disabilities have much higher rates of absenteeism. (SED 30%, SWD 36%, FY 42%, HY 47%, as compared to overall average of 26%) We have found several barriers that these student groups experience and are currently trying to address them. Low income families often do not have reliable transportation so we are providing bussing and/or bus passes (2.6) Incentives are being offered to encourage our reluctant teenagers to actually utilize the bussing option to get to school (2.7) Foster and Homeless Youth often experience challenges related to trauma and the uncertainty of living arrangements. To address their specific needs, OUHSD is hiring TOSAs (1.8), three social workers (2.2), and three Targeted Case Managers (2.4) to monitor and check in with each of our students experiencing these challenges. By building caring relationships and consistent check-ins with each of the students experiencing homelessness and living in a foster home situations, we expect to see the chronic absenteeism rates decline by at least 5% for our FY and HY. The Teachers on Special Assignment (TOSA) primary responsibility is to monitor Chronic Absenteeism and assist the students with the largest amount of absences to address barriers to school attendance. OUHSD will provide induction to new certificated staff and extra contracted days for teacher orientation and professional development. OUHSD will focus professional development for staff on Culturally Responsive-Positive Behavioral Intervention Supports (CR-PBIS) and Professional Learning Communities (PLC's). (1.2)

The district will use existing staff to fill the TOSA positions at an estimated cost of \$200,000 to address Chronic Absenteeism. For the 21-22 school year, OUHSD will assign two teachers for most of their day to assist with school-wide implementation of Culturally Responsive Positive Behavioral Interventions and Supports (CR-PBIS). (1.8)

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

Our graduation rates show that our graduation rate for Students with Disabilities (60.3%), EL's (82.4%) and all students (89.5%). We use teachers and Paraeducator to push into core academic classes to assist students in learning the material. OUHSD will also offer students tutoring after school in math and English. We offered tutoring in prior years, but was not able to offer in person tutoring during the 20-21 school year. In addition only 16% of all students, 42% of Asian students, 5% of African American students, 9% of Hispanic students, 14% of White students, 14% of Socio Economically disadvantaged (SED) and 18% EL's and 5% Homeless students meet the CSU/UC requirements (a-g). After further investigation we have found that our students from low income families, our students dealing with various disabilities, and our BIPOC students enter our system not fully prepared to take on rigorous academic classes. To address this issue and support ALL students, OUHSD will be adding a third Social Worker. Each school will have a Social Worker (2.2) on their site five days a week. OUHSD is also adding a Targeted Case Manager/Family Liaison at LPHS. OHS and PHS beginning with the 21-22 school year. These positions should assist all students to address barriers to earning a high school diploma.

Adverse Childhood Experiences (ACES) have been linked to low grade performance, special education, suspension, and expulsion (Balfanz and Fox, 2012). Additionally, in a widespread and renowned study by the Center for Disease Control and Prevention, researchers found that students who had endured 3 or more ACEs were 2.5 times more likely to fail a grade. Behavioral issues in the classroom are often results of trauma as well. Regarding kids with an ACE score of 3 or higher, a 2014 study by doctors David Murphey and Kristin Moore found: 48% reported low engagement in school
44% had trouble staying calm and controlled in the classroom
49% had difficulties finishing the tasks
23% were diagnosed with a learning disability

Unfortunately, because the effects of ACEs can mimic a myriad of other problems. We know students from low income families face a greater chance of having adverse childhood experiences. Studies have shown that students experiencing high levels of trauma at home might experience a lack of focus, low engagement, and difficulty finishing tasks. (Murphey and Moore, 2014) These are all barriers we have seen students dealing with on a daily basis. The flood scare and the multiple fires have yet increased the trauma being experienced. To address these barriers and increase student achievement for our students, OUHSD will do the following:

- 1) Provide Teachers on Special Assignment (TOSA's) to monitor the graduation rate and chronic absenteeism dashboards. (1.8)
- 2) Implement CR-PBIS at each 9-12 school increase attendance address, address behavioral barriers to increase learning and to reduce out of school suspensions.
- 3) Provide nutritious meals daily (2.9)
- 4) Extend library hours for students to have a safe place to study with access to technology and reference materials (1.5)
- 5) Offer tutoring in the areas of math and English after school
- 6) Use NWEA MAP assessment as a universal screener for students to identify gaps in math and ELA (1.4)

- 7) 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.
 - 8) Expand CTE opportunities at both comprehensive schools and add CTE sections at our alternative education school. (1.12 & 3.5)
 - 9) Increase section allocations to VAPA and CTE courses to provide additional supplies for these programs (1.23)
 - 10) 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 (3.1 & 3.2 & 3.3)
 - 11) Offer students the College Connection program at Butte College during their senior year (1.13)
 - 12) Arrange college tours and provide the opportunity for students to participate in college and career fairs (3.5)
- We will be monitoring graduation data, A-G completion rates, and CTE completion rate 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 to not exclude them from support if needed.

Scholars agree that parent engagement is a challenge with ELL students because of varying cultural beliefs and expectations (Copeland, 2007; De Jong & Harper, 2005; Shim, 2013; Vera et al., 2012). According to Copeland (2007), "Barriers that may prevent involvement of parents of ELLs have been identified as language, cultural differences, work schedules, and lack of transportation" (p. 18). Copeland (2007) then expanded on the aforementioned concept of cultural differences by explaining that, "Parental involvement in school is not a universal expectation" (p. 67). Vera et al. (2012) offered an additional explanation for misunderstandings regarding the role of parent involvement due to cultural differences by explaining that many parents do not want "to interfere with how teachers do their jobs" (p. 186) and feel that communication would be disrespectful to the teacher.

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

- 1) Provide outreach to incoming 9th graders to assist them in transitioning to High School (1.20)
 - 2) Provide a Targeted Case Manager/Family Liaison to reach out to parents. (2.4)
 - 3) Improve communication with parents via our website, newsletters, and social media (2.10)
 - 4) Provide instructional support in core academic classes with co-teachers and/or paraeducators. (1.11)
 - 5) Academic Counselors and College and Career Readiness Technicians (3.1 & 3.2) will provide assistance to students to develop their 4-year plan, PSAT and AP testing software preparation support (3.3), FAFSA completion and college awareness
 - 6) EL specific support outlined below in second narrative
- We will be monitoring graduation rates, chronic absenteeism rates, and ELPAC scores 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.

Children who have suffered neglect appear to be particularly vulnerable to academic deficits (Stone, 2007). In general, children in foster care have been found to score significantly below their non foster peers on standardized tests, with researchers reporting a deficit of between 15 and 20 percentile points (Emerson & Lovitt, 2003). Additionally, Emerson and Lovitt (2003) found that 30% to 96% were performing below grade level in math and/or reading. Shin (2003) found that 33% of foster youth, with an average age of 17.5, were reading below the 6th-grade level, 31% had reading skills between the 6th- and 8th-grade level, and 18% were reading at the 9th and 11th-grade level. In addition to facing academic challenges, children and youth in foster care also struggle with behavior issues. Scherr (2007) found that 24% of youth in foster care had experienced either a suspension or expulsion from school. Their research suggests that youth in foster

care are 3 times more likely to experience disciplinary actions than their non foster peers. The 24% is significantly higher than the 7% national average. Emotional and behavioral challenges can also help to explain grade retention and representation in special education at higher rates than non foster peers (Zetlin & Weinberg, 2004). It is clear that youth in foster care bring emotional and behavioral challenges into a classroom and that the education system may not be adequately prepared to meet those unique needs.

To address barriers to college and career readiness, for our Foster Youth, we will do the following:

- 1) Provide Teachers on Special Assignment (TOSA's) to monitor the college and career Dashboard Indicator (1.8)
- 2) Provide extended library hours for students to have a safe place to study with access to technology and reference materials (1.5)
- 3) Offer tutoring in the areas of math and English after school
- 4) Provide math and English intervention classes (1.8) and summer school (1.19)
- 5) Expand CTE opportunities at both comprehensive schools and add CTE sections at our alternative education school. (1.12 & 1.23)
- 6) Increase section allocations to VAPA and CTE courses to provide additional supplies for these programs (3.5 & 1.23)
- 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 (3.1 & 3.2 & 3.3)
- 8) Offer students the College Connection program at Butte College during their senior year (1.13)
- 9) Arrange college tours and provide the opportunity for students to participate in college and career fairs (3.5)

We will be monitoring graduation rates, chronic absenteeism rates, credit accrual, CTE completion rate, A-G completion rate, EAP, and college and career readiness 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.

Students experiencing trauma often feel disengaged from the school environment. Research states that schools need to find strategies that will keep students in school, and feeling safe. One strategy that is successful in keeping students interested in school is participation in sports. As the leaders of sports' teams, coaches provide the necessary mentoring that can positively guide a student's decision to stay in school. (Hinojosa & Maxwell)

To address barriers of engagement and feelings of safety for all students, we will do the following:

- 1) Offer an athletic program monitored by the Athletic Directors (2.5)
- 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 and upgrade our website (2.10)

These safety measures will be monitored using student and parent safety surveys. In addition we expect our suspension rates to continue to decline.

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

OUHSD has an unduplicated student population of 77.1% or 1,725 students. (73% Socio Economically Disadvantaged, 3.1% English learners and 1% Foster Youth). We chose actions that will increase and improve services for our unduplicated students, as well as all students. When we analyze the student data, we have identified attendance, College and Career Readiness and graduation rate as areas of focus. The California State Dashboard indicators for College and Career Readiness are low for all students, including SWD (0%), EL's (23.5%), SED (22.9%) and Homeless (14.8%). The California State Dashboard indicators for Chronic Absenteeism are higher than Butte County as a whole for all students (26%), SWD (38.89%), Foster Youth (42.4%) and EL's (16.2%). The OUHSD graduation rate is 89.5%, but the rates for SWD (60.3%) and EL's (82.4%) needs to be improved to the graduation percentage for all students.

OUHSD will provide the following increased and/or improved services LEA wide:

1. Technology – interactive boards, 1:1 Chromebooks
2. Intervention for 5th yr seniors
3. Assessments for targeted services
4. Library service
5. Foster youth social worker and Targeted Case Managers
6. TOSA for PBIS and Math/English intervention periods
7. Extended time for Prospect
8. College Connection for Seniors
9. Dual enrollment
10. Summer School credit recovery
11. Campus visits for 8th graders
12. Boys and Girls Club facility at both OHS and LPHS.
13. Online courses to allow for more access to CTE, Band, and Spanish
14. Social Worker/Nurse/ Psychologist/ speech therapist – addressing barriers
15. TCM and Family Liaison Mental wellness and instructional needs X
16. Home to School Transportation
17. Attendance incentives
18. Student Achievement and Attendance Review Team (SAART)
19. Nutritious meals
20. TOSA – monitor chronic absenteeism and CR-PBIS
21. CTE courses and pathways
22. Materials and supplies for VAPA and CTE programs

OUHSD will provide the following increased and/or improved services for our English Learners:
ELD Coordinator 20%
ELD classes

Instructional support in core academic classes.

PD for core academic teachers in supporting English Learners in the classroom.

OUHSD has increased services for our unduplicated students utilizing the actions listed above, by \$5,309,355. This exceeds the 24.13% (\$5,350,005) requirement for increased and improved services.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$8,511,704.00	\$3,603,509.00	\$81,000.00	\$4,695,324.00	\$16,891,537.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$13,680,203.00	\$3,211,334.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities	Technology Replacement and Repair	\$161,263.00	\$289,008.00	\$56,000.00		\$506,271.00
1	2	English Learners Foster Youth Low Income	Professional Development for all Staff	\$152,992.00	\$187,159.00		\$149,986.00	\$490,137.00
1	3	All Students with Disabilities	Intervention for 5th Year Seniors					\$0.00
1	4	English Learners Foster Youth Low Income	Purchase Assessment Software for Targeted Support	\$30,000.00				\$30,000.00
1	5	English Learners Foster Youth Low Income	Maintain and Expand Library Services	\$142,775.00			\$4,500.00	\$147,275.00
1	6	All	Outreach for Foster Youth by Social Workers and BCOE School Ties Program				\$2,000.00	\$2,000.00
1	7	All	Advisory Period					\$0.00
1	8	English Learners Foster Youth Low Income	Math, English, and Positive Behavior Interventions	\$732,637.00			\$77,493.00	\$810,130.00
1	9	Students with Disabilities	Tutorial Support and Push In Support for Students with Disabilities		\$1,698,977.00		\$747,160.00	\$2,446,137.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners	District ELD Coordinator	\$26,500.00				\$26,500.00
1	11	English Learners	Supplemental English Language Development Support Classes for all ELD students	\$229,010.00				\$229,010.00
1	12	English Learners Foster Youth Low Income	Extended Instructional Hours from 15/week to 30/week at Prospect High School	\$467,486.00				\$467,486.00
1	13	English Learners Foster Youth Low Income	College Connection Program	\$160,521.00				\$160,521.00
1	14	All	Maintain Facilities in Good Repair	\$1,130,431.00			\$1,077,027.00	\$2,207,458.00
1	15	All	Teachers and Staff are Appropriately Assigned and Credentialed					\$0.00
1	16	All	Sufficient Instructional Materials		\$105,000.00			\$105,000.00
1	17	All Students with Disabilities	Collaborate with Butte College					\$0.00
1	19	English Learners Foster Youth Low Income	Credit Recovery and Summer School	\$167,332.00			\$50,002.00	\$217,334.00
1	20	English Learners Foster Youth Low Income	Provide Outreach to Incoming 9th Graders to Assist Them in Transitioning to High School	\$13,653.00				\$13,653.00
1	21	English Learners Foster Youth Low Income	Provide Facilities to the Boys and Girls Club of the North Valley	\$52,000.00				\$52,000.00
1	22	All Students with Disabilities	Expand the Independent Study Program		\$220,705.00		\$1,026,411.00	\$1,247,116.00
1	23	English Learners Foster Youth Low Income	Addition of Online Geography and Independent Study PE	\$48,025.00				\$48,025.00
1	24	Students with Disabilities	Additional Paths to a Diploma for Students with Disabilities					\$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	All Students with Disabilities	Monitor for Implementation of CR- PBIS	\$30,000.00				\$30,000.00
2	2	English Learners Foster Youth Low Income	Social, Emotional and Health Supports	\$269,798.00	\$524,503.00		\$286,702.00	\$1,081,003.00
2	3	All	School Resource Officer/Deputy and Campus Security	\$519,656.00	\$11,610.00		\$237,500.00	\$768,766.00
2	4	English Learners Foster Youth Low Income	Targeted Case Manager/Family Liaison	\$223,590.00				\$223,590.00
2	5	English Learners Foster Youth Low Income	Extra Curricular and Co-Curricular Opportunities	\$817,421.00				\$817,421.00
2	6	English Learners Foster Youth Low Income	Home to School Transportation	\$152,724.00				\$152,724.00
2	7	English Learners Foster Youth Low Income	Incentives	\$15,000.00				\$15,000.00
2	8	All Students with Disabilities	School Attendance and Achievement Review Team					\$0.00
2	9	English Learners Foster Youth Low Income	Provide Nutritious Meals	\$225,391.00	\$85,000.00	\$25,000.00	\$920,858.00	\$1,256,249.00
2	10	English Learners Foster Youth Low Income	Parent and Family Engagement	\$92,800.00			\$7,217.00	\$100,017.00
3	1	English Learners Foster Youth Low Income	Counselling Staff	\$1,138,111.00	\$207,416.00		\$21,902.00	\$1,367,429.00
3	2	English Learners Foster Youth Low Income	College/Career Guidance Technician	\$117,189.00				\$117,189.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	English Learners Foster Youth Low Income	Purchase Naviance Software	\$33,000.00				\$33,000.00
3	4	All Students with Disabilities	Provide High Quality CTE Courses	\$1,308,999.00	\$274,131.00		\$86,566.00	\$1,669,696.00
3	5	English Learners Foster Youth Low Income	Provide Additional Section Funds to Career and Technical Education and Visual and Performing Arts Classes	\$53,400.00				\$53,400.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$5,361,355.00	\$7,909,093.00
LEA-wide Total:	\$4,893,869.00	\$7,441,607.00
Limited Total:	\$53,400.00	\$53,400.00
Schoolwide Total:	\$2,513,517.00	\$3,406,715.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Professional Development for all Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$152,992.00	\$490,137.00
1	4	Purchase Assessment Software for Targeted Support	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools 9-12	\$30,000.00	\$30,000.00
1	5	Maintain and Expand Library Services	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Oroville High and Las Plumas High 9-12	\$142,775.00	\$147,275.00
1	8	Math, English, and Positive Behavior Interventions	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools 9-12	\$732,637.00	\$810,130.00
1	10	District ELD Coordinator	LEA-wide	English Learners	All Schools 9-12	\$26,500.00	\$26,500.00
1	11	Supplemental English Language Development Support Classes for all ELD students	LEA-wide	English Learners	All Schools 9-12	\$229,010.00	\$229,010.00
1	12	Extended Instructional Hours from 15/week to	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Prospect High School 10-12	\$467,486.00	\$467,486.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		30/week at Prospect High School					
1	13	College Connection Program	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$160,521.00	\$160,521.00
1	19	Credit Recovery and Summer School	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$167,332.00	\$217,334.00
1	20	Provide Outreach to Incoming 9th Graders to Assist Them in Transitioning to High School	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: OHS and LPHS 9th grade	\$13,653.00	\$13,653.00
1	21	Provide Facilities to the Boys and Girls Club of the North Valley	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$52,000.00	\$52,000.00
1	23	Addition of Online Geography and Independent Study PE	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Oroville High and Las Plumas High 9-12	\$48,025.00	\$48,025.00
2	2	Social, Emotional and Health Supports	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools 9-12	\$269,798.00	\$1,081,003.00
2	4	Targeted Case Manager/Family Liaison	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$223,590.00	\$223,590.00
2	5	Extra Curricular and Co-Curricular Opportunities	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Oroville High and Las Plumas High 9-12	\$817,421.00	\$817,421.00
2	6	Home to School Transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$152,724.00	\$152,724.00
2	7	Incentives	LEA-wide	English Learners	All Schools	\$15,000.00	\$15,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	9	Provide Nutritious Meals	LEA-wide	Foster Youth Low Income English Learners Foster Youth Low Income	9-12 All Schools 9-12	\$225,391.00	\$1,256,249.00
2	10	Parent and Family Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$92,800.00	\$100,017.00
3	1	Counseling Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$1,138,111.00	\$1,367,429.00
3	2	College/Career Guidance Technician	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$117,189.00	\$117,189.00
3	3	Purchase Naviance Software	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$33,000.00	\$33,000.00
3	5	Provide Additional Section Funds to Career and Technical Education and Visual and Performing Arts Classes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools 9-12	\$53,400.00	\$53,400.00

Annual Update Table Year 1 [2021-22]

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

[illegible]

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

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

OROVILLE UNION HIGH SCHOOL DISTRICT

BP 4112.42, 4212.42, 4312.42 (a)

Personnel

Drug and Alcohol Testing For School Bus Drivers

The Governing Board desires to ensure that district-provided transportation is safe for students, staff, and the public. To that end, the Superintendent or designee shall establish a drug and alcohol testing program for all district drivers and other employees who hold a commercial driver's license which is necessary to perform duties related to their employment with the district. This program shall be designed to fulfill the requirements of state and federal law.

(cf. 3540 - Transportation)

(cf. 3543 - Transportation Safety and Emergencies)

The district's testing program shall include pre-employment drug testing and reasonable suspicion, random, post-accident, return-to-duty, and follow-up drug and alcohol testing of drivers. (49 USC 31306)

The Superintendent or designee shall contract for testing services and shall ensure that testing contractors and procedures are certified by the U.S. Department of Health and Human Services to conduct drug specimen analysis and to conform to the requirements of federal law.

(cf. 3542 - School Bus Drivers)

(cf. 4020 - Drug and Alcohol-Free Workplace)

No driver may operate a district vehicle when his/her blood alcohol content is found to be .01 percent or greater. A driver shall not consume alcohol while on duty or for four hours prior to on-duty time and up to eight hours following an accident or until he/she undergoes a post-accident test, whichever occurs first. A driver shall not report for duty or remain on duty that requires performing safety-sensitive functions when the driver uses a controlled substance, unless so instructed by a physician. (49 CFR 382.205, 382.207, 382.209; Vehicle Code 34520.3; 13 CCR 1213.1)

Any driver who tests positive for alcohol or drugs or who refuses to submit to a test shall be removed from safety-sensitive functions and may be subject to disciplinary action up to and including dismissal in accordance with law, administrative regulations, and the district's collective bargaining agreement.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

The Superintendent or designee shall ensure that each driver receives an explanation of the federal regulations and the district's policy and procedure in accordance with law. In addition, each driver shall sign a statement certifying that he/she has received a copy of the above materials. Representatives of employee organizations shall be notified of the availability of this information. (49 CFR 382.601)

(cf. 4112.9 - Employee Notifications)

OROVILLE UNION HIGH SCHOOL DISTRICT

BP 4112.42, 4212.42, 4312.42 (b)

Drug And Alcohol Testing For School Bus Drivers (Cont.)

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

VEHICLE CODE

34500-34520.5 Safety regulations

CODE OF REGULATIONS, TITLE 13

1200-1293 Motor carrier safety, especially:

1213.1 Placing drivers out-of-service

UNITED STATES CODE, TITLE 49

31306 Alcohol and controlled substances testing

41501-41507 Transportation Employee Testing Act

CODE OF FEDERAL REGULATIONS, TITLE 49

40.1-40.413 Part 40, Procedures for transportation workplace drug and alcohol testing programs

382.101-382.605 Controlled substance and alcohol use and testing; especially:

382.205 On-duty use

382.207 Pre-duty use

382.209 Use following an accident

Management Resources:

WEB SITES

California Highway Patrol: <http://www.chp.ca.gov>

U.S. Department of Transportation, Office of Drug and Alcohol Policy and Compliance:

<http://www.dot.gov/ost/dapc>

Adopted: 3/21/07

Personnel

Drug and Alcohol Testing For School Bus Drivers

Policy for Alcohol and Controlled Substances Testing as Required by Federal Law

Federal law prohibits alcohol misuse and use of controlled substances that could affect the performance of a safety-sensitive function by employees. This policy implements the requirements of federal law and subsequent changes in regard to drug and alcohol testing.

The Oroville Union High School District has an interest in and an obligation to provide a safe educational and transportation environment for students and a safe workplace for employees, free from alcohol and/or controlled substance abuse. The district prohibits the possession or use of alcohol or controlled substances by employees in the workplace and outside of the workplace if this use impacts employee performance while in the workplace. This may be referred to as a "zero tolerance" policy. Employees are required to read this alcohol and controlled-substances policy in order that they may appreciate: 1) the district's insistence on an alcohol and drug-free environment, 2) the district's sincere interest in assisting employees who have substance-abuse problems to obtain help before the problems impact job performance or threaten employment, and 3) the serious and immediate consequences of violations of this policy.

Scope

This policy shall be applicable to those employees of the Oroville Union High School District who operate commercial motor vehicles and are subject to commercial driver's license requirements.

Definitions

1. *Alcohol* is the intoxicating agent in beverage alcohol, ethyl alcohol or other molecular weight alcohols including methyl and isopropyl alcohol.
2. *Alcohol use* is the consumption of any beverage, mixture, or preparation, including any medication containing alcohol.
3. *Breath alcohol technician (BAT)* is an individual who instructs and assists individuals in the alcohol testing process and operates an evidential breath-testing device (EBT).
4. *Commercial motor vehicle* is a motor vehicle or combination of motor vehicles used in commerce to transport passengers or property if the motor vehicle:
 - a. has a gross combination weight of 26,001 or more pounds inclusive of a towed unit with a gross vehicle weight rating of more than 10,000 pounds.
 - b. has a gross vehicle weight rating of 26,001 or more pounds.
 - c. is designed to transport 16 or more passengers, including the driver.
 - d. is of any size and is used in the transportation of hazardous materials requiring placards.

Drug and Alcohol Testing For School Bus Drivers (Cont.)

5. *Confirmation test*, for alcohol testing (DOT confirming blood-alcohol test), is a second test that provides quantitative data of alcohol concentration following a screening test with a result of 0.02 grams or greater of alcohol per 210 liters of breath. For controlled-substances testing (DOT 5-panel toxicology), is a second analytical procedure to identify the presence of a specific drug or metabolite which is independent of the screen test and which uses a different technique and chemical principal from that of the screen test in order to ensure reliability and accuracy (see Appendix).
6. *Covered employee* is an employee subject to the requirements of applicable federal law and this policy. The Oroville Union High School District is the employer.
7. *Driver* is any person who operates a commercial motor vehicle. For the purposes of pre-employment testing, the term "driver" includes a person applying to drive a commercial motor vehicle.
8. *Employer* is any person (including the United States, a state, the District of Columbia, or a political subdivision of a state) who owns or leases a commercial motor vehicle or assigns persons to operate such a vehicle, including agents, officers, and representatives of the employer.
9. *Evidential breath-testing device (EBT)* is a device approved by the National Highway Traffic Safety Administration (NHTSA) for the evidential testing of breath and placed on NHTSA's "Conforming Products List of Evidential Breath Measurement Devices" (CPL).
10. *Medical review officer (MRO)* is a licensed physician (medical doctor or doctor of osteopathy) responsible for receiving laboratory results generated by an employer's drug testing program who has knowledge of substance-abuse disorders and has appropriate medical training to interpret and evaluate an individual's confirmed positive test result together with his or her medical history and any other relevant biomedical information.
11. *On-duty time*, as that phrase is defined by federal regulations and this policy, means all of the time from the time a covered employee begins to work, or is required to be in readiness to work until the time he or she is relieved for work and all responsibility for performing work.
12. *Performing (a safety-sensitive function)* is any period in which the driver is actually performing, ready to perform, or immediately able to perform any *safety-sensitive functions*.
13. *Refusal to submit (to an alcohol or controlled-substance test)* is when a driver:
 - a. fails to provide adequate breath for testing without a valid medical explanation after he or she has received notice of the requirement of breath testing;
 - b. fails to provide adequate urine for controlled-substances testing without a valid medical explanation after he or she has received notice of the requirement for urine testing; or
 - c. engages in conduct that clearly obstructs the testing process.

Drug and Alcohol Testing For School Bus Drivers (Cont.)

14. *Safety-sensitive function*, for the purposes of this policy, shall mean any of the functions defined in Title 49 of the Code of Federal Regulations. More specifically, safety-sensitive functions include all functions performed by a covered employee during on-duty time and include:
- a. all time at a carrier or shipper plant, terminal, facility, or other property waiting to be dispatched, unless the driver has been relieved from duty by the employer.
 - b. all time inspecting equipment as required by the Federal Motor Carrier Safety Regulations (FMCSRs) or otherwise inspecting, servicing, or conditioning any commercial motor vehicle at any time.
 - c. all time spent at the driving controls of a commercial motor vehicle.
 - d. all time, other than driving time, spent on or in a commercial motor vehicle (except for time spent resting in the sleeper berth).
 - e. all time loading or unloading a commercial motor vehicle, supervising or assisting in the loading or unloading, attending a vehicle being loaded or unloaded, remaining in readiness to operate the vehicle, or in giving or receiving receipts for shipments loaded or unloaded.
 - f. all time spent performing the driver requirements associated with an accident.
 - g. all time repairing, obtaining assistance, or remaining in attendance upon a disabled vehicle.

On-duty time also includes:

- h. all time spent providing a breath sample or urine specimen, including travel time to and from the collection site, in order to comply with the testing requirements.
15. *Screening test (aka initial test)* in alcohol testing (breath-alcohol test), is an analytical procedure to determine whether a driver may have a prohibited concentration of alcohol in his or her system. In controlled substance testing, it is an immunoassay screen to eliminate negative urine specimens from further consideration (see Appendix).
16. *Substance-abuse professional* is a licensed physician (medical doctor or doctor of osteopathy) or a licensed or certified psychologist, social worker, employee assistance professional, or addiction counselor (certified by the National Association of Alcoholism and Drug Abuse Counselors Certification Commission) with knowledge of a clinical experience in the diagnosis and treatment of alcohol and controlled-substances related disorders.

Drug and Alcohol Testing For School Bus Drivers (Cont.)

Employee Assistance

Employees of the district are valued members of the educational team. The district has a sincere interest in helping employees who have substance-abuse problems to resolve their problems before job performance or employment are threatened. To that end, an employee-assistance program will be offered to qualified employees who suspect or believe they have substance-abuse problems. To qualify for the program, an employee must have permanent status and work in a safety-sensitive position. The employee-assistance program will provide the services of a trained Substance Abuse Professional (SAP), at district expense, to evaluate the circumstances of any qualified employee who requests an evaluation. The SAP will also recommend to the employee any professional assistance believed to be helpful to resolve the employee's substance-abuse problems. This assistance may be obtained by qualified employees with absolutely no risk of negative employment consequences. On the contrary, the district positively encourages employees in safety-sensitive positions to take advantage of this service in order to improve the quality of their lives and their value to the district.

Any qualified employee who wishes to be evaluated by the SAP should request a referral to the SAP from the Human Resources office. This request will be held in strict confidence. No information concerning the request will be given to anyone else, and the request will not be noted in district records or the employee's personnel file.

If the SAP recommends a substance-abuse treatment program, which requires the employee to take time off work (the SAP will notify the district if this is the case), the time taken off will be treated as a legitimate medical absence. The employee is entitled to use any sick leave, vacation, compensatory time off, catastrophic leave or other appropriate paid leaves of absence during the time off work. If or when appropriate paid leaves of absence are exhausted, the employee is entitled to an unpaid leave of absence under the provisions of state and federal law. If the employee is covered under a group health plan, the plan may pay a portion of the treatment costs. Upon completion of the treatment program the employee will be reinstated to his or her position or to an equivalent position.

Prohibited Conduct

1. No covered employee shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.01 or greater.
2. No covered employee shall remain on duty or operate a commercial motor vehicle while that employee possesses alcohol unless the alcohol is manifested and transported as part of a shipment. This includes the possession of medicines containing alcohol (prescription or over-the-counter) unless the packaging seal is unbroken.
3. No covered employee shall use alcohol during on-duty time while performing safety-sensitive functions.
4. No covered employee shall perform safety-sensitive functions within four hours after using alcohol.

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AR 4112.42, 4212.42, 4312.42 (e)

Drug and Alcohol Testing For School Bus Drivers (Cont.)

5. No covered employee required to take a post-accident alcohol test shall use alcohol for eight hours following the accident and until he or she undergoes a post-accident alcohol test.
6. No covered employee shall refuse to submit to any test required by law or this policy.
7. No covered employee shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the covered employee uses or possesses any controlled substances, except when the use or possession is pursuant to the instructions of a physician who has advised the driver that the substances do not adversely affect the driver's ability to safely operate a commercial vehicle.

NOTE: The district may require a driver to inform the employer of any therapeutic drug use.

Other Alcohol-Related Conduct

An employee who produces a first confirmed positive test of 0.02 or greater, but less than 0.04, or who produces such a test two years or more following an earlier test within these parameters shall, in addition to being removed from all safety-sensitive functions for a period of 24 hours and being subject to return-to-duty testing, receive a suspension from duty without pay of three working days. The employee shall be referred to a Substance Abuse Professional (SAP). If the employee successfully completes a program of rehabilitation recommended by the SAP, if any, as confirmed in writing by the SAP, no further action shall occur. If the SAP recommends a rehabilitation program and the employee fails to successfully complete the program, as confirmed in writing by the SAP, the employee shall be subject to discipline, up to and including dismissal.

An employee, who produces a first confirmed positive test of 0.04 or greater, or a confirmed positive test of 0.02 or greater within two years of a previous test of 0.02 or greater, shall be dismissed from employment.

Transportation and Compensation

1. If an applicant or covered employee produces a test result indicating an alcohol concentration equal to or greater than 0.02 or a positive result on a controlled-substances test, that employee shall be transported to his or her residence by the employer.
2. A covered employee who fails a required test shall not receive his or her normal compensation for hours during which the employee is prohibited by federal law and this policy from performing a safety-sensitive function. Failure is defined as a verified positive result by an MRO for controlled substances and/or an alcohol concentration greater than 0.02.

Consequences of Prohibited Conduct

1. No covered employee shall return to duty or remain on duty to perform safety-sensitive functions if the covered employee has engaged in conduct prohibited by this policy unless the covered employee successfully fulfills the conditions set forth in this policy.

Drug and Alcohol Testing For School Bus Drivers (Cont.)

2. Any covered employee tested under this policy who is found to have an alcohol concentration equal to or greater than 0.04 or who tests positive on a verified controlled-substances test shall be terminated.
3. Any covered employee discovered to have produced a positive test for alcohol between 0.02 and 0.04 shall be subject to an evaluation by a substance-abuse professional (SAP) to determine what, if any, assistance the employee needs in resolving problems associated with alcohol misuse and controlled-substances use. The SAP shall be a person who is qualified for that position in accordance with applicable federal requirements.
4. If, after an evaluation, an employee is diagnosed as needing assistance and directed to an assistance program, that employee may not return to duty unless the SAP determines that the employee has properly followed any rehabilitation program prescribed and shall be subject to follow-up testing.
5. Every covered employee who has engaged in prohibited conduct shall be advised of the resources available to that employee in evaluating and resolving problems associated with the misuse of alcohol and controlled substances.
6. These requirements relating to mandatory referral and evaluation do not apply to applicants who have a controlled-substances test with a verified positive result. Such employees are not eligible for employment under district policy.
7. The choice of the substance-abuse professional who shall conduct the evaluation is reserved to the employer.
8. The costs of any treatment and/or rehabilitation program prescribed by the SAP shall be borne by the employee. The employee may utilize the benefit component of the district-provided employee-assistance program (EAP) where applicable.

Testing Procedures

All tests conducted pursuant to this policy shall comply with the requirements of applicable federal law (see Appendix).

Pre-employment Testing

1. Prior to the first time a covered employee performs safety-sensitive functions for the employer, the employee shall undergo testing for controlled substances.
2. The employer shall not allow any covered employee to perform safety-sensitive functions unless the covered employee has produced a controlled-substances test result from a medical review officer indicating a verified negative test result.
3. The employer reserves the right not to employ an applicant who has received a controlled-substances test indicating a verified positive test result.

Drug and Alcohol Testing For School Bus Drivers (Cont.)

Post-Accident Testing

1. As soon as practicable following an accident involving a commercial motor vehicle, and not later than two (2) hours for alcohol testing and thirty-two (32) hours for controlled substances, the employer shall test the following individuals for alcohol and controlled substances:
 - a. any covered employee who was performing safety-sensitive functions with respect to the vehicle if the accident involved the loss of human life, and/or
 - b. any covered employee who receives a citation at the scene under state or local law for a moving violation arising from the accident.

For the purposes of this policy, an accident is defined as an incident involving a commercial motor vehicle.

Random Testing

1. The employer is part of a consortium. The consortium shall randomly select covered employees for alcohol and controlled substances testing during each calendar year in accordance with applicable federal law. The minimum annual percentage rate for random alcohol testing shall be ten percent (10%) of the average number of covered employees until further notification is received from the Federal Department of Transportation. The minimum annual percentage rate for controlled substances testing shall be fifty percent (50%) of the average number of covered employees until further notification is received from the Federal Department of Transportation.
2. The selection of covered employees for random alcohol and controlled substances testing shall be made by a scientifically valid method. Under the selection process used, every covered employee shall have an equal chance of being tested each time selections are made.
3. The employer shall ensure that the random tests are unannounced and that the dates for administering the random tests are spread reasonably throughout the calendar year. Every covered employee who is notified of selection for random testing shall cease to perform safety-sensitive functions and shall immediately proceed to the test site.
4. A covered employee shall be subject to random testing at the following times: while the covered employee is performing safety-sensitive functions, just before the covered employee is performing safety-sensitive functions, or just after the covered employee has ceased performing such functions.
5. Substitute employees, if they are also covered employees, are subject to random testing.
6. In the event a covered employee who is selected for a random test is off duty, the employer can either select another driver for testing or test the driver upon his or her return.

Drug and Alcohol Testing For School Bus Drivers (Cont.)

Reasonable-Suspicion Testing

1. The employer shall require a covered employee to submit to an alcohol or controlled substances test, as appropriate, when the employer has reasonable suspicion to believe that the employee has engaged in prohibited conduct.
2. The employer's determination that reasonable suspicion exists must be based on specific, contemporaneous, articulable observations concerning the appearance, behavior, speech, or body odors of the driver.
3. Reasonable-suspicion testing is permitted only if the required observations are made during, just preceding, or just after the period of the workday that the covered employee is performing a safety-sensitive function or required to be in compliance.
4. The observation and determination that a reasonable suspicion exists will be made by a supervisor trained in detecting the symptoms of alcohol misuse and use of controlled substances as per the regulations. The training shall consist of at least sixty (60) minutes of training on alcohol misuse and at least an additional sixty (60) minutes of training on controlled-substances use.
5. No test for alcohol shall be administered after eight (8) hours of the determination being made that there was a reasonable suspicion of being under the influence of alcohol.

Return-to-Duty and Follow-up Tests

1. Before an employee returns to duty requiring the performance of a safety-sensitive function after producing a positive test for alcohol between 0.02 and 0.04, he or she shall undergo a return-to-duty alcohol test with a result less than 0.02. In addition to a return-to-duty test, the employee is also subject to follow-up testing.
2. In the event a return-to-duty test is required, the employee must also be evaluated by a substance-abuse professional and participate in any assistance program prescribed.
3. Following a determination that an employee is in need of assistance in resolving problems associated with alcohol misuse and/or use of controlled substances, the driver shall be subject to unannounced follow-up alcohol testing. The testing shall consist of a minimum of six (6) follow-up tests within the first twelve (12) months. The SAP may determine after twelve (12) months that additional testing is necessary. Follow-up testing shall not exceed sixty (60) months following the employee's return to duty.

Disciplinary Action

1. The employer reserves the right to impose disciplinary action under other policies, rules and regulations of the office if and when an employee produces a test result indicating an alcohol concentration equal to or greater than 0.02 or if that employee produces a controlled-substances test with a verified positive result or if the employee refuses to submit to a test required by this policy.

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AR 4112.42, 4212.42, 4312.42 (i)

Drug and Alcohol Testing For School Bus Drivers (Cont.)

2. The employer reserves the right not to employ any applicant who produces a test result indicating a controlled-substances test with a verified positive result or who refuses to submit to a pre-employment test.
3. In the event an employee produces a test for alcohol of 0.04 or greater or produces a controlled-substances test with a verified positive result, the employee shall be terminated.

Effects of a Dilute Test

1. The employer reserves the right to require that a dilute test be repeated.

Effects of a Positive Test

1. Employees who test positive under this policy will be relieved of duty under the conditions set forth in this policy. During such time, the employee will not receive his/her normal compensation until the employee meets the requirements of this policy and returns to duty. A positive test is defined as an alcohol concentration greater than 0.02 and/or a verified positive controlled-substance result.
2. Also, if the California Highway Patrol (CHP) makes the determination that a driver must be taken out of service, the driver shall not receive his/her normal pay until they are allowed to return to duty. With respect to alcohol, the CHP may take a driver out of service if the driver's blood content is found to be 0.01% by weight or greater. The driver shall not operate a commercial motor vehicle for a period of twenty-four (24) hours.

Employee Information

1. The employer shall distribute this policy to every covered employee on an individual basis prior to the start of alcohol and controlled-substances testing. The employer shall also distribute this policy to every covered employee hired after the adoption of the policy and to every covered employee transferred into a position requiring driving a commercial vehicle.
2. Employees will be required to sign a statement acknowledging receipt of the policy.
3. The person responsible for answering employee questions concerning this policy shall be the Senior Personnel Technician.

Records Retention

The employer shall prepare and retain all records in accordance with applicable federal law.

Effect

The policy shall take effect January 1, 2007.

Adopted: 3/21/07

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E 4112.42, 4212.42, 4312.42 (1)

ALCOHOL AND CONTROLLED-SUBSTANCES TESTING PROCEDURES AND POLICY

INTRODUCTION

The Oroville Union High School District shall implement and enforce the procedures for transportation workplace testing as set forth in 49 CFR Part 40. These procedures include, but are not limited to, the following information. In all cases the requirements of 49 CFR Part 40 shall be followed.

CONTROLLED-SUBSTANCES TESTING

Applicable Drugs

1. Employees subject to controlled-substances testing shall be tested for the following substances:
 - Marijuana
 - Cocaine
 - Opiates
 - Amphetamines
 - Phencyclidine (PCP)
2. Although the specimen will not be analyzed specifically for adulterants, the lab may conduct adulteration checks (PH, specific gravity or creatinine). The test may be canceled if adulterants are detected. The lab is permitted to check for adulterants as per Federal Department of Transportation (DOT) guidelines.

Specimen Collection Procedures

1. The collection shall take place in a secure location to prevent unauthorized access during the collection process.
2. The specimen shall be kept in sight of the employee and the collection site person until it is sealed and ready for shipment.
3. Employees shall have individual privacy when providing a specimen except when:
 - a. the employee presents a specimen that is outside the accepted temperature range and he/she refuses to have an oral body temperature measurement or the body temperature measurement varies more than 1°C or 1.8°F from the specimen temperature;
 - b. the collector observes the employee attempting to adulterate or substitute the specimen;
 - c. the employee has previously had a verified positive test.

In a and b above, the employee must provide a specimen under direct observation. In c above, the employer **may** require a direct observation collection.

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E 4112.42, 4212.42, 4312.42 (2)

4. The following specific procedures will be followed during the collection process.
 - a. The employee must submit identification to the collector. The collection shall not proceed until a positive identification is made.
 - b. The employee will not be required to undress or to change into an examination gown. Only outer garments should be removed, i.e., jackets, etc.
 - c. The donor shall be required to wash his/her hands prior to urination and shall not have access to any water sources until the specimen has been collected.
 - d. A bluing agent shall be added to the toilet bowl and donor may flush the toilet only after releasing the specimen to the collector.
 - e. The specimen must be at least 45 ml to be acceptable.
 - f. The collector must measure the specimen temperature within four (4) minutes of urination to determine sample acceptability.
5. If the donor cannot provide a sufficient volume of urine, he/she shall remain at the collection site and be provided not more than twenty-four (24) ounces of fluids to drink. The donor shall have a period of up to two (2) hours to produce an acceptable sample. If the donor is unable to produce a sample without a valid medical reason, the district may consider the circumstance to be a refusal to test.
6. The specimen shall be divided into two (2) parts. The collector shall pour 30 ml of urine from the specimen bottle into a second specimen bottle to be used as the primary specimen. The remainder of the urine, at least 15 ml, shall be poured into another container to be used as the split sample.
7. Both samples shall be shipped in a single shipping container with the appropriate chain-of-custody forms.
8. The collector and donor must be present together to complete the following process.
 - a. Seal and label the specimen bottle.
 - b. Donor initials the bottle label or seal.
 - c. The chain-of-custody forms must be signed and dated.
9. If an employee refuses to cooperate with the collection process, the collector shall notify the employer representative and note the non-cooperation on the custody and control forms.

Split Sample

1. If the test result of the primary specimen is positive, the employee may request that the MRO direct that the split specimen be analyzed.

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E 4112.42, 4212.42, 4312.42 (3)

2. The split-sample analysis will be conducted by a DHHS-certified forensic laboratory that will perform a GC/MS analysis of the sample for presence of the drug(s) for which a positive result was obtained in the primary sample.
3. If the result of the test sample fails to reconfirm the presence of the drug(s) or drug metabolites(s) found in the primary specimen, the MRO shall cancel the test and report a negative to the district.
4. After the MRO notifies the employee of a positive result for the presence of a drug(s) in the primary sample, the employee has up to seventy-two (72) hours to request analysis of the split sample.
5. All costs associated with the analysis of the split sample shall be the responsibility of the district.

ALCOHOL TESTING

Testing Procedures

1. The test shall take place in a secure location that affords visual and aural privacy to prevent unauthorized persons from seeing or hearing test results.
2. When an employee enters the testing location, the BAT will require him/her to provide positive identification. The test shall not proceed until positive identification of the employee is made.
3. An individually sealed mouthpiece shall be opened in view of the employee and then attached to the testing unit.
4. The employee shall be required to blow forcefully into the mouthpiece for at least six (6) seconds or until an adequate amount of breath has been obtained.
5. The employee shall be shown the result both on the testing unit and the recording form. The employee shall verify both results are the same. If a result printed by the testing unit does not match the displayed result, the BAT shall declare the test invalid.
6. If the result of the screening test is less than 0.02 breath-alcohol concentration, no other testing will be conducted.
7. If the result of the screening test reflects an alcohol concentration of 0.02 or greater, a confirmation test shall be performed.
8. Prior to conducting the confirmation test the employee may not eat, drink, or place anything in his/her mouth. If possible, the employee shall not belch during the waiting period. The confirmation test shall be conducted no less than fifteen (15) minutes and not more than twenty (20) minutes from the screening test.

The fifteen- (15-) minute waiting period is provided for the employee's benefit. This time period allows for the dissipation of any mouth alcohol, thereby helping to prevent an artificially high reading.

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E 4112.42, 4212.42, 4312.42 (4)

9. In the event the screening and the confirmation test results do not match, the confirmation results will be considered the final results.
10. If the employee refuses to sign the breath-alcohol testing form or fails to provide an adequate amount of breath without a valid medical reason, the district may determine the circumstance to be a refusal to test.

Inability to Provide Adequate Breath

1. If the employee fails to provide an adequate amount of breath, he/she shall provide the district with an evaluation from a licensed physician who is acceptable to the district concerning the employee's medical ability to provide adequate breath.
2. If the physician determines there is a valid medical reason precluding the employee from providing adequate breath, then the employee's failure shall not be deemed a refusal to test.
3. If the physician is unable to determine a valid medical reason, the employee's failure to provide adequate breath shall be considered a refusal to test.

**OFFICE OF
ALCOHOL AND CONTROLLED-SUBSTANCES TRAINING
as Required by Federal Law**

On _____, 20_____, you received training and information regarding the Department of Transportation's (Federal Highway Administration) alcohol and controlled-substances testing regulations.

The training session included a discussion and/or explanation of the following:

- 1) The identity of the person designated by the employer to answer driver questions about the materials.
- 2) The categories of drivers who are subject to the provisions of this part.
- 3) Sufficient information about the safety-sensitive functions performed by those drivers to make clear what period of the work day the driver is required to be in compliance with this part.
- 4) Specific information concerning driver conduct that is prohibited by this part.
- 5) The circumstances under which a driver will be tested for alcohol and/or controlled substances under this part.
- 6) The procedures that will be used to test for the presence of alcohol and controlled substances, to protect the driver and the integrity of the testing processes, to safeguard the validity of the test results, and to ensure that those results are attributed to the correct driver.
- 7) The requirement that a driver submit to alcohol and controlled-substances tests administered in accordance with this part.
- 8) An explanation of what constitutes a refusal to submit to an alcohol or controlled-substances test and the attendant consequences.
- 9) The consequences for drivers found to have violated Subpart B of this part, including the requirement that the driver be removed immediately from safety-sensitive functions and the procedures under Section 382-605.
- 10) The consequences for drivers found to have an alcohol concentration of 0.02 or greater, but less than 0.04.

In addition to the above training, you also received written information regarding the following:

- 11) The effects of alcohol and controlled-substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or a controlled-substances problem (the driver's or a coworker's); and available methods of intervening when an alcohol or a controlled-substances problem is suspected including confrontation, referral to any employee-assistance program, and/or referral to management.

Certification of Receipt:

I hereby certify that I have received the training/information as listed above as well as a copy of the district's alcohol and controlled-substances testing policy.

Signature

Date



BUTTE-GLENN COMMUNITY COLLEGE DISTRICT
3536 Butte Campus Drive, Oroville, CA 95965

**COLLEGE AND CAREER ACCESS PATHWAYS
PARTNERSHIP AGREEMENT**

This College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is entered into by and between the **Butte-Glenn Community College District** on behalf of Butte Community College ("College") and the **Oroville Union High School District** ("School District") pursuant to the enacted Assembly Bill 288 College and Career Access Pathways Act ("AB 288") and California Education Code section 76004.

WHEREAS, Education Code section 76004 enables the governing board of a community college district to enter into a College and Career Access Pathways ("CCAP") partnership with the governing board of a public school district that is governed by a CCAP partnership agreement approved by the governing boards of both districts (Education Code § 76004 (a) and (b)); and

WHEREAS, School District is a public school district serving grades 9-12 located in Butte County or Glenn County and within the regional service area of the College, unless otherwise specified and agreed to as specified in Education Code section 76004 (e); and

WHEREAS, College and School District desire to enter into this CCAP Agreement, consistent with the provisions of Education Code Section 76004, for the purpose of offering or expanding dual enrollment opportunities for high school students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school, including continuation high school, to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness (Education Code, § 76004 (a)).

NOW THEREFORE, the College and School District agree as follows:

1. TERM OF AGREEMENT

- 1.1. The term of this CCAP Agreement shall be for THREE (3) years beginning on **July 1, 2021**, and ending on **June 30, 2024**, unless terminated earlier in accordance with this CCAP Agreement.

2. CCAP AGREEMENT APPENDIX

This CCAP Agreement outlines the terms of the CCAP partnership between the College and School District. The CCAP Agreement Appendix shall specify additional detail regarding, but not limited to:

- 2.1. The total number of high school students projected to be served;
- 2.2. The total number of full-time equivalent students projected to be claimed by the College for those students;
- 2.3. The scope, nature, time, location and listing of community college courses to be offered;
- 2.4. The criteria to assess the ability of pupils to benefit from those courses; (Ed. Code, § 76004 (c)(1)); and
- 2.5. A point of contact for the College and School District (Ed. Code, § 76004 (c)(2)).
- 2.6. Specify which participating district will be the employer of record for purposes of assignment monitoring and reporting to the county office of education (Ed. Code § 76004 (m)(2)).

3. STUDENT ELIGIBILITY, ADMISSION, REGISTRATION AND ENROLLMENT

- 3.1. Student Eligibility. Students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school, including continuation high school, to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. (Ed. Code, § 76004, subd. (a))
- 3.2. The School District and College understand and agree that successful College admission and registration requires that each high school student complete the College's application for admission and Dual Enrollment Approval Form.
- 3.3. Admission, registration, and withdrawal procedures for students participating in this CCAP Agreement shall be governed by the College and shall be in compliance with College's admissions, registration, and withdrawal guidelines set forth in applicable law and College policy. The College policy on open enrollment must be published in the College catalog, schedule of classes, and any addenda to the schedule of classes.
- 3.4. The College will provide the necessary admission, registration, and withdrawal forms and procedures, and will be responsible for processing student applications.
- 3.5. The School District agrees to assist College in the admission, registration, and withdrawal of School District students as may be necessary and requested by College.
- 3.6. The College and School District will jointly ensure that each applicant accepted has met all the enrollment requirements.
- 3.7. Enrollment in College courses offered as part of this CCAP Agreement shall be open to School District students who:
 - 3.7.1. are high school students enrolled in the School District;
 - 3.7.2. have been admitted to the College;
 - 3.7.3. meet all applicable prerequisite requirements as established by the College and stated in the college catalog before enrolling in a course offered as part of this CCAP Agreement;
 - 3.7.4. have a written parental consent to enroll in a course offered as part of this CCAP Agreement on the Dual Enrollment Approval Form. (Ed. Code, § 76004, subd. (c)(1))
- 3.8. Students seeking to enroll in College courses offered as part of this CCAP Agreement may enroll in up to a maximum of 11 units per term if the all of the following circumstances are satisfied:
 - 3.8.1. The units constitute no more than four community college courses per term.
 - 3.8.2. The units are part of an academic program that is part of this CCAP Agreement.
 - 3.8.3. The units are part of an academic program that is designed to award students with both a high school diploma and an associate degree or certificate or a credential. (Ed. Code, § 76004, subd. (p)(1)(2)(3))

4. PARTICIPATING STUDENTS

- 4.1. Students enrolled in College courses offered as part of this CCAP Agreement will be directed to the official catalog of the College for information regarding applicable policies and procedures.
- 4.2. Grades earned by students enrolled in College courses offered as part of this CCAP Agreement will be posted on the official College transcript. Students may submit a request for Pass/No Pass if the course is designated as such in the College catalog.
- 4.3. Students enrolled in College courses offered as part of this CCAP Agreement will be eligible for student support services, which shall be available to them at the College and School District.
- 4.4. Students who withdraw from College courses offered as part of this CCAP Agreement will not receive College credit. Students must submit appropriate paperwork by College's published deadlines. Transcripts will be annotated according to College policy.
- 4.5. Students enrolled in College courses offered as part of this CCAP Agreement at the School District shall be held to the same standards of achievement, grading standards, methods of assessment (e.g., papers, portfolios, quizzes, labs, etc.), and behavioral standards (College's Student Code of Conduct) as those expected of students in courses taught on the College campus.

5. PARTICIPATING STUDENT FEES

- 5.1. A high school student enrolled in College courses offered through this CCAP Agreement shall not be assessed or charged a fee prohibited by Education Code section 49011, including a fee charged to a pupil, or a pupil's parent or guardian, as a condition for course registration or for textbooks, supplies, materials, and equipment needed to participate in the course. (Ed. Code, §§ 49010 et seq.; 76004 (f))
- 5.2. A high school student enrolled in College courses offered through this CCAP Agreement and that are properly classified as having "special part- time student" status as described by Education Code section 76004, subdivision (p), shall be exempt from the following community college fee requirements (Ed. Code, § 76004, subd. (q)):
 - 5.2.1. Student Representation Fee. (Ed. Code, § 76060.5)
 - 5.2.2. Nonresident Tuition Fee. (Ed. Code, § 76140)
 - 5.2.3. Transcript Fees. (Ed. Code, § 76223)
 - 5.2.4. Course Enrollment Fees. (Ed. Code, § 76300)
 - 5.2.5. Apprenticeship Course Fees. (Ed. Code, § 76350)
 - 5.2.6. Child Development Center Fees. (Ed. Code, § 79121)
 - 5.2.7. Any other fees charged as a condition for course registration, pursuant to Education Code section 49011.
- 5.3. The total cost of books and instructional materials for School District students who enroll in a College course offered as part of this CCAP Agreement will be specified in the CCAP Agreement Appendix. Costs will be borne by School District.

6. CCAP AGREEMENT COURSES

- 6.1. Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, or preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. All College courses offered as part of this CCAP Agreement have been approved in accordance with the policies and guidelines of the College and applicable law.
- 6.2. The scope, nature, time, location and listing of courses offered by the College as part of this CCAP Agreement shall be determined by the College and will be recorded in the CCAP Agreement Appendix. (Educ. Code, § 76004 (c)(1))
- 6.3. The courses offered as part of this CCAP Agreement must be held at facilities which are clearly identified as being open to the general public, and must be open to any person who has been admitted to the College and has met any applicable prerequisite, except that the College may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered as part of this CCAP Agreement. (Ed. Code § 76004 (o)(1))
- 6.4. The College is responsible for all courses and educational programs offered as part of this CCAP Agreement regardless of whether the course and educational program is offered on site at the School District or at the College. Procedures shall be put into place by the College to ensure instructors teaching different sections of the same course teach in a manner consistent with the approved outline of record for that course.
- 6.5. Courses offered as part of this CCAP Agreement either at the College or School District shall be jointly reviewed and approved.
- 6.6. Courses offered as part of this CCAP Agreement shall not provide physical education course opportunities to high school pupils participating in this CCAP Agreement or any other course opportunities that do not assist in the attainment of at least one of the goals outlined in this CCAP Agreement. (Ed. Code, § 76004, subd. (d))
- 6.7. Courses offered as part of this CCAP Agreement at the School District shall:
 - 6.7.1. Be of the same quality and rigor as those offered on College campus and shall be in compliance with College academic standards.
 - 6.7.2. Be listed in the College catalog with the same department designations, course descriptions, numbers, titles, and credits, and shall identify if the credit is transferable.
 - 6.7.3. Adhere to the official course outline of record and the student learning outcomes established by the associated College academic department.
- 6.8. Courses offered as part of this CCAP Agreement shall comply with all applicable regulations, policies, procedures, prerequisites and standards applicable to College as well as any corresponding policies, practices and requirements of the School District. In the event of a conflict between College course related regulations, policies, procedures, prerequisites and standards and School District policies, practices and requirements, the College regulations, policies procedures, prerequisites, and standards shall prevail. Standard FTES computation rules, support documentation, course section tabulations, and record retention requirements continue to apply.

- 6.9. Site visits and instruction audits by one or more representatives of the College shall be permitted by the School District to ensure that courses offered as part of this CCAP Agreement in the School District are the same as the courses offered on the College campus and in compliance with College academic standards.
- 6.10. College has the sole right to ensure compliance with course outline of record.
- 6.11. Prior to establishing a vocational or occupational training program (career technical education program), the governing board of the College shall conduct a job market study of the labor market area, and determine whether or not the results justify the proposed vocational education program. (Ed. Code § 78015) Degree and certificate programs require approval of the California Community Colleges Chancellor's Office and courses that make up the programs must be part of the approved program, or the College must have received delegated authority to separately approves those courses locally.

7. INSTRUCTORS

- 7.1. All instructors teaching College courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in California Code of Regulations, Title 5, Sections 53410 and 58060 as amended. The College shall be responsible to ensure all instructors teaching College courses offered as part of this CCAP Agreement meet the minimum qualifications for instruction in the discipline of the course in a California community college.
- 7.2. The College and School District may agree to select instructors from School District personnel to teach College courses offered as part of this CCAP Agreement. The School District shall provide and pay School District personnel selected to teach courses offered as part of this CCAP Agreement. School District personnel selected to be instructors remain employees of the School District, subject to the authority of the School District, but will also be subject to the authority of the College specifically with regard to their duties as instructors teaching College courses offered as a part of this CCAP Agreement.
- 7.3. Each instructor furnished by the School District to teach College courses offered as a part of this CCAP Agreement shall execute a separate written agreement with the College in the form of a CCAP Agreement Instructor Agreement as specified in Exhibit A to this CCAP Agreement. The CCAP Agreement Instructor Agreement shall require student attendance and FTES be reported by the instructor, and state that the College has the primary right to control and direct the instructional activities of the instructor. Instructors provided by the School District shall not be considered adjunct faculty for the College, and shall not be entitled to any of the benefits to which adjunct faculty are entitled. (Cal. Code Regs. tit. 5 § 58058(b))
- 7.4. The School District will be responsible for reporting pursuant to applicable federal teacher quality mandates for all instructors provided by the School District. (Ed. Code, § 76004, subd. (m)(2))
- 7.5. Instructors who teach College courses offered as part of this CCAP Agreement must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity. As a general rule, faculty must be physically present in the classroom or lab or within line-of-sight of the students. (Cal. Code Regs. tit. 5 §§ 58050, 58051, 58056, 58058)
- 7.6. Instructors who teach College courses offered as part of this CCAP Agreement shall be responsible for the evaluation of students enrolled in courses in accordance with College policies, guidelines, and pertinent statutes and regulations.

- 7.7. Instructors who teach College courses offered as part of this CCAP Agreement shall comply with the fingerprinting requirements set forth in Education Code section 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code section 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a School District site.
- 7.8. Prior to teaching College courses offered as part of this CCAP Agreement, instructors shall receive discipline-specific training and orientation from the College regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures, record keeping, and other instructional responsibilities, as is provided to College's hourly on-campus instructors. Said training shall be approved by and provided by the College. The College shall provide materials to instructors as are provided to College's hourly on-campus instructors, which may include instructor's manuals, course outlines, curriculum materials, and other materials.
- 7.9. Instructors who teach College courses offered as part of this CCAP Agreement will participate in professional development activities sponsored by the College and shall be encouraged to participate in ongoing collegial interaction to include, but not limited to address course content, course delivery, assessment, evaluation, and/or research and development in the field.
- 7.10. Instructors who teach College courses offered as part of this CCAP Agreement will be evaluated by the College using the adopted performance evaluation process and standards for faculty of the College, subject to the approval of the College.

8. LIAISON COORDINATION OF RESPONSIBILITIES

- 8.1. The College shall appoint an educational administrator, to be specified in the CCAP Agreement Appendix, who will serve as point of contact to facilitate coordination and cooperation between College and School District on matters related to this CCAP Agreement in conformity with College policies and standards. (Ed. Code, 76004, subd. (c)(2))
- 8.2. The School District shall appoint an educational administrator, to be specified in the CAAP Agreement Appendix, who will serve as the point of contact to facilitate coordination and cooperation between College and School District on matters related to this CCAP Agreement in conformity with School District standards. (Ed. Code, 76004, subd. (c)(2))
- 8.3. The College will provide School District personnel with reasonable assistance, direction and instruction in how to fulfill their responsibilities under this CCAP Agreement, including conducting appropriate student assessments, outreach and recruitment activities, and compliance with the College policies, procedures and academic standards.
- 8.4. The School District will provide personnel to perform clerical services and services associated with student outreach and recruitment activities, student assessment and college applications, the enrollment of eligible students, and other related services as deemed necessary. The School District's personnel will perform services as part of their regular assignment. School District personnel performing these services will be employees of School District, subject to the authority of School District.
- 8.5. The College shall ensure that student support services, including counseling and guidance, assistance with assessment and placement and tutoring are available to participating students at the College.

- 8.6. The School District shall ensure that student support services, including counseling and guidance, assistance with assessment and placement and tutoring are available to participating students at the School District.

9. STATE APPORTIONMENT

- 9.1. The College shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionment when the course(s) complies with current requirements for dual enrollment under applicable California law.
- 9.2. For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. (Ed. Code, § 76004, subd. (o)(2))
- 9.3. The College shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment. (Ed. Code, § 76004, subd. (r))
- 9.4. The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this CCAP Agreement is authorized attendance for which the College shall be credited or reimbursed pursuant to Education Codes sections 48802 or 76002, provided that School District has not received reimbursement for the same instructional activity. (Ed. Code, § 76004, subd. (s))
- 9.5. The School District agrees and acknowledges that College will claim apportionment for the School District students enrolled in community college course(s) under this CCAP Agreement.
- 9.6. The College shall demonstrate, and maintain documentation, that instruction claimed for apportionment pursuant to this CCAP Agreement is under the immediate supervision and control of an employee of the College who has met the minimum qualifications for instruction in the discipline of the course in a California community college. (Cal. Code Regs. tit. 5 §§ 58050, 58051, 58056, 58058)

10. CCAP AGREEMENT CERTIFICATIONS

- 10.1. This CCAP Agreement certifies:
- 10.1.1. That any community college instructor teaching a course on a high school campus has not been convicted of any sex offense as defined in Education Code section 87010, or any controlled substance offense as defined in Education Code section 87011. (Ed. Code, 76004, subd. (h))
- 10.1.2. That any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus. (Ed. Code, § 76004, subd. (i))
- 10.1.3. That a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus. (Ed. Code, § 76004, subd. (j))

- 10.1.4. That any remedial course taught by community college faculty (which includes a qualified high school teacher teaching a college course as an "employee" of the community college district pursuant to California Code of Regulations, title 5, section 58058, subdivision (b)) at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both based on an interim assessment in grade 10 or 11, as determined by the partnering school district, and that the delivery of these remedial courses shall involve a collaborative effort between high school and community college faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon high school graduation. (Ed. Code, § 76004, subd. (n))
- 10.1.5. That both the school district and the community college district partners comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching an CCAP Agreement course offered for high school credit. (Ed. Code, § 76004, subd. (l))
- 10.2. The College certifies that:
 - 10.2.1. That a community college course offered for college credit at the partnering high school campus does not reduce access to the same course offered at the partnering community college campus. (Ed. Code, § 76004, subd. (k)(1))
 - 10.2.2. That a community college course that is oversubscribed or has a waiting list shall not be offered in this CCAP Agreement. (Ed. Code, § 76004, subd. (k)(2))
 - 10.2.3. That participation in this CCAP Agreement is consistent with the core mission of the community colleges pursuant to Ed Code § 66010.4, and that pupils participating in this CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college. (Ed. Code, § 76004, subd. (k)(3))
 - 10.2.4. The College certifies that it will not receive full compensation for the direct education costs of the course(s) offered under this CCAP Agreement from any public or private agency, individual or group. (Ed. Code, § 84752; Cal. Code of Regs., tit. 5, § 58051.5)
- 10.3. The School District certifies that the direct education costs of the courses offered as part of this CCAP Agreement are not being fully funded through other sources. (Ed. Code, § 84752; Cal. Code Regs. tit. 5 § 58051.5)

11. RECORDS

- 11.1. Permanent records of student attendance, grades and achievement will be maintained by School District for School District students who enroll in a course(s) offered as part of this CCAP Agreement.
- 11.2. Permanent records of student enrollment, grades and achievement for College students shall be maintained by College.
- 11.3. Records will be open for review at all times by College officials and submitted on a schedule developed by the College. (Cal. Code Regs., tit. 5, §§ 55021, 55040, 58030)

- 11.4. Each party shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

12. REIMBURSEMENT

- 12.1. The financial arrangements implied in this CCAP Agreement will be further detailed in the CCAP Agreement Appendix.

13. FACILITIES

- 13.1. The School District will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction of courses offered as part of this CCAP Agreement and do so without charge to College or students. School District agrees to clean, maintain, and safeguard School District's premises. School District warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.
- 13.2. The School District will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all School District students. The parties understand that such equipment and materials are School District's sole property. The instructor shall determine the type, make and model of all equipment, books and materials to be used during each course offered as part of this CCAP Agreement.
- 13.3. The College facilities may be used subject to mutual agreement by the parties as expressed in the CCAP Agreement Appendix.

14. REPORTING TO THE STATE CHANCELLOR'S OFFICE

- 14.1. The College, in conjunction with the School District, shall report annually to the State Chancellor's Office all of the following information. (Ed. Code, § 76004, subd. (t))
 - 14.1.1. The total number of high school pupils by school site enrolled in each CCAP partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.
 - 14.1.2. The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants.
 - 14.1.3. The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants.
 - 14.1.4. The total number of full-time equivalent students generated by CCAP partnership community college district participants.
- 14.2. The School District and College shall work cooperatively for timely submission of said annual reports in accordance with any and all deadlines prescribed by the State Chancellor's Office.

15. CCAP AGREEMENT APPROVAL REQUIREMENTS

- 15.1. The College and School District shall ensure that the governing board of each district, at an open public meeting of that board, shall present this CCAP Agreement or any CCAP Agreement Appendix, take comments from the public, and approve or disapprove this CCAP Agreement or any CCAP Agreement Appendix. (Ed. Code, § 76004, subd. (b))

- 15.2. Upon approval of this CCAP Agreement or any CCAP Agreement Appendix by the governing boards of both the College and School District, the College will provide a copy of this CCAP Agreement or any CCAP Agreement Appendix to the Chancellor's Office of the California Community Colleges prior to the start of the CCAP partnership. (Ed. Code, § 76004, subd. (c)(3))

16. PRIVACY OF STUDENT RECORDS

- 16.1. College and School District understand and agree that education records of students enrolled in a College course offered as part of this CCAP Agreement and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076). College and School District agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence, and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian's prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076)
- 16.2. Limitation on Use. College and School District shall use each student education record that it may receive pursuant to this CCAP Agreement solely for a purpose(s) consistent with its authority to access that information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076)
- 16.3. Recordkeeping Requirements. College and School District shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.
- 16.4. Acknowledgement of Receipt of Notice of FERPA Regulations. By signature of its authorized representative or agent on this CCAP Agreement, College and School District hereby acknowledges that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from re-disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian's prior written consent.

17. INDEMNIFICATION

- 17.1. School District shall defend, indemnify and hold College, 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 CCAP Agreement 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.
- 17.2. College 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 CCAP Agreement 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 College, its officers, employees or agents.

18. INSURANCE

- 18.1. The School District shall secure and maintain in force during the entire term of this CCAP Agreement the following insurance coverage or an approved program of self-insurance with an

admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority authorized to provide public liability and property damage insurance in the State of California.

- 18.1.1. General Liability insurance with a limit of not less than \$1,000,000 per occurrence, for bodily injury, property damage, personal injury, products and completed operations, and blanket contractual coverage, including but not limited to, the liability assumed under the indemnification provisions of this agreement.

The General Liability insurance coverage, shall be **endorsed** to name the Butte-Glenn Community College District, its officers, employees, and agents as additional insureds for the purpose of this CCAP Agreement.

- 18.1.2. Automobile Liability insurance, "any auto" with a limit of not less than \$1,000,000 combined single limit per accident for bodily injury and property damage.

The Automobile Liability insurance coverage, shall be **endorsed** to name the Butte-Glenn Community College District, its officers, employees, and agents as additional insureds for the purpose of this CCAP Agreement.

- 18.1.3. Workers' Compensation insurance with limits statutorily required by the State of California, and Employer's Liability insurance with limits of not less \$1,000,000 per accident for bodily injury or disease.

- 18.2. School District shall furnish the College with original certificates of insurance and endorsements evidencing the coverages, conditions, and limits required by this CCAP Agreement.

- 18.3. For the purpose of Workers' Compensation, School District shall be the "primary employer" for all its personnel who perform services as instructors and support staff. School District shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective School District personnel made in connection with performing services and receiving instruction under this CCAP Agreement. School District agrees to hold harmless, indemnify, and defend College, its officers, employees and agents from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by School District personnel connected with providing services under this CCAP Agreement. School District is not responsible for non-School District personnel who may serve as instructors.

19. NON-DISCRIMINATION

- 19.1. Neither the School District nor the College shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

20. TERMINATION

- 20.1. Either party may terminate this CCAP Agreement by giving written notice specifying the effective date of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester.

21. FUNDS UNAVAILABLE

- 21.1. This CCAP Agreement may be terminated immediately by either party if funds become unavailable for the support of the CCAP Agreement. In the event termination is pursuant to this

paragraph, a notice specifying the reason for termination shall be sent as soon as possible after the termination.

22. NOTICES

- 22.1. Any and all notices under this CCAP Agreement shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT
3536 Butte Campus Drive
Oroville, CA 95965
ATTN: Vice President for Administration

OROVILLE UNION HIGH SCHOOL DISTRICT
2211 Washington Avenue
Oroville, CA 95966
ATTN: Superintendent

23. ENTIRETY OF AGREEMENT

- 23.1. This CCAP Agreement sets forth the entire agreement and understanding between the parties relating to the subject matter of this CCAP Agreement, and supersedes all prior written or oral representations and agreements with respect to the subject matter herein.

24. AMENDMENTS

- 24.1. This CCAP Agreement may be modified only by written amendments duly executed by the College and the School District.

25. APPLICABLE LAW AND VENUE

- 25.1. This CCAP Agreement shall be construed in accordance with and governed by the laws of the State of California.

26. COMMUNITY COLLEGE DISTRICT BOUNDARIES

- 26.1. For locations outside the geographical boundaries of Butte-Glenn Community College District, College will comply with the requirements of California Code of Regulations, title 5, sections 55300 et seq., or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

27. SEVERABILITY

- 27.1. If any term, provision, covenant, or condition of this CCAP Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the CCAP Agreement shall remain in full force and effect and in no way shall be affected, impaired, or invalidated.

28. TERMS AND CONDITIONS

- 28.1. The parties to this CCAP Agreement acknowledge that they have read and understood this CCAP Agreement completely, and will fully comply with all terms and conditions of this CCAP Agreement set forth herein.

29. COUNTERPARTS

- 29.1. This CCAP Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

30. BOARD APPROVAL

- 30.1. The College and School District enter into this CCAP Agreement pursuant to action of the governing boards of the College and School District.

College Public Comment and Approval Board Meeting Date:	DATE: 8/11/21
School District Public Comment and Approval Board Meeting Date:	DATE: 8/18/21

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

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

By: _____
(Signature of person authorized to execute Agreement on behalf of College.)

Name: Andrew B. Suleski

Title: VP for Administration

Date: _____

OROVILLE UNION HIGH SCHOOL DISTRICT

By: _____
(Signature of person authorized to execute Agreement on behalf of School District.)

Name: Corey Willenberg

Title: Superintendent

Date: _____

List of Attachments

CCAP Agreement Appendix

Exhibit A – College and Career Access Pathways Agreement Instructor Agreement

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:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	OROVILLE UNION HIGH SCHOOL DISTRICT		Vendor ID:		
PO Description (Max. 25 characters):	CCAP PARTNERSHIP AGREEMENT				
Budget Code:	12.410.700.1.640000.55800		PO Amount:		
Contract Monitor Name (Person Who Approves Invoices):	TANNA NEILSEN			Phone:	7586
Dept. Dean/Director Initials:			Dept. Vice President Initials:		
Business Contracts Approval:			Purchase Order Number:		



BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

3536 Butte Campus Drive, Oroville, CA 95965

COLLEGE AND CAREER ACCESS PATHWAYS

INSTRUCTOR AGREEMENT

This College and Career Access Pathways ("CCAP") Instructor Agreement ("CCAP Instructor Agreement") is made and entered into this day of _____, by the Butte-Glenn Community College District ("College") and [INSERT CCAP INSTRUCTOR NAME] ("CCAP Instructor") an employee of the [INSERT SCHOOL DISTRICT NAME] ("School District") who is being assigned to the College on a part-time basis pursuant to Title 5, California Code of Regulations, Sections 58058 (b), and shall be an at-will and uncompensated temporary academic employee of the College on a limited basis during this part-time assignment pursuant to this Agreement.

RECITALS

WHEREAS, the College needs supervisory and instructional services with regard to instruction for classes offered by the College in cooperation with the School District, subject to the terms and conditions set forth in the separate College and Career Access Pathways ("CCAP") Partnership Agreement ("CCAP Agreement") between the College and the School District; and

WHEREAS, the School District has the experience, training, equipment and other resources, and qualified staff necessary to provide supervisory and instructional services in the area of [INSERT DESCRIPTION OF TRAINING PROGRAM] to School District students. Such training will be structured and designed with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness; and,

WHEREAS, the authority for this CCAP Instructor Agreement includes Title 5, California Code of Regulations, Section 58058 (b) and Education Code section 76004.

NOW, THEREFORE, the parties to this CCAP Instructor Agreement hereby agree as follows:

1. The CCAP Instructor is an employee of School District but will be assigned to College as an at-will, uncompensated temporary academic employee of the College for the purposes of providing supervisory and instructional services as authorized by the separate CCAP Agreement, for the courses specifically described in the appendix to the CCAP Agreement, attached and incorporated herein as Attachment 1, which may be updated from time to time by the School District and College.
2. At all times during which the CCAP Instructor is providing supervisory and instructional services on behalf of the College, the College shall have the right to control and direct the instructional activities of the CCAP Instructor.
3. The College shall be responsible for providing the CCAP Instructor with an orientation, instructor's manual, course outlines, curriculum materials, testing and grading procedures, and any other materials and services it would provide to its hourly on-campus instructors.
4. The CCAP Instructor is responsible for the following.
 - 4.1. Meeting the "Minimum Qualifications" identified by the College, in compliance with Title 5, California Code of Regulations, Section 53410. Said minimum qualifications are attached hereto as Attachment 2.
 - 4.2. Complying with the fingerprinting requirements set forth in Education Code Sections 44830.1 and 87013, as applicable, and the tuberculosis testing and risk assessment requirements of the Education Code Sections 49406 and 87408.6, as applicable.

- 4.3. Attending discipline-specific training and orientation provided by College regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures, record keeping, and other instructional responsibilities.
- 4.4. Participating in professional development activities sponsored by the College and in ongoing collegial interaction to include, but not limited to address course content, course delivery, assessment, evaluation and/or research and development in the field.
- 4.5. Being familiar with and comply with all relevant College policies, rules and regulations, including but not limited, to those related to student safety, grading, attendance, sexual harassment and discrimination.
- 4.6. Complying with the supervision and control requirements outlined in Title 5, California Code of Regulations, Sections 58055 and 58056, which include but are not limited to the following.
- 4.7. Being in sufficient physical proximity and range of communication to provide line-of-sight instructional supervision and control of students.
- 4.8. Providing the supervision and control necessary for the protection of the health and safety of students.
- 4.9. Ensuring that he/she does not have any other assigned duty during the hours of supervisory and instructional services provided pursuant to this CCAP Instructor Agreement.
- 4.10. Ensuring that instructional services he/she provides adhere to the official course outlines of record and the student learning outcomes established by the College.
- 4.11. Ensuring and reporting accurate and current daily student attendance records.
- 4.12. Ensuring and reporting the accurate calculation of final student grades and the prompt submission of them to the College.
5. The term of this CCAP Instructor Agreement shall be for the period of [DATE] through [DATE].
6. For purposes of indemnification and defense of any claims, actions or lawsuits, pursuant to Section 17 of the CCAP Agreement, the CCAP Instructor shall be considered an employee of the College only during those times when he/she is actually performing supervisory and instructional services on behalf of the College, except that any worker's compensation claims filed by the CCAP Instructor shall be filed with the School District pursuant to CCAP Agreement Section 18.1.3.
7. The College may terminate this CCAP Instructor Agreement at any time, in the College's sole and exclusive discretion, upon written notice to the CCAP Instructor.
8. The CCAP Instructor may terminate this CCAP Instructor Agreement, in the CCAP Instructor's sole and exclusive discretion, by providing the College with thirty (30) days' prior written notice.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties enter into this Career and College Access Pathway Instructor Agreement as of the date executed by the College.

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

CCAP INSTRUCTOR

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

Name: Andrew B. Suleski

Title: Vice President for Administration

Date: _____

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

Name: _____

Title: CCAP Instructor

Date: _____

TO BE COMPLETED BY COLLEGE ONLY

Approved by Dean/Director

By: _____

Name: _____

Title: Dean for Student Services

Date: _____

Approved by Human Resources

By: _____

Name: _____

Title: Human Resources Academic Analyst

Date: _____



BUTTE-GLENN COMMUNITY COLLEGE DISTRICT
3536 Butte Campus Drive, Oroville, CA 95965

**COLLEGE AND CAREER ACCESS PATHWAYS
PARTNERSHIP AGREEMENT**

APPENDIX

WHEREAS, the College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is between Butte-Glenn Community College District ("College") and NAME OF SCHOOL DISTRICT School District ("School District"); and

WHEREAS, the College and the School District agree to record College and School District specific components of the CCAP Agreement using the CCAP Agreement Appendix to specify additional detail regarding, but not limited to: the total number of high school students to be served; the total number of full-time equivalent students projected to be claimed by the College for those students; the scope, nature, time, location and listing of community college courses to be offered; and the criteria to assess the ability of pupils to benefit from those courses. (Ed. Code, § 76004, subd. (c)(1))

NOW THEREFORE, the College and School District agree as follows:

1. CCAP AGREEMENT

- 1.1. The College and School District entered into the CCAP Agreement on DATE, pursuant to action of the governing boards of the College and School District.

1.1.1. COLLEGE BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement:	Appendix:
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1.1.2. SCHOOL DISTRICT BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement:	Appendix:
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2. POINTS OF CONTACT

- 2.1. College and School District points of contact for this CCAP Agreement: (Ed. Code, § 76004 (c)(2))

COLLEGE

Name:	Tanna Neilsen	Title:	Program Administrator
Telephone:	(530)893-7586	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:		Title:	
Telephone:		Email:	

3. STUDENT SELECTION

- 3.1. College and School District shall adhere to the terms outlined in Section 3, Student Eligibility, Admission, Registration and Enrollment of the CCAP Agreement to select eligible students.

Required: Describe the criteria used to assess the ability of pupils to benefit from the courses(s) offered: (Ed. Code, § 76004 (c)(1))

SCHOOL DISTRICT counselors and pathway instructors select students based on academic readiness and alignment of course content to students' education and career goals.

4. **CCAP AGREEMENT EDUCATION PROGRAM(S) AND COURSE(S).** The College has identified the following: program year; educational program(s) and course(s) to be offered at the said date, time and location; term; number of sections; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR:		EDUCATIONAL PROGRAM:	
SCHOOL DISTRICT:		HIGH SCHOOL:	

TOTAL NUMBER OF STUDENTS TO BE SERVED:	TOTAL PROJECTED FTES:
--	-----------------------

COURSE NAME	COURSE NUMBER	TERM	# OF SECTIONS	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
							☐ CC ☐ HS	☐ CC ☐ HS
							☐ CC ☐ HS	☐ CC ☐ HS
							☐ CC ☐ HS	☐ CC ☐ HS
							☐ CC ☐ HS	☐ CC ☐ HS

Required: Attach the course description for each course listed above. Each course description should include information regarding the nature and scope of the course.

5. **BOOKS AND INSTRUCTIONAL MATERIALS.** The total cost of books and instructional materials for School District students participating as part of this CCAP agreement will be borne by School District.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
N/A				

6. REIMBURSEMENT.

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: **\$400.00 per completed section.**
- 6.2. The College will pay School District for each School District instructor attending the College's Dual Enrollment Orientation and Training as follows: **\$100.00 per instructor.**
- 6.3. Invoicing Procedures. Within 30 days after the end of each academic term, the School District shall provide an invoice to the College for reimbursement implied in this CCAP Agreement Appendix. The invoice must specify the course name, course number, term, instructor and the number of students served.

7. FACILITIES USE.

- 7.1. College and School District shall adhere to the terms outlined in Section 13, Facilities, of this CCAP Agreement.

- 7.2. School District as part of Section 13.1 of this CCAP Agreement, shall extend access and use of the following School District facilities:

BUILDING	CLASSROOM	DAYS	HOURS

8. **APPENDIX APPROVAL**

- 8.1. The College and School District shall ensure that the governing board of each district, at an open public meeting of that board, shall present this CCAP Appendix, take comments from the public, and approve or disapprove this CCAP Appendix. (Ed. Code, § 76004, subd. (b))
- 8.2. Upon approval of this Appendix by the governing boards of both the College and School District, the College will provide a copy of this Appendix to the Chancellor's Office of the California Community Colleges prior to the start of the course. (Ed. Code, § 76004, subd. (c)(3))

[SIGNATURE PAGE FOLLOWS]

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

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

By: _____
(Signature of person authorized to execute Appendix on behalf of College.)

Name: _____

Title: _____

Date: _____

NAME OF SCHOOL DISTRICT

By: _____
(Signature of person authorized to execute Appendix on behalf of School District.)

Name: _____

Title: _____

Date: _____

TO BE COMPLETED BY COLLEGE ONLY

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

Initiating Department:	INSERT DEPT	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	INSERT VENDOR NAME		Vendor ID:	INSERT VENDOR ID	
PO Description (Max. 25 characters):		CCAP AGREEMENT APPENDIX 2020-21			
Budget Code:	12.205.110.1.601010.55890	PO Amount:	INSERT VALUE FOR PO		
Contract Monitor Name (Person Who Approves Invoices):		TANNA NEILSEN	Phone:	7586	
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
Business Contracts Approval:		Purchase Order Number:			

**CAREER AND COLLEGE ACCESS PATHWAYS INSTRUCTOR AGREEMENT
ATTACHMENT 2
MINIMUM QUALIFICATIONS**

**CAREER AND COLLEGE ACCESS PATHWAYS INSTRUCTOR AGREEMENT
ATTACHMENT 2
MINIMUM QUALIFICATIONS**

CCAP Instructor shall meet the Minimum Qualifications listed herein:

[INSERT MINIMUM QUALIFICATIONS]



BUTTE-GLENN COMMUNITY COLLEGE DISTRICT
3536 Butte Campus Drive, Oroville, CA 95965

**COLLEGE AND CAREER ACCESS PATHWAYS
PARTNERSHIP AGREEMENT**

APPENDIX

WHEREAS, the College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is between **Butte-Glenn Community College District** ("College") and **Oroville Union High School District** ("School District"); and

WHEREAS, the College and the School District agree to record College and School District specific components of the CCAP Agreement using the CCAP Agreement Appendix to specify additional detail regarding, but not limited to: the total number of high school students to be served; the total number of full-time equivalent students projected to be claimed by the College for those students; the scope, nature, time, location and listing of community college courses to be offered; and the criteria to assess the ability of pupils to benefit from those courses. (Ed. Code, § 76004, subd. (c)(1))

NOW THEREFORE, the College and School District agree as follows:

1. CCAP AGREEMENT

- 1.1. The College and School District entered into the CCAP Agreement on **July 1, 2021**, pursuant to action of the governing boards of the College and School District.

1.1.1. COLLEGE BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/11/21	Appendix: 8/11/21
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1.1.2. SCHOOL DISTRICT BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/18/21	Appendix: 8/18/21
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2. POINTS OF CONTACT

- 2.1. College and School District points of contact for this CCAP Agreement: (Ed. Code, § 76004 (c)(2))

COLLEGE

Name:	Tanna Neilsen	Title:	Program Administrator
Telephone:	(530)893-7586	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Paula Blaney	Title:	Executive Assistant
Telephone:	538-2300 x1107	Email:	pblaney@ouhsd.net

3. STUDENT SELECTION

- 3.1. College and School District shall adhere to the terms outlined in Section 3, Student Eligibility, Admission, Registration and Enrollment of the CCAP Agreement to select eligible students.

Required: Describe the criteria used to assess the ability of pupils to benefit from the courses(s) offered: (Ed. Code, § 76004 (c)(1))

SCHOOL DISTRICT counselors and pathway instructors select students based on academic readiness and alignment of course content to students' education and career goals.

4. **CCAP AGREEMENT EDUCATION PROGRAM(S) AND COURSE(S).** The College has identified the following: program year; educational program(s) and course(s) to be offered at the said date, time and location; term; number of sections; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR:	2021/22	EDUCATIONAL PROGRAM:	Dual Enrollment
SCHOOL DISTRICT:	Oroville Union High School District	HIGH SCHOOL:	Las Plumas High School

ESTIMATED NUMBER OF STUDENTS TO BE SERVED: 140	TOTAL PROJECTED FTES: 14
---	---------------------------------

COURSE NAME	COURSE NUMBER	TERM	# OF SECTIONS	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Color Photography	PHO 4	FA21	2	8-3	M-F	J. Tooker	☐ CC	☐ CC
Animal Science	AGS 40	FA21	2	8-3	M-F	L. Lafayette	☒ HS	☒ HS
Tractors & Crawlers	AET 30	FA21	1	8-3	M-F	B. Close	☐ CC	☐ CC
							☒ HS	☒ HS
Natural Resources & Agri Construction	AET 22	FA21	2	8-3	M-F	B. Close	☐ CC	☐ CC
							☒ HS	☒ HS
							☐ CC	☐ CC
							☒ HS	☒ HS

Required: Attach the course description for each course listed above. Each course description should include information regarding the nature and scope of the course.

5. **BOOKS AND INSTRUCTIONAL MATERIALS.** The total cost of books and instructional materials for School District students participating as part of this CCAP agreement will be borne by School District.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
Color Photography	Photo and Digital Editing	\$0	None	\$0
Animal Science	Veterinary Assisting: Fundamentals & Applications	\$0	None	\$0
Tractors & Crawlers	John Deere Fundamentals of Machine Operations	\$0	None	\$0
Natural Resources & Agri Construction	Construction Technology 1st ed, 2005	\$0	None	\$0

6. REIMBURSEMENT.

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: **\$400.00 per completed section.**
- 6.2. The College will pay School District for each School District instructor attending the College's Dual Enrollment Orientation and Training as follows: **\$100.00 per instructor.**
- 6.3. Invoicing Procedures. Within 30 days after the end of each academic term, the School District shall provide an invoice to the College for reimbursement implied in this CCAP Agreement Appendix. The invoice must specify the course name, course number, term, instructor and the number of students served.

7. FACILITIES USE.

- 7.1. College and School District shall adhere to the terms outlined in Section 13, Facilities, of this CCAP Agreement.
- 7.2. School District as part of Section 13.1 of this CCAP Agreement, shall extend access and use of the following School District facilities:

BUILDING	CLASSROOM	DAYS	HOURS
LPHS	TBD	M-F	8-3
LPHS	2001	M-F	8-3
LPHS	2010	M-F	8-3
LPHS	2010	M-F	8-3

8. APPENDIX APPROVAL

- 8.1. The College and School District shall ensure that the governing board of each district, at an open public meeting of that board, shall present this CCAP Appendix, take comments from the public, and approve or disapprove this CCAP Appendix. (Ed. Code, § 76004, subd. (b))
- 8.2. Upon approval of this Appendix by the governing boards of both the College and School District, the College will provide a copy of this Appendix to the Chancellor's Office of the California Community Colleges prior to the start of the course. (Ed. Code, § 76004, subd. (c)(3))

[SIGNATURE PAGE FOLLOWS]

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

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

By: _____
(Signature of person authorized to execute Appendix on behalf of College.)

Name: Andrew B. Suleski

Title: Vice President for Administration

Date: _____

OROVILLE UNION HIGH SCHOOL DISTRICT

By: _____
(Signature of person authorized to execute Appendix on behalf of School District.)

Name: Corey Willenberg

Title: Superintendent

Date: _____

TO BE COMPLETED BY COLLEGE 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:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	OROVILLE UNION HIGH SCHOOL DISTRICT		Vendor ID:		
PO Description (Max. 25 characters):	CCAP AGREEMENT APPENDIX - Las Plumas High School				
Budget Code:	12.410.700.1.640000.55800	PO Amount:	\$3,100		
Contract Monitor Name (Person Who Approves Invoices):	TANNA NEILSEN			Phone:	7586
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
Business Contracts Approval:		Purchase Order Number:			

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

PHO 4 - Color Photography

3 Unit(s)

Prerequisite(s): PHO 2

Recommended Prep: NONE

Transfer Status: CSU

34 hours Lecture

51 hours Lab

This course introduces students to the principles of producing quality digital prints. Topics include color balance, color temperature and the psychology of color. Students will also explore the expressive and aesthetic aspects of digital color photography.

II. OBJECTIVES

Upon successful completion of this course, the student will be able to:

- A. Determine color corrections needed for a particular image.
- B. Use Photoshop to make proper color corrections of digital negatives.
- C. Produce a properly exposed and color corrected print in a variety of sizes.
- D. Describe the psychological and aesthetic implications of color in photography.
- E. Use proper digital workflow principles to create a quality digital print.
- F. Apply the principles of color temperature/color balance to produce a quality color print.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

		Lecture	
<u>Topics</u>			<u>Hours</u>
1. Basic Camera and Computer Skills			2.00
2. Basic PhotoShop Skills			2.00
3. Image Capture and Import to PhotoShop			2.00
4. Introduction to Color Workflow			2.00
5. Composition			2.00
6. Levels and Curves			2.00
7. Assignment Introduction/Critique			2.00
8. Color Principles			2.00
9. Color Balance and Adjustment			2.00
10. Psycho-Physical Aspects of Color			2.00
11. Assignment Introduction/Critique			2.00
12. Printers/Papers			2.00
13. Presenting the Print			2.00
14. Assignment Introduction/Critique			2.00
15. Other PhotoShop Tools			2.00
16. Assignment Introduction/Critique			2.00
17. Review/Final Critique			2.00
Total Hours			34.00

Lab

<u>Topics</u>	<u>Hours</u>
1. Basic Camera and Computer Skills	3.00
2. Basic PhotoShop Skills	3.00
3. Image Capture and Import to PhotoShop	3.00
4. Introduction to Color Workflow	3.00
5. Composition	3.00
6. Levels and Curves	3.00
7. Assignment Introduction/Critique	3.00
8. Color Principles	3.00
9. Color Balance and Adjustment	3.00
10. Psycho-Physical Aspects of Color	3.00
11. Assignment Introduction/Critique	3.00
12. Printers/Papers	3.00
13. Presenting the Print	3.00
14. Assignment Introduction/Critique	3.00
15. Other PhotoShop Tools	3.00
16. Assignment Introduction/Critique	3.00
17. Review/Final Critique	3.00
Total Hours	51.00

IV. METHODS OF INSTRUCTION

- A. Lecture
- B. Class Activities
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Discussion
- E. Demonstrations
- F. Problem-Solving Sessions
- G. Multimedia Presentations

V. METHODS OF EVALUATION

- A. Quizzes
- B. Portfolios
- C. Papers
- D. Oral Presentation
- E. Homework
- F. Lab Projects
- G. Written Examinations
- H. Mid-term and final examinations

VI. EXAMPLES OF ASSIGNMENTS

- A. Reading Assignments
 - 1. Read the chapter on color photography from the class text and be prepared to discuss color theory.
 - 2. Read the chapter on the digital darkroom and be prepared to demonstrate proper workflow procedures during an in-class assignment.

B. Writing Assignments

1. Review the artist monographs and websites on the instructor's list. Choose two artists whose work inspires your image choices for your final portfolio. Create a 5-10 minute oral presentation in class with at least 3 images from each artist that relate to your final portfolio.
2. Write a 100-200 word statement about your final portfolio. Include influences and motivation for your work.

C. Out-of-Class Assignments

1. Read the chapter on color theory in the class text. Use a single primary color to create four images on the basics of color theory discussed in the reading.
2. Read the chapter in the textbook about light and color temperature. Create four color images using four different light sources to demonstrate the differences in color temperature depending on the light source.

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Hirsh, R.. Exploring Color Photography. 5th Edition. Focal Press, 2011.
- B. London, B. and Stone, J.. A Short Course in Digital Photography. 2nd Edition. Prentice Hall, 2011.

Created/Revised by: Mark Hall

Date: 12/10/2012

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

AGS 40 - Introduction to Animal Science

3 Unit(s)

Prerequisite(s): NONE

Recommended Prep: Reading Level III; English Level III; Math Level II

Transfer Status: CSU/UC

34 hours Lecture

51 hours Lab

This course is a scientific approach to the livestock industry encompassing aspects of animal anatomy, physiology, nutrition, genetics and epidemiology. There will be special emphasis on the origin, characteristics, adaptation and contributions of farm animals to the global agriculture industry. Analysis of the economic trends and career opportunities in animal agriculture will be covered.

II. OBJECTIVES

Upon successful completion of this course, the student will be able to:

- A. Identify animal contributions to the development of human civilizations.
- B. Describe economically significant breeds of animals and their unique adaptations.
- C. Describe the function of the major body systems.
- D. Identify reproductive cycles and biotechnological principles of animal reproduction.
- E. Analyze genetic change through artificial/natural selection.
- F. Discuss nutritional needs for various body functions.
- G. Describe animal behavior as it relates to animal domestication, health and performance.
- H. Explain basic strategies for disease control, prevention and management.
- I. Utilize the scientific method to collect data, calculate production parameters and make scientifically-based management decisions.
- J. Identify and discuss current issues affecting animal agriculture.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

		Lecture	
<u>Topics</u>			<u>Hours</u>
1. Introduction to animal agriculture			4.00
a. Career opportunities			
b. Importance of domestic animals to the world and to the United States			
c. Economic importance of animal agriculture			
d. Animal contributions to human needs			
e. Ethnic and cultural contributions to animal domestication			
2. Unique adaptations of various species			4.00
a. Natural selection vs artificial selection			
b. Meat animal use and production			
c. Fiber production			
d. Dairy production			
e. Recreational and companionship use of animals			
3. Anatomy and physiology			3.00
a. Identification of external anatomy for various species			
b. Analysis of body systems -- reproductive, respiratory, digestive, immune, circulatory			

4. Animal reproduction	3.00
a. Animal breeding systems	
b. Reproductive management and technology	
c. Fertility assessment	
5. Genetics	3.00
a. Introduction and review of genetic principles	
b. Gene modification and genetic interactions	
c. Genetic improvement and variation	
d. Inheritance and population genetics	
6. Nutrition	3.00
a. Classes of nutrients	
b. Feed identification and composition	
c. Livestock feeding management practices	
7. Animal behavior (ethology)	3.00
a. Behavioral characteristics	
b. Animal handling and safety	
c. Conditioning	
8. Animal health	3.00
a. Biosecurity	
b. Vital Signs	
c. Indications of health vs disease	
d. Common diseases	
9. The scientific method	3.00
a. Research in animal agriculture	
b. Developing a research model	
c. Humane treatment of research animals	
10. Issues affecting animal agriculture	5.00
a. Animal welfare issues	
b. Advances in biotechnology	
c. Governmental and environmental concerns	
d. Food safety	
e. Public policy and consumer awareness	
Total Hours	34.00

Lab

<u>Topics</u>	<u>Hours</u>
1. Beef and Dairy	3.00
2. Sheep and Swine	3.00
3. Meats lab, safety and processes	3.00
4. Grocery store - meat, cheese, butter, ice cream	3.00
5. Purebred Beef - Expected Progeny Differences (EPD)	3.00
6. Commerical cattle operation - weaning, castration	3.00
7. Dairy farm - production cycle	3.00
8. Milk processing - cheese plant	3.00
9. Sheep - lambing and handling	3.00
10. Purebred Sheep - production cyle	3.00
11. Swine - vaccination, selection, management	3.00
12. Poultry - quality of carcasses and eggs	3.00

13. Horse - production cycle	3.00
14. Selection workshop	3.00
15. Biotechnology and environmental workshop	3.00
16. North Valley Livestock Tour	6.00
Total Hours	51.00

IV. METHODS OF INSTRUCTION

- A. Lecture
- B. Class Activities
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Discussion
- E. Problem-Solving Sessions

V. METHODS OF EVALUATION

- A. Exams/Tests
- B. Class participation
- C. Written Examinations
- D. Practical Evaluations
- E. Mid-term and final examinations

VI. EXAMPLES OF ASSIGNMENTS

- A. Reading Assignments
 - 1. Read the chapter on genetic change through selection and be prepared to share your findings with the class.
 - 2. Read the chapter on market classes and grades of livestock and be able to discuss in a group setting the evaluative criteria for each grade of beef, pork and lamb.
- B. Writing Assignments
 - 1. Read the chapter on animal behavior and write a 2-3 page paper on the fields of animal behavior and systems of animal behavior.
 - 2. Read an article from a trade magazine on the issues in animal agriculture and write 2 page paper on animal welfare.
- C. Out-of-Class Assignments
 - 1. Visit any livestock operation in the local area and be prepared to share with the class, the breeds, total numbers and management practices utilized at the operation.
 - 2. Use the Internet to check current pricing on the major market animals as well as breeding stock for swine, sheep, beef and dairy cattle. This information will be shared with the class.

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Taylor, R. Scientific Farm Animal Production. 10th Edition. Prentice Hall, 2012.

Materials Other Than Textbooks:

- A. Materials: 3 ring notebook, proper clothing for labs

Created/Revised by: Bruce Hicks

Date: 10/20/2014

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

AET 30 - Tractors and Crawlers

3 Unit(s)

Prerequisite(s): NONE

Recommended Prep: Reading Level IV; English Level III; Math Level II

Transfer Status: CSU

34 hours Lecture

51 hours Lab

This course covers design principles, selection, maintenance, adjustment, and safe operation of wheel and crawler type tractors used in agriculture and in the construction industry. (C-ID AG-MA 108L).

II. OBJECTIVES

Upon successful completion of this course, the student will be able to:

- A. List all the safety and operation rules for tractors and crawlers.
- B. Operate wheel and track type tractors safely and properly.
- C. Identify tractor parts and their function.
- D. Describe power generation and transmission systems.
- E. Select the proper equipment for a specific job.
- F. Perform operator level maintenance and adjustment of tractor systems.
- G. Diagnose and repair minor tractor problems.
- H. Back a tractor and trailer through a course safely and accurately.
- I. Attach implements to tractor safely and properly.
- J. Communicate and work cooperatively with others.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

		Lecture	
<u>Topics</u>			<u>Hours</u>
1. Introduction			5.00
a. History of the tractor engine			
b. Types of tractors			
c. Terminology			
2. Safety			5.00
a. California division of industrial safety			
b. Hand Signals			
c. Starting and stopping			
d. Hazards			
e. Transportation			
f. Cal OSHA regulations			
3. Power systems			5.00
a. Engine			
b. Clutch			
c. Transmissions			
d. Final Drives			
e. Hydraulic			
f. P.T.O.			

g. Electrical	
4. Controls	5.00
a. Starting and stopping	
b. Steering	
c. Hitches	
d. Hydraulic	
e. Electric	
f. Auto Guidance	
5. Implement	4.00
a. Attachment	
b. Adjustments	
c. Efficiency	
6. Field operation	5.00
a. Ballast	
b. Stability	
c. Daily maintenance	
d. Selecting speeds	
e. Hazardous situations	
7. Maintenance	5.00
a. Operators manuals	
b. Tools	
c. Supplies	
d. Inspection, evaluation	
Total Hours	34.00

Lab

<u>Topics</u>	<u>Hours</u>
1. Functionality of safety equipment	5.00
2. Proper application of electrical components	3.00
3. Performing up-to-date maintenance of lubrication points	5.00
4. Functionality of engine cooling and lubrication	5.00
5. Maintenance and assembled fittings of hydraulics	5.00
6. Proper inflation of tires	3.00
7. Proper adjustment of implement	5.00
8. Perform all pre-start procedures on a tractor	5.00
9. Safe operation of tractors and implements	5.00
10. Selection of the proper implement for the job	5.00
11. How to troubleshoot tractor problems	5.00
Total Hours	51.00

IV. METHODS OF INSTRUCTION

- A. Lecture
- B. Instructor Demonstrations
- C. Collaborative Group Work
- D. Field Trips
- E. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture

- F. Discussion
- G. Demonstrations
- H. Reading Assignments
- I. Multimedia Presentations
- J. Laboratory (practical application)

V. METHODS OF EVALUATION

- A. Exams/Tests
- B. Quizzes
- C. Projects
- D. Demonstration
- E. Homework
- F. Class participation
- G. Final Examination
- H. Written Assignments
- I. Practical Evaluations

VI. EXAMPLES OF ASSIGNMENTS

- A. Reading Assignments
 - 1. Read the chapter on safety. Describe the proper technique for mounting and dismounting a tractor without falling off.
 - 2. Read assigned text chapter on power trains. Be prepared to describe the proper operation of the clutch.
- B. Writing Assignments
 - 1. Use the Internet to research agricultural tires. Explain in a one-page paper the difference between an R1 tire and an R3 tire.
 - 2. Answer the essay questions on field patterns from this week's "Lab Howdy" and submit your answers to the instructor.
- C. Out-of-Class Assignments
 - 1. Form a study group with your classmates to discuss transport safety. Questioning each other is an excellent method to enhance your learning and comprehension.
 - 2. Supplement your text reading with an on-line search for information about rubber-tracked tractors. Suggested sites are "How Stuff Works" and Wikipedia, or Google the topic you are researching.

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Deere & Company. John Deere Fundamentals of Machine Operation-Tractors. 4th Edition. Moline Illinois, 2008.

Materials Other Than Textbooks:

- A. Various equipment manuals checked out of mechanics shop.
- B. Clothing appropriate for operating equipment, including sleeved shirt, long pants, closed toe shoes.

Created/Revised by: Bruce Enyeart

Date: 11/03/2014

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

AET 22 - Natural Resources and Agri-Construction

3 Unit(s)

Transfer Status: CSU

34 hours Lecture

51 hours Lab

This course introduces students to the selection and use of farm structural and mechanical equipment. It will cover farm wiring, carpentry, concrete, masonry, plumbing, painting and metal work with emphasis on the actual practices used in agricultural construction.

II. OBJECTIVES

Upon successful completion of this course, the student will be able to:

- A. Explain terms and nomenclature pertaining to the tools, materials and hardware associated with agricultural construction.
- B. Demonstrate the safe and proper usage of basic construction tools, both power and hand.
- C. Perform fundamental and proper techniques of construction including concrete, foundations, carpentry, plumbing and electrical.
- D. Prepare a simple three dimensional drawing and a cost estimate for a small building.
- E. Demonstrate safe work habits.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

Lecture

<u>Topics</u>	<u>Lec Hrs</u>
1. Tools, safety and operation	3.00
2. Building plans and cost estimate	3.00
3. Concrete and masonry	6.00
4. Plumbing	6.00
5. Electrical	8.00
6. Carpentry and construction projects	8.00
Total Hours	34.00

Lab

<u>Topics</u>	<u>Hours</u>
1. Safety and orientation to to work areas	3.00
2. Maintenance and proper use of tools and equipment	3.00
3. Concrete and masonry	6.00
4. Plumbing	6.00
5. Electrical	6.00
6. Three dimensional drawings and cost estimates	6.00
7. Carpentry and project construction	21.00

Total Hours

51.00

IV. METHODS OF INSTRUCTION

- A. Lecture
- B. Group Discussions
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Demonstrations
- E. Problem-Solving Sessions
- F. Laboratory Experiments

V. METHODS OF EVALUATION

- A. Exams/Tests
- B. Projects
- C. Class participation
- D. Lab Projects
- E. Mid-term and final examinations

VI. EXAMPLES OF ASSIGNMENTS

- A. Reading Assignments
 - 1. Read an article on shop safety and be prepared to discuss power tool safety with the class.
 - 2. Read the chapter in your book on preparing concrete forms and be ready for a class discussion.
- B. Writing Assignments
 - 1. Write a 2-3 page paper on basic electrical wiring safety and basic rules when working with electricity.
 - 2. Create a bill of materials for a small building and identify the costs associated with each item.
- C. Out-of-Class Assignments
 - 1. Visit a construction site and observe the workers' safety practices. Be prepared to share your observations with the class.
 - 2. Go to a building supply store and get pricing for the list of electrical items that we will use during our electrical lab.

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Fleming, Eric. Construction Technology. 1st Edition. Blackwell Publishing, 2005.

Materials Other Than Textbooks:

- A. Students will need to provide: a. Safety glasses b. 16' steel tape (or longer) c. Nail apron e. Combination square f. Carpenter's hammer g. Bump hat

Created/Revised by: Bruce Enyeart

Date: 11/17/2014



BUTTE-GLENN COMMUNITY COLLEGE DISTRICT
3536 Butte Campus Drive, Oroville, CA 95965

**COLLEGE AND CAREER ACCESS PATHWAYS
PARTNERSHIP AGREEMENT**

APPENDIX

WHEREAS, the College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is between **Butte-Glenn Community College District** ("College") and **Oroville Union High School District** ("School District"); and

WHEREAS, the College and the School District agree to record College and School District specific components of the CCAP Agreement using the CCAP Agreement Appendix to specify additional detail regarding, but not limited to: the total number of high school students to be served; the total number of full-time equivalent students projected to be claimed by the College for those students; the scope, nature, time, location and listing of community college courses to be offered; and the criteria to assess the ability of pupils to benefit from those courses. (Ed. Code, § 76004, subd. (c)(1))

NOW THEREFORE, the College and School District agree as follows:

1. CCAP AGREEMENT

- 1.1. The College and School District entered into the CCAP Agreement on **July 1, 2021**, pursuant to action of the governing boards of the College and School District.

1.1.1. COLLEGE BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/11/21	Appendix: 8/11/21
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1.1.2. SCHOOL DISTRICT BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/18/21	Appendix: 8/18/21
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2. POINTS OF CONTACT

- 2.1. College and School District points of contact for this CCAP Agreement: (Ed. Code, § 76004 (c)(2))

COLLEGE

Name:	Tanna Neilsen	Title:	Program Administrator
Telephone:	(530)893-7586	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Paula Blaney	Title:	Executive Assistant
Telephone:	538-2300 x1107	Email:	pblaney@ouhsd.net

3. STUDENT SELECTION

- 3.1. College and School District shall adhere to the terms outlined in Section 3, Student Eligibility, Admission, Registration and Enrollment of the CCAP Agreement to select eligible students.

Required: Describe the criteria used to assess the ability of pupils to benefit from the courses(s) offered: (Ed. Code, § 76004 (c)(1))

SCHOOL DISTRICT counselors and pathway instructors select students based on academic readiness and alignment of course content to students' education and career goals.

4. **CCAP AGREEMENT EDUCATION PROGRAM(S) AND COURSE(S).** The College has identified the following: program year; educational program(s) and course(s) to be offered at the said date, time and location; term; number of sections; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR:	2021/22	EDUCATIONAL PROGRAM:	Dual Enrollment
SCHOOL DISTRICT:	Oroville Union High School District	HIGH SCHOOL:	Oroville High School

ESTIMATED NUMBER OF STUDENTS TO BE SERVED: 200	TOTAL PROJECTED FTES: 20
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COURSE NAME	COURSE NUMBER	TERM	# OF SECTIONS	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Intro to Photography	PHO 2	FA21	3	8-3	M-F	K. Anderson	☐ CC	☐ CC
Beginning AutoCAD Drafting	DFT 12	FA21	3	8-3	M-F	K. Dahlgren	☒ HS	☒ HS
Architectural Drafting Applications	DFT 24	SP22	3	8-3	M-F	K. Dahlgren	☐ CC	☐ CC
Career, Education, & Life Choices	CLP 101	SP22	3	8-3	M-F	S. Muntifering	☒ HS	☒ HS
							☐ CC	☐ CC
							☒ HS	☒ HS
							☐ CC	☐ CC
							☒ HS	☒ HS

Required: Attach the course description for each course listed above. Each course description should include information regarding the nature and scope of the course.

5. **BOOKS AND INSTRUCTIONAL MATERIALS.** The total cost of books and instructional materials for School District students participating as part of this CCAP agreement will be borne by School District.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
Intro to Photography	Focus on Photography	\$0	None	\$0
Beginning AutoCAD Drafting	Exploring Drafting	\$0	None	\$0
Architectural Drafting Applications	Exploring Drafting	\$0	None	\$0
Career, Education, & Life Choices	Career Choices and Changes	\$0	None	\$0

6. REIMBURSEMENT.

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: **\$400.00 per completed section.**
- 6.2. The College will pay School District for each School District instructor attending the College's Dual Enrollment Orientation and Training as follows: **\$100.00 per instructor.**
- 6.3. Invoicing Procedures. Within 30 days after the end of each academic term, the School District shall provide an invoice to the College for reimbursement implied in this CCAP Agreement Appendix. The invoice must specify the course name, course number, term, instructor and the number of students served.

7. FACILITIES USE.

- 7.1. College and School District shall adhere to the terms outlined in Section 13, Facilities, of this CCAP Agreement.
- 7.2. School District as part of Section 13.1 of this CCAP Agreement, shall extend access and use of the following School District facilities:

BUILDING	CLASSROOM	DAYS	HOURS
OHS	TBD	M-F	8-3
OHS	I1	M-F	8-3
OHS	I1	M-F	8-3
OHS	TBD	M-F	8-3

8. APPENDIX APPROVAL

- 8.1. The College and School District shall ensure that the governing board of each district, at an open public meeting of that board, shall present this CCAP Appendix, take comments from the public, and approve or disapprove this CCAP Appendix. (Ed. Code, § 76004, subd. (b))
- 8.2. Upon approval of this Appendix by the governing boards of both the College and School District, the College will provide a copy of this Appendix to the Chancellor's Office of the California Community Colleges prior to the start of the course. (Ed. Code, § 76004, subd. (c)(3))

[SIGNATURE PAGE FOLLOWS]

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

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

By: _____
(Signature of person authorized to execute Appendix on behalf of College.)

Name: Andrew B. Suleski

Title: Vice President for Administration

Date: _____

OROVILLE UNION HIGH SCHOOL DISTRICT

By: _____
(Signature of person authorized to execute Appendix on behalf of School District.)

Name: Corey Willenberg

Title: Superintendent

Date: _____

TO BE COMPLETED BY COLLEGE 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:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	OROVILLE UNION HIGH SCHOOL DISTRICT		Vendor ID:		
PO Description (Max. 25 characters):	CCAP AGREEMENT APPENDIX - Oroville High School				
Budget Code:	12.410.700.1.640000.55800	PO Amount:	\$5,500		
Contract Monitor Name (Person Who Approves Invoices):	TANNA NEILSEN			Phone:	7586
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
Business Contracts Approval:		Purchase Order Number:			

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

PHO 2 - Introduction to Photography

3 Unit(s)

Prerequisite(s): NONE

Recommended Prep: Reading Level IV; English Level III; Math Level II

Transfer Status: CSU/UC

34 hours Lecture

51 hours Lab

This course is an introduction to the processes, principles, and tools of photography. Topics include the development of technical and aesthetic skills, elements of design and composition, camera technology (film and digital), materials and equipment, and contemporary trends in photography.

II. OBJECTIVES

Upon successful completion of this course, the student will be able to:

- A. Safely handle and maintain photographic equipment and materials.
- B. Apply the elements and principles of design in finished photographs.
- C. Create a portfolio of work demonstrating formal, conceptual, and technical development.
- D. Produce photographs skillfully utilizing photographic tools, materials, and processes, including camera controls, image exposure, image processing, printing, and presentation.
- E. Examine and describe historical and contemporary trends, language, aesthetics and emerging media in photography.
- F. Analyze and describe the role of photography in contemporary culture and media.
- G. Evaluate and critique photographic images utilizing relevant terminology and concepts.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

Lecture	
<u>Topics</u>	<u>Hours</u>
1. Safe handling, maintenance, and appropriate use of photography equipment and materials	4.00
2. Elements and principles of design as they relate to photography	6.00
3. Concept development and project based approaches to photography	6.00
4. Photographic tools, materials and processes, including camera controls, image exposure, image manipulation, processing, and printing	7.00
5. Historical and contemporary trends, language, aesthetics and emerging media as they relate to film and digital photography	6.00
6. Group and individual critiques of photographic images utilizing relevant terminology and concepts	5.00
Total Hours	34.00

Lab

<u>Topics</u>	<u>Hours</u>
1. Lab policies and procedures	1.00
2. Wet-lab film development and darkroom printmaking, and/or digital management, editing, software, and printing techniques	17.00

3. Assignment covering photographic tools, materials and processes, compositional techniques and principles, camera controls, and image exposure	17.00
4. Group and individual critiques	16.00
Total Hours	51.00

IV. METHODS OF INSTRUCTION

- A. Lecture
- B. Instructor Demonstrations
- C. Collaborative Group Work
- D. Field Trips
- E. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- F. Discussion
- G. Problem-Solving Sessions
- H. Reading Assignments
- I. Multimedia Presentations

V. METHODS OF EVALUATION

- A. Portfolios
- B. Homework
- C. Lab Projects
- D. Written Assignments
- E. Mid-term and final examinations
- F. Critiques/Discussion

VI. EXAMPLES OF ASSIGNMENTS

- A. Reading Assignments
 1. Read handout on the "Brief History of Photography" and select one photographer of interest to research. Write a short objective essay describing the photographer's historical and personal context.
 2. Read the chapter on the camera and complete the "Parts of the Camera" worksheet by correctly labeling the 35mm and digital camera diagram. Use your camera as reference.
- B. Writing Assignments
 1. Read about the philosophical questions concerning the nature of photography in your class text. In 2-3 pages discuss the difference between a static black and white image on paper (the photograph) and real life experience.
 2. Listen to a student's critique of your work and in 100-200 words write a response to the comments they made. Explain what you think about what was said and why.
- C. Out-of-Class Assignments
 1. Shoot three rolls of film of simple abstractions from everyday objects. Photograph a single plane using maximum depth-of-field. Do not record motion. Be prepared to give an oral critique of five of your best images based on the criteria in the class handout.
 2. Select a digital or analog work to create a digital negative for cyanotype printing. Write a 2-3 page paper answering these questions: Will you use multi-media i.e. handcoloring or sculptural elements to enhance your cyanotype photograph? What is the expressive content of your work? How do your choices of image and materials convey meaning?

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Barnbaum, B. The Art of Photography: An Approach to Personal Expression. 2nd Edition. Rocky Nook Publishers, 2017.
- B. London, B. and Stone, J. Short Course in Photography: Digital. 3rd Edition. Pearson Publishing, 2014.

Created/Revised by: Daniel Donnelly

Date: 07/18/2018

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

DFT 12 - Beginning AutoCAD Drafting

3 Unit(s)

Transfer Status: CSU/UC

34 hours Lecture

51 hours Lab

This course introduces students to basic drafting concepts using both freehand sketching and AutoCAD, an industry-standard computer-aided drafting (CAD) application. It is intended for drafting majors, engineering majors, interior design majors and pre-architectural students. Topics include line and geometric shape development, freehand sketching, basic AutoCAD commands, text commands, file management, orthographic and pictorial projection, dimensioning, sectioning, auxiliaries, and architectural drawings using sketching and a two-dimensional (2D) drafting application. Document reproduction, printing and plotting will be introduced and practiced.

II. OBJECTIVES

Upon successful completion of this course, the student will be able to:

- A. Create representative freehand sketches of objects using lines, curves and circles to create technical shapes using orthographic and pictorial techniques.
- B. Properly setup AutoCAD with drafting settings to create, edit and save drawing files.
- C. Draw, edit and dimension freehand sketches or technical details, using AutoCAD including the control of software options and creation of paper-based prints.
- D. Produce, edit and dimension orthographic projection drawings, pictorial drawings in mechanical and architectural applications using AutoCAD.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

	Lecture	
<u>Topics</u>		<u>Lec Hrs</u>
1. Sketching		2.00
2. Starting AutoCAD		1.00
3. Drawing Setup and Saving Drawing Files		1.00
4. Basic Drawing Commands		1.00
5. Cartesian Coordinate Problems		2.00
6. Templates and Layers		2.00
7. Dimensioning		3.00
8. Mechanical Parts Problems		4.00
9. Geometric Construction Problems		2.00
10. Orthographic Construction Problems		4.00
11. Sectional Views		2.00
12. Auxiliary Drawings		2.00
13. Annotation and Pictorial Drawings Applications		4.00
14. Architectural Drawings, Layers and Scales		4.00
Total Hours		34.00

Lab

<u>Topics</u>	<u>Hours</u>
1. Sketching	3.00
2. Drawing Setup and Saving Drawing Files	1.00
3. Basic Drawing Commands	1.00
4. Cartesian Coordinate Problems	3.00
5. Templates and Layers	3.00
6. Dimensioning	4.00
7. Mechanical Parts Problems	6.00
8. Geometric Construction Problems	3.00
9. Orthographic Construction Problems	8.00
10. Sectional Views	3.00
11. Auxiliary Drawings	4.00
12. Annotation and Pictorial Drawing applications	6.00
13. Architectural Drawings, Layers and Scales	6.00
Total Hours	51.00

IV. METHODS OF INSTRUCTION

- A. Lecture
- B. Collaborative Group Work
- C. Class Activities
- D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- E. Demonstrations
- F. Multimedia Presentations

V. METHODS OF EVALUATION

- A. Exams/Tests
- B. Quizzes
- C. Projects
- D. Homework
- E. Class participation

VI. EXAMPLES OF ASSIGNMENTS

- A. Reading Assignments
 - 1. Please read the chapter on Section Views. Consider the question "Why are section views important to drafting?" and be prepared to discuss at the start of next class.
 - 2. Please read the section in your text about dimension applications and be prepared to answer questions from the reading at the next class.
- B. Writing Assignments
 - 1. Complete the instructor-led exercise on drafting parameters in class, and write a brief summary of the parameters used to prepare your DWG file for submission.
 - 2. Having read the chapter on Section Views, write complete answers to the worksheet questions and submit to the instructor when complete.
- C. Out-of-Class Assignments
 - 1. Prepare a freehand sketch of the kitchen floorplan provided by the instructor and submit your sketch at the next class meeting.
 - 2. For extra credit, please search the acronym NIST and the term ISO and prepare

hand-written definitions for each and turn in at the start of the next class. No late submissions will be accepted.

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

A. Shih, Randy H.. Principles and Practices: An Integrated Approach to Engineering Graphics.
2011 Edition. Schroff Development Corporation, 2011.

Created/Revised by: John Dahlgren

Date: 04/16/2012

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

DFT 24 - Architectural Drafting Applications

3 Unit(s)

Transfer Status: CSU

34 hours Lecture

51 hours Lab

This is a computer-based drafting course that introduces the student to architectural drafting applications. Building on basic drafting concepts learned previously, this course will introduce residential design concepts including floor plans, foundation plans and details, elevations, framing and section plans, mechanical, electrical and plumbing plans and engineering site plans. Students will also be introduced to three-dimensional (3D) architectural modeling. Students will prepare a plan set including coversheet, site plan, floor plan, electrical plan, elevations, building section and construction details using AutoCAD.

II. OBJECTIVES

Upon successful completion of this course, the student will be able to:

- A. Prepare a residential floor plan within project limits including the consideration of basic building codes, interior design criteria, room relationships, and traffic patterns.
- B. List site plan criteria and prepare a plot plan based on project requirements using engineering units.
- C. List the common foundation systems used for residential projects and prepare a foundation plan with typical details.
- D. List roof types and materials used for residential projects and draw a sample roof plan.
- E. Prepare elevation drawings for a residential project.
- F. List and describe the major components in supplemental floor plans including electrical, plumbing heating, ventilation and air-conditioning and draw a sample supplemental floor plan (electrical).
- G. Demonstrate plotting, printing and assembling completed architectural drawings for a residential project into a finished set of plans.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

Lecture	
<u>Topics</u>	<u>Lec Hrs</u>
1. Residential design	3.00
2. Construction Procedures and Sketching Applications	3.00
3. Sustainability and green building design	2.00
4. Floor plans	3.00
5. Foundation plans	3.00
6. Roof plans	5.00
7. Elevations	5.00
8. Framing methods and plans	4.00
9. Electrical, Plumbing and Mechanical plans	3.00
10. Site Plan Development	2.00
11. Cover Sheet and General Notes	1.00

Total Hours

34.00

Lab

<u>Topics</u>	<u>Hours</u>
1. Residential design	5.00
2. Construction Procedures and Sketching Applications	2.00
3. Sustainability and green building design	3.00
4. Floor plans	6.00
5. Foundation plans	4.00
6. Roof plans	4.00
7. Elevations	7.00
8. Framing methods and plans	7.00
9. Supplemental floor plans	5.00
10. Site plans	5.00
11. Cover Sheet and General Notes	3.00
Total Hours	51.00

IV. METHODS OF INSTRUCTION

- A. Lecture
- B. Collaborative Group Work
- C. Class Activities
- D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- E. Demonstrations
- F. Practical exercises

V. METHODS OF EVALUATION

- A. Exams/Tests
- B. Quizzes
- C. Projects
- D. Homework
- E. Class participation
- F. Practical Examinations

VI. EXAMPLES OF ASSIGNMENTS

- A. Reading Assignments
 - 1. Please read the materials on Professional Careers and Opportunities. Be prepared to discuss the chapter next class.
 - 2. Please read the chapter on Conservation and Environmental Design and Construction for homework and be prepared to discuss the impact that environmental design has on today's construction projects in class.
- B. Writing Assignments
 - 1. From the chapter readings you have been doing, please report out on "sustainable design" by using the "Going Green" sections. Please include a definition of what sustainable design is, how it applies to our work here and why it is important going forward. Please expound to a total of 1 to 2 paragraphs and submit when complete.
 - 2. Please go to www.greenformat.com and select no less than (5) products that you have searched and record the product name, manufacturer and Master Format ID and submit

with the questions you are completing in the study guide. Hand documents are acceptable and if you have any questions, please inform your instructor.

C. Out-of-Class Assignments

1. For homework please develop a sketch for the site plan for your residences based on the MIBRADA LOOP details provided by the instructor.
2. When assigned to a group, you will take about 20 minutes to discuss and study the following categories: Digitizing and Scanning, CAD Standards, Ergonomics and Networking and Storage. You will provide a consolidated bulleted list of 5 to 8 things that are the most important to remember and comprehend.

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Jefferis A., Madsen D.A. and Madsen D.P.. Architectural Drafting and Design. 6th Edition. Delmar, 2011.

Created/Revised by: John Dahlgren

Date: 04/16/2012

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

CLP 101 - Career, Education and Life Choices

3 Unit(s)

Prerequisite(s): NONE

Recommended Prep: Reading Level II; English Level II

Transfer Status: NT

51 hours Lecture

This is an introductory personal development course where students learn the skills for goal setting, budget projection, career and educational research, decision-making, and personal management. The course culminates in a 10-year action plan to fulfill educational and career goals.

II. OBJECTIVES

Upon successful completion of this course, the student will be able to:

- A. Identify interests, lifestyle preferences and aptitudes that influence career, education and life choices.
- B. Conduct preliminary career research using online and in-person resources such as the Occupational Outlook Handbook and informational interviews.
- C. Use a basic problem-solving techniques to overcome obstacles and refine personal goals.
- D. Create plans and use self-directed strategies for career changes and lifelong learning.
- E. Develop and maintain a 10-year action plan that includes appropriate experiences, skills, training and education required to attain stated career goal.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

Lecture	
<u>Topics</u>	<u>Hours</u>
1. Envisioning your future	2.00
2. Setting goals and creating plans	4.00
3. Career research	6.00
4. Budgeting for your envisioned lifestyle	5.00
5. Rubrics for making informed education, career, and life choices	4.00
6. Transitioning through post-secondary education into the workforce	4.00
7. Long-range plans for educational and training opportunities	8.00
8. Strategies for making career and life changes	3.00
9. Self-mastery skills and resiliency strategies	4.00
10. Connecting your education and career decisions with the planning process	4.00
11. Designing and maintaining your 10-year plan	7.00
Total Hours	51.00

IV. METHODS OF INSTRUCTION

- A. Lecture
- B. Group Discussions
- C. Guest Speakers
- D. Class Activities

- E. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- F. Multimedia Presentations

V. METHODS OF EVALUATION

- A. Portfolios
- B. Projects
- C. Homework
- D. Class participation
- E. Written Assignments
- F. Final Project

VI. EXAMPLES OF ASSIGNMENTS

A. Reading Assignments

1. Read the section in your text on the six E's of excellence, and prepare to share in class a person you know that embodies these traits.
2. Read the chapter in your text on the traits of those who succeed, and prepare to present in class the characteristics of people you would like to hire if you were the manager of a company.

B. Writing Assignments

1. Complete a one-page personal profile articulating your passions, work values, strengths, skills, aptitudes, and desired roles.
2. Write a budget for the envisioned lifestyle using the template provided by your instructor.

C. Out-of-Class Assignments

1. Complete an online inventory that details the skills you have and the skills you need to learn for your chosen career path. Submit a one-page summary of your findings.
2. Using your skills inventory chart, develop an education plan for your career path. Prepare to share your plan during a small-group discussion in class.

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Bingham, Mindy. Career Choices and Changes: Workbook and Portfolio. 5th Edition. Academic Innovations, 2013.
- B. Bingham, Mindy & Stryker, Sandy. Career Choices and Changes: Discover Who You Are, What You Want, and How to Get It. 5th Edition. Academic Innovations, 2013.

Materials Other Than Textbooks:

- A. Online inventories that measure interests, personality, values, skills, learning styles, and lifestyle
Instructor may decide to assign additional self-measurement tools outside of the course text/materials, as needed.
- B. My10yearPlan.com® Interactive, Academic Innovations, 2012.

Created/Revised by: Brian Donnelly

Date: 10/31/2016



To: Oroville Union High School District Board of Trustees
From: Corey Willenberg, EdD, Superintendent 
Date: August 10, 2021
Subject: Request Approval for SWISSuite License

It has been recommended by our DOJ monitor Dr. Ramiro Rubalcaba that OUHSD uses SWIS to monitor referrals and interventions for LPHS, OHS and PHS. The Butte County Office of Education will assist with training and implementation of SWIS. The cost of the agreement for one year is \$1,710.00 for all OUHSD schools. General Funds will be used to fund this agreement.

The Superintendent requests approval of the attached SWISSuite agreement.



SWIS™ Suite LICENSE AGREEMENT

Licensed Software and Internet Access Subscription

Authorized SWIS Facilitator:

Name: JENNIFER GARCIA - BCOE

Dated: 8-10-21

Note: This License Agreement (Agreement) must indicate the name of the Authorized SWIS Facilitator above for the school or institutional Licensee named in the Agreement, which follows.

IMPORTANT - READ CAREFULLY: This Agreement is a legal agreement between your organization or entity, (hereinafter referred to as "Licensee") and the University of Oregon, an institution of higher education located in Eugene, Oregon ("Oregon") for use of the School-Wide Information System™ ("SWIS™") Suite, which includes SWIS™, Check-in/ Check-out SWIS ("CICO-SWIS™"), Individual-SWIS (I-SWIS™), or Early Childhood SWIS (EC-SWIS™) (together "Licensed Software"). This Agreement is effective as of the date of last authorized signature below ("Effective Date").

LICENSEE INFORMATION

Organization: OROVILLE UNION HIGH SCHOOL DISTRICT
Address: 2211 WASHINGTON AVENUE
Address: OROVILLE, CA 95966

BACKGROUND

Oregon has developed a school-wide positive behavioral interventions and support program ("PBIS") that uses the Licensed Software to support and sustain positive behavior management programs by providing a rich set of efficient data collection, analysis, and reporting tools, as part of its teaching and research mission, which is described in greater detail at the following website:

<https://www.pbisapps.org/Applications/Pages/SWISSuite.aspx>

As a research and educational courtesy, Oregon will license the Licensed Software to Licensee to provide them with, and allow them to provide others with, accurate, efficient, practical information for decision making about school-wide discipline and targeted interventions and to manage their accounts, in accordance with this Agreement.

Oregon is a collaborator working with educators across the United States and the world to improve the effectiveness of schools, and is not a commercial vendor. All License Fees, as further described in Attachment A, are used to continue the maintenance and development of these tools for the education community.

NOW, THEREFORE, in consideration of the promises, conditions and representations contained herein, Licensee agrees as follows:

1. DEFINITIONS

1. Authorized Users

Authorized Users are those individuals officially affiliated with the Licensee, or an Authorized School or Site, and are added by an Authorized SWIS Facilitator.



2. Authorized Site

An Authorized Site is one contiguous school office complex or building comprising the Licensee's administrative offices, or the offices of any school under Licensee's control that has obtained authorization from LICENSEE to implement a positive behavior support program using the Licensed Software ("Authorized School") if Licensee is an organization (e.g., district, ESD, state, grant) licensing Licensed Software for a set of schools. Extensions or related offices located in separate locations are considered separate sites unless otherwise agreed to in writing by Oregon.

3. School Information Form

The School Information Form is used to collect data to uniquely identify the Authorized Site(s) for inclusion in the SWIS database and to summarize the Licensee school's overall necessary information to implement SWIS at the Authorized Site(s).

II. TERMS AND CONDITIONS

1. License Grant

Contingent upon Licensee's timely payment of License Fees to Oregon pursuant to Section II. 3. and compliance with this Agreement, Oregon grants to Licensee a non-exclusive, non-transferable, license ("License") to use the Licensed Software for non-commercial education and research purposes only. Such License includes the right to access the Licensed Software systems.

2. Access and Permitted Use and Support

- A. Access within the Authorized Site(s) is restricted to Authorized Users. Only Authorized Users may have access to the Licensed Software; any violation or unauthorized use constitutes cause for termination of the Agreement pursuant to Section 4.B(i). Additional information on security and confidentiality can be found in Attachment B.
- B. Licensee shall use reasonable efforts to ensure that only Authorized Users have access to Licensed Software and that such Authorized Users will not make any unauthorized copies nor transfer or aid in the transferring of the Licensed Software or any portion of data obtained thereby to any third parties. Licensee shall not transfer, sublicense or provide unauthorized access to the Licensed Software without prior written authorization from Oregon.
- C. Licensee shall have access to Licensed Software updates including distribution media and technical documentation and maintenance releases of Licensed Software, if any, as Oregon releases them.
- D. Oregon will provide Licensee with telephone and email support between 7:00 AM and 4:00 PM Pacific Time, Monday through Friday, to the extent Licensee reasonably requires the support, and as Oregon's staffing and schedule obligations reasonably permit.

3. Payment

- A. Oregon will invoice Licensee by billing the Licensee or a Third Party Payer (as defined below) and such fee ("License Fee" as further specified in Attachment A) shall be due and payable upon receipt. Licensee may designate an entity other than Licensee (such as a state department of education) to pay the License Fee on Licensee's behalf ("Third Party Payer"). The Licensee, directly or through its Third Party Payer, agrees to pay Oregon the appropriate License Fee within 30 days of receipt of the invoice from Oregon. Any payments provided by Licensee or by the Third Party Payer to Oregon shall be irrevocable by



Licensee or Third Party Payer, except as provided in Section 4.B(i) and (ii), and shall be made in U.S. dollars.

B. Licensee agrees to pay Oregon the appropriate License Fee specified in Attachment A and on subsequent annual invoices, and on supplemental invoices, received, if any, if the Licensee adds additional Authorized Sites mid-year that are approved by Oregon.

C. Licensee shall complete all financial administration required by Licensee.

4. Term and Termination

A. Term. The initial term of this Agreement shall begin on the Effective Date and shall continue until the following August 31 ("Access Period") followed by a "download data only" eighteen month period ("Inactive Period") if the Agreement is not renewed in accordance with Section 5. The Agreement may also be terminated in accordance with this Section 4. Oregon will activate Licensed Software and website access upon receipt of a completed, signed License Agreement and the License Fee. The Inactive Period is provided by Oregon to Licensee as a reasonable timeframe for Licensee to download and transition its data into another system. No other use of the Licensed Software is permitted by Licensee during the Inactive Period.

B. Termination.

(i) Termination for Default. Breach of any material term or condition of this Agreement by Licensee shall be grounds, at Oregon's sole discretion, for immediate termination of this license. In the case of such termination by Oregon, License Fees shall be non-refundable. Breach of any material term or condition of this Agreement by Oregon shall be grounds, at Licensee's sole discretion, for immediate termination of this license, and in the case of such termination, Licensee shall receive a pro-rated refund of the unused License Fee, such amount to be based on remaining full months of the License as determined by Oregon.

(ii) Termination for Convenience. Either party may cancel the Agreement at any time by providing the other party with thirty (30) days prior written notice. In the case of such termination by Oregon, the Licensee shall receive a pro-rated refund of the unused License Fee, such amount to be based on remaining full months of the License as determined by Oregon. In the case of such termination by Licensee, License Fees shall be non-refundable.

C. No Use after Termination. Upon termination of this Agreement, Licensee and all Authorized Users shall cease using any portion of Licensed Software.

D. Licensee's Obligations after Termination. Termination of this Agreement shall not extinguish any of Licensee's obligations under this Agreement which by their terms continue after the date of termination.

5. License Renewal

A. At the end of the initial Access Period, Licensee may renew the Agreement for an additional one year Access Period, and for subsequent one year Access Periods at the end of each additional Access period.



by payment of an invoice generated annually from Oregon ("License Renewal"). Any renewal is subject to the approval of Oregon which may be granted or withheld in its sole discretion.

- B. If the License Renewal payment is not received within 60 days following the receipt by the Licensee of the invoice, access to Licensed Software system will expire except as otherwise allowed during the Inactive Period in Section 4.A. Oregon reserves the right to modify the terms of this Agreement for any renewal period including the modification of the fees for any renewal period upon thirty (30) days prior written notice.

6. Delivery

- A. The Licensed Software will be delivered as web-based software for use by the Licensee. It is the responsibility of the Licensee to establish and maintain Internet connections for access to the Licensed Software website(s) and to provide and install suitable Internet web browsers and any other software necessary to access the Licensed Software system(s).
- B. Oregon shall use reasonable efforts to provide continuous availability of and advanced notice of planned interruptions to the Licensed Software through the Internet. It is understood that availability will be subject to periodic interruption due to maintenance of the server(s), installation or testing of software, the loading of new information files, and downtime related to equipment or services outside the control of Oregon including public and private telecommunications services or Internet nodes or facilities.

7. Warranty and Indemnification

- A. Indemnification. To the extent permitted by law, Licensee hereby agrees to indemnify and hold harmless Oregon and its officers, directors, agents, volunteers and employees, from and against any and all claims, demands, damages, costs, and other related items arising or in any way connected with the use of or access to Licensed Software by Licensee or by any third party use of or access to Licensed Software through Licensee. Licensee assumes all liability for decisions made using any data reported from Licensed Software.
- B. NO WARRANTY AND LIMITATION OF LIABILITY. OREGON PROVIDES ACCESS TO LICENSED SOFTWARE ON AN "AS IS" BASIS. LICENSEE AGREES TO BEAR ALL RISKS ASSOCIATED WITH THE USE OF LICENSED SOFTWARE. OREGON MAKES NO REPRESENTATIONS OR WARRANTIES, EXPRESS OR IMPLIED. BY WAY OF EXAMPLE, BUT NOT LIMITATION, OREGON MAKES NO REPRESENTATIONS OR WARRANTIES OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE (EVEN IF OREGON KNOWS OF SUCH PURPOSE), OR THAT THE USE OF LICENSED SOFTWARE WILL NOT INFRINGE ANY PATENTS, COPYRIGHTS, TRADEMARKS OR OTHER RIGHTS OF THIRD PARTIES. EXCEPT FOR INDEMNITY OBLIGATIONS OR AMOUNTS ACTUALLY DUE FOR PROVISION OF LICENSED SOFTWARE, IN NO EVENT SHALL ANY PARTY'S AGGREGATE LIABILITY UNDER ANY THEORY OR FOR ANY REASON WHATSOEVER EXCEED THE AMOUNTS ACTUALLY PAID BY AND/OR DUE FROM LICENSEE IN THE TWELVE (12) MONTH PERIOD IMMEDIATELY PRECEDING THE EVENT GIVING RISE TO SUCH CLAIM. IN NO EVENT SHALL ANY PARTY AND/OR ITS LICENSORS BE LIABLE TO ANYONE FOR ANY INDIRECT, PUNITIVE, SPECIAL, EXEMPLARY, INCIDENTAL, CONSEQUENTIAL OR OTHER DAMAGES OF ANY TYPE OR KIND (INCLUDING LOSS OF DATA, REVENUE, PROFITS, USE OR OTHER ECONOMIC ADVANTAGE) ARISING OUT OF, OR IN ANY WAY CONNECTED



WITH THE LICENSED SOFTWARE, INCLUDING BUT NOT LIMITED TO THE USE OR INABILITY TO USE THE LICENSED SOFTWARE, OR FOR ANY CONTENT OBTAINED FROM OR THROUGH THE LICENSED SOFTWARE, ANY INTERRUPTION, INACCURACY, ERROR OR OMISSION, REGARDLESS OF CAUSE IN THE CONTENT, EVEN IF THE PARTY FROM WHICH DAMAGES ARE BEING SOUGHT OR SUCH PARTY'S LICENSORS HAVE BEEN PREVIOUSLY ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

- C. Licensee acknowledges and agrees that Oregon's liability, if any, is subject to the limitations and conditions of the Oregon Tort Claims Act, Oregon Revised Statutes sections 30.260-30.300, and the Oregon Constitution, Article XI, Section 7. Nothing in this Agreement is, or will be construed as, a waiver of either party's sovereign or governmental immunities.

8. General

A. Assignment

This Agreement may not be assigned or transferred by Licensee.

B. Entire Agreement, Modification, and Waiver

This Agreement sets forth the entire agreement between the parties, and replaces any previous agreement between the parties, with respect to the subject matter hereof, and may not be modified or amended except by written agreement executed by the parties hereto. No waiver, consent, modification, or change of any terms of this Agreement shall be binding unless the same is in writing and signed by both parties and all necessary approvals have been obtained. Such express waiver, consent modification, or change, if made, shall be effective only in the specific instance and for the specific purpose set forth in such signed writing.

C. Licensee's Authority

Licensee represents and warrants that the individual executing this Agreement on behalf of Licensee is duly authorized to execute and deliver this Agreement on behalf of Licensee in accordance with duly adopted organizational documents or agreements and if appropriate a resolution of Licensee, and that this Agreement is binding upon Licensee in accordance with its terms.

D. Force Majeure

Oregon's failure to perform any term or condition of this Agreement as a result of conditions beyond its control such as, but not limited to, war, strikes, fires, floods, acts of God, governmental restrictions, power failures, or damage or destruction of any network facilities or servers, shall not be deemed a breach of this Agreement.



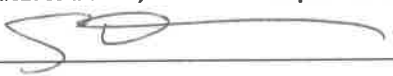
License Agreement & School Information Form

School Profile NCES School ID: 0434803
Country: USA State/Province: California District: OUHSD
School Name: Las Plumas High School
Address: 2380 Las Plumas Avenue
City: Oroville State/Province: California Zip/Postal Code: 95966
Mailing Address if different: 2211 Washington Avenue
City: Oroville State/Province: California Zip/Postal Code: 95966
Phone: 530-538-2310 Fax: 530-534-5974 Website: https://www.ouhsd.org
Grade Levels From: 9 To: 12 Additional School Information, if applicable: Not Applicable
Administrator Name: Dr. Lamar Collins Email: lamarcollins@ouhsd.net
*Your PBISApps login will be your email address:

Billing Profile

Payer Business Name: Oroville Union High School District Contact Person: Christina Hopper
Mailing Address: 2211 Washington Avenue City, State, Zip: Oroville, CA 95966
Email address for invoices: chopper@ouhsd.net

By authorized signatures below, Licensee accepts and agrees to be bound by the terms and conditions of the preceding Agreement:

Signature:  Printed Name: Corey Willenberg Date: 8/10/21
Email address: cwillenb@ouhsd.net Licensee desire access to: SWIS

Optional Data Sharing Agreement

In addition to receiving access to the Licensed Software, the Licensee, by signature below, agrees to share non personally identifiable information (non-PII) with the Center on Positive Behavioral Interventions and Supports (PBIS) projects at Oregon including State and District Evaluators for evaluation research and summary. It is understood that the projects are in compliance with the Family Educational Rights and Privacy Act, (34 CFR 99.31(6)) and human subjects research regulations (Protection of Human Subjects 45 CFR 46). It is further understood that this permission may be withdrawn at any time for any reason by Licensee, and data will not be shared from that point forward. Except as prohibited by law, this Optional Data Sharing Agreement shall be subject, as applicable, to the same terms as the License Agreement.

Licensee Signature: _____ Name & Title: _____ Date: _____

This bottom portion is to be filled out by a certified SWIS/EC-SWIS/CICO-SWIS/I-SWIS facilitator.

Facilitator Name: Jennifer Garcia-BCOE Email: lamarcollins@ouhsd.net

I affirm, in my judgement the school above meets readiness requirements for adopting SWIS, EC-SWIS, CICO-SWIS, I-SWIS.

Facilitator Signature: _____ Date: _____



License Agreement & School Information Form

School Profile NCES School ID: 0435602
Country: USA State/Province: California District: OUHSD
School Name: Oroville High School
Address: 1535 Bridge Street
City: Oroville State/Province: California Zip/Postal Code: 95966
Mailing Address if different: 2211 Washington Avenue
City: Oroville State/Province: California Zip/Postal Code: 95966
Phone: 530-538-2320 Fax: 530-534-6203 Website: https://www.ouhsd.org
Grade Levels From: 9 To: 12 Additional School Information, if applicable: Not Applicable
Administrator Name: Cristi Tellechea Email: ctellech@ouhsd.net
*Your PBISApps login will be your email address:

Billing Profile

Payer Business Name: Oroville Union High School District Contact Person: Christina Hopper
Mailing Address: 2211 Washington Avenue City, State, Zip: Oroville, CA 95966
Email address for invoices: chopper@ouhsd.net

By authorized signatures below, Licensee accepts and agrees to be bound by the terms and conditions of the preceding Agreement:

Signature:  Printed Name: Corey Willenberg Date: 8/10/21
Email address: cwillenb@ouhsd.net Licensee desire access to: SWIS

Optional Data Sharing Agreement

In addition to receiving access to the Licensed Software, the Licensee, by signature below, agrees to share non personally identifiable information (non-PII) with the Center on Positive Behavioral Interventions and Supports (PBIS) projects at Oregon including State and District Evaluators for evaluation research and summary. It is understood that the projects are in compliance with the Family Educational Rights and Privacy Act, (34 CFR 99.31(6)) and human subjects research regulations (Protection of Human Subjects 45 CFR 46). It is further understood that this permission may be withdrawn at any time for any reason by Licensee, and data will not be shared from that point forward. Except as prohibited by law, this Optional Data Sharing Agreement shall be subject, as applicable, to the same terms as the License Agreement.

Licensee Signature: _____ Name & Title: _____ Date: _____

This bottom portion is to be filled out by a certified SWIS/EC-SWIS/CICO-SWIS/I-SWIS facilitator.

Facilitator Name: JENNIFER GARCIA-BCOE Email: ctellech@ouhsd.net

I affirm, in my judgement the school above meets readiness requirements for adopting SWIS, EC-SWIS, CICO-SWIS, I-SWIS.

Facilitator Signature: _____ Date: _____



License Agreement & School Information Form

School Profile

NCES School ID: 04437566Country: USAState/Province: CaliforniaDistrict: OUHSDSchool Name: Prospect High SchoolAddress: 2060 @nd StreetCity: OrovilleState/Province: CaliforniaZip/Postal Code: 95965Mailing Address if different: 2211 Washington AvenueCity: OrovilleState/Province: CaliforniaZip/Postal Code: 95966Phone: 530-538-2330Fax: 530-538-2338Website: https://www.ouhsd.orgGrade Levels From: 9 To: 12Additional School Information, if applicable: Not ApplicableAdministrator Name: Tim DruryEmail: tdrury@ouhsd.net

*Your PBISApps login will be your email address:

Billing Profile

Payer Business Name: Oroville Union High School District Contact Person: Christina HopperMailing Address: 2211 Washington Avenue City, State, Zip: Oroville, CA 95966Email address for invoices: chopper@ouhsd.net**By authorized signatures below, Licensee accepts and agrees to be bound by the terms and conditions of the preceding Agreement:**Signature:  Printed Name: Corey Willenberg Date: 8/10/21Email address: cwillenb@ouhsd.net Licensee desire access to: SWIS

Optional Data Sharing Agreement

In addition to receiving access to the Licensed Software, the Licensee, by signature below, agrees to share non personally identifiable Information (non-PII) with the Center on Positive Behavioral Interventions and Supports (PBIS) projects at Oregon including State and District Evaluators for evaluation research and summary. It is understood that the projects are in compliance with the Family Educational Rights and Privacy Act, (34 CFR 99.31(6)) and human subjects research regulations (Protection of Human Subjects 45 CFR 46). It is further understood that this permission may be withdrawn at any time for any reason by Licensee, and data will not be shared from that point forward. Except as prohibited by law, this Optional Data Sharing Agreement shall be subject, as applicable, to the same terms as the License Agreement.

Licensee Signature: _____ Name & Title: _____ Date: _____

This bottom portion is to be filled out by a certified SWIS/EC-SWIS/CICO-SWIS/I-SWIS facilitator.Facilitator Name: Jennifer Garcia-BCOE Email: tdrury@ouhsd.net**I affirm, in my judgement the school above meets readiness requirements for adopting SWIS, EC-SWIS, CICO-SWIS, I-SWIS.**

Facilitator Signature: _____ Date: _____



Attachment A: License Fees

LICENSEE will pay the following License Fees to OREGON (The fees listed below are per school per academic year per application (SWIS, CICO-SWIS, I-SWIS, EC-SWIS) a school accesses) If Licensee is an individual school, the price per bundle of applications is:

1 application (SWIS, CICOSWIS, I-SWIS)	2 applications (SWIS+CICO-SWIS, SWIS+I-SWIS, CICO-SWIS+I-SWIS)	3 applications (SWIS+CICOSWIS+I-SWIS)
\$350	\$460	\$570

1 application (EC-SWIS, CICOSWIS, I-SWIS)	2 applications (EC-SWIS+CICO-SWIS, EC-SWIS+I-SWIS, CICO-SWIS+I-SWIS)	3 applications (EC-SWIS+CICOSWIS+I-SWIS)
\$350	\$460	\$570

If Licensee is an organization (e.g., district, ESD, state, grant) purchasing applications for a set of schools, Licensee will be billed at the following tiers:

	1 application (SWIS, CICO-SWIS, I-SWIS)	2 applications (SWIS+CICO-SWIS, SWIS+I-SWIS, CICO-SWIS+I-SWIS)	3 applications (SWIS+CICO-SWIS+I-SWIS)
1-19 schools	\$350	\$460	\$570
20-39 schools	10% discount (\$315)	10% discount (\$414)	10% discount (\$513)
40+ schools	20% discount (\$280)	20% discount (\$368)	20% discount (\$456)

	1 application (EC-SWIS, CICO-SWIS, I-SWIS)	2 applications (EC-SWIS+CICOSWIS, EC-SWIS+I-SWIS, CICO-SWIS+I-SWIS)	3 applications (EC-SWIS+CICO-SWIS+I-SWIS)
1-19 schools	\$350	\$460	\$570
20-39 schools	10% discount (\$315)	10% discount (\$414)	10% discount (\$513)
40+ schools	20% discount (\$280)	20% discount (\$368)	20% discount (\$456)

All organizational Licensees have the option to prepay for schools' bundled applications at the appropriate tiered rate. If Licensee does not prepay the Licensee Fee, it will be invoiced upon account setup at the appropriate tier.

License Fees will be prorated from the first full month of access to the application. Applications purchased as a bundle at the initial point of purchase will receive the bundled discount. Applications



purchased one at a time throughout the year are each billed at the prorated 1-application rate. All applications initially purchased one at a time will be renewed at any applicable bundled rates.

Attachment B: Privacy and Security

Privacy and security are among our highest priorities for the SWIS Suite. We work diligently to maintain student and teacher privacy and treat all sensitive data and personal information according to the standards in providing education and research tools. This Privacy & Security Statement outlines the specific steps we take to ensure that all sensitive data is treated carefully and appropriately.

Privacy

The protection of student, staff, and family personal information is critical to our work. As such, PBISApps has endorsed the Student Privacy Pledge (<https://studentprivacypledge.org/>), a strong set of commitments drafted with the involvement of educational non-profit groups, the Software & Information Industry Association, and public sector educational leaders. PBISApps is run by Educational and Community Supports, a research center in the University of Oregon's College of Education. As part of a public research university, we are ineligible to be a signatory to the pledge but have committed to following each aspect of the pledge completely. This privacy statement outlines our commitments and the steps we take to ensure that personal (i.e., individually identifiable) information remains private. For detailed information about our privacy and security commitments, see <https://www.pbisapps.org/Applications/Pages/Confidentiality-and-Security.aspx>.



OROVILLE
UNION HIGH SCHOOL DISTRICT



OROVILLE
UNION HIGH SCHOOL DISTRICT

Philosophy, Goals, Objectives and Comprehensive Plans

Nondiscrimination in District Programs and Activities

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. For inquiries/complaints, contact our Title IX Coordinator/Equity Officer, Dr. Corey Willenberg, at (530) 538-2300, ext. 1107, or by email at cwillenb@ouhsd.net, or in person at 2211 Washington Avenue, Oroville, CA 95966.

- (cf. 1240 - Volunteer Assistance)
- (cf. 4030 - Nondiscrimination in Employment)
- (cf. 4032 - Reasonable Accommodation)
- (cf. 4033 - Lactation Accommodation)
- (cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
- (cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)
- (cf. 5131.2 - Bullying)
- (cf. 5145.3 - Nondiscrimination/Harassment)
- (cf. 5145.7 - Sexual Harassment)
- (cf. 5146 - Married/Pregnant/Parenting Students)
- (cf. 6145 - Extracurricular and Co-curricular Activities)
- (cf. 6145.2 - Athletic Competition)
- (cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
- (cf. 6164.6 - Identification and Education Under Section 504)
- (cf. 6178 - Career Technical Education)
- (cf. 6200 - Adult Education)

District programs and activities shall also be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

Annually, the Superintendent or designee shall review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

- (cf. 1330 - Use of Facilities)

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

- (cf. 1312.3 - Uniform Complaint Procedures)

Nondiscrimination in District Programs and Activities (Cont.)

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, handbook, application form, or other materials distributed to these groups and, as applicable, to the public. As appropriate, such notification shall be posted in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations and shall be posted on the district's web site and, when available, district-supported social media.

(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

Access for Individuals with Disabilities

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

(cf. 6163.2 - Animals at School)
(cf. 7110 - Facilities Master Plan)
(cf. 7111 - Evaluating Existing Buildings)

The Superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, note takers, written materials, taped text, and Braille or large print materials. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

(cf. 6020 - Parent Involvement)
(cf. 9320 - Meetings and Notices)
(cf. 9322 - Agenda/Meeting Materials)

The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws is hereby designated as the district's ADA coordinator. He/she shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

Nondiscrimination in District Programs and Activities (Cont.)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48985 Notices to parents in language other than English

51007 Legislative intent: state policy

GOVERNMENT CODE

11000 Definitions

11135 Nondiscrimination in programs or activities funded by state

11138 Rules and regulations

12900-12996 Fair Employment and Housing Act

54953.2 Brown Act compliance with Americans with Disabilities Act

PENAL CODE

422.55 Definition of hate crime

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act

1681-1688 Discrimination based on sex or blindness, Title IX

2301-2415 Carl D. Perkins Vocational and Applied Technology Act

6311 State plans

6312 Local education agency plans

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2000h-6 Title IX

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

36.303 Auxiliary aids and services

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:

106.9 Dissemination of policy

Management Resources:

CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS

California Law Prohibits Workplace Discrimination and Harassment

Nondiscrimination in District Programs and Activities (Cont.)

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Transgender Students, May 2016

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter: Harassment and Bullying, October 2010

Dear Colleague Letter: Electronic Book Readers, June 29, 2010

Notice of Non-Discrimination, January 1999

Protecting Students from Harassment and Hate Crime, January 1999

Nondiscrimination in Employment Practices in Education, August 1991

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

2010 ADA Standards for Accessible Design, September 2010

Accessibility of State and Local Government Websites to People with Disabilities, June 2003

WORLD WIDE WEB CONSORTIUM PUBLICATIONS

Web Content Accessibility Guidelines, December 2008

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Safe Schools Coalition: <http://www.casafeschools.org>

Pacific ADA Center: <http://www.adapacific.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Department of Justice, Civil Rights Division, Americans with Disabilities Act:

<http://www.ada.gov>

U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

World Wide Web Consortium, Web Accessibility Initiative: <http://www.w3.org/wai>

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